

Description

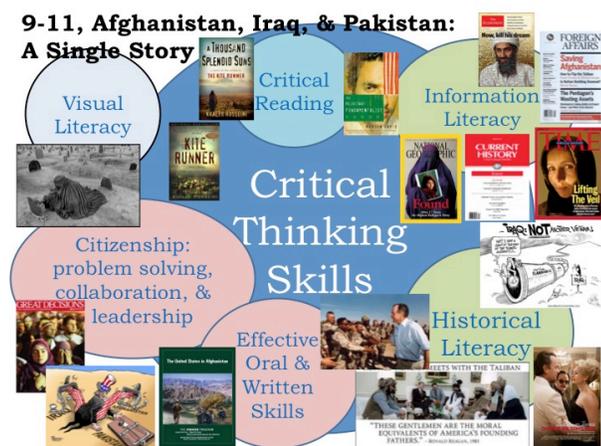
This course, focused on the global community since the end of the Cold War, is organized, in part, around the photojournalism of James Nachtwey, the preeminent war photographer of our time (<http://www.jamesnachtwey.com/>). The photographs he has taken throughout his career of the last 40 years have had immediate and lasting impact. His cover story in *The New York Times Magazine* focused attention on the humanitarian crisis in Somalia that had been largely ignored by mainstream media. His photographs of the horrors in Rwanda helped put a human face on a tragedy so many were unwilling to call genocide. Through the use of some of his photographs as well as contemporary resources such as those offered by the CHOICES curriculum developed at Brown University, this course will be a powerful way for students to tackle the issues that confront us as a global community. There can be nothing more important to the education of future global citizens than instilling the willingness to see others as they see themselves by provoking inquiry, engendering compassion, and inspiring change. The units provided in this curriculum will be organized around four basic themes:

- New World [dis]Order of the 1990s: Nationalism, War, & Genocide
- America After 9-11: The Single Story of Afghanistan, Pakistan, & Iraq
- Frustration & Hope of “The Arab Spring”
- Globalization: The Crisis of Consumption

The content of contemporary history is one of the three critical elements of the course. The two others critical components are the development of 21st century skill development and the disposition to be informed, interested, caring global citizens. Some of the essential directives that drive this course are:

- to make constant connections among disciplines.
- to teach contemporary history, the umbrella discipline and as a narrative.
- to assume students want to be knowledgeable about the world.
- to set high expectations and help students achieve them.

Given the provocative subject matter of the course, compelling questions will be raised that will require research and analysis, fostering a multitude of information literacy and critical thinking skills. The multiple perspectives inherent in discussion of these topics will sharpen presentation, discussion, and leadership skills. Therefore, everything connected to this course, such as the reading materials, activities, assignments, and assessments, will all reflect the Common Core Standards, particularly those for History/Social Studies, Informational Text reading Writing and Speaking and Listening.



The approach will be interdisciplinary. In the unit “America After 9-11” for example, when students study the historic roots and the current challenges of the situation in Afghanistan, they will read one of Khaled Hosseini’s books such as *Kite Runner* or *A Thousand Splendid Suns*; discuss possible exit strategies and their geopolitical ramifications using the CHOICES curriculum, *The US in Afghanistan*, and debate our exits from Iraq and Afghanistan using the *Great Decisions* materials produced by the Foreign Policy Association.

Most of the units will begin with one of James Nachtwey’s images. The photographs used to begin the discussion would lead to inquiry and the development of curriculum around specific issues. The “What do you see?” questions that begin an exploration of each photograph would naturally evolve into: “Why am I seeing this?,” “How did this happen?,” and, hopefully, “How can this be prevented?” Thus, images would be the starting point for an inquiry-based curriculum.

Rationale

Now more than ever, teachers need to provide context and understanding of the world in which we live so that future citizens will be able to grapple with the complexity of the issues which face us. Having taught in four schools in four states over the past 30 years, I have found it increasingly problematic that most high school programs of study spend so little time on the current global situation. American history courses seem to struggle to get past Vietnam; world history courses seem lucky to get to the Cold War. Yet, how can we expect our future citizens to make intelligent voting decisions, let alone survive in a world that is now so interconnected, when they have virtually no understanding of contemporary global events? Including current events when there is time does not sufficiently allow for teaching the complexity of the challenges that face us now. Not only do we need to teach more about the global community in which we live, but we have to teach about it in a way that will foster 21st century skills and a disposition to care about being active global citizens.

Course Overview by Units

Unit Themes	Length
New World [dis]Order of the 1990s: Nationalism, War, & Genocide	45 days
America After 9-11: The Single Story of Afghanistan, Pakistan, & Iraq	45 days
Frustration & Hope of “The Arab Spring”	45 days
Globalization: Environmental, Economic, & Geopolitical Challenges	45 days

Relevant Common Core State Standards – Reading [RH, RI, & RL]

Key Ideas and Details
 CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
 CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
 CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
 CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text,

Relevant Common Core State Standards – Language, Writing, Speaking & Listening

Text Types and Purposes
 CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 Production and Distribution of Writing
 CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)
 CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Craft and Structure

CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Conventions of Standard English

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any

<p>evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>"Implementing the Common Core State Standards." <i>Common Core State Standards Initiative</i>. N.p., 2012. Web. 02 Aug. 2013. <http://www.corestandards.org/>.</p>	<p>discrepancies among the data.</p> <p>CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Presentation of Knowledge and Ideas</p> <p>CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
---	---

21st Century Skills	Relevant NH GSEs
<p>Critical thinking and problem solving Experiment with new and familiar concepts while processing information until a viable solution is reached.</p> <p>Information Literacy Appropriate applied research to any given challenge. The ability to find useful and reliable information. Assess the credibility, accuracy and value of information, analyze and evaluate information, make reasoned decisions and take purposeful action. Make judgments about the barrage of information on the Web, in the media, and everywhere else. Solve complex, multidisciplinary, open-ended problems that don't come in a multiple-choice format and typically don't have a single right answer.</p> <p>Communication Read, write, present, and comprehend ideas using a variety of mediums and audiences.</p> <p>Collaboration Work together to share, advocate, and compromise on issues critical to team success.</p> <p>Creativity and Innovation Explore and imagine, refining and improving original ideas. Think unconventionally, questioning the herd and imagining new scenarios and make innovative use of knowledge, information and opportunities.</p> <p>Citizenship</p>	<p>SS:CV:12:1.3: Evaluate how the purposes of government have been interpreted</p> <p>SS:CV:12:3.1: Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues</p> <p>SS:CV:12:3.2: Discuss the relationship between domestic and foreign policy</p> <p>SS:CV:12:3.3: Discuss the impact of United States' contributions to the ideals of democracy and representative government on world affairs</p> <p>SS:EC:12:5.3: Examine how various national economic policies have led to changes in the international economy</p> <p>SS:GE:12:2.2: Investigate how relationships between humans and the physical environment lead to the formation of 'place'</p> <p>SS:GE:12:2.4: Utilize regions to analyze geographic issues</p> <p>SS:GE:12:2.5: Recognize that places and regions serve as symbols for individuals and societies</p> <p>SS:GE:12:4.2: Distinguish how culture traits shape the character of a region</p> <p>SS:GE:12:4.3: Recognize the increasing economic interdependence of the world's countries</p> <p>SS:GE:12:4.5: Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales</p> <p>SS:GE:12:4.6: Identify economic activities in more developed or less developed countries and their evolution</p>

<p>Demonstrate proper technology use, global awareness, and moral capacity in and outside of the classroom.</p> <p>"The Partnership for 21st Century Skills." <i>The Partnership for 21st Century Skills</i>. N.p., n.d. Web. 03 Sept. 2013. <http://www.p21.org/>.</p> <p>"What We Need to Do Now." <i>21st Century Skills, Education & Competitiveness: A Resource and Policy Guide</i>. Tucson, AZ: Partnership for 21st Century Skills, 2008. Partnership for 21st Century Skills. Web. 3 Sept. 2013. http://www.p21.org/storage/documents/21st_century_skills_education_and_competitiveness_guide.pdf</p>	<p>SS:GE:12:5.6: Evaluate the management and use of renewable, non-renewable, flow and potential resources</p> <p>SS:HI:12:2.5: Investigate United States involvement in and/or conflict with regional and international organizations</p> <p>SS:HI:12:4.4: Examine how economic interactions have occurred on an increasingly global scale</p> <p>SS:WH:12:1.2: Evaluate the strengths and weaknesses of international and regional political organizations</p> <p>SS:WH:12:2.4: Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts</p> <p>SS:WH:12:3.1: Describe how people's differences in religion have often led to conflict in regions of the world</p> <p>SS:WH:12:3.4: Consider how art, music, and literature often reflect or influence major ideas, values and conflicts of particular time periods</p> <p>SS:WH:12:4.5: Consider the relationship between weapons development and political or economic power</p>
---	--

Unit I	The New World [dis]Order of the 1990s: Nationalism, War, & Genocide
--------	---

<p>Essential Questions</p> <p>How does the global paradigm shift at the end of the Cold War?</p> <p>What are the prospects for hope in the "New World Order" imagined by President Bush?</p> <p>Why did the issue of Human Rights take prominence in this "New World Order"?</p> <p>How did the "New World Order" manifest itself in the Republic of South Africa?</p> <p>How did the US take the lead in securing the "New World Order"?</p> <p>How did Operation "Restore Hope" in Somalia turn into a debacle?</p> <p>Why did Yugoslavia fracture into hyper-national ethnic conflict? What are the roots of this conflict?</p> <p>What is the ethnic & religious make-up of this WWI creation?</p> <p>How is Sarajevo a metaphor for the larger conflict?</p> <p>What happened to Srebrenica and other "safe havens"?</p> <p>Why did Susan Sontag stage <i>Waiting for Godot</i> in the midst of the war?</p> <p>Why do the existential dimensions of <i>Waiting for Godot</i> resonate in this conflict?</p> <p>How effective were the Dayton Accords?</p> <p>What happened in Kosovo? What was the international reaction this time?</p> <p>How was Milosevic brought to justice?</p> <p>Is there any significant difference between the "ethnic cleansing" of Bosnia and the genocide of Rwanda?</p> <p>How do those who have lived side by side for years commit genocide? What are the roots of this conflict?</p> <p>Why was the international community paralyzed?</p> <p>What happened when Tutsi forces reentered Rwanda? How did the refugee crisis exacerbate the horror of this conflict?</p> <p>How does a society come back from genocidal hatred? What does reconciliation and reconstruction look like?</p> <p>How do countries dissolve into such political and violent chaos that children become the instruments of war? What are the roots of this conflict? How extreme did the violence become?</p> <p>How did the US respond to the crisis in Sierra Leone & the involvement of Liberia?</p> <p>How and when is it appropriate to intervene in the affairs of sovereign nations? How should the legitimacy of intervention be determined?</p>

Formative Assessments	Summative Assessments
Pretest of global geography “The Precarious Triumph of Human Rights,” <i>The New York Times Magazine</i> with Reading Guide “The Attack on Human Rights, <i>Foreign Affairs</i> ” with Reading Guide Reading Guide Questions for <i>Love Thy Neighbor</i> Existentialism Assignment & Note Sheet “The Defendant.” <i>The New Yorker</i> w/ reading guide “Bystanders to Genocide,” <i>Atlantic Monthly</i> with Reading Guide <i>Hotel Rwanda</i> with Viewing Guide & Discussion Questions/Prompts “Moving” Discussion on Justice “Where Angels Fear To Tread.” <i>New Republic</i> w/Précis self evaluation Two Ends of the Spectrum of World View: Kaplan & Friedman w/Response Questions	RQ “From the Heart of the Heart . . .” Group Lecture/Discussion Primary & Secondary Source Assignment RQ: <i>Love Thy Neighbor</i> through page 116 <i>Waiting for Godot</i> essay Prompt relating to “The Banality of Ethnic War” Information Literacy exercise tied to themes in novel Reading Quiz on 1st ½ of <i>A Long Way Gone</i> Reading Quiz on 2 nd ½ of <i>A Long Way Gone</i> Information Literacy exercise “A Region in Flames,” <i>The Economist</i> w/Précis teacher evaluation CHOICES ROLE PLAY DISCUSSION using a modification of role play discussions in Human Rights, The Role of the UN, & US Policy in a Changing World

Instructional Plan & Resources
See Unit Day by Day Plan & Resources at www.teachingforglobalcitizenship.org

Unit II	America After 9-11: The Single Story of Afghanistan, Pakistan, & Iraq
----------------	--

Essential Questions
Why were we attacked on 9-11? How did we respond? Why Afghanistan? How were Afghans affected by decades of war preceding our attack? How did the US war on Afghanistan proceed? [events, strategy, alliances] How did it end? How did the US war on Iraq proceed? [events, strategy, alliances] How did it end? Why was it necessary to revitalize the war in Afghanistan? What happened while we focused on Iraq? How does Hosseini’s use of contemporary events complement the narrative woven through <i>The Kite Runner</i> and <i>A Thousand Splendid Suns</i> ? How do the themes of shelter, courage, and shame develop throughout both Hosseini’s novels, <i>The Kite Runner</i> and <i>A Thousand Splendid Suns</i> ? What is the situation now in Afghanistan & Iraq? How do US relations with Pakistan complicate any resolution to tensions? Should negotiations with the Taliban be a legitimate part of the process? What is the situation now in Pakistan? How important was the alliance with Pakistan to the effort? How are predator drones used? Are they effective? What have been the costs of the two wars since 9-11?

Formative Assessments	Summative Assessments
Discussion Responses Answers on Study Guide questions Pop Reading Quizzes Preparation for Book Group Discussions Précis self evaluation for Lelyveld article Critical Reading Discussion: Thesis Development and Detecting Bias Lesson on deconstructing opposing arguments Theme exercise on shelter, courage, & shame Reading Guides for “The Odds In Afghanistan” Critical reading exercise on “The Predator War”	3 Hosseini Reading Response Tests Parts I, II, & III Essay Test for Hamid’s <i>The Reluctant Fundamentalist</i> Précis: “The Future of Political Islam” Library Research exercise to annotate time line of wars in Afghanistan & Iraq Quiz: Exit Strategies Quest essay Graded Discussion <i>The United States in Afghanistan</i> Part III: Options for US Policy Research essay on Option 5 DEBATE on Drones

Instructional Plan & Resources

See Unit Day by Day Plan and Resources at www.teachingforglobalcitizenship.org

Unit III Frustration & Hope of “The Arab Spring”**Essential Questions**

How did imperialist designs of Western powers impact the “construction” of the modern Middle East?
 How did Britain’s attempt to resolve competing aims of Zionist refugees and Palestinians lay the groundwork for continuing conflict? How do we adjudicate competing claims in what was Palestine?
 How did the region of the Middle East figure into the Cold War competition between the US & the USSR?
 What role did the developing oil industry play in the shaping of the modern Middle East?
 How were newly created modern Middle Eastern nations constructed politically, economically, socially?
 How did Obama’s speech in Cairo to set up new approach – different from GW Bush and the prior administration?
 How has Israel “occupied” territory; how has that affected the region?
 How did Palestinian leadership evolve, from the PLO to the PA?
 What have attempts at peace negotiations looked like? Why haven’t they worked?
 How has the conflict solidified over the past 60 years as evidenced in *Martyrs’ Crossing*?
 Is the two state solution dead?
 How has the Security Wall/Fence affected the current relationship between Israelis & Palestinians?
 Why are the prospects of Israeli/PLO Peace becoming increasingly elusive? Can the US still play a role in fostering Israeli/Palestinian peace?
 What are the origins of the Arab Uprisings
 How does Egypt provide a model for both hope & frustration?
 How has the political climate changed since the election of Morsi?
 How challenging is it to live in an autocracy such as Libya? How does the stifling repression of freedom help underscore the violence of the protest and its repression? Are there parallels for the situation in Syria?
 Why are the movements in these countries “revolutionary?”
 How will the Arab Spring play out? How will the conflict in Syria be resolved?
 How should the global community respond?
 How difficult was the tyranny under Qaddafi? Why did the uprising take such a violent turn? How can *In the Country of Men* provide insight into the human struggle against repression?
 Can trust be rebuilt with Iran that will lead to successful negotiations regarding their nuclear program?
 How should US foreign policy approach the changing dynamic in the Middle East?
 How does our alliance with Israel complicate the thawing of relations with Iran?

Formative Assessments

“What do you see exercise?”
 Geography Pretest
 DEBATE: Viability of Two-State Solution
 DISCUSSION: *Lemon Tree & Budrus*
 DISCUSSION: *Martyrs’ Crossing* DISCUSSION for *In the Country of Men* Discussion: Resolution of the Syrian Civil War
 Discussion: Efficacy of Diplomacy w/Iran
 Reading Guide for "[Demystifying The Arab Spring](#)"
 Close Reading Exercise for *In the Country of Men*
 Reading Guide for "[The Mirage The Arab Spring](#)"
 Discussion prompt:How will the conflict in Syria be resolved?
 Debrief Options Discussion

Summative Assessments

Quiz on *The Middle East in Transition: Questions for US Policy* Part I
 Symposium on Failed Peace Initiatives Reading
 Response Test #1: *Martyrs’ Crossing*
 Reading Response Test #2: *Martyrs’ Crossing*
 Essay: Ari Doron’s Quest
 Essay response: who is/are the martyr(s)?
 Test: Viability of Peace and the Two-State Solution
 Researched Powerpoint Presentation
 Arab Spring Test
 Precis: "[Islamism Or Secularism: Should That Be The Question?](#)"
 Reading Response Test for *In the Country of Men*
 Options for US Policy Graded Discussion
 OPTION 5 Essay

Instructional Plan & Resources

See Unit Day by Day Plan and Resources at www.teachingforglobalcitizenship.org

Unit IV**Globalization: Environmental, Economic, & Geopolitical Challenges****Essential Questions**

How do population growth and climate changes interact?
 Is a democratic liberalism the only approach to tackling global challenges?
 Why does Friedman argue that the world is “hot, flat, & crowded”?
 How critical has the climate crisis become?
 How does income inequality affect the global economy?
 What is the impact of fossil fuel use?
 How extensive are America’s geopolitical interests?
 How complex are the geopolitical interests of Turkey, Saudi Arabia, and Iran?
 How can we all invest in making the world a better place?

Formative Assessments

TED Talk Note Taking & Evaluation form
 Reader’s Guide for Friedman’s *Hot, Flat, and Crowded*
 Outline Assignment

Summative Assessments

Energy Forum
 Response: Why does the World Need America?
 Research & Write Forum Précis
 Research Paper
 TED Talk

Instructional Plan & Resources

See Unit Day by Day Plan and Resources at www.teachingforglobalcitizenship.org