



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.



WAITING FOR THE REVOLUTION

ACTIVITY 1 – The Right to Work (90-120 minutes + assignments)



*“The women of PLANE are very humble and poor people.
They need a lot of support.”*

– Jiovana Navia, PLANE Supervisor and candidate for Parliament



WAITING FOR THE REVOLUTION Activity 1

The Right to Work

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Social Studies, Civics, Government, Global Studies, Sociology, Economics, World History

Standards: Recommended National Standards are on page 45

Purpose of the Lesson:

In this lesson, students investigate the concept of unemployment and learn how it is currently reported in the U.S. Students are presented with the fact that the right to work is a universal human right according to the United Nations; they can then apply this knowledge to better understand working conditions for indigenous women in Bolivia. After listening to various voices involved in the conversation, including the Bolivian president, union organizers, political advocates and the workers themselves, students research a political organization and create a media campaign.

Objectives:

Students will:

- Understand the concepts of unemployment and unemployment rates
- Examine and discuss the U.N.'s Universal Declaration of Human Rights and how it relates to employment issues and women workers' rights
- Investigate the voices involved in the women workers' rights movement in Bolivia
- Create media publicity materials and prepare a class presentation

Skills:

Stating and supporting opinions in class discussions and in writing; analytical reading and viewing; note taking; interpreting information and drawing conclusions; critical thinking; identifying cause and effect; identifying relationships and patterns; creating various forms of media; oral presentation

Materials:

- Computers with Internet access and/or with DVD capability
- LCD projector or DVD player
- Whiteboard/markers, or chalkboard/chalk
- **WAITING FOR THE REVOLUTION Discussion Guide**
- **WAITING FOR THE REVOLUTION “Bolivia’s Indigenous Workers” Video Module**
- **Teacher Handout A: Organizing Strategies**
- **Teacher Handout B: Assignment Rubric**
- **Student Handout A: “Bolivia’s Indigenous Workers” Video Module Note Taking Guide**
- **Student Handout B: WAITING FOR THE REVOLUTION Quotes**



Procedures:

Previewing Activity

1. **Introducing Unemployment:** Have students copy and respond to this quick True or False survey:

- The unemployment rate is currently higher than it was during the Great Depression
- According to the United Nations, all people have the right to work
- I know someone who is a member of a union
- I know someone who is currently unemployed

Call on students to share out responses and discuss opinions, activating their prior knowledge about unemployment and worker's rights.

2. **The Role of Unions:** Have students read the "What Is" (<http://www.unitehere.org/about/>) and "History" (<http://www.unitehere.org/about/history.php>) pages on the website of UNITE HERE!, a union representing a large and diverse membership of mostly women workers in various manufacturing and service jobs. Start a discussion using the following questions as a guide:

- What kinds of occupations does UNITE HERE! organize workers for? Why would these workers need union protection?
- What are the benefits of making traditionally low-wage jobs more sustainable for the workers? For the employers? For society?
- What demands has UNITE HERE! made on employers? What strategies has the union used to apply pressure? (post and refer to **Teacher Handout A: Organizing Strategies**)
- What gains has it achieved?
- Overall, what has made this union so successful?
- How can unions have a positive impact on unemployment?

3. **The Universal Declaration of Human Rights:** Ask students to break into partners and then have them read the Introduction, Preamble and Articles 22-26 of the Universal Declaration of Human Rights adopted by the United Nations in 1948 (<http://www.un.org/Overview/rights.html>). Direct pairs to list the rights in a short version and/or in their own words from the Articles they read (e.g. Right to work; Right to equal pay; Right to education). Have them compare notes with other student pairs and then add to their list or adjust their wording. Discuss the following questions with the class:

- Which rights are most important to you?
- Which rights can governments most directly address and impact?
- How might a government ensure these rights?

4. **Background Information on Bolivia and WAITING FOR THE REVOLUTION:** Briefly introduce the film WAITING FOR THE REVOLUTION. Note how the film module will cover *PLANE*, a women workers' rights program in Bolivia that hoped to benefit from the election of the first indigenous president. Have students read **WAITING FOR THE REVOLUTION Discussion Guide** pages 2-5 particularly about *PLANE* and Evo Morales.

Viewing the Film

5. **Viewing the Video Module:** Instruct students to take notes on **Student Handout A: "Bolivia's Indigenous Workers" Video Module Note Taking Guide** as they view the **"Bolivia's Indigenous Workers" Video Module**. They should focus on recording their perspectives on how to secure work for the unemployed from the various subjects they will meet in the film: *PLANE* workers, *PLANE* supervisor Jiovana Navia, union leader Esther Encinas and presidential candidate Evo Morales. What ideas and approaches do they offer?



Reflecting on the Film

6. **Review and Discuss:** Debrief the module and notes by discussing them together as a class. Have students review the **Student Handout B: WAITING FOR THE REVOLUTION Quotes** before the discussion. Use the following guide questions:

- What is the situation like for indigenous women workers in Bolivia?
- What are the strategies of *PLANE* for fighting poverty? (post and refer to **Teacher Handout A: Organizing Strategies**)
- What difficulties do the organizers of *PLANE* face?
- What difficulties does the indigenous population (including the coca farmers) face?
- Who are their allies? How do these allies support their struggle?

7. **Another Perspective:** Have students read "Spotlight Interview with Rosa Calle," an interview with the Bolivian trade union activist (<http://survey07.ituc-csi.org/getspotlight.php?IDLang=EN&ID=10>)

- What issues are Calle and COMUANDE currently working to address?
- What are Calle's and COMUANDE's strategies for fighting for indigenous women workers' rights?
- How is COMUANDE different from *PLANE*?
- What is her critique of *PLANE*? How would Jiovana, Ester and Evo respond to her critique?

8. **Assignment: Media Campaign:** In small groups, have students research an organization (e.g. an NGO or union) that advocates for youth access to work, worker's rights issues or women workers. Have them compile media that the group uses to promote their cause: platform, logos, slogans, posters, banners, t-shirt designs, buttons, videos, music and so on. Then, ask them to create a web page displaying these images and materials.

Instruct groups to evaluate the organization's media for clarity of message, interest, visual appeal and effectiveness. Finally, have students develop a new media campaign for the organization, designing new visuals and revising the language to affect a greater impact on the public. Have the groups create a second web page to post their "makeover" of the organization's media image. Students could also contact the organization directly to share the link for their media campaign and get feedback.

Assessment:

Use **Teacher Handout B: Assignment Rubric** to assess groups' media campaigns. Students should receive the rubric to guide their work.

Extension Activities:

Students can:

1. Research the current state of *PLANE* and the indigenous and women worker's rights movement in Bolivia.
2. Research the rights of women workers in the U.S. Find out about current laws regarding maternity leave, child care, women's health and other related issues.
3. Locate and interview a representative from a local union. Find out what their current "hot-button" issues are and the strategies they are using to address these issues.
4. Relate this issue of the "right to work" to the Millennium Development Goals.



Extension Activities (ctd):

5. Have students view and read Wallstats.com's "Guide to the Unemployment Rate" poster from January 2009 (<http://www.mint.com/blog/finance-core/a-visual-guide-to-the-financial-crisis-unemployment-rates/>). Discuss information that stands out, as well as any other reflections on the poster. Research monthly-updated unemployment statistics on the U.S. Department of Labor's Bureau of Labor Statistics website (<http://www.bls.gov/>).
6. Research labor/work/unemployment conditions locally in the US (example groups include immigrants, farm workers, day laborers, domestic laborers, and so on). As an alternative, students could also research the employment and working conditions of different Native American groups. Find out what kinds of labor organizing is happening and any organizations that may already exist to advocate for these workers.
7. Analyze the skills needed to be an effective advocate. Find an example of a woman who advocated effectively for her cause in history and explore what made her voice powerful. Profiles of women who have made contributions to labor movements may be found at <http://www.aft.org/tools4teachers/women/labor.htm>.



Teacher Handout A: Organizing Strategies

Instructions: Post this list on the board or projector. Add any additional tactics that students identify.

- **Acts of protest:** Speeches, public meetings, marches and street theater; anything bringing public attention to an issue
- **Non-cooperation:** Strikes, boycotts and civil disobedience designed to halt or interfere with an industry, business or political system
- **Non-violent intervention:** Occupations, blockades and hunger strikes
- **Community organizing:** Outreach, advocacy/skill-building workshops, town halls, vigils, documentary film screenings
- **Media advocacy:** Focus groups, public opinion polling, cultivating relationships with journalists, paid advertising
- **Engaging the international community:** Letter-writing, web publicity campaigns, connecting with NGOs and politicians in other countries with interest/stake in the issue
- **Civic education:** Plays, photojournalism/art shows, short films, 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 then participate (e.g. tree planting, vacant lot cleanup, beach conservation)
- **Networking:** Includes meet and greet events, online communities
- **Capacity building:** Includes "training the trainers," leadership seminars
- **Public health awareness and education:** School presentations, health screenings, counseling



Teacher Handout B: Assignment Rubric, Activity 1 (The Right to Work)

Criteria	6	5	4	3	2	1
Content	Excellent, in-depth investigation of organization's media. Covers topic thoroughly, with excellent details and examples. Knowledge of subject is excellent.	Good investigation of organization's media. Covers topic with some details and examples. Subject knowledge is good.	Investigates organization's media. Includes essential knowledge about the topic. Subject knowledge appears to be good.	Contains some investigation of organization's media. Includes the most important information about the topic with one or two factual errors.	Insufficient investigation of organization's media. Includes some of the important information with several factual errors.	Lacks investigation into organization's media. Content is minimal and there are several factual errors.
Presentation	Web page is well organized with clearly labeled sections. Layout is dynamic, making excellent use of color and graphics. Shows original thought and creativity.	Web page is well organized with clearly labeled sections. Makes good use of color and graphics. Shows some original thought and creativity.	Web page is organized and labeled. Makes use of color and graphics. Shows some original thought and creativity.	Web page is organized and some sections are labeled. Uses some color and graphics. May show some creativity and original thought.	Web page is not clearly organized, and sections may or may not be labeled. Uses limited color and graphics. Shows limited creativity.	Lacks organization, and sections are not labeled or are labeled incorrectly. Uses little or no color and graphics AND they distract from the content. Writing is somewhat legible OR is in pencil.

Scoring Guide:

- 6 Exemplary**
Complete, correct, comprehensive
- 5 Accomplished**
Complete, correct, comprehensive
- 4 Satisfactory**
Complete, correct
- 3 Developing**
Complete, incorrect
- 2 Unsatisfactory**
Incomplete, incorrect
- 1 Unsatisfactory**
Incomplete, incorrect



Student Handout A: “Bolivia’s Indigenous Workers” Video Module Note Taking Guide

Key Players	Their perspective on how to secure work for the unemployed
PLANE women workers	
Jiovana Navia, PLANE supervisor	
Esther Encinas, union leader	
Evo Morales, presidential candidate	

Reflect using this sentence stem:

I think the most effective approach is to _____

because _____



Student Handout B: WAITING FOR THE REVOLUTION Quotes

"I understand perfectly well what Tupac Katari fought for. Why our leaders fought. Why our grandparents fought. They fought for our natural resources. Now we're closer to our final victory. We'll rewrite the constitution! We'll nationalize all our natural resources! Our mines, our forests...and especially our gas and oil industry!"

- President Evo Morales

"The women of PLANE are very humble and poor people. They need a lot of support. I've identified with them because I've suffered too. I've been abandoned myself so I won't abandon these women."

- Jiovana Navia

"Jiovanna Navia is humble and has humanitarian principles. She is a single mother, so she is also like a father to her children. She comes from within the workers, she's one of us. We can't support traditional politicians who are opportunistic and betray us. They won't cheat us anymore."

- Esther Encinas

"Our government will guarantee the ownership of productive land. But unproductive land that's not contributing to our economy will be given to those who do not have land."

- President Evo Morales

"Evo Morales' government plan will be impossible to apply because it means going back to the Inca Empire. It'd be difficult to ditch our way of life, to have it replaced. We won't go back to perished political models and ideas. Ideas taken from history's dustbin."

- Jose Cespedes, President of the Land Owners Association

"I'm shedding tears of happiness. We promised we'd deliver more than 50% of the vote, and we did. The world knows Bolivians want change. We couldn't stand hunger and misery any more. I'm proud as a union leader to have quashed neo-liberalism, a system that starved us for so long."

- Esther Encinas

"The indigenous people make up most of Bolivia's population. We've been historically marginalized, humiliated, hated, despised and condemned to extinction. This is our history, our past."

- President Evo Morales

"We are talking about having the political power. We are saying that the absolute owners of this noble land -the Aymaras, the Quechuas, the Chiquitanos -we want the political power."

- President Evo Morales

"These are radical groups that have a different vision for our country. They want Bolivia to become Cuba."

- Senator Walter Guiterias

"During his campaign, the president said that we would be represented at the Constitutional Assembly. We had an agreement with him to participate as Assembly Members, but the time has come and we don't have anything. It looks like the President's words were blown away by the wind. He didn't fulfill his promise."

- PLANE member

"I feel like crying! We've been betrayed by those who don't know the meaning of hunger! Those who only know how to manipulate people and buy their consciences! They use the poor to climb the ladder, yet they're incapable of fighting for the unemployed! Is lady Jiovanna doing something for PLANE in Parliament? Now she has power, money and consultants. I may be humble and poor but I won't let her crush our dignity!"

- Esther Encinas



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 expressions of individuality and efforts used to promote social conformity by groups and institutions;
- V.e. Describe and examine belief systems basic to specific traditions 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

- VI.a. 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 inter-dependent 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) together 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

- 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.
- Culture—Learners understand cultural perspectives and dynamics and apply their understanding in context.
- political and economic systems—Learners understand how different political and economic systems account for, manage, and affect natural resources and environmental quality.
- Global connections—Learners are able to analyze global social, cultural, political, economic, and environmental linkages.
- 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

- 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.
- 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

- 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.
- 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

- Evaluating the need for citizen action—Learners are able to decide whether action is needed in particular situations and whether they should be involved.
- 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.
- 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

CURRICULA WRITER

David Maduli

David Maduli is an independent educational consultant who has contributed many curriculum guides and conducted various workshops for PBS programs. He has a master's in teaching and curriculum from Harvard Graduate School of Education and continues to work as a veteran Bay Area public school language arts and social studies teacher

ITVS STAFF

Duong-Chi Do

Associate Director of Communications

Susan Latton

Community Classroom Content Manager

Kirstin Henninger

International Outreach Coordinator

COMMUNITY CLASSROOM NATIONAL ADVISORS

Carole Lester: American Association of Community Colleges

Maxine Einhorn: KQED Education Network

Wendell Bourne & Michael Yell: National Council for the Social Studies

Joseph Fatheree: National State Teachers of the Year

Donelle Blubaugh & Jenny Bradbury: PBS Teachers

Kelly Korenak: World Savvy

SPECIAL THANKS TO:

Michele Israel who provided the groundwork for the TAKING ROOT activities, Celeste Royer, Director of the California Regional Environmental Education Community (CREEC) who reviewed TAKING ROOT activities and Lisa Whitmer for editorial review of the Women's Empowerment Educator Guide.

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.

