

Geography Study Guide Interdependence

Elements of Interdependence

- there is value in working with others
- when people or ideas are linked together so one cannot succeed unless all group members succeed
- each person has a unique contribution to the joint effort
- group members encourage and facilitate each other's efforts

*"To deny people their human rights
is to challenge their very humanity."
Nelson Mandela*



Essential Questions:

What are Human Rights and how can we ensure them?

How do governments balance the rights of individuals with the common good?

Why is "where" important?

Overview

In our last cycle of the year we will be investigating how humans are treated around the world. Each class will read aloud a novel that takes place in Asia, but in quite different places and under different circumstances. We will also move to the Middle East in terms of our regional and continental studies.

At the end of this study guide and several weeks of study you will:

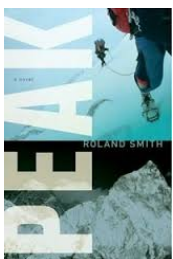
- Identify geography vocabulary terms and determine the theme within a novel
- Interpret how human rights are applied globally
- Evaluate consumers' power to change human rights violations
- Show the population statistics for each of your selected countries on each continent, including migration trends

Weeks 1-3 (March 14 – April 1)

Complete the following:

_____ 1. Turbulent Times TedTalk: Paddy Ashdown's speech about **The Global Power Shift**— how are elements of Interdependence found within his message? Write your thoughts in your JOURNAL.

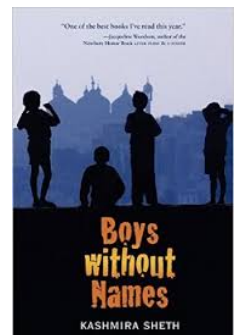
TED Ideas worth spreading



_____ 2. **Whole class novel:** Peak by Roland Smith OR Boys Without Names by Kashmira Sheth

_____ Write 20 questions you have from chapter 1 in your JOURNAL

_____ Fill out a character chart (from Ms. Fallon)



_____ 3. Middle Eastern Countries—draw and color the flag and symbols for your country in your journal.

Also CHOOSE 1:

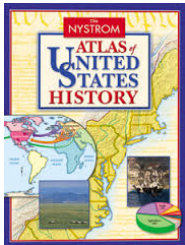
_____ add population statistics from the World Population Data Sheet poster/webpage

(<http://www.prb.org/Publications/Datasheets/2015/2015-world-population-data-sheet.aspx>) in your JOURNAL



OR

_____ record the emigration/immigration numbers for your country. From what countries are most of its immigrants come? To where do your country's residents mostly immigrate? Use the Global Migration webpage (<http://www.global-migration.info/>) and write your findings in your JOURNAL



_____ 4. "The American Economy Goes Global" atlas work – use the blue U.S. History Atlases

_____ 5. "What are Human Rights and How Can We Ensure Them?" Study the UN Convention on the Rights of the Child brochure, and identify, define and categorize universal rights. Be ready to debate about what rights you feel should or shouldn't be included, and analyze causes of child exploitation and possible ways of reducing violations of children's rights.

CHOOSE 1:

_____ Type up your ideas on a Google Doc and share it with me at fallonf@hotmail.com

OR

_____ Write your ideas on a separate page and attach it to the brochure



_____ 6. "Child Labor and Consumerism" Use the handout and lesson from Ms. Fallon to complete the questions below:

_____ Do all children enjoy the rights described in the Convention on the Rights of the Child?

_____ What products do you use on a daily basis that might be produced using child labor?

_____ How widespread or severe is the problem of child labor in today's world?

_____ How do your actions as a consumer be impacted by your newfound

knowledge on the prevalence of child labor?

Please turn in all work & this study guide by April 1

Self-evaluation--Rate yourself on:

How well you understood the information in the lesson

(1= didn't learn much, 3=learned some, 5=would be able to teach a peer about it)

1. Paddy Ashdown's TEDTalk _____
2. Peak OR Boys Without Names _____
3. Middle Eastern Countries _____
4. "The American Economy Goes Global" Atlas _____
5. Human Rights _____
6. Child Labor _____

