



# Integrating Global Themes in an Elementary Classroom

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World View Partners' Workshop

East McDowell Junior High School

August 20, 2009

Megan Keiser



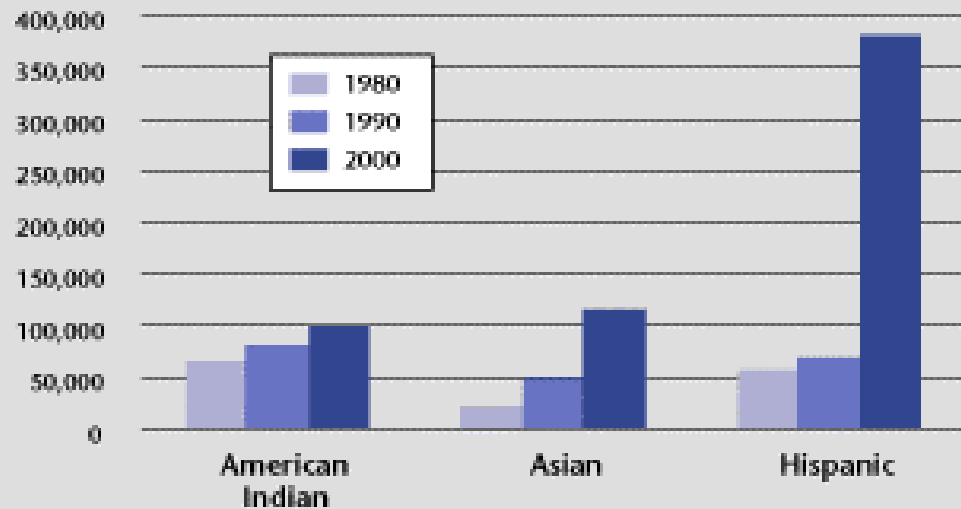
# Why integrate global themes?

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- Elementary students are curious about their families, classmates, neighbors, and citizens of the world.
- NC Standard Course of Study requires that we teach about global connections.
- A global perspective keeps learning engaging and meaningful for teachers and students.

# Movement of people and cultures already present within North Carolina

## ETHNIC DIVERSITY IN NORTH CAROLINA



By 2020, estimates show that half of the U.S. population will be from groups traditionally referred to as “minority”.

In other words, the majority culture will become the minority culture.

# Where to start?

## Strands within NC Social Studies Standard Course of Study

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- **Global Connections** - *Connections between cultures have existed for centuries, but in modern times they have become increasingly diverse and have had a greater impact on the quality of life in North Carolina, the nation, and the world.*
- **Cultures and Diversity** - *There are similarities as well as differences between and among cultures. Culture helps people to understand themselves as both individuals and as members of a group. As cultural borrowing becomes more prevalent, the differences between cultures become less defined.*
- **Government and Active Citizenship** - *Power structures have historical foundations but continue to evolve. How people create and change structures of power, authority and governance, and the role and the relative importance they assign to the individual citizen varies over time and place. Examining civic ideals and practices across time and in diverse societies enables students to recognize gaps between the practice and the ideals of civic responsibility.*

Source: <http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/004description>  
(last visited 8/17/2009)



# No such thing as too early...

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## Kindergarten

- 1.03 Examine diverse family structures around the world.
- 1.04 Recognize that families and groups have similarities and differences.
- 1.05 Compare and contrast customs of families in communities around the world.
- 7.02 Explore modes of transportation at home and around the world.

## Lesson Ideas

- \*Tooth customs e.g., Colombia, "I put my tooth under my pillow and wait for a mouse called El Raton Miguelito to take my tooth and leave money in its place." (*Throw Your Tooth on the Roof* by Beeler)
- \*This is the Way We Go to School Project (*This is the Way We Go to School* by Baer)
- \*This is My House Project (*This is My House* by Dorros)
- \*Continent Song and Fruit Scavenger Hunt
- \*Heifer developmentally appropriate example Honey Bees



# More primary ideas to infuse global perspective in classroom

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1st & 2<sup>nd</sup> grade

- 1.03 Compare and contrast similarities and differences among individuals and families.
- 1.04 Explore the benefits of diversity in the United States.
- 3.03 Compare and contrast past and present changes within the local community and communities around the world.
- 4.02 Analyze environmental issues, past and present, and determine their impact on different cultures.
- 6.02 Describe how people of different cultures work to earn income in order to satisfy wants and needs.

## Lesson Ideas

- \*Hula Hoop Venn Diagrams
- \*If the World were a village of 100 people
- \*How kids satisfy wants/needs Galimoto
- \*How families earn income in Tanzania, Africa

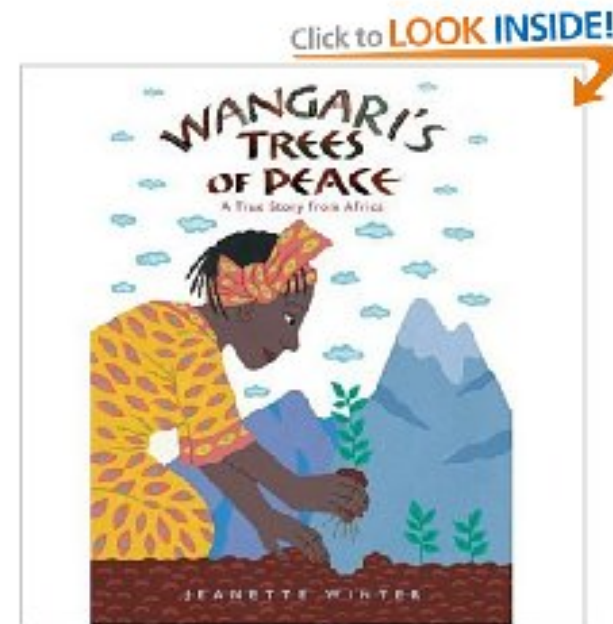
# Upper Elementary

3<sup>rd</sup> grade

- 1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.
- 2.01 Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world.
- 5.06 Recognize and explain reasons for economic interdependence of communities.

## Lesson Ideas

- \* *Material World* (by Menzle) example
- \* Assign weekly current events presentations using Scholastic News or National Geographic for Kids
- \* Develop global friendships through E-pals
- \* Compare Johnny Appleseed and Wangari Maathai leader of Green Belt Movement and Nobel Peace Prize winner
- \* Heifer's Milk Project in Romania





# More upper elementary ideas

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4<sup>th</sup> & 5<sup>th</sup> grade

- 3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.
- 5.06 Examine the different economic systems such as traditional, command, and market developed in selected countries of North America and assess their effectiveness in meeting basic needs.
- 6.08 Cite examples of interdependence in North Carolina's economy and evaluate the significance of economic relationships with other states and nations.

## Lesson Ideas:

- \*Make a product graph
- \*Debate implications of international economic interdependence
- \*"Are My Hands Clean?" Sweet Honey in the Rock Song
- \*View The Miniature Earth and then examine unequal distribution of wealth through (simulations)
- \* Use local resources from Center for Diversity Education WNC Goes Global
- \*Video-conferencing with world youth Global Nomads Group



# Passion and Power of Students

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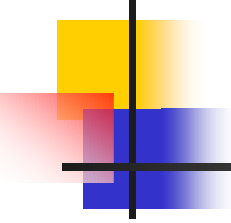
- Share examples of compassion and hope through opportunities for service-learning and citizen action
  - Participate in [Read to Feed](#) as alternative read-a-thon
  - Develop financial literacy through [Moonjars](#) and [Kiva](#)
  - Participate in student-book making for [My School Cares](#)
  - *Three Cups of Tea* and *Listen to the Wind* (Mortenson) and [Pennies for Peace](#)
- Use project-based learning to develop students' critical-thinking and collaboration skills
  - Check out [Intel](#)
  - Check out [Oracle](#)
  - Check out [Edutopia: What Works](#)



# Concerns to address

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- Will I overwhelm students? Should I preserve their innocence?
  - Research shows kids already aware of differences, inequalities, and have concerns about fairness
- Do be mindful and share developmentally appropriate information (poverty, AIDS, death)
- Do your materials or activities reinforce racial or ethnic stereotypes?
  - check out [Teaching Tolerance](#) for resources
- Thoroughly check sites/information
  - e.g., [Souper Bowl](#)



# What's next? What can I do every week to "keep it real"?

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- 21<sup>st</sup> century teachers recognize a changing reality
- Use creative approaches to infuse the curriculum with information and experiences that address the challenges and benefits of globalization
- Leading the way forward
- Use the SCOS to inspire & open eyes



# Resources

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- Heifer <http://www.heifereducation.org>
- Honey Bees <http://vidego.multicastmedia.com/player.php?v=prqab4hb>
- If the World were a Village <http://www.youtube.com/watch?v=1v9xJPiIIQU>
- *Material World* (by Menzle) <http://www.menzelphoto.com/books/mw.html>
- Galimoto [http://www.karenlynnwilliams.com/files/galimoto\\_guide.pdf](http://www.karenlynnwilliams.com/files/galimoto_guide.pdf)
- Tanzania, Africa <http://vidego.multicastmedia.com/player.php?v=q654626f>
- Pen-pals <http://www.epals.com/> and [www.gng.org](http://www.gng.org)
- *Heifer's Milk Project in Romania* <http://vidego.multicastmedia.com/player.php?v=is41d156>
- *The Miniature Earth* <http://www.youtube.com/watch?v=4C-u6kdHuXE>
- Poverty and Wealth Distribution [http://www.rethinkingschools.org/publication/rg/rg\\_pov\\_world\\_wealth.pdf](http://www.rethinkingschools.org/publication/rg/rg_pov_world_wealth.pdf)
- Simulations <http://www.bread.org/get-involved/at-church/resources/an-unbalanced-world-a-distribut.html>
- Center for Diversity Education <http://www.diversityed.org/>
- Teaching for Tolerance <http://www.tolerance.org/teach/index.jsp>
- Service learning <http://www.myclasscares.org/> and Read to Feed (through Heifer) [http://www.heifereducation.org/site/c.lwL0KIN1LvH/b.4130829/k.835B/Read\\_to\\_Feed.htm](http://www.heifereducation.org/site/c.lwL0KIN1LvH/b.4130829/k.835B/Read_to_Feed.htm) and *Three Cups of Tea* and *Listen to the Wind* (Mortenson) <http://www.penniesforpeace.org/>
- Financial literacy through *Moonjars* <http://www.moonjar.com/> and *Kiva* <http://www.kiva.org/app.php?page=home>