COMMUNITY CLASSROOM

ENGAGING STUDENTS AND EDUCATORS THROUGH FILM

WOMEN'S EMPOWERMENT

EDUCATOR GUIDE

Examine key social and political issues impacting women through curriculum and supporting video modules for the acclaimed documentaries WAITING FOR THE REVOLUTION, SHADYA, SHAYFEEN.COM: We're Watching You and TAKING ROOT. From an indigenous Bolivian leader fighting for labor rights to a young Israeli Arab karate champion with feminist ideas, from three Egyptian women working for fair elections, to a Kenyan woman leading a nationwide environmental movement, these four documentaries explore stories of women's empowerment and leadership around the world.

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TAKING ROOT

ACTIVITY 2 – Evaluating Citizen Action and Environmental Change Strategies

(90-120 minutes + assignments)

"The little, little grassroots people–they can change this world."

– Lillian Njehu

TAKING ROOT Activity 2

Evaluating Citizen Action and Environmental Change Strategies

(90-120 minutes + assignments)

Grade Level: 9–12, College
Subject Areas: Social Studies, Civics, Government, Sociology, Environmental Studies, Political Science, World History

Standards: Recommended National Standards are on page 45

Purpose of the Lesson:
In this lesson, students examine the community organizing/civic action steps that the Green Belt Movement (GBM) took to address Kenya's deforestation and to tackle the issues closely connected to this environmental issue, including women's rights, equitable economic development, political governance and the sustainable management of scarce resources. Students can use this investigation to help reach an overall understanding of the strategies that "change makers" and organizations use to address the issues they attempt to impact—leading them to the research of two activist organizations of their choice.

Objectives:
Students will:
- Explore the value and impact of civic engagement and citizen action
- Identify the strategies that The Green Belt Movement uses (and continues to use) to address deforestation and other issues connected to this environmental problem
- Assess the impact of citizen action in Kenya

Skills:
Analytical reading and viewing, note taking, interpreting information and drawing conclusions, critical thinking, identifying relationships and patterns, classifying, defining problems, synthesizing information

Materials:
- Computers with Internet access and/or with DVD capability
- LCD projector or DVD player
- Whiteboard/markers or chalkboard/chalk
- **TAKING ROOT Discussion Guide**
- **Planting Ideas Action Guide**
- **Wangari Maathai Timeline**
- **TAKING ROOT "Kenya and Wangari Maathai" Video Module**
- **TAKING ROOT "The Greenbelt Movement" Video Module**
- **Teacher Handout B: TAKING ROOT Quotes**
- **Teacher Handout C: Civic Strips**
- **Teacher Handout D: Strategies**
- **Teacher Handout E: Examples for Issues, Strategies, Impact**
- **Teacher Handout G: Assignment Rubric, Activity 2**
- **Student Handout B: TAKING ROOT Vocabulary**
- **Student Handout C: Issues, Strategies, Impact**

Procedures:

Previewing Activity

1. ***Think-Pair-Share:*** Post the Civic Strips (see **Teacher Handout C: Civic Strips**) around the room. Instruct students to think about what the terms mean and what the words might mean to them personally. Present the students with the following questions:
   - Have you ever participated in a community action (environmental or other type)? What was the purpose of the community action and why did you do it?
   - If not, what issues are you concerned about? Is there an issue (i.e. health care, pollution, unemployment) that really interests you or moves you?
   - Do you have family or friends who are involved in community actions? What have you observed from their participation?

   Have students turn to the person next to them and discuss their responses to the previous questions. Call on several student pairs and ask them to share what they've discussed aloud. Ask students to identify the value and impact of civic engagement; they should give examples, starting with civic action that is happening in their community.

2. ***Provide Background Information on Kenya and Wangari Maathai:*** Briefly introduce TAKING ROOT. Note that the film illustrates a real-world example of a group of Kenyan citizens who took (and continue to take) action to address environmental and social justice issues. Review the web-based timeline of events (**Wangari Maathai Timeline**: http://www.pbs.org/independentlens/takingroot/timeline.html), focusing on the events covered in the module. Follow up by having students read pages 2 and 3 of the **TAKING ROOT Discussion Guide** and then ask them to reflect on Maathai's commitment to change and the steps that led her there.

   **Other extended, lead-in options to include if you have the time:

   a) Have students listen to the podcast interview with Maathai, covering the making of the film and the environmental movement. You can find the interview on the ITVS Beyond the Box Blog: http://beyondthebox.org/podcast-interview-with-wangari-maathai
   b) Have students read Maathai's biography on the Nobel Prize website: http://nobelprize.org/nobel_prizes/peace/laureates/2004/maathai-bio.html
   c) Have students read "Root Causes: An Interview with Wangari Maathai" on the Mother Jones website: http://www.motherjones.com/politics/2005/01/root-causes-interview-wangari-maathai
   d) Distribute quote strips cut from the Non-Violent Protest/Civil Disobedience section of **Teacher Handout B: TAKING ROOT Quotes** and have students take turns reading them out loud to the class. Have students share their initial reactions to the quotes.

Viewing the Film

3. Review **Teacher Handout D: Strategies** and post them for students to see. Have students predict which of these strategies Maathai and the Greenbelt Movement may have used to address the environmental and social justice issues of their country.

4. Distribute and explain the instructions for **Student Handout C: Issues, Strategies, Challenges, Impact**. Tell students that while they are watching a short video module about the Green Belt Movement, they can begin filling in the chart as they identify chart elements, and that they can continue to complete the chart after the film has ended. They should also use the names of the posted strategies from **Teacher Handout D: Strategies** (see procedure 3 above) to complete that column of the chart where applicable. Show **TAKING ROOT "Kenya & Wangari Maathai" Video Module** and **TAKING ROOT "The Greenbelt Movement" Video Module.**

Reflecting on the Film

5. Divide students into pairs and have them work together to complete their charts. Have students refer to the Grassroots Organizing & Civic Education, Non-Violent Protest/Civil Disobedience and Women's Empowerment sections of **Teacher Handout B: TAKING ROOT Quotes** for further insight. Once students complete the chart, distribute a second blank chart. Have two sets of student pairs discuss their findings at a timed interval; once time is up, one pair shifts to sit with another pair to discuss findings. Have them "Give 1 – Get 1" idea with the other group, and tell them to record one finding on the new blank chart that they did not have before. Continue for a few rotations, so that pairs have a chance to compare notes with other groups.

6. Discuss the students' discoveries with them. Discussion prompts include:
   - What images and words stood out for you as you watched the video?
   - What issues were highlighted?
   - What were the most successful strategies used to address the issues?
   - What tactics were available to Maathai and the Green Belt Movement uniquely as women? How did they use and/or challenge Kenyan cultural norms?
   - What has The Green Belt Movement done for marginalized Kenyan women? Why is this work particularly important?
   - What is the power and value of grassroots civic engagement/citizen action in Kenya?

7. ***Assignment: Comparing Two Grassroots Organizations:*** In pairs or alone, have students research other grassroots "change makers" and organizations doing work around the world. (Online resources are listed on page 16). The students can choose two change makers according to their various interests (i.e. according to geographic region or the issue being addressed) and compare those. Consider having students choose change makers who are addressing the same or similar issues, but in different countries or contexts and/or using different approaches. Ideally, students should compare a leader from a developing country and a leader from a 'developed' country.

   Once students choose two grassroots leaders to analyze, they should compare the approaches and strategies of these change makers to each other, as well as to Wangari Maathai and the Green Belt Movement. Questions that students should consider in their comparisons are:

   - What are the issues each leader is addressing? Are they unique to their region?
   - What are the main challenges each leader is up against? Do they remind you of the challenges the Green Belt Movement encountered? What challenges do these change makers share (if any)?
   - What are some of the strategies and tactics that each leader is using to address the issues at hand? Compare the strategies used by the two selected leaders as well as the strategies you learned from the Green Belt Movement.
   - What elements of grassroots civic action are different in developing versus developed countries? Which elements/strategies are similar, regardless of the country?
   - Do you think there are there any "universal" elements to grassroots activism and organizing?

   Students should compile and present their research using their choice of a variety of multimedia forms: audio, video, music, photographs, PowerPoint, podcast, website, poster, collage and pamphlet/booklet.

Resources for student research on grassroots leaders:

Ashoka: http://www.ashoka.org/fellows
The Ashoka Fellows are leading "change makers" worldwide and they provide great case studies.

Echoing Green: http://www.echoinggreen.org/fellows
Echoing Green Fellows are examples of grassroots leaders who are addressing social problems in innovative ways.

The New Heroes: http://www.pbs.org/opb/thenewheroes/).
The New Heroes tells the stories of 14 individuals who are successfully alleviating poverty and illness, combating unemployment and violence and who are bringing education, light, opportunity and freedom to poor and marginalized people around the world.

Resources for grassroots leaders with an environmental focus:

The Goldman Prize: http://www.goldmanprize.org/
The Goldman Environmental Prize is the world's largest prize honoring grassroots environmentalists, recognizing environmental heroes from each of the world's six inhabited continental regions. Wangari Maathai received the Goldman Prize in 1991.

Brower Youth Awards: http://www.broweryouthawards.org
The Brower Youth Awards are the premier awards honoring bold, young, environmental leaders.

Assessment:

Use **Teacher Handout G: Assignment Rubric, Activity 2** to assess students' research. Students should receive the rubric to guide their article writing.

Extension Activities:

1. Have students assume the role of newspaper journalists to "interview" a person featured in the film (see list of individuals on page 3 of the **TAKING ROOT Discussion Guide**). Interviews can be about, for example, the issues in Kenya that affect them, their involvement in the Green Belt Movement, their concern about deforestation and its impact on their life, and so on. Students compile their interviews to create a "newsletter" for The Green Belt Movement or case studies for a group dealing with global deforestation.

2. Read "Activism versus Negotiation: Strategies for the Environment Movement," (http://homepage.mac.com/herinst/sbeder/activism.html) an article that examines the differences between environmental activism and negotiation. The article poses the question whether the two might coexist. Students can research organizations that combine the two to identify strategies and impact.

3. Use the **Planting Ideas Action Guide** to develop and execute a tree-planting plan for a local project. The United Nations Environment Program's Billion Tree campaign (http://www.unep.org/billiontreecampaign/) can be another key resource.

Teacher Handout B: TAKING ROOT Quotes

Reforestation

"The more I looked into the environment, and the more I looked into the problems that people were complaining about, especially women, the more I understood that what we were complaining about were the symptoms. And that we needed to understand the causes of those symptoms."
—Wangari Maathai

"The movement started as a tree planting campaign but it is a little more than just the planting of trees. It's planting of ideas, it's giving them reasons why they should protect their environmental rights, and giving them reasons why they should protect their women's rights."
—Wangari Maathai

"It's a very sad saga that we have a government in this country that is actually overseeing the destruction of forests and the grabbing of public land."
—Wangari Maathai

"As long as the resources are not adequate, as long as the resources are not being managed properly, as long as the resources are not being shared more equitably, we will be threatened."
—Wangari Maathai

"Today we are faced with a challenge that calls for a shift in our thinking so that humanity stops threatening its life-support system. We are called to assist the earth to heal her wounds, and in the process heal our own."
—Wangari Maathai

"It is the people who must save the environment. It is the people who must make their leaders change. And we cannot be intimidated. So we must stand up for what we believe in."
—Wangari Maathai

Colonialism & Culture

"There was something in our people that had helped them conserve those forests. They were not looking at trees and seeing timber. They were not looking at elephants and seeing ivory. There was no such economic value of these animals so they let them be. It was in their culture to let them be."
—Wangari Maathai

"All people have their own culture. But when you remove that culture from them, then you kill them in a way. You kill them. You kill a very large part of them."
—Wangari Maathai

"I was arrested and taken to the camps. They said we were supporting a 'terrorist'. They set my house on fire and took everything. Sheep, goats, everything. Then they kicked us out of our land!"
—Naomi Kabura Mukunu

"Of course to concentrate people in the village they had to destroy the old houses and build new ones. They had to construct camps. They had to do a lot of deforestation."
—Kamoji Wachira, Environmental Activist

"Most of our environment was destroyed by the government to find the enemies because the forest was thick and the Mau Mau were hiding in the forest."
—Lilian Wanjiru Njehu, Kanyariri Mother's Union Tree Nursery

Teacher Handout B: TAKING ROOT Quotes Ctd.

"The policy of the Kenyatta and Moi governments was no different in terms of forestry or natural resources from the colonial one. It was, in fact, a bit worse. These elites can continue to exploit resources and to enrich themselves at the expense of the environment and the people. It's a matter of division of the loot – who got what. All the way up."
—Kamoji Wachira, Environmental Activist

"We wrote and we gave the example of how the environment in third world countries is destroyed with full knowledge and support of the developed countries that support dictators, who don't help us to overcome these dictators, and who do business with these dictators. And then hold the poor people to account."
—Wangari Maathai

Grassroots Organizing & Civic Education

"And we called the foresters. They came and they talked to women. They did not really see why I was trying to teach women how to plant trees. Because to plant a tree you need a diploma! I said, "Well, I don't think you need a diploma to plant a tree."
—Wangari Maathai

"You cannot enslave a mind that knows itself, that values itself, that understands itself."
—Wangari Maathai

"We always had seminars, but our seminars were mostly to teach people how to plant trees. But during that crisis, we wanted people to understand how we govern ourselves. This concern gave rise to a completely different program, which we call Civic and Environmental Education."
—Wangari Maathai

"Eventually we would come to the conclusion we need to stop the bus, and let's go out of the bus and stop the ignorance, let us educate each other, let's send our children to school and the people would eventually say, 'Now we are ready to confront the driver.'"
—Wangari Maathai

"We try to encourage ourselves because if we don't to that, our country will come to expire. Now I have courage to say anything."
—Anastasia, Sunshine Women's Group

Non-violent Protest/Civil Disobedience

"Moi tried every way to get rid of us. Because we women were driving him crazy. But we were determined we'd never leave that place until we got our children back. That made Moi back down. He ordered our children to be freed."
—Ruth Wangari Thungu, mother of a political prisoner

"People who were working, they would come there and actually see the plight of these women. And that also had to be stopped by the government. For you'd get five hundred people, a thousand people assembling there, and they're talking about democratic principles, about governance. What the government of that particular time did not want is anybody who is trying to educate the common people."
—Ngorongo Makanga, Human Rights Activist

"If we are going to shed blood because of our land, we will. We have a government in this country that is actually overseeing the destruction of forests and the grabbing of public land."
—Wangari Maathai

Teacher Handout B: TAKING ROOT Quotes Ctd.

"Who is going to question when the government, when the police, when the laws keepers, break the law?"
—Wangari Maathai

"From the day she started the Green Belt Movement in 1977, the government saw her and saw a future leader. And hence the government put a program, how to fight this person."
—Ngorongo Makanga, Human Rights Activist

"It got her into trouble not just because she was protesting but also because she was demonstrating the potential power of a civil society."
—Vertistine Mbaya, Green Belt Movement board member

"It was a turning point, but most people could not understand or imagine the courage of an individual who could stand up against this dictator. To me, in all her fights, that was the biggest fight, because that also was the turning point in this country. That no matter how small, no matter what you are, you can make a difference."
—Ngorongo Makanga, Human Rights Activist

"One thing that I deliberately did was try not to break the law. I knew that if I break the law, I will give the system a great excuse to get me out of the way."
—Wangari Maathai

Women's Empowerment

"She was disobedient at a time when disobedience was not tolerated."
—Vertistine Mbaya, Green Belt Movement board member

"When the women started, nobody was bothering them because nobody took them seriously. You know, who takes women seriously? Then, the government realized that we were organizing women, so they started interfering with our organizing and they demanded "You have to have a license. You cannot meet, you cannot do." They harassed women a lot."
—Wangari Maathai

"When the government descended on us in that moment of desperation women stripped stark naked and shook their breasts. In the African tradition if men beat women, it is like sons violating their mothers. And the mothers respond by cursing them. And they curse them by showing them their nakedness."
—Wangari Maathai

"They want to get personal. They want to debase your womanhood. So I said, "Now don't give me that. Just use the anatomy that matters right now. And that is from the neck up."
—Wangari Maathai

Teacher Handout C: Civic Strips

GRASSROOTS

CIVIC ENGAGEMENT

COMMUNITY ACTION

CIVIC ACTION

ACTIVISM

COMMUNITY ORGANIZING

CITIZEN INVOLVEMENT

Teacher Handout D: Strategies

Write this list on a sheet of flip chart paper. Add any tactics that the students identify. Post in front of the classroom.

- **Acts of protest:** These include speeches, public meetings, marches and street theater, which bring public attention to an issue
- **Non-cooperation:** This includes strikes, boycotts and civil disobedience, which are intended to halt or interfere with an industry, business or political system
- **Non-violent intervention:** This includes occupations, blockades and hunger strikes
- **Community organizing:** This includes outreach, advocacy/skill-building workshops, town halls, vigils and documentary film screenings
- **Media advocacy:** This includes focus groups, public opinion polling, cultivating relationships with journalists and paid advertising
- **Engaging the international community:** This includes letter-writing, web publicity campaigns and connecting with NGOs and politicians in other countries with an interest/stake in the issue
- **Civic education**: This includes plays, photojournalism/art shows, short films and websites organized around bringing awareness to an issue
- **Environmental education and restoration:** This provides opportunities for the public to learn about an environmental issue and participate, i.e. tree planting, vacant lot cleanup and beach conservation
- **Networking:** This includes meet & greet events and online communities
- **Capacity building:** This includes "training the trainers" and leadership seminars
- **Public health awareness and education:** This includes school presentations, health screenings and counseling

Teacher Handout E: Examples for Issues, Strategies, Impact (Student Handout A)

Note: This is not inclusive, but it offers possible answers. Students may have other findings.

ISSUES	STRATEGIES	CHALLENGES	IMPACT
What the citizens were addressing	**How the issues were addressed**	**The challenges/ obstacles the citizens faced as they put strategies in motion**	**The impact of the strategies on the issues addressed**
Deforestation	Planting trees as a form of community organizing or mobilization	Logging and development continue; planting of trees is not culturally appropriate	Reforestation, empowered women, improved health, gains in momentum of movement and in membership
Plans to tear down Uhuru Park to build a skyscraper	Wangari writes to British government about the project	Moi debases Wangari	International community withdraws funds
Sons in prison as political prisoners	Women gather in/occupy Uhuru Park	Attacks by government troops	The women gain media and government attention, other citizens rally behind them, the sons are released from prison
Government gives away tracts of Karura Forest for development	Tree-planting mission; yearlong protest	Deforestation continues during protest	Becomes a national issue; after a year of protest, all construction in Karura Forest was stopped; Moi gives up

Student Handout B: TAKING ROOT Vocabulary

colonialism: when a powerful country rules a weaker one, and establishes its own trade and society there; imperialism

deforestation: the cutting or burning down of all the trees in an area

desalination: the process of removing salt from sea water so that people can use it

disparity: a difference between two or more things, especially an unfair one

erosion (from 'erode'): to wear away by the action of water, wind, or glacial ice; "flooding eroded the hillside"

indigenous: indigenous people or things have always been in the place where they are, rather than being brought there from somewhere else; native

marginalized: to make a person or a group of people unimportant and powerless in an unfair way

neocolonialism: the economic and political policies by which a great power indirectly maintains or extends its influence over other areas or people

sustainable: to be able to continue without causing damage to the environment

Sources: Longman English Dictionary Online
Merriam-Webster Online Dictionary

Student Handout C: Issues, Strategies, Impact

As you view the TAKING ROOT "Kenya and Wangari Maathai" Video Module, begin to fill in the chart. You may complete the chart with your partner after the film is over. In the chart, write:

- The issues Wangari and her colleagues were addressing
- The strategies they used to address the issue
- The challenges they faced
- The impact of their citizen action strategies

ISSUES	STRATEGIES	CHALLENGES	IMPACT
What the citizens were addressing	**How the issues were addressed**	**The challenges/ obstacles the citizens faced as they put strategies in motion**	**The impact of the strategies on the issues addressed**
Example: Deforestation	Planting trees as a form of community organizing or mobilization	Logging and development continue; planting of trees is not culturally appropriate	Reforestation, empowered women, improved health, gains in momentum of movement and in membership

RECOMMENDED NATIONAL STANDARDS

Mid-continent Research for Education and Learning (McRel)

Behavioral Sciences

Standard 1. Understands that group and cultural influences contribute to human development, identity, and behavior

Standard 2. Understands various meanings of social group, general implications of group membership, and different ways that groups function

Standard 4. Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

Agricultural Education

Standard 1. Understands the connections between agriculture and society

Standard 2. Understands trends, issues, and events that have influenced agricultural practices throughout history

Civics

Standard 1. Understands ideas about civic life, politics, and government

Standard 3. Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good

Standard 25. Understands issues regarding personal, political, and economic rights

Standard 26. Understands issues regarding the proper scope and limits of rights and the relationships among personal, political, and economic rights

Standard 28. Understands how participation in civic and political life can help citizens attain individual and public goals

Economics

Standard 5. Understands unemployment, income, and income distribution in a market economy

Standard 10. Understands basic concepts about international economics

Language Arts

Standard 4. Gathers and uses information for research purposes

Standard 9. Uses viewing skills and strategies to understand and interpret visual media

Standard 10. Understands the characteristics and components of the media

Geography

Standard 4. Understands the physical and human characteristics of place

Standard 5. Understands the concept of regions

Standard 6. Understands that culture and experience influence people's perceptions of places and regions

Standard 11. Understands the patterns and networks of economic interdependence on earth's surface

Standard 12. Understands the patterns of human settlement and their causes

Standard 14. Understands how human actions modify the physical environment

Standard 15. Understands how physical systems affect human systems

Standard 16. Understands the changes that occur in the meaning, use, distribution and importance of resources

Standard 17. Understands how geography is used to interpret the past

Standard 18. Understands global development and environmental issues

Thinking and Reasoning

Standard 1. Understands and applies the basic principles of presenting an argument

Standard 2. Understands and applies basic principles of logic and reasoning

Standard 6. Applies decision-making techniques

World History

Standard 36. Understands patterns of global change in the era of Western military and economic dominance from 1800 to 1914

Standard 38. Understands reform, revolution, and social change in the world economy of the early 20th century

Standard 40. Understands the search for peace and stability throughout the world in the 1920s and 1930s

Standard 42. Understands major global trends from 1900 to the end of World War II

Standard 43. Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up

Center for Civic Education

NSS-C.9-12.1 Civic Life, Politics and Government
What are Civic Life, Politics, and Government?
- What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

NSS-C.9-12.3 Principles of Democracy
How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?
- How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
- How does the American political system provide for choice and opportunities for participation?

NSS-C.9-12.5 Roles of the Citizen
What are the Roles of the Citizen in American Democracy?
- What is citizenship?
- What are the rights of citizens?
- What are the responsibilities of citizens?
- How can citizens take part in civic life?

National Council on Economic Education

NSS-EC.9-12.19 Unemployment and Inflation
- The unemployment rate is the percentage of the labor force that is willing and able to work, does not currently have a job, and is actively looking for work.
- The unemployment rate is an imperfect measure of unemployment because it does not: (1) include workers whose job prospects are so poor that they are discouraged from seeking jobs, (2) reflect part-time workers who are looking for full-time work.
- Unemployment rates differ for people of different ages, races, and sexes. This reflects differences in work experience, education, training, and skills, as well as discrimination.

National Council for the Social Studies

I. Culture
- I.a. Analyze and explain the ways groups, societies, and cultures address human needs and concerns;
- I.d. Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- I.f. Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross - cultural understanding;

III. People, Places, and Environments
- III.h. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;
- III.j. Analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;

IV. Individual development and identity
- IV.b. Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- IV.c. Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self.
- IV.e. Examine the interactions of ethnic, national or cultural influences in specific situations or events.
- IV.g. Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;

V. Individuals, Groups, & Institutions
- V.a. Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society;
- V.b. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- V.d. Identify and analyze examples of tensions between expres sions of individuality and efforts used to promote social con formity by groups and institutions;
- V.e. Describe and examine belief systems basic to specific tradi tions and laws in contemporary and historical movements;
- V f. Evaluate the role of institutions in furthering both continuity and change;
- V.g. Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;

National Council for the Social Studies Ctd.

VI. Power, authority, and Governance
- VIa. Examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare.
- VI.c. Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;
- VI.e. Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings;
- VI.f. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;

VII. Production, Distribution, and Consumption
- VII.g. Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;

IX. Global Connections
- IX.b. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- IX.e. Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- IX.f. Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- IXh. Illustrate how individual behaviors and decisions connect with global systems.

X. Civic Ideals & Practices
- X.a. Eey ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- X.b. Identify, analyze, interpret, and evaluate sources and examples of citizen's rights and responsibilities;
- X.c. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues - identifying, describing, and evaluation multiple points of view;
- X.e. Analyze and evaluate the influence of various forms of citizen action on public policy;
- X.f. Analyze a variety of public policies and issues from the perspective of formal and informal political actors;
- X.g. Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision - making;
- X.h. Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- X.i. Construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern;

National Center for History in the Schools

National Standards in United States and World History
World History

Standard 2: The search for community, stability, and peace in an interdependent world.

Standard 2a: The student understands how population explosion and environmental change have altered conditions of life around the world.
- Analyze how population growth, urbanization, industrialization, warfare, and the global market economy have contributed to environmental alterations.
- Assess the effectiveness of efforts by governments and citizens' movements to protect the global natural environment

Standard 2b: The student understands how increasing economic interdependence has transformed human society.
- Analyze why economic disparities between industrialized and developing countries have persisted or increased and how both neo-colonialism and authoritarian political leadership have affected development in african and asian countries.

Standard 3: Major global trends since World War I

Standard 3a: The student understands major global trends since World War II.
- Assess the degree to which both human rights and democratic ideals and practices have been advanced in the world during the 20th century. [Formulate historical questions]
- Analyze causes of economic imbalances and social inequalities among the world's peoples and assess efforts made to close these gaps.

National Geographic

National Geography Standards

Standard 4: The physical and human characteristics of places
Standard 6: How culture and experience influence people's perceptions of places and regions
Standard 14: How human actions modify the physical environment
Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources
Standard 18: How to apply geography to interpret the present and plan for the future

National Council for Teachers of English/International Reading Association

Standards for Language Arts

Standard 1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
Standard 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
Standard 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
Standard 8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) togather and synthesize information and to create and communicate knowledge.

North American Association for Environmental Education Learner Guidelines K-12

Strand 2: Knowledge of environmental processes and Systems
Strand 2.3–Humans and Their Societies
a) Individuals and groups—Learners understand the influence of individual and group actions on the environment, and how groups can work to promote and balance interests.
b) Culture—Learners understand cultural perspectives and dynamics and apply their understanding in context.
c) political and economic systems—Learners understand how different political and economic systems account for, manage, and affect natural resources and environmental quality.
d) Global connections—Learners are able to analyze global social, cultural, political, economic, and environmental linkages.
e) Change and conflict—Learners understand the functioning of public processes for promoting and managing change and conflict, and can analyze their effects on the environment.
Strand 2.4–Environment and Society
a) Human/environment interactions—Learners understand that humans are able to alter the physical environment to meet their needs and that there are limits to the ability of the environment to absorb impacts or meet human needs.
b) Places—Learners understand "place" as humans endowing a particular part of the earth with meaning through their interactions with that environment.

Strand 3– Skills for Understanding and Addressing Environmental Issues
Strand 3.1–Skills for Analyzing and Investigating Environmental Issues
a) Identifying and investigating issues—Learners apply their research and analytical skills to investigate environmental issues ranging from local issues to those that are regional or global in scope.
b) Sorting out the consequences of issues—Learners are able to evaluate the consequences of specific environmental changes, conditions, and issues for human and ecological systems.
Strand 3.2–Decision-Making and Citizenship Skills
a) Evaluating the need for citizen action—Learners are able to decide whether action is needed in particular situations and whether they should be involved.
b) planning and taking action—Learners know how to plan for action based on their research and analysis of an environmental issue. If appropriate, they take actions that are within the scope of their rights and consistent with their abilities and responsibilities as citizens.
c) Evaluating the results of actions—Learners are able to evaluate the effects of their own actions and actions taken by other individuals and groups.

GUIDE CREDITS

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About ITVS International:
ITVS International is a division of the Independent Television Service that promotes an international exchange of documentary films made by independent producers, bringing international voices to U.S. audiences, and American stories to audiences abroad.

Through a unique public-private partnership called the Global Perspectives Project, ITVS International administers the International Media Development Fund (IMDF) and True Stories: Life in the USA. The IMDF funds international producers and supports the American broadcast of their programs. True Stories: Life in the USA promotes a series of American independent films to audiences around the world.

About *Independent Lens*:
Independent Lens is an Emmy® Award-winning weekly series airing Tuesday nights at 10 PM on PBS. Hosted this season by Terrence Howard, the acclaimed anthology series features documentaries and a limited number of fiction films united by the creative freedom, artistic achievement and unflinching visions of their independent producers. Independent Lens features unforgettable stories about a unique individual, community or moment in history. Presented by ITVS, the series is supported by interactive companion websites, and national publicity and community engagement campaigns. Further information about the series is available at pbs.org/independentlens. Independent Lens is jointly curated by ITVS and PBS, and is funded by the Corporation for Public Broadcasting (CPB), a private corporation funded by the American people, with additional funding provided by PBS and the National Endowment for the Arts. The series producer is Lois Vossen.

About PBS:
PBS is a media enterprise that serves 354 public noncommercial television stations and reaches almost 90 million people each week through on-air and online content. Bringing diverse viewpoints to television and the Internet, PBS provides high-quality documentary and dramatic entertainment, and consistently dominates the most prestigious award competitions. PBS is a leading provider of educational materials for K-12 teachers, and offers a broad array of other educational services. PBS' premier kids' TV programming and Web site, PBS KIDS Online (pbskids.org), continue to be parents' and teachers' most trusted learning environments for children. More information about PBS is available at pbs.org, one of the leading dot-org Web sites on the Internet.