



State of the Global Village Report

Purpose: What does the world really look like? What is happening right now?
What is the true state of the global village?

To address these questions, we are going to work **individually or in partners** to investigate a single country. Our class goal will be to select countries from as many regions as possible to get a true grasp of the state of the world. For each country chosen, we will use

1. *statistics* to gain an understanding of
 - a. population demographics and growth,
 - b. resources,
 - c. economics,
 - d. life expectancy,
 - e. gender equality, and
 - f. literacy rates.

We will then research the

2. historical development of the country to give the statistics some context.

We will also gather

3. current events about our chosen country, *from that country's perspective* rather than only American or Canadian news organizations, to better understand the world from our chosen country's point of view.

What will you do?

1. Gather information.

- This will be done over **multiple classes** and you will be given instructions and helpful websites for each piece of information needed.

2. Analyze your information and create conclusions.

- You will determine what you believe to be the **top 2 issues and/or problems** facing your country **and the causes** associated with these problems. You will fill out a form
 - a) Define each problem;
 - b) Provide evidence of both the seriousness of the issue and its cause. (This will be completed in point form.)

3. Visual Display of Country information: the finished product

- a) Have a print out of 2 current events from your country that can be clearly and neatly placed in the hallway outside my classroom
- b) Create a visual poster to represent your Nation(s) (images, phrases, symbols of the culture, strengths and perspective of your country)

c) A *Peel the Fruit* Concept map of the issues facing your country

4. State of the World Conference

- a) You will be a delegate representing your country to meet and discuss the issues facing our world
- b) We will rank the issues and create a class display on the classroom bulletin or in the hallway, outside my classroom
- c) We will brainstorm possible solutions to the world's problems (leading us to ideas connecting with other units – *Socialization*, *Poverty* and *Solutions* ☺)

Timeline / due dates:

1. U.N. Human Development Index (evidence gathering form)

- a) Read statistics and knowing what it means / gathering statistics on your country
 - i. Birth rate, death rate, life expectancy, literacy rate, fertility rate, doubling time, gender equality
- b) Use *Gapminder* website, and *World Clock* website

1 – 1 ½ Classes:

2. Importance of multiple perspectives:

- a) Why is gaining multiple perspectives so important? Where does our news come from? What is my cultural bias?
- b) Research properly and quickly

1 – 1 ½ Classes:

3. Research (2 current events and a country poster)

1 Class:

4. The importance of knowing the history of a country

- a) What is *colonialism* and how does it affect the present day world?
- b) What is the role of *debt* / *corporations* / *IMF* in the state of the world today?
- c) What is a *highly indebted poor country*?
- d) What is the history of my country?

1 ½ - 2 Classes:

5. Research (history of country)

1 Class:

6. Analysis / Conclusions class (worksheet) (and example of *Peel the Fruit* concept web)

½ - 1 Class: _____

7. *Peel the Fruit* concept web on your country

½ - 1 Class: _____

State of the World Conference (Final Project DUE):