

Global Connections: Frameworks for Classroom Implementation



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Table of Contents

Introduction	3
NCSS Standards	3
I. Fast Facts	6
Fast Facts as Material for Fact-Checking	6
Sample Activity: <i>Evaluating Internet Resources by Richard Katz</i>	6
Fast Facts as Discussion Starters	8
Sample Activity: <i>Oil Cleanup in the Louisiana Marshlands by Janet Collier</i>	8
Fast Facts as a Quiz	9
Sample Activity: <i>Quiz on Technology Use Worldwide by Janet Collier</i>	9
II. Quiz of the Week	11
Sample Activity: <i>Quiz Graphing and Analysis by Marian Pontz</i>	11
III. Q & A Articles:	12
Person of the Week	12
Sample Activity: <i>Interview Analysis and Synthesis by Mahtab Mahmoodzadeh-Thomas</i>	12
Country of the Week	13
Sample Activity: <i>Small Capital, Small Country: San Salvador, El Salvador by Joanne Dufour</i> ...	14
Person, Country, or Issue of the Week	16
Sample Activity: <i>Delving into India and Islam by Marian Pontz</i>	16
IV. Essay of the Week	17
Sample Activity: <i>Bringing the Author to the Classroom Virtually by Marian Pontz</i>	17
V. Appendix	18

Introduction

This framework document has been created by a select group of the participants in the 2009-2010 Global Connections program, a partnership between online magazine The Globalist (www.theglobalist.com) and the National Peace Corps Association's Global TeachNet program (www.peacecorpsconnect.org/global-teachnet). Established in 1996, Global TeachNet is a professional development network of more than 5,000 K-12 educators throughout the United States. Through a listserv, newsletter, website, and other mechanisms, Global TeachNet equips teachers with the resources they need to improve students' knowledge of, understanding of, and respect for the peoples, cultures, and nations of the world and their interdependence.

The purpose of the Global Connections program is to improve the "global literacy" of U.S. high school students and prepare them for the global services economy of the 21st century. This document was created with the following objectives in mind:

- To provide methods for effectively infusing Global Connections materials into the classroom
- To demonstrate how Global Connections materials can be used to improve students' global and cross-cultural competencies
- To illustrate how Global Connections addresses specific national educational standards, i.e. those of the National Council for the Social Studies

Each framework is designed for a broad range of implementation due to the diversity of subject matter of Global Connections articles. The sample activities are just a few examples how one can interpret these frameworks. The supplemental resources found at the end of a section are links to additional materials that are suggested for use in the frameworks of that section. **Note:** all the links included in this document were current as of May 2010. If you find a link that is no longer in service, please email teachnet@peacecorpsconnect.org. We hope that the combination of these three components will serve to expand and enhance the use of Global Connections by educators nationwide.

NCSS Standards

The following NCSS high school standards can be met by using The Globalist materials and these suggested activities in the classroom. Many of the other standards, which are more content specific, can be met through individual articles and features on the site, depending on the topic being addressed.

I. Culture

a. Analyze and explain the ways groups, societies, and cultures address human needs and concerns

- b. Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference
- f. Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding
- g. Construct reasoned judgments about specific cultural responses to persistent human issues

II. Time, Continuity, and Change

- e. Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment
- f. Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues

V. Individuals, Groups, and Institutions

- b. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings
- f. Evaluate the role of institutions in furthering both continuity and change

VI. Power, Authority, and Governance

- a. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare
- b. Explain the purpose of government and analyze how its powers are acquired, used, and justified
- c. Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society
- d. Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity
- e. Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings
- f. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations
- i. Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad

VII. Production, Distribution, and Consumption

- f. Compare how values and beliefs influence economic decisions in different societies
- h. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues
- i. Distinguish between the domestic and global economic systems, and explain how the two interact

VIII. Science, Technology, and Society

- a. Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings
- b. Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions
- c. Analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change
- d. Evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies
- f. Formulate strategies and develop policies for influencing public discussions associated with technology-society issues

IX. Global Connections

- b. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations
- c. Analyze and evaluate the effects of changing technologies on the global community
- d. Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality
- e. Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns
- f. Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights
- g. Describe and evaluate the role of international and multinational organizations in the global arena
- h. Illustrate how individual behaviors and decisions connect with global systems

X. Civic Ideals and Practices

- c. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues – identifying, describing, and evaluating multiple points of view
- f. Analyze a variety of public policies and issues from the perspective of formal and informal political actors

Global Connections Fast Facts

1. Fast Facts as Material for Fact-Checking

In order to promote internet literacy and develop their research and fact-checking skills, have the students do one or more of the following:

- Check the week's facts by researching internet sources other than the one given. Raise the questions of what makes a reputable source, how does one determine the validity of any given fact, and why two sources may have conflicting information.
- Use the facts as topics for students to research further. For example, ask "why?" about a particular fact. Divide them into groups, then have each group share and compare their findings.
- Have the students compare the facts regarding other countries with the United States. This can also be used to stimulate discussion on other differences between that country and the US.

Sample Activity: Evaluating Internet Resources by Richard Katz

The following information from Teacher Tap (Source: <http://eduscapes.com/tap/topic32.htm>) provides a good explanation for evaluating internet resources. Use these guidelines to brief students. Then have them select a Fast Fact to check, and then fill out the *Template for evaluating internet resources* (See Appendix) to assess the sources they used to check that fact.

Finding Website Evaluation Information (from Teacher Tap)

As you explore information on the web, keep in mind that there are many different types of information from research data to opinions. Start with an overview of the contents of the page. Can you determine the purpose and audience of the page? Does the page focus on information, news, advocacy, sales, or a mixture?

Search for Clues. Start by examining the page itself. Look at the web address (URL). What kind of domain (.edu, .gov, .org, .net, .com) is it? This doesn't always help, but it may provide an indication of the sponsor. Is it a government site, school resource, museum, commercial or private web project? Try to determine who published the page. Is it an individual or an agency? Can you find a name attached to the page? Look at the core page for the entire website (everything between the http:// and the first /) and see who sponsored the site and how information was selected. You might also try truncating the website address to see each level between slashes.

Sometimes you can answer these questions by reading the creation information at the bottom of the main page. Look for a name, organization, or email address. If you can't find the answer there, see if you can locate a page that tells "about the website." Sometimes there's a "contact us" page. The author of the page and the webmaster may or may not be the same person.

For information about the content of the page, look for a link to an author biography, philosophy, or background information.

Another hint about the quality of the website is the copyright date. When was the page originally posted? When was the last time the page was updated? This information is generally at the bottom of each page or at least the first page of the website.

Look for sponsors. Does the site use banner sponsors? What do they sell? Is a well-known organization a sponsor? Consider whether the site's sponsors could impact the perspective to the website. In most cases, a company wants the information at their site to reflect positively on them.

Ask Questions. If you still can't determine the quality of the information, consider emailing the webmaster and asking about the site's content. Students will be amazed at the range of answers that will be provided. Some webmasters post anything that's given to them, while others are experts in a content area field.

Track Backward and Forward. Another way to learn more about a website is to see "who links to them" and "who they link to." Use a search engine to search for the "URL" or author of the website in question. Does it appear on a "favorites" list? If so, whose list? Is this list credible? If the site has won an award, what are the criteria for the award and how is the award given? You can also track forward. In other words, look at the links that are used by the web developer of your site. Do they go to good or poor quality sites? Is this website cited in subject guides such as About.com or Librarian's Index?

Cross-Check Data. In addition to the act of evaluating a single page, students also need to learn to cross-check information. In other words, there should be three independent resources confirming each piece of questionable data. This cross-checking can be done different ways. For example, if students are creating a graphic organizer, they could star each item that has been doubled or triple checked. Consider using a variety of information formats including encyclopedia, magazine articles, videos, experts, and web pages.

Filtering Information

When filtering information, students need to understand the spectrum of options between fact and opinion. Issues of perspective, point of view, and bias must be discussed. One of the advantages of using the Internet with students is the availability of so many examples. Students can see misinformation and propaganda in action. Give students the opportunity to question their findings and discuss their concerns.

Supplemental Resources

<http://www.factcheck.org/> - Annenberg political fact check

<http://www.politifact.com> – New York Times rating of politicians' use of facts

<http://voices.washingtonpost.com/fact-checker> – Washington Post fact checker

<http://politicalticker.blogs.cnn.com/category/fact-check/> - CNN fact checker

http://www.associatedcontent.com/article/650889/fact_or_fiction_3_factchecking_websites.html?cat=4 - Article on *fact checking websites*
<http://www.state.gov/misc/list/index.htm> - *US Department of State country pages*
<http://factchecked.org/> - *lesson plans on fact checking from Annenberg School Classroom*
<http://www.refdesk.com/> - *fact checker for the Internet*

2. Fast Facts as Discussion Starters

If a Fast Fact relates to a particular lesson topic, use a picture related to the fact to stimulate conversation about that topic.

Sample Activity: Oil Cleanup in the Louisiana Marshlands by Janet Collier

Using a picture, or pictures, to stimulate discussion would work well with a Fast Fact such as the following:

Unlike most beaches, the marshlands of Louisiana and other U.S. states are nearly impossible to clean of oil. The toxins could remain for years.
Washington Post

First ask students to describe a marshland, what “most beaches” are like, and what other kinds of coastlines there are that could be affected by an oil spill. Show them the following three pictures to confirm their understanding:

1. The marshlands of Louisiana:

<http://microbiology.usgs.gov/images/Brackishwater612x400.jpg>

2. Beach on the coast of Alabama:

http://msnbcmedia4.msn.com/i/msnbc/Components/Photo_StoryLevel/080221/080221-alabama-hmed-11a.hmedium.jpg

3. Prince William Sound, Alaska:

http://www.alaska-in-pictures.com/data/media/19/aerial-scenery-prince-william-sound_10461.jpg

Next have students discuss how these three different physical environments pose different clean-up challenges and why the marshlands will be affected far longer than the other two.

If desired, you can then show them the following pictures:

1. The oil spill in the Gulf of Mexico:

<http://www.oilism.com/oil/wp-content/uploads/2007/12/GulfofMexicooilrigspill.jpg>

2. The oil spill from the Exxon Valdez in Prince William Sound, Alaska:

http://menlocampus.wr.usgs.gov/50years/accomplishments/images/PWS_tanker_oil_spill.jpg

3. Using hair mats to clean up an oil spill in California:

<http://envirothink.files.wordpress.com/2009/06/oil-hair-mats-help-clean-up-ocean-beach-ca1.jpeg>

Supplemental resources:

http://news.nationalgeographic.com/news/photo_in_the_news – daily news sources from National Geographic

<http://news.yahoo.com/photos/top-stories> – top stories from Yahoo News

<http://www.reuters.com/news/pictures> – pictures, news photos and slideshows from Reuters

<http://www.time.com/time/photoessays/> – photos and photo essays from Time

http://www.upi.com/News_Photos/ - photos from United Press International

<http://archives.un.org/unarms/en/photogallery.html> - United Nations photo archive

<http://lens.blogs.nytimes.com/2010/05/05/readers-15/> - photos, photographic essays and photographers

<http://www.msnbc.msn.com/id/3842331/> - photos from MSNBC sources

<http://www.jamesnachtwey.com/> - war photographer whose work includes pictures from Afghanistan, Rwanda, Bosnia, and 9/11

3. Fast Facts as a Quiz

Turn a set of Fast Facts into a short quiz that will stimulate conversation about a particular topic.

Sample Activity: Quiz on Technology Use Worldwide by Janet Collier

Take a selection of Fast Facts such as the following (from the week of 5/09/10), and turn them into a quiz such as the one below the facts.

Japan has the highest rate of blog readership in the world. (Information Technology and Innovation Foundation)

Since the end of 2000, the number of registered .com domain names has increased dramatically, with 668,000 new .com domains registered on average every month. (Information Technology and Innovation Foundation)

LinkedIn, a social networking site for professional contacts, now has over 65 million members. It took the company 16 months to reach its first million users. (The Economist)

Virtually all Japanese households and up to 60% of U.S. and European homes now own a flat-screen TV. (Financial Times)

Which country has the highest rate of blog readership in the world?

- A. United States
- B. Japan**
- C. China
- D. Iraq

On average, how many new .com domain names are registered every month?

- A. 668
- B. 6,680
- C. 66,800
- D. 668,000**

Which fast-growing social networking site is made for professional contacts?

- A. Facebook
- B. Bing
- C. LinkedIn**
- D. My Space

Which is a true sentence?

- A. Up to 60% of U.S., European, and Japanese homes now own a flat-screen TV.
- B. Up to 90% of U.S. and European and 60% of Japanese homes now own a flat-screen TV.
- C. Virtually all Japanese, European, and U.S. homes now own a flat screen TV.
- D. Virtually all Japanese and up to 60% of U.S. and European homes now own a flat screen TV.**

Use the quiz to stimulate discussion using questions such as the following:

- Why are people in some parts of the world more technologically advanced and electronically connected than those in other parts, and what effects might this have on both the digital-haves and the digital have-nots?
- Why might .com domain names be proliferating at such a fast rate? Is this a good thing or not?
- What are other uses, not currently addressed perhaps, to which targeted social networking sites could be put?
- Why are there so many blogs today? Are blogs important in your life? Why or why not?

Global Connections Quiz of the Week

Use the quiz question as a sponge activity to stimulate conversation about that topic. **Note:** If you are printing the quiz for the students, use the correct answer to print as it will contain the explanations for each of the answer choices.

Sample Activity: Quiz Graphing and Analysis by Marian Pontz

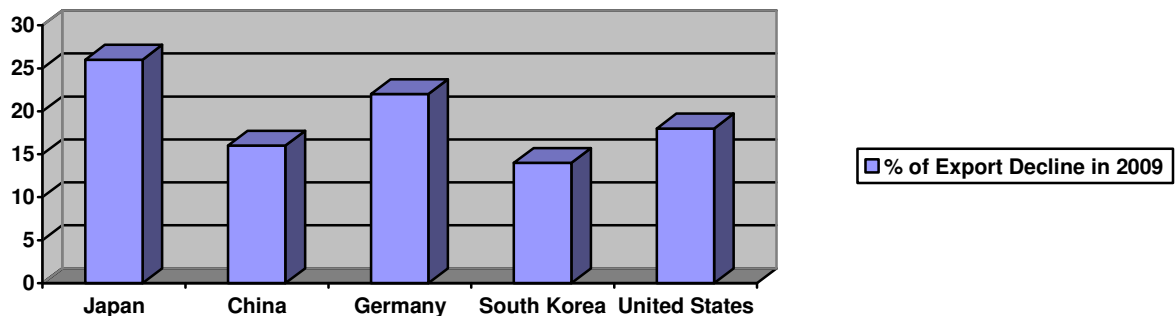
Quiz: Falling Exports – Among the world’s ten biggest exporters, which country experienced the smallest decline in exports last year?

- A. *United States*
- B. *China*
- C. *Germany*
- D. *South Korea*

The correct answer is D. In 2009, the value of South Korea’s exports fell by 14% - the smallest decline among the ten biggest exporters. In comparison, Japan’s exports decreased by 26%, Germany’s by 22%, the United States’ by 18% and China’s by 16%.

Show students just the question and then have them use a source such as CIA Factbook to research the answer. Alternatively, have kids guess their answers, with the winners then getting a reward of their choice of topics to research and other students have to choose from remaining topics.

Have students take all of the information and create a graph to show the details. Students could then ask additional questions about decrease in exports by referring to the graphs.



Supplemental Resources:

<http://www.peacecorpsconnect.org/global-stats-and-facts-educators> - lists websites containing global stats and facts (from NPCA’s Global Education Gateway)

Global Connections Q & A Articles: Person, Country, and Issue of the Week

1. Person of the Week

For a *Person of the Week* article that is derived from a single speech, use the following to help students develop their interview skills:

- Show students one or more of the articles and have them analyze the questions. Have them determine what trends exist in the questions and what other questions could be asked to supplement the information presented in the article/s.
- Have the article serve as a model for an assignment in which students take either the text of that speech or the text of a different speech and formulate questions and use quotes from the speech as answers.

Sample Activity: Interview Analysis and Synthesis by Mahtab Mahmoodzadeh-Thomas

Articles: Ten Questions for India's Nirupama Rao (week of 5/09/10) & Shai Agassi on the New Chinese Revolution (week of 5/02/10)

Comprehension and Categorizing of information:

Students would first be asked to read two Q&A articles for comprehension. Using a large sheet of paper, in groups of 2-3, students will jot down words that are relevant to each article and then circle correlations which they see. This exercise requires students to know the content of the articles, which is essential if they will be required to go to the original text/speech and formulate questions, using text from the speech to use as responses.

Next, they are to analyze the questions from the two articles and look for trends. Based on these trends, they will formulate 3-4 key points which they decide must be present in a speech in order for that speaker to convey his/her key idea. The questions as well as the responses help discern key elements that a speaker must communicate about an issue that is of importance. These key points will be elements that they will use to formulate their own speech based on global issue related to the themes they have been studying in these two articles.

Analysis of Data:

The format created for critical thinking from Teacher Tap (Source: <http://eduscapes.com/tap/topic32.htm>) can be applied to these readings, depending on the length of the unit. Students can use these elements to formulate a discussion on the information being presented in both the Q&A and original speech. In addition, students can analyze the audience for which the speaker presented. In the case of Nirupama Rao, she spoke at the International Institute for Strategic Studies. How does one's audience impact the angle with which a speaker may approach his/her topic? In the case of Shai Agassi, his speech is in We Magazine (<http://www.we-magazine.net/we-volume-03/on-a-mission-to-end-oil/>).

One interesting point of discussion for students would be to discuss their thoughts about an interview being created in print with excerpts from text, where the speaker in fact did not take part in the interview. Does it impact the credibility of the Q&A even though the information is being extracted from the primary resource? Can this process intentionally/unintentionally take out information possibly misrepresenting the points of the speaker?

Students will be asked to analyze, again in groups, one of these speeches and compare the full text to the Q and A and if the speaker's perspective is evident in the Q and A and if not, what is missing, and share it with their classmates.

Synthesis of information:

Students would work in groups to focus on one Q&A and speech.

*This involves using 3-4 key points from the trends they see in the Q&A assignments to articulate key elements that must be present in a speech. As an extension of this unit, they can be asked to apply these elements for a speech they will write for the final project related to the content from these speakers.

*Based on analysis of Q&A and larger document, they will be asked to synthesize what they consider as key components which were missing from one of the Q&A but which would help to create a more complete/accurate understanding of the perspective of the speaker.

*Once they have written their own speech, they will formulate questions from their speech using the text from their speech as answers. They will also write up an abstract or brief summary, imitating the format of the Q&A as they introduce the speaker and the issue.

Supplemental resources:

<http://sixminutes.dlugan.com/speech-evaluation-1-how-to-study-critique-speech/> - selections from *How to Study and Critique a Speech*

<http://sixminutes.dlugan.com/speech-evaluation-4-forms-tools-resources/> - evaluation forms, tools and resources for analyzing a speech

2. Country of the Week

For a *Country of the Week* article, use the following to help students develop their research and analytical skills:

- Have students take the questions and find the answers for a different country. Then compare and contrast with the information in the article.
- Use the following questions for a classroom discussion and/or assignment to help students look at the country from another angle:
 - What is this country proud of?
 - What positive things are going on and what is this country trying to highlight?
 - What is this country's perspective on the issues presented in the article? How does that differ from the perspective(s) presented in the article?

Sample Activity: Small Capital, Small Country: San Salvador, El Salvador by Joanne Dufour

Article: Shanghai: Rebirth of a Global Powerhouse (week of 5/09/10)

SAN SALVADOR, EL SALVADOR

Students can be encouraged to select areas where they have visited or lived and conduct a search of resources providing more information about this location. This can be shared with the class in written or oral presentations.

and/or

Students can be encouraged to interview Returned Peace Corps Volunteers and conduct a search of resources providing updated information about the site where the Volunteer served to share with the Volunteer and the class.

The following data was collected on my city and country of service. I was a Peace Corps Volunteer in El Salvador in Central America in the early 1970s. In selecting a city to compare with Shanghai, a huge city in a huge country featured in the May 9th, 2010 edition of Global Connections, it seemed fitting to see how a small city in a small country fared by comparison and to see what current information is now available on line. I was pleased to find an array of images and -- through those -- links to personal and recent experiences of visitors and service providers to the country in the following website sources:

Images of San Salvador

http://www.google.com/images?q=San+Salvador,+El+Salvador&rls=com.microsoft:en-us:IE-Address&oe=UTF-8&rlz=1I7GGLL_en&um=1&ie=UTF-8&source=univ&ei=e2jsS_arJoXuswOhmvXzDw&sa=X&oi=image_result_group&ct=title&resnum=5&ved=0CEQQsAQwBA

Blog by recent visitors from the US to El Salvador

<http://www.brophyprep.org/blog/elsalvador2008/tim-broyles/2008/05/>

I served as a Peace Corps Volunteer in a national orphanage in the capital city of San Salvador and was pleasantly surprised to find images and information regarding the same orphanage on line:

Images of Hogar del Nino in San Salvador

http://www.google.com/images?rlz=1T4GGLL_enUS349US349&q=Image+of+Hogar+del+Nino+of+San+Salvador,+El+Salvador&um=1&ie=UTF-8&source=univ&ei=1GvsS6C1EZTiswOs-4GvDw&sa=X&oi=image_result_group&ct=title&resnum=1&ved=0CCQQsAQwAA

Current statistical information was now available from sources more directly involved with the country:

Population Statistics of El Salvador

<http://www.historycentral.com/nationbynation/el%20salvador/population.html>

Population of San Salvador

<http://population.mongabay.com/population/el-salvador/3583361/san-salvador>: 525,990

Economy of El Salvador

<http://www.latinamericamonitor.com/file/7312/elsalvadorhomepage.html>

An array of newspapers was available on line in Spanish. It was an opportunity to refresh my use of Spanish in finding news articles that related to my second assignment in the national museum. I was pleased to read that one of the museums was reopening and that pre-Columbian artifacts were being rightfully returned to El Salvador after a long period of negotiation:

News of the day (in Spanish)

http://www.elsalvador.com/mwedh/nota/nota_completa.asp?idCat=6482&idArt=4783142

Arte y cultura (in Spanish)

http://www.elsalvador.com/mwedh/nota/nota_completa.asp?idCat=6482&idArt=4786128

Though it is now located in a new building after being destroyed in the 1986 earthquake, the museum where I served also has internet presence:

National Museum of Anthropology (in Spanish)

<http://www.munaelsalvador.com/>

At the UN headquarters in New York, a website with an array of interesting links was now available for those diplomats and persons interested in following events in the country:

Permanent UN Mission of El Salvador

<http://www.un.int/wcm/content/site/elsalvador/pid/3535>

Health statistics about the country could be found at the following link:

World Health Organization on El Salvador

<http://www.who.int/countries/slv/en/>

A good overview of human rights issues in the country can be found at the Department of State country page on El Salvador:

<http://www.state.gov/p/wha/ci/es/rls/index.htm>

<http://www.state.gov/r/pa/ei/bgn/2033.htm>

As one of the UN members, El Salvador has shown some progress in reaching the Millennium Development Goals which the country signed onto in 2000:

El Salvador and the Millennium Development Goals

http://www.mdgmonitor.org/factsheets_00.cfm?c=SLV&cd=222

http://www.mdgmonitor.org/country_popup.cfm?c=SLV

This experience affirmed to me the existence of a wide array of sources from El Salvador that was not at all available to the outside world when I was a Peace Corps Volunteer. It was a delight to see how far we have come in learning and sharing more about this important world

neighbor, with opportunities to hear from some of the similar voices that enriched our Peace Corps service.

Supplemental Resources:

<http://www.worldbank.org> – statistical information database from the World Bank

<http://cyberschoolbus.un.org/infonation3/menu/advanced.asp> – information advanced from the UN

<http://www.who.int/entity/chp/countries/en/> - country information on chronic diseases and health from the World Health Organization

<http://earthtrends.wri.org/> - environmental information on countries

<http://www.un.org/Overview/missions.htm> - information about the country by the country

<http://www.peacecorpsjournals.com/> – country blogs by Peace Corps volunteers serving in various countries

<http://www.world-newspapers.com/> - newspapers around the world in English

<http://www.peacecorpsconnect.org/media-sources-global-educators> - links to global media sources (from NPCA's Global Education Gateway)

<http://www.globalvoicesonline.org> – blogs on issues organized by region, country, and topic

<http://www.worldpulse.com> – website focusing on global issues through the eyes of women

<http://us.oneworld.net/> - online hub publishing news on global issues

3. All Q & A Articles

For the Person, Country, or Issue of the Week articles, use the following to help students further develop their research and citation skills:

- Give students an article (or have them choose one) and have them research the sources of the answers to determine the reliability of each one.
- Give students an article (or have them choose one) and have them find supplementary facts on the subject, making sure they do proper citations for their sources in the style of your choosing.
- Go through an article and use it as the basis of a brainstorming activity in which you ask the question “What isn’t being asked?” or “What’s missing from this article?” Encourage them to think of other perspectives than the one presented such as social, cultural, historical, etc.

Sample Activity: Delving into India and Islam by Marian Pontz

Article: India's Muslims (week of 5/09/10)

Present the question: *How do India's 150 million Muslims fare in the country's majority-Hindu society?* at the beginning of a lesson as an essential question to be answered by the end of the lessons/unit. Post the picture above the article (in this case, of Delhi's Jama Masjid mosque in India) and have students make guesses leading them to the destination and based on design function of the building.

Put students into teams to read the entire article and then share the information learned. Our goal would be to answer the original question but with greater depth and detail. For each of the answer sources, have students find pictures that would best accompany the topic. The pictures would have to lend themselves to deeper understanding of their topic.

Contact the local mosque and ask if there are any practicing Muslims who are Indian or you could go the route of seeking out Indians and then asking about religion in the hopes of finding a possible guest speaker or someone willing to Skype with you.

Global Connections Essay of the Week

In order to promote internet literacy and develop both reading comprehension and research skills, use one or more of the following (**Note**: these activities can be done in order as a series or as individual assignments):

- Have students research the author and his credentials. Look for a bias both from the author and the organization he is writing from.
- Divide the students into groups to read separate parts (jigsaw) and have them explain their portion of the article, define any unknown vocabulary (**note**: if doing the assignment online, they can use the English definition translation feature or as an alternative, print the article for the students and have the translated article up on the screen up front for students to reference), and ask a Socratic question for their section. Groups then present the breakdown and questions for their section to the whole group.
- After dissecting, explaining, and analyzing the essay have students write responses to the author and then email them to him or her. Share the response with students or if possible, ask to Skype with the author to discuss the responses.
- Debrief about the response and/or Skype (if applicable), and have students write an essay about what they learned that can be applied to other global issues and alternatives that can or should be used.

Sample Activity: Bringing the Author to the Classroom Virtually by Marian Pontz
Article: Why the UN Really Matters by Bruce Jones (week of 4/18/10)

Have students do each part of the activity above, then contact Mr. Jones and ask him to Skype with you. The assessment would be to debrief about the Skype, and/or an essay on what students learned that can be applied to other world conflicts and alternatives that can or should be used by the UN or another global organization.

V. Appendix: Template for evaluating internet resources based on criteria from Teacher Tap

Article Title: _____

Article Source Address: _____

Name of Secondary Source Site Used: _____ Date _____

Qualities	Scores	Examples & Notes
Authority	1 2 3 4 5 6	
Objectivity	1 2 3 4 5 6	
Authenticity	1 2 3 4 5 6	
Reliability	1 2 3 4 5 6	
Timeliness	1 2 3 4 5 6	
Relevance	1 2 3 4 5 6	
Efficiency	1 2 3 4 5 6	

Name of Next Secondary Source Site Used: _____ Date _____

Qualities	Scores	Examples & Notes
Authority	1 2 3 4 5 6	
Objectivity	1 2 3 4 5 6	
Authenticity	1 2 3 4 5 6	
Reliability	1 2 3 4 5 6	
Timeliness	1 2 3 4 5 6	
Relevance	1 2 3 4 5 6	
Efficiency	1 2 3 4 5 6	

From Teacher Tap - Evaluating Internet Resources

Source: <http://eduscapes.com/tap/topic32.htm>

Criteria for Evaluation: Students need to learn to evaluate the quality of information they find on the web as well as other information resources such as books, magazines, CD-ROM, and television. Ask students to be skeptical of everything they find. Encourage them to compare and contrast different information resources. Consider the following ideas:

Authority Who says? Know the author.

- Who created this information and why?
- Do you recognize this author or their work?
- What knowledge or skills do they have in the area?
- Is he or she stating fact or opinion?
- What else has this author written?
- Does the author acknowledge other viewpoints and theories?

Objectivity Is the information biased? Think about perspective.

- Is the information objective or subjective?
- Is it full of fact or opinion?
- Does it reflect bias? How?
- How does the sponsorship impact the perspective of the information?
- Is a balance of perspectives represented?
- Could the information be meant as humorous, a parody, or satire?

Authenticity Is the information authentic? Know the source.

- Where does the information originate?
- Is the information from an established organization?
- Has the information been reviewed by others to insure accuracy?
- Is this a primary source or secondary source of information?
- Are original sources clear and documented?
- Is a bibliography provided citing the sources used?

Reliability Is this information accurate? Consider the origin of the information.

- Are the sources trustworthy? How do you know?
- Who is sponsoring this publication?
- Does the information come from a school, business, or company site?
- What's the purpose of the information resource: to inform, instruct, persuade, and/or sell? Does this matter?
- What's their motive?

Timeliness Is the information current? Consider the currency and timeliness of the information.

- Does the page provide information about timeliness such as specific dates of information?
- Does currency of information matter with your particular topic?
- How current are the sources or links?

Relevance Is the information helpful? Think about whether you need this information.

- Does the information contain the breadth and depth needed?
- Is the information written in a form that is useable (i.e. reading level, technical level)?
- Is the information in a form that is useful such as words, pictures, charts, sounds, or video?
- Do the facts contribute something new or add to your knowledge of the subject?
- Will this information be useful to your project?

Efficiency Is this information worth the effort? Think about the organization and speed of information access.

- Is the information well-organized including a table of contents, index, menu, and other easy-to-follow tools for navigation?
- Is the information presented in a way that is easy to use (i.e., fonts, graphics, headings)?
- Is the information quick to access?