

Global Issues & Human Rights Around the World



Standard: World Perspectives

Students will analyze current global issues based on knowledge of the regions' geography, culture, politics, and history.

- Identify current world problems or situation (health, hunger, population, war, environment, education, labor).
- Explain the multiple factors that affect world problems and situations (education, poverty, war, politics, etc.).
- Describe a world problem or situation from multiple perspectives (ethnic, religious, economic, governmental, etc.).
- Take a stand on the issue and outline a plan to address current or future world problems.

Assessment: Museum Exhibit

You will work with a partner to create a museum exhibit detailing a current global issue/human rights issue in the world. You and your partner will select an issue and research both the historic and the current aspects of this topic. Both of you will then create an **interactive museum exhibit** to present your information to MHS staff, students and parents.

Your exhibit display will include all of the following:

<p>A A Catchy Title/Heading</p>	<p>B A Subheading of Your Issue</p>	<p>C A byline with your first and last names</p>
<p>D Maps of the country(s) involved AND Other Pictures, charts and Graphics relating to this issue</p>	<p>E Problem/Overview of Situation Describe the current situation and concerns involved in your topic. (minimum of 12 sentences)</p>	<p>F Major Events relating to this issue. Minimum of <u>5</u> events with dates and descriptions. May be a list, a timeline, etc.</p>
<p>G Political Cartoons about the issue --One published cartoon about this issue. --Your own creations: Create your own political cartoon about this issue.</p>	<p>H Multiple perspectives on this issue Every issue has more than one side to it. Describe various viewpoints on the issue. This may be two opposing sides or varying stances from a country, organization or other entity.</p>	<p>I What We Think/Opinions section describing each person's stance and opinions about this issue. <i>What do you think can and should be done to address this situation/issue/problem?</i> Write a paragraph.</p>
<p>J Human Portrait Bring this issue to life with at least one first person perspective on the issue. Find or create a personal account from a person involved in the issue. (Memoir, journal, poetry, photo essay, short video, etc.)</p>	<p>K Solutions Who/what will change/solve this situation? IDENTIFY AT LEAST ONE ORGANIZATION WORKING TO ADDRESS THIS ISSUE AND EXPLAIN THEIR MISSION AND ACTIONS. What steps are being taken to help the people involved or address the issue? This could be a government, a nonprofit organization, a company, the United Nations, etc...</p>	<p>L Interactive Piece Your group must involve each judge in an interactive way. Examples: trivia about your topic, pull fact cards out of a jar, asking them to sign a petition, quick puzzle or game, scavenger hunt on your poster, listen to a song, etc.</p>

WHEN A BOX IS FULLY COMPLETED, EACH PERSON ON YOUR TEAM SHOULD CHECK IT OFF.

This display will be viewed by many people-students and adults, on presentation day. Please take your time, be creative, organized, neat and professional.

Presentation Day:

May _____ during block _____

**YOU AND YOUR PARTNER WILL NEED TO PROVIDE YOUR OWN POSTER BOARD/TRIFOLD POSTER.
Ms. Hofmann/Mrs. Mackey have used posters that are available for you to repurpose for this project.**

Resources to get you started:

Amnesty International

www.amnestyinternational.org

Human Rights Education Associates

www.hrea.org

Human Rights Watch

www.hrw.org

National Economic and Social Rights Initiative

www.nesri.org

Global Issues

www.globalissues.org

United Nations

www.un.org

United Nations Office of the High Commissioner for Human Rights

www.unhchr.ch

University of Minnesota Human Rights Library

www.umn.edu/humanrts

The People's Movement for Human Rights Education

www.pdhre.org

CIA World Factbook

www.cia.gov

List of Sources

Keep a list of sources below and on a google doc. You need to include a list of sources on the back of your poster.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Log of Contribution: Keep a record of EACH person's contribution on each day:

Tentative Schedule:

- Day 1: TODAY
Select a global issue/human rights issue in class and choose partner. Begin work in the computer lab.
HOMEWORK: Divide up responsibilities and work hard over the weekend. Meet up to work together if possible.
- Day 2: In class work day.
HOMEWORK: Divide up remaining responsibilities and work hard. Get poster board.
- Day 3: In class work day
HOMEWORK: Divide up remaining responsibilities and work hard. Begin editing your final work and assembling your poster.
- Day 4: In class work day
HOMEWORK: Divide up remaining responsibilities and work hard. Finalize poster and practice.
- Day 5: *******ASSESSMENT DAY IN LIBRARY*******
!!!FORMAL PRESENTATIONS TO STAFF, STUDENTS, PUBLIC and PARENTS!!!