Lesson for All:
Enhancing Global Competence

A Series of High School Modules
Economics, History / Geography, Government

GLOBAL CAMPAIGN FOR
EDUCATION
UNITED STATES CHAPTER

Photo: BuildOn

Table of Contents

This Lesson For All consists of a number of modules for high school classes and has application for a number of curriculum areas and can be adapted for middle school classrooms.

Photo: BuildOn

Introduction Module

"International Education 101"
Essential Documents and information for teachers

Intro / Overview:

This module provides background information for teachers on the topic of Education as a Human Right. It provides key documents, websites, and data that will provide a foundation for teachers to help frame the 9 lessons below as well as expand their understanding in education.

Project Overview:

The **Lesson for All** is a set of 9 lessons focused on the right of education, the history of education, the relationships between economics and education, and the challenges and innovations that youths and adults around the world experience when trying to access that right to education. The lessons target grades 9-12.

Essential Reading and Websites

Global Campaign for Education, U.S. Endorses Education For All, Launches 1GOAL: http://bit.ly/1aBZEFq
Education at a Glance 2012: OECD Indicators: http://www.oecd.org/edu/eag2012.htm
Global Education First Initiative: http://www.globaleducationfirst.org
Global Education Summit Reveal Shared Goals: http://bit.ly/17oiAZS

Data and Information

Setting the Global Context: http://bit.ly/17vR8sZ
Global Education Digest: http://bit.ly/16GVZBz
Education Data 1970-2009: http://bit.ly/1h4a8CK
EdStats Query: http://bit.ly/16GWfk7

Alignment

GLOBAL COMPETENCY MATRIX

(http://www.edsteps.org/ccsso/SampleWorks/matrix.pdf)

Economics Module

	Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
Lesson 1, *International Organizations, Globalization and Educational Opportunity*	✓	✓	✓	✓
Lesson 2, *Poverty, Wealth, and Education*	✓	✓	✓	✓
Lesson 3, *Education Innovations in Developing Nations*	✓	✓	✓	✓

History / Geography

	Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
Lesson 1, *UN Millennium Development Goals and Contemporary Education*	✔	✔	✔	✔
Lesson 2, *Development of Free Public Education: Personal Timelines*	✔	✔	✔	✔
Lesson 3, *Empire and Education*	✔	✔	✔	✔

Government / Civics / Leadership

	Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
Lesson 1, *Restrictions in Educational Opportunities*	✔	✔	✔	✔
Lesson 2, *How is Citizenship Related to Education?*	✔	✔	✔	✔
Lesson 3, *How Long Should I Go to School?*	✔	✔	✔	✔

COMMON CORE STANDARDS

	RH. 9-12.1	RH. 9-12.2	RH. 9-12.3	RH. 9-12.4	RH. 9-12.5	RH. 9-12.6	RH. 9-12.7	RH. 9-12.8	RH. 9-12.9	RH. 9-12.10
Economics Module	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
History / Geography Module	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Government / Civics / Leadership Module	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Individual lessons within the modules are also aligned to their corresponding subject matter standards (Economics, Geography and Civics/Government).

Secondary Level: Economics Module

Lesson for All – Education is a Human Right

1
LESSON

INTERNATIONAL ORGANIZATIONS, GLOBALIZATION AND EDUCATIONAL OPPORTUNITY

Enduring Understandings

Students will be able/have to the opportunity to:

    a. Explain the relationships between globalization and education

    b. Explore international organizations that impact globalization's effects on education

Essential Questions

    a. What are some actions national and international organizations take to promote education?

    b. How does globalization impact education?

    c. What are some contemporary global projects addressing global education?

Directions

- *Activator* – Word Splash (Students Brainstorm and List 2-5 ideas, people, events they think of when they think of "Global Education." In this Lesson For All, "global education" pertains to access to and the quality of education of young people around the world).

- *Instruction/Activities*

Provide a definition of globalization:

"*Globalization is a process of interaction and integration among the people, companies, organizations, and governments of different nations, a process driven by international trade and investment and aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity, and on human physical well-being in societies around the world.*"
Globalization 101: http://www.globalization101.org/what-is-globalization

Classroom Stations: Students visit stations set up around the room to research 2-3 national and international organizations. Their research should identify:

> a.   How the organization addresses economic factors in relation to education.

What the organization does to promote education despite economic difficulties

> b.   Where some of their projects currently exist.

Station information can be provided using the websites below or printing the information for each as hard copies available for students to read at each station.

- **Suggested Organizations:**

- World Bank: http://bit.ly/1bZFeoO

- Teachers Without Borders: http://www.teacherswithoutborders.org/

- iEARN: http://www.iearn.org/about

- Women's Global Education Project: http://www.womensglobal.org/

- Global Education Fund: http://www.globaleducationfund.org/

- Global Partnership for Education: http://bit.ly/1gWmdKm

- Global Libraries: http://bit.ly/17oCnbF

- The Hewlett Foundation: http://bit.ly/1ced8GE

- Save the Children: http://bit.ly/18w7n31

- GCE-US: http://www.campaignforeducationusa.org/

- CARE: http://www.care.org/

> *Closing*

Students create a presentation that demonstrates their understanding of 2 organizations that focus on global education. The presentation parameters will vary but should be presented or made available to a wide audience by posting it online or recording.

Each Presentation should:

> -Introduce the Organizations

- Identify Existing Projects

- Identify Challenges and Successes

- Conclude with future direction of the organization

Take Action!

Now that you have learned about international organizations and their impact on education, you should Take Action!

- Blog/Tweet about the organizations.

- Create a presentation at your school leadership meeting.

- Write the organization directly to support, comment, suggest ideas.

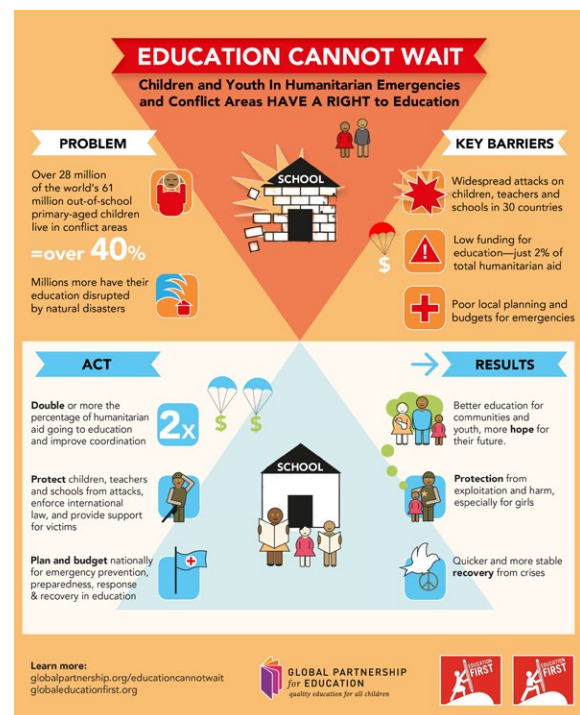Visit the Global Action Week website at www.globalactionweekusa.org

Extension (Discussion Prompts)

- Which organization do you think has the best approach to global education? Why?

- To what extent and in what ways has globalization impacted efforts to address global education?

- Compare and contrast the international organizations.

Extension (Document Based Analysis)

Infographic: http://bit.ly/17UmRhQ

Yong Zhao "The Implications of Globalization on Education": http://bit.ly/17UmUdG

EDUCATION CANNOT WAIT

Children and Youth In Humanitarian Emergencies and Conflict Areas HAVE A RIGHT to Education

Suggested Writing Prompts:

- Describe 2 main themes the documents address. Explain your perspective on both drawing from the documents as your evidence.

- To what extent do either/both of the documents relate to your educational experience?

Standards Correlations

Economic Standards: http://bit.ly/16hy7aD

- Standard 1 – Scarcity

- Standard 2- Decision Making

- Standard 9- Competition and Market Structures

- Standard 10- Institutions

- Standard 15- Economic Growth

- Standard 18: Economic Fluctuations

- Standard 20- Fiscal and Monetary Policy

Extension (C 3 Arc of Inquiry)

Suggested Research Problems/Issues/Topics

- Global education

- International Organizations

- In-equality in education

The Inquiry Arc and its four dimensions:

1. Developing Questions and Planning Investigations: "Students will develop questions as they investigate societal issues, trends, and events."

2. Applying Disciplinary Concepts and Tools: "Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history."

3. Gathering, Evaluating, and Using Evidence: "Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations."

4. Working Collaboratively and Communicating Conclusions: "Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events."

Lesson 1 Reflection

How often are you taught about globalization? Should globalization be taught as a separate course in your school?

2
LESSON

POVERTY, WEALTH, AND EDUCATION

Enduring Understandings

Students will be able/have to the opportunity to:

a. Explore connections between literacy and wealth

b. Create a "project" addressing literacy

Essential Questions

- To what extent does a nation's literacy level impact its citizens' standard of living?

- What are some differences in access to education between rich and poor?

- What are some differences in the quality of education between rich and poor?

Directions

- Activator – I Know, I Think I Know, I Want to Know

  Students list individually or a recorder takes down ideas from the class into three categories

  "Know", "Think", "Want". (Responses can guide teacher instruction & stimulate discussions) regarding literacy.

- Instruction/Activities

- **Information Literacy Exercise:**

  Explain to students what the term "Functional Illiteracy means." Use the definition from OECD: http://bit.ly/1aLKqxF

"A person is functionally illiterate who cannot engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development."

Share this data with your students. What questions arise? What correlations are made? What explanations are generated?

Literacy data for 2011

According to new data released by the UIS (UNESCO Institute for Statistics -- http://www.uis.unesco.org), literacy rates for adults and youth continue to rise. Young women aged 15-24 are making the strongest gains, but still lag behind young men. In 2011, 87% of female youth had basic literacy skills, compared to 92% of males. Overall, more than half of countries with data have youth literacy rates of 95% or higher*.
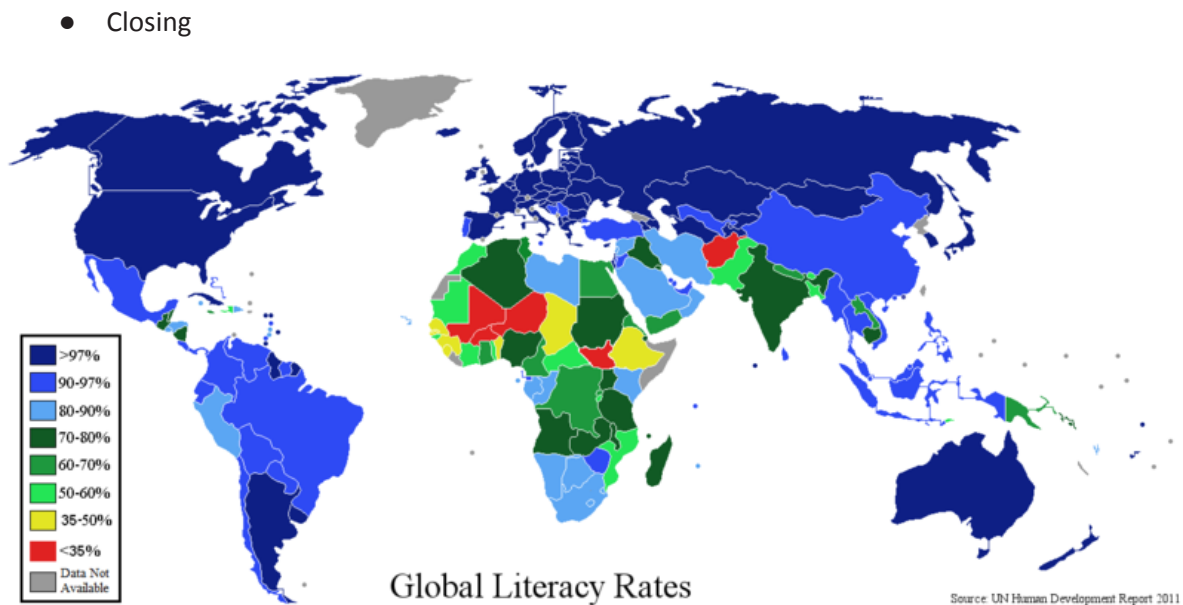
Despite these gains, 774 million adults (15 years and older) still cannot read or write – two-thirds of them (493 million) are women. Among youth, 123 million are illiterate of which 76 million are female. Even though the size of the global illiterate population is shrinking, the female proportion has remained virtually steady at 63% to 64%.

To illustrate the disparities in adult and youth literacy rates, the UIS has created an interactive map with statistics from 150 countries and territories, including literacy rates by sex and the correlation with national wealth.

To explore the data, choose an indicator and select one or more countries. Hold the CTRL-key while selecting multiple countries with your mouse and your selection will appear in the linked graphs.

Source: http://bit.ly/17oDl7x
Image: http://en.wikipedia.org/wiki/File:WorldMapLiteracy2011.png

- Closing

Global Literacy Rates

Take Action!

Student pledges: Students (individual or group) make a pledge that will address literacy. For example:

- Create a weekly blog around a specific theme

- Organize a book drive for organizations that send books to developing countries

- Set a personal goal to read a certain number of books

- Volunteer to read to children

Write a book to be used by younger children.

Now that you have learned about literacy and wealth , you should Take Action!

- Host a reading campaign

- Volunteer to read to or tutor students

- Write to my Member of Congress in support of universal quality education and literacy

- Participate in campaigns of organizations like "Books for Africa" or "Library for All"

Visit the Global Action Week website at www.globalactionweekusa.org and register the actions you have taken

Extension (Discussion Prompts)

- Imagine not being literate. How would your world be different? If you could not read the directions on a food or medical container, how would you care for your family?

- What groups in society are responsible for the literacy of its citizens?

- To what level should governments be economically responsible for its citizens' literacy?

Extension (Document Based Analysis)

Infographic: http://1.usa.gov/193DoDU

Suggested Writing Prompts:

- Identify 2-3 research ideas/questions you find interesting from the document?

- Write a persuasive article arguing for or against the use of this data at a school leadership meeting.
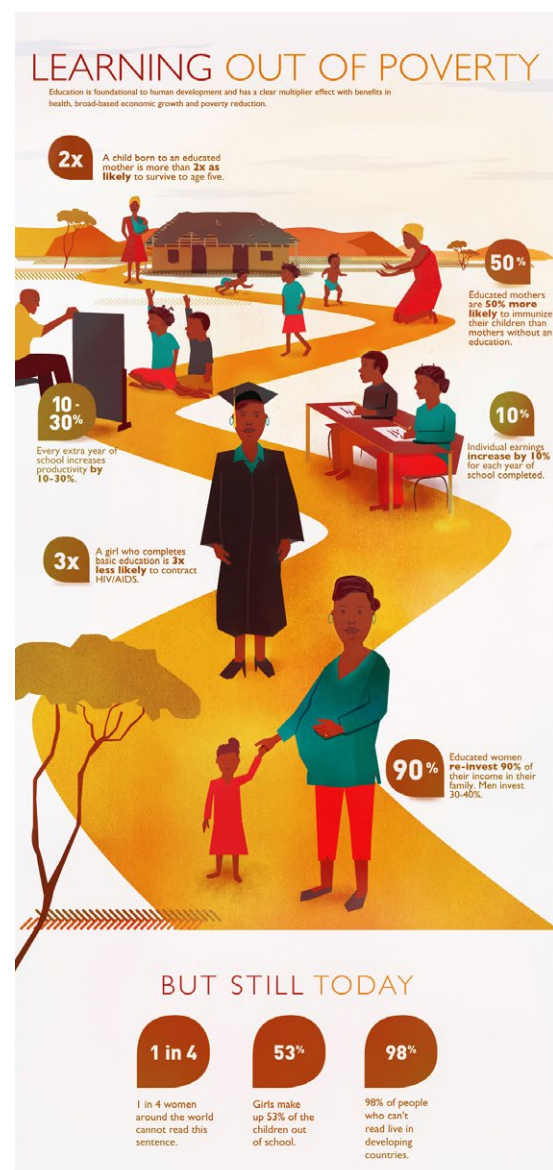
Standards Correlations

Economic Standards: http://bit.ly/16hy7aD

- Standard 1 – Scarcity

- Standard 2- Decision Making

- Standard 3- Allocation

- Standard 10- Institutions

- Standard 15- Economic Growth

- Standard 16- Role of Government and Market Failure

- Standard 20- Fiscal and Monetary Policy

Extension (C 3 Arc of Inquiry)

Suggested Research Problems/Issues/Topics

- Literacy

LEARNING OUT OF POVERTY

Education is foundational to human development and has a clear multiplier effect with benefits in health, broad-based economic growth and poverty reduction.

2x — A child born to an educated mother is more than **2x as likely** to survive to age five.

50% — Educated mothers are **50% more likely** to immunize their children than mothers without an education.

10-30% — Every extra year of school increases productivity **by 10-30%**.

10% — Individual earnings **increase by 10%** for each year of school completed.

3x — A girl who completes basic education is **3x less likely** to contract HIV/AIDS.

90% — Educated women **re-invest 90%** of their income in their family. Men invest 30-40%.

BUT STILL TODAY

1 in 4 — 1 in 4 women around the world cannot read this sentence.

53% — Girls make up 53% of the children out of school.

98% — 98% of people who can't read live in developing countries.

- Adult Literacy

- How big is my vocabulary?

- Lexile Level

The Inquiry Arc and its four dimensions:

1. Developing Questions and Planning Investigations: "Students will develop questions as they investigate societal issues, trends, and events."

2. Applying Disciplinary Concepts and Tools: "Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history."

3. Gathering, Evaluating, and Using Evidence: "Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations."

4. Working Collaboratively and Communicating Conclusions: "Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events."

Lesson 2 Reflection

What are your first memories of reading? What are your 10 favorite books/stories you have ever read? What books do you want to read? What if your home, school, city libraries didn't have books to read?

3
LESSON

EDUCATION INNOVATIONS IN DEVELOPING NATIONS

Enduring Understandings

Students will be able/have to the opportunity to:

a. Explore innovative approaches to education

b. Reflect on their beliefs about education

c. Plan how to be actively involved in their own education

Essential Questions

a. What is the role(s) of the teacher in contemporary education?

b. In a nation with too few teachers, who can fill the role of "teacher"?

c. What are some ways technology can enhance student learning opportunities?

Directions

- **Activator:** Agree/Disagree Lineup (The classroom is divided in half creating a continuum ranging from "Totally Agree" to "Totally Disagree". The teacher says a statement and requires students to move and place themselves along the continuum based on their belief/opinion. Students are then asked to explain their reasoning. Some suggested questions are below).

    1. Teachers are essential for students to learn.

    2. Students learn best in groups with other students around their age.

    3. Using technology is essential for students to learn.

    4. Students learn best by themselves

    5. Students learn better when interaction with students in other countries is included

- **Instruction/Activities**
  Define the terms below from the World Bank/UN:

    - *Least developed countries.* Low-income countries where, according to the United Nations, economic growth faces long-term impediments- such as structural weaknesses and low human resources development

    - *Developing countries.* According to the World Bank classification, countries with low or middle levels of GNP per capita… More than 80 percent of the world's population lives in the more than 100 developing countries.

    - *Developed countries* (industrial countries, industrially advanced countries). High-income countries, in which most people have a high standard of living. Sometimes also defined as countries with a large stock of physical capital, in which most people undertake highly specialized activities… Developed countries contain about 15 percent of the world's population.

Show students the TED video: "Sugata Mitra: The child-driven education" http://bit.ly/193DMlY

Summarize and discuss the main themes of the video. What surprised them? What impressed them? What kind of country do they live in (Least Developed, Developing, Developed)? How will education impact development? Some have been critical of Sugata's conclusions. See: http://bit.ly/19NUrtb

Closing

Students plan some distinct actions they will take addressing their education. Some suggested items are:

- What will I do during the summer and vacations that will address my education?

- How will I attempt to make my education relevant and practical?

- What are some ways I can motivate myself and others to learn?

- How can I share my knowledge with others?

- Who is in my personal learning network?

Take Action!

Now that you have learned about innovation and education, you should Take Action!

- Sponsor an innovation club/fair at your school

- "Like" the GCE-US Facebook page and share items on my personal Facebook page

- Present an innovation to your teacher or education leadership team.

Visit the Global Action Week website at www.globalactionweekusa.org and register the actions you take

Extension (Discussion Prompts)

What are some opportunities to recreate the "hole-the-wall" experiment in your community?
Comment on the statement by Mitra "Teachers who can be replaced by computers, should be."
What are the reasons for teacher shortages around the world?
How does our school provide personalized education? If it doesn't, how can it?

Extension (Document Based Analysis)

Prof. John Traxler: Potential of Learning with Mobiles in Africa: http://bit.ly/17oDAiU
Solar Powered Floating Schools: Solar-Powered Floating Schools: http://bit.ly/1aaP7N8
Freda Wolfenden: "Africa needs new solutions to its education challenges": http://bit.ly/Hcw8Lu

Suggested Writing Prompts:

- Evaluate the challenges of two or three innovations.

- Evaluate the potential for long term changes for education from 2 of the innovations.

- Explain how two of the innovations could improve the school you attend.

Standards Correlations
Economic Standards: http://bit.ly/16hy7aD

- Standard 1 – Scarcity

- Standard 10- Institutions

- Standard 15- Economic Growth

- Standard 20- Fiscal and Monetary Policy

Extension (C 3 Arc of Inquiry)
Suggested Research Problems/Issues/Topics

Sugata Mitra

Opposing views to Sugata Mitra

Personalized Education

Individualized Education

MOOCS

Open Education Resources (OER)

The Inquiry Arc and its four dimensions:

1. Developing Questions and Planning Investigations: "Students will develop questions as they investigate societal issues, trends, and events."

2. Applying Disciplinary Concepts and Tools: "Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history."

3. Gathering, Evaluating, and Using Evidence: "Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations."

4. Working Collaboratively and Communicating Conclusions: "Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events."

Lesson 3 Reflection

What are your goals for your education? Who do you learn from the best? Can you identify your learning network?

Secondary Level:
History / Geography Module

1 LESSON

UN MILLENNIUM DEVELOPMENT GOALS AND CONTEMPORARY EDUCATION

Enduring Understandings

Students will be able/have to the opportunity to:

a. Learn what the UN Millennium Development Goals (MDGs) are and that they are rooted in basic rights of all citizens of the planet

b. Identify and explain how education is part of a global goal.

c. Analyze where the UN MDGs are and are not being met in the world.

Essential Questions

a. How do the UN MDGs apply to/impact my education?

b. What are some obstacles to achieving the UN MDGs?

c. Which individuals, groups, organizations, and nations are the strongest supporters of the UN MDGs?

Directions

- **Activator:** I Predict… I Conclude (Students are asked to predict 1 thing they will learn about during the lesson. They then ask another student "to conclude" something about what will be

learned about the prediction. For example "I predict we will learn about some of the goals of the UN. "I conclude that three of the goals will be about education…."

- **Instruction/Activities**

Promoting the Goals/Metacognition: Students can engage with the goals individually, with a partner, or a group.

1 — Eradicate extreme poverty and hunger	5 — Improve maternal health
2 — Achieve universal primary education	6 — Combat HIV/AIDS, malaria and other diseases
3 — Promote gender equality and empower women	7 — Ensure environmental sustainability
4 — Reduce child mortality	8 — Develop a global partnership for development

Engaging with the goals provides an opportunity for students to research them, promote in their school community, and identify how their schools' mission/vision complements the goals.

Research: Suggest using this website: http://bit.ly/HwZdkD

Promote the website: Students have a menu of opportunities to promote the goals. A suggested list includes:

Write an article for newspaper(s)

Start a blog on the goals

Create a presentation for class and the community

Create mini-info cards to share with parents, administration, guests.

Develop a world map of for each goal based on the success/challenges of each goal

Identifying how the goals match your school's vision can be done by reading the school's statement and then interviewing the school committee, administration, and superintendent. Use a graphic organizer to demonstrate how they relate:
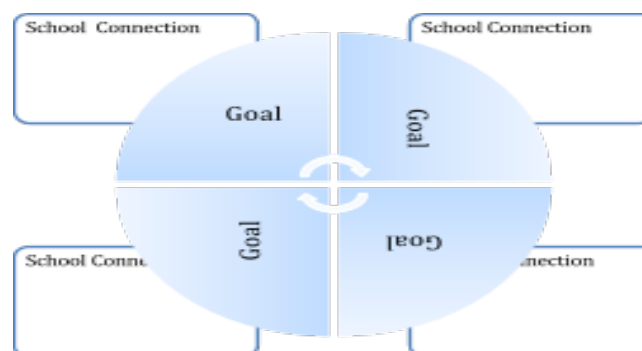
Closing

Students draft a "I believe" statement. List some beliefs students have that are related to the UN Millennium Development Goals. Use this draft to construct a list/paragraph explaining their "I believe…" piece.

Take Action!

Now that you have learned about the UN Millennium Development Goals, you should Take Action!

- Put up an "Every Child Needs a Teacher" poster in my school or church: http://bit.ly/1aaRmQp

- Help with a Twitter campaign

- Present the UN Millennium Development Goals to your school leadership

Visit the Global Action Week website at www.globalactionweekusa.org and register the actions you take

Extension (Discussion Prompts)

Discuss how the UN Millennium Development Goals connect to what you are taught in school? What subjects address them?

Why do you think people are or aren't aware of the goals? What can be done to increase awareness?

What goals are missing from the list? What would you add? Why?

Extension (Document Based Analysis)

Infographic: http://bit.ly/1g7ZARK

Speech: President Obama at the Millennium Development Goals Summit in New York City, 2010: http://1.usa.gov/1f0s2ls

Speech Text and Video: Bill Gates, 2008 http://bit.ly/17Upb8w

Suggested Writing Prompts:

- Compare and contrast the arguments/data in the three sources.
- To what extent have the goals of the sources been achieved in the school you attend?
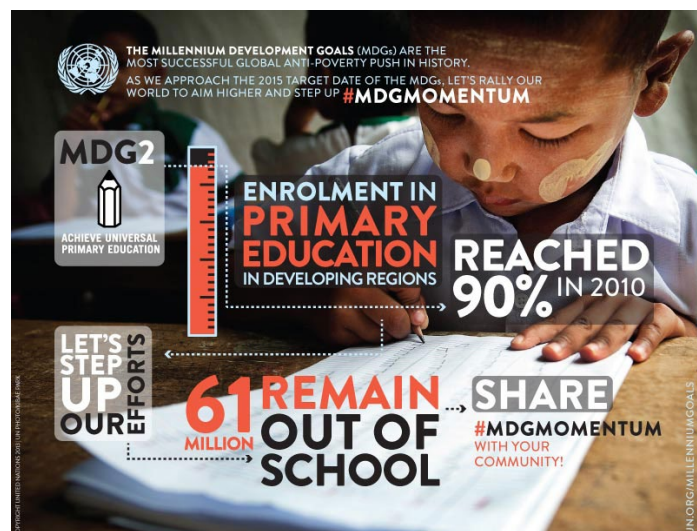
Standards Correlations
Geography Standards: http://bit.ly/1alo6wl

- The World in Spatial Terms

- Places and Regions

- Human Systems

- Environment and Society

- The Uses of Geography

Extension (C 3 Arc of Inquiry)
Suggested Research Problems/Issues/Topics

- The Millennium Development Goals

- United Nations

- Global Poverty

- Human Rights

The Inquiry Arc and its four dimensions:

1. Developing Questions and Planning Investigations: "Students will develop questions as they investigate societal issues, trends, and events."

2. Applying Disciplinary Concepts and Tools: "Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history."

3. Gathering, Evaluating, and Using Evidence: "Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations."

4. Working Collaboratively and Communicating Conclusions: "Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events."

Lesson 1 Reflection

What happens after 2015 , when the UN Millennium Development Goals reach their deadline for completion? What goals will need further development? What goals should be added, repeated, or changed for the next 15 years?

2
LESSON

DEVELOPMENT OF FREE PUBLIC EDUCATION: PERSONAL TIMELINES

Enduring Understandings

Students will be able/have to the opportunity to:

- Explore the concept of free public education

- Reflect on their own educational experiences

- Analyze historical documents about free public education

Essential Questions

a. What are some key ideas that have shaped free public education?

b. What are the reasons for a nation educating its citizens?

c. What are some challenges to providing free public education?

Directions

- **Activator**: 3-2-1(Students contemplate their education experience throughout their lives and record their reflections. Ask students to share their thoughts.)

  Suggested: 3- Favorite teachers/subjects 2- Vivid memories/projects/trips of schooling 1-Thing they would change about school/The believe is the best thing about going to school.

- **Instruction/Activities**

Explain the concept "Free Public Education" to students. Suggested definition: *"A school that is maintained at public expense for the education of the children of a community or district and that constitutes a part of a system of free public education commonly including primary and secondary schools."*

Research and timeline creation:

- Students create a timeline emphasizing key people, groups, ideas, events, and inventions that have impacted their own education. If possible timelines should be created using a free timeline tool (some allow for collaboration) suggested below.   In order to insure the personalization of the timeline, and how their experience fits into a world context, some items on the timeline should be before they were born. Also, students can include the development of their own school(s) in the timeline.

- Research your state constitution and include reference to free public education on the timeline.

- Items in timeline should be identified as either "primary (grades K-6)" or secondary (grades 7-12) and should be represented in a balanced fashion on the timeline.

Timelines:

http://timeglider.com/
http://www.timetoast.com/
http://www.xtimeline.com/index.aspx
http://www.dipity.com/
http://www.preceden.com/
http://timerime.com/

Sample timelines on free public education:
http://www.arc.org/content/view/100/217/
http://on.today.com/17Uqapt

1635

First public school

Boston Latin School, in Massachusetts, opens its doors as the first public secondary school. The school still teaches a "contemporary classical education."

1857

Birth of teachers' union

The National Teachers Association was created to give educators a united front, starting with just 100 members. Today the union is the National Education Association and has more than 3.2 million members.

1879

Forced schooling

As the main tenet of the effort to assimilate them into Anglo-American culture, Native American children are forced to attend boarding schools where they are required to speak English and attend church.

Closing

Timelines are shared/presented with classmates/posted online. Comments are given to each other asking why certain items are included.

Take Action!

Now that you have learned about free public education, you should Take Action!

- Write a story about a teacher who impacted my life for the GCE-US website

- Host or join an event in my community (in some cases, GCE-US can perhaps provide a speaker)

- Organize a time capsule for you school emphasizing the benefits of free public education

Visit the Global Action Week website at www.globalactionweekusa.org and register the actions you take

Extension (Discussion Prompts)

a. Why do we go to school?

b. What are some alternatives to public education? Who has access to these options?

c. If you didn't go to school, what might you be doing this year?

Extension (Document Based Analysis)

Document: John Adams Chapter V Section 2 of Massachusetts state Constitution: http://bit.ly/17oGhBi

CHAPTER V.
Section 2.–The Encouragement of Literature, etc.

Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of legislatures and magistrates, in all future periods of this commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them; especially the university at Cambridge, public schools, and

grammar-schools in the towns; to encourage private societies and public institutions, rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, and good humor, and all social affections and generous sentiments, among the people.

Statistics: Every child needs a teacher: http://bit.ly/1dFrHa9
Blog Post: Why I Send My Children to Public Schools. Robert Niles, Founder and editor, ThemeParkInsider.com: http://huff.to/17oGp3x

Suggested Writing Prompts:

- Evaluate the importance of a nation providing free public education for its citizens.

- Explain two challenges and offer solutions for each, related to a nation's free public education.

Standards Correlation

Geography Standards: http://bit.ly/1alo6wl

- Human Systems

- The Uses of Geography

Extension (C 3 Arc of Inquiry)
Suggested Research Problems/Issues/Topics

- Public education

- Charter schools

- MOOC

- Graduation rates

Photo: BuildOn

The Inquiry Arc and its four dimensions:

1. Developing Questions and Planning Investigations: "Students will develop questions as they investigate societal issues, trends, and events."

2. Applying Disciplinary Concepts and Tools: "Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history."

3. Gathering, Evaluating, and Using Evidence: "Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations."

4. Working Collaboratively and Communicating Conclusions: "Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events."

Lesson 2 Reflection:
Write a letter to yourself to be read at the end of the school year. What are your goals for this year (personal, academic, family, sports). How do you think your education/school will help you achieve them?

3
LESSON

EMPIRE AND EDUCATION

Enduring Understandings
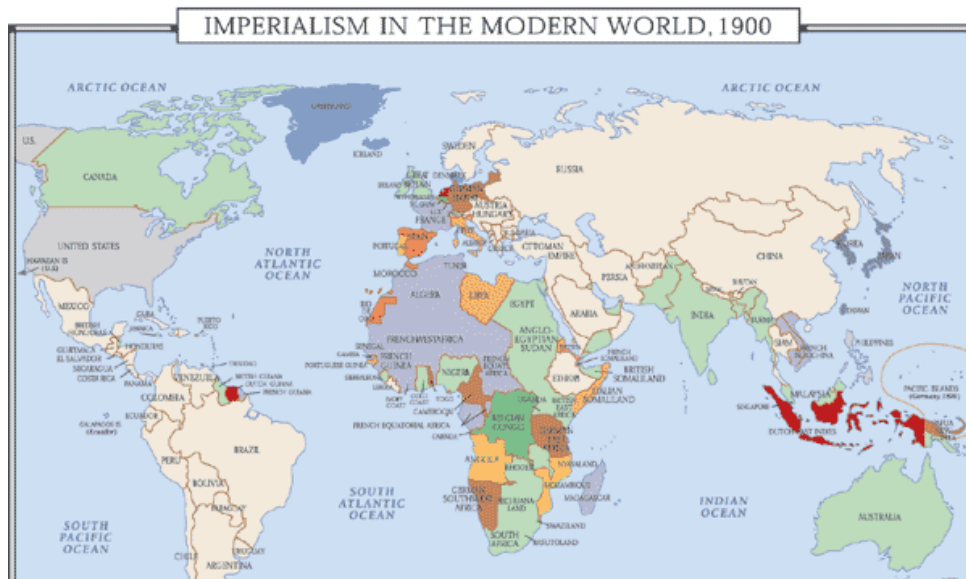
Students will be able/have to the opportunity to:

a. Analyze the concept of "Imperialism" in relation to education

a. Explore how the education is impacted by power structures

b. Contemplate ways that their education has been impacted

Essential Questions

a. How has imperialism impacted education?

a. What is the current status of empires around the globe?

b. To what extent is my knowledge impacted by my own actions?

Directions

- **Activator:** Analogy (Show the class a picture a map of imperialism pre-WW1 (Suggested Map below). Students then complete 1-3 of these statements and share with the class)

a. The map is like a _____ because _____

a. The colors on the map remind me of _____ because_____

b. I would rename this map to _____ because _____

IMPERIALISM IN THE MODERN WORLD, 1900

http://site.unbeatablesale.com/img123/unmap0403.gif or http://bit.ly/Hgtt3w

- **Instruction/Activities**

Define "Imperialism" using the suggested definition below and brainstorm ideas how imperialism could impact education

Definition: "the policy, practice, or advocacy of extending the power and dominion of a nation especially by direct territorial acquisitions or by gaining indirect control over the political or economic life of other areas. Cultural imperialism refers to the creation and maintenance of unequal relationships between the cultural aspect, worldviews, and practices favoring the more powerful group."

Walkabout (Divide the class into groups of 8. Give each group a quote or definition below regarding empire/education. Have students discuss the idea/term. Members then separate and move to another group to share their ideas. Rotate like this for as many time as it permits. Each time students contribute insights from their previous group

1. *Imperialism* is the political theory of the acquisition and maintenance of empires. The term is used to describe the policy of a country in maintaining colonies and dominance over distant lands, regardless of whether the country calls itself an empire. Imperialism occurs when a strong nation takes over a weaker nation or region and dominates its economic, political, or cultural life.

2. *Soft Power* is a persuasive approach to relationships that typically comes from diplomacy, culture, and history. It is the ability to achieve one's goals without the use or threat of force or bribery.

3. *Hard power* is the use of military and economic means to influence the behavior or interests of other political bodies. This form of political power is often aggressive, and is most effective when imposed by one political body upon another of lesser military and/or economic power.

4. *Agency* is the ability to act. Also, having the capacity, condition, or state of acting. Individuals and groups with agency often have the ability to influence others.

5. *Marginalized* is to be confined to a lower or outer limit or edge, such as social/economic standing. Being marginalized means you have very little power to influence others.

6. *Quote* "Every empire, however, tells itself and the world that it is unlike all other empires, that its mission is not to plunder and control but to educate and liberate." Edward Said

7. *Quote* "I hate imperialism. I detest colonialism. And I fear the consequences of their last bitter struggle for life. We are determined, that our nation, and the world as a whole, shall not be the play thing of one small corner of the world." Sukarno

8. *Quote* "Education must provide the opportunities for self-fulfillment; it can at best provide a rich and challenging environment for the individual to explore, in his own way." Noam Chomsky

Closing

Reflective Writing:
Students select 2-4 of the terms/quotes and writes 8-10 learning statements and questions about each.
Alternatively, students create visual to reacting to the each of the terms/quotes they selected.

Follow up reading: http://bit.ly/18FghLD

Take Action!

Now that you have learned about imperialism and it impact on education, you should Take Action!

- Sign and promote a petition in support of universal & free quality education

- Host international students at your school

- Write an op-ed or Letter to the Editor in support of universal & free quality education

Visit the Global Action Week website at www.globalactionweekusa.org and register the actions you take

**Extension (Discussion Prompts)**

- To what extent does imperialism exist today?

- Is forcing children to go to a certain school, learn a specific way or in a specific non-native language an act of imperialism?

- How has your education been impacted by hard power or soft power?

- How have you been given agency or marginalized in your education?

**Extension
(Document Based Analysis)**

Primary Sources:

1. Thomas Babington Macaulay (1800-1859): On Empire and Education http://bit.ly/16NrDCY

2. http://bit.ly/1aGNv00

3. "The Black Man's Burden": A Response to Kipling http://historymatters.gmu.edu/d/5476/
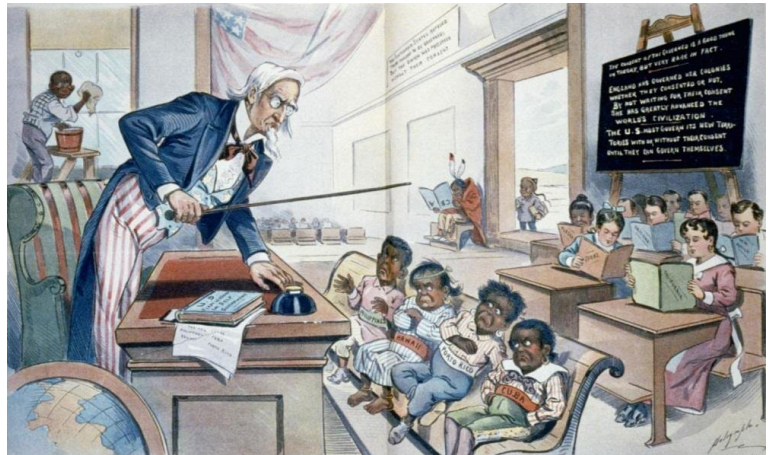
In February 1899, British novelist and poet Rudyard Kipling wrote a poem entitled "The White Man's Burden: The United States and The Philippine Islands." In this poem, Kipling urged the U.S. to take up the "burden" of empire, as had Britain and other European nations… Among the dozens of replies to Kipling's poem was "The Black Man's Burden," written by African-American clergyman and editor H. T. Johnson and published in April 1899.

> *Pile on the Black Man's Burden.*
> *'Tis nearest at your door;*
> *Why heed long bleeding Cuba,*
> *or dark Hawaii's shore?*
> *Hail ye your fearless armies,*
> *Which menace feeble folks*

Who fight with clubs and arrows
and brook your rifle's smoke.
Pile on the Black Man's Burden
His wail with laughter drown
You've sealed the Red Man's problem,
And will take up the Brown,
In vain ye seek to end it,
With bullets, blood or death
Better by far defend it
With honor's holy breath.

Source: H.T. Johnson, "The Black Man's Burden," Voice of Missions, VII (Atlanta: April 1899), 1. Reprinted in Willard B. Gatewood, Jr., Black Americans and the White Man's Burden, 1898–1903 (Urbana: University of Illinois Press), 1975, 183–184.

Suggested Writing Prompts:

- Explain and analyze 2-3 themes that are common to each document.

- Compare and contrast two of the documents regarding their view of imperialism's effect on education.

- To what extent do you agree with this statement. Use the sources to support your point of view:

"Imperialism's benefited nations by establishing institutions (hospitals, schools, banking etc.) that were able to improve the condition of those being ruled."

Standards Correlation

Geography Standards: http://bit.ly/1alo6wl

- The World in Spatial Terms

- Places and Regions

- Human Systems

- The Uses of Geography

Extension (C 3 Arc of Inquiry)

Suggested Research Problems/Issues/Topics

- International Schools

- Missionary Schools

- Privatization of Education

- Post-Colonialism

Photo: BuildOn

- Public School Systems Around the World

- Native versus National Languages

The Inquiry Arc and its four dimensions:

1. Developing Questions and Planning Investigations: "Students will develop questions as they investigate societal issues, trends, and events."

1. Applying Disciplinary Concepts and Tools: "Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history."

2. Gathering, Evaluating, and Using Evidence: "Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations."

3. Working Collaboratively and Communicating Conclusions: "Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events."

Lesson 3 Reflection

What courses should be taught in your school? Create a list of core subjects and electives. Explain why? How close are they related to what you have to learn now?

Secondary Level: Government / Civics / Leadership Course Module

1
LESSON

RESTRICTIONS IN EDUCATIONAL OPPORTUNITIES

Enduring Understandings

Students will be able/have to the opportunity to:

a.   Explore educational restrictions and obstacles that have been applied to certain groups

b.   Analyze the political, social, and cultural reasons for the restrictions in education

c.   Evaluate the responses and options to educational restrictions

Essential Questions

a.   Why are some groups denied educational opportunities?

b.   How can groups respond and what action can be taken to promote equity in education?

c.   To what extent has your educational experiences been limited or open to possibility?

Directions

- **Activator**:

Acrostic: Have students complete an acrostic using the word "SEGREGATE". The warm up can be shared and the most common words used can be identified.

- **Instruction/Activities**

Find out now, find out more: Divide the class into three. Each group will explore quotes about segregation in South Africa, the United States, and Groups then share their impressions and as a class list questions stimulating further research. These questions will guide student research in order to complete the closing assignment.

Quotes Set A: South Africa

> *"There is no place for [the Bantu] in the European community above the level of certain forms of labour ... What is the use of teaching the Bantu child mathematics when it cannot use it in practice? That is quite absurd. Education must train people in accordance with their opportunities in life, according to the sphere in which they live."*
> - Dr Hendrik Verwoerd, South African minister for native affairs (prime minister from 1958 to 66), speaking about his government's education policies in the 1950s. As quoted in Apartheid - A History by Brian Lapping, 1987.

> *"I have not consulted the African people on the language issue and I'm not going to. An African might find that 'the big boss' only spoke Afrikaans or only spoke English. It would be to his advantage to know both languages."*
> - South African Deputy Minister of Bantu Education, Punt Janson, 1974.

> *"We shall reject the whole system of Bantu Education whose aim is to reduce us, mentally and physically, into 'hewers of wood and drawers of water'."*
> - Soweto Students Representative Council, 1976.

> *"We should not give the Natives any academic education. If we do, who is going to do the manua labour in the community?"* - JN le Roux, National Party politician, 1945.

> *"School boycotts are but the tip of the iceberg – the crux of the matter is the oppressive political machinery itself."*
> - Azanian Students Organisation, 1981.

> *"I have seen very few countries in the world that have such inadequate educational conditions. I was shocked at what I saw in some of the rural areas and homelands. Education is of fundamental importance. There is no social, political, or economic problem you can solve without adequate education."*
> - Robert McNamara, ex-president of the World Bank, during a visit to South Africa in 1982.

> *"The education we receive is meant to keep the South African people apart from one another, to breed suspicion, hatred and violence, and to keep us backward. Education is formulated so as to reproduce this society of racism and exploitation."*
> - Congress of South African Students, 1984.

I am convinced that the Supreme Court decision [in Brown v. Board of Education] set back progress in the South at least fifteen years."President Dwight Eisenhower to White House aide, 1954"Nobody needs to explain to a Negro the difference between the law in books and the law in action."
- Charles Houston, special counsel to the NAACP, c. 1950.

"In talking about the [Emmett Till murder trial], you have to repeat the atmosphere. This is Mississippi in 1955, with a long history of intimidation of witnesses and fear on the part of blacks to testify, in racial situations in particular. For someone like Mose Wright and others to testify against white defendants in a situation like this was historic."
- Charles Diggs, Michigan's first black congressman

"The [Brown v. Board of Education] decision of the Supreme Court of the United States, however much we dislike it, is the declared law and is binding upon us. We think that the decision was erroneous... [However] we must in honesty recognize that, because the Supreme Court is the Court of last resort in the country, what it has said must stand until there is a correcting constitutional amendment or until the Court corrects its own error."
- The board of directors of the Little Rock, Arkansas Chamber of Commerce, 1959[47]

"In plain fact, the relationship between white and Negro in the segregated South, in the country and in the city, has been far closer, more honest, less constrained, than such relations generally have been in the integrated North. In Charleston and New Orleans, among many other cities, residential segregation does not exist, for example, as it exists in Detroit or Chicago."
- James Jackson Kilpatrick, author of The Southern Case for School Segregation, 1962

"We preach freedom around the world," he said, "but are we to say to the world, and much more importantly, to each other, that this is a land of the free except for Negroes?"
- President John F. Kennedy, 11 June 1963

Set C- Afghanistan

"It's like having a flower, or a rose. You water it and keep it at home for yourself, to look at it and smell it. It [a woman] is not supposed to be taken out of the house to be smelled."
-- Syed Ghaisuddin, Taliban Minister of Education, when asked why women needed to be confined at home

"If we are to ask Afghan women, their problems have been solved."
-- Qudratullah Jamal, Taliban Minister of Culture

"We have enough problems with the education of men, and in those affairs no one asks us about that."
-- Qari Mullah Din Muhammad Hanif, Taliban Minister of Higher Education

"If a woman wants to work away from her home and with men, then that is not allowed by our religion and our culture. If we force them to do this they may want to commit suicide."
-- Mullah Nooruddin Turabi, Taliban Minister of Justice

"We do not have any immediate plans to give jobs to (women) who have been laid off. But they can find themselves jobs enjoying their free lives."
-- Moulvi Wakil Ahmad Mutawakel, Taliban Minister of Foreign Affairs

"Because of the Taliban, Afghanistan has become a jail for women. We haven't got any human rights. We haven't the right to go outside, to go to work, to look after our children."
-- Faranos Nazir, 34-year-old woman in Kabul

"Approximately 80% of women and men agreed that women should be able to move about freely and that the teachings of Islam do not restrict women's human rights."
-- Physicians for Human Rights, "Women's Health and Human Rights in Afghanistan: A Population-Based Assessment"

"'Indignity is our destination,' says Seema, 30, who used to work at a health center and now roams the streets in Kabul begging to support her children."
-- Time, November 29, 2000

"When we are together, everyone here is talking about how the Taliban has destroyed our lives. They won't let us go to school because they want us to be illiterate like them."
-- Nasima, 35-year-old Kabul resident

Afghanistan has yet to join 134 other states that have signed the UN Convention on the Rights of Persons with Disabilities, which asks signatory states to ensure that "children with disabilities are not excluded from free and compulsory primary education, or from secondary education".

"About 75 percent of disabled children do not go to school," Parwin Azimi, an expert on children's issues with the UN Education, Scientific and Cultural Organization in Kabul, told IRIN. http://bit.ly/HwfNkJ

Closing

Students complete a triple Venn Diagram based on the quotes, knowledge, discussion, and research done on segregation.

How the Venn Diagram is labeled will guide student work. Suggested circle labeling:

A. Nations (US, South Africa, Afghanistan)

B. Themes (Segregation, Marginalization, Equality)
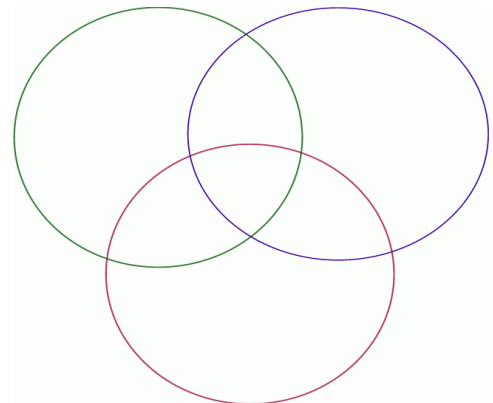
Take Action!

Now that you have learned you can do this to change it…
Visit the Global Action Week website at www.globalactionweekusa.org
and register the actions you take.

Extension (Discussion Prompts)

- To what extent are schools in the USA and world segregated today?

- Why are groups restricted in their access to education?

- What are some possible actions to oppose segregation or remove restrictions?

Extension (Document Based Analysis)

News Report: French headscarf ban opens rifts - http://bbc.in/1afJ6il

News Report: Humanists applaud Obama speech on how segregation into 'faith' schools "encourages division" http://bit.ly/19UFvJR

News Report: Integrated Prom in Georgia http://nyti.ms/1afJ7Ta

Suggested Writing Prompts:

- Describe and critique the ideas behind segregation using two of the sources.

- Evaluate the conclusions of two of the sources

Standards Correlation

Civics/Government Standards: http://bit.ly/19UFENm

What are Civic Life, Politics, and Government?

What is the Relationship of the United States to Other Nations and to World Affairs?

What are the Roles of the Citizen in American Democracy?

Extension (C 3 Arc of Inquiry)

Suggested Research Problems/Issues/Topics

- Segregation

- Desegregation

- Apartheid

- Gender Restrictions in Education

- Marginalization due to Disabilities

Photo: BuildOn

The Inquiry Arc and its four dimensions:

1. Developing Questions and Planning Investigations: "Students will develop questions as they investigate societal issues, trends, and events."Applying Disciplinary Concepts and Tools:

2. "Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history."

3. Gathering, Evaluating, and Using Evidence: "Students will work toward conclusions about societal

issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations."

4. Working Collaboratively and Communicating Conclusions: "Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events."

Lesson 1 Reflection:
It is commonly believed that segregation is a thing of the past, and that society has been integrated. Explore the current news both nationally and internationally and reflect upon your own educational experiences. Where can you find and witness segregation in education?

2
LESSON

HOW IS CITIZENSHIP RELATED TO EDUCATION?

Enduring Understandings

Students will be able/have to the opportunity to:

a. Explore the concept of citizenship in relation to education.

b. Analyze a speech's structure and message

c. Evaluate their own educational experiences and responsibilities as a citizen.

Essential Questions

a. What are some expectations of citizens?

b. What does it mean to be a "global citizen"?

c. How should students learn about citizenship?

Directions

- **Activator**
  Show these two picture and ask your class to write a caption for each based on what they think has happened or will happen in each. As students think about it, let them ask for clues or research on personal devices who they may be.

- Malala Yousafzai

- Elizabeth Eckford

- Instruction/Activities

Explain the term "Global Citizenship" to the class. Suggested definition is below:

"*Global citizenship is an umbrella term for the social, political, environmental, or economic actions of globally-minded individuals and communities on a worldwide scale. The term can refer to the belief that, rather than actors affecting isolated societies, individuals are members of multiple, diverse, local and non-local networks. Global citizenship is an interdisciplinary lens through which to analyze the history and development of our changing world. Although there is no standard definition of global citizenship, there are common topics that guide conversations in the field.*" *Source:* http://unai-globalcitizenship.org/global-citizenship

Lead a discussion on the definition and what are some of the implications to for action, thought, and world view.

Video Presentation: Show your class the Malala Yousafzai's speech at the United Nations (July, 2013):
http://www.globaleducationfirst.org/2525.htm

Clarify and discuss her structure, main points, and conclusion.

Closing

Write a response to Malala to be posted on a blog site. (optional paragraph can compare her to Eckford). Practice your structure and convey your message clearly.

Take Action!

Now that you have learned about global citizenship and it impact on education, you should Take Action!

- Sign and promote a petition in support of universal & free quality education

- Write a citizen's pledge to education.

- Teach a Lesson from the Lesson for All in a small group setting or in a classroom:
  http://bit.ly/1aKRAlR

Visit the Global Action Week website at www.globalactionweekusa.org and register the actions you take

Extension (Discussion Prompts)

- What is one aspect of your education you would argue needs to change?

- How is citizenship related to education?

- How can you communicate your views about educational reform?

- To what extent should nations intervene to improve educational conditions in another nation?

Extension (Document Based Analysis)

Speech: Global Connections and Global Citizens—an Address to the Kennedy School
By Christine Lagarde, Managing Director, International Monetary Fund
Cambridge, May 23, 2012: http://bit.ly/1bFLDVo

Blog: 21st-Century Projects Inspire Global Citizenship Plus Creativity: http://bit.ly/HgMDpV
Infographic

Suggested Writing Prompts:

- Identify and explain the challenges and opportunities related to the idea of global citizenship. Use at least two sources to support your claims.
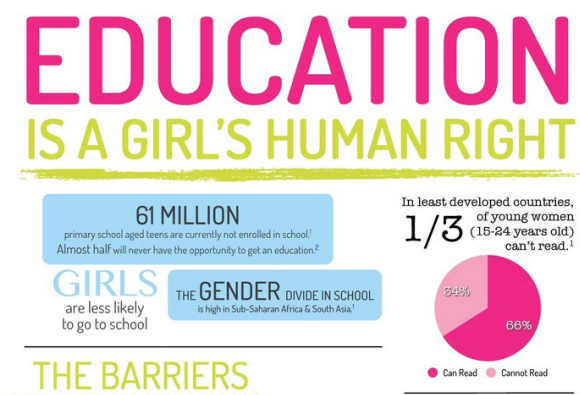
- Analyze the sources' information regarding changes in education. How are these changes manifested at your school?

Standards Correlation

Civics/Government Standards: http://bit.ly/19UFENm

What are Civic Life, Politics, and Government?

How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

What is the Relationship of the United States to Other Nations and to World Affairs?

What are the Roles of the Citizen in American Democracy?

Extension (C 3 Arc of Inquiry)

Suggested Research Problems/Issues/Topics

- Global Citizenship

- Educational oppression

- Violence in Schools

- Educational Reform

The Inquiry Arc and it four dimensions:
1. Developing Questions and Planning Investigations: "Students will develop questions at they investigate societal issues, trends, and events."

2. Applying Disciplinary Concepts and Tools: "Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history."

3. Gathering, Evaluating, and Using Evidence: "Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations."

4. Working Collaboratively and Communicating Conclusions: "Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events."

Lesson 2 Reflection:

What does it mean to be a "global citizen"? What skills are needed? What habits of mind should be displayed? Actions to take?

3
LESSON

HOW LONG SHOULD I GO TO SCHOOL?

Enduring Understandings

Students will be able/have to the opportunity to:

    a. Compare and contrast their educational experience with others in the world

    b. Identify the social, economic, and intellectual positives that come from an education

    c. Contextualize and contemplate their educational future

Essential Questions

    a. What are the purposes for going to school and getting an education?

    b. How will an education impact my future?

    c. How long do people go to school? Why?

Directions

- **Activator**

Math and Society: Ask students to calculate how many hours they have spent and/or will spend attending school. Compare estimations. Compare number of school days per year across other countries.

- **Instruction/Activities**

Gallery Walk- Place these items (and others) around the classroom. Provide students with time to observe each. After the engage with the material, students should write a question or comment on a post it next to each item.
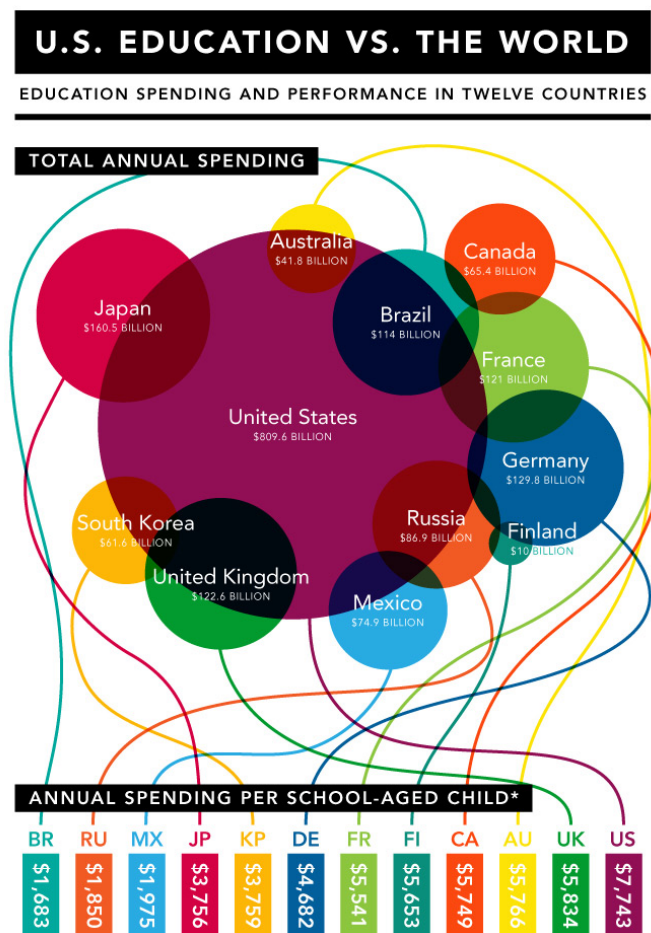
<u>Items</u>

- Your school calendar with number of days required to attend.

- The nation profiles located here:
http://bit.ly/1afNVrW

- This infographic: http://bit.ly/1cpmZte

U.S. EDUCATION VS. THE WORLD
EDUCATION SPENDING AND PERFORMANCE IN TWELVE COUNTRIES

TOTAL ANNUAL SPENDING

Australia $41.8 BILLION
Canada $65.4 BILLION
Japan $160.5 BILLION
Brazil $114 BILLION
France $121 BILLION
United States $809.6 BILLION
Germany $129.8 BILLION
South Korea $61.6 BILLION
Russia $86.9 BILLION
Finland $10 BILLION
United Kingdom $122.6 BILLION
Mexico $74.9 BILLION

ANNUAL SPENDING PER SCHOOL-AGED CHILD*

BR	RU	MX	JP	KP	DE	FR	FI	CA	AU	UK	US
$1,683	$1,850	$1,975	$3,756	$3,759	$4,682	$5,541	$5,653	$5,749	$5,766	$5,834	$7,743

- Infogrpahic: http://bit.ly/HwnLub

- Pre-School Comparison Infographic: http://bit.ly/1hwmcdW

- PISA charts located here: http://bit.ly/16Ph78P
Student questions/comments are organized based on the themes.

Closing

Students generate 8-12 conclusion statements they formulated from gallery walk. These conclusions should be revisited throughout the year to see how accurate they are and if new information challenges these conclusions.

Take Action!

Now that you have learned about education's impact on people, you should Take Action !

● Host vacation education events

● Make a VINE video (six seconds) with a mobile device about the importance of education or teachers

● Write a story about a teacher who impacted my life for the GCE-US website

Visit the Global Action Week website at www.globalactionweekusa.org and register the actions you take
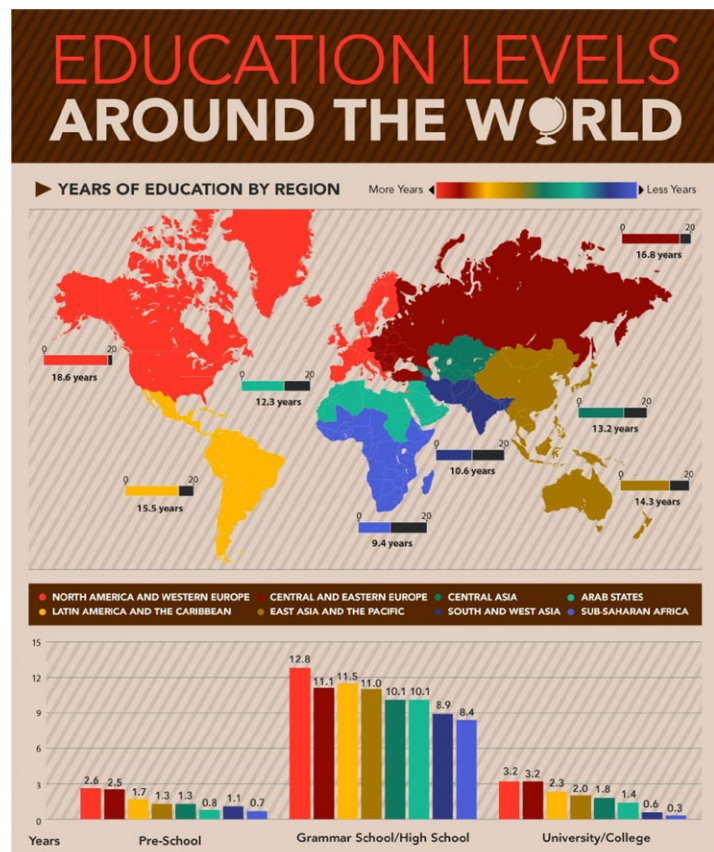
Extension (Discussion Prompts)

● To what extent does school promote leadership in students?

● Do you agree that schools/ education is about "possibility"?

● How can students enact change and be active in your school?

Extension (Document Based Analysis)

Infographic: http://visual.ly/education-levels-around-world

Website report: Year-long schooling: http://to.pbs.org/HrsJcf

23 Of The Best Pieces Of Advice Ever Given To Graduates : http://read.bi/1f5P4re

Suggested Writing Prompts:

- Identify two ways that education is described in these sources. Analyze those views using information from the sources to support your claims.

- How can and for what purposes is education a positive influence on students. Use the sources to support your claim.

Standards Correlation

Civics/Government Standards: http://bit.ly/19UFENm

What are Civic Life, Politics, and Government?

What are the Foundations of the American Political System?

How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

What is the Relationship of the United States to Other Nations and to World Affairs?

What are the Roles of the Citizen in American Democracy?

Extension (C 3 Arc of Inquiry)

Suggested Research Problems/Issues/Topics

- Year round schools

- Magnet Schools

- Montessori Schools

- Home Schooling

- Charter Schools

- Pre-School Years

The Inquiry Arc and its four dimensions:

1. Developing Questions and Planning Investigations: "Students will develop questions as they investigate societal issues, trends, and events."

2. Applying Disciplinary Concepts and Tools: "Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history."

3. Gathering, Evaluating, and Using Evidence: "Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations."

4. Working Collaboratively and Communicating Conclusions: "Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events."

Lesson 3 Reflection

What are planning on doing inside and outside of school that will distinguish you from other students in your school, nation, and around the world?

Extension

Additional Learning Tools

- The American Federation of Teachers (AFT): http://bit.ly/1aW1fCL

- Building Tomorrow: http://bit.ly/1afQ6eU

- Center for Global Development: http://www.cgdev.org/section/for_educators

- Concern Worldwide US: http://gcc.concernusa.org/educator-resources/

- Connect To Learn: http://www.connecttolearn.org/get-involved/schools

- National Peace Corps Association: http://bit.ly/1dSDZfa

- New Global Citizens
  http://ngc.apandco.com/team-activities

- The Nobelity Project: http://bit.ly/16O53tV
  http://webquest.nobelity.org/issues/education/

- Open Equal Free: http://www.openequalfree.org/resources/education-resources

- Plan International (Because I Am A Girl): http://bit.ly/1csk9rq

- TeachUNICEF: http://teachunicef.org/explore/topic/education

Take Action for the Right to Education

Now that you know about the power of education, you can now act on behalf of the millions of youth around the world that do not have access to their right to education.

- Connect with a Global Campaign for Education-US Chapter coalition member: http://www.campaignforeducationusa.org/coalition-members. buildON, Girls Learn International, Global Kids, Global Concerns Classroom, girlUP, New Global Citizens and School Girls Unite work specifically with and within high schools.

- Check the GCE-US Global Action Week site, www.globalactionweekusa.org, for ideas and to connect with other like minded people in your area that are acting on behalf of education for all.

- Apply to or sign up for more information on the biannual GCE-US Youth Advocacy Training, http://www.campaignforeducationusa.org/student-advocacy-training/

- Use your social media platforms to share the information you have learned and follow GCE-US at @gce_us and www.facebook.com/campaignforeducationusa

Photo credit:
Unless otherwise credited, photos are used courtesy of UNESCO.