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# Exploring Our Roles As Global Citizens

AN EDUCATOR'S GUIDE (GRADES 3-5)

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Unless stated otherwise, the source for all charts, figures, maps, and statistics used in this unit is United Nations Children's Fund (UNICEF), New York. Additional sources are noted when they are required. Website addresses (URLs) are provided throughout this unit for reference and additional research. The authors have made every effort to ensure these sites and information are up-to-date at the time of publication, but availability in the future cannot be guaranteed.

# UNIT OVERVIEW

## Unit Overview

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*Exploring Our Roles as Global Citizens* is a four-lesson unit with extension activities and a student-led inquiry project that is designed

1. To introduce the concept of global citizenship, including relevant knowledge, skills, values, and civic actions.
2. To educate students about universal human rights outlined in the Convention on the Rights of the Child (CRC) and what their responsibilities are to ensure these rights are protected.
3. To foster students' skills in developing perspectives, critical and creative thinking, research, and decision-making about a chosen global issue using a student-led inquiry model.
4. To empower students to recognize and use their individual strengths to make a positive difference in their local communities.

### Enduring Understandings

Students will understand that

1. A citizen is a member of a community with rights and responsibilities. Being a global citizen means being informed about issues of global importance and taking action to better one or more of these communities.
2. Human rights are universal and should be guaranteed to all people, everywhere. They include the right to food and clean water, healthcare, education, and more.
3. Being a good citizen entails taking personal responsibility for one's decisions and actions, including respecting others, obeying rules and laws, and setting a good example to others. Global citizens feel a sense of responsibility to help when the rights of others are violated, no matter where in the world they live.
4. Positive change often begins with one person who is passionate and dedicated to making a difference. When individuals join with others, local action can create global change.

### Essential Questions

1. What does it mean to be a global citizen? What distinguishes global citizenship from national citizenship?
2. What are human rights? Who protects them? How do human rights relate to global citizenship?
3. What are the responsibilities of a citizen within communities at local, national, and global levels?
4. How can global citizens take thoughtful, informed, and responsible action locally to bring about global change?

**Lesson 1: What Is Global Citizenship?**

This lesson engages students in reflecting upon what it means to be a global citizen. Although students are often taught the concepts of citizenship and the characteristics of good citizenship during the elementary years, students may not have considered previously their roles as citizens in a global society. Using authentic examples of global citizenship among youth as a springboard for discussion, students determine how they are citizens at various levels. Afterward, students begin their inquiry of a chosen global issue about which they will take informed action at the end of the unit.

**Lesson 2: We Are Citizens of the World and We Have Rights!**

Building upon their prior learning about citizenship, students are introduced to human rights, or those rights to which all persons are entitled. Students learn about the Convention on the Rights of the Child (CRC) and create a concept map outlining categories and examples of human rights. Afterward, students relate human rights to contemporary global issues and how it is our responsibility to take action when the rights of others are violated.

**Lesson 3: Global Citizens Take Responsibility**

In this lesson, students learn about their individual and collective responsibility to protect human rights. Through analysis of authentic photographs depicting responsible citizenship, students explore the idea that global citizens are proactive when the rights of others are threatened. To demonstrate their learning, students role-play characteristics of global citizenship. Subsequently, in cooperative groups, students continue their global issue research and begin to consider how they will take informed action as global citizens.

**Lesson 4: Global Change Begins With Me**

In this culminating lesson, students reflect upon their learning about global citizenship and how they can be positive change agents in their communities. Students first explore how individuals take action to solve a problem or to improve conditions for others. Using these examples as inspiration, students determine how they, too, can be “changemakers.” As a final assessment, students synthesize what they have learned by creating a comprehensive definition of global citizenship, and develop an action plan to address the global issue they have researched.

## Background Information

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**What Is Global Citizenship?**

Global citizenship is not a new concept, but in the current world order it takes on new meaning and greater importance than before. While once reserved for people of high social standing or those preparing for roles in politics or economics, global awareness is now the responsibility of all people everywhere. And since today’s world is becoming more interconnected every day due to commerce, technology, and transnational challenges, the need to educate students in how to become active global citizens is greater now than ever before.

Drawing from many sources, the U.S. Fund for UNICEF defines a global citizen as someone who understands interconnectedness, respects and values diversity, has the ability to challenge injustice, and takes action in personally meaningful ways. Today's education for global citizenship empowers students to understand and exercise their human rights in ways that demonstrate solidarity with human beings everywhere and make a positive impact on the world.

Just as students need instruction that prepares them to be productive U.S. citizens, so too do they require an education that cultivates in them the knowledge, skills, values, and actions to be responsible global citizens.

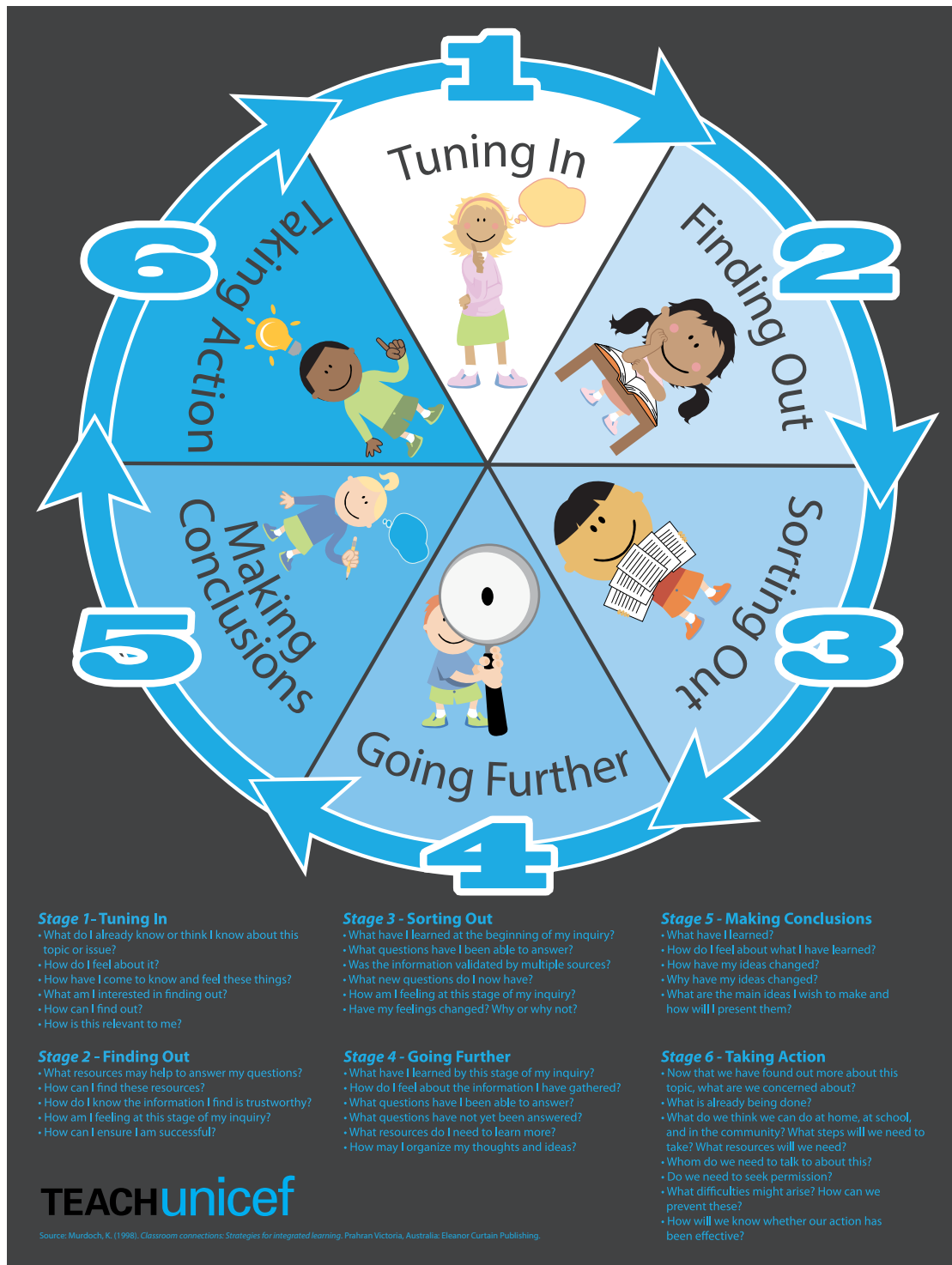
## U.S. Fund for UNICEF Global Citizenship Framework

Knowledge and Understandings	Skills and Processes	Values and Attitudes	Actions
<ul style="list-style-type: none"> <li>• Awareness of diverse perspectives</li> <li>• Economic and political processes</li> <li>• Environment and sustainable development</li> <li>• Globalization and interdependence</li> <li>• Human diversity and cross-cultural understanding</li> <li>• Human rights</li> <li>• Peace and conflict</li> <li>• World geography</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration and cooperation</li> <li>• Communication, including verbal, nonverbal, written, and visual, in a variety of contexts</li> <li>• Communication with individuals of diverse cultures</li> <li>• Conflict resolution, including the ability to compromise and negotiate</li> <li>• Critical and creative thinking</li> <li>• Media, digital, and information literacy</li> <li>• Multilingualism</li> <li>• Perspective taking</li> </ul>	<ul style="list-style-type: none"> <li>• Comfort with ambiguity</li> <li>• Commitment to social justice and equity</li> <li>• Concern for the environment and commitment to sustainable practices</li> <li>• Curiosity about the world</li> <li>• Empathy for others</li> <li>• Open-mindedness</li> <li>• Respect for the rights of others</li> <li>• Sense of identity and self-awareness</li> <li>• Sense of responsibility for helping others</li> <li>• Sense of unity with individuals and causes within and outside one's borders (solidarity)</li> <li>• Values diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Acts to improve conditions through volunteerism and service</li> <li>• Challenges injustice</li> <li>• Engages in civic duties (individually and collectively)</li> <li>• Establishes goals for taking informed action</li> <li>• Evaluates the effectiveness of action to inform future action</li> <li>• Helps others locally and globally</li> <li>• Takes responsibility for actions</li> </ul>

This unit gives educators the tools to begin infusing education for global citizenship in their existing curriculum in meaningful ways. It offers an introduction to foundational concepts and serves as a springboard for further investigation of global issues through other TeachUNICEF units and the growing body of global education resources available today. Furthermore, educators are encouraged to extend the knowledge, skills, and values cultivated in this unit to the rest of their teaching. Just as traditional civics education is ineffective if it exists in a bubble, so, too, must global citizenship education extend into the entirety of a school's atmosphere of learning if it is to make a real impact.

## Kath Murdoch Inquiry Model

Kath Murdoch's (1998) inquiry model serves as a framework for students' investigations of their chosen global issue throughout this unit. Students are encouraged to delve deeply into their chosen issue, to draw their own conclusions, and to make decisions regarding how they may be "solutionaries" in ways that are appropriate and meaningful to them. Educators may elect to print the inquiry model for display in the classroom as a reference during this and other inquiry-based units of study.

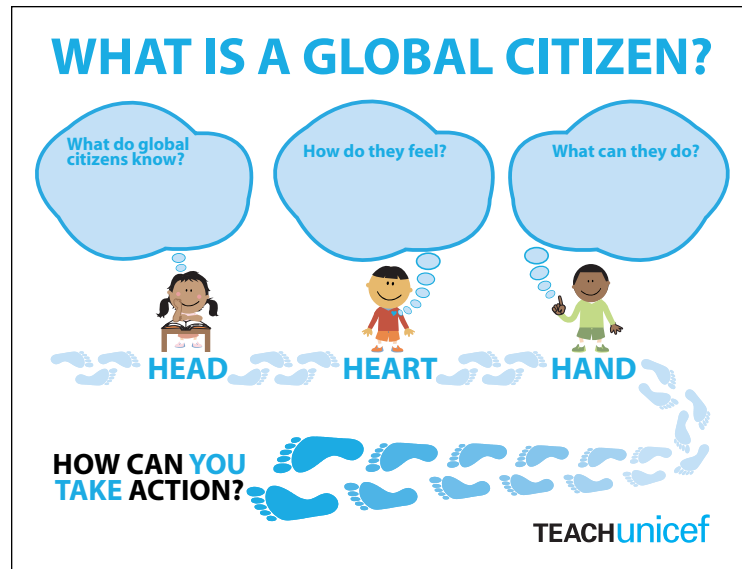


## Pre- and Post-Assessments and Scoring Rubric

This unit includes two summative assessments in order to measure: (1) students' perceptions of the concept of global citizenship before the unit and following its completion, and (2) students' self-directed inquiry of a chosen global issue.

### Directions for Implementation

**Assessment #1:** Provide each student an electronic or hard-copy notebook (inquiry journals) for recording notes and reflections throughout this unit. Explain that this unit of study focuses on the concept of global citizenship, including the knowledge (head), values (heart), and skills (hand) that global citizens need in order to take informed action on an important human rights issue. Reinforce that the purposes of the pre-assessment are to inform your instruction and to be able to measure later what each student



learned at the completion of the unit. Project and explain the template, “What Is a Global Citizen?” (see Handout 2). Ask students to record responses to the question, *What Is a Global Citizen?* in their journals based on the categories outlined. Students will revisit their responses in Lesson 4, “Global Change Begins With Me” to determine any changes in perceptions or ideas.

**Assessment #2:** In Lesson 1, “What Is Global Citizenship?” students will select a global issue that is personally relevant and meaningful to them. Using the Kath Murdoch Inquiry Model as a guide (see page 4), students will generate questions, conduct research, weigh perspectives, and take action to improve conditions relative to the chosen global issue. Discuss the scoring rubric (see page 50) prior to implementing the lessons so that students understand the desired outcomes of the unit.

A “Pre- and Post-Assessments Scoring Rubric” is included at the end of the unit (page 50) to assist you in evaluating student responses to the assessments.

# LESSON ONE

## Lesson 1: What Is Global Citizenship?

TOTAL TIME: 45–60 MINUTES + STUDENT INQUIRY PROJECT (TIME WILL VARY)

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### Overview

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This lesson engages students in reflecting upon what it means to be a global citizen. Although students are often taught the concepts of citizenship and the characteristics of good citizenship during the elementary years, students may not have considered previously their roles as citizens in a global society. Using authentic examples of global citizenship among youth as a springboard for discussion, students determine how they are citizens at various levels. Afterward, students begin their inquiry of a chosen global issue about which they will take informed action at the end of the unit.

### Objectives

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Students will

- Compare the concepts of citizenship and global citizenship.
- Identify essential knowledge, skills, and attitudes of a global citizen.
- Provide examples of their participation in various levels of citizenship (i.e., local, national, and global).
- Identify a significant, researchable issue of local and global significance, building upon prior knowledge, perceptions, and feelings about the issue.



## Vocabulary

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The following words and terms may not be familiar to students. Use this list as a resource for students to expand their working vocabulary as they encounter these words and terms in the lesson.

- Citizen
- Citizenship
- Confirm
- Environment
- Gender equality
- Global
- Global citizen
- Hygiene
- International
- Local
- Misconception
- National
- Sanitation
- Values

## Materials Needed and Setup

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- (Optional) Complete Pre-Assessment #1 prior to this lesson
- Handout 1: We Are Global Citizens
- Handout 2: What Is a Global Citizen?
- Children’s book(s) and/or website(s) on good citizenship
- Chart paper to create a “Circle Map of Citizenship” (see step # 4)
- Inquiry chart labeled “I Think I Know, Confirmed, Misconceptions” (see Inquiry Stage 1, step # 6)
- Sticky notes
- Kath Murdoch Inquiry Cycle poster (see page 4)
- Inquiry Journals, one per student
- Computers with Internet access (optional)

## Directions

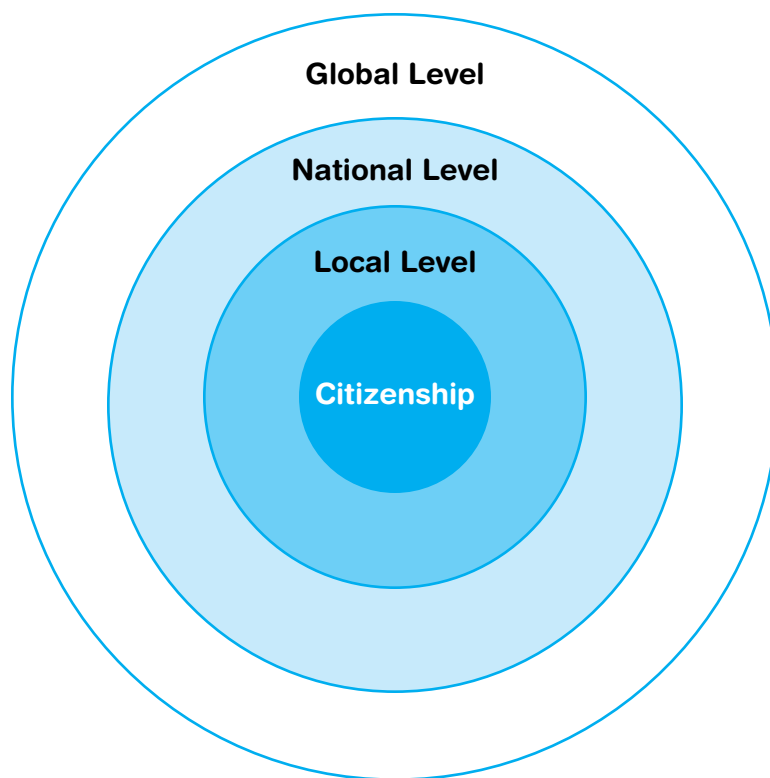
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**Note:** Students’ pre-assessment responses to the question *What Is a Global Citizen?* will serve as a baseline for comparison against post-assessment reflections at the end of the unit. Although varied definitions of global citizenship exist, the U.S. Fund for UNICEF defines a global citizen as *“Someone who understands interconnectedness, respects and values diversity, has the ability to challenge injustice, and takes action in personally meaningful ways.”*

### Part I: Levels of Citizenship

1. Introduce the concept of citizenship by reading aloud an age-appropriate children’s book or by sharing information from an appropriate website about the qualities of good citizenship. The following are examples. See the Global Issues Resource File for additional books and websites.

- *Have You Filled a Bucket Today?* by Carol McCloud
  - *Light Your Candle*, by Carl Sommer
  - *We Live Here Too!* by Nancy Loewen
  - BrainPOP, [www.brainpop.com](http://www.brainpop.com)
  - iCivics, [www.icivics.org](http://www.icivics.org)
2. Discuss what it means to be a citizen. Define “citizen” as a member of a community who has rights and responsibilities.
  3. Explain that it is possible to be a member of different communities at the same time; therefore, there are different *levels* of citizenship. For example, one is a member of *local* communities (school, town, city, state), a *national* community (country), and an *international* community (the world) all at once.
  4. Draw a “Circle Map of Citizenship” on a sheet of chart paper as pictured here. Ask students to identify their roles, or how they participate, as citizens at each of the levels depicted. Record their responses.



5. Ask what the difference is between being a citizen (of the U.S., for example) and a global citizen. Explain that citizenship is often granted by a government, whereas global citizenship is not. Instead, one can become a global citizen simply by demonstrating certain characteristics, or habits of mind, body, and spirit—anyone can become a global citizen.

## Part II: Introducing Global Citizenship

6. Explain that examples of global citizens will be presented in order to further explore what it means to be a global citizen and how global citizens can make a positive difference in the world.
7. Project two or more of the images from Handout 1, “We Are Global Citizens.” Read the blurb that accompanies each image together as a class.
8. Ask students what the individuals depicted have in common. Project Handout 2, “What Is a Global Citizen?” on a white board. Ask students to identify the knowledge (head), values (heart), and skills (hand) that these global citizens needed in order to take informed action. Fill in these areas with student responses.
9. Inform students that this unit will build their understanding of what it means to be a global citizen at local, national, and international levels, and how they can demonstrate global citizenship by taking action to improve their communities and the world.

## Journal Reflections

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- Who is a global citizen? What does a global citizen know and value? What skills does he or she have?
- How can I be a global citizen?

## Extension Activities

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- Have students create an electronic or hard-copy global citizenship dictionary. As concepts are learned, add the relevant terms, definitions, and illustrations.
- Establish a bulletin board in the classroom (or a digital version using a free collaborative note-taking tool such as Padlet ([padlet.com](http://padlet.com)) with the title Global Citizenship. Throughout the unit, add examples of individuals being global citizens.

## INQUIRY STAGE 1: TUNING IN

*This first stage in the investigation provides a foundation for students' inquiries, assessing their prior understandings, misconceptions, and experiences; determining their goals for learning; and revealing their dispositions or feelings regarding the topic or issue (Murdoch, 1998). To learn more, refer to the Kath Murdoch Inquiry Model poster (see page 4) and visit <http://kathmurdoch.com.au>.*

**Note:** Teachers are encouraged to maintain their own inquiry journals and to model their thinking, learning, and ideas for taking action along with their students. Based upon scheduling and students' ages and attention spans, this section may need to be separated into two or more class sessions.

1. Explain that students will become informed and engaged global citizens through an inquiry project. Review key ideas learned in Lesson 1.
2. Discuss what constitutes a global issue. Peruse a variety of print or electronic child-friendly, contemporary news articles. Possible sources include:
  - Newseum Front Pages <http://www.newseum.org/todaysfrontpages>
  - Planet Diary <http://www.planetdiary.com>
  - Teaching Kids News <http://teachingkidsnews.com>
3. Identify examples of global issues gleaned from the news, such as stories that relate to human rights, peace and conflict, and the environment. (See Global Issues Resource File for a listing of issues and sample resources.)
4. Discuss the question "How do these global issues relate to challenges we face in the local community?"
5. Together, select a global issue that is meaningful and relevant. (Refer to *Problem Identification* in the assessment rubric on page 50.)
6. Display an Inquiry Chart, as pictured here. Referring to the first column, have students record in their inquiry journals what they think they know about the chosen global issue.

I think I know	Confirmed	Misconceptions

7. In small groups, have students compare their thoughts and record three agreed upon ideas on sticky notes. Collect and post notes on the class chart (making sure to eliminate duplicates) and share aloud. Explain that throughout this unit, students will have the opportunity to confirm what is accurate and to change what is not accurate through research.

8. Display the Kath Murdoch Inquiry Cycle poster (see page 4). Explain that this stage is called Tuning In, and that it will help to prepare students for learning as they plan the inquiry of their chosen global issue.
9. After prior knowledge has been generated under “I think I know,” have students record thoughts or questions they wish to explore about the chosen global issue in their inquiry journals.
10. Create a class Wonder Wall or use a Web 2.0 technology tool (e.g., Padlet, [padlet.com](http://padlet.com); VoiceThread, [voicethread.com](http://voicethread.com)) to post students’ thoughts, adding and refining questions throughout the inquiry. Group common questions to create several categories. Form research groups by assigning small groups one category or cluster of questions to investigate. (Note: Research will begin during the Finding Out stage following Lesson 2.)

## Journal Reflections

- What do I already know or think I know about this global issue?
- How do I feel about it?
- How have I come to know and feel these things?
- What am I interested in finding out?
- How can I find out?
- How does this issue relate to my life or my community?

## LESSON TWO



### Lesson 2: We Are Citizens of the World and We Have Rights!

TOTAL TIME: 60 MINUTES + STUDENT INQUIRY PROJECT (TIME WILL VARY)

#### Overview

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Building upon their prior learning about citizenship, students are introduced to human rights, or those rights to which all persons are entitled. Students learn about the Convention on the Rights of the Child (CRC), and make a concept map outlining categories and examples of human rights. Afterward, students relate human rights to contemporary global issues and how it is our responsibility to take action when the rights of others are violated.

#### Objectives

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Students will

- Define human rights and explain who protects them.
- Categorize and provide concrete examples of human rights.
- Learn about the Convention on the Rights of the Child (CRC) and articulate the significance of some of the rights within the convention.
- Locate and evaluate information reflecting a variety of sources and perspectives that pertain to students' inquiry study.

## Vocabulary

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The following terms may not be familiar to students. Use this list as a resource for students to expand their working vocabulary as they encounter these terms in the lesson.

- Convention on the Rights of the Child (CRC)
- Human rights

## Materials Needed and Setup

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- Paper and writing implements for creating concept maps (see step # 4)
- Primary documents, children’s book(s), and/or video(s) on the Convention on the Rights of the Child (CRC)
- Kath Murdoch Inquiry Cycle poster (see page 4)
- Inquiry chart from Lesson 1 (“I Think I Know, Confirmed, Misconceptions”)
- Sticky notes
- Inquiry Journals, one per student
- Computers with Internet access

## Directions

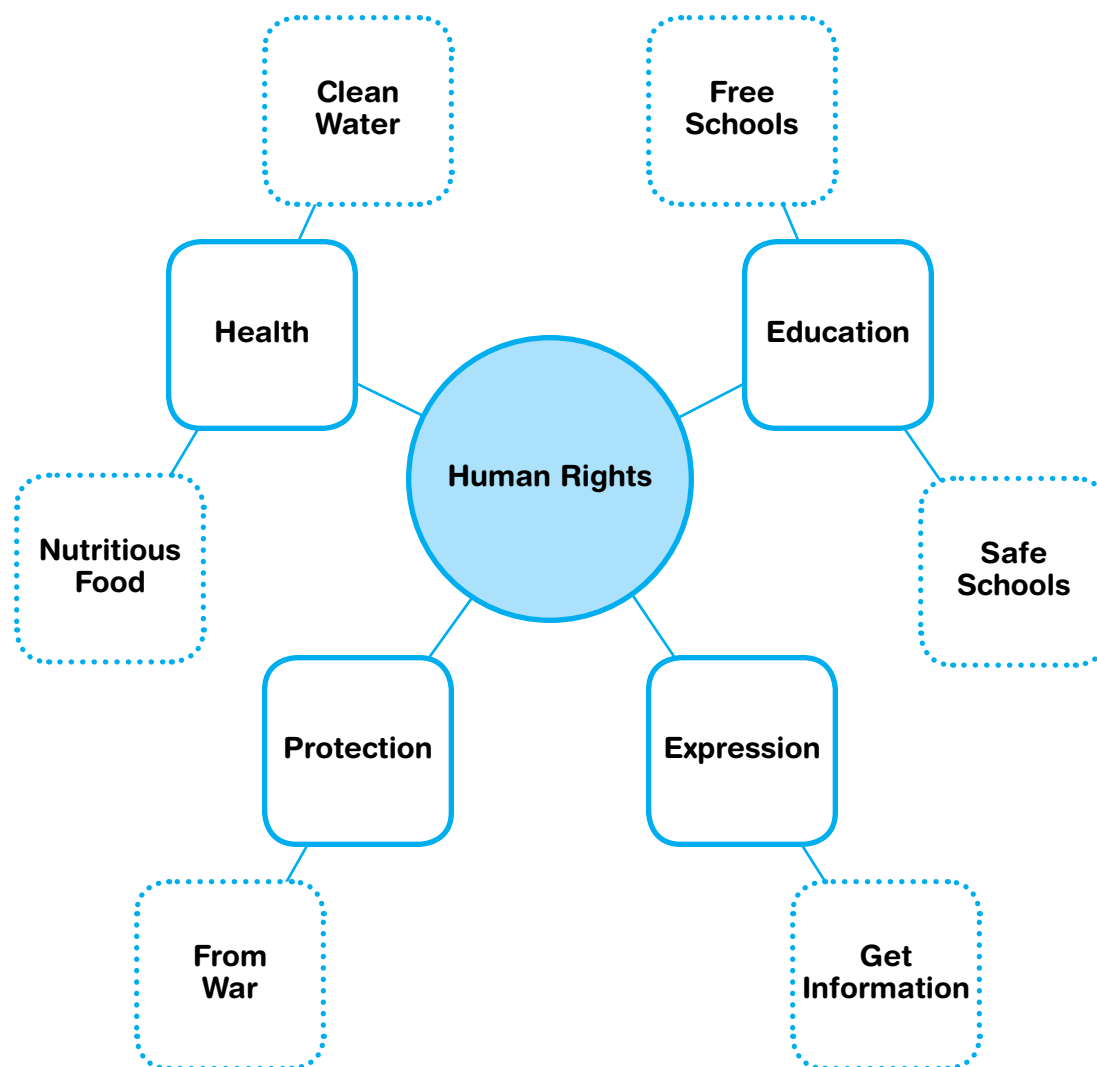
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**Note:** If you are conducting the student inquiry research project, review students’ thoughts from Lesson 1 and compile resources to help students begin research on their chosen global issue. (See the Global Issues Resource File for sample resources.)

1. Begin by making a connection to Lesson 1: *“During the last class we learned what it means to be a global citizen. One important part of being a global citizen is protecting human rights. What is a human right? How can we find out what our rights are and how they can be protected?”*
2. Define human rights as the rights and freedoms that belong to all people, no matter who they are or where they live. Offer the following explanation, if needed: *“They are ‘rights’ because they are things you are allowed to be, to do, or to have. These rights are there for your protection against people who might want to harm or hurt you. They are also there to help us get along with each other and live in peace.”<sup>1</sup>*
3. Watch a video that introduces the concept of human rights (e.g., *What Are Child Rights?*, <http://www.unicef.org.au/discover/Educational-Resources.aspx>). Differentiate rights from wants or privileges.

<sup>1</sup> “What Are Human Rights?,” Youth for Human Rights International, accessed June 11, 2013, <http://www.youthforhumanrights.org/what-are-human-rights.html>.

4. Divide the class into groups of three or four and provide each with sticky notes. Direct groups to brainstorm and record examples of human rights based on the video and discussion. Then have students categorize the rights by making a concept map on paper or by using an electronic tool (e.g., Popplet, popplet.com), as pictured here. Have groups share their maps and note any similarities or differences.



5. Introduce the Convention on the Rights of the Child (CRC)<sup>2</sup>. Explain that there have been many agreements made by the countries of the world that name our human rights. The Convention on the Rights of the Child is one of those agreements and focuses on the rights all children throughout the world should enjoy. Introduce the CRC by displaying the poster *CRC in Child-Friendly Language* and/or reading aloud one of the following books with the class:
- *For Every Child*, by Caroline Castle
  - *I Have the Right to be a Child*, by Alain Serres
  - *Rights for Every Child*, by UNICEF

2 To learn more about the CRC, visit <http://www.unicef.org/crc>.



6. Allow students to point out parts of their concept maps that were reflected in the book. Ask them what new information they now want to add to their concept maps, based on what they learned.
7. Time permitting, assign small groups to make a hand-drawn or electronic poster (e.g., using Glogster, [edu.glogster.com](http://edu.glogster.com)) explaining one right included in the CRC.
8. Close the lesson by asking how human rights relate to global citizenship, as discussed in Lesson 1, and how this new learning will help with their inquiry projects.

## Journal Reflections

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- Why is it important to learn about human rights?
- What can I do to ensure the rights of others are protected?

## Extension Activities

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- Compile book collections based on specific human rights. Add the books to your learning center, where students can discuss and extend their understanding of human rights.
- Establish a current events bulletin board in the classroom entitled “Human Rights in the News.” Ask students to bring in sample news stories that relate to one or more categories of human rights, and mark where they occurred on a world map. Use these as springboards for discussion about global issues.

## INQUIRY STAGE 2: FINDING OUT

During the “Finding Out” stage, students acquire new information from a variety of sources. Teachers may select from diverse strategies to support students’ knowledge acquisition, including learning by doing, through observation, and through verbal and written expression (Murdoch, 1998). As students learn, they acquire skills in gathering and recording information about their topic or issue. To learn more, refer to the Kath Murdoch Inquiry Model poster (see page 4) and visit <http://kathmurdoch.com.au>.

1. Review the Inquiry Chart from Lesson 1 regarding what students “think they know” and “wonder about” their chosen global issue.
2. Ask students to sit with their research team members and to revisit their research questions from the previous lesson.
3. Refer to the Kath Murdoch Inquiry Cycle poster (see page 4), explaining this stage in the inquiry process is called Finding Out. During this stage, students will determine *where* and *how* to find information to answer their questions.
4. Ask: “What sources might you use to answer your questions about our global issue? How can you find different points of view on this issue? How will you know your sources are reliable?”
5. Provide resources (see Global Issues Resource File for ideas) and have students locate additional resources if possible. (Optional: Refer students to *Information Literacy Skills* in the assessment rubric on page 50.)
6. As students Find Out, they will record notes in their Inquiry Journals. They will also mark “Confirmed” or “Misconception” and the source(s) that led them to this conclusion. (Note: Encourage students to compare the information gathered from multiple sources during the Sorting Out stage to validate the accuracy of information.)

### Journal Reflections

- What resources may help to answer my questions about my global issue?
- How can I find these resources?
- How do I know the information I find is trustworthy?
- How am I feeling at this phase of my inquiry?
- How can I ensure I am successful?

# LESSON THREE



## Lesson 3: Global Citizens Take Responsibility

TOTAL TIME: 60 MINUTES + STUDENT INQUIRY PROJECT (TIME WILL VARY)

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### Overview

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In this lesson, students learn about their individual and collective responsibility to protect human rights. Through analysis of authentic photographs depicting responsible citizenship, students explore the idea that global citizens are proactive when the rights of others are threatened. To demonstrate their learning, students role-play characteristics of global citizenship. Subsequently, in cooperative groups, students continue their global issue research and begin to consider how they will take informed action as global citizens.

### Objectives

---

Students will

- Articulate the relationship between rights and responsibilities, and identify the responsibilities of global citizenship.
- Analyze an authentic photograph, explaining how it depicts responsible global citizenship.
- Role-play characteristics of global citizenship.
- Communicate ideas and emotions clearly and effectively with diverse audiences for various purposes.
- Collaborate effectively with diverse individuals in research teams.

## Vocabulary

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The following words may not be familiar to students. Use this list as a resource for students to expand their working vocabulary as they encounter these words in the lesson.

- Characteristic
- Development
- Displaced
- Drought
- Immunize
- Leisure
- Malnutrition
- Perspective
- Responsibility
- Sanitation

## Materials Needed and Setup

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- Handout 3: Global Citizenship in Action
- Handout 4: Global Citizenship Characteristics
- Kath Murdoch Inquiry Cycle poster (see page 4)
- Inquiry chart from Lesson 1 (“I Think I Know, Confirmed, Misconceptions”)
- Sticky notes
- Inquiry Journals, one per student
- Computers with Internet access

## Directions

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**NOTE:** If you are conducting the student inquiry project, review students’ beginning research from Lesson 2. Compile appropriate sample resources (e.g., newspaper articles, books, Internet sites) for students to analyze.

### Part 1: Picturing Our Responsibilities

1. Review examples of human rights from Lesson 2 (e.g., the right to an education, freedom of expression, protection from violence). Emphasize that all human beings are valuable and have rights, no matter who they are or where they live.
2. Point out that rights come with responsibilities. Ask students to define *responsibility* (e.g., something for which one is answerable; a duty or obligation). Ask what responsibilities come with our human rights, and what our duty is as global citizens to uphold the rights of others around the world. Reinforce the idea that we all have a responsibility to take actions that help others.
3. Engage students in a picture study of people taking responsibility for protecting human rights. Project one photograph from Handout 3, “Global Citizenship in Action.” Ask students to carefully analyze the photo and share their thoughts about what the people in the photo are doing that protects rights or reflects responsible citizenship. Discuss students’ observations.

4. Divide the class into small groups of three or four students. Give each group a sheet of paper and a photo from Handout 3 to analyze (you may provide each group with the same or a different photo). Provide the following directions:
  - Observe the photograph silently for two minutes. Then begin discussing what you see.
  - Divide your paper into two columns. On the left record what you see (people, objects, activities, etc.). On the right record what rights are being protected and how you know.

<p><b>Observations of People, Objects, Activities</b></p> <p><i>What do you see?</i></p>	<p><b>Inferences About Human Rights</b></p> <p><i>What rights are being protected in this photograph? How do you know?</i></p>
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- Write a title for the photograph that summarizes the main idea and record it at the top of your paper.
5. Reconvene the class and project each photo from Handout 3 that was assigned, one at a time. As you project each, have the groups that analyzed that photo share aloud their observations, inferences, and titles. Share the information from Handout 3, “Global Citizenship in Action: Background Information.” Discuss the ways in which students’ analyses were accurate or different from the actual situation.
  6. Reinforce the importance of taking action as global citizens to help others, and ask students to begin to consider what actions they might take in their own communities to demonstrate global citizenship.

## Part 2: Acting Out Global Citizenship

7. Display the poster “What Is a Global Citizen?” (Handout 2) from Lesson 1. Ask students how the individuals in the picture study demonstrated the “head, heart, and hand” of global citizenship.
8. Tell students they will now role-play in order to practice some of the skills they need to be a global citizen. Divide students into groups of three or four and assign each a trait from Handout 4, “Global Citizenship Characteristics.”
9. Explain the parameters of the activity:
  - Your skit must demonstrate the skill or quality, but should not name it.
  - Your skit must show at least one thing a global citizen knows (head), feels (heart), or does (hands).
  - Your skit must be under three minutes long.
  - Your skit may not use the names of real people or any inappropriate language.

10. Give groups 5–10 minutes to prepare, and then have each group perform their skit for the class. As each group presents, have students guess which global citizenship trait was being depicted.
11. Debrief by discussing how the characteristics of a global citizen are related or how they work together to create the “whole” person. Emphasize the importance of practicing the skills of global citizenship in our daily lives.

## Extension Activities

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- Give students images and/or word cards depicting rights and responsibilities. Have them match cards and reflect on the connections.
- Learn about “Americans Who Tell the Truth” by visiting the gallery at <http://www.americanswhotellthetruth.org/portrait-galleries>. Discuss why these individuals are considered “models of courageous citizenship.”

## Journal Reflections

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- How are human rights and responsibilities related?
- In what ways can I take responsibility in my own life to protect the rights of others?

## INQUIRY STAGE 3: SORTING OUT

*During the sorting out stage, students make sense of their new learning. Students review the information that has been gathered and compare it with multiple sources. They explore many ways to express their understanding and to share it with others using a variety of processes. As students sort out, apply, and express their learning, their understanding of content deepens and their skills are sharpened (Murdoch, 1988). To learn more, refer to the Kath Murdoch Inquiry Model poster and visit <http://kathmurdoch.com.au>.*

1. Ask students to review what they “think they know” and “wonder about” their chosen global issue. Ask: “Following data gathering during *FINDING OUT*, was any information ‘Confirmed’ or found to be a ‘Misconception’? How do we know?”
2. Move sticky notes to the appropriate column and ask students to mark accordingly in their Inquiry Journals.
3. Refer to the Kath Murdoch Inquiry Cycle poster (see page 4), explaining this stage in the inquiry process is called Sorting Out. During this stage, students will make sense of the information they have researched thus far by organizing and analyzing information representing a variety of perspectives.
4. Explain that as we conduct additional research, we may need to revisit what we think is valid or accurate information because it may originate from multiple human perspectives. Some of these points of view may be biased or misinformed. (Refer students to *Critical Thinking Skills* in the assessment rubric on page 51).

## INQUIRY STAGE 4: GOING FURTHER

During the Going Further stage, students deepen and extend their understanding about the topic or issue at hand. Often, a contrast is presented to challenge one's conceptions, requiring that students revisit previously studied information and/or seek out new sources of information. As they refine and clarify facts and ideas, students become more confident in their knowledge. To learn more, refer to the Kath Murdoch Inquiry Model poster and visit <http://kathmurdoch.com.au>.

1. Introduce the stage, Going Further. During this stage, students will deepen and extend their understanding about their chosen global issue. This may entail students revisiting previously studied information and/or seeking out new sources of information.
2. To facilitate this process, divide students into cooperative groups of three or four. Assign each group a contemporary news article about their chosen global issue. Students will compare what they learn with previously analyzed sources of information. Developmentally appropriate websites for child-friendly news articles include:
  - CBBC News <http://www.bbc.co.uk/newsround/news>
  - DOGOnews <http://www.dogonews.com>
  - Here There Everywhere News for Kids <http://htekidsnews.com>
  - Indy Kids <http://indykids.net/main>
  - KidsPost <http://www.washingtonpost.com/lifestyle/kidspost>
  - National Geographic News <http://news.nationalgeographic.com/news>
  - Teaching Kids News <http://teachingkidsnews.com>
  - Time for Kids <http://www.timeforkids.com>
3. Students should work with their small groups to decide on a method to present the summaries of their research to the class. (Refer students to *Communication Skills* and *Collaboration Skills* in the assessment rubric on page 52.) Students may choose to use, but are not limited to, one of the following methods:
  - Put together a presentation using multimedia (e.g., Prezi, [prezi.com](http://prezi.com))
  - Draw a political cartoon by hand or using technology (e.g., Bitstrips, [bitstrips.com](http://bitstrips.com); ToonDoo, [toondoo.com](http://toondoo.com))
  - Design a poster by hand or using technology (e.g., Glogster, [edu.glogster.com](http://edu.glogster.com))
  - Create a timeline of events by hand or using technology (e.g., Dipity, [dipity.com](http://dipity.com); Capzles, [capzles.com](http://capzles.com); Timetoast, [timetoast.com](http://timetoast.com))
  - Write a short story by hand or using technology (e.g., Lulu, [lulu.com](http://lulu.com); Little Story Birds, [littlebirdtales.com](http://littlebirdtales.com))
4. Following presentations, discuss whether diverse perspectives were evident in the examples. For example, did individuals seek different solutions to resolve the issue? Why might that be?



## Journal Reflections

- What have I learned at this stage of my inquiry?
- What questions have I been able to answer?
- Was the information validated by multiple sources?
- What new questions do I now have?
- How am I feeling at this phase of my inquiry?
- Have my feelings changed? Why, or why not?
- How should I organize my thoughts and ideas?

# LESSON FOUR

## Lesson 4: Global Change Begins With Me

TOTAL TIME: 90 MINUTES + STUDENT INQUIRY PROJECT (TIME WILL VARY)

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### Overview

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In this culminating lesson, students reflect upon their learning about global citizenship and how they can be positive agents of change in their communities. Students first explore how individuals take action to solve a problem or to improve conditions for others. Using these examples as inspiration, students determine how they, too, can be “changemakers.” As a final assessment, students synthesize what they have learned by writing a comprehensive definition of global citizenship, and devising an action plan to address the global issue they have researched.

### Objectives

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Students will

- Identify characteristics and examples of global citizenship.
- Write a comprehensive definition of global citizenship.
- Articulate how their unique personalities and specific talents can be used to make a positive difference in their communities.
- Design and implement an action project based on research to address a global issue.

## Vocabulary

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The following words may not be familiar to students. Use this list as a resource for students to expand their working vocabulary as they encounter these words in the lesson.

- Changemaker
- Characteristic
- Emblem
- Investigate
- Network
- Nurture
- Resist

## Materials Needed and Setup

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- Children’s book(s) about individuals who have taken action as global citizens
- Handout 5: Frayer Model of Global Citizenship
- Handout 6: Action Planning Template
- Computers with Internet access
- Kath Murdoch Inquiry Cycle poster (see page 4)
- Inquiry chart from Lesson 1 (“I Think I Know, Confirmed, Misconceptions”)
- Inquiry Journals, one per student
- Chart paper (one per group) with markers for placemat activity (see Inquiry Stage 5, step # 4)

## Directions

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**NOTE:** If you are conducting the student inquiry research project, students will conclude their projects in this lesson by drawing conclusions and deciding how they will take action to address their chosen global issue.

### Part 1: Youth As Global Citizens

1. Display and read aloud the following quote by Anne Frank: “How wonderful it is that nobody need wait a single moment before starting to improve the world.” Ask students how they can apply this message to their own lives.
2. Read a children’s book about individuals who have taken action as global citizens. Some examples follow. See the Global Issues Resource File for additional books.
  - *Aani & the Tree Huggers*, by Jeannine Atkins
  - *Bella’s Chocolate Surprise*, by Adam Guillain and Elke Steiner
  - *The Carpet Boy’s Gift*, by Pegi Deitz Shea
  - *The Librarian of Basra: A True Story from Iraq*, by Jeannette Winter
  - *Ryan and Jimmy and the Well in Africa That Brought Them Together*, by Herb Shoveller

3. As a class, identify the knowledge, skills, and values the individuals in the story exhibited, relating them to characteristics of global citizenship previously discussed. Expand by asking how the actions of the individuals caused a movement of positive change beyond their communities. Discuss how local action can lead to global change.

## Part 2: What Kind of Global Changemaker Will I Become?

4. After reviewing the characteristics of a global citizen, ask students if it is necessary to portray *all* of these traits to be a global citizen.
5. Explain that as individuals, each of us has a unique personality and specific talents that we can use to make a positive difference in our communities. Have students reflect on their unique talents by viewing together “Which Changemaker Personality Are You?” (<http://www.storyofstuff.org/movies-all/story-of-change/changemakers>). Show the cartoons associated with each “personality” and ask students to describe how they think that person would make positive change in the world. Provide child-friendly explanations of each type as needed, for example:
  - **Resister**—You speak out about issues that concern you. You stand up for what you believe and struggle against any challenges you face.
  - **Networker**—You are a social butterfly. You enjoy working with others and forming a group of people who can bring about positive change.
  - **Nurturer**—You care about and want to support others, from providing assistance if someone is injured to asking if a friend is okay. You provide help and friendship to others in need.
  - **Investigator**—You seek information like a scientist or journalist. You want to learn as much as possible to keep others informed and to devise solutions to important problems.
  - **Communicator**—You are a storyteller by nature. You know how to communicate effectively so that others listen and understand.
  - **Builder**—You are a “doer.” You prefer hands-on work that results in visible solutions. You want to be part of the team creating designs to combat problems.
6. Ask students to name examples of individuals they know or have learned about who depict some of the above personalities. Then have them determine which personality best reflects their strengths. Once they have selected, have students create a personal emblem that represents their changemaker personality and write about how they will use their trait for positive change. Share as a whole group and display students’ work in the classroom.
7. Conclude by reading the quote by Dr. Martin Luther King, Jr.: “Everybody can be great... because everybody can serve.” Emphasize that we each may have different “changemaker personalities,” but all of us can make a positive difference by taking action.

### Part 3: Assessment—Defining Global Citizenship

8. As a form of summative assessment, place students in cooperative groups of three or four. Distribute Handout 5, “Frayer Model of Global Citizenship,” to each group. Have groups identify characteristics, examples, and non-examples of global citizenship based upon their learning during the unit. Then have them come up with their own definition of a global citizen. Write each group’s definition on the board, noting similarities and differences.
9. Optional: Create a global citizenship word cloud using a Web-based program (e.g., Tagul, [tagul.com](http://tagul.com); Wordle, [wordle.net](http://wordle.net); Tagxedo, [tagxedo.com](http://tagxedo.com)) by entering each group’s definition of a global citizen. Project the word cloud and discuss which words and ideas came up the most. Use the most frequent descriptors to write a shared class definition.
10. Conclude by having students review their pre-assessment responses to the question “What Is a Global Citizen?” Engage students in reflecting upon how their conceptualizations of global citizenship have changed by responding to the prompt “I used to think...now I think...” in their inquiry journals. Share insights as a class.

### Extension Activities

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- Read samples from *31 Ways to Change the World* by We Are What We Do. Have students write their own action steps, compiling them into a digital or hard-copy class booklet.
- Designate classroom space to celebrate a “Global Citizen of the Week.” Include a photograph and description of how the student portrayed characteristics of global citizenship.

### Journal Reflections

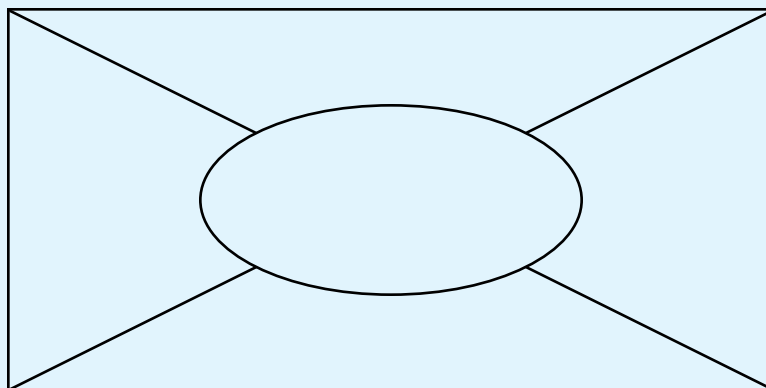
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- I used to think...now I think...about global citizenship.
- Who inspires me to become a global changemaker?
- What action steps can I take today to make a positive difference in the world?

## INQUIRY STAGE 5: MAKING CONCLUSIONS

Throughout students' investigations, they are making connections to prior knowledge, extending their understanding, and modifying any misconceptions. As they begin to draw conclusions, students determine what they have learned, how they feel about what they have learned, how their ideas have changed, and what to do with the new insights they have acquired (Murdoch, 1998). To learn more, refer to the Kath Murdoch Inquiry Model poster and visit <http://kathmurdoch.com.au>.

1. Ask students to review what they “think they know” and “wonder about” their chosen global issue. Ask: “Following data gathering during Going Further, was any information ‘Confirmed’ or found to be a ‘Misconception’? How do we know?”
2. Move sticky notes to the appropriate column and ask students to mark accordingly in their Inquiry Journals.
3. Refer to the Kath Murdoch Inquiry Cycle poster (see page 4), explaining this stage in the inquiry process is called Making Conclusions. During this stage, students will synthesize what they have learned, making generalizations that are supported by their research findings. (Refer students to Critical Thinking Skills in the assessment rubric on page 51.)
4. Place students in their small research groups, distributing a piece of chart paper divided into a “placemat” according to the number of students. For example, a group of four would be drawn as follows:



5. Tell students they will now write and/or draw what they believe is most essential following their research in their respective placemat sections. “Most essential” is subjective and may include facts, ideas, and examples from their research. Students can refer to their inquiry journals to review compiled notes.
6. Afterward, engage students in discussing what each group member feels is most important to know and do about his or her global issue. In the center of the placemat, students will record the consensus reached by their group.
7. Debrief as a class, explaining that they will choose how to put their conclusions into action during the final stage of the inquiry.

## INQUIRY STAGE 6: TAKING ACTION

*Although the inquiry process is by nature fluid and recursive, taking action is presented as the final stage as students apply their learning in meaningful ways. Through purposeful topic or issue selection and engaging students in meaningful learning activities in which valid, diverse resources are accessed, students recognize the relevance of what they are investigating. They begin to formulate their own perspectives and ideas about how to enact positive change. Students should “own” their learning and thus be responsible for deciding how they will take action. To learn more, refer to the Kath Murdoch Inquiry Model poster and visit <http://kathmurdoch.com.au>.*

1. Introduce the stage Taking Action. During this stage, students will deepen and extend their understanding about their chosen global issue. This may entail students revisiting previously studied information and/or seeking out new sources of information. (Refer students to Civic Action in the assessment rubric on page 53.)
2. Inspire student action by sharing examples of those who’ve made a positive difference on the chosen global issue.
3. Discuss: *“What specific problem was being addressed? How did these global citizens come up with their solution?”* Emphasize that individuals of any age can have a positive impact on the world.
4. Ask: *“At the end of our investigation, what are we concerned about? How do we want to take action?”*
5. Assign students to collaborative groups of three or four to decide how the class may take action. Give each group a piece of blank chart paper and a marker. Facilitate their discussions using the “Thinking Hats”<sup>3</sup> tool for creative problem-solving:
  - White hat— *What do we know about this issue?* Have students review the main points they wish to make from Stage 5: Making Conclusions.
  - Green hat— *What can we do about it? What is already being done? What do we think we can do at home, at school, and in the community? What steps will we need to take? What resources will we need? Whom do we need to talk to about this? Do we need to seek permission?*
  - Red hat— *How do you feel about taking action in these ways?*
  - Black hat— *What problems might we face?*
  - Yellow hat— *What are the benefits of the different ways we can take action? How can we overcome any potential road blocks?*
  - Blue hat— *Think about what has been discussed. Now it’s time to make a plan to take action!*

<sup>3</sup> See, for example, “Six Thinking Hats: Strengthen Collaboration Skills,” de Bono for Schools, accessed July 3, 2013, [http://www.debonoforschools.com/asp/six\\_hats.asp](http://www.debonoforschools.com/asp/six_hats.asp).

6. Debrief each group for their ideas and ask students to record them in their Inquiry Journals. Students will then determine how they may take action individually, as a class, and with members of the local or international community. Distribute Handout 6, “Action Planning Template,” and work together as a class or in small groups to determine the best course of action, followed by action steps, resources and materials needed, and a proposed timeline.
7. As students implement their plans, have them check in periodically to report on progress. Ensure students are collecting evidence of their civic action for later evaluation.
8. At the end of the project, engage students in reflecting upon their civic action. (Refer students to *Reflection of Civic Action* in the assessment rubric on page 53.) Sample discussion or writing prompts include:
  - Did you achieve your goals? How do you know?
  - How can this project help you to decide on future action that you might take?
  - How did the action relate to the characteristics of a global citizen?
9. Celebrate the students’ initiation as global citizens.

## JOURNAL REFLECTIONS

- Now that we have found out more about this topic, what are we concerned about?
- What is already being done?
- What do we think we can do at home, at school, and in the community? What steps will we need to take? What resources will we need?
- Whom do we need to talk to about this? Do we need to seek permission?
- What difficulties might arise? How can we prevent these?
- How will we know whether our action has been effective?



## We Are Global Citizens: Doly Akhter

Doly Akhter is a 17-year-old girl who lives in Bangladesh, a country in South Asia. Doly is part of a group that works for equal rights for girls. She and her friends knock on doors in their community. They teach their neighbors about good hygiene, or cleanliness, to help prevent illness. Doly and her peers help to make their community cleaner, healthier, and safer. This gives girls more opportunities to go to school and be successful in life. Doly is a global citizen!



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## We Are Global Citizens: Anyeli Gonzales Ramirez

Anyeli Gonzales Ramirez is a 16-year-old girl from Colombia, a country in South America. Anyeli was worried because many of her classmates did not have clean water at home and got sick from drinking unsafe water. So Anyeli started a class project about water safety and ways to protect the environment. She and her classmates paint murals and give out posters to educate their community. They also worked with sanitation companies to plan a conference on how to conserve water. Anyeli is a global citizen!



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## We Are Global Citizens: Cora Buala

Cora Buala is a 19-year-old from the Philippines, a country in Southeast Asia. Cora believes it is every child's right to grow up in a peaceful community. She took action to end violence in her community by starting a radio show. She interviewed young people who shared stories about violence they had experienced. Due to her work, Cora was invited to New York to participate in a meeting of the United Nations. The United Nations is a group of countries from around the world that work together to promote peace. Cora believes it is important for people to work together to change our world. Cora is a global citizen!



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# WHAT IS A GLOBAL CITIZEN?



**HEAD**



**HEART**



**HAND**



**HOW CAN YOU TAKE ACTION?**

**TEACHUNICEF**

## Global Citizenship in Action: Photo 1



© UNICEF/NYHQ2009-0881/Brian Sokol.

## Global Citizenship in Action: Photo 2

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© UNICEF/NYHQ2012-1642/Tom Pietrasik

## Global Citizenship in Action: Photo 3

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© UNICEF/NYHQ2012-1514/James Alcock

## Global Citizenship in Action: Photo 4



© UNICEF/NYHQ2005-1118/Mia Brandt.



## Global Citizenship in Action: Background Information



### Photo 1: Protecting the Right to Survival and Development (Article 6 of the CRC)

Nepal, 2009: In this photo, a man unloads bags of rice from a World Food Program (WFP) helicopter. The WFP feeds about 75 percent of the district's 44,000 people through a food-for-work program. People trade 40 days of work on community improvement projects for enough food to feed their family for two to three months. At the time of this photo, nearly half of Nepal's children under five were underweight, partly due to years of draught that made it hard to grow food. As a result, people were forced to buy cheaper, less nutritious foods, which increased rates of malnutrition, especially among young children and mothers.



### Photo 2: Protecting the Right to Health (Article 24 of the CRC)

India, 2012: In this photo, girls are waiting to be immunized against measles at a school in the city of Ahmedabad. Vaccination teams—including health workers, community volunteers, and teachers—immunized more than 890 children between 5 and 10 years of age at the school. This was part of a campaign to immunize 134 million children across India. At the time of this photo, about 90,000 Indian children died from the disease each year—about two-thirds of all measles deaths worldwide.



### Photo 3: Protecting the Right to Education (Articles 28 and 29 of the CRC)

Timor-Leste, 2012: In this photo, Angelina, a volunteer schoolteacher, conducts a class in a small mountain village. "I want to prepare the children of this village for a better future," says Angelina, who has volunteered in the school for five years. One of the topics that Angelina teaches about is safe water and sanitation practices. Many children in Timor-Leste do not have access to clean, safe drinking water and bathrooms when they attend school. At the time of the photo, fewer than half of the country's 1,300 primary schools had a reliable water supply. Only 35 percent had bathrooms, and just 12 percent had soap available.



### Photo 4: Protecting the Right to Leisure, Play, and Culture (Article 31 of the CRC)

United States of America, 2005: In this photo, volunteers in Mississippi are sorting through a UNICEF recreation kit containing balls, whistles, and other sporting supplies. The volunteers are pastors from churches providing shelter and assistance to thousands of victims of Hurricane Katrina. The hurricane brought widespread flooding and damage that took many lives and displaced hundreds of thousands of people in Mississippi, Alabama, and Louisiana. Many children were separated from their families and forced to live in shelters far from their homes and schools. As many as 1,775 recreation kits and school-in-a-box kits were sent for children displaced by the hurricane. The UNICEF kits gave children the opportunity to learn, play, and get back to a normal routine.

## Global Citizenship Characteristics

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Place students in small groups of three or four and give each a characteristic to role-play to peers. Students are to demonstrate the trait without using the specific words; afterward, the audience will guess which trait was portrayed.



Feels responsible for helping others, in one's own community and distant places.

Respects the rights of others, in one's own community and distant places.

Is open-minded and interested in learning new things about the world.

Has empathy for others, including understanding and concern for others' feelings, in one's own community and distant places.

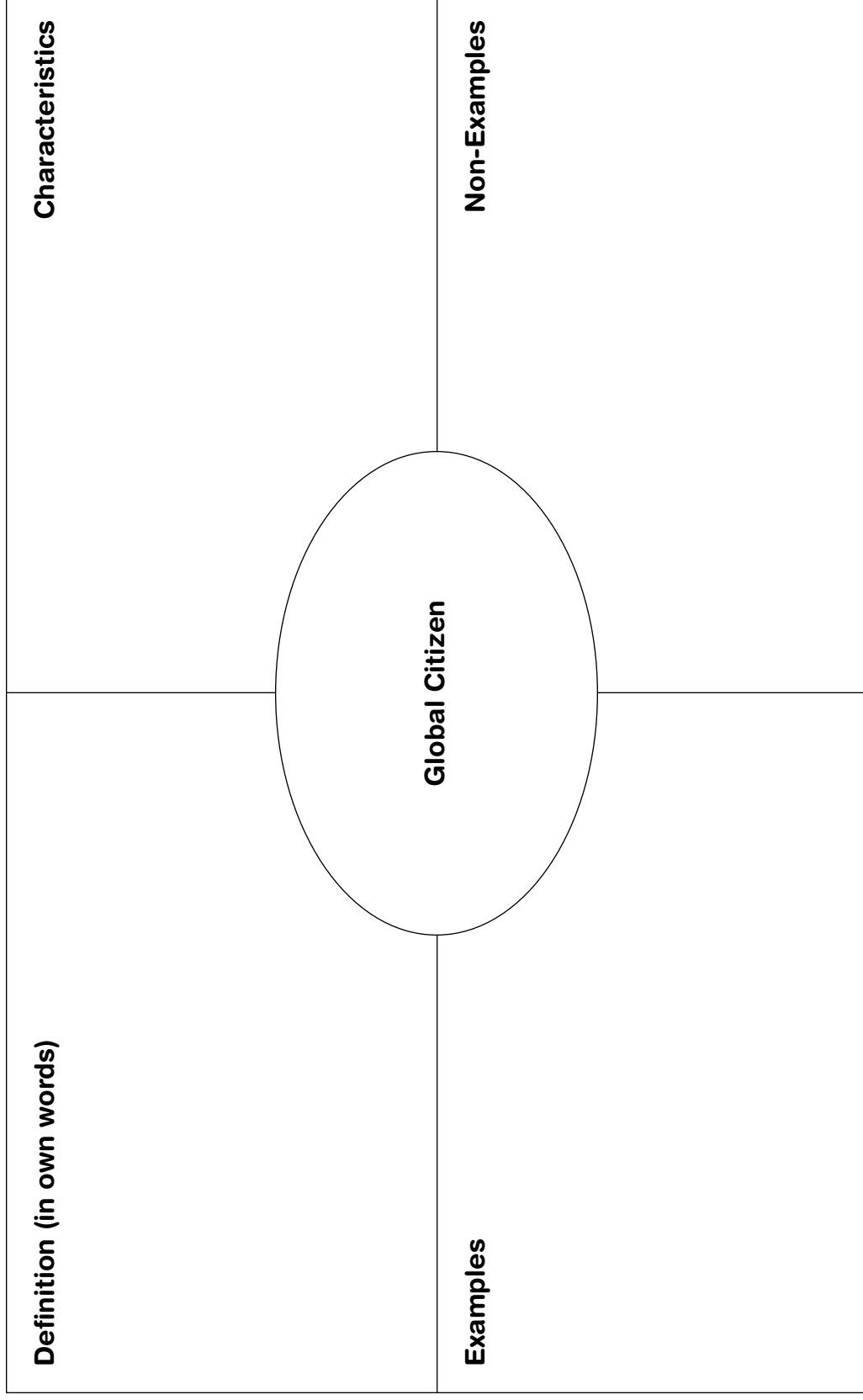
Demonstrates concern for the environment, locally and globally.

Believes people should be treated fairly, in one's own community and distant places.

Is able to solve problems or disagreements with others, including compromising and finding solutions together.

## Frayer Model of Global Citizenship

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## Action Planning Template

How will you be a global citizen? Decide how you would like to share your learning with others by taking action.

Volunteer with a local group committed to positive change in the community.

Join or start a club to raise awareness at your school.

Write and sign a pledge, and encourage others to do as well.



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Create a multimedia presentation and show to an audience, such as another class or the PTA.

Raise money for a group that cares about your cause.

Write a letter to a company or government leader to suggest changes in laws or practices.

Write and publish a story to educate others about the issue.

Design a poster by hand or using technology to educate others about the issue.

Write a script and make a video to educate others about the issue.

Put up a bulletin board at school to recognize children taking action.

Other:

Other:

### What Are Our Goals for Taking Action?

1.

2.

3.

Action Steps	Who Will Be Involved?	What Resources and Materials are Needed?	Target Date for Completion
<b>Notes</b>			

## Global Issues Resource File

Global Issue	Non-Fiction	Fiction	Internet-Based Resources
Child and Maternal Health (MDG 4-5)	<p>Jurmain, Suzanne. <i>The Secret of the Yellow Death: A True Story of Medical Sleuthing</i>. New York: Houghton Mifflin Books for Children, 2009.</p> <p>Murphy, Jim. <i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i>. New York: Clarion Books, 2003.</p> <p>Murphy, Jim. <i>Invincible Microbe: Tuberculosis and the Never-Ending Search for a Cure</i>. New York: Clarion Books, 2012.</p>	<p>Bemelmans, Ludwig. <i>Madeline</i>. New York: The Viking Press, 1958.</p> <p>Lakin, Patricia. <i>Dad and Me in the Morning</i>. Toronto, ON: Albert Whitman &amp; Company, 1994.</p> <p>Naidoo, Beverley. <i>Journey to Jo'burg: A South African Story</i>. New York: HarperCollins, 1988.</p> <p>Palacio, R.J. <i>Wonder</i>. New York: Random House Children's Books, 2012.</p> <p>Sherkin-Langer, Ferne. <i>When Mommy Is Sick</i>. Toronto, ON: Albert Whitman &amp; Company, 1995.</p>	<p>Kids.gov. 2013. Learn stuff: Health. U.S. Government. <a href="http://kids.usa.gov/health-and-safety/health/index.shtml">http://kids.usa.gov/health-and-safety/health/index.shtml</a> (accessed May 2013).</p> <p>Kids Health. 2013. For kids: Health problems. The Nemours Foundation. <a href="http://www2.liu.edu/cwis/cwp/library/workshop/citchi.htm">http://www2.liu.edu/cwis/cwp/library/workshop/citchi.htm</a> (accessed May 2013).</p> <p>Voices of Youth. 2011. Health. Voices of Youth. <a href="http://www.voicesofyouth.org/sections/health/pages/health-the-big-picture">http://www.voicesofyouth.org/sections/health/pages/health-the-big-picture</a> (accessed May 2013).</p>
Child Rights (CRC)	<p>Amnesty International. <i>We Are All Born Free: The Universal Declaration of Human Rights in Pictures</i>. London: Frances Lincoln Children's Books, 2008.</p> <p>Berry, Joy. <i>Mine &amp; Yours: Human Rights for Kids</i>. New York: powerHouse Books, 2005.</p> <p>National Geographic. <i>Every Human Has Rights: What You Need to Know About Your Human Rights</i>. D.C.: Author, 2008.</p>	<p>Abdel-Fattah, Randa. <i>Where the Streets Had a Name</i>. New York: Scholastic, 2010.</p> <p>Choi, Y. <i>The Name Jar</i>. New York: Dell Dragonfly Books, 2003.</p> <p>Guillain, Adam, and Elke Steiner. <i>Bella's Chocolate Surprise</i>. London: Milet Publishing, 2008.</p> <p>Shea, Pegi Deitz, and Leane Morin. <i>The Carpet Boy's Gift</i>. Gardiner, ME: Tilbury House Publishers, 2006.</p>	<p>Children Rights International Network. 2013. For children. Children Rights International Network. <a href="http://www.crin.org/forchildren/index.asp">http://www.crin.org/forchildren/index.asp</a> (accessed May 2013).</p> <p>UNICEF. Cartoons for Children's Rights. <a href="http://www.unicef.org/crcartoons/">http://www.unicef.org/crcartoons/</a> (accessed May 2013).</p> <p>Voices of Youth. 2011. Child rights. Voices of Youth. <a href="http://www.voicesofyouth.org/sections/human-rights/pages/child-rights">http://www.voicesofyouth.org/sections/human-rights/pages/child-rights</a> (accessed May 2013).</p>

Global Issue	Non-Fiction	Fiction	Internet-Based Resources
Child Rights (CRC)	<p>Partridge, Elizabeth. <i>Marching for Freedom: Walk Together Children and Don't You Grow Weary</i>. New York: Viking Juvenile, 2009.</p> <p>Rocha, Ruth, and Octavio Roth. <i>The Universal Declaration of Human Rights: An Adaptation for Children</i>. Pennsylvania: United Nations Publication, 1990.</p> <p>Serres, A., A. Fronty, &amp; H. Mixer. <i>I Have the Right to be a Child</i>. Phoenix Yard Books, 2012.</p> <p>Smith, D.J., &amp; S. Armstrong. <i>This Child, Every Child: A Book about the World's Children</i>. Toronto, ON: Kids Can Press Ltd., 2011.</p>	<p>Sheth, Kashmira. <i>Boys Without Names</i>. New York: Balzer + Bray, 2011.</p>	<p>Your Rights! You Say. 2013. Homepage. Office of the Children's Rights Director. <a href="https://www.rights4me.org/home.aspx">https://www.rights4me.org/home.aspx</a> (accessed May 2013).</p>
Environmental Sustainability (MDG 7)	<p>Green, Jen. <i>Reducing Air Pollution</i>. New York: Gareth Stevens Publishing, 2005.</p> <p>Guillain, Charlotte. <i>Reusing and Recycling</i>. Mankato, MN: Heinemann-Raintree, 2008.</p> <p>Kelsey, Elin. <i>Not Your Typical Book about the Environment</i>. Toronto, Ontario: Owlkids Books, 2010.</p>	<p>Atkins, Jeannine, and Venantius J. Pinto. <i>Aani &amp; the Tree Huggers</i>. New York: LEE &amp; LOW BOOKS, Inc., 1995.</p> <p>Inches, Alison. <i>The Adventures of a Plastic Bottle: A Story About Recycling</i>. New York: Little Simon, 2009.</p> <p>Kooser, Ted. <i>Bag in the Wind</i>. Somerville, MA: Candlewick, 2010.</p> <p>Ripple Books. <i>Pollution in China</i>. Amazon Digital Services, Inc., 2012.</p>	<p>Inspire My Kids. 2010. Topic: Eco/environmental. Inspire My Kids LLC. <a href="http://inspiremykids.com/topic/eco-environment/">http://inspiremykids.com/topic/eco-environment/</a> (accessed May 2013).</p> <p>United States Environmental Protection Agency. 2013. Recycle city. United States Environmental Protection Agency. <a href="http://www.epa.gov/recyclecity/mainmap.htm">http://www.epa.gov/recyclecity/mainmap.htm</a> (accessed May 2013).</p>

Global Issue	Non-Fiction	Fiction	Internet-Based Resources
Environmental Sustainability (MDG 7)	<p>Rohmer, Harriet. <i>Heroes of the Environment: True Stories of People Who Are Helping to Protect Our Planet</i>. Canada: Chronicle Books, 2009.</p> <p>Winter, Jeanette. <i>Wangari's Trees of Peace: A True Story from Africa</i>. New York: Harcourt, Inc., 2008.</p>	<p>Seuss, Dr. <i>The Lorax</i>. New York: Random House Books for Young Readers, 1971.</p> <p>Winter, Jonah. <i>Here Comes the Garbage Barge!</i> New York: Schwartz &amp; Wade, 2010.</p>	<p>United States Environmental Protection Agency. 2013. Students for the environment. United States Environmental Protection Agency. <a href="http://www.epa.gov/students/">http://www.epa.gov/students/</a> (accessed May 2013).</p>
Gender Equality (MDG 3)	<p>Annino, J.G. <i>She Sang Promise: The Story of Betty Mae Jumper, Seminole Tribal Leader</i>. Des Moines, IA: National Geographic Children's Books, 2010.</p> <p>Deitz Shea, Pegi. <i>The Taxing Case of the Cows: A True Story about Suffrage</i>. New York: Clarion Books, 2010.</p>	<p>Engle, Margarita. <i>The Firefly Letters: A Suffragette's Journey to Cuba</i>. New York: Henry Holt and Co., 2010.</p> <p>Macy, Sue. <i>Basketball Belles: How Two Teams and One Scrappy Player Put Women's Hoops on the Map</i>. New York: Holiday House, 2011.</p> <p>Polacco, P. <i>In our Mothers' House</i>. New York: Philomel, 2009.</p>	<p>Voices of Youth. 2011. Gender and rights. Voices of Youth. <a href="http://www.voicesofyouth.org/sections/human-rights/pages/gender-and-rights">http://www.voicesofyouth.org/sections/human-rights/pages/gender-and-rights</a> (accessed May 2013).</p>
HIV/AIDS (MDG 6)	<p>Anonymous. <i>Quicksand: HIV/AIDS in our Lives</i>. Somerville, MA: Candlewick Press, 2012.</p> <p>Barnard, Bryn. <i>Outbreak! Plagues that Changed History</i>. New York: Crown Publishers, 2005.</p> <p>Simons, Rae. <i>AIDS &amp; HIV: The Facts for Kids</i>. Royersford, PA: Alpha House Publishing, 2008.</p>	<p>Alexander, Earl. <i>My Dad Has HIV</i>. Lanham, MD: Fairview Press, 1996.</p> <p>Sheinmel, Courtney. <i>Positively</i>. New York: Simon &amp; Schuster Books for Young Readers, 2010.</p> <p>Wiener, Lori. <i>Be a Friend: Children who Live with HIV Speak</i>. Morton Grove, IL: Albert Whitman &amp; Company, 1996.</p>	<p>Let's Talk. 2013. Let's talk: Children, families, and HIV. The Teresa Group. <a href="http://www.kidstalkaids.org/program/index.html">http://www.kidstalkaids.org/program/index.html</a> (accessed May 2013).</p> <p>Kids Health. 2013. For kids: HIV and AIDS. The Nemours Foundation. <a href="http://kidshealth.org/kid/health_problems/infection/hiv.html">http://kidshealth.org/kid/health_problems/infection/hiv.html</a> (accessed May 2013).</p>



Global Issue	Non-Fiction	Fiction	Internet-Based Resources
HIV/AIDS (MDG 6)	Storad, Conrad. <i>Inside AIDS: HIV Attacks the Immune System</i> . Minneapolis, MN: Lerner Pub Group, 1998.		Team J003087. 2000. Kids, all you need to know about AIDs. Thinkquest Junior. <a href="http://library.thinkquest.org/J003087F/">http://library.thinkquest.org/J003087F/</a> (accessed May 2013).  Voices of Youth. 2011. HIV and AIDS. Voices of Youth. <a href="http://www.voicesofyouth.org/sections/hiv-and-aids/pages/the-big-picture">http://www.voicesofyouth.org/sections/hiv-and-aids/pages/the-big-picture</a> (accessed May 2013).
Peace and Conflict	Deedy, Carmen Agra. <i>14 cows for America</i> . Atlanta, GA: Peachtree Publishers, 2009.  Goldman Rubin, Susan. <i>Irena Sendler and the Children of the Warsaw Ghetto</i> . New York: Holiday House, 2012.  Kerley, Barbara. <i>A Little Peace</i> . Des Moines, IA: National Geographic Children's Books, 2007.  Young, Ed. <i>The House Baba Built: An Artist's Childhood in China</i> . United Kingdom: Little, Brown Books for Young Readers, 2011.	Cali, David. <i>The Enemy</i> . New York: Schwartz & Wade, 2009. Lai, Thanhha. <i>Inside Out and Back Again</i> . New York: HarperCollins Publishers, 2013.  Proimos, James. <i>Paulie Pastrami Achieves World Peace</i> . New York: Hachette Book Group, 2009.	Teach Peace Now. 2013. Student activities. Teach Peace Now. <a href="http://www.teachpeacenow.org/students.html">http://www.teachpeacenow.org/students.html</a> (accessed May 2013).  Voices of Youth. 2011. Violence, war, and conflict. Voices of Youth. <a href="http://www.voicesofyouth.org/sections/violence-war-and-conflict/pages/the-big-picture">http://www.voicesofyouth.org/sections/violence-war-and-conflict/pages/the-big-picture</a> (accessed May 2013).
Poverty and Hunger (MDG 1)	D'Aluisio, F., & P. Menzel. <i>What the World Eats</i> . Berkeley: Tricycle Press, 2008.	Ketchum, Liza. <i>Newsgirl</i> . New York: Viking Juvenile, 2009.  Leal, Ann Haywood. <i>Also Known as Harper</i> . New York: Henry Holt and Co., 2009.	Kids Against Hunger. 2012. Homepage. Kids Against Hunger, Inc. <a href="http://www.kidsagainsthunger.org/">http://www.kidsagainsthunger.org/</a> (accessed May 2013).

Global Issue	Non-Fiction	Fiction	Internet-Based Resources
Poverty and Hunger (MDG 1)	<p>Rubel, David. <i>If I Had a Hammer: Building Homes and Hope with Habitat for Humanity</i>. Somerville, MA: Candlewick, 2009.</p> <p>Sobol, R. <i>The Life of Rice: From Seedling to Supper</i>. Somerville, MA: Candlewick, 2010.</p>	<p>Smith, David J. <i>If America Were a Village: A Book about the People of the United States</i>. New York: Kids Can Press, Ltd., 2009.</p> <p>Whelan, Gloria. <i>Megan's Year: An Irish Traveler's Story</i>. Ann Arbor, MI: Sleeping Bear Press, 2011.</p>	<p>Kids Can Make a Difference. 2013. Homepage. iLearn. <a href="http://www.kidscanmakeadifference.org/">http://www.kidscanmakeadifference.org/</a> (accessed May 2013).</p> <p>Voices of Youth. 2011. Poverty and hunger. Voices of Youth. <a href="http://www.voicesofyouth.org/sections/poverty-and-hunger/pages/the-big-picture">http://www.voicesofyouth.org/sections/poverty-and-hunger/pages/the-big-picture</a> (accessed May 2013).</p>
Universal Education (MDG 2)	<p>Kerley, Barbara. <i>One World, One Day</i>. Des Moines, IA: National Geographic Children's Books, 2009.</p> <p>Mortenson, Greg. <i>Listen to the Wind: The Story of Dr. Greg and Three Cups of Tea</i>. New York: Dial Books for Young Readers, 2009.</p> <p>Winter, Jeanette. <i>The Librarian of Basra: A True Story from Iraq</i>. New York: Harcourt, Inc., 2005.</p> <p>Winter, Jeanette. <i>Nasreen's Secret School</i>. San Diego, CA: Beach Lane Books, 2009.</p>	<p>Jordan-Fenton, Christy, and Margaret Pokiak-Fenton. <i>Fatty Legs: A True Story</i>. Ontario: Annick Press, 2010.</p> <p>Polacco, Patricia. <i>Thank You, Mr. Falker</i>. New York: Philomel Books, 1998.</p> <p>Rumford, James. <i>Rain School</i>. New York: Houghton Mifflin Books for Children, 2010.</p> <p>Schröder, Monika. <i>Saraswati's Way</i>. Harrisonburg, VA: Farrar, Straus and Giroux, 2010.</p> <p>Williams, Karen Lynn. <i>My Name Is Sangoel</i>. Grand Rapids, MI: Eerdmans Books for Young Readers, 2009.</p>	<p>Global Campaign for Education: United States Chapter. 2013. Homepage. Global Campaign for Education. <a href="http://www.campaignforeducationusa.org/">http://www.campaignforeducationusa.org/</a> (accessed May 2013).</p> <p>Voices of Youth. 2011. Education. Voices of Youth. <a href="http://www.voicesofyouth.org/sections/education/pages/education-the-big-picture">http://www.voicesofyouth.org/sections/education/pages/education-the-big-picture</a> (accessed May 2013).</p>
Water Use and Sanitation	<p>Albee, Sarah. <i>Poop Happened! A History of the World from Bottom Up</i>. London: Walker Children's, 2010.</p>	<p>Bang, Molly. <i>Common Ground: The Water, Earth, and Air We Share</i>. New York: The Blue Sky Press, 1997.</p>	<p>Save Our Water. 2013. Kids can save. Association of California Water Agencies. <a href="http://www.saveourh2o.org/node/3">http://www.saveourh2o.org/node/3</a> (accessed May 2013).</p>

Global Issue	Non-Fiction	Fiction	Internet-Based Resources
Water Use and Sanitation	<p>Kerley, Barbara. <i>A Cool Drink of Water</i>. Des Moines, IA: National Geographic Children's Books, 2006.</p> <p>Park, Linda Sue. <i>A Long Walk to Water: Based on a True Story</i>. New York: Clarion Books, 2010.</p> <p>Shoveller, Herb. <i>Ryan and Jimmy and the Well in Africa that Brought Them Together</i>. Toronto: Kids Can Press Ltd., 2006.</p> <p>Strauss, Rochelle, and Rosemary Woods. <i>One Well: The Story of Water on Earth</i>. Toronto, ON: Kids Can Press, 2007.</p> <p>Talbot, Hudson. <i>River of Dreams: The Story of the Hudson River</i>. New York: Putnam Juvenile, 2009.</p>	<p>Locker, Thomas. <i>Water Dance</i>. New York: Voyager Books, 2002.</p> <p>Lyon, George Ella. <i>All the Water in the World</i>. New York: Atheneum/Richard Jackson Books, 2011.</p>	<p>Save Our Water. 2013. Kids can save. Association of California Water Agencies. <a href="http://www.saveourh2o.org/node/3">http://www.saveourh2o.org/node/3</a> (accessed May 2013).</p> <p>Water.org. 2013. Water facts. Water.org. <a href="http://water.org/water-crisis/water-facts/water/">http://water.org/water-crisis/water-facts/water/</a> (accessed May 2013).</p> <p>Water Education Foundation. 2013. Water kids. Water Education Foundation. <a href="http://www.watereducation.org/doc.asp?id=1022">http://www.watereducation.org/doc.asp?id=1022</a> (accessed May 2013).</p>

## Pre- and Post-Assessments Scoring Rubric

### LEARNING OBJECTIVES

The student will be able

- To identify a significant, researchable issue of local and global significance, building upon prior knowledge, perceptions, and feelings about the issue.
- To locate information acquired from a variety of sources reflective of diverse perspectives, and evaluate this information.
- To communicate ideas and emotions clearly and effectively with diverse audiences for various purposes.
- To collaborate effectively with diverse individuals in research teams.
- To plan and implement creative action steps in personally meaningful ways to address the chosen global issue.
- To reflect upon and evaluate civic action to inform future action.

<b>Criteria</b>	<b>Exemplary (3)</b> <i>Consistently demonstrates all or most of the following:</i>	<b>Satisfactory (2)</b> <i>Consistently demonstrates all or most of the following:</i>	<b>Needs Improvement (1)</b> <i>Consistently demonstrates all or most of the following:</i>
<b>Problem Identification</b>  (Examples include issues pertaining to globalization; social justice and equity; sustainability; peace and conflict.)	<ul style="list-style-type: none"> <li>• Selects a complex issue of both local and global significance to investigate.</li> <li>• Describes prior knowledge, perceptions, and feelings about the issue.</li> <li>• Generates meaningful, researchable questions to investigate.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects an issue to investigate, but it may not be significant at both local and global levels.</li> <li>• Describes prior knowledge, perceptions, and/or feelings about the issue.</li> <li>• Generates researchable questions to investigate.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects an issue to investigate chosen by peer(s) and/or the teacher without consideration of prior knowledge, perceptions, and feelings about the issue.</li> <li>• Generates few questions to investigate. Questions may not be meaningful or researchable.</li> </ul>
<b>Information Literacy Skills</b>	<ul style="list-style-type: none"> <li>• Identifies a range of relevant and reputable sources (e.g., primary and secondary sources, websites, media, interviews) for conducting research.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and gathers information from reputable sources (e.g., primary sources, websites, media, interviews).</li> </ul>	<ul style="list-style-type: none"> <li>• Gathers information from few sources or those that lack diverse perspectives.</li> </ul>

<b>Criteria</b>	<b>Exemplary (3)</b> <i>Consistently demonstrates all or most of the following:</i>	<b>Satisfactory (2)</b> <i>Consistently demonstrates all or most of the following:</i>	<b>Needs Improvement (1)</b> <i>Consistently demonstrates all or most of the following:</i>
<b>Information Literacy Skills</b>	<ul style="list-style-type: none"> <li>• Gathers information from a variety of reputable sources reflective of diverse perspectives and personal observations.</li> <li>• Uses Internet search engine and electronic database search features effectively and fluently, such as by using appropriate keywords, synonyms, and other search tools.</li> <li>• Organizes ideas and information by taking notes, drawing diagrams, or other methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses Internet search engine and electronic database search features for conducting research.</li> <li>• Attempts to organize ideas and information gathered during research.</li> </ul>	<ul style="list-style-type: none"> <li>• Is unable to use Internet search engine and electronic database search features for conducting research.</li> <li>• Ideas and information gathered during research are disorganized.</li> </ul>
<b>Critical Thinking Skills</b>	<ul style="list-style-type: none"> <li>• Distinguishes between facts, opinions, and value judgments with rationale.</li> <li>• Analyzes, synthesizes, and evaluates information to answer research questions.</li> <li>• Relates chosen issue to other global problems, demonstrating understanding of interdependence and systems thinking.</li> <li>• Addresses own and others' assumptions about the issue, exhibiting open-mindedness.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes between facts, opinions, and value judgments with or without rationale.</li> <li>• Analyzes information to answer research questions.</li> <li>• Recognizes own and others' assumptions about the issue, exhibiting open-mindedness.</li> <li>• Brainstorms several possible solutions to address the chosen issue. Selects one to implement.</li> </ul>	<ul style="list-style-type: none"> <li>• Often confuses facts, opinions, and value judgments.</li> <li>• Does not corroborate information to answer research questions.</li> <li>• Has difficulty considering alternative viewpoints or information that does not support own perspective.</li> <li>• Chooses a solution to implement without consideration of a range of possibilities relative to their benefits and drawbacks.</li> </ul>

<b>Criteria</b>	<b>Exemplary (3)</b> <i>Consistently demonstrates all or most of the following:</i>	<b>Satisfactory (2)</b> <i>Consistently demonstrates all or most of the following:</i>	<b>Needs Improvement (1)</b> <i>Consistently demonstrates all or most of the following:</i>
<b>Critical Thinking Skills</b>	<ul style="list-style-type: none"> <li>Brainstorms a range of possible solutions to address the chosen issue. Analyzes each, weighing their benefits and drawbacks based on evidence or rationale, ultimately outlining a comprehensive plan of action.</li> </ul>		
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>Considers others' perspectives and ideas through active listening.</li> <li>Uses various forms of communication (i.e., oral, nonverbal, written, and visual) effectively to articulate information and ideas in a variety of contexts.</li> <li>Demonstrates proficiency using a range of tools (e.g., presentation applications and multimedia) for a variety of communication purposes (e.g., to inform; to motivate; to persuade).</li> </ul>	<ul style="list-style-type: none"> <li>Listens actively in an attempt to consider others' perspectives and ideas.</li> <li>Uses more than one form of communication (i.e., oral, nonverbal, written, and visual) to articulate information and ideas in a variety of contexts.</li> <li>Demonstrates some proficiency using one or more tools (e.g., presentation applications and multimedia) for a variety of communication purposes (e.g., to inform; to motivate; to persuade).</li> </ul>	<ul style="list-style-type: none"> <li>Fails to listen actively to others or to consider their perspectives and ideas.</li> <li>Relies on one form of communication without consideration of audience or context.</li> <li>Demonstrates little or no proficiency using one or more tools (e.g., presentation applications and multimedia) for a variety of communication purposes (e.g., to inform; to motivate; to persuade).</li> </ul>
<b>Collaboration Skills</b>	<ul style="list-style-type: none"> <li>Makes strong contributions as a team member by sharing ideas and leading discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Strives to contribute as a team member, sometimes sharing ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely offers ideas to help the team solve problems or complete tasks.</li> <li>Does not complete tasks satisfactorily and/or on time.</li> </ul>

<b>Criteria</b>	<b>Exemplary (3)</b> <i>Consistently demonstrates all or most of the following:</i>	<b>Satisfactory (2)</b> <i>Consistently demonstrates all or most of the following:</i>	<b>Needs Improvement (1)</b> <i>Consistently demonstrates all or most of the following:</i>
<b>Collaboration Skills</b>	<ul style="list-style-type: none"> <li>• Accepts responsibility for tasks as a team member and supports others in their efforts.</li> <li>• Values and respects human diversity, diverse perspectives, and individual contributions as part of a collaborative team.</li> </ul>	<ul style="list-style-type: none"> <li>• Willing to complete tasks as a team member when asked, and completes them on time to the group's satisfaction.</li> <li>• Is polite to team members and demonstrates respect for their perspectives and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not show respect for diverse perspectives or ideas (e.g., may ignore or criticize others).</li> </ul>
<b>Civic Action</b>	<ul style="list-style-type: none"> <li>• Identifies goals for civic action, providing a solid rationale for each proposed solution.</li> <li>• Takes meaningful and appropriate action to improve conditions relative to the chosen global issue.</li> <li>• Accepts responsibility for actions.</li> <li>• Collects diverse evidence of civic action for later evaluation (such as notes, interviews, photographs).</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies relevant goals for civic action.</li> <li>• Takes action to improve conditions relative to the chosen global issue.</li> <li>• Accepts responsibility for actions when asked.</li> <li>• Collects some evidence of civic action for later evaluation (such as notes, interviews, photographs).</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies few relevant goals for civic action.</li> <li>• Takes action to improve conditions relative to the chosen global issue.</li> <li>• Fails to accept responsibility for actions.</li> <li>• Does not collect evidence of civic action for later evaluation (such as notes, interviews, photographs).</li> </ul>
<b>Reflection of Civic Action</b>	<ul style="list-style-type: none"> <li>• Articulates whether the goals of the civic action were met using collected evidence and examples.</li> <li>• Reflects upon what was learned with examples and articulates implications for future civic action.</li> <li>• Relates civic action to the knowledge, skills, and attitudes of a global citizen.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes whether he/she believes the goals of the civic action were met.</li> <li>• Reflects upon what was learned.</li> <li>• Relates civic action to the knowledge, skills, and attitudes of a global citizen.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains what occurred but does not articulate whether goals were met.</li> <li>• Reflects upon what was learned.</li> <li>• Does not relate civic action to the knowledge, skills, and attitudes of a global citizen.</li> </ul>

## Common Core State Standards<sup>4</sup>

College and Career Readiness Anchor Standards for Reading	Lesson			
	1	2	3	4
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	✓	✓		
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				✓
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			✓	
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		✓	✓	
College and Career Readiness Anchor Standards for Writing				
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				✓
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	✓	✓	✓	✓
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		✓	✓	✓
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		✓	✓	✓
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		✓	✓	✓
College and Career Readiness Anchor Standards for Speaking and Listening				
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		✓	✓	✓
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			✓	

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College and Career Readiness Anchor Standards for Language	Lesson			
	1	2	3	4
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				✓

## National Content Standards

National Curriculum Standards for Social Studies <sup>5</sup>	Lesson			
	1	2	3	4
4. INDIVIDUAL DEVELOPMENT AND IDENTITY: Social studies programs should include experiences that provide for the study of individual development and identity.	✓	✓	✓	✓
5. INDIVIDUALS, GROUPS, AND INSTITUTIONS: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.	✓	✓	✓	
6. POWER, AUTHORITY, AND GOVERNANCE: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance	✓	✓		
9. GLOBAL CONNECTIONS: Social studies programs should include experiences that provide for the study of global connections and interdependence.	✓	✓	✓	✓
10. CIVIC IDEALS AND PRACTICES: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.	✓	✓	✓	✓
Standards for the English Language Arts <sup>6</sup>				
1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace.	✓	✓		✓
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.			✓	✓
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.	✓	✓	✓	
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.		✓	✓	

5 National Council for the Social Studies, *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* (Silver Spring, Maryland: NCSS, 1994), 14–23.

6 National Council of Teachers of English and International Reading Association, *Standards for the English Language Arts* (Urbana, IL, and Newark, DE: National Council of Teachers of English and International Reading Association, 1996), 25. For a full list of standards, see <http://www.ncte.org/standards>.

National Standards for Civics and Government K-4 <sup>7</sup>	Lesson			
	1	2	3	4
<b>V. What Are the Roles of the Citizen in American Democracy?</b>				
A. What does it mean to be a citizen of the United States? 1. Students should be able to express the meaning of citizenship in the United States.	✓			✓
C. What are important rights in the United States? 1. Students should be able to explain why certain rights are important to the individual and to a democratic society.		✓		
D. What are important responsibilities of Americans? 1. Students should be able to explain why certain responsibilities are important to themselves and their family, community, state, and nation.			✓	
E. What dispositions or traits of character are important to the preservation and improvement of American democracy? 1. Students should be able to explain the importance of certain dispositions to themselves and American democracy.	✓		✓	
F. How can Americans participate in their government? 1. Students should be able to describe the means by which citizens can influence the decisions and actions of their government.	✓			

7 Center for Civic Education, National Standards for Civics and Government (Calabasas, CA: Center for Civic Education, 2010), 31-94

