

Title: If the World Were a Village – The benefits of getting to know your world better!

Overview: This lesson is designed to introduce students to the concept of a global village and to increase their knowledge of the world and people around them. This will serve as an introduction to my current issues class and begin to give students an understanding of why we learn about the world and current events. Having a knowledge base about the world is vital in today's society. Students must begin to look at the important people, places, and events in the world in order to be prepared citizens of the world.

Objectives and Standards:

Students will demonstrate their ability to analyze and understand maps.

Students will analyze and draw conclusions about the world's people on a variety of issues by reading maps and other text.

Students will compare and contrast their own lives to the facts about the world's people.

Students will form, discuss, and write about their views on world issues including pollution, education, and hunger.

Grade Level: Middle School

Subject(s): Current Issues, Geography

Time: 1-2 class periods

Prerequisites: Students will have begun to look at basic maps and have a working knowledge of the placement of the continents from their geography class. Students will have previously surveyed and looked at the *State of the World Atlas*.

Required Materials: Copies of *If the World Were a Village* by David J. Smith and *The State of the World Atlas*, index cards, paper, pencil, a large map of the world, stickers, copies of the Anticipation Guide

Suggested Procedure:

- **Opening/Before Reading-**

- Students will be asked to place stickers, on a large map of the world placed in the front of the room, initialed and color coded the following way:

- Red = places they have traveled to

- Yellow = places they hope to travel to in the future

- Blue = places where someone they know lives

- Green = places their families have come from

This map will be kept in the room for the entire quarter and added to periodically.

This map will serve as a reference and reminder that we are all tied to the world in many ways through family, friends, or travel. We look back to this map throughout the class to see if we have any experts about a particular place during our discussions and studies. We will also be doing an activity with this map tied to immigration later in the quarter where we will look at the migration of people.

The students will then be asked some of the following questions to get them thinking about who they are and what they know about the world:

- Why have you selected the places that you have traveled to or would like to travel to?
 - Who reads the newspaper or watches the news? What countries or places have the heard about while reading or watching? Why do you think these countries are in the news?
 - Do you shop at stores that sell goods from other countries? Or wear clothing made outside of the USA? Why do you think so many things are made outside of the United States?
 - Do you eat foods that originated from another country?
 - Is it always easy to understand what is happening in the world or where events are occurring?
 - Do you feel that knowing what is happening in our world is important? Why?
 - What other ways are you personally tied to those in another country or part of the world? (i.e. travel, communication, politics, arms/peacekeeping, environment, culture, economy) How have events in other parts of the world affected your life?
- I will then explain to the students that today we will be learning a bit more about the world and its' people through the study of books and maps.
 - I will ask the students to complete the Anticipation Guide by filling in whether they Agree or Disagree with the ten statements listed. I will inform the students that they should try their hardest on this but that it is not a graded activity.
 - As a class we will discuss their answers on the Anticipation Guide and see if they can make any predictions regarding which answers are correct.
 - I will read the introduction page (7) of *If the World Were a Village* to the students and discuss with them that this global village is made up of 100 people representing the world's 6.2 billion people.
 - I will then ask the class to make some guesses as to the results of 3 topics, from *If the World Were a Village*, listed on the board. These will be predictions based on their prior knowledge of the world. Any topics could be chosen, I would select schooling and literacy, electricity, and nationalities.
 - I would ask them to make a prediction of the 100 people in the village how many would have electricity?
 - Of the 100 people how many school-age children would be able to get an education? Or are able to read?
 - What would be the nationalities of the 100 people in the global village? For this one I would give them the possibilities and ask them to predict the numbers. i.e. How many people are from Asia, Africa, Europe, South and Central America, Canada and the United States, and Oceania?

The students would make their predictions on the back of their Anticipation Guide to be looked at later on after the reading.

- **Development/During and After Reading-**
 - Students will read *If the World Were a Village* and analyze a variety of maps from the *State of the World Atlas* to find facts or interesting information about the people of the world. I will list some possible maps to look at on the board from the atlas. These might include maps about religion, population, government, the environment, TV usage, education, etc)
(I have 15 copies of *If the World Were a Village* and a class set of atlases so I will ask the half the class to start with one and then switch accordingly.)
 - Prior to reading I will give each student 5 note cards and ask them to record 5 statements or facts from the materials that they found to be interesting, surprising, or that they reacted to in some way. If recording information from the maps I will ask the students to make comparisons of two countries or regions of the world. On the opposite side of the note card I will ask the students to record their reaction or why they selected this fact/passage/comparison. I will model this concept on the board looking at one of the *State of the World Atlas* maps and one topic from *If the World Were a Village*.
 - While students read I will also ask them to record any unknown vocabulary on their Vocabulary Log Sheet that they previously started in a past class period. This is something that they work on throughout the quarter.
 - After the students have completed their reading I will explain how the *Save the Last Word for Me* strategy works. In groups of 4, I will ask the students to share their cards one at a time with each other and allow everyone to respond to the cards saving the last comments for the individual sharing their card.
 - After each person has shared at least 2 or 3 of their cards I will ask the groups to select 1 or 2 of the most interesting or disturbing passages to share with the class.
 - We will then share these cards and discuss them as a class. Looking at why they are the way they are and why the fact is interesting.
- **Closing/After Reading-**
 - Students will also be asked to complete the Anticipation Guide to see what they learned. Looking again at their predictions as well.
 - As a closing activity the students will be given a few questions to answer in their journals to wrap up their discussions. Possible questions include:
 - Compare and contrast the facts of one issue (food, environment, education, etc) that surprised you with your own life.
 - Analyze and make some predictions/give reasons for why a fact is the way it is and where you think different things occur. Examples
 - Why do only 76 of the 100 people have electricity? What part of the world do you think the individuals from a country without electricity live in? Why?
 - Why would there be 189 chickens in the global village?
 - Why is it important to better understand the world's people? Give specific examples of when and why it is useful.

- Describe what you think it would be like to live in the global village. What would you eat, learn, do in your spare time... How would your life differ from your life today?
- Looking at your predictions at the beginning of class and your answers to the Anticipation Guide – What factors do you think led you to answer the way you did? Things you’ve learned, places you’ve been, people you know, things you’ve read, things you’ve seen, etc...
- o We will wrap up this activity by sharing some of their responses to the journal and Anticipation Guide.

Differentiation: By providing numerous maps, graphs, and the book I am able to reach many levels of understanding and ability. For some students I may ask them to look only at *If the World Were a Village* while others I would encourage them to look at the more complicated topics found in the *State of the World Atlas*. I have also incorporated many reading strategies in order to reach and assist more students.

Assessment: I will assess their understanding of the world’s people by reading their journal entries and looking at their pre and post answers on the Anticipation Guide.

Further Authentic Assessment will occur regarding this lesson as the quarter goes on in the following two assessments.

- 1) The students will be selecting current event articles from a newspaper or newsmagazine of their choice. They will read the article, summarize it, and analyze the information given. They will make connections to the facts they learned in this activity and complete a writing activity to identify reasons why the event from the article occurred in this place or to these people. This analysis will be shared with their families and the class through a short presentation. This is designed to get the students and families talking about current events and making these connections.
- 2) The second assessment is a research-based assignment where the students select an issue that they find interesting or particularly connected to their lives. Many of the issues are touched on in this lesson and have included such things as poverty, world hunger, school testing, littering, school safety, pollution, illegal immigration, and skateboarding problems. They research the issue, it’s causes and effects, looking at the issue from multiple sides. They complete an interview of someone in the community or school, create solutions and study the possible positives and negatives of their solutions. They then write their information in a paper proposal form and create a presentation. Their presentation is done in front of their peers and members of the community with knowledge of or ties to their issues. These presentations can be traditional with a visual of some sort or the creation of a skit, video, or PowerPoint.

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Name _____

Anticipation Guide

What do you know about the world and its' people?

Please write an A (Agree) or D (Disagree) by the phrases below.

Before Reading

A/D

After Reading

A/D

_____ The world population is about 6.2 billion people. _____

_____ Over half of the world's people live in Canada and the United States. _____

_____ Spanish is the most widely spoken language in the world. _____

_____ 25% of the world's people do not have easy access to clean drinking water. _____

_____ More than half of the world's people are under the age of 30. _____

_____ There is not enough food to feed everyone in the world. _____

_____ Over half of the world's people are Christians. _____

_____ Everyone in the world over the age of 7 knows how to read. _____

_____ About 76% of the world's people have electricity. _____

_____ Knowing what is happening in the world is important to be a good citizen. _____



Predictions Page

Based on all that you have learned in the past make your best guesses regarding the answers to the following topics about the Global Village.

Nationalities

Asia

Africa

Europe

South America, Central America, & Mexico

United States & Canada

Oceania

Schooling/Literacy

Electricity