

Appendix A: The Role of the Individual in a Global Context



You cannot hope to build a better world without improving the individuals. To that end each of us must work for his own improvement, and at the same time share a general responsibility for all humanity, our particular duty being to aid those to whom we think we can be most useful.

Marie Curie (1867 - 1934)

The history of human life since time immemorial has revolved around individuals and their role in society. Although a society is a group of individuals, a society does not necessarily represent each of those component individuals. This unit focuses on the role of the individual in a global context, and how individuals throughout history have challenged their societies.

Anticipation Guide: The Role of the Individual in a Global Context

Read each statement in the table below. If you agree with that statement, circle AGREE in the *Response Before Unit* column. If you disagree with the statement, circle DISAGREE. Be ready to explain your choices.

Response Before Unit	Focus Statements	Response After Unit
Agree Uncertain Disagree	1. We are all connected – the world is a global village.	Agree Disagree
Agree Uncertain Disagree	2. It is important to be a global citizen.	Agree Disagree
Agree Uncertain Disagree	3. Every individual is important, even in a global context.	Agree Disagree
Agree Uncertain Disagree	4. Individuals should think globally, and act locally.	Agree Disagree
Agree Uncertain Disagree	5. The “power of one” can create change in our world.	Agree Disagree

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Appendix B:

How to Write A Response Journal: Guidelines for Students

- 🌐 Briefly summarize the reading/activity/video
- 🌐 Link the reading/activity/video/other with your own experience. What does it make you think/feel? Does it remind you of something?
- 🌐 Link the reading/activity/video/other with your course. How does it relate to what you have studied in the past? Does it remind you of something? How does it relate to what you are currently studying in your course?
- 🌐 Identify and describe the author's point of view. How does that shape the reading/activity/video? How does it influence/effect you?
- 🌐 Do you agree or disagree with the writer? Never sit on the fence – choose one or the other. Be sure to justify your choice with well-chosen proof and/or examples from the reading/activity/video.

**How to Peer Edit a Journal
Guidelines for Students**

1. Read through the journal without making any notes.
2. Comment on the content of the author's writing in the space below the entry. Be positive and constructive – NEVER negative.
3. Begin to re-read the journal entry, completing each of the following:
 - 🌐 correcting spelling and grammar
 - 🌐 underline items that are thought-provoking and/or of interest. State why in the margins.
 - 🌐 Underline items that are awkward or confusing. State why in the margins.
4. Comment again on the content of the author's writing in the space below the entry. If the author has made you think, let them know how you feel. Remember, be positive and constructive – NEVER negative.

Appendix C

I think a hero is an ordinary individual who finds strength to persevere and endure in spite of overwhelming obstacles.

Appendix D

It is only to the individual
that a soul is given.

Appendix E

Whatever affects one
directly, affects all
indirectly. I can never be
what I ought to be until you
are what you ought to be.

Appendix F

**I have sworn to only
live free. Even if I find
bitter the taste of
death, I don't want to
die humiliated or
deceived.**

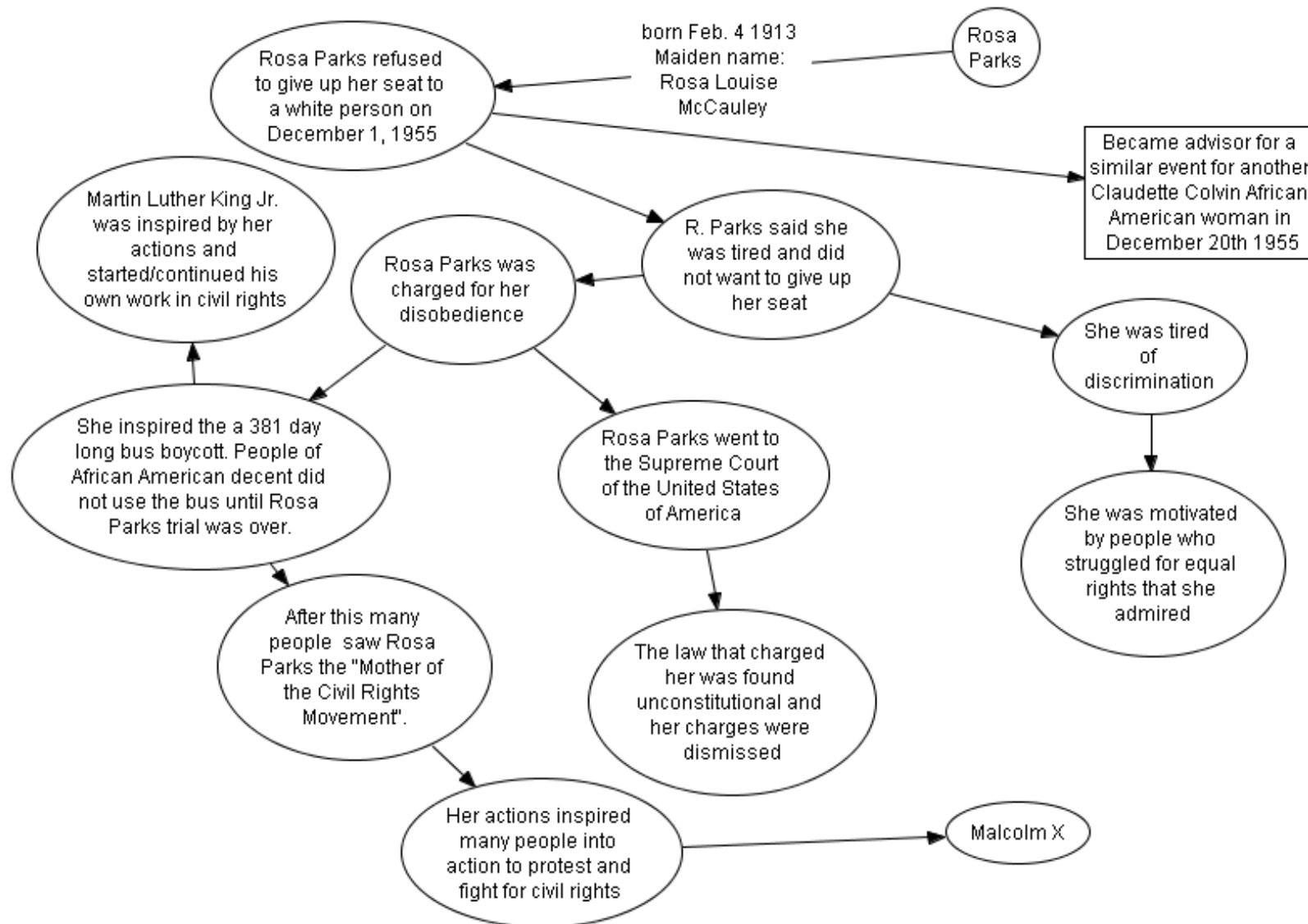
Appendix G

Tsunami December 26, 2004



Appendix H

Rosa Parks Flow Chart



Appendix I

Flow Chart –
The Ripple Effect of
Karl Lueger

The Event:
Karl Lueger was mayor of Vienna, Austria from 1897 to 1910. Lueger actively ran on platforms of anti-Semitism.

Example 2:

“I was not in agreement with the sharp anti-Semitic tone...At all events, these occasions slowly made me acquainted with the man and the movement, which in those days guided Vienna's destinies: Dr. Karl Lueger and the Christian Social Party....The man and the movement seemed 'reactionary' in my eyes... I had occasion to become acquainted with the man and his work; and slowly my fair judgment turned to unconcealed admiration. Today, more than ever, I regard this man as the greatest German mayor of all times.”

-Adolf Hitler speaking about Dr. Karl Lueger of the Christian Social Party (Mein Kampf)

Example 1:

Lueger's political style was used as an ideological model by the right-wing leaders of Austria's first republic. Although not necessarily Anti-Semitic, they did not countenance the beliefs of their...

This attitude divided the government along polar lines and led to the eventual dissolution of the republic.

In Germany, Adolf Hitler implements his racial theories of the superiority of the Aryan race from Mein Kampf into practice.

In 1933, the Nazi party makes the persecution of Jews active policy, and mandates the compulsory sterilization of any persons suffering from hereditary diseases (including schizophrenia, manic-depression, epilepsy, blindness, deafness and alcoholism.

By 1935, Jews were forbidden to join the army and anti-Semitic propaganda began to appear in shops and restaurants. The Nuremberg Laws prohibited Jews and non-Jews from marrying; Jews were officially declared as non-citizens of their own country.

Example 2, continued.



After Kristallnacht, the 'Night of Broken Glass', where hundreds of storefronts of Jewish shops and offices were smashed and vandalized, over 30,000 Jews were sent to concentration camps. Collectively, German Jews were fined 1 billion RM for the damages.



"The Final Solution" began in Poland in 1940, where mobile killing groups rounded up and slaughtered Jews in towns and villages, and placing the bodies into mass graves. By the end of 1942, over 1.3 million Jews had been killed by the *Einsatzgruppen*.



By 1942, six killing centres had been established in Poland. A variety of other concentration, labour and transit camps also existed. By the end of World War II in 1945, over 6 million Jews had been exterminated by Hitler's Nazi Party – 2 out of every 3 European Jews.



COMMENTS:

Appendix J

Rosa Parks

Appendix K

Karl Lueger

Appendix L

From Challenge to Change

Challenge <i>What are the obstacles to changing society?</i>	Change <i>How can we make change happen?</i>

Appendix M

A Change the World Challenge

In this task, you will address Socrates' quote at right in a well thought out and implemented educational awareness plan.

I am not an Athenian or a Greek, I am a citizen of the world.

- Socrates

Choose one issue from the 'Challenge to Change' activity that interests you and pursue it.

You will be given an Action Plan Template to record the details of your Challenge, each activity, and the expected change you hope to make.

Whatever you choose to do, you must be able to show some type of impact. Try to design your experiment around some kind of measurable outcome. Money is easy to measure. Change of attitude is harder to measure. Reducing pollution is measurable. Motivation and education is difficult.....

At all times of the task, keep a detailed journal of each aspect of your task. Use your journal as a place to write research, notes, observations of self and others, etc.

Examine the parts to this task below.

Task Proposal (Step One)

Complete your task Action Plan

Discuss your task proposal with your teacher in a teacher/student conference on: _____

Task Implementation (Step Two)

Create an action plan for your task. Include actions and timeline (template provided)

Enter the dates of your 'Actions' onto the class calendar

Implement your action plan

After the completion of each "Action", cross it off of the class calendar

Task Reporting (Final Step)

Discuss your findings in a final journal entry.

- Were you successful at your "Challenge to Change"?
- Were you acting like a global citizen?
- How effective were you at raising the global citizen-ness of your fellow students?
- Make specific reference to yourself and changes that occurred in you because you are part of the world, too.

Appendix N

The Change the World Challenge

In this culminating task, you will address Socrates' quote at right in a well researched and implemented educational awareness plan.

I am not an Athenian or a Greek, I am a citizen of the world.

- Socrates

Choose an issue that interests you and pursue it. At all times of the task, keep a detailed journal of each aspect of your task. Use your Culminating journal as a place to write research, survey notes, observations of self and others, double entry diary, etc.

Examine the parts to this task below.

Task Proposal (Step One)

- Complete basic research on the issue that interests you. Use a journal.
- Create a DETAILED issues web organizer (sourced), using the handout provided. (All rough notes must be provided).
- Research 2-3 charities associated with your issue. Analyze the charity's effectiveness in providing for money/education, etc.
- Choose ONE of your charities that you will fundraise for, and in a detailed paragraph, persuade the student population to support you.

You will discuss your task proposal with your teacher in a teacher/student conference on: _____

Task Implementation (Step Two)

- Create a survey for your initial data collection (must relate to your chosen issue)
- Analyze your survey – where do you need to go next?
- Create an action plan for your task. Include actions and timeline (template provided)
- Enter the dates of your 'Actions' onto the class calendar
- Implement your action plan
- After the completion of each "Action", cross it off of the class calendar

Task Reporting (Final Step)

Discuss your findings in a report.

- Were you successful at your "Challenge to Change"?
- Were you acting like a global citizen?

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- How effective were you at raising the global citizen-ness of your fellow students?

Use the structure of the report format given on the next page.

Structure for Final Report

Hypothesis: As an individual, I can change the world.

Experiment: Create a plan of action to give you first hand data on the influence you can exact as an individual. Keep your information as objective as possible – approach the assignment in a quasi-scientific manner, using a report format.

This assignment is very open ended in terms of what is expected. You must choose an issue and a charity that is associated with it. Then you must educate the school population about BOTH your issue AND the charity.

Whatever you choose to do, you must be able to show some type of impact. Try to design your experiment around some kind of measurable outcome. Money is easy to measure. Change of attitude is harder to measure. Reducing pollution is measurable. Motivation and education is difficult.....

Data: Your data should be shown in chart and graph form. Include your raw data. (i.e. survey)

Observations: Should be based on data and personal logs. They should reflect any experimental flaws and other important factors. Remember, you must have measurable outcomes.

Conclusions: Make specific references to your data and your definition on your impact. Make specific reference to yourself and changes that occurred in you because you are part of the world, too.

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Appendix O

“From Challenge to Change” Action Plan

Group Members: _____

Our Challenge: _____

Our Change: _____

Action Item <i>What specifically are you going to do?</i>	Proposed Date of Completion	Change(s) Desired <i>What are the results you want to see?</i>	Actual Date of Completion	Results <i>What results are visible?</i>	Comments <i>Were you successful? What worked? What didn't? Next Steps?</i>

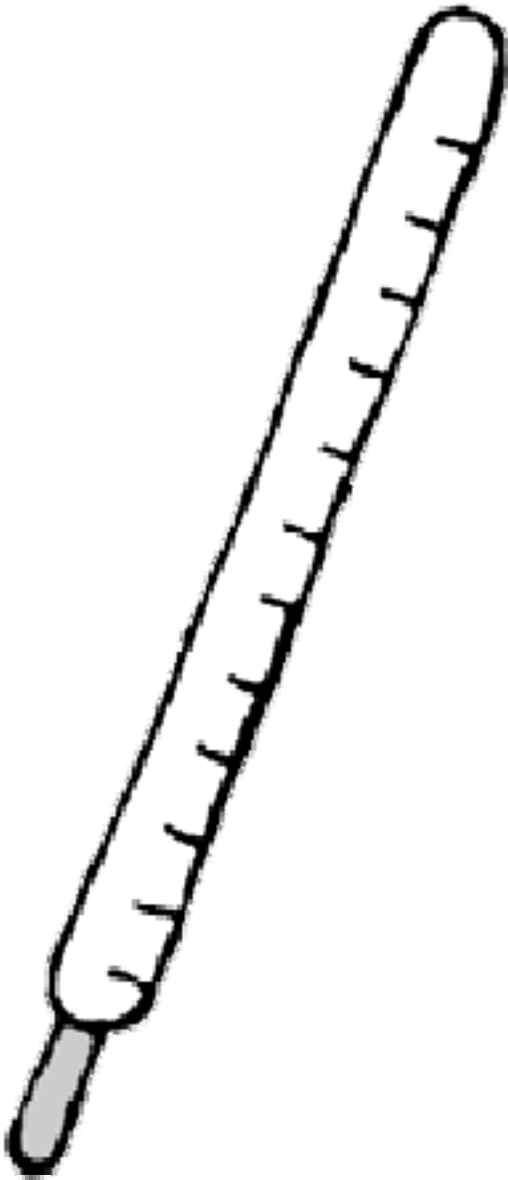
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Appendix P

Exemplar Action Plan – Women and Education in Afghanistan

Action Item	Proposed Date of Completion	Results	Comments
Create survey	Oct. 5	Survey Completed	
Implement survey	Oct. 5	17 people surveyed; 9 females, 8 males	Some questions needed to be reworded as they caused confusion.
Analyze survey	Oct. 17	Series of analytical graphs created.	I can't believe 4 people knew nothing about Afghanistan!
Create Powerpoint for P.D. Day	Oct. 1-20		
Create display board of Women and Education in Afghanistan for staff room	Oct. 19-31		
Create T-shirt designs for Geography Teachers' P.D. Day	Nov. 1-20		
Sell T-shirts, posters at P.D. Day	Nov. 30		
Re-implement survey	Nov. 10		
Analyze survey results & compare to previous survey	Nov. 17		
Make conclusions about my impact on the world	Nov. 17		

Fundraising Thermometer



Comments:

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Appendix R

The Role of the Individual in a Global Context



For better or for worse, a single person can affect events locally, nationally or globally. We see evidence of this all around us. After all, aren't all humans shaped by those individuals around them – like our parents, teachers, friends and peers?

This assignment has been created to answer the question 'Can one person change the world?'

Science, Technology & Medicine

- Benjamin Franklin
- Albert Einstein
- Bill Gates
- Amelia Earhart
- Alexander Graham Bell
- Thomas Edison
- Henry Ford
- Isaac Newton
- Charles Darwin
- Marie Curie
- Florence Nightingale
- Louis Pasteur

Humanitarians & Activists

- Albert Schweitzer
- Anne Frank
- Luba Tryszynska
- Elie Wiesel
- Mahatma Gandhi
- Rachel Carson
- Martin Luther
- Malcolm X
- John Brown
- Martin Luther King
- Terry Fox
- Nelson Mandela
- Craig Kielburger
- Ryan Hreljac
- Desmond Tutu
- Stephen Biko
- Helen Keller
- Richard Leakey
- Norman Bethune
- Lucille Teasdale
- Harriet Tubman
- Rosa Parks
- Wangari Maathai
- Jody Williams

Explorers

- Pocohontas
- Marco Polo
- Ferdinan Magellan
- Christopher Columbus
- Champlain
- Cartier
- Hernan Cortès
- Thor Heyerdahl
- Leif Eiriksson
- Amerigo de Vespucci
- Sir Joseph Cook

The Arts & Philosophy

- Leonardo da Vinci
- Picasso
- Emily Bronte
- Pauline Johnson
- Socrates
- Aristotle
- Plato
- Confucius
- Mozart
- Beethoven
- Beau Brummel
- Lord Byron

Government & Revolution

- Catherine the Great
- Ivan the Terrible
- Cleopatra
- Hatsepshut
- Alexander the Great
- Crazy Horse
- Hammurabi
- Queen Isabella of Spain
- Yasser Arafat
- Vladimir Lenin
- Mussolini
- Joseph Stalin
- Mikhail Gorbachev

- Sir John A. Macdonald
- Mohammed Ali (1769-1849)
- Gamal Abdul Nasser
- Sonni Ali
- Idi Amin Dada
- Sir Seretse Khama
- Mary Henrietta Kingsley
- D.F. Malan
- T.E. Lawrence
- Tamerlane
- Ayatollah Ruholla Khomeini
- Yitzhak Rabin
- Hirohito
- Nobunaga
- Akbar
- Benazir Bhutto
- Marie Antoinette
- Boadicea
- Queen Victoria I
- Jenghiz Khan
- Babur
- Ho Chi Min
- U Nu
- Sir Thomas Stamford Bingley Raffles
- Simon Bolivar
- César Chavez
- Pancho Villa
- Ché Guevera
- Roy Bates
- Charlemagne
- Joan of Arc

Religious & Spiritual

- Mohammed
- Jesus Christ
- Buddha
- Dalai Lama

Appendix S

The Role of the Individual in a Global Context, cntd.



You have been assigned the following individuals:

-
-

Legacy:

The results of historical actions or events that are passed on to individuals or societies.

Your job as chief investigator for these individuals is to:

- research their biographical data
- research their actions and legacies (whether positive or negative)
- determine the scale of their impact (local vs national vs international)
- Present your results to a group of your peers in a coffeehouse format.

Name of individual: Date of birth: Place of Birth:
Actions:
Impacts:
Legacy:
Source(s):

Name of individual: Date of birth: Place of Birth:
Actions:
Impacts:
Legacy:
Source(s):

Appendix T

The Role of the Individual in a Global Context

Example: Rosa Parks



Name of individual: Rosa Parks
Date of birth: February 4, 1913
Place of Birth: Tuskegee, Alabama

Actions:

On her way back from work one day on December 1, 1955. Rosa Parks, who was black, refused to give up her seat for a white person. That was against the law, so Rosa Parks was arrested. She was later found guilty.

Impacts:

The arrest and charge of guilty levied against Rosa Parks sparked outrage amongst southern Americans. In Montgomery, Alabama, black people, including Martin Luther King Jr., and other sympathizers began the Montgomery bus boycott, which lasted for over a year. The bus boycott ended when the law was found to be unconstitutional in the U.S. Supreme Court. Desegregation meant that black people had the same rights to riding a bus as white people.

Legacy:

The actions of Rosa Parks have had a huge impact on American society. The Montgomery Bus Boycott led Martin Luther King Jr. into the Civil Rights Movement.

Rosa Parks is now known as the Mother of the Civil Rights Movement. Her refusal to give up her seat for a white person because her “only concern was to get home after a hard day's work” began the American Civil Rights Movement.

(http://womenshistory.about.com/od/quotes/a/rosa_parks.htm)

Source(s): Rosa Parks Flow Chart

<http://www.rosaparks.org/>

http://womenshistory.about.com/od/quotes/a/rosa_parks.htm

Appendix U

**The Role of the Individual in a Global Context
Coffee House Discussion**



Today, you will be presenting your brief biography of your two individuals to a coffee house group. Each presentation should be about 3-4 minutes per individual.

After everyone in the coffeehouse group has completed their presentations, discuss the following guiding questions.

1. Was the selection of names given to the class biased? (think 'race', gender, location.....) If so, what factors might account for this bias?

2. In your group, did you see a difference in the impact an individual had in terms of:
 - a) time period (i.e. 1400s vs present)

 - b) geographic location

 - c) Developed vs Less Developed World?

3. What types of significant events led these people to challenge society?

4. Considering the individual biographies you listened to, which individual had:
 - a) the biggest ripple effect on the world? Justify your response.

 - b) the least ripple effect on the world? Justify your response.

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c) the longest lasting legacy?



d) the most striking example of positive change?

e) the most striking example of negative change?

5. Identify one of the individuals that you admire. Why?

6. Did this exercise demonstrate the "Power of One"? Justify your response.

7. Can one person change the world?

Appendix V

ICE Rubric – Research and Analysis Skills



Elements of Skill	Ideas	Connections	Extensions
(Research) Deciphering Fact versus Opinion (identifying bias, judging validity) (Application)	identify and differentiate between subjective and objective in order to isolate facts	Isolate objective facts, graphs and statistics and compare and contrast them to other facts.	Use facts from various sources and create a well substantiated argument based on analysis.
(Research) Finding Main idea and supporting details (summarizing) (Knowledge/Understanding)	Locate main idea Identify key terms	Identify key details that support main idea (examples)	Link to other ideas, prior learning, and argument.
Drawing Conclusions (justifying inclusion of proof, connecting it to thesis) (Thinking/Inquiry)	Use point, proof, comment within body paragraphs.	Connecting proof to point, and comment to proof.	Comment analyzes proof given with own argument. Direct connection and extension of thesis.

Comments:

Appendix W

*The Role of the Individual in a Global Context
~ Mixed Media Assignment*



1. *Choose a song that reflects a topic that would be appropriate to the World Issues course.*
 - a. *If you can't find one, choose a topic and complete a Google search for a song.*
 - b. *Your song can be by any artist, of any time period and genre.*

A painter paints pictures on canvas. But musicians paint their pictures on silence.

~Leopold Stokowski

2. *Break the lyrics of your song down into meaningful parts.*
 - a. *parts that have a common break and meaning.*
3. *Choose a photo or image to accompany EACH part of your lyrics.*

“A picture says a thousand words.”

4. *Create a Power Point presentation with your lyrics and image.*
5. *Save this presentation on your hard disk, to your email account and if you have a flash drive to that too.*
6. *Power Points will be displayed anonymously; students will vote on the best.*
7. *The class' choice may be displayed throughout the school.*

