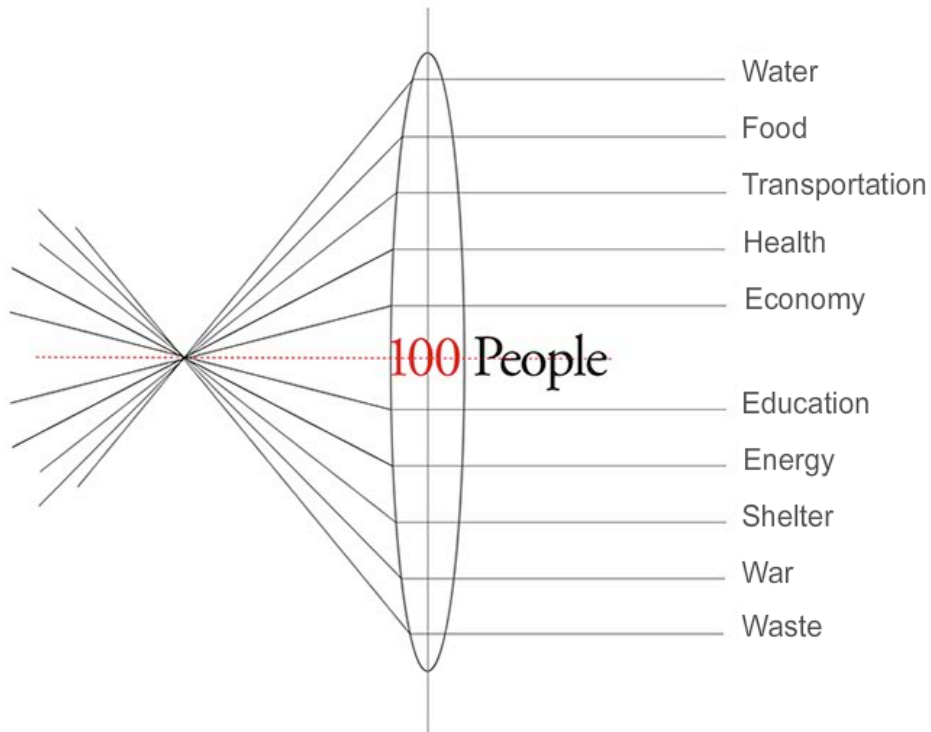


# 100 People: Global Issues Through our Lens

*A Current Events Curriculum Guide  
For Middle and High Schools*



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June 10, 2011

Dear Middle and High School Educators,

Welcome to the 100 People Foundation's *Global Issues through our Lens* curriculum guide for secondary schools! We are thrilled that you are considering implementing this program into your classroom, and we hope you will find the lessons useful in exposing your students to provocative global events.

This curriculum guide is intended for middle and high school social studies teachers who wish to integrate current events into the classroom in a meaningful and collaborative way. The curriculum is divided into four units with a total of 40 lessons, and it is designed to span the entire academic year. Each lesson is approximately 40 minutes in length and is structured after the Workshop Model.

In addition to the lessons, you will find rubrics for project assessment, supplementary handouts, weekly homework assignments, and a list of New York State educational standards that can be aligned to the content of the lessons. We hope that you will find the curriculum guide useful in your teaching, and we welcome your feedback.

Best,

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## NEW YORK STATE SOCIAL STUDIES STANDARDS

*The following standards can be aligned to the aims and objectives in each lesson plan in the curriculum guide. The complete list of standards and skills can be found at <http://schools.nycenet.edu/offices/teachlearn/ss/SocStudScopeSeq.pdf>*

### ***WORLD HISTORY***

**Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.**

#### **MIDDLE SCHOOL PERFORMANCE INDICATORS (GRADES 6-8)**

- 2.1c: interpret and analyze documents and artifacts related to significant developments and events in world history
- 2.3a: investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history
- 2.3b: interpret and analyze documents and artifacts related to significant developments and events in world history
- 2.4d: investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions

#### **HIGH SCHOOL PERFORMANCE INDICATORS (GRADES 9-12)**

- 2.1e: Analyze changing and competing interpretations of issues, events, and developments throughout world history.
- 2.2c: Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
- 2.2d: Explain the importance of analyzing narratives drawn from different times and places to understand historical events.
- 2.2e: Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.
- 2.3b: Explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
- 2.3c: Examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.
- 2.4a: Identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation.
- 2.4c: Plan and organize historical research projects related to regional or global interdependence.

### ***GEOGRAPHY***

**Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live — local, national, and global — including the distribution of people, places, and environments over the Earth’s surface.**

#### **MIDDLE SCHOOL PERFORMANCE INDICATORS (GRADES 6-8)**

- 3.1a: map information about people, places, and environments
- 3.1c: investigate why people and places are located where they are located and what patterns can be perceived in these locations
- 3.1d: describe the relationships between people and environments and the connections between people and places
- 3.2a: formulate geographic questions and define geographic issues and problems
- 3.2b: use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems
- 3.2d: interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems

### **HIGH SCHOOL PERFORMANCE INDICATORS (GRADES 9-12)**

- 3.1c: Investigate the characteristics, distribution, and migration of human populations on the Earth's surface
- 3.1d: Understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
- 3.1e: Analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface
- 3.2a: Plan, organize, and present geographic research projects.
- 3.2b: Locate and gather geographic information from a variety of primary and secondary sources

## ***ECONOMICS***

**Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.**

### **MIDDLE SCHOOL PERFORMANCE INDICATORS (GRADES 6-8)**

- 4.1a: explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
- 4.1d: understand how people in the United States and throughout the world are both producers and consumers of goods and services
- 4.1g: explain how nations throughout the world have joined with one another to promote economic development and growth
- 4.2a: identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources
- 4.2d: develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions

### **HIGH SCHOOL PERFORMANCE INDICATORS (GRADES 9-12)**

- 4.1a: Analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.
- 4.1c: Understand the nature of scarcity and how nations of the world make choices, which involve economic and social costs and benefits.

# UNIT ONE – THE IMAGE OF THE ISSUES

## 10 weeks

*In this unit, students will be introduced to the Mission of the 100 People Foundation and the Ten Areas of Critical Global Concern. Students will have opportunities to access prior knowledge of current global events, and they will collaborate in small groups to explore the issues in depth. By the end of the unit, students will create a Collaborative Poster that uses visual images and research-driven text to best represent this issue, and they will present their projects to the class.*

### Essential Questions

- How do statistics and demographics help us better understand the world and its people?
- How do we access information that helps us better understand the areas of critical global concern?
- How do visual images help us interpret issues of global concern?

## ***LESSON ONE: If the World were 100 People***

**Aim:** Students will be able to contrast preconceived notions of global demographics to factual statistics.

**Materials:** 100 People handout, 100 People trailer

**Do Now (5 minutes):** Students respond in writing to the following prompt:

**What does the word “population” mean? List as many factors that make up a population. Example: age, gender, etc.**

Students share responses in groups. Write the factors on the board. Factors can include gender, age, race, ethnicity, religion, sexual orientation, native language/dialect, literacy skills, education, social class, physical health/ability, etc.

**Lesson (10 minutes):**

- “Demographics” are the structural components of a population, or group of people. All of the words on the board are demographics because they make up a population. (see factors above)
- “Statistics” are numerical data related to groups of people. Every demographic has a statistic that can be measured.
- The 100 People Foundation helps students understand major issues that people around the world face every day. They do this by framing the global population as 100 people.
- This course will examine some of these issues in depth. Now, imagine what the world would look like if the total global population (about 7 billion people) were actually 100 people.

**Collaborative Practice (20 minutes):** Give students about ten minutes to independently complete the handout titled “If the World were 100 People...” In partners, students compare numbers. Open the comparisons to the group (3-4 students) and have students discuss some similarities and differences in their responses. Monitor conversations to ensure students are on task. Make note of any striking comments.

**Share/Summary (6 minutes):** Watch the 100 People Trailer (4 min. 24 sec., available on website). As students watch, they write the actual statistic to the right of each demographic listed on the handout. When the video is finished, go over the actual statistics so that all students have time to write in the real facts. Discuss.

**Homework:** Share your handout with someone at home. Discuss the differences between your own ideas and the real numbers. Write a one-paragraph reflection. What statistics surprise you the most? Why? Which surprise you the least? Explain.

*Notes:*

**Work with struggling students during Collaborative Practice time. Make sure that English Language Learners (ELLs) know words like *hemisphere, Buddhist, and undernourished.***



## ***LESSON TWO: A Web of Global Issues***

**Aim:** Students will be able to make personal connections to class-generated issues of global concern.

**Materials:** video from 100 People website

**Do Now (10 minutes):** Explain that the 100 People Foundation has identified “Ten Areas of Critical Global Concern.” In small groups, students have five minutes to brainstorm the issues. One person is the scribe and writes the issues down. The goal is to come up with ten issues per group.

Students share out their issues with the whole class while the teacher charts responses in a web on the board. Continue charting until all groups have shared and the web has substantial information.

**Lesson (15 minutes):**

- Have students write an official list of the Ten Areas of Critical Global Concern in their Journals. Explain that, based on the web, the class has already identified these problems. Use a different color marker to circle the ten issues: **WATER, FOOD, TRANSPORTATION, HEALTH, ECONOMY, EDUCATION, ENERGY, SHELTER, WAR, WASTE**. If there are any issues that were not brainstormed by the class, write them down and make a note of this.
- Put a star next to the issue WATER. Explain to students that the 100 People Foundation is currently working with high school students who are investigating each of the issues around the world. Show students the 5-minute video that addresses WATER as a global issue. Students should try to write down three facts or ideas that stand out from this video. When the video is finished, select a few students to share their notes aloud.

**Collaborative Practice (10 minutes):** Ask students to choose the issue from the official list that is most important to them. Students should write in their Journals for 10 minutes about this issue. Offer students the following prompts to help them write:

- Why is this issue so important to me?
- What experience(s) have I faced in my life related to this issue?
- How might this issue be of critical importance to other people in the world who are different than me? Explain.

**Share/Summary (5 minutes):** Invite students to share writing. Ask a student to summarize the lesson. Ask a student to name the ten issues without looking at the list.

**Homework:** “Study the list and consider the three issues that you feel most connected to, the three issues that you would love to spend the year researching and exploring in depth. Make a Top Three list explaining in detail why each one appeals to you. You should write one full paragraph for each issue (3 paragraphs total) in your Journal.”

*Notes:*

- If there is an issue that the students themselves did not initially brainstorm, consider using this issue as a model issue for future lessons.
- To activate prior knowledge, ask students what they already know about WATER as a global issue before they watch the short film. Ask them what they want to know about this issue.



## ***LESSON THREE: We Know and We Want to Know***

**Aim:** Students will be able to access prior knowledge on a particular subject and pose questions for preliminary research.

**Materials:** KWLH graphic organizer handout, copies of photos with essential questions, 100 People video

**Do Now (5 minutes):** Before students come into the classroom, place copies of the photo and question for each issue on each of the tables. (These photos and questions can be found on the website). Have students sit with their collaborative groups, based on their Homework response. Some students will sit at the WASTE table; others will sit at the ENERGY table, etc. Ideally, groups of 3-4 students will work best. When students find their partners and tables, have them each share one reason why they are excited to explore this particular issue.

### **Lesson (15 minutes):**

- Explain to students that they will be working in these collaborative groups one period per week for the rest of the year. “As a class, we will look in depth at all ten issues, but your collaborative group will become experts on your one issue.”
- Direct students’ attention to the photo card and essential question on their table. Have one group hold up their photo, state their issue and read the question aloud. (ie. “Shelter: How can people gain access to adequate shelter and safe, livable communities?”) Explain that these essential questions will help guide your group in your research and exploration. Ask students to write their essential question somewhere in their journal where they can refer to it.
- Tell students that they are about to watch another 5-minute documentary from the 100 People Foundation. This video will look at WATER as a global issue. Ask students what they know about water as a global issue of concern. Write down a couple ideas on the board under a “K (What I Know)” chart heading.
- Ask students what they want to know about WATER as an important global issue. Tell students to frame this as a question. Example: “How do people in developing countries find access to clean drinking water?” Write a student’s question on the board under a “W (What I Want to Know)” chart heading.
- As the students watch the video, have them write down one thing that they learn about WATER as a global issue. At the end of the video, give them a few minutes to write down new questions that arise based on the contents of the video. Share out.

**Collaborative Practice (15 minutes):** Distribute copies of the KWLH chart. Students will work in their collaborative groups to access fact-based prior knowledge as well as questions that they want answered about their issue. Groups should aim for 5 examples in each section of the KW chart. Explain that students will visit the LH sections of the organizer at a different time. Circulate around the room to ensure that groups are on task.

**Share/Summary (5 minutes):** Ask a representative from each group to share one example from each chart (30 seconds per group). Example: “We know that... We want to know why...?”

**Homework:** Research a question from your chart. Try to find the answer (or part of the answer) in your research. Bring in an article from a recent periodical that somehow addresses this question. Highlight the part of the article that you think best begins to answer the question. In your chart, write what you learned in your own words (3-5 sentences). Bring your article and your chart to the next class. Be prepared to share findings.

*Notes:*

- Offer students a list of reliable websites where they might be able to research their questions and find accurate information. (ie. Nytimes.com, nationalgeographic.com, etc.)
- If time permits, give students a short quiz at the beginning or end of the class. Ask them to write down the ten issues from memory.

## ***LESSON FOUR: Sources of Information***

**Aim:** Students will be able to narrow down broad ideas into specific topics for research.

**Materials:** 100 People video, idea web graphic organizer

**Do Now (10 minutes):** When students are seated, play the 100 People documentary on TRANSPORTATION. Have someone from the Transportation group read their essential question aloud: “How can we find ways to transport ourselves without relying on fossil fuels?”

At the end of the video, ask students to brainstorm ways that the high school student in the film found out information about TRANSPORTATION as a global issue. Write down as many sources of information as possible.

**Lesson (10 minutes):**

- Ask students from each group to share information sources. Chart responses on the board in the form of a web. Students should copy the web in their Journals. Research methods should include: **newspaper/magazine articles, TV news shows, radio shows, books, maps, atlases, encyclopedias, web searches, documentary films or videos, podcasts, college lectures/classes/seminars (i-Tunes U), interviews, experiments, observations, first-hand experiences, surveys, performances, etc.**
- For this class, you will be primarily focused on the following three sources:
  1. Online newspapers/magazines (NY Times, Science.com)
  2. Online encyclopedia (Wikipedia)
  3. Interviews with adults
- Ask students to explain what a search engine does. Give an example of a broad search vs. a narrow search: SPORTS vs. WOMEN’S BASKETBALL. Even narrower: AFRICAN-AMERICAN WOMEN’S BASKETBALL LEAGUES in SOUTH FLORIDA. Model this idea in the form of an idea web on the board.

**Collaborative Practice (15minutes):** Each student creates an idea web in their Journals that starts with the big issue in the center and specifies the topic. The end result should be 2-3 narrow topics that might yield articles in a web search. Remind students to stay on task. It’s easy for an idea web to veer off course. Stay focused on the issue of global concern, and make sure that the narrow results are the specific topics you are most interested in exploring in relation to this issue.

After students have had about 10 minutes of independent practice, give them some time to share their narrow topic ideas with their collaborative group. Discuss any overlapping topics.

**Share/Summary (5 minutes):** Open up the discussion to the class. Invite students to share specific topic ideas aloud.

**Homework:** Search the web for a specific newspaper or magazine article that addresses one of your narrow topics. Highlight the parts of the article that interest you the most. Bring it in to share.



## ***LESSON FIVE: Summarize and Reflect***

**Aim:** Students will be able to summarize an article and compose a personal reflection.

**Materials:** 100 People video, post-its, 2-paragraph graphic organizer

**Do Now (10 minutes):** Watch the 5-minute documentary on HEALTH from the 100 People website.

Ask students to write a short summary (3-5 sentences) of the video. Invite students to share their summaries aloud.

**Lesson (10 minutes):**

- Explain that a summary gives the main idea and several important supporting details in your own words. We can summarize an article the same way we summarize a documentary film. Teach students the model for a one-paragraph summary:
  1. **Topic Sentence** – introduces main idea or focus of the article.
  2. **Supporting Details** – three to five sentences that offer specific details that support the topic. Detail indicators include: *for example, for instance, such as, specifically, etc.*
  3. **Concluding Sentence** – re-iterates the main idea using different language.

Model summary paragraph:

**The Klein family lives in Holiday, a Boulder, CO, neighborhood that is entirely energy efficient. Solar panels, installed on the roofs of all the houses, capture energy from the sun even on cloudy days. This energy is converted by a machine so that it can be used to power home appliances such as refrigerators, televisions, computers, and coffee makers. This natural use of solar power reduces dependence on harmful energy sources such as oil and natural gas. The Kleins and other Holiday residents have formed an environmentally conscious community that can serve as a model for other neighborhoods of the future.**

Ask students to point out the structure of the paragraph summary.

- Explain that an objective, fact-driven summary can be followed by a personal reflection that offers your own viewpoints and connections to the source. A one-paragraph reflection can follow the following structure:
  1. **Point-of-View** – a sentence or two that offers a specific personal perspective on the issue. This can be a controversial agreement or disagreement. It should express some sort of opinion.
  2. **Elaboration** – three to five sentences that support or further your argument. Support indicators include: *in addition, moreover, furthermore, clearly, etc.*

3. **Conclusion** – one final statement that solidifies your stance and ties up your reflection. This can take the form of an open-ended question.

Model reflection paragraph:

**While the Holiday community represents an eco-friendly utopia, its practical application appeals to the wealthy. Clearly, solar power installation is a luxury accessible only to upper middle class families like the Kleins. Holiday is a private experiment that appeals to the eco-conscious sensibilities of the affluent and does very little to promote sustainability in lower and working class communities. Will solar power forever be an elitist option?**

**Collaborative Practice (15 minutes):** Students write a Summary and Reflection for the article they found for Homework. The two-paragraph response should follow the structure from the lesson.

Walk around the room to ensure that students are on task. Offer ELLs and struggling writers a graphic organizer to help them with the paragraph structure.

**Summary/Share (5 minutes):** Swap papers with a partner. Read your partner's work. Write a positive, constructive comment on a post-it and stick it to the paper. Hand it back to the writer.

**Homework:** 1.) Find another article and complete a 2-paragraph summary/reflection. Your article can be from the same narrow topic or a different topic from the idea web. 2.) Based on your knowledge of the issue so far, find or create a visual image that best represents this issue. Your visual image can be a collage, a photograph, a painting, an abstract design, etc. Be prepared to discuss the meaning of this image.

*Notes:*

- Anticipate that some students will not have their Homework articles. Have several hard copies of articles on hand for students to use for the assignment.
- You can chart or PowerPoint the content of the lesson, or you can give students a handout with the model paragraphs. The back of the handout can include lines for them to write their own summary/responses.



## ***LESSON SIX: Observe, Analyze, Interpret***

**Aim:** Students will be able to observe, analyze and interpret a visual image.

**Materials:** 100 People video, OAI handout, photo of Darren Hamley, post-its

**Do Now (5 minutes):** “Swap images. Spend one minute with your partner’s image. Write down one strong observation on a post-it. After a minute, rotate clockwise around the table. Repeat until everyone in the group has seen and observed all of the images. Make sure the observation you write is different than the ones above it on the post-it.”

**Lesson (10 minutes):**

- Distribute copies of the OAI handout to each student.
- Teach the difference between Observation, Analysis, and Interpretation, according to the handout.
- Show students how to make a 3-column OAI chart. Model how to write statements of observation, analysis, and interpretation by using the photo of Darren Hamley. (This can be photocopied and distributed to students or projected on a screen.) Read aloud and model the following as students look closely at the image:
- **Observations:** I detect solar panels attached to a vehicle. I notice he is wearing a safari hat. He appears to be driving a car. He looks happy and relaxed.
- **Analysis:** The solar panels reveal an alternative use of energy. Since they are attached to the car, it might signify a new type of solar-powered vehicle. Hamley’s attire shows that he is a man of adventure, and he might be driving a long distance to show that solar cars are the cars of the future.
- **Interpretation:** Darren Hamley cares deeply about the development of alternative energy technology, and driving long distances in his new solar-powered car gives him great satisfaction and joy.

**Collaborative Practice (10 minutes):** Have students make a three-column OAI chart in their Journals. Label the chart: MY IMAGE of (name of issue). Students should write 3-5 observations, 3-5 analyses, and one or two sentences of interpretation.

Guide students to write in complete sentences. Circulate to ensure students are on task.

Explain that “a picture contains a thousand words” and can be forever open to conflicting interpretation. Select students to read their interpretations aloud while holding up their images for the class to see.

**Summary/Share (10 minutes):** Watch the 5-minute documentary on ECONOMY from the website. Ask students to think analytically and interpretively while watching. Students should watch the video from an OAI perspective, and they should take notes that will help them formulate strong analyses and interpretations.

Give students a couple minutes to write at the end of the video. Ask students to share any analyses or interpretations on ECONOMY.

**Homework:** Swap images (last week’s HW) with a partner. Complete a formal OAI chart (headed and typed or neatly written) for your partner’s image. Use complete sentences. Refer to the handout for using the language of OAI.



## ***LESSON SEVEN: Image Combination with Multiple Interpretations***

**Aim:** Students will be able to synthesis research and visual information into a central message.

**Materials:** Poster board, 100 People video

**Do Now (10 minutes):** Watch the 100 People video on EDUCATION. Ask students to identify the message in the story that is being told about the issue of Education. Have someone from the Education group read their essential question aloud: “How can more people gain access to a better education?”

At the end of the video, students write down what they consider to be the main message of the documentary. What message does the video get across? How does it make this point clear? What is the viewer left to think about?

Ask a few students to share out.

**Lesson (10 minutes):**

- Explain that all documentaries convey some sort of message to viewers. Even a simple photograph tells some sort of story that is intended to make the viewer feel a certain way or produce a specific kind of reaction.
- Explain that students will work together in their collaborative groups to synthesize (or bring together) their images and information in order to convey a strong central message. Each group will create a collaborative poster that visually links each image together with excerpts from text-based research.
- The goal of this project is to take a stand on the issue and clearly communicate your group’s viewpoints. It’s okay if members of your group disagree on certain points, but you should work together to establish what you consider the most imperative aspect of the issue.

\*\*If possible, offer students a model of a collaborative poster. See if students can explain the message.

**Collaborative Practice (20 minutes):** Students in each group should spend this time working together to draft a plan for their collaborative poster. They will have an entire period the following week to assemble the work so it can be shared. Here are the steps each group should follow:

1. Share OAI work in rotation and discuss as a group. Write down some points of commonality among the images.

2. Brainstorm ideas for a clear message. Try to come up with three ideas based on your research, images, analyses, and interpretations.
3. Choose the one idea that you think sends the strongest message. Phrase your idea in a statement: “It is clear from our poster that \_\_\_\_\_.”
4. Sketch a preliminary design for your poster. How will you arrange all of the images? What text will you include? Where will the text appear on the poster and how? How will you link the images and the text together visually?
5. Once you have started to draft your ideas for the poster, decide what each person in the group can do next to make the poster a strong teaching tool with an important message. For example, do you need to add stronger images? Do you need to do more research and find another article about your topic?

**Share/Summary (5 minutes):** Give groups the opportunity to share any progress they have made on the poster. Allow students to voice questions or concerns about the project.

**Homework:** Next steps. Whatever you and your group decided in #5, complete that task for next week. Next class will be a full work period. Poster board, scissors, glue, tape and markers will be provided, but all other materials are up to you and your group.

**Notes:**

- If time permits, hand out copies of the rubric and read aloud as a class. Make sure students know exactly how they will be assessed on this project.

## ***LESSON EIGHT: Collaborative Poster***

**Aim:** Students will collaborate in small groups to create a poster and presentation.

**Materials:** Poster board for each group, scissors, tape, glue sticks, markers, highlighters

**Do Now (5 minutes):** Watch the 100 People documentary on ENERGY. Have a student from the Energy group read the essential question aloud: “There are enough renewable energy sources to power our planet indefinitely. How can we make better use of them?”

**Lesson (5 minutes):**

- Discuss the message. Was this an effective teaching tool? Ask the ENERGY group to compare the message in the video to the message they are trying to convey in their collaborative poster.

**Collaborative Practice (25 minutes):** Students have the remainder of the class to work on their posters. Give each group a copy of the rubric so they can refer to it while working.

Explain that groups will present their work to the class in the coming weeks. Groups should be prepared to discuss their research findings, the significance of their images, and the message they are trying to convey.

**Share/Summary:** Tell students which groups will be presenting in next week’s class and the following week’s class. Explain that each group will have 5 minutes to present and answer questions.

**Homework:** Finish the posters and work on 5-minute presentations.



## ***LESSONS NINE and TEN: Project Presentations***

Half of the groups will present in LESSON NINE, and the other half will present in LESSON TEN. Each class should follow the following Agenda:

- Do Now: Watch remaining videos (SHELTER, WAR and WASTE) and have students in those groups read aloud their essential questions.
- Gallery Walk: Posters are displayed around the room. Students walk freely through the space and write comments and questions on their Gallery Walk handout. (10 – 15 minutes)
- Presentations: Each group has 5 minutes to present and answer any questions from the class. While groups are presenting, students are listening and writing down connections on their handout.



## ***The Language of Observation, Analysis, and Interpretation***

*How can we use language to focus our observation, analysis, and interpretation of images?*

### **I. The Language of Observation**

When we observe, we SEE. We do not analyze or interpret...we look at what is actually there. We make our observations in simple, short sentences beginning:

I observe...	I discern...
I see...	I detect...
I notice...	I recognize...
I can identify...	I can locate...

### **II. The Language of Analysis**

When we analyze, we attempt to make sense of our observations; we try to figure out what our observations are telling us. We go beyond our initial observations and infer meaning. We create our analysis using sentences beginning:

This reveals...	This means...
This evokes...	This corresponds to...
This shows...	This helps one realize that...
This is in contradiction to...	This demonstrates...
This creates a feeling of...	This relates to...
This symbolizes...	This creates a mood of...
This stands for...	This illustrates...

### **III. The Language of Interpretation**

When we interpret, we attempt to make sense of our analysis; we look closely at our various pieces of analysis and find relationships among them. We try to figure out what we can conclude about the image as a whole.

*Therefore...*

*We can conclude that \_\_\_\_\_.*

*Clearly, then, \_\_\_\_\_.*

*From this we can understand that \_\_\_\_\_.*

*This tells us that \_\_\_\_\_.*

### **OAI Steps: 3-Column Chart**

- 1) Please carefully examine the image.
- 2) What do you see? In the left column, record at least FIVE observations. Use the Language of Observation! Write in complete sentences!!
- 3) Read through your observations...what do these tell you? Write your analysis of these observations in the right column. Use the Language of Analysis!  
*Draw an arrow between your observation(s) and corresponding analysis.*
- 4) Now...what can you conclude? Use the Language of Interpretation to draft your interpretation of the image. Based on your analysis, what more can you say about this painting in a larger context?

## If the World were 100 PEOPLE:

There would be:

- Females
- Males
- Children
- Adults
- Adults age 65 and older
  
- Asians
- Europeans
- Africans
- people from the Western Hemisphere
  
- would be Christian
- would be Muslim
- would be Hindu
- would be Buddhist
- would believe in other religions
- would not be aligned with a religion
  
- would speak Chinese
- would speak Hindustani
- would speak English
- would speak Spanish
- would speak Arabic
- would speak Russian
- would speak other languages
  
- would be able to read and write
- would not be able to read or write
- would have a college education
- would own a computer
  
- would have food and shelter
- would be dying of starvation
- would be undernourished
- would be overweight
- people would have no clean, safe water to drink



## If the World were 100 PEOPLE:

50 would be female

50 would be male

20 would be children

There would be 80 adults, 14 of whom would be 65 and older

There would be:

61 Asians

12 Europeans

13 Africans

14 people from the Western Hemisphere

There would be:

31 Christians

21 Muslims

14 Hindus

6 Buddhists

12 people who believe in other religions

16 people who would not be aligned with a religion

17 would speak Chinese

8 would speak Hindustani

8 would speak English

7 would speak Spanish

4 would speak Arabic

4 would speak Russian

52 would speak other languages

82 would be able to read and write; 18 would not

1 would have a college education

1 would own a computer

75 people would have some supply of food and a place to shelter them from the wind and rain, but 25 would not

1 would be dying of starvation

17 would be undernourished

15 would be overweight

83 would have access to safe drinking water

**17 people would have no clean, safe water to drink**

## **UNIT TWO – FOCUS ON GEOGRAPHY: CRITICAL ISSUES AROUND THE WORLD**

### **10 weeks**

*In this unit, students will focus on one area (region, continent, country, etc.) of critical concern in the world. Students will develop fundamental research skills that allow them to access a variety of geographical information, including statistics and developing stories. Students will apply the five themes of geography to their area of focus in Lesson 5, and they will develop strong thesis statements that argue why or how the people of a particular place are affected by various global concerns.*

#### **Essential Questions**

- How does geographical region determine the long-term effects of this area of concern?
- How are the people of a particular region affected by areas of global concern?
- How is this area of concern manifested in developed countries as opposed to developing countries?

## ***LESSON ONE: Cultural Mapping in the Classroom***

**Aim:** Students will access prior geographical knowledge to compare and contrast each other's personal connections to geography.

**Materials:** Map of the World

**Do Now:** Think/Pair/Share. If you could travel anywhere in the world, where would you go, and why would you go there?

**Lesson:** This lesson might require a rearrangement of the classroom. Be prepared to move furniture and clear the space, if possible.

Ask students to imagine that the classroom space is a map of the world. Show students an actual map of the world so that they are able to see the various continents in relation to one another. Orient the students and the classroom space so that students are aware of North, South, East, and West. Indicate space that might be oceans, and spaces that might represent the continents, the equator, etc.

Throughout this exercise, students will be moving around the classroom space, and some areas will become extremely crowded. Tell students that they might need to make some accommodations so that everyone is comfortable and represented in the space. Explain that if particular region gets too crowded, you might want to explore another.

Have students get up on their feet and follow the prompts below. Ask students to situate themselves on the classroom map, ask individual students at anytime, "Where are you standing?"

- Move to the part of the world where your ancestors came from before they ended up in the United States. *Wait for students to get settled, and call on a few to share where they are.*
- Now, move to the place in the world that you would most like to visit. *Ask a few students to share.*
- Move to a place in the world that you know very little about, but you are curious to learn more.
- Move to a place in the world where the physical landscape is extremely different from where you live.
- Move to a place in the world where the people's customs and culture are very different from your own.
- Move to a place in the world where you imagine your area of critical global concern is most pressing. *Once students have settled, take time to discuss various locations and reasons for going there.*

**Collaborative Practice:** Students draw concentric circles on a blank sheet of paper in their journals. The outermost circle (largest) represents a continent; the next circle going inward is a country or region; the next is a city or town or village; the innermost circle is

a stick figure of a person. In each circle, students should identify and describe a place in the world where they think their area of concern is most challenging to the people.

Students should try to identify a specific continent and country. (Advanced students might even know the name of a specific village or town.) In the blank spaces in the circle, students should write down what they know about that place, and at least three questions that they have. Questions should be researchable. Questions should lead students to gain more knowledge about the area of concern in that particular place.

In the innermost circle, students should draw a stick figure that represents a resident of that place. Students should write a few hypothetical details about that person (i.e. age, occupation, social class, religion, etc.)

Students can work individually (if there are multiple location ideas within the group), or they can collaborate as a team on one location.

**EXAMPLE (Water group):**

**Asia** – Largest continent; most populous. Many different ethnic groups, languages. Regions vary in climate, topography. Which country in Asia has the most people? Which areas of Asia are the most technologically advanced? Do the mountainous, snowy regions have cleaner and safer water supplies?

**Thailand** – People speak Thai. Buddhist religion. Lots of tourists go there. What has the government done to address issues related to poverty and social class? Do people throughout the country have access to clean water?

**Bangkok**—Very crowded city. Known for prostitution, vice. Is the water safe to drink? What is the sewage system like in this country? Where does the city’s water come from, and what are the government regulations like?

**Resident of Bangkok** – Works as a street vendor; practices Buddhism; supports three children on less than a dollar a day. How often is his family sick from water-related illness? How far does he need to travel to get clean water?

**Share/Summary:** Select representatives from several groups to share some of their places and questions.

**Homework:** Basic research. Visit some credible websites that you know of, and try to find answers to the questions in your circles. On a new sheet of paper in your journal, write down pertinent information that might help you answer some of the questions.

## ***LESSON TWO: Five Themes of Geography***

**Aim:** Students will be able to apply the five themes of geography to their own experience.

**Materials:** Short video on five themes of geography  
<http://video.about.com/geography/Five-Themes-of-Geography.htm>

**Do Now:** Students share answers to their questions from previous lesson.

**Lesson:** If possible, show students the short video on the five themes of geography. Connect these themes to last week's lesson on mapping and generating questions about a particular place in the world. Explain that knowledge of these five themes will guide students to generate more specific questions and identify places where the areas of global concern are very pressing.

1. **LOCATION:** Use Google Earth to see an exact location. This can be represented with a street address or lines of latitude and longitude.
2. **PLACE:** Human and Physical characteristics of a location
  - *Human:* culture designed by people; land use; art and architecture; religion, food, transportation; trade; communication, etc.
  - *Physical:* description of the environment; beaches, mountains, rivers, lakes, topography, climate, etc.
3. **HUMAN-ENVIRONMENT INTERACTION:** How people adapt to and modify the environment for their use. This includes both positive and negative effects that humans have on their environment.
4. **MOVEMENT:** Migration of people and transmitting of ideas, goods, communication, etc.
5. **REGION:** Unifying characteristics in a larger area. Formal – designated by official boundaries; Functional—defined by loose connections from place to place in a region; Vernacular—perceived regions (such as the Middle East or Scandinavia)

**Collaborative Practice:** Students create a 5-column chart with each column representing one of the five themes of geography. Students practice the themes by filling in the chart for their own home location. Tell students to focus on the major defining characteristics of where they live.

If time permits, have students begin another 5-column chart for their location from last week's class. If students have changed their mind about this location, they can feel free to chart a different location in the world.

**Share/Summary:** As a class, share some of the key points from the charts. Model on the board how to use bullets in a chart. Ask students if they have anything to add before moving on to the next column. Students should add to their charts as necessary.

**Homework:** Students should create a 5-column chart for a place in the world that they think is the most heavily challenged by their area of critical global concern. Students should write down what they know about this place, but they should mostly write questions that will help them in their research.

## ***LESSON THREE: Identifying Credible Sources***

**Aim:** Students will be able to identify credible sources for researching specific geographical areas that are impacted by the issues of global concern.

**Materials:** Computer access, chart paper, several library books, encyclopedias

**Do Now:** Quick Write: What is a reliable source? How do you know if a source is reliable or not? Why is it important to identify reliable or credible sources? List two or three sources that you have recently used to find information. Are these credible? Why or why not?

Give students about 5-10 minutes to address the above questions. Listen to a few responses and connect the ideas to lessons from previous weeks.

**Lesson:** Create a web that includes several types of sources. These can include websites, databases, informational videos, news programs, articles from periodicals, etc. Encourage the students to name specifics. For example, NYTimes.com.

Discuss what makes a source (more) reliable over others. Make sure that students understand that Wikipedia might be a good place to start, but it is not a reliable source in and of itself. This site will provide reliable sources in its citations at the end of the encyclopedic entry.

**Collaborative Practice:** Give students the opportunity to write down a variety of different credible sources that might address the questions they have generated from the previous lessons. Have students write a list of the top three sources they are going to visit first. Next to each source, have students write what kind of information they hope to find there.

Explain to students that next week's class will focus on the Physical Characteristics of a Place. For next week, students should be prepared to share information with their group about the specific physical characteristics that might affect the people and how they live.

**Share/Summary:** Students share out their Top Three list.

**Homework:** Students should make a strong attempt to visit their top three sources and record information that they find about the physical characteristics of their place. Be prepared to share information with your group.

Give struggling students a note-taking graphic organizer that will help them record information.

## ***LESSON FOUR: Physical Characteristics of Place***

**Aim:** Students will organize source information and utilize index cards to record information from sources. Students, as a group, will define the physical characteristics of place.

**Materials:** Source Sheet; Index Cards Sheet; index cards; several books

**DO NOW:** Share your research findings with the people in your group. Use your note-taking organizer to help you add information. As a group, decide five of the most distinctive and significant physical characteristics of your place.

**Lesson:** Explain to students that for the past month, they have been developing research skills that will help them on their final collaborative project for this unit. Briefly explain the two project options:

1. **Geographical Walking Tour**– You and your group will develop a short tour of your place and a clear description of how and why your area of concern is so pertinent there. Your tour should include research-based facts, statistics, and evidence that apply to the five themes of geography, and your tour should help your tourists better understand your area of concern in this region. You will be able to set up the classroom however you wish, but you must have at least three stations with visual images (i.e. maps, charts, graphs, etc.).
2. **Travel Guide**– This is similar to the Walking Tour, except your travel guide will be a book that uses written words and images to unravel your area of concern in your particular location. The book should include chapters with sections that correlate to the themes of geography, and each chapter should clearly explain how and why your area of concern is so challenging this part of the world. Your work should be based on strong research from a variety of credible sources.

Today we will focus on how to record source information on a Source Sheet, and how to take notes on index cards.

Hand students a copy of the Source Sheet and go over all parts of the sheet. Model how to record a traditional book source. If possible, show students a projected website (i.e. [www.nationalgeographic.com](http://www.nationalgeographic.com)) and model how to record information for this type of credible source on the Source Sheet.

Next, give students a copy of the Index Card handout. Explain that index cards are useful because they organize small bits of information and can be shuffled and structured to fit the flow of your research. This will be useful when students are organizing information for a Walking Tour or a Travel Guide.

Go over the entire sheet and model how to record information from a book and a website (if possible). Stress the importance of including a Source Letter in the upper right hand corner of the card. Ask students why it is necessary to match research information from



the cards to the actual source where it came from. Teach students the definition of plagiarism, and explain that the Source Sheet and the Index Cards will help them avoid this crime.

**Collaborative Practice:** Give each group a book or a printed out page from a website or database. (Some groups can be given copies of DVDs or CD-ROMs). Have the students practice recording source information according to the guidelines of the Source Sheet. Circulate to ensure correct recording of source information.

As groups finish recording appropriate source info, give them index cards and have them practice recording information on the cards and matching it to the source. Remind students of the guidelines on the sheet – use your own words; include analysis and/or personal reflection as well as facts; include a specific topic or question at the top left; write the matching source letter at the top right; sign your name at the bottom right.

Circulate to ensure students are completing cards accurately.

**Share/Summary:** Ask for a few volunteers to briefly share some of their findings. Recap the main points of the lesson, and remind students that all of their research will be used for their final projects.

**Homework:** Buy a pack of index cards and begin recording your research (along with analysis and reflection) on the cards. For this week, focus on Human Characteristics of Place. You should already have several credible sources in mind. Try to create 10 or more index cards that apply to human characteristics of your place. Challenge yourself to include at least three credible sources among your cards.

\*\*For next week's class, students should bring in all of their research materials (including hard copies of books, cards, etc.)

## ***LESSON FIVE: Human Characteristics of Place***

**Aim:** Students will formulate thesis statements that will guide their research; students will synthesize research findings and begin to organize ideas into a cohesive narrative flow.

**Materials:** Computer lab or library access

**DO NOW:** Sort through all of your research (either on your index cards, in your notebooks, or on your note-taking organizer). Prioritize your information from most relevant (significant and interesting) to least relevant. Share your ideas with your group.

**Lesson:** If possible, give students the majority of the class to share and continue research. Teacher might want to have a library cart available in the classroom, some magazines, articles, etc. It would be most beneficial to have Internet access for all students.

Explain that today's class is focused on combining, synthesizing and prioritizing information. Model this concept by reading a series of random, unsorted facts from a set of index cards. Ask students what was wrong with the way you presented information?

Response: *"While the information was relevant to your topic (Economy) and geographical place (Southern India), the information did not flow. It seemed very fragmented and all over the place."*

Ask students for some suggestions on how to fix it. Suggestions should include:

- Narrow your findings down to 3-5 most relevant and connected ideas
- Order your information to tell some sort of story. Use sequence words and phrases: First, Next, In addition, etc.
- Use transitional language to sequence your ideas and to connect your ideas from one to the next: On the other hand; however; although, etc.
- Make sure that everything pertains to your topic!

Explain to students that they should have some sort of topic or thesis statement formulated even though they are not writing a formal research paper. Explain what a thesis statement is for students who do not know. A thesis is one sentence that expresses a strong, persuasive, and arguable point of view on a specific topic that can be proven and supported with relevant facts and details.

EXAMPLES:

(Advanced - Education) **While the Southern United States is an economically developed and prosperous region, access to high-quality and equitable education is extremely problematic in places like Jackson, Mississippi.**

(Intermediate - Transportation) **Guatemala City suffers from extreme congestion and pollution due to an inadequate public transportation system and too many cars on the road.**

(Basic - Waste) **Waste is a major issue in the slums of Rio de Janeiro.**

**Collaborative Practice:** Students should arrive at a single statement (similar to the differentiated models above). Based on this “thesis” students should use the remainder of class to synthesize their existing information and/or continue researching collaboratively.

**Share/Summary:** Share out thesis statements. Offer feedback. Allow students to voice positive feedback and constructive criticism. Ideally, most thesis statements should sound like the intermediate or advanced models.

**Homework:** Research Human-Environment Interaction. Students should develop several questions that pertain to the positive effects of humans on their environment. Students should continue research and be prepared to share findings.

## ***LESSON SIX: Human-Environment Interaction – Positive Effects***

**Aim:** Students will include counter-argument information in their research.

**Materials:** Library cart or access to library, computer lab

**Do Now:** Share your research findings with your group. Brainstorm: What are some positive ways that people in your place interact with each other and with their environment? What kinds of inferences can you draw based on your research thus far? What more do you need to learn or find out?

**Lesson:** Remind students of last week’s lesson on developing a thesis. Reinforce that a thesis should be one sentence that offers a strong, persuasive position that can be argued. I should be able to agree or disagree with your thesis. Most importantly, the thesis is the basis for all of the supporting evidence you give. Remind students that their projects will be all about presenting research-based information (in an oral Tour or a written Guide) that supports a thesis.

Review the three thesis examples from last week. Ask which one offers a positive statement in addition to the focus on the concerning issue:

**“While the Southern United States is an economically developed and prosperous region...”** is a clause that includes a positive statement. This statement can be applied to Human-Environment Interaction because it is talking about how people in a particular region have access to resources that give them financial independence and in some cases great wealth and economic stability.

The rest of the thesis **“...access to high-quality and equitable education is extremely problematic in places like Jackson, Mississippi”** clearly identifies the area of critical global concern (EDUCATION) as manifest in a particular location (JACKSON, MS). Ask students why the positive clause is so important in this statement. Explain that it makes the study much more nuanced. It gives some positive credit to the location so that the argument does not sound one sided, overly biased or extreme. Note that this assignment is to unravel the areas of concern (i.e. negative impacts), so the ultimate message in the thesis should be focused on how and why this particular region is suffering in this area.

What kinds of words can we use in clauses to show a change in direction, from positive to negative? **Although, Despite, Even though, While, However, In spite of, Whereas, However, Regardless**

**Collaborative Practice:** Give groups the remainder of the class to continue researching. Groups should try to re-articulate their thesis so that it contains a clause that gives credit to something positive in that region or location.

Groups should focus on the positive effects of human-environment interaction. This can include ways that governments, organizations, or individuals have worked to better people's interaction with their environment.

**Share/Summary:** Groups that have successfully revised their thesis statements according to new research findings should share. Give positive feedback and constructive criticism.

**Homework:** Research the Negative Effects of Human-Environment Interaction. Students should research ways that people in their region have negatively impacted the environment. People can include human systems like governments or corporations.

## ***LESSON SEVEN: Human-Environment Interaction – Negative Effects***

**Aim:** Students will be able to use a basic outline to organize their research in preparation for the collaborative project.

**Materials:** Computers for online research

**Do Now:** Brainstorm: As a group, decide which project you would most like to complete. Remind students of the Walking Tour and the Travel Guide. Based on the strengths of your group and the level of your research, which project appeals to you the most? Discuss preliminary ideas for presentation.

**Lesson:** Go over the Project Guidelines, expectations, rubrics, and due dates. Answer any questions that the students may have.

Explain that an Outline is a useful tool, not only for writers of essays, but also for researchers who will be presenting findings in a variety of formats (i.e. PowerPoint presentation, tour, booklet, speech, dramatization, etc.)

Model a basic outline for this assignment:

### **Topic: Thesis Statement**

#### **I. Introduction**

- **Identify location on map and explain a few essential pieces of background information (i.e. population, size, government)**
- **Brief description of physical characteristics of place**

#### **II. Human Characteristics of Place**

- **Essential background information about the people (i.e. culture, religion, food, customs, etc.)**
- **How people are directly affected by area of global concern**

#### **III. Human-Environment Interaction**

- **Positive Effects**
- **Negative Effects and how these are directly correlated to the area of concern**

#### **IV. Conclusion**

- **Personal analysis of the issue in this particular place**
- **Personal reflection and possible solutions for this place**

**Collaborative Practice:** Give students the remainder of the class to finalize research and begin writing an outline. Each student in the group should work on a different Roman numeral, or students can work in pairs or collectively.

**Share/Summary:** Students share aspects of outline.

**Homework:** Finish your research and finish your outlines. For next week's class, be prepared to work on your Collaborative Projects.

## ***LESSONS EIGHT AND NINE: Collaborative Project***

**Aim:** Students will work on Collaborative Projects for presentation

**Materials:** Construction paper, scissors, tape, glue, markers, poster board

**Do Now:** Come to a final decision about which project you will work on. Divide up the outline so that each person in the group can work both individually and collaboratively.

**Lesson:** Explain that the Walking Tour will involve oral and visual presentation. Groups working on the Walking Tour should write a script that is divided equally among tour guides.

Groups that are making the Travel Guide will be focused on written and visual material on pages. Travel Guides can be composed of paper cutouts, construction paper, computer paper, etc. Each section should reflect the outline, and it should be clear which group member worked on which section of the book.

**Collaborative Practice:** Students should work individually on their collaborative tasks. In Lesson Nine, students should be putting the finishing touches on their projects. (This can include creative embellishments and/or rehearsals). Students who do not complete their projects should make a plan to meet outside of class.

**Share/Summary:** At the end of each class, each group should have a few seconds to voice their progress on the project. At the end of Lesson Nine, have students write down an Exit Slip – What is one area that you are proud of in terms of your contributions to this project? What is one area that you know you could have worked harder at?

**Homework:** Finalize projects for presentation.



## ***LESSON TEN: Project Presentations***

**Aim:** Students will present their work and give/receive positive feedback and constructive criticism.

**Materials:** Project materials (varies for each group)

**Do Now/Lesson:** Start with the Travel Guides. Then proceed to Gallery Walk. Students have 15 minutes to circulate silently around the room reading the various Travel Guides. On yellow post-its, students should write positive comments that are specific. On blue post-its, students should write questions they still have.

Continue presentations with Walking Tours. Each group should have 4-5 minutes to present.

**Share/Summary:** Exit Slip: Based on the presentations today, write down three things you learned.

**Homework:** Share your project work with someone from another class or with a parent or family member at home. Ask for their feedback. Complete the Self-Reflection sheet.

## **UNIT THREE – FOCUS ON PEOPLE: TARGETED POPULATIONS AND ACTIVIST COMMUNITIES**

### **10 weeks**

*In this unit of study, students will branch off from previous units in order to spotlight the people in the world who are most affected by the issues. Students will research targeted populations and how their everyday lives are affected by the areas of critical global concern. Students will also identify local “heroes” or activists who are currently working to address specific issues in order to better the lives of people around the world.*

#### **Essential Questions**

- How are the lives of people around the world directly impacted by the areas of critical global concern?
- How are activists working to address the needs of targeted populations around the world?

## ***LESSON ONE: Victims, Perpetrators, Bystanders and Allies***

**Aim:** Students will define and identify victims, perpetrators, bystanders and allies.

**Materials:** Photocopies of various scenarios

**Do Now:** Think/Pair/Share. Think of a time when you witnessed an act of oppression or an incident of bullying at school. How did you respond? What was the end result?

**Lesson:** Write the following terms on the board, and elicit definitions from students:  
**Victim, Perpetrator, Bystander, Ally**

Have students come up with the definitions in their own words, but make sure that they understand the difference between a bystander and an ally. A bystander merely witnesses or observes an act of oppression, whereas an ally actively intervenes on behalf of the victim.

Give students a copy of Scenario #1. Ask for volunteers to read it aloud.

### **Scenario #1:**

*Diego has just started hanging out with Jack and his friends at lunchtime. He used to eat in the cafeteria, but he keeps that fact to himself after he heard Jack and his friends declare that “School Lunch is disgusting.” Now, he brings his own lunch to help his family save money, but he sits with Jack.*

*They are on their way to In-And-Out Burger. “I left my iPhone in my backpack in homeroom,” Jack says. “Give me yours. I wanna call Leah.” Diego takes out his Motorola Razr. Jack and some of his friends burst into laughter. “How can you use this thing? It’s so lame.” They start throwing it from person to person. “Why don’t you get a real phone?”*

*“My parents can’t afford that,” Diego says.*

*“If my parents made me use that I’d sue them for child abuse.” Jack is laughing again and drops Diego’s phone. It breaks on the sidewalk. Diego turns red and starts picking up the pieces. “Hey. I did you a favor. Now you can ask your parents for a decent phone.” Jack and his friends walk on, leaving Diego behind.*

Ask for volunteers to identify the victim, perpetrator(s), bystander(s) and ally/ies. Discuss the scenario.

### **Collaborative Practice:**

Hand out copies of Scenarios #2-5 to each group. Have the students read their scenarios as a group and discuss the various roles. As a group, try to identify ways that a bystander might realistically and feasibly make a decision to become an ally in the situation. Write down your ideas and be prepared to share.

**Scenario #2:**

*Ana's friends crowd around her desk in homeroom. She has almost finished writing a poem that includes a line about everyone in her class. The poem is full of inside jokes and anecdotes from their year together. Her friends look around the room to see who Ana forgot to put in the poem. "What about Nate? You forgot him." Nate is quiet and doesn't have any close friends in his class this year. He is heavier set. In elementary school he got teased a lot for his weight, and he tries to keep a low profile in middle school.*

*"Remember that time when he got a 'D' on his Math test and he started to cry?" Ana's friend says loudly. She looks over to see if Nate is listening.*

*Lisa smiles and leans over to write:*

*"Nate the Great has fat, fat thighs,  
and to his mother he always cries."*

*The group starts laughing hysterically as Nate quickly leaves the room with the bathroom pass.*

**Scenario #3:**

*Three 8<sup>th</sup> grade students have auditioned for an exclusive music camp they hope to attend, and they are waiting for their letters to find out if they got in or not. Tia comes running into first period waving her letter. "I got in!" she calls to her best friend.*

*"I'm so happy for you!" Her friend claps her hands and jumps up and down.*

*"Of course Tia got in. Asians are good at everything," Nick chimes in. His friends all crack up. Tia looks embarrassed and annoyed. She turns to Fariha and Jamila to deflect attention away from herself.*

*"Did you guys get your letters yet?"*

*Jamila looks embarrassed, too. "I don't know. I didn't hear yet." But it's pretty clear Jamila didn't get accepted. She looks like she's about to cry. Her friend Megan puts her arm around her.*

*Fariha is the only black girl in the class, and one of five black students total in the grade. She is confident and outspoken.*

*"Yeah. I got in."*

*Megan is still comforting Jamila. "The only reason she got in is because she's black. You are so much better than her." Megan doesn't realize how loud she said it. Fariha is glaring at her.*

*"I can't believe you just said that. You don't know anything about me!"*

*"Well, it's true. My sister just found out she didn't get accepted to Harvard and this other black kid got in even though he had worse grades."*

*Fariha looks even angrier. "You've never even heard me play!"*

*She looks around the room, and suddenly the rest of the class gets quiet and everyone is looking somewhere else.*

**Scenario #4:**

*Jeremy, Joaquin and Lauren are reading a story about gay marriage for Current Events that their teacher assigned. They are sitting in the hallway.*

*“I can’t believe we have to read about this stuff,” Jeremy says.*

*“I know. Why would I want to know about homosexuals?” Joaquin says back.*

*“You guys are so ignorant. Would you stop saying that word,” Lauren pleads. “We have to finish reading and answer the questions.”*

*“Homo!” Joaquin calls out, louder.*

*“You’re a homo!” Jeremy calls back. They are laughing really loudly.*

*Lauren sighs and continues reading by herself.*

*“They shouldn’t make us read this! My dad told me to stay away from people like that,” Joaquin says.*

*“It’s unnatural. My dad said it’s a sin against God. It’s in the Bible.” Jeremy says.*

*“I can’t believe how stupid you are! I’m joining another group,” Lauren stomps back into the classroom.*

#### **Scenario #5:**

*The 6<sup>th</sup> grade is studying ancient civilizations and Allassane’s group has to research the religion of the Egyptians. Allassane’s group starts talking in the hallway while they are coloring in their poster.*

*“Why did the Egyptians hate the Jews?” Nathaniel asks.*

*“Everyone hated the Jews!” Liz laughs.*

*“What are the Egyptians now?” Nathaniel asks again.*

*“They’re Buddhist! They worship cows!” Matt says.*

*“That’s in India, stupid! Why are you so ignorant?” Allassane punches him.*

*“Same thing.” Matt is laughing.*

*“They’re Muslims in Egypt. Or Christian.” Allassane says.*

*“Muslims! They’re all terrorists!” Matt punches him back. And runs away to the bathroom.*

*“Like Osama Bin Laden!” Nathaniel chimes in.*

*Allassane looks down and continues to color.*

**Share/Summary:** Give each group the opportunity to share out ways in which bystanders can become allies.

Summarize the lesson by asking students how we can apply these terms and concepts to the ten areas of critical concern. Specifically, have students think about the people who live in their research location from Unit Two. How are people (and places) victimized when they do not have adequate access to resources? Who or what are the perpetrators? Are there bystanders and/or potential allies?

Exit Slip: Have students write a 5-10 minute reflection in their journals. Their reflection should address the questions above and attempt to connect the main ideas from the lesson to the last unit of study.

**Homework:** Explain to students that for this unit, they will be focused on the people in the world who are most affected by the areas of critical global concern. Students should be encouraged to identify people who live in the places they researched in the previous units. However, ambitious students may choose to identify people in other parts of the world.

In next week's class, students will be creating a character profile of an individual or family who is affected by their area of global concern. Come to class with evidence of research. The individual should be real, or clearly based on a real person.

## ***LESSON TWO: Character Profile of Targeted Individual or Family***

**Aim:** Students will create a character composite that reflects the reality of life for an individual or family who is significantly affected by an area of global concern.

**Materials:** Construction paper; Internet access and projector

**Do Now:** Share your research ideas with your collaborative group. Has anyone in your group identified a specific individual or family that they want to profile? Do you have enough information and knowledge to create an imaginary character that reflects realistic circumstances?

**Lesson:** Teach students about micro-financing by showing them the KIVA website [www.kiva.org](http://www.kiva.org).

Watch the short film on the website and discuss the concept of micro-financing as a class. Pull up a profile of an individual on the Kiva website who is asking for a loan. Read the person's short bio aloud, and ask students to make inferences. Address the following questions. (The words in parentheses will be used later):

- What does this person do on a daily basis? (Feet - purple)
- How does this person contribute to their community or share with others? (Hands - Pink)
- What is this person's strongest desire or wish for their life? (Heart - red)
- How is this person's life impacted or affected by the problems he/she faces in his/her community or region? (Gut - brown)
- What kinds of regular responsibilities does this person have? (Shoulders - gray)
- If this person could ask for one thing, what would they ask for and what might they say? (Mouth - yellow)
- What kinds of thoughts go through this person's mind on a daily basis? (Head - blue)
- What kinds of things does this person hear on a daily basis? Words of encouragement (left ear - orange )? Words of oppression (right ear - orange)?
- What does this person witness in the world around them? (Eyes - green)

**Collaborative Practice:** Reveal a chart with the above questions on the board. Explain that each group will be using different colored construction paper cutouts to create a character composite that addresses the above questions. They will write their inferences on each color of paper and put them together to create a human composite.

If groups have a person from their research that they can work with, have them begin creating their composite in class. Each person in the group should be responsible for creating two or three parts of the composite (i.e. hands, ears, mouth).

If there are groups that are not prepared to make a composite based on their research, give them a copy of a Kiva profile and have them practice making a composite in class.

**Share/Summary:** Have each group share aloud one inference that they were able to make.

**Homework:** Finish composites. Students take home construction paper and complete the assignment.



## ***LESSON THREE: The Issue in Everyday Life***

**Aim:** Students will use the first person to compose short monologues that reflect the ways that a character's daily life is affected by the areas of critical global concern.

**Materials:** Scissors, glue, tape, small pieces of poster-board

**Do Now:** Use materials to creatively assemble your Character Composite. Allow students about 10 minutes to assemble the posters, and then have them walk around the room observing the posters and writing comments or questions on post-its.

**Lesson:** After the Gallery Walk, have students return to their seats. Ask them to think about their character and what a typical day looks like for them.

Have students imagine three moments of the day when the individual or family might feel victimized or oppressed by circumstances or issues directly related to the area of global concern.

**Collaborative Practice:** Students draw three different clocks, representing three different times in a day when this individual might feel the weight or the effects of a particular issue. Next to the clocks, students should write a few sentences from the perspective of the individual. Explain that students will be writing short monologues using the first person point of view (i.e. I, We, Our). Each person in the group should be working on one clock and monologue. Students should be encouraged to use their ideas from the character composite activity and make further inferences.

**Share/Summary:** Share several monologues. Ask students what these monologues have in common. Ask students to highlight specific differences between some of the monologues. What kinds of details made the monologues particularly effective, realistic, or emotionally engaging?

**Homework:** Spend time researching people or organizations that are working to help people around the world. Use Kiva as an example. Students should be prepared to share their findings with the group.

## ***LESSON FOUR: Allies as Activists***

**Aim:** Students will identify activists who are working on behalf of oppressed individuals around the world.

**Materials:** Computers

**Do Now:** Share research results. As a group, decide on one activist or organization that you want to research further.

**Lesson:** Give students the opportunity to identify and research their activist. Students should use their research skills to search the Internet for credible sources that might lead them to identify specific nonprofit organizations, NGOs, or government agencies. Encourage students to read the main pages of the website and skim some of the minor pages.

If students are struggling with the content of the unit, teachers might want to have printouts of several applicable organizations so that students are guided and supported.

**Collaborative Practice:** Based on research findings, students write short biographical profiles (1-2 paragraphs) of the activist or organization. Address as many of the following questions as you can in your profile:

- In your own words, write the Mission Statement of this group. You may include a pertinent quote.
- In what part of the world does this person or group primarily work, and why do they work here?
- What does their work entail on a regular basis?
- How do you think this person or group measures their success in affecting positive change on behalf of oppressed communities?
- What are some steps that this person or group is currently taking, and what kind of support are they looking for?

**Share/Summary:** Ask a few groups to share one or two sentences from their activist profiles. Ask listeners what these examples have in common.

**Homework:** Finish researching activist and writing profiles.

## ***LESSON FIVE: Ideal Scenarios***

**Aim:** Students will use tableau to depict an ideal situation for a person who has been adversely affected by an area of critical global concern.

**Do Now:** Ask students to re-visit their character composites and their activist profiles. Explain to students that they now have two characters – a victim and an ally. If these two characters could speak to one another, what might the dialogue sound like? Write a couple lines of dialogue between the victim and the ally.

**Lesson:** Ask volunteers to share their lines of dialogue. Explain that theatre can be a useful tool in addressing situations of oppression. Explain that theatre practitioner Augusto Boal has developed a dramatic style called Theatre of the Oppressed, in which non-actors create short skits depicting oppressive scenarios. The people watching these skits become what Boal calls “spect-actors” by stopping a moment in the skit, stepping into the action, and making a change that positively affects the outcome. The purpose behind these dramatic scenarios is to theatrically dramatize ways that everyday people can make small changes that have rippling effects.

Explain that students will be creating these dramatic scenarios for their final projects, but today we will start by creating tableaux. What is a tableau? A tableau is a frozen image on stage. It is like a still photo or a painting in which characters are frozen in time.

Model a tableau. Use a student volunteer.

**Collaborative Practice:** Students work in their groups to create two tableaux:  
1—A scene of oppression related to your area of global concern. This should depict a person (or people) being negatively affected by an area of concern.  
2—An ideal scenario that shows how the same person (or people) would want to live if they were not so burdened by the issue.

Students should create frozen images that are specific. For example, the people should be frozen in some kind of active position. It should be clear from their bodies, frozen facial expressions and gestures what they are doing, what they are thinking and what they might be feeling.

**Share/Summary:** Ask for a few groups to present their tableaux. Ask spectators what they see. Ask spectators what might need to happen after Tableau #1 in order to get to the result of Tableau #2. Discuss the role of activist-allies in changing scenes of oppression into ideal scenarios.

**Homework:** Imagine that you have 10 minutes to meet face to face with an activist or representative of an activist organization. Write down 5 to 10 questions that you would want to ask them.

## ***LESSON SIX: Interview Skills***

**Aim:** Students will ask and answer questions that will be used in interviews.

**Do Now:** Share Homework questions with your group. As a team, decide on the five best questions that you collectively wrote.

**Lesson:** Why are interviews so important and effective? Tell students that they will be interviewing one another. One student will play the role of journalist, and the other will play the role of Activist-Ally.

Divide up your questions as a group, and each student writes short but specific answers from the perspective of the Activist. Remind students that they are making inferences based on their knowledge and research on the area of critical global concern.

**Collaborative Practice:** Practice interviews as a team. Divide up the roles. Depending on the size of the group, there might be more than one activist and/or journalist.

**Share/Summary:** Share one or two interviews with the class. Students should give positive feedback and constructive criticism.

**Homework:** Review the two parts of the Collaborative Project. Have students spend time in further research in preparation for project work.

## ***LESSONS SEVEN AND EIGHT: Collaborative Project***

**Aim:** Students will complete collaborative dramatizations and interviews.

**Do Now:** Review Unit Three Collaborative Project Guidelines. Go over the project requirements, expectations, rubric and due dates. Answer any questions students may have.

**Lesson / Collaborative Practice:** Give students the full period to work on their dramatizations (lesson seven) and interviews (lesson eight). Students should divide up the work so that each person in the group is contributing equally.

**Share/Summary:** At the end of each lesson, have two or three groups share aloud their progress on the project.

**Homework:** Students should meet as a team to rehearse their presentations. Students should be prepared to present their dramatic scenarios with the class.

## ***LESSONS NINE AND TEN: Project Presentations Dramatizations and Interviews***

**Aim:** Students will present work to the class and give/receive feedback and support.

**Collaborative Practice:** Each group has 6-7 minutes to present their scenes and interviews. Groups should be prepared to spend the entire time presenting. Some groups might be able to present their entire dramatization and interview in this time, while others will only be able to present a portion.

**Share/Summary:** Exit Slip – Write one positive comment and one question to one of the groups that presented.

# **UNIT FOUR – THINK GLOBALLY, ACT LOCALLY: STUDENTS AS COMMUNITY ACTIVISTS IN ADDRESSING AREAS OF CRITICAL GLOBAL CONCERN**

## **10 weeks**

*In this culminating unit of study, students will wrap up the school year with a community-based volunteer project. Students will identify grassroots organizations that are working to affect change on the local or community level. Students will either attempt to partner with these organizations or create their own service project modeled after the work of a successful existing group. Students will engage in an exit project that places them in the role of activist-ally in addressing the areas of critical global concern.*

### **Essential Questions**

- What does it mean to think globally and act locally?
- How are activists in our local community working to address the areas of critical global concern?
- How can students partner with local organizations to become activist-allies in addressing areas of concern?
- How can students create original community activist projects that are modeled after successful existing organizations?

## ***LESSONS ONE AND TWO: Think Globally, Act Locally***

**Aim:** Students will apply the concept of “think globally, act locally” to their own experiences.

**Do Now:** Think/Pair/Share. What does it mean to think globally and act locally? Try to think of a very specific example of this idea in action.

**Lesson:** Hand out a copy of the 100 People Foundation’s profile of Baby Jim Aditya (Photo 8 on 100 People Foundation: A World Portrait.)

Have the students look at the photograph before reading the profile. What can you tell about this person just by looking at the photo?

Have students read the profile aloud. In groups, discuss how the concept of “think globally, act locally” applies to Aditya’s life and work.

**Collaborative Practice:** Have students think of someone they know from their own community who embodies this practice. If students cannot think of anyone, have them create or invent someone who embodies this practice.

Students draw a picture or a sketch of this person and write a short profile about their life and work. The profile should be 1-2 paragraphs, and it should clearly illustrate how this person thinks globally but acts locally. The image should include some clues about this person’s life and work.

**Share/Summary:** Share profiles. Ask students to think of leaders in their community who are somehow addressing areas of critical global concern on a local level. Share ideas that come to mind.

**Homework:** Identify someone who you consider to be a leader in your community in your area of global concern. You might need to research this person, or you might need to speak to a parent or adult to get more information. Be prepared to share your findings with the class.



## ***LESSONS THREE AND FOUR: Community Leaders***

**Aim:** Students will brainstorm plans for connecting to leaders in the community.

**Materials:** Handouts

**Do Now:** Share community leaders that you identified for homework. What do these people have in common? Would it be easy or difficult for you to contact them? What are three questions that you still have about this person and their work?

**Lesson:** Hand out a copy of Fred's Profile (Photo 14 from 100 People: A World Portrait). Look at the photo and make inferences about Fred and his work before reading.

Read aloud Fred's profile. Ask students:

- What area of global concern Fred is most significantly addressing in his work? (FOOD).
- What are some ways that Fred is thinking globally about food as an area of concern?
- How exactly is Fred acting locally? How is his community affected by the work that he does?

**Collaborative Practice:** Students should spend the rest of class brainstorming ways that they might be able to contact someone in their community who is working toward addressing the areas of global concern on a local level. Ask students if it is possible to call or email this person. Some groups might want to compose an email or voice mail message.

Explain to students that these people are contacts who will help you find ways to volunteer in the community. These people might be able to put you in touch with local organizations that need volunteers, or they might be able to give you ideas for community-based projects that you can generate on your own.

Explain to students that for their final project, they will be doing some sort of community project and sharing it with the class. Students should begin thinking about places and times that, as a group, they will be able to work in a volunteer capacity.

**Share/Summary:** Ask students to share preliminary ideas for projects. Ask students how they might reach out to community leaders.

**Homework:** What does it mean to volunteer? What are some examples of local community service that are connected to your area of critical global concern? Be prepared to share.

## ***LESSONS FIVE AND SIX: Community Projects***

**Aim:** Students will identify multiple ways to volunteer in the community.

**Do Now:** Share your ideas with your group. Start a web titled “Volunteer Project Ideas”

**Lesson:** As a class, chart all of the service ideas on the board. Students should add to their web. Ideas should include, but are not limited to the following:

Handing out flyers; working at a soup kitchen; tutoring kids; working at a food bank; starting a food drive; HIV/AIDS awareness week at school; signing petitions; writing letters and making phone calls to local political leaders; attending a rally, etc.

**Collaborative Practice:** Students should narrow down the info on their web to two or three big ideas that everyone in the group is interested in and excited about doing.

In pairs or independently, students add details to their project idea. Details should address the 5W/H questions: Who? What? When? Where? Why? How?

Remind students that this is just the brainstorming phase. When groups feel like they have come up with a great idea that everyone agrees on, they can start taking action to make that project happen.

**Share/Summary:** Share out your ideas. Students should give and receive feedback and write down any ideas that other classmates came up with.

**Homework:** Meet with your group to solidify your project idea. Come up with a timetable or schedule that will help you and your team complete the project before the deadline.

## ***LESSONS SEVEN THROUGH TEN: Project Presentations***

Students will present their service projects to the class in a variety of ways: oral presentation, slide show, video, PowerPoint, written report, etc.

## UNIT ONE -- RUBRIC for Project Assessment: Collaborative Poster

### **I. Overall Content / Focus on the Issue**

**Excellent:** *The poster contains powerful images and substantial excerpts of research-based text from each member of the group. All of the images and excerpts of text on the poster work together to illuminate the issue and address the essential question.*

**Good:** *The poster contains strong images and excerpts of text from each member of the group. Most of the images and excerpts of text work together to address the issue.*

**Fair:** *The poster contains a limited number of images and some text. Some of the images and text work together to address part of the issue.*

**Poor:** *The poster is incomplete or contains very little relevant content. The project lacks focus and does not address the issue.*

### **II. Point of View / Perspective on the Issue**

**Excellent:** *The contents of the poster reflect a strong point of view on the issue and reveal a complex understanding of the issue as a global concern.*

**Good:** *The contents of the poster reflect some point of view on the issue and reveal a solid understanding of the issue.*

**Fair:** *The contents of the poster reflect a limited perspective on the issue and reveal a limited amount of understanding on the issue.*

**Poor:** *The poster does not reflect a point of view or reveal any understanding of the issue.*

### **III. Effort / Creativity /Collaboration**

**Excellent:** *The poster shows substantial effort and a strong attempt to organize and present the work with neatness, creativity, and style. In both the poster and the oral presentation, there is strong evidence that students in this group collaborated respectfully and built off of each other's viewpoints.*

**Good:** *The poster shows solid effort and an attempt to present the work creatively. In both the poster and the oral presentation, there is evidence that students in this group collaborated respectfully.*

**Fair:** *The poster shows some degree of effort, although the overall presentation might lack creativity. There is some evidence that most of the students in this group worked together respectfully.*

**Poor:** *The poster and presentation show limited effort, little creativity, and little evidence that students collaborated.*

## UNIT TWO -- RUBRIC for Project Assessment: Geographical Walking Tour or Travel Guide

### **I. Overall Content / Focus on the Issue**

**Excellent:** *The Project contains powerful images and substantial excerpts of research-based text from each member of the group. All of the images and excerpts of text in the Walking Tour visual displays or Travel Guide work together to illuminate the issue and address the essential questions. All text is properly cited, and information comes from a variety of reliable sources.*

**Good:** *The project contains strong images and excerpts of text from each member of the group. Most of the images and excerpts of text work together to address the issue. Most of the research is properly cited, and information comes from several reliable sources.*

**Fair:** *The project contains a limited number of images and some text. Some of the images and text work together to address part of the issue. Some information is cited, but some sources may not be entirely reliable.*

**Poor:** *The project is incomplete or contains very little relevant content. The project lacks focus and does not address the issue.*

### **II. Point of View / Perspective on the Issue**

**Excellent:** *The contents of the project reflect a strong point of view on the issue and reveal a complex understanding of the issue as a global concern.*

**Good:** *The contents of the project reflect some point of view on the issue and reveal a solid understanding of the issue.*

**Fair:** *The contents of the project reflect a limited perspective on the issue and reveal a limited amount of understanding on the issue.*

**Poor:** *The project does not reflect a point of view or reveal any understanding of the issue.*

### **III. Effort / Creativity /Collaboration**

**Excellent:** *The project shows substantial effort and a strong attempt to organize and present the work with neatness, creativity, and style. In both the visual aids and the oral presentation, there is strong evidence that students in this group collaborated respectfully and built off of each other's viewpoints.*

**Good:** *The project shows solid effort and an attempt to present the work creatively. In both the visual aids and the oral presentation, there is evidence that students in this group collaborated respectfully.*

**Fair:** *The project shows some degree of effort, although the overall presentation might lack creativity. There is some evidence that most of the students in this group worked together respectfully.*

**Poor:** *The visual aids and oral presentation show limited effort, little creativity, and little evidence that students collaborated.*

## UNIT THREE – RUBRIC for Project Assessment: Dramatizations or Activist Interview

### IV. Overall Content / Focus on the Issue

**Excellent:** *The project contains substantial evidence of research from each member of the group. The Dramatization or the Activist Interview illuminates the issue and address the essential questions. The project spotlights and celebrates how activists are working to address areas of global concern*

**Good:** *The project contains evidence of research from each member of the group. Most of the project illuminates the issue and how it is being addressed by activists.*

**Fair:** *The project is limited in its scope and does not entirely focus on individuals or groups who are working to affect change.*

**Poor:** *The project is incomplete or contains very little relevant content. The project lacks focus and does not address the issue.*

### V. Point of View / Perspective on the Issue

**Excellent:** *The contents of the project reflect a strong activist point of view on the issue and reveal a complex understanding of the issue as a global concern.*

**Good:** *The contents of the project reflect some point of view on the issue and reveal a solid understanding of the issue.*

**Fair:** *The contents of the project reflect a limited perspective on the issue and reveal a limited amount of understanding on the issue.*

**Poor:** *The project does not reflect a point of view or reveal any understanding of the issue.*

### VI. Effort / Creativity /Collaboration

**Excellent:** *The project shows substantial effort and a strong attempt to organize and present the work with neatness, creativity, and style. In both the visual aids and the oral presentation, there is strong evidence that students in this group collaborated respectfully and built off of each other's viewpoints.*

**Good:** *The project shows solid effort and an attempt to present the work creatively. In both the visual aids and the oral presentation, there is evidence that students in this group collaborated respectfully.*

**Fair:** *The project shows some degree of effort, although the overall presentation might lack creativity. There is some evidence that most of the students in this group worked together respectfully.*

**Poor:** *The visual aids and oral presentation show limited effort, little creativity, and little evidence that students collaborated.*