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1 Envisioning Our Future

Through brainstorm, dialogue, and writing activities, students reflect on issues affecting the world today and what can be done to create a sustainable future. After learning vocabulary relevant to sustainability, students read about three young people who are working to improve their lives and communities. Students work to identify the main idea of the reading passage and answer a variety of comprehension questions. After the reading activity they will write a poem about their vision of the world. The chapter culminates with a kinesthetic activity that illustrates how global issues are connected.

Possible Scope and Sequence

(based on one-hour class periods)

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Activating Knowledge Writing Warm-up Expanding Vocabulary	Using Words in Context: <i>Completing a Paragraph</i> Breaking Down the Meaning	Dialogue: <i>What in the World?</i> Reading Skill Focus: <i>Main Idea</i> Pre-reading: <i>Anticipation Guide</i>	Chapter Reading: <i>Been Around the World</i> Reading Skill Follow-up: <i>Main Idea</i>	Comprehension Questions	Writing about Sustainability: <i>Poetry</i>	Culminating Activity: <i>Making Global Connections</i>

Time

Approximately seven one-hour class periods

Essential Questions

- What are the biggest issues affecting the world today?
- How do society, economy, and the environment relate to global sustainability?
- How can young people work toward creating a sustainable world?

Integrated Subject Areas

- Social Studies
- English Language Arts
- Science

Content Objectives

Students will:

- Identify different issues affecting the world today
- Identify different ways young people can help to create a sustainable world
- Explain interconnections among global issues

Language Objectives

Students will:

- Analyze photographs depicting various global issues
- Write an opinion about the biggest issues affecting the world today
- Define and use new vocabulary words
- Discuss global issues with a classmate
- Read about sustainable solutions to global problems

- Identify the main idea of a reading
- Write, evaluate, and edit poems

Key Concepts

- Global issues
- Interconnections

Vocabulary

- Sustainability
- Economy
- Environment
- Society

Standards Addressed

- TESOL standards
- NCTE standards
- NCSS standards
- NSES standards

* Please see Appendix A for a list of national standards addressed.

Assessment Option

Use the Chapter 1 assessments of student knowledge and outlook/personal beliefs as pretests for the chapter. Follow up with the same assessments at the end of the chapter to assess changes in knowledge and outlook/personal beliefs.

1

Envisioning Our Future

Instructions

1. Read the introduction with students.
2. Have students team up with a partner to discuss their answer to the question: *“Do you ever think about how you want the world to be in the future?”*
3. Ask if they think the future should look different than the present.
4. Have the pair share their answers with the class.
5. Explain to students that in Chapter 1 they are going to talk about problems they see in the world as well as possible solutions to these problems.

Did you ever think about how you want the world to be in the future? Do you wonder what you can do to help create a better world?

This chapter will introduce you to thinking about the future and help to prepare you to create the kind of world you want. First, you will **speak** to your classmates about problems you see in the world and possible solutions to these problems. You will **listen to** and then practice a dialogue between two students who realize that global issues are connected to their own lives. Then, you will **read** about three young people and the choices they are making in their lives to prepare for the future. Finally, you will **write** a poem about what you want the world to be like.



Students in China started a recycling program at their school.



In this activity, you will brainstorm ideas about global issues. When you **brainstorm**, you come up with as many possible answers to a question or idea as you can. The word “brainstorm” is a compound word: BRAIN + STORM = brainstorm.

Example: Look at the photo below. What do you think is happening in this photo?



Phrases you can use to talk with your partner:

- In this photograph, I see...
people outside. The people look like they do not live in the United States. There are several plastic containers around them. Some people have cups in their hands. The young child in the center of the photo looks sad. Some of the women have cloth wrapped around them like a skirt.
- A problem the people in this photograph might have is...
they may have to share food and water. They may be poor.
- I wonder why...
the young child in the middle of the photo looks so sad. I wonder where these people are from. I also wonder if they have their own homes or if they have to live together.

Instructions

1. Have students examine the photo.
2. Ask students what they notice about the photo. What words or feelings come to mind?
3. Read aloud the answers given in the example.



Dialogue: What in the World?

Directions: Read the following sample dialogue with a partner to learn about Talib and Reena's thoughts about global issues. As you read, write down every word you think is a global issue—that is, an issue that affects many people all over the world.

Talib: Hi, Reena!

Reena: Hi, Talib! Can you believe what we learned in class today?

Talib: I know, I never realized there were so many problems in the world.

Reena: Seriously! I also never realized that people from different places around the world can have really similar stories about their lives.

Talib: What do you mean?

Reena: My family had to leave my country when I was three years old because there was a war. My dad didn't want us to be around conflict and violence, so he thought we should move. When Mr. Thomas was talking to us in class, I realized that many people have had to leave their countries in search of more peaceful places, just like my family did.

Talib: Wow, you make a really good point. It seems like people share more experiences than they might think.

Reena: How about you, Talib? What did you think about class today?

Talib: I was really surprised to hear what Mr. Thomas said about education.

Reena: What surprised you?

Talib: I didn't realize that over 75 million children around the world do not go to school.¹ It seems like every child around the world should be able to learn. It's difficult to think about so many children growing up without an education.

Reena: You're right; it is hard to think about.

Talib: Did you find anything else in class interesting?

Reena: Yes, I was surprised to find out that air pollution from cars and trucks can lead to health problems like asthma. I had not really thought about the causes of asthma and other health problems before.

Talib: I'm really glad we're learning about these different world issues.

Reena: Me too. After learning more about pollution, education, and conflict, I feel like I know more about the world.

Dialogue

Instructions

1. Have students listen as you read the dialogue aloud so they can hear proper pronunciation.
2. Ask students if they are unfamiliar with any words, and assist them in understanding the words if they are unclear.
3. Have students pair up with a partner to read the dialogue. Have pairs read the dialogue twice, switching roles the second time.
4. Ask students to share any words they think are connected to global issues. What global issues are found within the dialogue? Encourage students to connect these global issues with society, environment, or economy.



Been Around the World

Maninho lives in South Africa, Raul lives in Peru, and Maria lives in the United States. Can three people from different parts of the world have anything in common?

Maninho

Maninho lives in the city of Cape Town in South Africa. He likes listening to hip-hop music. When he was just nine years old, he left his home country of Mozambique, which **borders** South Africa, because of family troubles. For five years, he has lived at Beth Uriel (which means “House of Light” in the Hebrew language), a shelter for young men aged sixteen to twenty-four. At Beth Uriel, young men live safely in a home where they also go to school, work, and participate in youth programs that help them reach personal goals. Maninho is in the tenth grade and loves learning English, Xhosa (a tribal language of South Africa), and math. He

loves learning because it gives him the chance to talk with other people and share new ideas. He has not seen his real family since 2004; the young people he lives with now are part of his new family.

One challenge or difficulty he sees in his community is the way people treat each other. According to Maninho, “Sometimes you can interact or talk with someone one day and the next day they turn on you.” Rather than getting upset, Maninho created a music group called *Young Soldiers* that focuses on **unity**. He refers to unity as the Uhuru Spirit, which means “one.” The lyrics, or words, to the group’s hip-hop music are positive and encourage people to work together and get along. Instead of creating wars, the Young Soldiers create music.

borders (v) – located next to another region or country (e.g., the United States borders Mexico)
unity (n) – the state of being together or in harmony



Maninho and Masakane, the Young Soldiers, use hip hop to create positive messages for youth.

Instructions

- Give students a few minutes to preview the reading, noting photos, titles, and subheadings.
- Ask the students the following questions:
 - What do you think this reading will be about?
 - What is this article not going to be about?
 - Which words are bold-faced or in italics? Why do you think these words are emphasized?
 - What do you notice about the photos and illustrations in this reading?
- Tell students that they will be searching for the main idea and supporting details as they read this selection.
 - Differentiated Instruction:** Provide sticky notes to students so they can flag possible supporting details.
 - Differentiated Instruction:** To see where there are gaps in comprehension for beginner students, photocopy the reading and have students use the *insert method*. They can insert the following codes when reading: a check mark (✓) for facts or concepts they already know, a question mark (?) for facts or concepts they find confusing, an exclamation mark (!) for anything unusual or surprising, and a plus sign (+) for a fact or concept that is new to them.¹ ►



Directions: Before you write your own bio-poem, you will evaluate two others. When you evaluate writing, look carefully to see what the writer did well and how the writer could improve. Grade the poems on a scale of 1 through 3 (1 needs a lot of work, 2 is pretty good, and 3 looks great). Use the following questions to help you grade:

- Does the poet use the correct bio-poem structure?
- Does the poet use vocabulary words from this chapter?
- Does the poet use complete thoughts throughout the poem?

Poem 1

Miguel Jordan
 Hilarious, athletic, wise
 Who loves any music that makes me dance
 Who thinks my family deserves to live in a peaceful neighborhood where playgrounds replace broken glass
 Who feels the environment should be full of lush forests and blue oceans, not polluted air
 Who wants society to accept all different types of people
 Who wishes school could teach me to speak three languages and fly airplanes
 Who believes money should create jobs for all people so no one struggles
 Who dreams the future will be full of poets, athletes, doctors, and lawyers
 Miguel Jordan

What grade would you give this poem? Why?

Poem 2

Julie Li
 Smart
 Who feels the environment should not be destroyed
 Who dreams the future will be a place of many opportunities
 Who loves traveling but has only been to China and America
 Who has two great parents
 That's me

What grade would you give this poem? Why?

Instructions

1. Explain that before they write their own poem, they are going to analyze two other poems and grade them based on a few guidelines.
 - **Differentiated Instruction:** To guide them through this process, complete one example with them.

Global Issues Cards 1, front

Education



Conflict



Population Growth



Environment



Health



Food



Discrimination



Economy



Global Issues Cards 1, back

Conflict

fighting
war
disagreement
struggle

Education

school
teacher
learning
students

Environment

air
location
land
surroundings

Population Growth

more people
decreased space
many births
crowded

Food

vegetables
meat
fruit
bread

Health

medicine
well-being
feeling good
no illness

Economy

jobs
money
banks
finances

Discrimination

unfair
prejudice
racism
inequality