



# **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.



# SHADYA

**ACTIVITY 1 – The Israeli Arab Experience**  
(90-120 minutes + assignments)



*“You have never felt what an Israeli Arab girl feels  
and you can’t understand.”*

– Shadya Zoabi



# SHADYA Activity 1

## The Israeli Arab Experience

(90-120 minutes + assignments)

**Grade Level:** 9–12, College

**Subject Areas:** Social Studies, Civics, Government, Geography, Global Studies, Sociology, Political Science, Language Arts, Economics, World History

**Standards: Recommended National Standards** are on page 45

**Purpose of the Lesson:**

Palestinian-Arab citizens of Israel comprise 1.3 million people, or around 20 percent of the population. As a group, they face a unique status and particular struggles. Students will investigate this group and how the film SHADYA draws attention to a population rarely exposed in the media. Students will then use their research skills to take a deeper look at a minority group in another country and present their findings and recommendations online.

**Objectives:**

Students will:

- Consider findings regarding discrimination faced by Arab citizens of Israel
- Examine the experiences of Israeli Arabs through a very personalized view of a young female athlete
- Prepare and present a research project on another minority group

**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.

**Materials:**

- Computers with Internet access and/or with DVD capability
- LCD projector or DVD player
- Whiteboard/markers, or chalkboard/chalk
- **SHADYA Discussion Guide**
- **SHADYA “An Israeli Arab’s Experience” Video Module**
- **Student Handout A: “An Israeli Arab’s Experience” Video Module Note Taking Guide**
- **Student Handout B: SHADYA Quotes**
- **Student Handout C: Research Project Rubric**



**Procedures:****Previewing Activity**

**Note to teacher:** This lesson should be preceded by other lessons or embedded within a unit about the Israeli-Palestinian conflict; students should first have an understanding of the geography, history and context in which the film takes place. This lesson and video module should be presented as another perspective on the conflict, and Israeli Arabs should be identified as a group with a unique and seldom-documented position in the conflict.

1. **Introduction to Israeli Arabs:** Read this background information from page 2 of the **SHADYA Discussion Guide** aloud with the class:

*Israeli Arabs*

When the state of Israel was founded in 1948, some Palestinians were forced to leave, others fled, and still others stayed. This latter group was granted citizenship, and they are now referred to as "Israeli Arabs." They constitute 15 percent to 20 percent of Israel's population. Of the 1.3 million Israeli Arabs, approximately 80 percent are Muslim. Others are Christian or Druze. Many Israeli Arab families have Palestinian relatives living in the disputed territories of the West Bank and Gaza.

Israeli Arabs have the right to vote and have elected representatives in Israel's parliament. However, they also experience significant discrimination. Some of the discrimination is institutional, a result of the fact that Israel is legally defined as a Jewish state; some of it results from ethnic and religious tensions between Israel's Arab Muslims and Jewish citizens.

Have students write quick responses to these sentence stems:

- I did not know...
- I want to know more about...
- The situation of Israeli Arabs reminds me of...

2. **The Struggles Israeli Arabs Face:** Have students read "Advancing Coexistence and Equality Among Jews and Arabs In Israel: A Platform for Action" from The Abraham Fund website (<http://www.abrahamfund.org/main/siteNew/?page=97>) and the main findings of the Mossawa Center's Racism Report 2009 from their website (<http://www.same.as.on.PDF>) which document social, economic and educational disparities and incidents of violence faced by Arab citizens in Israel. Discuss the following questions with the class:

- What data was provided documenting disparities faced by Israeli Arabs? What does it tell us about what life is like for Israeli Arabs in terms of social, economic, legal and political status?
- How are the struggles of Israeli Arabs similar and different to Palestinian Arabs in the West Bank, Gaza Strip, Golan Heights and neighboring countries?
- How are Israeli Arabs and Jews impacted by violence or threats of violence in Israel? Examine similarities and differences.
- What institutional barriers are there which prevent 'peaceful coexistence'?
- The Abraham Fund website poses this question: "how can Israel best maintain its identity as a Jewish nation-state, and simultaneously honor its commitment—enshrined in it's Declaration of Independence—to uphold the principle of equality for all its citizens, Jews and Arabs alike?"
- The Abraham Fund and the Mossawa Center work to increase dialogue and create programs and strategies to fight anti-Arab racism in Israel. What organizing strategies do they use? (Refer to Teacher Handout A: Organizing Strategies).

3. **Discussion on Advocacy for Israeli Arabs:** The Mossawa Center is the Advocacy Center for Arab Citizens in Israel, a nonprofit, nongovernmental organization that works to promote equality for the Arab-Palestinian citizens of Israel. Post the Mossawa Center's mission statement for the students to read:



*The Mossawa Center seeks to improve the social, economic, legal and political status of the Palestinian Arab citizens in Israel. The Center believes in the recognition of the Arab community in Israel as a national minority without sacrificing cultural rights as Palestinians. The Mossawa Center works to build a democratic society lacking racism and fighting all kinds of discrimination based on national, religious, ethnic, status, gender, physical and mental disability. (<http://www.mossawacenter.org/default.php?lng=3&pg=2&dp=1&fl=27>)*

Have students write quick responses to these questions:

- What does it mean to be a national minority?
- What groups in the U.S. might face similar struggles as a national minority?
- What are some organizations in the U.S. that advocate for Arab citizens or other minority groups using a similar approach and philosophy as the Mossawa Center? (One example might be the NAACP)

Call on students to share their views.

4. **Provide Background Information on Israel and SHADYA:** Briefly introduce the film SHADYA. Note how the video module will examine Arab Israelis as a national minority group, and look at the lives of Shadya, a young Israeli Arab world karate champion and her family. Have students read the **SHADYA Discussion Guide** page 1 regarding the filmmakers' intent, especially their intent to capture the diverse population of Israel that includes Israeli Arabs, the fact that Arab Muslims are accepted by many Israelis and the difficult choices Shadya has to make as a young Arab woman representing and living in Israel. Also have students read **SHADYA Discussion Guide** page 2 for more background information on the film.

### Viewing the Film

5. **Viewing the Video Module:** Instruct students to take notes on **Student Handout A: "An Israeli Arab's Experience" Video Module Note Taking Guide** as they view the **"An Israeli Arab's Experience" Video Module**. Students should look at the varying acceptance and discrimination Shadya and her family experience as Palestinian-Arab citizens of Israel, vis-à-vis relationships with her Israeli teammates and coach, politicians, Jewish citizens and other Palestinians.

### Reflecting on the Film

6. **Review and Discuss:** Debrief the module and notes by discussing together as a class. Have students review **Student Handout B: SHADYA Quotes** before the discussion. Use the following questions as a guide for class discussion:
- Describe Shadya's relationship with her teammates and coach. How and when does her Arab identity become an issue?
  - How does Shadya react when she encounters the Palestinian team? What is her dilemma?
  - How does her sport both enter into and transcend politics?
7. **Preparation for Research Project:** Discuss possible differences between the treatment of Arabs in Israel and the treatment of Arabs in the U.S. Divide students into several small groups and have each group read one titled section of "100 Questions and Answers about Arab Americans: A Journalist's Guide" from the Detroit Free Press (<http://www.freep.com/legacy/jobspage/arabs/index.htm>). Have groups report back describing:
- What information is most crucial to understanding the group? What information is the most misunderstood? Which answers are surprising or less publicized?
  - How does dispelling stereotypes and providing accurate information help combat racism and discrimination against minority groups?
  - Who else can information like this benefit (besides journalists)?



Have students also review and compare the descriptions of Arabs (<http://www.cidcm.umd.edu/mar/assessment.asp?groupId=66601>) and Palestinians (<http://www.cidcm.umd.edu/mar/assessment.asp?groupId=66603>) as “minorities at risk” in Israel from the Minorities at Risk Project website and find out:

- What rights do Israeli Arabs enjoy as full citizens of Israel? What limitations do they face socially, culturally and politically?
- What demands are Israeli Arabs fighting for from their government? Why is anti-Arab discrimination worsening?
- What are the differences between Israeli Arabs and Palestinians in terms of their rights and the discrimination they face?

8. **Assignment: Research Project:** Using the “Hot Spots” page of the Minorities at Risk Project from the University of Maryland, (<http://www.cidcm.umd.edu/mar/hotspots.asp>) have students select a minority group in another country to research. They should compile a list of questions about this group (similar to the Detroit Free Press list; they can use the same topic headings), and then find the answers, narrowing the list to 20 pertinent questions and answers. Then they should compose a list of 5-10 recommendations or steps that should be taken to improve the conditions of the group politically, socially, culturally and/or economically. As a final step, they should post their report on a blog or other Web 2.0 tool. Students can also submit final creations to Youth Noise (<http://youthnoise.com>) or Youth Media Exchange (<http://ymex.org>) to engage with other students around the world and get feedback.

#### Assessment:

Have students visit the blog pages to assess their classmates using **Student Handout C: Research Project Rubric**. You can also use the same rubric to do a teacher evaluation of the projects.

#### Extension Activities:

Students can:

1. Research peace organizations in Israel. Focus on organizations that offer an agenda that unites Arab and Palestinian citizens with Israeli citizens in seeking a solution to the conflict in the country.
2. Research notable individuals, leaders, civic organizations and activist groups who are representing and advocating for Arab citizens of Israel.
3. Examine the role of sports in the politics of the minority group. Students could look at the Olympics and/or other international competitions for case studies describing the ways that sports can be used politically. They can also investigate how sports can transcend minority group and national politics.
4. Explore the dual identity issue by conducting interviews with people from various immigrant groups of differing generations about the extent to which they feel accepted in the U.S. and their home country. Students can also interview people of mixed ethnic heritage about the extent to which they feel accepted by both ethnic groups of which they are a part.
5. Investigate how Israeli Arabs view Palestinians, and vice versa.



## Student Handout A: "An Israeli Arab's Experience" Video Module Note Taking Guide

Topic	Record notes, observations, details and questions
Shadya's relationship with her teammates and coach	
Shadya's Arab identity and her dilemma	
Mazen's (Shadya's father) Arab identity	
The Palestinian karate team	
Sports and politics	



**Student Handout B: SHADYA Quotes**

*"I'm a Palestinian that became an Israeli-Arab in '48. I'm an Israeli now. I have an Israeli ID, an Israeli passport. We live together with the Jews. We were here before the country was established. My grandfather, my father, we all live here, in peace, nobody harasses us."*

- Mazen Zouabi, Shadya's father

*"There'll come a day and what they're doing to the Palestinian Arabs will happen here... to the Israeli-Arabs. When I go for a driving lesson, I travel by bus, when they hear me speaking in Arabic, they look at me differently...some might want to kill me, some are angry at me, as if I did something to them..."*

- Shadya Zouabi

*"I try and learn from my own experience, not from the experience of my friends or my parents. But the bottom line is I'm an Arab Muslim, right?"*

- Shadya Zouabi

*"This is not for me. Shadya was not born in order to sit at home and do this and this and this and arrange things around the house. Mom wants to teach me to cook. How boring... Everyone at home knows that if Shadya doesn't want something, she won't do it. And I dislike all these ancient ways of the Arabs. Those times are over and gone with."*

- Shadya Zouabi

*"Karate in our society it is forbidden for girls. We don't want people looking at her striking poses. This is a crying shame! In the face of men to do these movements! Our Arab customs don't permit this. Soon she will be married, right? She'll have 3-4 kids, what will she do? In our society the house and the kids come first."*

- Shadi Zouabi, Shadya's eldest brother

*"The most important thing is that she continues with the karate. She mustn't be stopped. Since she was eight years old, I have been behind her. This is her future."*

- Mazen Zouabi, Shadya's father

*"I want her to continue and she'll get every help from me. And I'll tell her "good luck" and if she's with me, she'll go on. I'll support her. She will leave the house for a competition empty handed, and return with full hands. What is full? Winning the championship...Yes, I wish her the best."*

- Morad, Shadya's fiancé

*"Nobody will be able to lock Shadya up! They put me in this dress, but will not lock me at home. No one can take away Shadya's freedom."*

- Shadya Zouabi

*"The truth is that deep inside I was sorry that I married her off. She's still young, only eighteen. I should have waited till she is at least twenty. The problem is with her brothers. I married her off because her brothers and her mom don't get along with her. They don't like her and I think the reason they don't like her, why they can't stand her, is because she holds her ground."*

- Mazen Zouabi, Shadya's father

*"Now karate is impossible. It's over. Now she is only allowed to coach. I told her now, karate is not like it was at your dad's house. Now you have a house and a husband. Now you have responsibilities. First your husband, then home and children, and only then work. If a wife doesn't look after her husband, after a month he'll tell her that she's not for him"*

- Morad, Shadya's fiancé and husband



**Student Handout C: Research Project Rubric**

Criteria	5	4	3	2	1
<b>Content</b>	Excellent, in-depth investigation of minority group with thoughtful, logical and detailed recommendations. Covers topic thoroughly with excellent details and examples. Knowledge of subject is excellent.	Good investigation of minority group with clear recommendations. Covers topic with some details and examples. Subject knowledge is good.	Investigates minority group and provides sufficient recommendations. Includes essential knowledge about the topic. Subject knowledge appears to be good.	Contains some investigation of minority group with incomplete recommendations. Includes the most important information about the topic with one or two factual errors.	Insufficient investigation of minority group lacking recommendations. Includes some important information with several factual errors.
<b>Presentation</b>	Project is well organized with clearly labeled sections. Layout is dynamic, making excellent use of color and graphics. Shows original thought and creativity.	Project is well organized with clearly labeled sections. Makes good use of color and graphics. Shows some original thought and creativity.	Project is organized and labeled. Makes use of color and graphics. Shows some original thought and creativity.	Project is organized and some sections are labeled. Uses some color and graphics. May show some creativity and original thought.	Project is not clearly organized, and sections may or may not be labeled. Uses limited color and graphics. Shows limited creativity.

**Scoring Guide:**

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



## 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 Embod 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.
- IX.h. 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

- 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](http://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](http://pbskids.org)), continue to be parents' and teachers' most trusted learning environments for children. More information about PBS is available at [pbs.org](http://pbs.org), one of the leading dot-org Web sites on the Internet.

