

GLOBAL CONNECTIONS, EVENTS & ISSUES LESSON PLANNING
Applications of Illinois State & NCSS National Social Studies Standards

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After discussing the educational purposes for utilizing our “Global Connections, Events & Issues” Standard Social Studies lesson plan (see supplementary ICSS QUARTERLY article), please note that there are multiple ways for its classroom application and integration into the school curriculum:

- (1.) utilize additional academic time from many other different subject areas, computer activities, and other educational experiences;
- (2.) this “Global Connections” Standard lesson plan will generally take a few weeks to complete/successfully address each activity with adequate, needed learning time;
- (3.) supplement and not replace, this Global Connections standard classroom research experience with the school’s existing, established Social Studies program and creatively edit and update lesson plan with an ongoing and annual review;
- (4.) since there are ten Social Studies Standards (see NCSS Framework for Teaching and Learning and Assessment) many school programs have adjusted their academic calendars to “fit” one month’s attention to each standard (the “Civic Ideals & Practices” Standard for community service projects generally last throughout the academic calendar); and finally;
- (5.) when finished, students should also be able to adequately address their chosen research project questions while also helping others and find primary data, resources, solutions, and recommendations for other future Social Studies research efforts.

Hopefully, this “Global Connections, Events & Issues” Standard lesson plan, along with the inclusion of the other standard teaching and learning experiences, should be the start of “something really significant” during any Social Studies experience. Teaching CITIZENSHIP should always be highly valued in our academic lives and working with standards-based Social Studies experiences such as the GLOBAL CONNECTIONS lesson and can be the “very necessary, first step” for each student becoming actively engaged with their liberties here in the United States!

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Illinois Council for the Social Studies; ICSS QUARTERLY

**NCSS & ICSS Social Studies Standard Lesson Plan Example*

GLOBAL CONNECTIONS STANDARD LESSON PLAN
“Having Students Research Global Connections ~Events ~ Issues!”

A NATIONAL & STATE SOCIAL STUDIES STANDARD LESSON PLAN

SUBMITTED TO THE COLLEGE OF EDUCATION

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF

TEACHING WITH GLOBAL PERSPECTIVES

DEPARTMENT OF CURRICULUM & INSTRUCTION

BY

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***GLOBAL CONNECTIONS; EVENTS & ISSUES
National & State Social Studies Standard Lesson Plan***

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I. CURRICULAR TOPIC

“Having Students Research Global Connections, Events, and Issues!”

II. TIME-FRAME OF LESSON

This entire Standard Lesson Plan will probably take about 20 to 25 minutes per day until successfully finished/approximately one month (supplement with established Social Studies lesson plans and integrate research activities with other subject-areas).

III. GLOBAL CONNECTIONS STANDARDS

1. NCSS NATIONAL STANDARD #9 and #9D

Social Studies Teachers should possess the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of GLOBAL CONNECTIONS, ISSUES, AND CURRENT EVENTS. Teacher Expectations & Competencies: Teachers of the Social Studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of Global Connections and Interdependence. (D.) They should challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging GLOBAL ISSUES, such as health care, security, resource allocation, economic development, and environmental quality

2. ILLINOIS STATE STANDARD # 5 and #5A

The competent elementary teacher understands the interrelationships among the Social Sciences; uses History, Geography, Economic, Political, Sociology, Anthropology, Psychology, and Archeological concepts and modes of inquiry; and promotes all students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. (A.) The Competent Elementary Teacher understands the rights and responsibilities of

citizenship in the United States and the skills, knowledge, and attitudes necessary for successful participation in civic life.

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IV. *EDUCATIONAL GOALS & RATIONALE (Norman Gronlund's Method)*

1. *By successfully completing our Global Connections Standard Lesson Plan activities, students will be able to understand and appreciate how Current Events are related to Global Issues and how people at local and international locations are interconnected to solve problems together.*
2. *By researching a chosen Global Issue, students will be able to understand and appreciate questions of our common human heritage, digital literacy, gathering library and computer information, and presenting their topic's findings to their classmates.*

V. *INSTRUCTIONAL & ASSIGNMENT OBJECTIVES (Mager & Bloom's Method)*

1. *Students will research and present a Global Issue of their choice (see attachment), research their topic, and create a Power-Point and display case to share their findings.*
2. *Students will cooperatively work with others while "doing research" on their chosen Global Issue in the library, computer lab and classroom.*
3. *Students will successfully address our Global Connections Standard Assessment handout and evaluate the effectiveness of our lesson plan.*

VI. *CURRICULAR RESOURCES; MATERIALS; TECHNOLOGY*

Computer Lab; Art Materials; Flash-Drives; Newspapers & Journals; Library Materials and Resources; Display Case materials; "Race to Save the Planet" DVD Series; Population Connection materials; assessment handouts

VII. *INSTRUCTIONAL ORGANIZATION & MANAGEMENT*

*Ralph Tyler's "Teaching by Goals & Objectives" Method
Johnson & Johnson's "Cooperative Learning Small-Group, Hands-On" Method
Hilda Taba's "I.E.P." Teaching Method*

VIII. CLASSROOM LESSON PLAN ACTIVITIES; LESSON DELIVERY

1. LESSON INTRODUCTION & ADVANCED ORGANIZER

- A. *Introduce our Global Connections Standard Lesson Plan by asking questions about the number of “Current Events” that people all over the planet “share”; discuss “watching the news on television, reading newspapers, gathering ongoing information, etc.”*
- B. *After sharing “a number of photographs” of past and current events that need to be solved by civic attention, i.e., the 9-11 photos, tsunami and earthquake problems, etc., list student examples of Global Issues on the classroom overhead projector.*
- C. *Ask questions about how these Current Events are generally shared “throughout the world” and some are considered “Global Issues” which everyone needs to address together (which creates Global Connections between citizens, cultures, religions, governments, businesses, etc.).*
- D. *Share and Advanced Organizer of our lesson with the students such as our classroom Social Studies calendar, agenda, expectations, etc.; and address student questions.*

2. EXPLAIN GLOBAL CONNECTIONS STANDARDS, GOALS & OBJECTIVES

- A. *At the students’ level-of-understanding, explain and discuss our Global Connections, Events & Issues Standards, expectations, and “mission statement.”*
- B. *Again, at your the level-of-understanding, address the meaning and rationale of our Global Connections, Events, and Issues Standard Lesson Plan and address student questions.*
- C. *Finally, discuss our Instructional & Assignment Objectives and address student questions about each of our Social Studies activities.*

3. SHOW & DISCUSS “RACE TO SAVE THE PLANET” PART I

- A. *As a way of “getting students excited” about our Global Connections, Events, and Issues Standard Lesson Plan, talk about our “Race to Save the Planet” DVD series that will be covered over the next few classroom sessions (see PBS Series online).*

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- B. *With our first episode, talk about the issues of Garbage, Pollution, and Waste in our Community and World; have students discuss examples and possible solutions to “keeping our world clean.”*
- C. *Show Part I and identify the “important parts” with the students, i.e., how people around the world “deal with pollution, trash, etc.”*

4. *PRESENT “GLOBAL CONNECTIONS”; EXPLAINING INFLUENCES BETWEEN CURRENT EVENTS & GLOBAL ISSUES*

- A. *Draw a diagram of the “Global Connections” that Current Events have with Global Issues and how Global Solutions are found at the local, national, and international levels. (Use the Japanese tsunami as example)*
- B. *Explain how our Globe is “connected” by giving examples of how the world is “getting smaller,” i.e., cell phones, international telephone and television channels, world trade, global businesses, Global Warming, Global Pollution of the Seas, Pandemics, World Travel, War, etc.*
- C. *Ask students to look at our Global Issues attachment and discuss the Connections between Global Events and Issues.*

5. *DO “SUM OF THE PARTS” POPULATION GROWTH ACTIVITY*

- A. *Organize art materials for this activity (see attachment).*
- B. *Have students create their own community “on the river.”*
- C. *Address student questions about “common community problems,” “common community challenges,” “common community solutions, etc.*

6. *“OPEN FORUM” DISCUSSION OF “FREE PRESS” PUBLICATIONS & CREATING CLASSROOM COMMUNICATIONS (Magazine & Newspaper Racks; Classroom Library; Class Online Newsletters, et al.)*

- A. *Ask students about how they gather “the news,” current information, etc.*

- B. *Share a number of different newspapers, journals, and magazines that will be used in the creation of a classroom library and newsstand; again, discuss what students enjoy about our “freedom of press!”*

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- C. *Ask students about “creating a classroom newsletter” and a “class yearbook” that would give all of us a chance to write about our current events, issues, etc.*

7. *SHOW & EXPLAIN “CURRENT EVENTS” ONLINE PUBLICATIONS FOR GLOBAL RESEARCH (Primary & Secondary Source Information)*

- A. *Show examples of different Online Sources of News including those from CNN, CBS, NBC, ABC, the New York Times, the Newseum, etc.*
- B. *At the Computer Lab, show students how to gather primary and secondary sources of information about their Global Connections research projects from different search engines.*
- C. *Talk about helping create Classroom Website that features the “current events of our school, classroom, and community.”*

8. *SHOW & EXPLAIN OUR GLOBAL CONNECTIONS ASSIGNMENT ~ CREATING POWERPOINT PRESENTATION; DISPLAY CASE & RESEARCH PAPER*

- A. *Show our Social Studies class a former student’s “Power-Point” presentation of “Global Warming” and discuss how it was created.*
- B. *Show and explain how students can create their own Display Board with multiple photographs of former students’ work.*
- C. *Discuss how students will write their own “research paper” with examples of former students’ work.*

9. *SHOW & EXPLAIN “HOW TO RESEARCH” SEARCH ENGINES & LIBRARY*

- A. *Have students “take a classroom trip” to the school library for our librarian’s presentation about using computer search engines to find information about their chosen project.*

- B. *Have the librarian share information about library research and using the copying machine.*
- C. *After students have picked their own “Global Connections” topic (see attachment) address student questions and begin work!*

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10. BEGIN “GLOBAL CONNECTIONS” RESEARCH PROJECT WORK

- A. *Over the next few Social Studies classes, have students research their own topics and create their own Display Cases and Power-Point presentations.*
- B. *Have students help each other always!*
- C. *Enlist the help of parents and others with research materials that can be used for completing this “Global Connections” project.*

11. MONITOR WORK & PROVIDE FEEDBACK

- A. *Monitor student work and check their “I.E.P.” planning charts too!*
- B. *Offer help and feedback to all students.*
- C. *For students that finish their work earlier than the others, have them help those “that need help.”*

12. BEGIN STUDENT PRESENTATIONS

- A. *Create a Classroom Calendar that features the order of student presentations of their “Global Connections” projects.*
- B. *Have students address the important questions that their topic usually “draws” from Global Citizens; follow student presentation guidelines.*
- C. *After addressing classroom questions, offer possible solutions to solving the problems involved with the Global Connection Issue.*

13. REVIEW STUDENT ASSESSMENT HANDOUTS

- A. *Review our Global Connections Standard Lesson Plan again.*

- B. *Have students address our Assessment handout.*
- C. *After submitting “completed assessments” to the teacher, discuss and review student responses.*

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14. *FINAL REVIEW*

- A. *Have students assess and evaluate the overall success of our Global Connections lesson plan.*
- B. *Ask questions about “what would make this lesson more exciting?”*
- C. *Finally, please thank students for their wonderful work and cooperation!*

IX. ASSESSMENT & EVALUATION

- 1. *Assess and evaluate student-participation, their Global Connections Display Case; their Power-Point Presentation; their research paper; and their Assessment handout.*
- 2. *Assess and evaluate student success of meeting our Standards, Goals, and Objectives.*

X. ACCOMMODATING INDIVIDUAL LEARNERS; DIFFERENTIATED INSTRUCTION

- 1. *By using the Tyler, Johnson and Johnson, and Taba Methods of Instruction, student academic needs will be address with large group, small group, and individualized instruction.*
- 2. *Special Needs will be addressed by using an I.E.P. Chart.*

XI. EXTENDING LESSON IDEAS

- 1. *Students will share their Global Connections Research Projects with other classrooms and with parent at Open House.*
- 2. *Students will discuss other applications of their computer and library research skills, presentation skills, and class participation on other Social Studies projects.*

XII. INSTRUCTIONAL EVALUATION & REFLECTIONS ON BEST PRACTICE

1. *Address questions of assessing and evaluating instruction based on the completion of our expressed Standards, Goals, and Objectives; additionally, examine the use of “Best Practice” research findings, etc.*
2. *Micro-Teach-Videotape lesson and seek student and administrative feedback for the overall assessment and evaluation of instructional performance.*

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ATTACHMENT #1; STUDENT ASSESSMENT

GLOBAL CONNECTIONS ~ Researching Global Issues & Events

Student Name _____

****use additional paper*

I. CRITICAL THINKING QUESTIONS **Use three “short” paragraphs per question.*

1. *Discuss how the World is “connected”; give examples and discuss how people work together to solve problems.*
2. *How are Global Issues and Events related to each other?*
3. *In your opinion, what are the most important Global Issues?*
4. *In your opinion, how can people around the world work together “in a better way?”*
5. *What did you really like about “doing” this Global Research Project?*

II. GLOBAL VOCABULARY **Please define and give examples to these concepts:*

1. *Global Events*
2. *Global Issues*
3. *Global Connections*
4. *Global Solutions*
5. *Research*

III. STUDENT REFLECTIONS **Please respond to these essay questions:*

1. **NATIONAL SOCIAL STUDIES STANDARD:**

“Now that you have finished our GLOBAL CONNECTIONS lesson, how has it helped you understand and appreciate how people are interdependent and need to work together to solve problems?”

2. ILLINOIS SOCIAL STUDIES STANDARD:

“How can our lesson help you understand and appreciate the duties and responsibilities of citizenship?”

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ATTACHMENT #2; Student & Classroom Research; Example Research Topics

GLOBAL CONNECTIONS, EVENTS & ISSUES

<i>War</i>	<i>Poverty</i>	<i>Disease & Pandemics</i>
<i>Natural Disasters</i>	<i>Weather Issues</i>	<i>Global Warming</i>
<i>Political Struggles</i>	<i>Medical Issues</i>	<i>Economic Issues</i>
<i>Energy Issues</i>	<i>Deforestation</i>	<i>Soil Depletion</i>
<i>Pollution</i>	<i>Health</i>	<i>Aging & Longevity</i>
<i>Population Issues</i>	<i>Nuclear Issues</i>	<i>Education & Literacy Issues</i>
<i>Terrorism</i>	<i>Technology Issues</i>	<i>Food & Water Issues</i>
<i>Education Issues</i>	<i>Trade & Commerce Issues</i>	<i>Transportation Issues</i>
<i>Outer Space Issues</i>	<i>Communication Issues</i>	<i>Extinction</i>
<i>Shelter & Building Issues</i>	<i>Climate Change</i>	<i>Natural Resource Issues</i>
<i>Genetically Modified Crops</i>	<i>Cloning Animals</i>	<i>Wildfires/Flooding</i>
<i>Extortion & Corruption</i>	<i>Global Gangs</i>	<i>Solar Energy</i>
<i>Religious Issues</i>	<i>World Peace Issues</i>	<i>Human Rights</i>

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Earthquakes

Tsunamis

Freedom Issues

*Desertification
Issues*

Drought

Religious & Ethnic

Genocide & Ethnic Cleansing

Economic Conditions

Global Olympics

Global Cooperation

Migration

Computer Issues-Cyber Crime

Artificial Intelligence

Security Issues

Human Rights