



Socially-based Curriculum Unit: The Role of the Individual in a Global Context

Unit Title: The Role of the Individual in a Global Context

Time Frame: 7 lessons

Unit Developer(s): Amanda Ellis and Steven Horsch

Developed for Course Name and Course Code:
Canadian and World Issues: A Geographic Analysis, CGW4U

Strand(s) and Curriculum Learning Expectations Addressed:

Geographic Foundations: Space and Systems Strand

- SSV.01** • explain how the earth's natural and human systems are interconnected in multiple, complex ways;
- SSV.02** • analyse the causes and effects of economic disparities around the world;
- SSV.03** • compare the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global geographic issues.
- SS1.05** – identify ways in which countries and regions of the world are becoming increasingly interdependent;
- SS1.06** – identify the social, economic, cultural, political, or ecological components of selected geographic issues;
- SS1.08** – explain why it is important to understand the cultural and religious traditions of others (e.g., roles and status of men and women in different parts of the world).

Global Connections Strand

- GCV.01** • analyse the influences that increase the interdependence of countries around the world;
- GC1.05** – describe the contributions of individuals who have been influential in addressing global issues and evaluate the impact of their work (e.g., Jody Williams – International Campaign to Ban Landmines; Nelson Mandela – promotion of human rights and a 'non-racial' society; Gro Harlem Brundtland – promotion of the concept of sustainable development).
- GCV.02** • analyse instances of international cooperation and conflict and explain the factors that contributed to each;
- GCV.03** • evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions.
- GC3.01** – assess the relative importance of the various factors that influence the quality of life;

Understanding and Managing Change Strand

- UCV.03** • evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.
- UC3.02** – evaluate the perspectives and arguments of various stakeholders on a current issue (e.g., as presented in a round-table discussion or mock hearing)



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Methods of Geographic Inquiry and Communication Strand

GIV.01 • use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information;

GI1.01 – develop and use appropriate questions to focus a geographic inquiry;

GI1.02 – gather geographic information from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., books and journals, mainstream and alternative media, CD-ROMs, the Internet) to research a geographic topic or issue;

GI1.03 – gather geographic information, using a variety of geographic tools and technologies (e.g., maps, remote-sensing imagery, aerial photographs, satellite images, geographic information systems [GIS]);

GI1.04 – evaluate the credibility of sources (e.g., authority, impartiality, expertise) and the reliability and usefulness of information (e.g., accuracy and relevance, absence of bias or prejudice, arguments substantiated by evidence);

GIV.02 • analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;

GI2.01 – distinguish among opinion, argument, and fact in research sources;

GI2.05 – develop possible solutions to geographic problems or issues, using appropriate forecasting, decision-making, and/or problem-solving strategies;

GI2.07 – explain the different points of view on a geographic issue that are, or might be, held by various stakeholders (e.g., individuals, business organizations, governments, special interest groups);

GI2.09 – draw conclusions or make judgements or predictions on the basis of reasoned analysis and supporting evidence;

GI2.10 – complete an independent inquiry into a selected local, national, or global issue that reflects the required elements of a geographic inquiry (e.g., stated focus of inquiry; research and analysis using geographic methods and tools, including geotechnologies; arguments and conclusions supported by evidence).

GIV.03 • communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.

GI3.01 – communicate the results of geographic inquiries, for different audiences and purposes, using a variety

of forms (e.g., oral and written reports, multimedia presentations, essays) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., computer-generated maps and graphs, aerial photographs, satellite images);

GI3.02 – use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations;

bibliographies or reference lists) to acknowledge all information sources, including electronic sources;

GI3.03 – use appropriate terminology (e.g., region, pattern, interdependence, global perspective, global commons, disparity, equity, carrying capacity, ethnocentrism, anthropocentrism, sustainable development, human development index) when communicating results of geographic inquiries.



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Desired Results

Unit Description:

This introductory unit to Canadian and World Issues: A Geographic Analysis, CGW4U, addresses the question “Can One Person Change the World?” The unit sets up a framework for students to actively engage not only in academic studies of the role of the individual, but also to play a role in fundraising and creating awareness for a charity or cause of their choice. Students gain an understanding that individuals make significant global change (for better or worse), and that as a global citizen, they also have an important role to play in our society. Students will learn and communicate about the legacies of certain individuals over time and geography through the use and development of skills focused on research, multimedia technologies, literacy and Instructional Intelligences. Students continue their path to global citizenship by thinking globally and acting locally, with the creation and production of a world issues focused mixed media presentation. The course’s culminating task can also be directly tied to this unit.

Enduring Understandings / Learning:

Enduring Understandings:

- The planet earth is truly a global village.
- It is important to be a global citizen.
- Every individual is important, even in a global context.
- Individuals should think globally, and act locally.
- One person can change the world, for better or worse.

Enduring Learning:

- The Inquiry Process – from Research to Action to Report
- How to formulate and justify an argument
- How to make a reasoned response
- Understanding the use and value of educational technology

Assessment Tasks

Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:

- Anticipation Guide – at completion, students should understand and agree with all focus questions
- Completed mini-biographies will demonstrate research abilities



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- Coffeehouse presentations – students demonstrate they can formulate and justify an argument and make a reasoned response
- Media Assignment – students demonstrate their research and action skills using educational technology

Assessment Criteria:

Rubrics for assessment are contained in the Appendices:

- ICE rubric (a preparation for future summatives in subsequent units)
- Media Assignment

Unit Planning Notes

Prior Learning Necessary (if any):

- Research skills
- How to cite and document research
- Writing skills
- Presentation and/or Discussion skills
- Co-operative Group Learning
- Journal writing

Preparation Notes (if any):

- Video, “The Power of One”
- TV and DVD player
- All Appendices photocopied:
 - + Appendices C-F, J, K photocopied ONCE (preferably on bright paper)
 - + Appendix G-I, T to be photocopied on an overhead
 - + Appendix L photocopied for class AND on an overhead
- Small circle stickers for dotmocracy
- Current calendar for dates (to post in class)
- Library/Computer Lab time booked – Day 4
- Computer Lab booked – Day 6, 7



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<p>c. Everyone has to make a decision about ‘stepping up’. In this scene PK had to decide whether to teach the people of the townships or not. What were his ‘Challenges’ to this decision?</p> <p>d. What was the significance of the child learning the word ‘unalienable’?</p> <p>e. Where did the teacher training take place? Why?</p> <p>f. Summarize the consequences of PK taking action and being involved in this struggle against racism.</p> <p>Close: 1. Hand out and read over the ‘Guide to Writing Journal Responses and Peer Editing’ - Appendix B. Students should switch journals and peer edit and assess as per the handout. Hand back to the author for perusal; ticket out the door is to hand in journals for teacher assessment</p>	<p>10 min.</p>
<p>Expectations:</p>	
<p>OVERALL: SSV.01, SSV.03, GCV.02, UCV.03, GIV.03 SPECIFIC: SS1.06, SS1.08, GI2.01, GCI.05, GC2.03, GI1.04 GC3.01, UC3.02,GI3.03</p>	
<p>Literacy-Numeracy Skills:</p>	
<p>Writing, discussion, editing</p>	
<p>Accommodations/Modifications:</p>	
<p>Ensure that you make the necessary changes based on IEPs and student needs.</p>	

<p>Lesson 2</p>	
<p>Assessment: Critical thinking, supporting an argument</p>	<p>Evaluation: none</p>
<p>Resources:</p>	
<p>Appendices C,D,E and F- 4 Corners Quotations (1 quote in one of the 4 corners) Appendix G- You must make this into an “overhead” Appendix H and I- 1 copy of each for every student Appendix J and K- 1 copy of each Dot Stickers- enough for every student in the class.</p>	
<p>Lesson Details</p>	<p>Time</p>
<p>Open: 1. Four Corners is an academic task that allows students to move around and interact with course material. In this case we have four quotations to be considered. None of</p>	



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<p>the Quotations should have the author's name attached.</p> <p><i>"I think a hero is an ordinary individual who finds strength to persevere and endure in spite of overwhelming obstacles."</i> (Christopher Reeve - Appendix C)</p> <p><i>"It is only to the individual that a soul is given."</i> (Albert Einstein (1879 - 1955) - Appendix D)</p> <p><i>"Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be."</i> (Martin Luther King, Jr. - Appendix E)</p> <p><i>"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."</i> (Osama bin Laden - Appendix F)</p> <p>a) Ask the students to go to each corner and consider each quotation. 2 min. b) Then ask the students to go to the corner that seems to be the one that appeals to them the most. 1 min. c) The students are to discuss the quote amongst the small group and discuss the reasons why they like this quotation the most and be prepared to persuade others to join their group. The teacher should encourage supported arguments. 13 min. d) Students who change their minds may move to different corners after hearing the arguments. 2 min. e) Teacher reveals the quotations' authors and ask students if the identification of the speaker changes their mind and makes them want to change corners. If so, they must justify their response and let students change corners if they choose but first they must justify their response. Encourage reasoned and supported arguments. 5 min.</p>	
<p>Middle:</p>	
<p>The Ripple Effect- <i>How an event or action in one place may effect changes (foreseen or unforeseen) in other people or places.</i></p> <p>1. Teacher to place on an overhead the "Tsunami December 26, 2004" map - Appendix G 5 min. 2. Ask students about the following in regards to this map: 5 min. a) Where did the tsunami occur? (read map) b) Where were the impacts of the tsunami felt? (on every seashore) c) What human and physical impacts were there?(damage to coasts, human settlements and loss of lives) d) How does this event demonstrate the ripple effect? e) Does the ripple effect require a physical event in order to take place? Give 3 examples (democracy, religion, philosophy...)</p>	



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Resources:	
Appendices: K (from last day's dotmocracy), L, M <i>or</i> N, O, P and Q Blank overhead Class calendar	
Lesson Details	Time
Open:	
<ol style="list-style-type: none"> 1. Display the results from last day's dotmocracy. 2. Use the students' comments and teacher's notes to lead a discussion on Challenges to Change. 3. Hand out Appendix L and place students in small groups to brainstorm as many examples as possible of challenges to change. <ol style="list-style-type: none"> a) Have groups present to class. Teacher writes down challenges and changes on an overhead. b) Display overhead of completed challenges to change handout. Discuss the problems in terms of the challenges to change in others. Encourage critical comments about the unwillingness of change in others. c) Write on the board this quotation: "Think globally, Act locally." Discuss the meaning and relevance for the "others" reluctant to act. 4. <ol style="list-style-type: none"> a) Hand out Appendix M or N. (Please note there are two options for this assignment. M is a short term assignment and N is or can be part of a culminating task.) In their groups students are to pick one thing they can do to change the world positively. b) Hand out Appendix O, P and Q. Read them over and discuss the handout and exemplar. c) Have the students start to fill out the relevant details quantifying and qualifying their chosen challenge. d) Teacher will put events on the class calendar. 	<p>10 min.</p> <p>5 min.</p> <p>5 min</p> <p>5- 10 min.</p> <p>5 min.</p> <p>45 min.</p>
Expectations:	
OVERALL: GCV.01-03, UCV.03, GIV.01-03 SPECIFIC: GC1.05, GC3.01, UC3.02, GI1.02, GI4.01, GI1.04, GI2.01, GI2.07, GI2.09, GI2.10, GI3.01, GI3.02, GI3.03	
Literacy-Numeracy Skills:	
Reading, analyzing results, critical thinking	
Accommodations/Modifications:	
Ensure that you make the necessary changes based on IEPs and student needs.	



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Lesson 4	
Assessment: journal entry (comments only)	Evaluation: Appendix M or N- Change the World Challenge Assignments
Resources: Appendices: R&S class sets Appendix T over head Computer Lab and/or Library	
Lesson Details	Time
Open: 1. Journal Entry a) Why is it important to be a global citizen? Middle: 1. a) Hand out Appendix R. Have students examine the list of individuals. b) Teacher will assign the student two names. No duplicates if possible. c) Hand out Appendix S and T. Read the Rosa Parks example. d) Have the students research their individuals and complete the “Bio” sheet(Appendix S) e) Results will be shared next day at the “coffee house”. Therefore students who do not complete their work must do it for homework.	10 min 1-2 min. 2-3 min. 3-5 min. The rest of the remaining class time
Expectations: OVERALL: GCV.01-03, UCV.03, UCV.01-03 SPECIFIC: GC1.05, GC3.01, UC3.02, GI1.01-02, GI1.04, GI2.01, GI2.07, GI2.09-10, GI3.01-03	
Literacy-Numeracy Skills: Research, differentiation, critical reading	
Accommodations/Modifications: Ensure that you make the necessary changes based on IEPs and student needs.	

Lesson 5	
Assessment: “Ticket out the door” assignment	Evaluation:



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Resources:	
Appendices: U and V class set (attach together)	
Lesson Details	Time
<p>COFFEE HOUSE</p> <p><i>A coffee house is a student guided discussion. Students are put into random groups and present/discuss on their own terms. Teacher/students may bring in coffee/other beverages and snacks.</i></p> <p>Students are to be randomly put into groups to discuss the results of their research in a coffee house format, using the handout - Appendix U - given as a guideline.</p> <p>Students will circle around the table in whatever manner they choose, presenting the results of their research about each individual.</p> <p>After all students have presented, they will begin to discuss the results, using the handout to guide their discussion. Their 'ticket out the door' is the completed handout and the biographies for teacher assessment with the ICE rubric - Appendix V.</p>	All period
Expectations:	
OVERALL: GCV.01-03, UCV.03, UCV.01-03 SPECIFIC: GC1.05, GC3.01, UC3.02, GI1.01-02, GI1.04, GI2.01, GI2.07, GI2.09-10, GI3.01-03	
Literacy-Numeracy Skills:	
Listening and taking notes	
Accommodations/Modifications:	
Ensure that you make the necessary changes based on IEPs and student needs.	

Lessons 6 and 7	
Assessment:	Evaluation: Media Assignment. This is based on the Challenge to Change Activity - Appendix W.
Resources:	
Appendix A Appendix W Computer Lab	



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Lesson Details	Time
<p>Open:</p> <ol style="list-style-type: none"> 1. Have students complete the Anticipation guide(Response after Unit section) 2. Discuss results and the value of what was covered for each student. <p>Middle:</p> <ol style="list-style-type: none"> 1. Hand out Appendix W. Read together the assignment. 2. Have the students start to work on research and presentation. 3. Continue until next day. 4. Negotiate a reasonable due date with students. 	<p>5 min. 5 min.</p> <p>5 min. Remainder of period 6, and period 7</p>
Expectations:	
<p>OVERALL: SSV.03, GIV.01-03, SSS.06 SPECIFIC: GI1.01-03, GI2.02, GI2.02, GI2.07, GI2.09, GI2.10, GI3.01-03</p>	
Literacy-Numeracy Skills:	
Accommodations/Modifications:	
<p>Ensure that you make the necessary changes based on IEPs and student needs.</p>	

Attachments

- Appendix A – The Role of the Individual in a Global Context
- Appendix B – How to Write a Response
- Appendix C – F – Quotations
- Appendix G – Tsunami Map
- Appendix H + I – Flow Charts
- Appendix J, K – Dotmocracy Voting Platforms
- Appendix L – From Challenge To Change
- Appendix M - Change the World Challenge – Short Option
- Appendix N - Change the World Challenge – Culminating Option
- Appendix O – From Challenge to Change Action Plan
- Appendix P – Exemplar Action Plan
- Appendix Q – Fundraising Thermometer
- Appendix R – The Role of the Individual in a Global Context
- Appendix S - The Role of the Individual in a Global Context Biography Worksheet
- Appendix T – Exemplar - The Role of the Individual in a Global Context



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Appendix U - The Role of the Individual in a Global Context Coffeehouse Worksheet

Appendix V – ICE Rubric

Appendix W – Mixed Media Assignment

Other Possible Course Applications

Grade 9 Geography of Canada –Unit could be modified to coordinate with the Canada and the World units, depending on the school focus.

Grade 10 Civics – Informed, Purposeful and Active Citizenship are the three main strands of the Civics course. This unit would meet those strands; however, a longer time frame would be needed for students to complete the unit.