Is That My Problem?

Geography and U.S./World Issues

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| **Author** | Annette Reynolds |
| **Grade Level** | 5th |
| **Duration** | 7 class periods |

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| **National Geography Standards** |  | **Utah Geography Standards** |  | **Other Standards** |
| ELEMENT ONE: THE WORLD IN SPATIAL TERMS  1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.  **ELEMENT VI.USES OF GEOGRAPHY**  18. How to apply geography to interpret the present and plan for the future. |  | Geographic skills are directly mentioned but in relation to their use in gaining an awareness or understanding, rather than as a discrete skill. The geography standards are integrated into the social studies standards rather than listed alone. |  | **GRADE 5**  **Language Arts Common Core**  RL.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how speaker in a poem reflects upon a topic; summarize the text.  W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.    **Social Studies**  **Objective 3**: Evaluate the role of the United States as a world power.   1. Identify a current issue facing the world and propose a role the United States could play in being part of a solution (e.g. genocide, child labor, civil rights, education, public health, environmental protections, suffrage, economic disparities). |
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**Overview**

Children are often affected by U.S. and world issues. With a basic understanding of those issues, they will be less overwhelmed by them. Change cannot happen without an awareness of those problems. This lesson will help students to develop social awareness.

**Purpose**

In this lesson students will gain a better understanding of current issues facing the world, while analyzing how the U.S. could be part of the solution. Students will use technology to develop a map that represents the distribution of those issues and include the map in a power point project.

## Materials

* Computer and access to projector to show finished project.
* Picture books (see attached book list)
* Library for research
* Graphic Organizer- Global Issues
* Worksheets- Global Issues Rotation Research Notes; If I Were In Charge of the World (JoAnna and Stephanie Seely)
* Rubric for grading the power point project

**Objectives**

The student will be able to:

1. Describe current U.S and global issues. They will read about and discuss those issues.

2. Analyze current U.S. and global issues and possible solutions to those issues. They will complete a power point project which includes a map they construct using world mapper.

**Procedures**

Prerequisite Skills: Students should have had experience in using world mapper at www.worldmapper.org and making a power point presentation.

Session 1

1. Introduce the topic with the poem, If I Were in Charge of the World.

2. Have a class discussion about what sort of things students would change about the world if they could. Brainstorm and make a list on the board of problems they see in the U.S. and the world. Tell students to think about whether these problems can be avoided. (Leave the list on the board to come back to later in the lesson.)

3. Divide the class into groups of 4- 5 students and give each group a different picture book from the book list (or others that you choose). Groups will read the book together and fill out the graphic organizer, Global Issues, after discussion of the book.

4. Have the class come together again and go back to the list on the board. Have groups share what the problem in their book was. If it is already on the list, put a check mark by it. If it is not on the list, add it. Class should discuss the issues from the books, focus on possible solutions. Tell students that in the next session they will be working on a project from this list.

5. Using the worksheet, If I Were In Charge of the World, write their own poem with focus on one of the global issues.

Session 2

1. Using organizer from previous session, list again the issues on the board that students will be working on.

2. Read aloud the book, Somewhere Today. Discuss the idea that one person can make a difference.

3. Pass out the worksheet, Global Issues Rotation Research Notes. Students will use the internet or resource books to look up at least three facts on each issue and list their resources. After completing this worksheet, they should choose which issue they will use for their project.

Session 3- 4

Project: Research and create a power point on the issue chosen. Be sure to include at least 5 facts on the issue. Include your opinion on what you can do to help the U.S. contribute to solving that issue. Give at least three ideas. Using world mapper, create a map that gives a spatial representation of how the U.S. compares to the rest of the world in regard to that issue. Include it in your power point.

Session 5

Share power point presentations with the class.

Session 6-7

Choose from the following webquests for continued study on the issues:

<http://www.questgarden.com/77/37/2/090226200250/>

<http://www.questgarden.com/19/82/1/060326084321/index.htm>

<http://www.questgarden.com/60/67/6/080211043656/index.htm>

<http://www.questgarden.com/74/13/8/081124175340/index.htm>

Have students write a geography poem. (Adapted from Michael Ostapuk and Dennis Rees, AZGA)

Line 1: Name the issue

Line 2: What does it look like?

Line 3: Where is it?

Line 4: What is the cause?

Line 5: A question about the issue

Line 6: What does it feel like?

Line 7: What can you do to help it?

Line 8: Synonym for the issue