

# Beyond Borders

## Background Information for Teachers

Today's young people are growing up in the global era. In a world made smaller by technology, people are more connected to one another than ever before. Geography no longer separates the United States from distant lands, or vice versa. Young people now have more opportunities to gain a deeper understanding of people of all cultures by honing their abilities to learn about their global neighbors, explore commonalities and respect differences, and overcome stereotypes. Each child also has the power to make the world a better place by taking positive action.

## Synopsis

This final program begins with the children in the Exploratorium enjoying Danish kringle and discussing what interested them the most in the *Cultural Horizons of Wisconsin* video series. They realize that many things connect them to people beyond Wisconsin and the United States, including food, music, trade, travel, and — sadly — war and terrorist acts.



Miss White reminds the children how important it is not to judge a group by the actions of one member, and she challenges them to find examples of young people reaching across borders to help others. They learn about a student at Milwaukee's St. Joan Antida High School who decided to support her Muslim friends and fight stereotypes by wearing a Muslim headscarf. The children also discover young people who are fostering change by using the Internet to make friends in Japan, supporting global environmental efforts by participating in an artwork exchange, and raising money to provide everyday supplies for a Guatemalan child in need.

The final segment features Craig Kielburger, founder of Free the Children, and his work to improve the lives of child laborers in Asia and South America. As the program concludes, the children wash cars to earn money to buy books for new schools built by Free the Children. Students in your class will be empowered as they watch their peers make positive choices and find hope during times of national and international strife.

## Program Goals

*Correlations with Wisconsin Model Academic Standards for Social Studies appear in italics following each goal.*

After viewing Program 10 and engaging in supportive classroom activities, students will

- identify a variety of global connections that touch their lives.  
*Grade 4: A.4.7, B.4.9, D.4.3, D.4.7, E.4.5*  
*Grade 8: A.8.11, B.8.10, D.8.3, D.8.11, E.8.9*
- consider positive actions they can take to address hatred, stereotypes, and fear in the face of international strife.  
*Grade 4: C.4.1, C.4.3, C.4.5, C.4.6, E.4.9, E.4.14, E.4.15*  
*Grade 8: B.8.10, C.8.7, E.8.10, E.8.14*

## Vocabulary

*Words preceded by an asterisk (\*) were introduced earlier in the series and are included here for review.*

**Afghanistan** — A country in southern Asia.

**Arab** — A race of people with origins in the Middle East and North Africa.

**bondage** — Keeping people against their will to work as slaves.

**brick kiln** — A large, very hot oven used to bake bricks made of clay.

**crane** — A large wading bird with long legs, a long neck, and a long bill.

\***culture** — A way of life; something everyone has. It includes the behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. Culture is complex and ever-evolving.

\***ethnicity** — Manifestations of ethnic heritage.

**Guatemala** — A country in Central America, south and east of Mexico.

\***hate** — To dislike or detest someone or something.

**hinamatsuri** (hee-nah-mah-sue-lee) — A Japanese term composed of two words, *hina* meaning “dolls” and *matsuri* meaning “festival.” In Japan, the annual Dolls Festival (a.k.a., Girls Festival), on March 3, is a time to pray for the health and well-being of young girls. Most homes with young girls will decorate with a display of dolls. A picture of these dolls is shown in the scene about pen pals in the Global Learning and Sharing segment.

**hijab** (hi-job) — The Muslim word for the traditional scarf that some Muslim women wear on their heads as a cultural and religious symbol.

\***judgment** — An opinion of something or someone.

**Koran** (kor-ahn) — The holy book of the Muslim religion. Also spelled Qur’an.

**kringle** — A type of Danish pastry.

**Muslim** — Someone who follows the religion of Islam.

\***opinion** — An idea or belief about something or someone.

**origami** — The Japanese art of paper-folding.

\***race** — A group of people having the same ancestry, clan, family, or lineage; a biological division of people distinguished by color and texture of hair, color of skin and eyes, and physical stature.

\***racist** — A person who thinks that a particular race is better than other races, or who treats people unfairly because of their race.

\***slavery** — The practice of owning a person and viewing that person as property, rather than as an individual.

\* **stereotype** — An overly simple idea, opinion, or image of a person or a group of people; a generalization applied to all people of one group; a judgment based on incomplete or biased information.

**subarashii** (sue-bah-lah-she) — A Japanese word meaning “wonderful” or “great.”

**terrorist** — Someone who uses violence and threats to frighten and hurt people, and damage or destroy property.

## Before-Viewing Activities

*To meet the needs of diverse learning styles, be flexible in using these activities. In addition to writing, offer other options for expression.*



### Focus Questions for Class Discussion

- How are all Wisconsin kids connected with people in other parts of the United States and in other countries?
- Why is it important to learn about other people and places around the world?
- How can children help make the world a better place to live?

### Focus Question for Students' Culture Journals

- How can I, my classmates, my friends, and my family help to make the world a better place to live?

## Viewing Activities

### St. Joan Antida High School Segment

*Relevant Academic Standards for Family and Consumer Education*

*Grade 4: F.4.2, F.4.3, F.4.4*

*Grade 8: F.8.2, F.8.3, F.8.4*

As of 2002, 2.5 million Muslims live in the United States. Muslims include people of several different ethnic/racial groups or origins, including African American, South Asian, Arab, African, Iranian, Turkic, Southeast Asian, and Caucasian.

Evidence shows that a small group of Arabs and Muslims were responsible for the Sept. 11, 2001, terrorist attacks in the United States. Subsequent public reaction toward Arabs and Muslims in general included harassment, hatred, stereotyping, and racial profiling.

It's important to remind students that the Sept. 11 terrorists do not represent the majority of the world's Arabs and Muslims. Recall from

Program 7, “Look Again,” that students learned it is important to have truthful information about people and groups in order to avoid making incorrect judgments and forming stereotypes about them.

In this segment, Sania, Zaynab, Hilda, Neda, and Islam — all of whom attend Milwaukee’s St. Joan Antida High School — are dealing with negative public reactions directed toward them because they are Muslim. Four of them wear a *hijab*, a traditional head scarf worn by Muslim women and girls to foster modesty and encourage them to focus on their character more than their appearance. Erin, a Catholic classmate, decides to support her Muslim friends by also wearing a hijab, after talking it over with her parents, friends, and Catholic and Muslim religious leaders.

#### *Viewing/Observation Points*

Pause the tape before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video and ask the questions again to assess students’ observations.

- What steps does Erin take while deciding whether or not to wear a hijab? (Responses may include thinking about her decision before acting, talking with her parents, friends, and Catholic and Muslim clerics.)
- How does Erin show her support of her Muslim friends by wearing a hijab? (Responses may include by demonstrating that people should not make assumptions about a person who wears a hijab, by showing her respect for the Muslim tradition of the hijab, by showing she’s not afraid to be ridiculed for wearing a hijab.)
- How is Erin’s action making the world a better place? (Responses may include by showing others that people shouldn’t judge others by their clothing, showing the Muslim girls that someone cared about them, learning about her own ability to take action, and demonstrating that one person can make a positive difference.)

#### **Global Learning and Sharing Mini-Segments**

This segment is composed of three scenes showing young people working to make the world a better place. Two scenarios show students exchanging information about their respective cultural identities, one via the Internet and the other through artwork. As these students discover things they have in common, they also learn to respect each other’s differences and become more comfortable communicating with people from other countries. The third scenario features students raising money to help support a poor boy in Guatemala.

### **Scene 1: Lloyd Street Global Education School Pen Pal Program**

*Relevant Academic Standards for Information and Technology Literacy*

*Grade 4: A.4.4, C.4.1, D.4.2*

*Grade 8: A.8.4, C.8.1, D.8.2*

Educators at the Lloyd Street Global Education School in Milwaukee provide Japanese language and culture instruction. Fourth- and fifth-grade students use the Internet to connect with students at their sister school in Japan. They share digital photos of each other and exchange e-mail, helping them to learn what they share in common and how their lives are different.

### **Scene 2: International Art Exchange Program at the International Crane Foundation**

*Relevant Academic Standards for Art and Design Education*

*Grade 4: B.4.2, C.4.5, C.4.6, E.4.1, E.4.2, E.4.5*

*Grade 8: B.8.2, E.8.1, E.8.2, E.8.5*

The [International Crane Foundation](#) (ICF) near Baraboo, Wisconsin, sponsors an annual Crane, Bird of Peace [International Art Exchange](#). This program's goals are "to promote understanding among students of different cultures, and to share the beauty of cranes and the value of healthy ecosystems needed to sustain people and cranes."

Schoolchildren nationwide submit original artwork of any species of crane or nature scenes depicting cranes. Selected works are displayed in the spring at the ICF and then are shipped to foreign schools for exhibition during the following school year. As part of the exchange, artwork from countries such as Russia, China, and Cuba arrives at the ICF and is circulated among participating U.S. schools in a traveling art exhibit.

This scene features Baraboo high school students who are creating artwork to submit in the ICF's 2002 International Art Exchange program. Anita, Cassie, and their classmates are sketching and photographing cranes in their natural habitat at the ICF before returning to school to complete their art.

### **Scene 3: Children International Taco Dinner Fundraiser**

*Relevant Academic Standards for Family and Consumer Education*

*Grade 4: D.4.1, D.4.2, D.4.3, D.4.4*

*Grade 8: D.8.1, D.8.2, D.8.3, D.8.4*

[Children International](#) (CI) is a nonprofit humanitarian organization that has helped poor children and their families since 1936. Through CI's child sponsorship program, people contribute funds to provide children with their basic needs. Other CI programs improve the living

conditions of poverty-stricken children and families by providing assistance with home building, water projects, and income-generating programs. CI and its sponsors have helped more than 235,000 children in 10 countries in North America, Central America, South America, and southern Asia.

A church youth group in Amberg, Wisconsin, have sponsored a child through CI since 1996. The group hosts fundraisers year-round, such as the taco dinner featured in this scenario, to raise sponsorship funds for Placido, a 10-year-old boy who lives with his family in rural Guatemala. Nathan, Becky, and their friends believe in sharing, and they enjoy providing Placido and his family with food, shelter, and educational opportunities.

#### *Viewing/Observation Points*

Pause the tape before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video and ask the questions again to assess students' observations.

- How are students in these three scenarios learning about their peers in other countries? (Responses may include by sharing personal information via the Internet, by sharing artwork, by exchanging photographs, by discussing what homes are like in other countries.)
- Why is it important to learn about other people and places around the world? (Responses may include to avoid making judgments and stereotypes, to understand what the students share in common with other people, to learn how to respect other people, to learn that some people do not have adequate food supplies, housing and educational opportunities, to act appropriately when meeting people from other countries.)

#### **Free the Children Segment**

*Relevant Academic Standards for English Language Arts*

*Grade 4: A.4.2, A.4.4, B.4.1, B.4.2, B.4.3, C.4.1, C.4.2, C.4.3, D.4.1, F.4.1*

*Grade 8: A.8.2, A.8.4, B.8.1, B.8.2, B.8.3, C.8.1, C.8.2, C.8.3, D.8.1, F.8.1*

This segment features Craig Kielburger and his work with [Free the Children](#) (FTC), a human rights organization dedicated to liberating child laborers around the world. Craig founded FTC in 1995 at the age 12, in response to learning about children in southern Asia being sold into slavery by their parents. Craig informed himself about child labor issues and, with support from his extended family and mentors,

he wrote letters, spoke to public groups, and visited enslaved children in countries such as Pakistan, India, Brazil, the Philippines, and Nepal. His friends joined in his efforts because they believe deeply in this cause and the need for action.

Today, FTC is an international network of children helping children through leadership and action. FTC's governing board consists only of young people 18 years old and younger. It has chapters in schools around the world.

Craig and FTC have received the Roosevelt Freedom Medal and the State of the World Forum Award. He is Ambassador to the Children's Embassy in Sarajevo and was named a Global Leader of Tomorrow at the 1998 World Economic Forum in Davos, Switzerland. Craig lives with his family in Toronto, Ontario, Canada, where he received that country's Governor General's Award for Meritorious Service for his work with FTC.

#### *Viewing/Observation Points*

Pause the tape before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video and ask the questions again to assess students' observations.

- What learning strategies and skills does Craig use in his work? (Responses may include reading, research, writing letters, asking questions, organizing, traveling, getting to know people in other countries, public speaking.)
- How is Craig's work making a difference in the world? (Responses may include helping to end child slavery, speaking out about his beliefs, inspiring other people to help end child slavery, drawing attention to problems of child slavery.)
- How does Craig's statement — "Being 12 years old is no excuse. No one has a good enough excuse for ignoring these child laborers' problems" — affect you? (Responses may include it makes me want to help them, it makes me angry that these children are forced to work, it makes me want to learn more about this problem.)

### **After-Viewing Activities**

*Portions of these activities are incorporated into the student assessment activity; for details, see the Teacher Summary on page 19.*



#### **Questions for Class Discussion**

- In what ways are students connected to people and places beyond Wisconsin?

- What did students learn from viewing Program 10, “Beyond Borders,” about taking positive actions to overcome hatred, fear, and stereotypes?
- What strategies for taking positive actions did students observe in Program 10?
- What are some of the ways that students are making the world a better place?
- If students wanted to take positive action to overcome hatred, fear, and stereotypes, what activity would they choose and how would they make it happen?

### **Class Activity**

Assist students in preparing a list of several global issues they feel strongly about and would like to address. You can use the responses students gave to the questions above, as well as visit the Web sites listed in References and Resources, on pages 11 and 12.

Divide the class into several small groups and ask each group to begin researching one of the issues. Encourage students to apply the learning strategies modeled in Program 10 and in previous *Cultural Horizons* programs. When the groups complete their research, assign each group to prepare a speech that identifies the issue, explains the actions people are taking, and concludes with a request for assistance in resolving the issue. Ask the groups to present their speeches to their classmates.

### **Students’ Culture Journals**

Ask students to re-read the responses they wrote in their Culture Journals to the Before-Viewing focus question: How can I, my classmates, my friends, and my family help make the world a better place to live? Have them answer this question again using the information that was presented in Program 10.

### **Technology Link**

Visit the [Intercultural E-mail Classroom Connections Web site](#), noted on page 11, to find students in another state or country interested in being Internet pen pals with your class. Explain to students that, as pen pals, they can share who they are and what they like to do, as well as play a role in making the world a better place. Related activities may include sharing digital photos of themselves, directed online chats, and videoconferencing.

## Student Activity for Assessment

Students choose a global issue of importance to them and begin a united effort to take positive action. The project will include setting goals and creating an action plan. Details about the activity are provided in the [Teacher Summary](#) on pages 18-20.

## Extension Activities

*These activities correlate to the video segments cited in Viewing Activities (pp. 4-8) and allow for follow-up on particular themes.*

### St. Joan Antida High School Segment

Help students identify a social problem, make an informed decision on an appropriate course of action, and develop individual action plans designed to achieve a specific goal.

Begin by asking students to identify an attitude they would like to change. For instance, students could look for examples of the ways in which mass media (television, radio, print, Internet, music, billboards) might convey messages of ethnic/racial profiling. Have them explain why they selected the attitude, how the attitude was formed, and how it may influence the media's target audience.

Then, have students write an action plan to change the attitude. To help students proceed, ask them to answer such questions as:

- What attitude do you want to change?
- Why change this attitude?
- Whom does this attitude affect?
- Who needs to help effect change?
- When will the action plan happen?
- Where will the action plan happen?
- How will the action plan happen?
- What resources does your action plan need?

The action needs to focus on specific goals. These goals should be clear and realistic, and include enough detail to convey the intended result.

When students complete their action plans, have them pair up to share and provide constructive feedback about each other's plan. They then can use their partner's feedback to refine their plan.

### Global Learning and Sharing Mini-Segments

With the help of your school's visual arts instructor, have students create artwork to submit to the ICF's International Art Exchange program (see page 11). The theme of the art is cranes and the healthy

ecosystems in which they live. Preparations may include a class visit to the ICF headquarters in Baraboo. Participating in this program may result in international artwork coming to your school.

### **Free the Children Segment**

Have students take turns reading aloud from the prologue and first two chapters (pp. 6-40) of Craig Kielburger's book, *Free the Children: A Young Man's Personal Crusade Against Child Labor*. Afterward, lead a class discussion about the goals of a worthwhile project the class might take on "in its own backyard" or how the class might contribute to an existing project through Free the Children, Children International, or another organization. Help them adopt a project that combats injustice and helps inform their peers and parents about sharing with impoverished people of the world.

## **References and Resources**

### **Web Sites**

*Children International* is featured in the Global Learning and Sharing Mini-Segments. Web site: [www.childreninternational.org](http://www.childreninternational.org). Postal address: P.O. Box 219055, Kansas City, MO 64121. Telephone: 800/888-3089.

*Free the Children USA* is featured in the Learning and Sharing Mini-Segments. Web site: [www.freethechildren.org](http://www.freethechildren.org). Postal address: P.O. Box 32099, Hartford, CT 06150-2099. Telephone: 800/203-9091 (U.S. only).

*iEARN* (International Education and Resource Network) is a nonprofit organization of more than 4,000 schools in nearly 100 countries. iEARN enables online school communication between students involved in meaningful educational projects with peers around the world. Web site: [www.earn.org/projects](http://www.earn.org/projects). E-mail: [earn@us.earn.org](mailto:earn@us.earn.org). Postal address: iEARN-USA, 475 Riverside Drive, Suite 540, New York City, NY 10115. Telephone: 212/870-2693.

*Intercultural E-mail Classroom Connections* (IECC) helps teachers connect with other teachers to arrange intercultural e-mail connections between their students. A listserv helps teachers find partners from other countries for projects and e-mail pen pal activities. Created in 1992 by three professors from St. Olaf College in Minnesota, IECC was one of the first services on the Web to facilitate international pen pal exchanges between teachers and classrooms. Web site: [www.iecc.org](http://www.iecc.org).

*International Crane Foundation* is featured in the Global Learning and Sharing Mini-Segments. Web site: [www.savingcranes.org/getinvolved/](http://www.savingcranes.org/getinvolved/). Postal address: P.O. Box 447, Baraboo, WI 53913-0447. Telephone: 608/356-9462, ext. 142.

*International Peace Museum* is a virtual museum to which schools from all over the world have contributed. Web site: [www.ih.k12.oh.us/ps/peace/](http://www.ih.k12.oh.us/ps/peace/). E-mail: Hermann@ih.k12.oh.us. Postal address: Marian Herman, Technology Facilitator, Indian Hill Primary School, 6207 Drake Road, Cincinnati, OH 45243,

*International Youth Foundation*, one of the world's largest public foundations dedicated to improving the conditions and prospects for young people, is active in more than 60 countries and has helped over 23 million young people since 1990. Web site: [www.iyfn.org](http://www.iyfn.org). E-mail: youth@IYFNet.org. Postal address: 32 South Street, Suite 500, Baltimore, MD 21202. Telephone: 410/347-1500.

*Kids Can Make A Difference* (KIDS) educates students in middle school and high school about the root causes of and solutions to hunger and poverty, the people most affected, and ways students can help. Web site: [www.kids.maine.org](http://www.kids.maine.org). E-mail: kids@kidscanmakeadifference.org. Postal address: Larry Levine and Jane Finn Levine, P.O. Box 54, Kittery Point, ME 03905. Telephone: 207/439-9588.

*Peace Corps Kids World* is an interactive Web site designed for students to explore the world and learn about making a difference. Web site: [www.peacecorps.gov/kids/](http://www.peacecorps.gov/kids/).

*Peace Corps World Wise Schools* enables students to communicate with Peace Corps volunteers around the globe. Web site: [www.peacecorps.gov/wws/](http://www.peacecorps.gov/wws/). E-mail: wwsinfo@peacecorps.gov. Postal address: 1111 20th Street, NW, Washington, DC 20526. Telephone: 800/424-8580, ext. 1450.

*The Peace Gallery* is an online resource for educators and students started by several returned Peace Corps volunteers. More than 500 images of other countries and cultures are available for non-commercial use. Web site: [www.peacegallery.org](http://www.peacegallery.org).

*UNICEF Voices of Youth* features The Meeting Place and The Learning Place, where young people can read about children's issues, share ideas with other students, and find activities related to Children and Work, Children and War, Cities and Children, and Children's Rights. This site includes The Teacher's Place, where educators and others can discuss rights education and global issues. Web site: [www.unicef.org/voy/](http://www.unicef.org/voy/).

## For Teachers

*The Arabs: Activities for the Elementary and Middle School Level*, by Audrey Shabbas et al. Arab World and Islamic Resources and School Services (AWAIR), 1991 (spiral bound). Twenty-five activities, including board games, that empower children to value themselves and others. To order, contact AWAIR at 2137 Rose Street, Suite 4, Berkeley, CA 94709; telephone/fax: 510/704-0517; e-mail: [awair@igc.apc.org](mailto:awair@igc.apc.org); Web site: [www.dnai.com/~gui/awairproductinfo.html](http://www.dnai.com/~gui/awairproductinfo.html).

*Building Bridges: Connecting Classroom and Community through Service-Learning in Social Studies*, edited by Rahima C. Wade. National Council for the Social Studies, 2000, ISBN 0879860839 (paperback). Service-learning project models organized by grade; includes a rich listing of resources.

*Class Actions: Teaching for Social Justice in Elementary and Middle School*, by JoBeth Allen. Teachers College Press, 1999, ISBN 0807738565 (paperback). Presents a variety of ways to teach justice-for-all in urban and rural elementary and middle schools.

*Enriching the Curriculum through Service Learning*, by Carol W. Kinsley. Association for Supervision and Curriculum Development, 1995, ISBN 0871202468 (paperback). Help your students learn critical skills and knowledge, as well as develop social skills and a sense of purpose.

*Finding Solutions to Hunger: Kids Can Make a Difference*, by Stephanie Kempf. World Hunger Year, 1997, ISBN 0966003802 (paperback). Interactive lessons for middle and high school students on the causes of and solutions to both domestic and global hunger.

*Free the Children: A Young Man's Personal Crusade Against Child Labor*, by Craig Kielburger with Kevin Major. HarperCollins, 1998, ISBN 0060175974 (hardcover). A 15-year-old Craig Kielburger, founder of Free the Children, recounts his personal journey in learning about respect, friendship, and himself from working children in southern Asia.

*Global TeachNet News*. A bimonthly teacher resource from the global education networks of the National Peace Corps Association and the Association for Supervision and Curriculum Development. To subscribe, contact the National Peace Corps Association at 1900 L Street, NW, Suite 205, Washington, DC, 20036-5002; telephone: 202/293-7728; e-mail: [n pca@rpcv.org](mailto:n pca@rpcv.org); Web site: [www.rpcv.org/pages/GTNnews/19990102.cfm](http://www.rpcv.org/pages/GTNnews/19990102.cfm).

*Promoting Social and Emotional Learning: Guidelines for Educators*, by Maurice J. Elias, Association for Supervision and Curriculum Development, 2000, ISBN 0871202883 (hardcover). Scope and sequence for developing curriculum that teaches social and emotional skills.

*Scarves of Many Colors: Muslim Women and the Veil*, by Joan Bohorfoush. Network of Educators on the Americas, 2000, ISBN 18785544158 (audiotape). A 24-minute audiotape and four classroom-tested lessons about stereotypes of Islamic women.

*The Soul of Education: Helping Students Find Connection, Compassion, and Character at School*, by Rachael Kessler. Association for Supervision and Curriculum Development, 2000, ISBN 0871203731 (paperback). Models and strategies for overcoming prejudice and encouraging constructive student behavior.

*Stolen Dreams: Portraits of Working Children*, by David L. Parker. Lerner Publishing, 1998, ISBN 0822529602 (hardcover). Photographs and text document the working children of Nepal, India, Bangladesh, Thailand, and Mexico. Describes the types of work children do, the economic reasons why children are drafted into sweatshop labor, and the effects of work on the lives of children. Includes a chapter on Iqbal Masih, the child labor activist from Pakistan.

*Talk It Out: Conflict Resolution in the Elementary Classroom*, by Barbara Porro. Association for Supervision and Curriculum Development, 1996, ISBN 087120262x (paperback). Describes how to help students learn the art of conflict resolution for all sorts of problems.

*Teaching about Islam and Muslims in the Public School*, by Munir A. Shaikh. Council on Islamic Education, 1995, 1998 (third edition), ISBN 1930109008 (paperback). Focuses on Muslim religion, cultural identities, and Muslim communities in North America.

*That's Not Fair: A Teacher's Guide to Activism with Young Children*, by Ann Pelo and Fran Davidson. Redleaf Press, 2000, ISBN 1884834744 (paperback). Help children change the world for the better. Includes stories of activist children, teachers' experiences and reflections, and a list of resources for both adults and children.

*Understanding Islam*, "What's in the News" program #2414. Pennsylvania State University, 2001. This 15-minute video features the origins of Islam, how it has spread around the world, and the similarities and differences among Islam, Christianity, and Judaism. "What's in the News" is an instructional television series endorsed by the National Council for the Social Studies. Distributed by International Telecommunications Services; to order, call 703/476-4468.

## For Students

- Arab Americans*, by Alixa Naff. Chelsea House, 1998, ISBN 079105053x (hardcover). One of “The Peoples of America” series celebrating our nation’s diverse ethnic heritage.
- Beatrice’s Goat*, by Page McBrier. Simon & Schuster Children’s Publishing, 2001, ISBN 0689824602, (hardcover). A story about how the gift of a goat from Heifer Project International changed a young girl’s life in western Uganda.
- Children Just Like Me: A Unique Celebration of Children Around the World*, by Barnabas Kindersley. DK Publishing, 1995, ISBN 0789402017 (hardcover). Readers meet children from all walks of life and discover the things these children have in common with each other and with the reader.
- Come Back, Salmon: How a Group of Dedicated Kids Adopted Pigeon Creek and Brought It Back to Life*, by Molly Cone. Sierra Club Books for Children, 1994, ISBN 0871564890 (paperback). This book chronicles the efforts by elementary students to clean up a nearby stream, stock it with Coho salmon, and preserve it as an unpolluted place where the salmon could return to spawn.
- Common Ground: The Water, Earth, and Air We Share*, by Molly Bang. Scholastic, 1997, ISBN 0590100564 (hardcover). A look at why and how people must work together to protect Earth’s resources.
- Hands around the World: 365 Creative Ways to Build Cultural Awareness and Global Respect*, by Susan Milord. Gareth Stevens Audio, 1999, ISBN 0836822315 (hardcover). Multicultural projects and crafts designed to foster cultural awareness every day of the year.
- It Takes a Child: Craig Kielburger’s Story — A Journey into Child Labour*, directed by Judy Jackson. Judy Films, 1998, ISBN 1560297832. A documentary film chronicling Craig Kielburger’s work as child activist and founder of Free the Children. Available for purchase or rental; contact Bullfrog Films, P.O. Box 149, Oley, PA 19547; telephone: 800/543-3764; fax: 610/370-1978; e-mail: video@bullfrogfilms.com; Web site: [www.bullfrogfilms.com](http://www.bullfrogfilms.com).
- Kids Explore Kids Who Make a Difference*, by Westridge Young Writers Workshop. Avalon Travel, 1997, ISBN 1562613545 (paperback). With help from their teachers, young authors in grades 3 through 7 write about peers who are working to make the world a better place to live.
- The Kid’s Guide to Social Action*, by Barbara A. Lewis. Free Spirit Publishing, 1998, ISBN 1575420384 (paperback). This resource guide for children describes political action skills that can make a difference in solving social problems at local, state, and national levels.

It has sections on writing letters and speeches; petitions; fundraising; campaigning and voter registration; picketing; and lobbying. A directory of addresses and phone numbers for government offices and national social change groups is included, as is a section of forms for press releases, surveys, etc., that may be photocopied.

- Magid Fasts for Ramadan*, by Mary Matthews. Houghton Mifflin, 2000, ISBN 0618040358 (paperback). Magid struggles with the challenges of his Muslim faith during the Ramadan holiday.
- Miracle at Willowcreek*, by Annette LeBox. Second Story Press, 1998, ISBN 1896764045 (paperback). When Tess discovers that the sandhill crane's sanctuary near her home is at risk, she meets with Clara and Clara's pet crane Tabi, who help Tess and her friends protect the sandhills and their environment.
- Peace Crane*, by Sheila Hamanaka. Morrow Junior Books, 1995, ISBN 0688138152 (hardcover). After learning about the legend of Sadako and the 1,000 paper peace cranes, a young African-American girl wishes the peace crane would carry her away from the violence of her own world.
- Places of Refuge: Our National Wildlife Refuge System*, by Dorothy Hinshaw Patent. Clarion, 1992, ISBN 0899198465 (hardcover). Color photographs and text about the various types of wildlife refuges in the United States.
- Red Cross, Red Crescent: When Help Can't Wait*, by Leslie Burger. Lerner Publishing, 1996, ISBN 0822526980 (hardcover). In Muslim countries, the Red Crescent functions like the Red Cross does in the United States. This book describes how these humanitarian organizations span cultures to reach people in need everywhere.
- Sister Cities: In a World of Difference*, by Leslie Burger. Lerner Publishing, 1996, ISBN 0822526972 (hardcover). Describes how the sister cities program helps people cooperate to build schools, protect the environment, and enjoy each other's traditions.
- Speaking up, Speaking out: A Kid's Guide to Making Speeches, Oral Reports, and Conversation*, by Steven Otfinoski. Millbrook Press, 1996, ISBN 1562943456 (hardcover). Strategies and tips for speaking in social situations, reading aloud, presenting oral reports, and making speeches of all kinds.
- Take Action! A Guide to Active Citizenship*, by Marc Kielburger and Craig Kielburger. Gage Learning Corporation, 2001, ISBN 0771580339 (paperback). This step-by-step guide to active citizenship equips young people with the tools to make a difference on local, national, and global levels. Written by the founder of Free the Children and his brother.

*What Do We Know About Islam?* by Shahrukh Husain. Peter Bedrick Books, 1996, ISBN 0872263886 (school/library binding). An introductory text that answers questions about Islam.

*What! I Have to Give a Speech?* by Thomas J. Murphy. Grayson Bernard, 1995, ISBN 1883790107 (paperback). Step-by-step directions for preparing and delivering a speech, with many examples of techniques and practice exercises.

## CD-ROM Connections

*Navigation instructions for the Cultural Horizons of Wisconsin CD-ROM appear on page 31.*

The following **Visits** relate in various ways to segments featured in Program 10:

“All About Me” — Meet Qer, Lina, Lue, Jennifer, and Christopher. Find out about their lives in Cambodia, Nicaragua, Korea, and Thailand.

“Little United Nations” — Check out how and why these students celebrate United Nations Day every year.

“Take Another Look” — Meet Chamieka and find out what she has to say about stereotypes.

This assessable activity in the **My Discoveries** electronic notebook gives students the opportunity to log the information they have learned on their Visits:

“Little United Nations” — Choose one of the 10 Rights of the Child and explain what it means to you. How will you share it with your friends and family?

Use the “All Groups” list in **Explorer** to learn more about the following groups of people who were represented in Program 10:

Arab	Filipino
Asian Indian	Guatemalan
Brazilian	Japanese
Canadian	Pakistani
Chinese	Russian
Cuban	United States



### 1. Review

To help students focus on possible class projects to undertake,

- have students review the response they wrote in their Culture Journals to this After-Viewing question: How can I, my classmates, my friends, and my family help to make the world a better place to live?
- ask students to recall the After-Viewing class activity for which they prepared a list of global issues they would like to address (page 9). Discuss how each of these global issues affects their classroom or school.
- ask students to recall their responses to this After-Viewing class discussion question posed in chapter 7: What strategies for dispelling stereotypes did students observe in Program 7, “Look Again”?

### 2. Choosing a Class Project That Makes a Difference

Explain to students that they will work together democratically to choose a project that addresses hatred, stereotypes, and fear in the classroom or the school. Tell them that the entire class will work on this project and it could go on for several months. Once the class decides on its project, ask students to identify the project’s goals and who the project will impact.

If you elect to have students use the **Choosing a Class Project That Makes a Difference** activity sheet, distribute it now, along with the assessment rubric. As a class, read through the portion of the rubric for this activity, making sure students understand the way in which their performance is being measured.

### 3. Creating an Action Plan

Once students have chosen a class project, help them apply the collaborative work skills they have developed to identify the steps necessary to complete the project. If the class engaged in the Extension Activity related to the St. Joan Antida High School video segment (see page 10), they will be familiar with the steps of an action plan, including researching, writing, and speaking. If not, you may wish to adapt the activity now.

Explain to students that the action plan they create should include the steps of locating, organizing, and using relevant information to understand the issue they are addressing. It also should take into account the viewpoints and interests of different groups and individuals.

If students will be using the **Creating Our Action Plan** activity sheet, distribute it now. Also, review with the class the part of the rubric relevant to this activity, ensuring that students know how you are measuring their performance. A teacher’s answer key is provided on page 26.

### **4. Organizing the Teams**

After the class creates a workable action plan, guide students in organizing themselves to ensure they accomplish all the steps involved. Remind students to apply what they have discovered about their own unique cultural identities and learning styles as they consider the parts of the plan they want to do. Address with students the corresponding section of the rubric, so they understand the expectations.

### **5. Off and Running!**

Now, it's time to begin the hours of work that will be required to complete this project. If the students' action plan doesn't include a set of deadlines and a project completion date, help them to do so before they proceed. Also, go over the part of the rubric related to this activity.



Name \_\_\_\_\_

Date \_\_\_\_\_ ID# \_\_\_\_\_

## Choosing a Class Project That Makes a Difference

**Directions:** Fill in items 1 through 6 as you work with your classmates to select a classroom or school project that addresses hatred, fear, and stereotypes.

1. Describe the classroom or school issue that this project will address.

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2. Where will we look to learn more about this issue?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

3. List three goals that this project will accomplish.

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_

4. Which groups of people will be affected by this project?

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5. Which individuals and groups who share this project's goals will we interview and ask if they may be interested in helping?

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6. Which individuals and groups who disagree with this project's goals will we interview in order to understand their point of view?

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Name \_\_\_\_\_

Date \_\_\_\_\_ ID# \_\_\_\_\_

## Creating Our Action Plan

**Our action plan addresses this issue:**

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This list of words will help you develop your action plan. The answers to questions 1, 2, and 3 are in this list. Read the question and then decide which words are the best answers. The examples after the questions will give you a hint.

- |                       |                        |                     |
|-----------------------|------------------------|---------------------|
| people                | school auditorium      | telephones          |
| school newspaper      | speech writing         | researchers         |
| calendar              | thinking               | postage stamps      |
| school Web site       | maps                   | organizing          |
| picketing             | information            | thinkers            |
| microphone            | supporters             | publicity           |
| poster board          | locating information   | envelopes           |
| work space            | money                  | writers             |
| brainstorming         | computers              | scheduling          |
| meeting deadlines     | library                | sharing information |
| researching           | public speakers        | fundraisers         |
| Internet              | school hallways        | talking             |
| gathering information | fundraising            | phone calling       |
| organizers            | press releases         | office supplies     |
| reference books       | organizing information |                     |

**1. Where will our action plan take place?** *Example: classroom*

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**2. What activities will make our action plan happen?**

*Example: letter writing*

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**3. What resources does our action plan need? *Example: photocopier***

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**4. How will we know when our project is finished? *Hint: Review your action plan's goals.***

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**5. What is our action plan's time line?**

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## Creating Our Action Plan

Our action plan addresses this issue: \_\_\_\_\_

This list of words will help you develop your action plan. The answers to questions 1, 2, and 3 are in this list. Read the question and then decide which words are the best answers. The examples after the questions will give you a hint.

people	school auditorium	telephones
school newspaper	speech writing	researchers
calendar	thinking	postage stamps
school Web site	maps	organizing
picketing	information	thinkers
microphone	supporters	publicity
poster board	locating information	envelopes
work space	money	writers
brainstorming	computers	scheduling
meeting deadlines	library	sharing information
researching	public speakers	fundraisers
Internet	school hallways	talking
gathering information	fundraising	phone calling
organizers	press releases	office supplies
reference books	organizing information	

**1. Where will our action plan take place?** *Example:* classroom

**ANSWERS:** work space, school newspaper, school Web site, school auditorium, library, school hallways, press releases

**2. What activities will make our action plan happen?**

*Example:* letter writing

**ANSWERS:** picketing, brainstorming, researching, gathering information, speech writing, thinking, fundraising, organizing, scheduling, sharing information, talking, phone calling, locating information, organizing information, meeting deadlines

**3. What resources does our action plan need?** *Example:* photocopier

**ANSWERS:** people, calendar, microphone, poster board, Internet, organizers, maps, information, supporters, reference books, money, computers, public speakers, telephones, researchers, postage stamps, thinkers, publicity, envelopes, writers, fundraisers, office supplies

# Teaching Plan for Program/Chapter 10: “Beyond Borders”

Video Segment	Learning Strategies	CD-ROM Component	The English Language Learner	The Intermediate Learner	The Gifted and Talented Learner
St. Joan Antida High School	Reflective thinking Questioning Observing Sharing	Visit: “Take Another Look”	VOC: pp. 2-4 BVA: focus questions, p. 4 VA: viewing points, p. 5	BVA: focus questions, p. 4 VA: viewing points, p. 5 AVA: discussion, pp. 8-9; class activity, p. 9; Culture Journal, p. 9 SAA: pp. 18-26	AVA: Culture Journal, p. 9 Technology Link: p. 9 SAA: pp. 18-26 EA: creating an action plan, p. 10
<p><b>Family and Consumer Education Standards addressed in this video segment:</b> Grade 4: F.4.2, F.4.3, F.4.4; Grade 8: F.8.2, F.8.3, F.8.4</p>					
Global Learning and Sharing Mini-Segments	Questioning Sharing Observing Cooperating	Explorer: Japanese people	VOC: pp. 2-4 BVA: focus questions, p. 4 VA: viewing points, p. 7	BVA: focus questions, p. 4 VA: viewing points, p. 7 AVA: discussion, pp. 8-9; class activity, p. 9; Culture Journal, p. 9 SAA: pp. 18-26	AVA: Culture Journal, p. 9 Technology Link: p. 9 SAA: pp. 18-26 EA: international art exchange, pp. 10-11
<p><b>Information and Technology Literacy Standards addressed in this video segment:</b> Grade 4: A.4.4, C.4.1, D.4.2; Grade 8: A.8.4, C.8.1, D.8.2</p>					
<p><b>Art and Design Education Standards addressed in this video segment:</b> Grade 4: B.4.2, C.4.5, C.4.6, E.4.1, E.4.2, E.4.5; Grade 8: B.8.2, E.8.1, E.8.2, E.8.5</p>					
<p><b>Family and Consumer Education Standards addressed in this video segment:</b> Grade 4: D.4.1, D.4.2, D.4.3, D.4.4; Grade 8: D.8.1, D.8.2, D.8.3, D.8.4</p>					
Free the Children	Brainstorming Resourcing Observing Listening Cooperating	Visit: “Little United Nations”	VOC: pp. 2-4 BVA: focus questions, p. 4 A: viewing points, p. 8	BVA: focus questions, p. 4 VA: viewing points, p. 8 AVA: discussion, pp. 8-9; class activity, p. 9; Culture Journal, p. 9 SAA: pp. 18-26	AVA: Culture Journal, p. 9 Technology Link: p. 9 SAA: pp. 18-26 EA: shared reading/adopt a project, p. 11
<p><b>English Language Arts Standards addressed in this video segment:</b> Grade 4: A.4.2, A.4.4, B.4.1, B.4.2, B.4.3, C.4.1, C.4.2, C.4.3, D.4.1, F.4.1 Grade 8: A.8.2, A.8.4, B.8.1, B.8.2, B.8.3, C.8.1, C.8.2, C.8.3, D.8.1, F.8.1</p>					
<p>VOC – Vocabulary; BVA – Before-Viewing Activity; VA – Viewing Activity; AVA – After-Viewing Activity; SAA – Student Activity for Assessment; EA – Extension Activity</p>					

## How to Use This Guide

This teacher guide will assist you in making best use of the *Cultural Horizons of Wisconsin* video series and its companion CD-ROM by offering ways to incorporate them into your curriculum. It also contains suggested activities designed to appeal to multiple learning styles and intelligences. Each chapter of this guide corresponds to a program in the *Cultural Horizons of Wisconsin* video series and offers activity suggestions and CD-ROM connections specific to that program.

The series is set in a spacious, learning-rich environment called the Exploratorium. There, a group of young people and their adult facilitators, Mr. Kelly and Miss White, examine each program's theme. Illustrating the topic at hand are magazine-style segments that provide real-life examples. These programs highlight Wisconsin's diversity and provide a springboard for classroom discussion and student reflection.

It is always worthwhile to preview each *Cultural Horizons of Wisconsin* program before sharing it with your class. In particular, look for points where you may wish to pause the videotape and discuss a question or idea with students. In addition to introducing and reinforcing content about the state's culture, *Cultural Horizons of Wisconsin* will help your students understand that culture pertains to them as individuals.

### Correlations with Wisconsin's Model Academic Standards

Instructional goals for each video program were developed in conjunction with the [Wisconsin Model Academic Standards for Social Studies](#). Learning objectives and relevant social studies standards for fourth and eighth grades are noted under the heading of Program Goals in each chapter.

Many segments within the programs support academic standards in other disciplines as well. Those correlations are noted in the Viewing Activities section and on the teaching plans (see "Assisting Teachers, Enriching Student Learning," below).

Children in the Exploratorium will engage in a variety of learning activities that support the [Model Academic Standards for Information and Technology Literacy](#). Each chapter also includes a "technology link" that is designed to help integrate technology into enrichment activities.

### Assisting Teachers, Enriching Student Learning

In addition to suggesting student activities that complement the *Cultural Horizons of Wisconsin* video series, this guide includes a set of teaching plans, one for each chapter. The teaching plan identifies main content areas covered in a particular program, learning strategies that were modeled, related CD-ROM components, and relevant cross-curricular academic standards. It also groups this guide's student activities into three graduated levels. The [teaching plan for "Beyond Borders"](#) is on page 27.

As an ongoing activity, the Student Culture Journal plays an integral part of the *Cultural Horizons of Wisconsin* experience. References to its use are made throughout this guide. Each student creates a journal or scrapbook in which he or she can record responses to questions asked before and after viewing. The journal also can be used to collect artwork, photographs, or other materials. Students may wish to decorate their Culture Journals to reflect their own culture.

The items below outline the manner in which the chapters of this guide are organized and describe the information each section contains:

### **Background Information for Teachers**

This section lays the foundation in regard to the content of the video program. It explains why particular topics are covered and gives relevance to the manner in which they are presented.

### **Synopsis**

The Synopsis describes the action that takes place in a particular program and the issues that are raised.

### **Program Goals**

This section cites learning objectives for the program and correlates each one to specific Wisconsin Model Academic Standards for Social Studies.

### **Vocabulary**

This list is made up of terms, with definitions, that are used in the video program as well as those which may arise during classroom discussion.

### **Before-Viewing Activities**

This part of the chapter can be used to direct students' attention on the video program they are about to view. It includes focus questions for classroom discussion and journal writing. You may want to record students' responses to the discussion questions on the chalkboard and reflect on them after the class views the program.

### **Viewing Activities**

All *Cultural Horizons of Wisconsin* programs feature several segments that address a particular cultural aspect. Synopses, relevant cross-curricular academic standards, and follow-up questions for each segment can be found here.

### **After-Viewing Activities**

This portion of the chapter offers class discussion questions, class activities, and journal-writing topics.

### **Technology Links**

These activities suggest ways to incorporate the tools of technology into student learning, both within and beyond the classroom.

### **Extension Activities**

Venture a little further. These activities provide ideas to enhance or expand learning opportunities on themes and content presented within the segments seen in the video program. Some can be used as a means to integrate a topic across the curriculum.

### **Student Activity for Assessment**

Each chapter contains a classroom-ready student assessment activity; this section provides a brief description of it. Assessment activities are designed to engage students in applying the concepts presented in the video programs. Results can be used to assess students' grasp of basic ideas for each new topic.

In addition to student materials, each assessment activity includes a teacher summary and assessment rubric. Each rubric enables students to choose the level at which they wish to perform. Before students begin an assessment activity, review the activity's rubric with the class, ensuring that students understand how their performance will be measured and scored.

### **Guide Resources**

This section of the chapter lists the type and location of materials needed to conduct activities mentioned in the guide. These items can include images, maps, and reproducible masters.

### **References and Resources**

The books, teaching materials, Web sites, and educational tools cited in this section have been carefully selected for quality and appropriateness. Each entry is annotated.

### **CD-ROM Connections**

To help students and teachers make best use of the *Cultural Horizons of Wisconsin* CD-ROM, information in this section identifies components of the CD that relate to each video program.

The *Cultural Horizons of Wisconsin* video series, CD-ROM, and this teacher guide were developed with the generous involvement of a number of Wisconsin classroom teachers and other education professionals from across the state. Their contributions ensure that these materials truly reflect the collective best thinking in regard to the cultures that shape our state and our individual lives.

### **Kathleen Ernst, Kori Oberle**

Project Co-Directors

*Cultural Horizons of Wisconsin*

## CD-ROM Navigation

**Visits** on the *Cultural Horizons of Wisconsin* CD-ROM introduce students to children and adults who are learning about, celebrating, and preserving their cultural heritage. These Visits relate in various ways to segments featured in *Cultural Horizons of Wisconsin* video programs. Teachers and students can access the Visits in two ways:

- Click on the Wisconsin Map pocket in the Backpack to open the map. Explore the map to find the pop-up signposts that bear the titles of the Visits. Click on the signpost of the Visit you wish to experience.
- Click on the Tools pocket in the Backpack. Launch the “Navitron” — which includes an alphabetical list of all Visit titles on the CD — by clicking on its icon. View the list and click on the Visit title of your choice.

**My Discoveries** is an electronic notebook that students use to record what they learn on their Visits. The Index within My Discoveries assists teachers with tracking the progress their students make through this CD-ROM. My Discoveries is accessible through

- the last screen of any Visit. Click on the “Write in My Discoveries” link to go to the writing activity related to that Visit.
- the Backpack’s top pocket. Click on the My Discoveries pocket to open it. Next, click on the “Open” button on the cover of the notebook and then the “Index” tab to view the Visit titles. Click on the Visit of your choice to begin your journal entry.
- the Tools pocket, located on the Backpack below the Wisconsin Map pocket. Click on it and select the Navitron button, and then choose the My Discoveries option. To access a Visit read the sentence directly above that begins with “Next.”

**Explorer** is a database containing profiles of more than 70 ethnic population groups currently living in Wisconsin. Each profile provides four subsections of content: background information in *Who We Are*; details on foods, crafts, music, and dance in *Traditions*; *Recipes*; and examples of ways the group preserves and celebrates its cultural identity in *Getting Along*.

All profiles are accessible in two ways — either by ethnic group, under the heading “All Groups,” or by country of origin, under “Areas of the World.” CD users can access Explorer by clicking on

- a specific group name, cited on the last screen of any Visit because of its relevance to that particular Visit.
- the front pocket of the Backpack. Then, click on either the “All Groups” or “Areas of the World” button. Choose the group you wish to learn about by scrolling through the list and clicking on either the group name or the area of the world from where the group came. After opening a profile, you may read screen by screen or jump to a particular section by clicking *Who We Are*, *Traditions*, *Recipes*, or *Getting Along*.
- the Tools pocket, located below the Wisconsin Map pocket on the Backpack, and launching the Navitron. Choose the Explorer option and follow the instructions directly above, starting with the sentence that begins with “Then.”