

GLOBAL STUDIES

Rationale:

In this project, you will be working with a group of students to produce a radio program that would have been played sometime during the 1930s. You will choose your own group members. As always, your success as a group will depend upon the individual efforts of each member of your group. Because the production of a radio program is a complex process that requires a variety of tasks, you have the best chance for success if the members of your group possess a variety of skills and interests that could be matched to the tasks at hand.

In order to determine where your own interests lie, please complete the following survey. After each student has completed the survey, you will all use the results to make sure that you include students in your groups who represent each of the three categories.

Directions:

1. Read the statements in each of the three columns on the attached page.
2. Make a check mark next to each statement that describes the type of work or activity that you find interesting and/or that you feel that you do well.
3. After you have checked your areas of interest, add the number of checks you have per column. Identify the column in which you have the highest number of check marks. This is the area in which you have the highest concentration of interest.
4. As you are forming your group, make sure that you select group members that represent the other two columns so that you will have a variety of skills/interests among your group members.

Example of questionnaire students took to determine their intelligence (creative, practical, or analytical)

#1	#2	#3
<p>If you feel comfortable with the following tasks, make a check mark here</p> <p><input type="checkbox"/> Using bullets, lists, steps</p> <p><input type="checkbox"/> Using worksheets</p> <p><input type="checkbox"/> Using tables</p> <p><input type="checkbox"/> Using Venn Diagrams to compare/contrast information</p> <p><input type="checkbox"/> Finding the error in the text</p> <p><input type="checkbox"/> Sorting and Classifying information</p> <p><input type="checkbox"/> Critiquing and Criticizing text</p> <p><input type="checkbox"/> Explaining difficult problems to others</p> <p><input type="checkbox"/> Making inferences about information</p> <p><input type="checkbox"/> Using puns to explain information</p> <p>TOTAL # OF CHECK MARKS: _____</p>	<p>If you feel comfortable with the following tasks, make a check mark here</p> <p><input type="checkbox"/> Working your way out of a problem</p> <p><input type="checkbox"/> Writing notes to self (what questions to ask myself, how to make sense of things for myself)</p> <p><input type="checkbox"/> Finding a problem and explaining what happened</p> <p><input type="checkbox"/> Drawing real world examples to explain a situation</p> <p><input type="checkbox"/> Hands-on activities</p> <p><input type="checkbox"/> Taking things apart and fixing them</p> <p><input type="checkbox"/> Advising and convincing others</p> <p><input type="checkbox"/> Adapting to new situations</p> <p><input type="checkbox"/> Putting things into practice</p> <p><input type="checkbox"/> Using analogies to explain situations/information</p> <p>TOTAL # OF CHECK MARKS: _____</p>	<p>If you feel comfortable with the following tasks, make a check mark here</p> <p><input type="checkbox"/> Figure out a way to explain information/situations</p> <p><input type="checkbox"/> Make your own interpretation of information/situations</p> <p><input type="checkbox"/> Using pictures or news bulletins to describe information/situations</p> <p><input type="checkbox"/> Designing new things</p> <p><input type="checkbox"/> Using alternative solutions and methods</p> <p><input type="checkbox"/> Thinking in pictures and images, rather than in text</p> <p><input type="checkbox"/> Noticing things other people tend to ignore</p> <p><input type="checkbox"/> Suppose something was changed ..being able to ask "What would happen if?"</p> <p><input type="checkbox"/> Acting and Role Playing to understand information/situations</p> <p><input type="checkbox"/> Inventing things to understand information/situations</p> <p>TOTAL # OF CHECK MARKS: _____</p>
#1: Analytical	#2: Practical	#3: Creative

Example of Differentiation by Interest:
Social Science

Objectives

Know – what is the Affordable Care Act and why is it controversial

Understand – the two sides to this legislation (the people for it and the people against it)

Demonstrate – your understanding of one of the sides of this debate in one of the four ways as outlined below.

Overview

The Affordable Care Act is meant to extend health care coverage to tens of millions of previously uninsured Americans. The law is more than 2,000 pages long, but most of the legal challenges to it have focused on one central element: its requirement that nearly all Americans obtain insurance coverage or face a financial penalty to be collected under the tax laws.

That requirement, which the law calls a minimum coverage provision and which is generally referred to as the individual mandate, was thought necessary to supplement a requirement in the law that insurance companies accept all applicants without taking account of pre-existing conditions.

The court will hear four questions. Only one concerns the individual mandate, which the government argues Congress was authorized to enact the individual mandate under two provisions of Article I, Section 8 of the Constitution – its power to regulate commerce and its power to tax. The leading Supreme Court precedents support the mandate, too, the government says, because the health care law addresses a pressing national problem that is economic in nature.

But opponents of the law say that the requirement to buy a product or service is unprecedented, regulates inactivity rather than activity and would allow Congress essentially unlimited power to intrude on individual freedom.

The other three questions before the court are whether the lawsuits are premature, since no penalties have yet been imposed; whether other portions of the law or the entire act must be invalidated if the mandate is thrown out; and whether Congress exceeded its constitutional authority by expanding the eligibility and coverage thresholds that states must adopt to remain eligible to participate in Medicaid.

1) Sketch - a cartoon that reflects one side of the debate (for or against the legislation) Artistically challenged people could also have the option of providing a caption to another persons sketch.

2) Skit (ideas – a conversation between a pres candidate the press or Pres candidate making a speech for or against the legislation)

3) Write – a 30 second commercial for or against the legislation. (a commercial for or against the health care mandate)

4) Montage – locate, display and present a single photo that represents your position. The presenters laptop will need internet and powerpoint for this station.

Example of Differentiation by Learning Profile & Readiness:
Social Science

Will Meuer Social Studies (Global Relations) D.I. Lesson Example

Objective(s)

Know – that Apple face allegations of harsh (even deadly) working conditions in its overseas assembly plants.

Understand – both the Apple corporate perspective as well as the workers perspectives

Demonstrate – the relationship between the corporate and worker perspective(s) as well as how the students (as consumers) are connected to this story.

The student instructions are below. This attempts to appeal to a variety of learning styles, and readiness levels. As for interest, students are indirectly cited in this lesson as they are consumers and users of Apples products.

This is an in class project that aims to give a better understanding of the pros and cons of globalization using a second article about Apple. While it is recommended each person read at least the blue sections of the article, each group has some options as to how they want to demonstrate their understanding of the reading which are in the chart below.

The options below are designed to continue developing your creative, analytical and practical thinking skills.

Ideas	What is expected
1) Skit – (Example - Mr. Lai’s parents sue Apple)	1) Does everyone have a role in your group?
2) Montage – powerpoint of direct quotes from article. Pictures (from article link below) and music may be used.	2) Are the different perspectives (such as Apple, the workers and supplier companies) represented?
3) Newscast – investigative journalism	3) Does the group produce a thoughtful and insightful look into the article?
4) Talk Show – The host interviews guests about the iPads human costs.	4) Does the group present the project seriously?
5) Closed door meeting – all parties involved meet behind closed doors to find a resolution.	
6) Fishbowl discussion – conduct your own question and answer session from a part of the reading.	
7) Other ideas? Let Mr. M know.	

Once your group has taken a few minutes to review the options, fill out one of the slips from Mr. Meuer with your participant names as well as the presentation idea to submit to Mr. M. You have the rest of the period to complete your task.

Example of Differentiation by Learning Profile & Readiness:
Social Science

<http://www.nytimes.com/2012/01/26/business/ieconomy-apples-ipad-and-the-human-costs-for-workers-in-china.html>

In China, Human Costs Are Built Into an iPad

By CHARLES DUHIGG and DAVID BARBOZA

January 25, 2012

The New York Times

The explosion ripped through Building A5 on a Friday evening last May, an eruption of fire and noise that twisted metal pipes as if they were discarded straws.

When workers in the cafeteria ran outside, they saw black smoke pouring from shattered windows. It came from the area where employees polished thousands of iPad cases a day.

Two people were killed immediately, and over a dozen others hurt. As the injured were rushed into ambulances, one in particular stood out. His features had been smeared by the blast, scrubbed by heat and violence until a mat of red and black had replaced his mouth and nose.