**STANDARDS-BASED GLOBAL EDUCATION UPDATES**

Update: Impact of Globalized Lessons

I have found the process of globalizing my lessons both challenging and exhilarating. I loved thinking outside the box of being a US History teacher and bringing global extensions to lessons that had previously reflected only my district’s US History curriculum. I implemented these TGC lessons to both my General Education (in-class support) classes as well as to my smaller Special Education US History classes. Students in both settings responded enthusiastically to the new information they were learning, especially the Holocaust lesson. When I used the Cherokee Trail of Tears/Nazi Death March pairing last year, the students were fascinated and wanted to learn more. Many asked for websites and materials to further their knowledge about this topic. This was the response to each globalized lesson I taught. I was pleased that my students really enjoyed the extensions from only American topics to including global connections.

After developing the specific global lessons for participation in the TGC program, I have continued to approach my planning to include ways to globalize my lessons. For example, in beginning this new school year teaching United States history, I will introduce the year not with the usual geography unit (map work of USA) but with students finding the places their families came from on a world map, then relating this to where America is located. My students are mostly from immigrant families; sadly most do not have a sense of where their home countries are even located.

I know that with each unit I teach this year I will continue to look for ways to globalize in my planning.

Standard #1

The first standard is from the NJ Core Curriculum Standards 2009. The standard is ***SOC.5-8.6.1.8****- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*

This standard lends itself to a lesson on perspective and bias. As students learn about the 7 Years War in Europe and the French and Indian War in North America, students should consider how the Native Americans might have perceived these battles between their respective allies and why they formed alliances. This insight would be a good way to think globally as students consider these events through both a regional and international lens.

Global *modifications* could include an extension activity in which students would divide into 2 groups of Native Americans. Selected students would speak as elders of each tribe (Huron/Iroquois) trying to convince their respective tribe to support the war effort of its European ally. Students would need to consider how the Native Americans might have felt about the changes in their own geographic location and the potential impact of helping one side of the conflict. Elders with a differing position would also speak to present an opposing argument.

Informal assessment of this lesson would be an election in which "tribe" members vote to support or oppose the proposed plans of their tribal elders. Students would be asked to state why they voted the way they did and justify their vote.

Standard #2

The second standard is from the NJ Core Curriculum Standards 2009. The standard is: ***SOC.5-8.6.2.8****- All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.*

This standard applies to lessons on the Bill of Rights and why they were developed by the Founding Fathers. This is really a true global lesson, in the fact that the oppression of the colonial Americans by King George III and his policies led directly to our independence movement and new government.

Modern global *modifications* could lead students to discover the relationship of the Bill of Rights with the Universal Declaration of Human Rights. As students compare key amendments in the Bill of Rights to the rights laid out in the Universal Declaration of Human Rights, they will be asked to note areas of overlap and make conclusions about the long term impact of the Bill of Rights on people in other nations.

Assessment of global learning would include two parts: 1) a brainstorming chart on which students would identify key similarities between the two documents and 2) extrapolate chart to respond in paragraph form to an OEQ: How did the Bill of Rights pave the way for the Universal Declaration of Human Rights?

Standard #3

The third standard is from the NJ Core Curriculum Standards 2009. The standard is: ***SOC.5-8.6.3.8****- All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.*

This standard is addressed by our weekly current events activity. Students are normally asked to read an article of their choosing from a local newspaper or internet news source. They must then complete a chart about the article, citing the 5 w's (who, what, when ,where, why) and respond to what they found interesting. Typically these articles are about local news that interest the students.

Global *modifications* to this lesson would include a switch in how the articles are selected. We are actually implementing this in my class now, in response to what I have learned in our online TGC course! I now select global news articles that would be of interest to students in middle school. Students have the opportunity to choose from an array of articles, so they still have some autonomy in what they are reading and reporting on. The format is the same, with the exception that students must close their presentation by explaining why this article and the issue presented is relative to Americans.

Final assessment is by the overall class presentation and accuracy of the information each students has gleaned from the article and recorded in their chart.

Standard #4

The fourth standard is from CO 21st Century Skill and Readiness Competency*.* The standard is:**SOC.7.S.1.GLE.2.RA.3** - Technological developments continue to evolve and affect the present. For example, the speed of communication is almost instantaneous with blogs and the Internet.

This standard is utilized in many of our seventh grade Social Studies lessons as we use technology a great deal, including daily use of an interactive StarBoard, a document camera, streaming video and interactive websites for station work. An example of this is a recent lesson on Shays' Rebellion. We examined artwork of the time period which depicted Daniel Shays leading his Massachusetts peers (farmers) in their efforts to hold onto the land their state was seizing for unpaid taxes. Being able to have students come up to the board and analyze features of the artwork made the painting come to life for them. Similarly, the video we watched which included an actor reading quotes by patriot leader Sam Adams in which he criticized Shays, led to an interesting discussion. Had we not utilized this technology, I don't think students would have put together the fact that Sam Adams (ie Boston Tea Party open act of rebellion) was critical of another act of rebellion.

A global modification of this lesson would be for students to analyze other pieces of artwork including photos depicting more recent rebellions in other nations, like the Arab Spring. Students could then identify which countries had uprisings and what happened as a result. Further extension in my higher level class could include Syria and why the rebellion there has not had the same results.

Assessment for this activity would include a StarBoard matching game in which students would take turns coming to the board match photos and artwork with the correct act of rebellion.

Standard #5

The final standard is also from CO21st Century Skill and Readiness Competency*.* The standard is **SOC.7.S.1.GLE.2.N.4** - Historical thinkers use chronology to organize time.

Chronological analysis of events is taught in every unit of seventh grade Social Studies. Students learn to see the interrelationships, causes and effects and ultimately predicting outcomes of events they study. Recently, we did a culminating lesson on a chain of about 20 events in colonial America, beginning with the arrival of the British and ending with the election of Washington as our first president. In this activity, students were put into groups of 4. Each group received an envelope with 4 sets of 3 objects: a graphic image, a title and a description. For example: a picture of the Constitution, the title "America's blueprint for government" and the description stating that this was a document adopted by delegates from all of the colonies. Students in each group had to organize their events in chronological order. Then representatives from all of the groups came to our class whiteboard and used magnets to place each event along a blank timeline. By the 4th round, many mistakes were evident and the final leg of each team could make corrections to the timeline.

Global modification of this lesson could include an extension activity in which students would use a 20th Century Almanac to place major recent events in order. These would be events they have "heard" about but not yet studied, and could be a springboard for future global modifications of other lessons. Example:

World War I, Great Depression, World War II, Korean Conflict, Vietnam War, Yom Kippur War, Gulf War, 9/11 Attacks, the War on Terrorism and Capture of Bin Laden. The same type of scenario could be incorporated, using images, titles and descriptions.

Assessment of this activity would be each student successfully completing a personal timeline of these events and being able to identify each event.