



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 2 – People Power from within the System (90-120 minutes + assignments)



“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



WAITING FOR THE REVOLUTION Activity 2

People Power from within the System

(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:

Feminist theorist and activist Audre Lorde wrote, "The master's tools will never dismantle the master's house." This metaphor characterizes a dilemma that students will investigate in this lesson: whether or not community organizers should work within the system or outside of the system to bring about social change. Students will hear from people on both sides of this question, and then view how these ideas play out with individuals in the women worker's movement and in the landmark presidential election in Bolivia. As a culminating assignment, students will take sides and debate the issue with their classmates.

Objectives:

Students will:

- Consider policies on their school campus and what it would take to change or impact those policies
- Examine views and voices on the issue of working within the system versus outside of the system
- Investigate the players involved in the women workers' rights movement who hoped to benefit from the presidential election in Bolivia in 2005
- Prepare and present a debate with their classmates

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

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 "PLANE's Fight for Workers' Rights" Video Module**
- **Teacher Handout A: Organizing Strategies**
- **Student Handout B: WAITING FOR THE REVOLUTION Quotes**
- **Student Handout C: "PLANE's Fight for Workers' Rights" Video Module Note Taking Guide**
- **Student Handout D: Debate Roles & Format**
- **Student Handout E: Debate Notes**
- **Student Handout F: Debate Peer Evaluation Rubric**



Procedures:**Previewing Activity**

1. **Influencing Policy:** Have students brainstorm a list of school administrative policies that they feel strongly about. On the board, record the ideas into three categories of policies they feel should be:
 A) introduced B) changed C) abolished

Vote by a show of hands to choose one policy in each category to look into more deeply. For each of those policies, discuss:

- Who is/would be responsible for setting this policy?
- When/where/how could students organize to voice mass concerns over the policy?
- Are there structures already within the system that could give students a voice regarding that policy (e.g. faculty/admin advocates or student government)? Who might be the people representing the students' concern to the administration?

2. **On Working Within the System:** Have students read "Working Within the System vs. Revolutionary Change" from the PoliZeros.com website providing commentary on the words and ideas of community organizing pioneer Saul Alinsky (<http://polizeros.com/2008/01/04/working-within-the-system-vs-revolutionary-change/>). Note that Alinsky discusses the role of working within the system, despite the fact that he is most commonly associated with working outside of it. He also explores the fact that the two approaches are not mutually exclusive, as well as the pitfalls and tendencies of revolutionary forces to become engaged in a "process of corruption." Discuss this article with the class:

- Why is Alinsky in favor of working within the system?
- What strategies does he favor for creating mass change?
- Do you agree or disagree with his view of history: that every revolution eventually becomes compromised by becoming part of the establishment structure?
- Do you agree or disagree with his statement (paraphrasing Dostoevsky) that, "taking a new step is what people fear most?"

3. **On Working Outside the System:** Introduce Dolores Huerta, a pioneering union organizer for farm workers (a short biography is located here at <http://www.aft.org/tools4teachers/women/labor.htm#Dolores>). Have students read "A Lifetime Fighting For Farmworkers' Rights: An Interview with Dolores Huerta" from Bioneers.org (<http://www.bioneers.org/node/3105>). Discuss with the class:

- What is basic grassroots organizing to Huerta?
- What strategies does she favor for creating mass change?
- She stated that "knocking on city hall's door" is like "asking our enemies for help." Do you agree or disagree with her view?
- In what ways does Huerta work outside of the system?
- How are Alinsky and Huerta's views similar? How are they different?
- Which activist do you tend to agree with more? Why?

4. **Provide Background Information on Bolivia and WAITING FOR THE REVOLUTION:** Briefly introduce the film WAITING FOR THE REVOLUTION. Note that 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. The module will look at ways in which the politicians, union leaders and workers further their cause, and how Jiovana Navia made the transition from working as a *PLANE* supervisor to becoming one of the few women members of the Bolivian parliament. Have students read **WAITING FOR THE REVOLUTION Discussion Guide** pages 2-5, particularly regarding the individuals featured in the film and the background and timeline of Evo Morales.

Viewing the Film

5. **Viewing the Video Module:** Instruct students to take notes on "*PLANE's* Fight for Workers' Rights" Video Module Note Taking Guide as they view the WAITING FOR THE REVOLUTION "*PLANE's* Fight for Workers' Rights" Video Module. Students should observe each individual/player handle the issues of mass social change



and worker's rights and noting the strategies that these players use to further their cause (post and refer to **Teacher Handout A: Strategies**). After watching, give students time to note whether each of the players targets their efforts within the system, outside of the system, or both.

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:
 - Who is working within the system and who is working outside of the system in Bolivia? What are their strategies (post and refer to **Teacher Handout A: Strategies**)?
 - How do Evo Morales and Jiovana Navia transition from working as outside organizers to entering the halls of government? How do their politics change? How do their strategies change?
 - What struggles/limitations does Morales face? How does he work to overcome those struggles? Who are his opponents? Who are his allies?
 - What struggles/limitations does Navia face? How does she work to overcome those struggles? Who are her opponents? Who are her allies?
 - What are the limitations of *PLANE*, Esther Encinas and the union organizers?
7. **Debate Preparation:** Revisit the first activity, in which the class chose a school policy to introduce, change or abolish. Review what that policy is and explain that groups will debate whether the best approach for bringing about change is to focus on working within the system or working outside of the system. Organize students into groups of 4-6, with groups being either "PRO," (working within the system) or "CON" (working as an outside organizer). Distribute and review **Student Handout D: Debate Roles & Format** and have groups decide each member's role(s). Then direct groups to prepare their arguments and statements using **Student Handout E: Debate Notes**. They should use examples and quotes from the players in the film module as well as in the Saul Alinsky and Dolores Huerta articles.
8. **Assignment: Debate:** Arrange the classroom into a debate-audience format, with two sides facing each other in front of the rest of the class. Review the expectations with the criteria outlined on **Student Handout F: Debate Peer Evaluation Rubric**. Moderate the debate by following the debate format. Debrief by discussing the persuasiveness of the arguments and whether or not the two approaches to social change are mutually exclusive.

Assessment:

Direct students in the audience to assess their classmates in the debate groups using **Student Handout F: Debate Peer Evaluation Rubric**. You can also use the same rubric to do a teacher evaluation of the debate groups.

Extension Activities:

Students can:

1. Compare and contrast the presidential campaigns of Evo Morales and Barack Obama. Have students read "Interview with key architect of Obama's ground strategy" from the Social Capital Blog (<http://socialcapital.wordpress.com/2008/11/12/interview-with-key-architect-of-obamas-ground-strategy/>). Note that Valerie Jarrett, a close friend to Obama, outlines Saul Alinsky's influence on him. At the same time, note Latin American revolutionaries Che Guevara, Tupac Amaru, et. al. and their influence on Morales.
2. Write a postscript of the players in the film, researching what each of them is doing now and what their issues and strategies are. Also evaluate the status of the women worker's rights movement in Bolivia.
3. Interview local politicians and grassroots organizers about the most effective ways to make change.



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



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



Student Handout C: “PLANE’s Fight for Workers’ Rights” Video Module Note Taking Guide

Note which organizing approach applies; in some cases it may be both:

Key Players	Organizing Strategies Used	Within the System	Outside of the System
PLANE women workers			
Jiovana Navia, PLANE supervisor			
Esther Encinas, PLANE union leader			
Evo Morales, presidential candidate			



Student Handout D: Debate Roles & Format**I. Roles**

Position: Pro / Con

Step 1 – Decide who is going to take on which role:

Round	Role	Name
1	Opening Statement	
2	Point 1 + respond to counterarguments	
3	Point 2 + respond to counterarguments	
4	Point 3 + respond to counterarguments	
5	Final Rebuttal	
6	Closing Statement	
2,3,4	Designated "counter-arguer"	

II. Format

4-6 Pro Students vs. 4-6 Con Students

6 rounds

Flip a coin to see which group goes first.

Round 1	Pro Opening Statement (1 minute)	Con Opening Statement (1 minute)
Round 2	Pro 1st Point (3 minutes)	Con Rebuttal (3 minutes)
Round 3	Pro 2nd Point (3 minutes)	Con Rebuttal (3 minutes)
Round 4	Con 1st Point (3 minutes)	Pro Rebuttal (3 minutes)
Round 5	Con 2nd Point (3 minutes)	Pro Rebuttal (3 minutes)
Round 6	Pro Closing Statement (1 minute)	Con Closing Statement (1 minute)



Student Handout E: Debate Notes

My team is: Pro / Con

Opening Statement

This presenter will gather the main arguments into an introductory statement (a thesis statement). It does not give specific information; for example, it only states, "The death penalty should be kept as a form of punishment because of A and B (state your two arguments)."

Argument #1

This presenter will say the first argument for the team. Give specific **details and evidence** based on your research that **proves** your group's position (pro or con).

Here is an example:

Reason	Milkshakes are unhealthy because they contain a lot of sodium.
Evidence	According to the nutritional fact sheet of In-N-Out Burger, a vanilla shake contains 390mg of sodium compared to a large fries which contains 245mg.
Interpretation	High sodium in one's diet has been linked to having high blood pressure, heart attacks, strokes and other heath problems later on in life.

Reason	
Evidence	
Interpretation	



Student Handout E: Debate Notes Ctd.

Argument #2
This presenter will say the second argument for the team. Give specific **details and evidence** based on your research that **proves** your group's position (pro or con).

Reason	
Evidence	
Interpretation	



Student Handout E: Debate Notes Ctd.

Possible Rebuttals
These two presenters will respond to the other team's arguments. These presenters must take notes as the other team is presenting their arguments and respond to every argument, using **specific and detailed** information to **disprove** them. You do not know which arguments they will use, so prepare several possible rebuttals to be ready.

Possible Argument from Other Team	Rebuttal



Closing Statement

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.



Student Handout F: Debate Peer Evaluation Rubric

*Observe and score both teams. You must write evidence in the square of the score you give them for why you think they deserve it.

Team: **PRO**

Criteria (how well did they do the following:)	1 – Developing	2 – Proficient	3 – Commendable
1) Clarity of communication -understandable -clear -volume			
2) Validity of argument -strength of their argument -thoughtful, logical -evidence, interpretation			
3) Professional presentation -dressed well -eye contact -organized & prepared			
4) Opening / Closing -covered scope & context -summarize & inform			
5) Counterargument -refute evidence -strong challenges and counter-reasons			

Total Points for PRO team: _____



Student Handout F: Debate Peer Evaluation Rubric Ctd.

*Observe and score both teams. You must write evidence in the square of the score you give them for why you think they deserve it.

Team: **CON**

Criteria (how well did they do the following:)	1 – Developing	2 – Proficient	3 – Commendable
1) Clarity of communication -understandable -clear -volume			
2) Validity of argument -strength of their argument -thoughtful, logical -evidence, interpretation			
3) Professional presentation -dressed well -eye contact -organized & prepared			
4) Opening / Closing -covered scope & context -summarize & inform			
5) Counterargument -refute evidence -strong challenges and counter-reasons			

Total Points for CON team: _____



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

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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.

