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An Infusion Model for Global Education: Third Grade Reading

Sandra Kay Auch

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AN INFUSION MODEL FOR GLOBAL EDUCATION:
THIRD GRADE READING

by
SANDRA KAY AUCH

A thesis submitted
in partial fulfillment of the requirements for the
degree of Master of Science
Major in Geography
South Dakota State University
1983
AN INFUSION MODEL FOR GLOBAL EDUCATION:
THIRD GRADE READING

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable for meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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CHAPTER I

INTRODUCTION

Scope and Methodology

This theoretical study has two primary objectives. The first is to clarify the meaning and significance of global education; the second is to expand upon corresponding instructional goals, specifically the teaching of global education as a component of an existing course of study in reading. The author defines goals, objectives and justifications for this study, along with classroom-tested methods of instruction in teaching global education within the context of a third grade reading format. Two additional questions are addressed: first, what is the value of teaching global education in the early grades and second, what is the legitimacy of incorporating global education in the third grade reading curriculum?

This targeted strategy for the teaching of global education has not been addressed by educators. To this author's knowledge, no study or model of global education has been published that features the systematic integration of global education is a specific third grade reading program.
The author believes that this study constitutes a legitimate geographical pursuit. Geography, as will be established, is a vital component of global education. In addition, this project is an appropriate study for the author because (1) the author's academic field of study is geography, and (2) the author's occupation is education, specifically the teaching of third grade. Teaching at this level encompasses many academic areas, including the teaching of reading and geography.

The author will attempt to show how changing technology and increasing interdependence of humans and resources, as well as increasing local ethnic diversity, the omnipresent potential for conflict, environmental pollution, and resource depletion mandates the need for teaching global education. Global education concepts and skills are taught to the author's reading students; they are merged with the conventional reading curriculum. It is hypothesized that third grade students can successfully be taught global education concepts and values through the teacher's adoption of a global education perspective in the instruction of reading.

Limitations of the Study

The reader should be aware of certain limitations to this study. The study is primarily theoretical in nature, hence, no data in the form of pre- and
post-testing is available for analysis. The hypothesis of this study, that growth in learning and a positive change in global attitudes will occur in students who are exposed to global education instruction, is dependent on the author's perceptions which as yet remain untested and undocumented.

During the 1982-1983 school year, students who completed the average third grade reading level book in the author's third grade class at Eugene Field School, Sioux Falls, South Dakota, were part of the study. Of the seventeen students enrolled, fourteen read and completed the books involved in this study. The other three students qualified for special education services, and received their reading instruction through a resource room teacher.

To summarize, the study has three primary limitations. First the study is basically theoretical in nature, as there has been no allowance for testing and objective analysis; secondly, the study is based on the experience of only a single school year; and third, preliminary conclusions are based on observations involving only fourteen students.

**Review of Pertinent Literature**

Research for this paper relied on literature from two primary fields of study, geography and education. As
would be expected, geographic research and educational research contain many inherent differences, even in their many areas of overlap. The two fields of study concur on common concerns for the future such as overpopulation, land use, food supply, energy, and distribution of resources.

Viewpoints and ideas of geographic educators such as Charles F. Gritzner, Alan Backler, James B. Kracht, Richard G. Boehm and David Sengenberger, were indispensable to the study. The Journal of Geography, published by the National Council for Geographic Education, was very useful and contained a variety of vital material.

In the field of education, periodicals such as The Social Studies and Social Education were utilized. Articles concerning the rational for global education were found in a variety of magazines and books.

The Center for Teaching International Relations (CTIR) at the University of Denver publishes specific activities and goals for global education at the elementary and secondary levels. These activities evolve from four clear and well-defined goals. These four goals (see Chapter II) and the supporting activities constitute the basis for much of this study.
A computer search in the Educational Resources Information Center (ERIC) for published elementary global education programs revealed fourteen citations. None of these indicated a specific study of reading; most associated global education with the upper elementary social studies area. Two programs drawn from ERIC, the "Goshen Project" and "Children and the World," contained data on pre- and post-testing on attitude changes. The results of these projects are discussed in Chapters IV and V. Both programs lend credence to the fact that global education concepts can be taught in the early grades and that positive global attitudes can be introduced, developed and reinforced at this instructional level.

The main exception to a reliance on educational and geographical materials was Alvin Toffler's book *Future Shock*. Toffler systematically establishes a basis for viewing change, and what this view implies for the future. Toffler cites many implications of the technological revolution. Not only was this book influential in developing the author's concept of change, but it was indispensable in researching the concept of dynamic change.

The author includes references to works contributed by three pairs of researchers who have
studied the stages of attitude development in young children. The studies were conducted by Jean Piaget and Ann Marie Weil, Wallace E. Lambert and Otto Klineburg, and Robert D. Hess and Judith V. Torney. These studies substantiate the appropriateness of teaching positive attitude development in the early grades.

Research conducted in the early 1950's by Jean Piaget and Ann Marie Weil has gained considerable attention. This research also has been replicated by more recent studies, with generally similar results and interpretations. One area of Piaget's research was to identify how children's international attitudes develop. Elizabeth Yerza interprets Stage II, which includes the ages 7 through 10, as being critically important to the teaching of a more "open" attitude toward other people and cultures. This age span includes all third grade students, thereby establishing the third grade as an appropriate level in which to teach positive attitudes toward "foreign" people.

Piaget's research is further interpreted by Yerza as establishing Stage II as a crucial age for the introduction of information about foreign people. Children are both curious and receptive during Stage II. These two traits are particularly important in the development of reciprocity. Piaget refers to the ability
to "place oneself" in the position of individuals in other countries as reciprocity.

Robert D. Hess and Judith V. Torney studied the development of political attitudes in American children. They have described the growth of nationalism as occurring in three stages which generally correspond to the stages identified by Piaget. According to their research, the period between grades three and five seems to be especially important in the acquisition of information and the formation of attitudes.

In 1967 Wallace E. Lambert and Otto Klineberg undertook an ambitious study of the content and development of children's views of foreign people. On the basis of this cross-national study, these researchers have proposed that the early views children form of themselves and their national group greatly influence their views of foreigners. Early training in national contrasts leaves durable "scratches" on minds that color reactions to foreign people throughout people's lives. By age fourteen, the young people studied by Lambert and Klineberg appeared to be less open to holding positive views of foreign nations.

Definition of Terms

The following terms or phrases used in this study are defined and compared as follows:
Society vs. Culture

These terms are closely related and are often confused. Society refers to a community of human beings, with a more singular meaning, as in a religious society or a technologically advanced society. The term is rarely used in reference to any attributes or methods of adaptation.

Culture, on the other hand, refers to the shared way of life of a homogeneous human population. Culture includes the concepts, skills, arts, institutions and all other learned aspects of human life that makes a group of people distinctive.

Interdependent vs. Intradependent

The distinction between interdependent and intradependent was first suggested by Charles F. Gritzner. The two words may be used interchangeably. However, in the context of global education, Gritzner makes a significant philosophical distinction. He notes that the prefix "inter" implies a relationship between disparate entities, whereas the prefix "intra" connotes within a single or united entity, as in the word intramural. Gritzner prefers the use of intradependence in referring to global education matters because it connotes a "one world" perception. Interdependence will
be used in this study because it is more commonly used and recognized.

Environment vs. Landscape

Environment is used more commonly than the term landscape, though the word "landscape" is descriptive and useful. Landscape is defined as the totality of those visible elements of environment that are evident in a panoramic view. Phrases like "industrial landscape" bring to mind a more specific picture than does "industrial environment." Environment is embodied in a general survey of the surroundings, be they elements of the cultural (human) environment, the physical (natural) environment, or including the totality of these elements as a composite entity. It can, therefore, be expanded to mean all these conditions, circumstances, and influences surrounding and affecting the development of an areally defined entity. The broader term, environment, is generally used in this study.

Ethnocentric

The prefix "ethno-" means race or people, while -centric means "center." Combining both components reflects the meaning of a certain race or people feeling that they are the center. Usually positive characteristics of the subject's (sociological or
informal) group are strongly emphasized, whereas features and members of other groups are judged in terms of standards applicable to the subject's group. The judgement of outside groups generally is unflattering.

Global Systems

"Global" refers to world-wide phenomena. "Global systems" indicates a mode of thought, attaining a perspective that unifies specific events into a totality, or a whole. The earth is a single environment which involves many distinct, though interrelated parts, or systems. These systems can take the form of river systems containing many interdependent environmental elements, or human aspects such as economic or transportation systems. Each of these systems contains individual aspects, while concurrently depending on global aspects to run smoothly.

Foreign

Foreign means situated outside one's own country, not directly connected or pertinent. However, one of the assumptions of this paper is that in modern society all humans and events are interconnected. Therefore, throughout this paper the word "foreign" will be enclosed with quotation marks.
Other terms with which the reader may be unfamiliar will be defined as they appear in the body of the text.

**Organization of Study**

The substantive portion of this research is organized in four chapters. These chapters address the scope of global education, the reasons for teaching global education in a third grade reading program, specific methods of teaching global education in this context, and the anticipated results.

Chapter II addresses the nature and importance of global education. The author discusses the need for informed world citizens and presents four global education goals suggested in this study: (1) recognition of global interdependence, (2) develop an awareness of how attitudes among people of the world differ, (3) develop an understanding of basic commonalities and differences among people as societies and cultures, and (4) to gain the requisite skills to understand global education concepts and to live more harmoniously in the changing world.

Chapter III analyzes attitude development in young children and the appropriateness of teaching global education in the third grade. Consideration is given to previous attitude development research and to the
developmental nature of geographic concept formation in young children. Discussion on attitude and stereotype development is included.

Teaching global education in conjunction with the conventional reading program is the subject of Chapter IV. The researcher attempts to show how a union of global education and reading can benefit both learning areas. The focus is on specific methods of inculcating these learning areas. These methods include: extensive use of maps and globes, asking questions with a "global" viewpoint, selected global education activities, and instruction leading to augmented knowledge about other cultures.

The final chapter anticipates results of global education instruction in a reading program. It is believed that the following educational benefits will be derived:

1. That students will recognize the interconnections between themselves and other people, and between themselves and the physical environment.

2. That students will develop an awareness of how their perceptions and values differ from those of others.

3. That students will develop an understanding of basic commonalities and differences among themselves and other people.

4. That students will develop skills to better prepare themselves to become informed world, or global, citizens.
The results will be examined using an instructional format that infuses global education concepts into the instruction of reading skills.
CHAPTER II

THE NATURE OF GLOBAL EDUCATION

Attempt to visualize the earth from an astronaut's vantage point. From space the spherical shape appears to be one system, displaying swirling clouds, with oceans touching each land mass. Countries, cultures, races, economic systems, and other human conditions are undistinguishable on the continents, as are political boundaries.

The astronaut's view of the earth from space and a global education point of view are somewhat similar. Both view the world as one entity. A number of articles in the January 1977 issue of Social Education addressed the global viewpoint in the context of social studies education. In introducing the globally-oriented issue, editor William W. Joyce writes:

This section . . . advocates a far different view of the world, one which stresses the "systemness," the "unity," and the "oneness" of the modern world and the global character of the human experience.

In The Social Studies, Ghulam M. Haniff maintains the holistic theme while emphasizing the interdependent nature of global education. Haniff states:
The effort is developed toward developing a structure for examining the world as a global system in which all human groups and their activities are interrelated and interdependent.

General agreement exists among geographers and educators in the definition of global education, though variations in emphasis do exist. Phrases such as "skills needed for the future," "global systems," "ability to function successfully with members of other cultures," and "interdependent nature of the world" are examples of often repeated phrases in global education literature from publications such as *Journal of Geography*, *Phi Delta Kappan*, and *Social Education*.

Global education is a broad term, encompassing a vast area of concepts and knowledge development. Carlos E. Cortes, writing in the *Phi Delta Kappan*, separates the areas of global education and multiethnic education; global education is equated with interrelatedness whereas multiethnic education stands for ethnic diversity. A chapter endnote lists other terms used in place of global education. Most authors, however, unite the two areas under the title of global education.

Four Areas of Global Education Based on CTIR Goals

The book *Teaching Global Awareness: An Approach for Grades 1-6*, published by the Center for Teaching
International Relations (CTIR) at the University of Denver defines four goals for global education. The CTIR is a cooperative effort, formed to address the area of transnational connections. It has developed many publications pertaining specifically to their four goals of global education. The four goals of CTIR are:

1. To learn to recognize the interconnection between man's own life, one's society, and major global concerns such as environment, population, resources, and human rights.

2. To develop an awareness of how perceptions, values, and priorities differ among various individuals, groups, cultures.

3. To develop an understanding of basic human commonalities while recognizing the importance of individual and cultural differences.

4. To develop skills that will enable students to respond creatively to local, national, and international events and to participate effectively at those levels.

The remainder of this chapter focuses on the four CTIR goals in developing student awareness of global education concepts. This chapter will respectively expand upon, and present a rational for, the four goals. The order of the goals in no way indicates their relative importance. Each is equally significant.

**Goal One - Interdependence**

Interdependence occurs in two ways: human interdependence and environmental interdependence. However, a separation of the environmental aspect of
interdependence from the human aspect is artificial, indicating a dualism that does not clearly exist. Humans must depend not only upon each other, but on their human habitat for sustenance, livelihood and, aesthetic needs.

**Human Interdependence**

Lives are intertwined by a mutual exchange of ideas and knowledge between humans and a mutual reliance for support or aid. Lester Brown believes that since World War II, interdependence among nations has so deepened that political or economic decisions taken in one country often affect far more people outside that country than within it. Brown cites specific examples of interdependence in his book *The Twenty Ninth Day*:

A decision to change the exchange rate in the United Kingdom, for example, can profoundly alter Britain's trade relationships with countries throughout the world. A decision by OPEC to raise the price of oil can influence economic growth, inflation, and employment in every country.

The reality of global human interdependence indicates that it is not realistic to think in terms of insular nationalistic societies. In today's world each country and culture is irreversibly linked with countries and people elsewhere on the globe.
Environmental Interdependence

This division examines the environment; the concept of "systems" as related to natural resources and the dependence that humans have on these ecosystems. "Ecosystem" is very broadly defined by geographers Arthur N. Strahler and Alan H. Strahler as a "Group of organisms and the environment with which the organisms interact." \(^8\)

Ecosystems are inherently global in nature. For example, water systems, including ground water and surface water, are influenced by mountain ranges, weather systems and patterns, natural vegetation, and soils. None of these factors is influenced by national borders, though political decisions may affect some aspects of water systems.

An ecosystem tends to achieve a balance of the various processes and activities within it. For the most part, these balances are quite sensitive and can be easily upset or destroyed. Pollution, the contamination by any means of the earth's life layer, can affect these balances. Pollution is an international problem, contingent upon global pollutants as well as depending upon global answers. Zoologist Nelson George Hairston articulates the holism and interdependence of ecologic elements:

In ecology, the concept of interdependence of all life and the mechanisms through which
that interdependence is expressed are central themes. The flow of energy and the cycling of the biologically important forms of matter via all living things together, and the processes of predation and competition determine the routes by which matter and energy pass through ecosystems.

The interdependence of ecosystems mandates a healthy balance of the interlinking elements in order to maintain life quality and human security.

**Dynamic Interdependence**

Dynamic, escalating change is a force that influences interdependence. Two predominating forces that affect increasingly active change are demographic trends and technological advancements.

Both the increase in world population (currently at a global rate of 1.7 percent per year) and the expansion and significance of ethnic diversity within the United States are factors that affect students in this country. Demographic data alone provides proof of change. According to the United States Census Bureau, the total United States population grew by 11.4 percent during the 1970's. During that interval, the number of Blacks in the United States increased by 17 percent, Hispanics by 61 percent, Native Americans by 71 percent, and Asian-Americans more than doubled in number. The inevitable result is more people, representing greater
ethnic diversity, living in closer contact with one another.

The postulate that population growth tends to intensify activities that depend on people, such as technology and industry, further illuminates the concept of dynamic interdependence. A product of the growth in technology and industry is increased dependence. As educator Del Muller, writing in The Social Studies, states, "The more industrialized a nation becomes the more dependent it is upon the people of other nations both for raw materials and for markets for finished products." Technology itself also may be viewed as the causative factor of increasingly active change. As Alvin Toffler emphatically states, "Technology is indisputably a major force behind the accelerative thrust." Toffler further indicates that high technology societies are experiencing super-normal rates of change.

**Overdue Recognition of Interdependence**

The perceived need for global education was given impetus by an overdue recognition of the growing interrelatedness of all peoples. John Donne, an English poet and clergyman who lived over 350 years ago, had an awareness of interdependence. This is proven by his now famous statement:
No man is an Island, intire of it self, every man is a piece of the Continent, a part of the main; if a Clod bee washed away by the Sea, Europe is the lesse, as well as if a Promontorie were, as well as if a Mannor of thy friends or the thine owne were; any man's death diminished me, because I am involved in Mankind; And therefore never send to know for whom the bell tolls; It tolls for thee.\textsuperscript{13}

Goals Two and Three - Perceptions, Values, and Priorities
Differ Along With Commonalities and Differences

It is appropriate to combine the second and third goals. In the author's teaching they have separate identities, but are similar in their quest for human understanding, communication, and equity. Both originate with the recognition of the inevitability and significance of ethnic diversity, as well as the need to resolve and reduce the potentiality of conflict. Positive student attitudes toward "other" cultures are encouraged.

Three areas are developed in this section. These areas, which reflect Goals Two and Three are: conflict, ethnocentric viewpoints, and appreciation of diversity. An analysis of these three areas follows.

Conflict

Conflict has been a major force throughout history and no doubt will continue to be. Global educators guide
students in the identification and analysis of the underlying causes of conflict, in categorizing different types of conflicts and in recognizing that a conflict can have multiple solutions. Depending on the manner in which conflict is managed, results may be destructive or constructive. In global education, an effort is made to help students understand that conflict is a normal and not always bad aspect of life. Conflicts can be confronted in such a way as to improve conditions and relationships in people's lives. The positive, as well as negative, attributes of conflict are exemplified by the Chinese attitude toward conflict. Their symbol for crisis consists of two parts: one meaning danger, the other meaning opportunity.

**Ethnocentric Viewpoint**

Conflict can occur as a result of an ethnocentric viewpoint, since conflict is often aggravated by prejudice and resistance to change. Ethnocentrism is a "self" centered way of seeing the world. This view inhibits the understanding of other people and their cultures. This attitude most often is based on stereotyped or uninformed views of nationalistic, religious, racial, ethnic, or other groups.

Charles F. Gritzner suggests that a "diminished understanding of and appreciation for other peoples and
their diverse ways-of-life" dooms people to "forever [be] entrapped in an ethnocentric prison."\textsuperscript{14} Carlos E. Cortes, writing in a similar vein, calls the ethnocentric viewpoint a "mental straitjacket."\textsuperscript{15} Both statements are expressive of the destructiveness of the ethnocentric point-of-view.

\textbf{Uniqueness of Individuals}

Global educators recognize the need for each student to gain a basic understanding of different cultures, their unique traits, and characteristics. They also recognize the need to emphasize likenesses as well as differences among people in the world. This helps students to understand the concept that all people share the same basic needs, and that people respond to their own physical environment and to their heritage. The desired effect of global education instruction is the value that students may hold of people, that all people have worth and dignity, and that to be different is not necessarily to be "better" or "worse."

\textbf{Goal Four - Develop Skills to Function in a Changing World}

Two areas of skill development are the basis for this goal. First it is anticipated that students will understand change as it applies to their immediate lives
and secondly, that students will gain knowledge and
understanding of geographical concepts and facts enabling
them to interpret and understand significant news events.

Change

It is important for students to recognize changes,
both physical and cultural in nature, and to understand
the impact of change upon their lives. Alvin Toffler
commented on how change affects the way people feel about
their environment:

For we have not merely extended the
scope and scale of change, we have
radically altered its pace. We
have in our time released a totally
new social force — a stream of
change so accelerated that it
influences our sense of time,
revolutionizes the tempo of daily
life, and affects the very way we
"feel" the world around us.16

Global education is geared to examine change in
the students' lives and to enable them to become aware of
changes in the world. This gives the students impetus to
resist inertia, thus guiding them into the mainstream of
activity and involvement. Examples showing how
individuals might observe changes in their own
environment include: an increase in mobility of families
and jobs both nationally and internationally, the
"development" of residential and business areas, the
obsolescence of material possessions, and an explosion of
inventions and innovations that feed upon one another.
**Geographic Concepts and Facts**

Alan Backler, geographic educator and author, writes that traditional themes of geography provide opportunities for teaching about the "global age" and its most compelling problems. Four traditional geographic concepts mentioned by Backler are: the relationship between humans and the natural environment, the interconnections between places, the spread of ideas through time and over space, and the movement of people. Backler, in the following statements (appearing in a slightly revised format), relates the four geographic concepts to global education goals:

- An understanding of the relationship between humans and the natural environment provides a valuable framework for students to investigate global problems such as pollution, resource depletion, or conflict over resource distribution.

- An understanding of the interconnections between places enables students to learn that all human groups - families, communities, and nations - interact with one another in the process of meeting their needs and fulfilling their desires.

- An understanding of the spread of ideas through time and over space helps students understand problems surrounding the adoption of particular technological, scientific, medical, and social innovations in different regions of the world.

- An understanding of the movement of people provides students with tools for understanding current population patterns and the effects that their movements have on natural systems.
A concept is an idea generalized from particular facts. The geographic facts about areas such as human inhabitants, ecology, weather and climate, landforms, natural vegetation and animal life, soils, water features, mineral resources, and location are pieces of information that need to be joined together if geographic concepts are to be understood. Maps are often used by geographers to clearly illustrate both facts and concepts.

Geography's content and methodology (the analysis of disparate phenomena in a spatial context) and distinctive global viewpoints are such that it can legitimately claim its place as an "umbrella" under which all other aspects of global education can be examined. David L. Sengerberger, professor of geography, comments on the contribution of geography to general education as well as global education:

Students find that current subjects of concern as diverse as pollution of the environment and the co-comitant costs of cleaning it up, deterioration of urban neighborhoods, hurricanes, war in Cyprus, and the cost of food can be analyzed in largely geographical terms.

The uniquely geographical view of the totality and unity of men and nature is certainly a major contribution that the geographer can offer to the general education.

This study proposes the need for each individual to gain knowledge and appreciation of the earth and its diversity
of landscapes and human lifestyles. Geographic knowledge is inextricably linked to the goals of global education.

Declining emphasis on geography has been prevalent. Gritzner, in writing about the unfortunate timing of this decline, states:

It is clear that as America becomes increasingly dependent upon foreign sources for vital energy and other mineral resources, world trade, and stability within the global community, quite paradoxically, we are experiencing a declining emphasis on the teaching of geography and those related fields which can best train our students to think and function in terms of international awareness and responsibility.  

In a world of increasing human interdependence, conflict, and dwindling resources, it is essential that a greater emphasis be placed on geographic knowledge and geographic concepts.

The Importance of Teaching Global Education

Global education is gaining acceptance as a significant movement within the curriculum. Many associations, including the Parent Teacher Association, National Education Association, American Federation of Teachers, National Council for Geographic Education, and the National Association of Elementary School Principals have all directly or indirectly endorsed global education as an important concept. The areas of importance discussed in the remainder of this chapter are:
developing responsible global and local citizens, the importance of intercultural communication, and the need for understanding of diverse cultures.

**Good Global and Local Citizens**

Informed citizens are essential to the United States and to the world. Roy R. Pellicano, writing in *The Social Studies*, states that "Our democracy is based upon the belief that our citizens need to be well informed, both as individuals and as members of the community, if their judgments are to be effective." The global approach stresses the need for students to gain human and environmental knowledge about the planet in order to make sound, reasoned approaches to problems. Furthermore, the attitudes and approaches held by each person influence the ways in which nations ultimately behave toward one another.

This generation of humans is but the temporary custodian of the earth's natural resources. Continued pollution is a global problem. Barry Commoner, author of *The Closing Circle*, writes concerning global environmental deterioration:

Clearly, if human activity on the earth - civilization - is to remain in harmony with the whole global system, and survive, it must accommodate to the demands of the natural sector, the ecosphere. Environmental deterioration is a signal that we
have failed, thus far, to achieve this essential accommodation.

Educators need to teach responsibility in the handling and use of environmental resources. People need to become good stewards of the planet because of its finite resources and the need to maintain environmental quality. Concern for the harmonious relationship between humans and the natural environment has been expressed by Charles F. Gritzner, Professor of Geography at South Dakota State University:

A sound understanding of physical geography and the varying effects of human activity on the natural environment is mandatory if humankind is to live in harmony with our vital life-support system.

Students who gain an awareness of the environment are more likely to become good caretakers of the earth.

Importance of Communicating with and Understanding Diverse Cultures

Global communication becomes increasingly important as the world's population grows, and cultures become increasingly interdependent. History is rife with instances of incompetence in communicating with other societies.

Communication means an exchange of information. Without knowledge of other viewpoints and customs this
exchange does not result in true communication, but may result in distorted messages. Knowledge of and sensitivity to other cultures are requisite to successful communication with members of other cultures. Successful communication is essential to the preservation of world peace and order. Thomas Collins, consultant on global education for the National Association of Elementary Principals, wrote about the positive effects that global education can have:

Having a global perspective will clearly not prevent global problems from occurring, but one can argue that having one is a first and necessary step in developing the public strength and will required for the American citizens to deal with the global issues that time will surely thrust upon them.  

People from diverse cultures are not excluded from children's daily experiences. Today's cities are rich with ethnic variety. Learning about other countries and other people increases understanding of minority groups in local communities. The cultural diversity that enriches a child's environment offers stimulus and purpose for learning about people of other cultures.

Personal environments are filled with information about global concerns such as war, energy, resource depletion, human rights, and the quality of life. This
vast amount of information should be critically examined by each citizen.

**Summary**

Global education instruction views the world as a single entity. Global education offers a perspective on world learning that not only studies and analyzes the interrelatedness of humans and the environment, but also attempts to educate children to be well-informed world citizens. Global educators teach an understanding of accelerating changes in the world, due chiefly to increases in technology and population. Change is a factor that affects the accelerating rate of human interactions, and increases concerns for fragile environmental conditions. Global education includes the teaching of knowledge and understanding of groups which are foreign in some way. A primary objective of global education is to convey an appreciation for human diversity while not losing sight of those traits that all people share.

To conclude, it is imperative in today's increasingly interdependent world to have citizens who are well informed about world problems such as overpopulation, land use, food supply, energy, and distribution of resources. Also, citizens who can knowledgeably communicate and critically examine the
vast amount of information of the modern world are vital to the "planet earth's" human and environmental stability.
Notes


4Other names for global education include: multi-ethnic education, international education, future studies, war/peace studies, citizenship education, intercultural education, crosscultural studies, global studies, world affairs education, and survival education.


6Barrett, p. 3.


10Cortes, p. 568.

11Del Mueller, "Is It Possible to Teach Peace?" The Social Studies 67 (March/April 1977), P. 55.


15 Cortes, p. 569

16 Toffler, p. 17


CHAPTER III

RATIONALE FOR TEACHING GLOBAL EDUCATION IN THE THIRD GRADE

In Chapter II, global education was discussed in the context of students' needs to acquire an awareness of other cultures, and to develop both the ability and desire to work with others toward achieving global peace, cooperation, and understanding. Taxuko Olson, writing on the need for cultural awareness among youngsters, states that:

Exposing children to other cultures as early as possible in school is an important and most effective way to minimize the development of stereotypes, prejudice, inflexibility, and ethnocentrism.

The importance of education in influencing the development of attitudes is also emphasized by researchers Robert D. Hess and Judith V. Torney: "The school apparently plays the largest part in teaching attitudes, conceptions and beliefs about the operation of the political system." No doubt this holds true for other aspects of instruction concerning culture.

This chapter contains research on the development of attitudes in children and in adults. Attitudes appear to be more easily influenced in young children.
Attitude Development

A discussion of attitude change logically falls into three categories that are developed in the following sections. These sections are devoted to the topics: research on attitude development, attitudinal change in older students and adults, and stereotyped attitudes and distorted viewpoints.

Research on Attitude Development

Elizabeth Yerza, in an extensive review of research on attitude development, believes that Jean Piaget's Stage II (ages 7 through 10) seems to be an especially important time for the introduction of information on foreign people since children are both curious and receptive at these ages. Third graders are generally eight to nine years old, thus Stage II is applicable to them.

Piaget found that Stage II indicates the early development of reciprocity, which is the ability to identify with people of other countries. This ability aides in the understanding of viewpoints that are different. Yerza indicates that the period from ages seven to twelve is optimal both for education that is directed toward establishing attitudinal objectives and also open-mindedness about the world and its peoples.
Attitudinal Change in Older Students and Adults

Researcher Victor Smith investigated attitude change in junior high age students (ages 12 through 16). Contrary to his hypothesis, students in his globally-oriented experimental groups did not show a change of attitude. The results suggested that children's international attitudes are formed before the junior high years.5

Research by Wallace E. Lambert and Otto Klineberg concurs with Smith's findings. Their study indicates that young people, by age fourteen, appeared less open than their younger counterparts to positive views of foreign nations.6

Research indicates that attitudinal change is notoriously difficult to achieve as an adult. Yerza supports the conclusion in noting:

Ethnic and racial prejudices may be among the general body of self-supportive beliefs to which adults cling against the objective evidence.

Attitudes have a tendency to become more stable, or rigid, with age, presumably because they become linked in a network or a highly interdependent chain of personal needs, ceasing to be part of rational process.

This research would indicate that global studies are most productive when taught to young children.
Stereotyped Attitudes and Distorted Viewpoints

Stereotypes are attitudes that are also formed at an early age. Cultural understanding and appreciation need to be taught, rather than undesirable racial, cultural, and ethnic stereotypes. M. Eugene Gilliom and Richard D. Remy, professors of social studies education and political science respectively, concur with previously-noted research as to desirable ages to develop "open" attitudes rather than "stereotypically rigid perspectives":

Indeed, the period from about eight to thirteen years of age may well be unique in that it represents a time before too many stereotypically rigid perspectives dominate children's views of the world, and yet a time in which cognitive development is sufficiently advanced to make a diversity of viewpoints accessible.8

According to Merriam-Webster's Ninth Edition Dictionary, the term stereotype means:

A standardized mental picture that is held in common by members of a group and that represents an over-simplified opinion, affective attitude, or uncritical judgement.

Stereotypes freeze thought and do not allow for growth in cultural awareness. Children may begin by stereotyping groups of people around them; then, as they grow older,
stereotypes are expanded to include other cultures, races or religious groups.

Students' global viewpoints would be enhanced if they were taught that there are more fundamental similarities than there are differences among human beings. As Danny Kaye poignantly states:

I have traveled around the world for UNICEF and it has been my good fortune to meet more than a million children - youngsters of all sizes, shapes, and colors. I've learned a lot about children over the years. But most of all I've learned that children are very much the same. All of them respond to the two international languages - love and laughter.

Too often the instruction about other cultures is taught in such a way as to emphasize only their extreme contrasts with the American culture. While differences need to be taught, the differences should be tempered with similarities found among cultures. As a report sponsored by the National Association of Elementary School Principals cautioned, "One should avoid stating this is the way 'we' do it, but 'they' do it differently, but rather develop an attitude of 'let's look at how each group does it'."  

By studying only the odd or peculiar items and ideas from another culture, students obtain a distorted view of that culture. In addition, students' awareness
of other cultures should not be limited to only the historical aspects of those cultures. Students taught merely how Native Americans used to live, for example, without reference to present-day Native Americans, might be led to believe that they still live in tepees. In teaching global education, the teacher must strive to convey a well-rounded view of the society under study.

Stereotyped as well as positive attitudes can be developed in children. The global educator teaches a well-balanced array of information to the student, in order for the student to attain a well-balanced view of other cultures.

Development Aspects of Global Knowledge and Concepts

Developmental aspects of learning are self-evident. Basic knowledge is expanded upon as more knowledge accumulates. Attitude development, as well as geographic competence, are both learned in a developmental way.

A quote from Anna Hawkes, reprinted from an article concerning attitude development in children toward foreign people, emphasizes that world-minded individuals are developed by a series of steps:

Teaching international understanding is a developing process in which each step in the series depends for its success on the preceding step. World-minded
individuals are not produced in a year, or two years, or even three. But individuals become world minded as they move step by step to an understanding of the culture of other nations until at last they realize that they are the citizens of a world community.  

Attitudes are built with layers of experience. They develop from a long series of perceptions; a perception is but a selected view of experience. Attitudes are affected by education, discussions, examples, and personal contacts.

As students pass from one grade to the next, the concepts and skills acquired at lower levels ideally build a foundation for the acquisition of further global knowledge. Jean Piaget documents that competence in spatial learning is gained developmentally. Geographic educators James Kracht and Richard Boehm also indicate that prior learning of spatial relationships is necessary to proceed to the next area of development:

During their early years, from birth to age six, children should develop a sense of self in time and space that will allow them to acquire the concepts, the inductive and deductive reasoning leading to generalizations, and the value clarification and analysis that are stressed in today's geography and social studies curricula.

It is crucial that students understand geographical
concepts as the foundation for further studies, as the complexity of events to which older students are exposed demands a firm foundation of understanding on which to build.

In summary, the author believes that the third grade is an appropriate and desirable level in which to teach global education concepts. According to several research studies and the author's observations on attitude development in children, third graders are shown to be receptive to ideas and knowledge concerning other cultures.

Stereotyped and prejudiced attitudes may occur in children. Global education instruction is aimed at eliminating these attitudes and replacing them with positive, open attitudes toward foreign people. Students attain global knowledge and global concepts as a developmental process. Each step is developed and understood, contingent upon previous knowledge and experience.
Notes


6 Yerxa, p. 28.

7 Yerxa, p. 23.


9 Danny Kaye, as quoted in Donald N. Morris, "Rallying Around the Children of the World," Childhood Education 53 (March 1977), p. 239.


11 Anna Hawkes as quoted in Yerxa, pp. 32-33.


CHAPTER IV

TEACHING GLOBAL EDUCATION VIA READING

Rationale for the Component Format

The global point of view fits naturally into many foci of elementary classroom teaching. For instance, many stories in the reading curriculum for the Sioux Falls Schools contain references to culturally diverse settings and people, "foreign" names and words, and descriptions of customs from diverse cultures.

Interdisciplinary Approach

Global education is not merely an isolated subject, but a viewpoint. Its goals are best met when it is integrated into many areas of curriculum. M. Eugene Gilliom and Richard C. Remy promote this integration:

Not only social studies, but also science, reading, language arts, mathematics, and physical education are legitimate, even indispensable, areas for globally relevant education. To be meaningful, global education should no longer be relegated to a single discrete unit of study or to special treatment on "international day." Rather, an international perspective should be woven into the very fabric of the elementary curriculum.¹
A significant early project giving impetus to global education was conducted by doctoral students in rural Alabama during 1967 and 1968. This pilot effort, called the Goshen Project, infused global education goals into its school curriculum. The teachers sought ways and means to inject the international element into many instructional units. The elementary reading teachers developed three global education objectives for reading:

1. To help students recognize the value of reading as a means of broadening experiences.
2. To develop interest in and a willingness to learn about other peoples and cultures.
3. To explore a variety of means of finding information about other countries and cultures.

The results of this project suggested that:

Change in attitude toward purposes of education related to international education was accomplished as teachers developed their objectives in each class.

Tazuko Olson, author of a book on global perspectives in education, is a proponent of interdisciplinary experience in the study of other cultures and the study of basic skills. She believes that with this approach, the individual subject matter areas are not isolated and are allowed to reinforce each
other. Though this reinforcement, both the skill area of reading and the content area of global education will benefit. According to Barry K. Beyer, a Professor of History, skill development and knowledge learning are not independent of each other; they are interdependent.

Benefits to Reading

The teaching of reading is strengthened through the teaching of global education within the structure of the reading program. The learning objectives are twofold:

1. to develop in students the desire to read purposefully, and
2. to increase students' comprehension of the content of the reading material.

Purposefulness

Third grade students are full of questions about the world around them. One CTIR publication states that between the ages of eight and nine children become curious and often fascinated with other countries and cultures. Reading objectives are encouraged and strengthened by the students' heightened desire to learn about people about whom they already are curious. This creates a desire to read, which enables the students to read more purposefully. Two of the five goals contained in the Sioux Falls K-12 Reading Curriculum Guide pertain
to the objective of purposefulness. These are:

To develop the ability and desire to read purposefully, selectively and critically in many areas of interest and in a wide variety of reading materials; and

To value reading as a source of information, enjoyment and personal enrichment.

The teaching of global education as a component of reading appears to assist in meeting both goals.

Comprehension

In reading instruction, much time is devoted to the development of comprehension. William Durr, senior author of the Houghton Mifflin Reading Program, includes the following statement in his overview of the reading program:

Comprehension is a major thrust of the skills program, and students' abilities to comprehend are emphasized at all levels and in every teaching unit.

The author has identified two areas in which students' comprehension of reading material is enhanced by the use of this teaching format. These two areas are: 1) to create a greater recognition in students of cause-and-effect relationships, and 2) to provide students with a background of basic knowledge and experience to prepare them to better understand reading material with a global dimension.
The concept of cause-and-effect relationships is an important aspect of the third grade skill area, and is closely connected to the ability to comprehend the sequence of events in a story. The cause-and-effect skill refers to understanding a sequence of events in a sentence such as, "The rice harvest was poor because the rains did not come." Of course the lack of rain came first and then the harvest was poor. It is important that students be able to reason the consequence of an event, such as the pollution of a stream, or to reason why children in another country might react or feel the way they do about certain things.

No one would argue with the assumption that readers bring with them the collection of their own experiences, knowledge, and training to the act of reading. In using this knowledge and training the reader's ability to comprehend is increased. This precept corresponds to and concurs with the developmental aspect of learning that was presented in the previous chapter.

A background of information is built through experience with spatial relationships, experience (vicarious or first-hand) with various perspectives and shared experiences, and basic knowledge of other countries and cultures. The abundance of "foreign"
settings for stories found throughout present reading books offers ideal learning situations in which to repeatedly use individual maps, wall maps, globes and other visual aids in order to help students build on their background of experience and knowledge.

Learning to interpret symbols is not only a map-skill goal, but also a reading goal: symbols in reading include printed and spoken words. Again quoting Barry Beyer:

Reading, writing and thinking skills apply to more than the printed word. The same mental operations that comprise these skills also apply to manipulation of content contained in maps, graphs, pictures and the spoken word.

This point is also supported by the fact that basic map reading skills are included in the basic skills taught in the Houghton Mifflin Reading Program.

Teaching Strategies in Reading

The focus of this paper is the teaching of global education using the two third grade reading level books, Spinners and Weavers, which are part of the Houghton Mifflin basal reading series adopted by the Sioux Falls Public Schools. These books constitute the year's reading program for most third grade students.
Reading is taught for one hour in the morning and one hour in the afternoon. The teacher's instruction time is divided among three ability-grouped reading levels. This project is limited to students who read at the third grade reading level, and includes two of the three reading level groups. The third group is not included in this study; they read at second grade level.

Integration of global education and reading is achieved by choosing stories in the reading books that relate to pre-selected global education goals deemed appropriate for this approach. Globally-oriented discussion questions, activities, writing assignments, literature, student research, and map work are combined to enrich the selected lessons.

The four global education goals published by the Center for Teaching International Relations (CTIR) that served as the foundation for Chapter II will also serve as the basis for the remainder of this chapter. These goals, in abbreviated form, are that students will:

1. Develop an understanding of interdependence
2. Understand and appreciate commonalities and differences of humans
3. Develop an awareness of how perceptions, values, and priorities differ
4. Develop skills to function in a changing world
These goals provide a structure for the presentation of the author's teaching units. Additionally, the four goals cited above furnish many of the activities that the author coordinated into her global education teaching strategies for reading.

In preparing the units, the author chose two stories from the third grade books and one outside activity to represent each goal. Table I located on the next page contains a list of the selected stories, activities, and their sources. The selected stories and activities were deemed to be appropriate to and reinforcing for their designated goal.

Each of the goals is listed in its entirety, with a subsequent summary of the story and a brief explanation of the corresponding activity or other teaching strategies. Complete reproductions of suggested discussion questions, activities, and other appropriate materials are located in Appendixes I through IV. The materials in each appendix are organized in the sequence in which they are introduced in this chapter.

It is of utmost importance that each story and activity include appropriate discussion. The "global" discussion questions found in the appendix for each story are only a part of this aspect. Additional discussion questions are found with each story in the reading book.
<table>
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<tr>
<th>Goal</th>
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<td>Pebble in the Pond</td>
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<tr>
<td>One</td>
<td>Skunk Baby</td>
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<td>The Rooster Who Understood Japanese</td>
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<td>Three</td>
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<td>Spinners p. 95</td>
<td>Moving On</td>
<td>IV-B</td>
<td>CTIR p. 13</td>
</tr>
</tbody>
</table>
Discussions are the crux of the lessons, the time when the information can be assimilated by the students into meaningful concepts.

Goal One

To learn to recognize the interconnection between one's own life, one's society, and major global concerns such as environment, population, resources, and human rights.

The two designated stories appropriate for this goal are titled "Mary of Mile 18" which exemplifies interdependence and "Skunk Baby" which typifies an ecological environment. In this study the concept of interdependence is illustrated and taught through the use of the activity titled "Pebble in the Pond." All materials, including lists of discussion questions and activities, are included in Appendix I.

Mary of Mile 18

"Mary of Mile 18" is a poignant story about a girl and her family who live on a farm in a wilderness area of northern British Columbia, Canada. The children have many chores to perform, and they attend a one room schoolhouse. Mary is finally allowed to keep a puppy who earned his keep by frightening a coyote away from their hen house. Their dependence on each other and on the
land is useful when introducing the concept of interdependence.

This unit presents an opportunity to select and display books, maps, pictures, and magazines that will help students to learn about many facets of British Columbia, such as: British Columbia is very large and diverse; it is part of Canada; the province borders on the United States and the Pacific Ocean; it has many industries; and it has both modern cities like Vancouver and wilderness areas like Mile 18.

The author selected the activity "Pebble in the Pond" to enhance the teaching of interdependence. In this activity a rock is dropped into a large container of water which suspends floating ping-pong balls. The force of the ripples moves each ball. The students are led to understand that events or happenings can have a similar effect as that illustrated by the pebble and waves; that even though they may not be nearby, one of the growing circles of interlinking parts touches other people and events. Students, working in groups, draw diagrams to illustrate some possible interrelated events in their own lives. An essential conclusion to this activity is to have the students share with the entire group the completed diagrams; then the students discuss the implications of the events shown on their diagrams.
Skunk Baby

The second unit for Goal One utilizes "Skunk Baby," a story about an adventuresome eight-week old skunk and experiences encountered on his first hunt for food; he and the other skunk babies are taken by their mother to a pond at night. The babies "hunt" for insects, eggs and fish. The story exemplifies ecology: the interdependence of elements within a particular ecological setting.

The concept of ecology can be reinforced in a number of ways. One of the best ways, of course, is a field trip to a river or pond with a knowledgeable guide. A less expansive project such as the organizing and establishing of a natural habitat in the classroom is more feasible with the time restraints of reading. This habitat, such as an aquarium or a meadow-type environment using a lizard or snake and selected plants is an excellent way to illustrate the concept of ecology. Appendix I-B includes a lesson developed by the author to specify the steps that might be taken to develop and implement and aquarium project.

Goal Two

To develop an awareness of how perceptions, values, and priorities, differ among various individuals, groups, and cultures.
In order to gain an awareness of another person's attitude about a particular matter a great amount of knowledge must be accumulated and internalized. Two stories that focus on this goal are titled "Josephine's 'Magination'" and "The Rooster Who Understood Japanese."

"Josephine's 'Magination,'" a story of a girl's talent, is followed by the activity "The Me Nobody Knows." "The Rooster," a story which presents a situation of neighborhood conflict, is followed by the activity "Conflict Cartoons." All materials designated for this goal are included in Appendix II.

**Josephine's 'Magination'**

"Josephine's 'Magination'" is about market day, the highlight of Josephine's week. Josephine, who lives in Haiti, finds that her imagination can be a valuable asset when she creates dolls out of discarded materials and discovers that they are marketable. The knowledge gained by the students about Josephine's actions, thoughts and environment enables them to gain an understanding and awareness of a person of another culture. Increased understanding and awareness of another person is further developed in the following activity.

In the activity "The Me Nobody Knows" each student fashions a collage of him or herself, personalizing it by
using magazine pictures and items from his or her home. The collage is left anonymous. Students guess who each collage belongs to and places that student's name in the corresponding box. Discussion focuses on the fact that people do not always see themselves in the same way that others perceive them. And furthermore, preconceptions that a person might hold of other people might prove to be erroneous.

**The Rooster Who Understood Japanese**

"The Rooster Who Understood Japanese" is about a Japanese-American family. One of Mrs. Kitamura's many pets, a rooster named Mr. Lincoln, crows in the morning and disturbs her new neighbor. This conflict and its resolution helps students to determine constructive responses to conflict situations.

A supplementary exercise used to further develop students' awareness of methods of conflict resolution is the activity "Conflict Cartoons." This activity utilizes a medium that students enjoy - comics. The introduction for this CTIR activity states that "Humor can help children understand conflict in daily life. Conflict is a natural everyday occurrence in a society as diverse as ours." In this activity each cartoon illustrates a conflict situation. The final boxes of each cartoon
strip are left blank and students are asked to seek at least one resolution for each situation.

**Goal Three**

To develop an understanding of basic commonalities while recognizing the importance of individual and cultural differences.

The two stories and the two activities chosen for this goal are indicative of opposite emotions: one shows a child coping with sadness while the other illustrates humor. Materials for this goal are located in Appendix III.

**Anansi the African Spider**

"Anansi the African Spider" is a play about one of the best-known characters in African folklore, Anansi the spiderman. This Ashanti tale describes how Anansi outwits the sky-god with his cleverness. This play's humor helps to develop the concept that one of the most basic commonalities among the world's people is general agreement on what is funny. According to the CTIR activity sheet developed for this goal

Being able to laugh together will establish a greater feeling of commonality, a base from which we can approach other problems together.
In the CTIR activity "Did You Hear the One About . . .?" students are presented with jokes that children from around the world submitted for this activity. The students are asked to indicate the country of the joke's origin. The subsequent debriefing includes a discussion of commonalities and differences with specific questions included in the activity like, "Why is joke-telling something everyone does?" and "Are some jokes not funny at all? Why?"

Other strategies can be employed using the story "Anansi the African Spider." Interested students can be encouraged to find out more about desert areas, tropical rainforests, African plains, and mountain areas. Some students may be interested in learning about the history, customs, and society of different African cultures. Many aspects of Africa can be compared and contrasted to the students' own culture and environment, or to other cultures and environments that the students have studied.

Annie and the Old One

The second story selected for Goal Three is titled "Annie and the Old One." It concerns an old Navajo woman who is dying and her granddaughter's difficulty in accepting this fact. The story illustrates the degree to which the natural environment is a central part of Navajo culture.
The story "Annie and the Old One" might inspire projects such as students' preparation of a report on a Navajo home (hogan) or the creation of a desert scene on a mural. Another strategy responding to the intent of Goal Three is an activity titled "Why Children Cry."

This activity enables students to gain a better understanding of why children around the world cry.

The lesson begins when a handout containing tear-drop shapes is distributed to students. These shapes enclose statements on reasons why children cry, including: "I am Zola. I cry because I go to bed hungry every night." "My name is Susie. I live in Missouri. I'm crying because my Mom will not take me to the movies." Then the students are instructed to fill in blank teardrop shapes with reasons why they might cry and reasons why other children might cry. Students then read aloud their statements to the class, followed by a discussion on which reasons seem important, frivolous, or selfish and which reasons reflect primary or secondary human needs.

Goal Four

To develop skills that will enable students to respond creatively to local, national, and international events and to participate effectively at those levels.
The attainment of this goal relies in part on the background acquired and developed from the other three goals. Many facets of knowledge and understanding need to be brought together to develop effective and knowledgeable citizenery. Materials for this goal are included in Appendix IV.

One of these facets is a thorough knowledge of map and spatial relationship skills, both of which are emphasized in the Houghton Mifflin Reading Program. In fact, one of the six major skill lessons included in the Weavers reading book is titled "A Picture Map," which is a map-reading lesson. Additionally, the third grade reading books, as well as those for other levels, contain frequent mention of specific cities, states, countries and continents. Throughout the teacher's guides, teachers are encouraged to inculcate students in spatial relationships by indicating on a map or globe the location of all specific site locations mentioned in the students' reading books.

**Puerto Rico**

Site location skills are stressed in the author's unit through the use of an informational article titled "Puerto Rico," followed by an activity on land mass identification. This activity, titled "Up, Down, and Around the World," encourages the development of site
location skills through a game format designed for small groups, thus making it ideal for a reading group. The gameboard, which is in the appendix, is a map of the world. Markers are moved along the grid lines. Students receive one point when they land on a continent and five more points if they can correctly identify the continent.

Other activities that would further the students' knowledge of Puerto Rico would involve students in the designing and drawing of colorful posters of Puerto Rico, learning Spanish songs, dances or words, or studying and sharing knowledge about Puerto Rico. They might pretend that they are traveling to Puerto Rico and must pack a bag, selecting attire and other items appropriate for the trip. Another possibility is to invite someone who has come from or been to Puerto Rico to visit the class.

**Yagua Days**

The author employs the story of "Yagua Days" for the final unit. The story and ensuing activity focus on the change in students' lives. In "Yagua Days" a young boy, Adan, and his family live in New York City. Adan becomes curious about the place where his parents came from - Puerto Rico - and especially what the term "yagua days" involves. Adan and his family travel to Puerto Rico for a family reunion.
The story about Adan might relate to aspects in a student's life, such as 1) moves that the student's family or friends have made, and 2) immigrants with whom students are acquainted. Both are a real possibility for the students since mobility is an increasing factor of today's life and immigrants are common at Eugene Field School in Sioux Falls.

The activity "Moving On" facilitates an understanding of the mobility of the students in the class. In this activity a migration questionnaire (included in the appendix) is sent home with each student. When the sheets are returned, an examination of each student's own migration culminates with tracing and marking these changes on a map of the United States and then, if appropriate, on a world map. The ensuing discussion involves how changes affect each student's life and how they can appropriately respond to these changes.

Aspects of Teaching Global Education Within Reading

Clearly, there are many other teaching strategies available to the teacher interested in infusing global education concepts into reading; strategies beyond those employed in this chapter. For example, the Houghton Mifflin Reading Program often provides suggestions that are applicable to global education goals. These are
found at the end of many units listed as Enrichment Activities. Additionally, there are a myriad of opportunities to introduce global education skills and knowledge into reading programs other than those marketed by Houghton Mifflin. Many stories contain ingredients of global education goals; these stories can be taught with an emphasis on their global education viewpoints.

Other Aspects of Teaching Global Education

Some subjects, such as the geography and social studies area, appear "tailor-made" by their content and intent to assist with the instruction of global education viewpoints. Other subjects have "pockets" of areas that can be utilized. Appendix V lists subjects and specific teaching "pockets" that apply to the teaching of global education. Other areas, such as current events, are appropriately discussed with students as the events occur.

A teacher's attitude toward global education and toward his or her students is a vital component in the teaching of global education. A teacher's attitude permeates the atmosphere of a classroom in many ways. Haim Ginott, author of Between Teacher and Child, endows teachers with great power to affect children:
The philosophy of this book is best summed up in the following words, written by the author as a young teacher:

I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized. 

Teachers, through their behavior, can encourage global education learning by expressing personal interest in and enthusiasm for global concerns.

There are some difficulties in teaching the global education units in reading. The greatest problem is a common lament among teachers, that of finding enough time to teach everything that needs to be taught. Global education, however, is a point of view rather than a separate subject and as such it can be infused without taking too much extra time.

School personnel, hopefully, will realize the value of teaching global education in the context of other subjects because in this way the concepts taught
in one class can be reinforced in other classes. It also is essential to have the backing of parents and administrators. There often are real differences of opinion regarding the way in which "foreigners" are viewed, and how "foreign" matters should be introduced in the curriculum.

In summary, the interdisciplinary approach to education has many advocates. Introducing the global dimension to reading allows both reading and global education to reinforce each other. The benefits to reading are considerable, including an increased desire by students to read and enhanced purposefulness in their reading, and the increased ability to comprehend the reading material. The reading program chosen for this study, with its variety of international and cultural settings, is an appropriate springboard for the teaching of global education.

Through the selected use of stories, plays and informational articles, students in the author's third grade reading class at Eugene Field School, Sioux Falls, South Dakota, are taught global education in combination with reading. The strategies that are used have been discussed in this chapter. Each goal is introduced with a summary of the selected story and activity along with other suggested approaches.
General strategies are then explored, showing how other stories, subjects, and situations may be employed in the teaching of global education. Attitudes of other school personnel and parents need to be positive for a global education program to become a significant integral component of the reading curriculum.
Notes


3 Orr and Lee, p. 61.


9 Beyer, p. 104.

10 Barrett, p. 3.

11 Barrett, p. 5.

12 Barrett, p. 33.

13 Barrett, p. 37.

14 Barrett, p. 53.

15 Barrett, p. 59.

16 Barrett, p. 77.

CHAPTER V

ANTICIPATED RESULTS

This paper is theoretical in nature. Evaluations were based solely on the author's interpretation of discussions, results of activities, and written projects. No attempt was made to measure results. Other studies have, however, statistically measured results of global education instruction in young children. A preponderance of evidence supports the claim that global education instruction and viewpoints can lead to a more positive attitude in young children toward "foreign" people.

In the report Children and the World sponsored by the National Association of Elementary School Principals, global education goals were measured in a variety of ways. In one of these tests, measurement of attitudes toward people with diverse characteristics was attempted using a "People Pictures" activity.

"People Pictures" was administered as another measure of the way in which children viewed other peoples. The evaluative descriptions used in the instrument were categorized as "favorable" (kind, good, friendly, nice, like us, smart, and pretty), "general" (normal, strong, happy, and different), or "unfavorable" (strange, bad, awful, mean, stupid, ugly, and unfriendly). These categories were drawn from the
Lambert-Klinegerg study for UNESCO and the Fames Project at Boston University. 1

A statistical analysis of the test disclosed that students seemed to have developed a more positive view of the people of other nations. Their performance on this test evidenced a sensitivity to and positive acceptance of cultural diversity.

The goals and objectives of the Children and the World report were similar to the goals that the author utilized. There also is evidence of similar teaching strategies. Furthermore, the author noted similar results (though suppositional) as those suggested by the report's statistical data.

Results of the Children and the World report were published in the Principal magazine, which indicated four findings:

The major purpose of the data analysis was to determine whether differences existed between pretest and postest scores. The findings indicated that: 1) students' ethnocentrism had been reduced significantly; 2) students had a positive feeling about learning about people who live in other countries; 3) students' knowledge of other nations and other people had increased; and 4) students had developed a more positive acceptance of cultural diversity.

The author believes that her students evidenced gain in each of the four areas mentioned in Children and the World report.
Because of the theoretical nature of this study, the author relied on her observations to suggest results. Third grade students are generally enthusiastic and open about sharing their perceptions, feelings, and knowledge. This provided an advantage for the author in attempting to identify results.

All of the students involved in the author's project participated in the reading of stories and in the discussion questions and other strategies mentioned in the preceding chapter. They seemed to be eager and responsive to the presented strategies, and gave responses indicating that they gained an understanding of the concepts that were presented to them.

According to Elizabeth Yerza, whether a school can be effective in developing more positive international images seems to depend upon two main factors, 1) the international attitudes of the teachers and administration and 2) the methods which are selected to provide the specific educational experiences. These factors are discussed briefly in the following paragraph.

The author felt that she had the approval of her administrator and does not feel that her international attitude is questioned. Both of these aspects affect the school environment, the "climate" of a school. In addition, the teaching methods used by the author
appeared to be adequate to support this program.
Teaching and its reception by the students is affected by many factors, including the personalities of the students and the cultural mix of the school and classrooms. The author felt that both of these factors were assets in the teaching of global education in her classroom.

In summary, three factors suggest that the students in this study achieved the author's objectives. These factors are: 1) the author appears to have utilized adequate teaching strategies, 2) positive attitudes on the part of the author and the school administrator indicate the maintaining of a proper teaching atmosphere, and 3) results of a global education study utilizing goals and teaching strategies similar to the author's study indicated similar outcomes to those obtained through the author's observations of her students.
Notes


CHAPTER VI

CONCLUSION

This theoretical study examines global education and suggests means for integrating global education viewpoints into conventional third grade reading curriculum. This was done on a trial basis in the author's third grade class using the curriculum currently adopted by the Sioux Falls, South Dakota, public schools. This study details the teaching of specific reading units, and suggests a variety of teaching strategies. Results of the author's observations are examined.

This thesis study is unique in that it focuses on specific units at the third grade reading level. Further study in the implementation of global education in other areas of the curriculum and at other grade levels, along with more statistical knowledge of results of global education programs is desirable.

Global education programs employ a view of the earth's land and people as being integral parts of a unified global system. To a large degree, growth in the world's population and the explosion in technological developments have caused changes and intensification in use of the environment and its resources. Misuse and
abuse of the land and its resources has occurred. This is a critical problem because human life is wholly dependent upon the earth and its resources.

A global system of human relationships is formed from many interlinking elements. Expanded communications, world trade efforts, private and governmental world-wide organizations, conflicts, and economic dependence, to name but a few elements, are ways in which one individual or group of individuals may have an interlinking, or interdependent, relationship with other people or groups. Interdependence is one concept of global education, referring to the fact that countries are mutually dependent on and linked with each other. Events occurring in one country affect, and are affected by, events and actions in other countries.

These interdependent relationships become increasingly significant because of intensified contact that occurs among diverse races and cultures. These intensified contacts include: demographic trends such as refuge migration and population growth; business alliances formed among countries and individuals; world religions; international scientific research teams; communication systems; and organizations with causes which flow over international boundaries, such as peace movements and environmental groups.
This intensified contact is "brought home" by foreign products found in the home and a communications network that allows immediate access to news around the world. There is a pervasive influence of foreign products, foreign words and foreign land viewed on television and in newspapers, periodicals and books.

A goal of global education is to educate young people to become well-informed world citizens who are able to conceive and investigate the complex human and environmental problems faced by the global society and to seek reasoned means for their resolution.

It is crucial that each citizen, not merely the world decisionmakers, become well-informed about events that affect their life. Environmental concerns, news reports, and racial mixes in communities all contribute to making global education a local as well as a global concern.

The elementary grades, such as the third grade, are appropriate and desirable levels at which to introduce global education concepts. The attitudes of young children are forming and changing, whereas attitudes of junior high age students toward others are often already well-established.

Reading is an ideal subject field in which to integrate a global education program. The following
Factors describe the usefulness of global education in the reading program:

1. Third grade students are curious about foreign people, places, and customs. This increases their interest level and purposefulness in reading.

2. The emphasis on comprehension in reading programs enables the reading teacher to discuss the people, events and places found in assigned stories. Through discussions, which are an essential part of the reading program, the differences and similarities between people, places and customs can be analyzed.

3. A greater understanding of environmental issues and interdependent events reinforces the specific reading skill area of cause and effect relationships, whereby students gain understanding in the concept of one event being caused by a previous event.

Global education concepts were taught to fourteen third grade students at the Eugene Field Elementary School during the 1982-1983 school year. These concepts were taught through "global" discussion questions, the extensive use of maps and globes and a variety of teaching strategies. These instructional techniques were structured using selected stories found in the third grade level reading books. The results of these learning experiences were encouraging.

Positive attitudinal change was observed in the author's study group. This positive attitudinal change also was measured in previous research studies. The author observed an increase in student knowledge of facts concerning foreign people and foreign places. An
improvement in students' understanding of interdependence was evident to the author.

With the current need for emphasis on global education, it is vitally important to continue searching for ways to prepare children for their role in an interdependent global society. Citizens of the United States can no longer ignore the fact that they are also world citizens, and that the quality and events of each person's life depends upon humans and environments around the world. Conversely, each person's actions has an impact on the lives of others, both locally and globally.
"Global" questions to follow the reading of "Mary of Mile 18.

How was Mary's life similar to the life of farmers in South Dakota?

In what ways do you have the same problems that Mary has?

In what ways is Mary's life different than yours?

In what ways do Mary's family depend upon each other?

What effect does the environment in northern British Columbia have on Mary's life.

Examine distances in Canada. (Mile 18 is 18 miles off the Alaskan Highway. The closest town is Fort St. John, British Columbia, 45 miles away.)

Why do you think Mary's family wanted to live in Mile 18 even though their life was not easy?
Activity that coordinates with "Mary of Mile 18."

**Title:** THE PEBBLE IN THE POND

**Introduction:**
We let many events occur in our lives and in the world without giving much thought to the repercussions they may have. An awareness of the myriad possible effects of events may better prepare students to anticipate and respond appropriately to them.

**Objectives:**
- To imagine possible effects of a stated cause
- To logically think about causes and effects
- To understand how events can affect people directly and indirectly

**Grade Level:** 3-4

**Time:** One to three class periods

**Materials:**
- Handout #2, "Ripples"
- Pieces of sponge or styrofoam, or ping pong balls
- A large pail or tub
- Butcher paper
- Colored posterboard
- Crayons, markers, pens, pencils

**Procedure:**

1. **Step 1** Fill tub with water. Demonstrate the rippling effect when a pebble is dropped in the tub of water. Before the pebble is dropped, ask students what they think will happen to the water. Drop the pebble and have students observe the wave motion in the water.

   Place two ping pong balls (or other floating substance) on the water, one close to the center where the pebble is dropped, and one further away. Ask students which of the balls will be moved when the pebble is dropped. Do the same thing with five or more balls. Tell the students to carefully watch all the balls. (All the balls, regardless of their placement on the water, should be affected by the pebble.)
Step 2 Challenge the students to try to find a place on the water where a ball will not be moved by the pebble. Have students each put their names on a ball and place the balls in the tub. Which of the balls will be affected by the disturbance made by the pebble? Drop the pebble and remind students to pay close attention to what happens to the balls. Discuss:

Which balls were affected the most? The least?
Were there any balls that were not affected at all?
Name happenings or events that might have the same effect as a starting splash (a certain decision, an argument, a kind word, a spit ball, or a joke.)
Help students to understand that events or happenings can have the same effect as the pebble and its splash--even though we are not nearby, one of the growing circles might touch us.

Step 3 Distribute Handout #2 to illustrate how the ripple effect can work. Ask students if they can draw more circles on the model which represent other effects or changes that might occur or represent other people who might be affected by the new rule.

Step 4 Pick an event that is fresh in students' minds and is obviously affecting their lives (a new teacher or principal, special assembly, unusual weather, or vacation.) Have the class brainstorm a list of the things that might logically happen because of that event. Remind them that positive and negative effects can occur. Also encourage students to consider the effects the event might have on their own lives. As a group draw on the board a ripple effect model of the repercussions of the event.

Step 5 Divide the class into four or five groups. Have groups choose another event that would start a ripple effect and construct a model. Cut poster-board into circles. Write or draw the starter event on a circle and paste it to the center of the butcher paper. Subsequent effects are drawn or written on circles and pasted down and connected by a dotted line. After they have written all the effects they can think of, students can draw the circular ripples to connect the sequence.
Can you fill in the empty space with more circles?
APPENDIX I-B

"Global" questions to follow the reading of "Skunk Baby."

As Skunk Baby explored his surroundings, what did he find?
What did the skunk babies eat?
How can the skunk defend himself?
How are pond environments affected by the actions of humans?
This activity correlates with "Skunk Baby."

**Title:** Don't Drink The Water

**Introduction:**
This activity examines the interdependence in an aquarium and then asks students to identify other systems in their immediate environment.

**Grade Level:** K-6

**Materials:** aquarium

**Procedure:**

Step 1  Talk about fish - select appropriate fish for the aquarium

Step 2  Field trip to purchase the fish or delegate a fish buying representative

Step 3  Set up work rotation schedule

Step 4  Students keep a journal for five days, noting fish reactions, fish behavior, and how often the fish eat

Step 5  Teacher conducts periodic discussions, stressing the interdependence of the elements in the aquarium

Step 6  Examine other systems that the students are familiar with.

**Other Subjects:** (This unit can be extended to include other subject areas:
1. economics
2. art
3. science
APPENDIX II-A

Global questions for "Josephine's Magination."

Locate Haiti on the wall map.

Using the wall map, what can you tell me about the country of Haiti?

What did you find out about Josephine?

What kind of dolls did Josephine have? (Only hibiscus-flower dolls)

Why was she excited about market day?

How do the people carry their loads? (On their heads)

Let's list on the chalkboard the ways in which Josephine's life is different than yours. List ways in which her life is the same as yours.

Imagination was very important to Josephine. What is imagination? Do you think it is important? Why do you feel as you do?
This activity correlates with "Josephine's 'Magination.'"

**Title:** The Me Nobody Knows

**Introduction:**
People often see themselves differently than others perceive them. This activity examines the differences between these perceptions. It also demonstrates to students that while they may have much in common with others, each is still a unique individual.

**Objectives:**
To broaden students' self concept
To appreciate what is unique about other individuals
To realize that we do not always see ourselves the same way others perceive us

**Grade Level:** 2-6

**Time:** Two days

**Materials:** Magazines and catalogs
Poster board
Glue
Scissors

**Procedure:**
Step 1  Several days before activity, have students collect things at home which they would like to put on their collage.

Step 2  Have each student make a collage of him/herself. Include in it things they like to do, places they have been, people they admire, possessions, opinions, etc. (No recognizable picture is allowed--only baby pictures can be used. This is to keep the collage anonymous.)

Step 3  Display anonymous collages in the room. Beneath each one place a box. Students can guess who each collage belongs to and place the name in that box.

Step 4  Discuss the collages, who each belongs to, and how many guessed correctly.
Debriefing:
1. Was it difficult or easy to identify people by their collages?
2. Which people were you able to identify? How?
3. What kinds of things were you surprised to find out about each other?
4. Why were you surprised by what you found?
5. How well do you think you really know your classmates?
6. Is it possible to find one thing that is unique about each collage?
7. Is it possible to find one thing that is common in all the collages?

Follow-up:
Students should be able to discuss the damage that can be done when decisions based on perconceptions of a person are made before getting to know that person.
"Global" questions for "The Rooster Who Understood Japanese."

Mr. Wickett and Mrs. Kitamura disagree about the rooster. What was Mrs. Kitamura's side of the argument? What was Mr. Wickett's side of his argument with Mrs. Kitamura?

Mr. Wickett and Mrs. Kitamura had very different ideas about the rooster. Who would you have agreed with, Mr. Wickett or Mrs. Kitamura? Explain your answer.

Did anything good happen to Mrs. Kitamura because of this problem?

Can you think of any other solutions to Mrs. Kitamura's problem?
This activity correlates with "The Rooster Who Understood Japanese."

Title: Conflict Cartoons

Introduction:
Conflict is a natural everyday occurrence in a society as diverse as ours. Humor can help children understand conflict in daily life. After all, if comic strip characters can survive their conflicts, perhaps there is hope for us! In this activity, comic strips help students evaluate alternative solutions to conflict.

Objectives:
To list several possible solutions to conflict situations
To evaluate the solutions
To anticipate outcomes of conflict situations
To determine constructive responses to a conflict situation

Grade Level: K-6

Time:

Materials: Handout #11, "The Neighborhood Critters"
Handout #12, "Play Time I"
Handout #13, "Play Time II"
Handout #14, "The Party I"
Handout #15, "The Party II"
Handout #16, "The Sandwich I"
Handout #17, "Bacon Sings I"
Handout #18, "The Sandwich II/Bacon Sings II"
Handout #19, "Friends I"
Handout #20, "Friends II"
Crayons or markers

Procedure:
Step 1 Distribute Handout #11. Introduce each animal character.
Step 2 Distribute Handout #12 for students to read. With primary students, review the action that occurs in each frame. Discuss how Shaggy Dog and Timmy Cat might feel after Claudia destroys their city. Have students suggest ways in which Timmy and Shaggy could respond to Claudia's antics. List
the suggested alternatives on the board. Ask students what the pros and cons of the various alternatives are.

Step 3 Ask students to decide individually or in groups which alternatives on the list are the best. In the first blank frame on their handouts, have each student draw a picture of Shaggy and Timmy responding accordingly.

Step 4 Discuss the drawings. Ask:

What did you draw Shaggy and Timmy doing and saying to Claudia?
Did you draw the best response? Why?
Will the action of Shaggy and Timmy in the first empty frame make things better or worse?
How might Claudia respond to Shaggy and Timmy?

Step 5 Have them draw pictures of Claudia's response in the second empty frame--the conclusion of the cartoon. Discuss and ask:

Did your cartoon end with or without conflict?
Are Timmy and Shaggy upset at the end of your cartoon?
Is Claudia upset?
If the conflict is unresolved, is it on its way to being resolved?
How many more frames might be needed to resolve the conflict?

Step 6 Distribute Handout #13. Ask students to evaluate Shaggy's response to Claudia. Have them consider the following questions:

Do you like the way Shaggy behaved toward Claudia?
What was good about the way he behaved?
What was bad about the way he behaved?
Was the conflict over at the end of the cartoon?
What could happen next?
Do you think Shaggy seemed foolish when he called Claudia a name?
Have you ever seen someone look foolish when they were name-calling?
Have you ever been so mad you could not say what you wanted to say?
Do you think that happened to Shaggy?
Do you think Shaggy helped the conflict by calling Claudia a name?
Do you think name calling helped Shaggy feel better?
Would it have made a difference if Shaggy had waited until he was not angry before he talked to Claudia?

Step 7 Proceed in the same fashion with Handouts #14-18:
   a. List alternative responses as a group or individually.
   b. Complete the cartoon by drawing pictures of how the characters should respond in the first blank frame and what the outcome should be in the second blank frame.
   c. Discuss the student's drawings.
   d. Distribute the complete cartoons to the students and discuss the pros and cons of how the conflict was handled by the cartoon characters. It should be clear to the students that the characters do not always handle the conflict the best way.

Step 8 Distribute Handouts #19 and 20. Discuss what is happening in the pictures. Contrast them to a conflict situation. Have students guess what Bacon might be saying in the fourth frame.

Handout cartoons were drawn by Kathy Bone, a student at Prairie Middle School, Cherry Creek District, Aurora, Colorado.
HANDOUT #11

NEIGHBORHOOD CRITTERS
HANDOUT #12

PLAY TIME I

It looks like we used all the blocks.

WOW! What a terrific city we built!

YIPPEE!
HANDOUT #13

PLAY TIME II

IT LOOKS LIKE WE USED ALL THE BLOCKS.

WOW! WHAT A TERRIFIC CITY WE BUILT!

YIPPEE!

WHAT A LOUSY THING TO DO. SHE'S GOING TO BE VERY SORRY WHEN I'M FINISHED WITH HER.

I'M SO MAD! SHE'S GOING TO GET A BIG PIECE OF MY MIND.

AH-HA! I FOUND YOU. DO YOU KNOW WHAT YOU ARE?

YOU'RE A... A... GIRL-BIRD. THAT'S WHAT YOU ARE.
HANDOUT #14

THE PARTY I

I'M HAVING A PARTY AND YOU'RE NOT INVITED.
HANDOUT #15

THE PARTY II

1. I'm having a party and you're not invited.
2. You're doing the right thing, I don't blame you at all.
3. If I do things that bother you, you would be crazy to invite me.
4. Birds and bugs.
HANDOUT #16

THE SANDWICH I

Timmy — I'm hungry. Could you please make me a sandwich?

I'd go get one for you. Tina, do I have to do everything for you?
HANDOUT #17

BACON SINGS I

OH BOY! I LOVE THIS SONG! I'VE BEEN WAITING ALL DAY TO HEAR IT!

GEE THAT REALLY IS A NICE SONG! LA LA TEE DA DA DA LA LEE LA LEE

LA DEE DA... OH BABY.
YEAAH YEAAH... TOOT TA DE
DUM DUM DA... OH YEAAH
DA DUM DA DUM TE TUM

TA... OINK OINK
LA LA DOODA
TA TUM
OH
BABY
HANDOUT # 18

THE SANDWICH II/BACON SINGS II

Timmy, I'm hungry. Will you please make me a sandwich?

Doggone it TINA, do I have to do everything for you?

Why can't my pesky little sister do something for herself?

Are you finished now? I'm finished peanut butter or tuna?

Oh boy! I love this song! I've been waiting all day to hear it.

Gee, that really is a nice song! La la la dum de dum doo da dum ly la la la la loo.

La dee da... oh baby.

Yeah, yeah... too ta de dum dum da... oh yeah, da dum da dum te tum ta... oh baby.

La la doo da ta tum, oh baby.
HANDOUT #19

FRIENDS I

[Comic strips with characters and speech bubbles. One character is saying, "Why are you carrying that empty cone?"]
HANDOUT #20

FRIENDS II

Why are you carrying that empty cone?

Happiness is for sharing.
"Global" questions for the play "Anansi the African Spider."

Locate Ghana in West Africa. Point to Ghana. Which direction would you travel in order to reach Nigeria?

The author gives the animals human personalities. What is it about the animals that make them seem human?

Compare the plants and animals in the play to the plants and animals where you live.

What is a folk tale?

Do we have any folk tales? Name some of our folk tales.
This activity correlates with the play "Anansi the African Spider."

**Title:** Did You Hear The One About . . .?

**Introduction:**
"Of all the acts of which human beings are capable, laughing is probably the most essential to survival and sanity" (Barbara Walker, Laughing Together). One of the most basic human commonalities among the world's people is general agreement on what is funny. Being able to laugh together will establish a greater feeling of commonality, a base from which we can approach other problems together.

**Objectives:**
To become aware that people of other cultures have a sense of humor
To appreciate the similar themes found in popular jokes from a variety of countries

**Grade Level:** 2-6

**Time:** Two to three class periods

**Materials:** Handout #28, "Jokes"

**Procedures:**
Step 1 Distribute Handout #28. Explain to the students that all the jokes on the handout were submitted by children from all over the world, including the United States. Have them read the jokes and write "U.S." next to all the jokes they think were sent in by children from the United States.

Step 2 Check answers (see answer sheet). How many did they guess correctly? If many did not guess correctly, discuss the reasons why.

**Debriefing:**
1. What commonalities do you share with children from other countries that make your jokes sound alike (school, sports, hobbies, foods, problems)?

2. Can the jokes be classified by the areas they ridicule (family, school, parents, friends, animals)?
3. If you told a child from another culture one of your jokes, would he laugh or not? Why? (Here the issue of language barrier should be discussed. Translators worked very hard and patiently to translate the flavor and humor of the jokes into English, which is very difficult to do.)

4. What information does each joke give about the culture and the people in it?

5. Why do people tell jokes?

6. Why is joke telling something everyone in the world does?

7. Do people find some jokes funnier than others? Why?

8. Are some jokes not funny at all? Why?

Follow-Up:
Hang butcher paper on the wall for a graffiti sheet. Ask the students to bring in jokes they know and write them legibly on the sheet. Again, classify the jokes in terms of what they poke fun at.

Answers:
1. Belgium
2. Pakistan
3. Mexico
4. Korea
5. Syria
6. Canada
7. Pakistan
8. India
9. Germany
10. Mexico
11. Chile
12. U.S.A.
13. Italy
14. Belgium
15. Jamaica
16. Australia
17. New Zealand
18. India
JOKES

Someone asked: Well Jean-Claude, what do you think of your new baby brother?
Jean-Claude: If you want to know, there are a lot of things we needed more around this house!

Grandfather: Well, Habib, now is your position at School?
Habib: Very fine, Grandfather--center forward in soccer, and right back in studies.

"Papa, can you write in the dark?"
"Yes, I think so, though not to well."
"Then you had better turn the light off and sign my report card."

Son: Mon, why didn't you wake me up? I had left a note on the desk to wake me up at six in the morning.
Mother: I left a note there too, to tell you to get up at six.

Teacher: Ali, when do you like school the best?
Ali: When it's closed, Sir.

"Where was the American Declaration of Independence signed?"
"At the bottom of the page."

Calf to Mother Buffalo: Mummy! Today I want you to jump many times.
Mother Buffalo: But why, my child?
Calf: Because I want to have a milk shake today.

Ahmed: "Doctor, a year ago when I had that infection in my foot, you told me not to get it wet."
Doctor: "That's true, Ahmed. What's your problem now?"
Ahmed: "I wanted to know if it's alright to wash my foot now?"

Teacher: When was Rome built?
Max: In one night.
Teacher: What makes you think that?
Max: I've heard Rome wasn't built in a day.

Why does a dog wag his tail?
Because the tail cannot wag the dog.

HANDOUT #38
A woman had three dogs, one called "Earthquake," another called "Tidal Wave," and the other called "Lie."

One day the dogs ran away from the woman. The woman began to call: "Earthqua-aa-ake!" All the people got very scared and began running.

Then she cried out, "Tidal Wa-a-ve!" All the people started climbing up the trees from fright.

Then she called out "Li-i-le!" And then the people went and hit the woman.

How do you keep a skunk from smelling?

Hold his nose.

"Why don't you play soccer, Centipede?"

"By the time I have finished tying all my shoes, the game is over!"

What is the difference between an elephant and a flea?

The elephant can have fleas but the flea can't have elephants.

What's the difference between lightning and electricity?

"I don't know. What is?"

"Lightning's free!"

Peanut sitting on a railway track; its heart was all aflutter. An engine came around the curve=

(Whistle) Peanut Butter!

Boy: Doctor, will I be able to play the violin after this cast comes off my wrist?

Doctor: Certainly, my son.

Boy: Wonderful! I've never been able to play the violin before.

A kind-hearted gentleman was passing by when he saw a small boy trying to reach a doorbell.

"Here, Sonny," he said. "I'll ring it for you. Now is there anything else I can do for you?"

"Just run as fast as you can," said the little boy. "That's what I'm going to do, Mister!"
APPENDIX III-B

"Global" questions for the story "Annie and the Old One."

Annie and her family live in the desert. Describe a desert, its plants and animals.

What is a mesa?

How is Annie's life similar to yours? Different from yours?

How do you think Annie felt about her grandmother? What makes you think Annie felt this way?
This activity correlates with the story "Annie and the Old One."

**Title:** Why Children Cry

**Introduction:**

Do ye hear the children weeping, O my brothers...
the young, young children. O my brothers
they are weeping bitterly!
They are weeping in the playtime of the others...

Elizabeth Barrett Browning

In this activity students will gain a better understanding of why children around the world cry.

**Objectives:**

To have students gain a better understanding of the problems and concerns of children around the world.

**Grade Level:** 1-6

**Time:** One class period

**Materials:** Handout #26, "Tear Drops"
Handout #27, "Pattern"

**Procedures:**

**Step 1** Distribute Handout #26 and discuss the different reasons why children throughout the world cry.

**Step 2** Give each student two blank tears (Handbook #27). Have students write or draw a reason a child from the U.S. might be crying and write a reason a child from another country might be crying.

**Step 3** Have each student read or describe the tears aloud to the class. List the reasons for crying on the board for the entire group to see and compare:
Are there differences between the tears of American and foreign children?
Can you explain the reasons for these differences?
Are there likenesses?
Can you explain the reasons for these likenesses?
Step 4  Brainstorm other reasons for crying.
Step 5  Brainstorm categories or groupings for the reasons listed. Here are some questions to get the class started:

What are some reasons for which you have cried? Not cried?
Which reasons seem very important? Less important?
Which reasons seem frivolous or selfish?
Which reasons are caused by physical pain? Emotional pain?
Which reasons reflect primary human needs? Secondary needs?
Which reasons are caused by a violation of any of the specific rights of the child? (These could include the right to affection; love and understanding; nutrition and medical care; education; play and recreation; name and nationality; special care for the handicapped; relief in disaster; be a useful member of society; develop abilities; be raised in a spirit of peace and universal brotherhood; no race, color, sex, religious, national, or social discriminations.)

Follow-Up:
1. Discuss ways students might help alleviate the crying of other children in the world.
2. Have students do the same activity with smiles and laughter.
HANDOUT # 26

TEAR DROPS

I'm crying because I'm blind. The doctors say it is caused from not eating food with Vitamin A in it. I live in Pakistan.

My name is Zamani. I'm crying because I must walk 2 hours one way to get water for my family. I do this 3 times a day. The water is contaminated, but we drink it anyway. It is all that we have.

My name is Billy. I'm crying because my Mom has to work so hard and so long. I never get to see her.

I'm from Zola. I cry because I go to bed hungry every night.
HANDOUT #27

TEAR DROP PATTERN
"Global" questions for "Puerto Rico."

Locate Puerto Rico on the wall map.

Examine the size of both Puerto Rico and South Dakota. Compare.

What were some of the different places in Puerto Rico that you read about?

What are some of the fruits that grow in Puerto Rico? Do you grow any of these same fruits? Do you eat any of these same fruits?

Is the weather in Puerto Rico different from the weather here? How?

Do you think you would enjoy visiting Puerto Rico? What part?
This activity correlates with the article "Puerto Rico."

Title: Up, Down and Around the World

Introduction:
Most students are unaware of the position of the continents in relation to their own country. They also have difficulty distinguishing the names of continents from the names of countries. This activity is designed to help students learn geography through a game format designed for small groups.

Objectives:
To learn locations and names of the continents
To learn the directions north, south, east, and west

Grade Level: 1-6

Time: Thirty minutes

Materials: Handout #46, "Gameboard Map"
Markers
Playing cards
World atlas

Procedures:
Step 1 Make a set of twenty-five playing cards with written directions such as: move 2 spaces NE; move 3 spaces south; or 2 spaces toward Asia.

Step 2 Make gameboards by laminating the handout, or use an overhead projector for one large gameboard. NOTE: The grid on this map is not representative of an accurate scale of latitude and longitude.

Step 3 Two to four students may play. One player must keep score and check the atlas.

Step 4 RULES: All players begin at North America
The first player draws a card, moves the marker the correct number of spaces in the designated direction, and places the card at the bottom of the deck.
Upon reaching a continent, a player receives one point for landing on it and five points for identifying it. If not correctly identified, the player loses a turn. For each succeeding turn on that continent, the player has an opportunity to earn three points for naming a country on that continent.

Use a world atlas as a key for this game. Consult the index of the atlas if there is a question about what continent a country is in.

The game continues until one player has landed on each continent or earned fifty points.
HANDOUT #46

GAMEBOARD MAP
"Global" questions for "Yagua Days."

Compare the life of Adan's family in New York City to their life on Puerto Rico.

Why do you suppose Adan's parents moved to the United States?

How does the weather of Puerto Rico affect the way they live?

What kinds of activities could Adan do in New York City that might be similar to sliding on yaguas?

In what ways are the people who live on the plantation dependent on each other? People of New York City dependent on each other?
This activity correlates with the story "Yagua Days."

**Title:** Moving On

**Introduction:**

Birds instinctively know that twice a year, when the seasons change, they must move to a more habitable area. People also move to what they consider more habitable areas, for job reasons, health, better climate, and so on. This element of change runs throughout the population of the world, affecting individuals and the entire population.

**Objectives:**

To explore the concept of change as it directly and indirectly affects a child

To become aware of factors and feelings influencing the migration of populations

To practice map skills

**Grade Level:** 3-4

**Time:** Two to three class periods

**Materials:** Handout #3, "Migration Questionnaire"
Handout #4, "U.S. Map"
Handout #5, "World Map"
Maps of city and state
Pins
Colored yarn
Paper
Pencils and crayons

**Procedures:**

**Step 1** Ask students if they know where they were born. Help them locate their birth places on a map. Ask:

- How many of you have lived in other parts of the city?
- How many of you have lived in other parts of the state?
- How many of you have lived in other states?
- How many of you have lived in other countries?
- Who has moved the most times? The fewest?
How did you feel about moving?

Do you think that your family's move to this city, town, or community has changed your life? Can you list three changes?

Do you think that your family's move to this city, town, or community has affected it? Can you list three effects?

Step 2 Distribute Handout #3. Have students take it home to discuss with their parents all the places they have lived and the reasons they moved.

Step 3 Have each child draw and cut out a small symbol representing him/herself as a newborn baby (a rattle, baby shoe, baby bottle, a baby, etc.). Students' names should be on their symbols.

Have students take turns mounting their symbols at their birthplaces on a large wall map. Using colored yarn, have them each trace their moves leading to their present location. (If a large wall map is not available, have students trace their moves on small individual maps, Handout #4, and display the maps around the room.)

Debriefing:
1. Help students form some generalities about moving.
2. Did everyone move for the same reason?
3. Was there one reason more common among the group?
4. Did they all move in the same direction—east, west, north, south?
5. How do feelings differ among the students about their moves?
6. Students should understand: change is and will continue to be a large factor in their lives, there is a constant movement of people from one location to another which causes constant changes in population, the major reasons that cause people to move, and the effects that migration or moving has on peoples' lives, on cities or communities, and on population as a whole.
Follow-Up:

Have students trace on a map places where they think they would like to live throughout their lifetimes. Remind them to consider factors such as jobs they might like to have, where their families might be, climate, recreational possibilities, etc. Provide them with issues of National Geographic for information about what various places around the world have to offer.
HANDOUT #3

MIGRATION QUESTIONNAIRE

Dear Parents: Our class is currently discussing the movement of population and the changes they have had in their lives. We would appreciate your help in filling out this form with your child and discussing the reasons that may have influenced your moved and/or the reasons you have stayed in one place. Thank you.

List all the places you have lived:

________________________________________
________________________________________
________________________________________

Mark all the reasons that influenced your moves:

_____ Father's job
_____ Mother's job
_____ Company transfer
_____ Finding new job
_____ Climate
_____ Divorce
_____ Health considerations
_____ Closer to family
_____ Larger house
_____ Shorter distance to job
_____ School district
_____ City
_____ Country

Other: __________________________________________

________________________________________
________________________________________

Please list two ways in which your move to this community has changed your family's life:

________________________________________
________________________________________
HANDOUT #4

U.S. MAP
HANDOUT #5

WORLD MAP
APPENDIX V

INTERDISCIPLINARY CURRICULUM SUGGESTIONS
APPROPRIATE FOR THIRD GRADE

Social Studies and Geography
- All areas are appropriate

Science and Health
- Emphasize ecology, changing environment and "systems' in the environment
- Increase self-awareness

Language Arts and Literature
- Identify foreign words used in the students' vocabulary
- Note common human feelings in literature
- Examine poetry from around the world
- Examine folk tales from around the world
- Locate settings of literature

Mathematics
- Emphasize metric system
- Utilize "global" situations for word problems

Music
- Introduce music from other cultures
- Note common human feelings shared in songs

Visual Arts
- Experience art of other cultures by making it

Dramatic Arts
- Act out plays that originate in other cultures

Physical Education
- Introduce dances and rhythms from other cultures
- Introduce sports of other cultures
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