Facilitator’s Guide

Social Studies:
Think Globally, Act Locally
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Think Globally, Act Locally

This Facilitator’s Guide is designed to provide additional information and extension activities that may be helpful to people involved in course instruction or professional development related to the education of students receiving special education supports.

This guide is based on the accompanying module available at http://mast.ecu.edu. All or parts of the module can be used to supplement a course, workshop, or presentation. Information provided in this guide is designed to support you as the facilitator of a one-hour session. It stresses important points made in the module as well as provides questions/activities to extend thinking and application of the topics. Each facilitator’s guide includes:

- Preparation Suggestions and Materials
- Session Agenda
- Session Guide and Key Talking Points
- Focus and Reflection Questions
- Application and Extension Activities
- Self-Assessment
- Session Evaluation Form
- References and Resources
- Web Resources

- Preparation Suggestions and Materials
  - Participant Handouts
    - Power Point presentation slides
    - Session Evaluation
  - Supplies
    - Power Point presentation slides
  - Technology
    - Computer, LCD or overhead projector, screen
    - Microphone and speakers (depending on size of the group)
    - High speed internet access (URLs for specific content and activities are included in this guide)
  - Optional materials for activities
    - Individual participant access to high speed internet for listed activities
    - Copies of recent major newspapers or news magazines
Session Agenda

- Session Goal and Objectives (2 minutes)
- Set the Course: A Look at Global Education (7 minutes)
- Defining Global Education (8 minutes)
- Tools to Support Global Studies: A Field Trip (5 minutes)
- Elementary Activity: Teddy Bear Project (5 minutes)
- Elementary Activity: Shirts and Shoes (4 minutes)
- Elementary Activity: Fruits and Vegetables (4 minutes)
- Middle School Activity: Comparing Folk Tales (6 minutes)
- High School Activity: United Nations Perspective (10 minutes)
- Summary (6 minutes)
- Evaluation (3 minutes)

The suggested time allotments for the session’s agenda items are estimates of the minimal time required to present the content. Group discussion and the suggested activities will likely require additional time. Facilitators are encouraged to consider the needs of their particular audience as they plan the delivery and schedule for the lesson.

In addition to the agenda items, this Facilitator’s Guide includes optional Focus and Reflection Questions, Application and Extension Activities, as well as a link to an online Self-Assessment. As time allows, these additional resources may be incorporated into the session.
Session Guide and Key Talking Points

Session Goal and Objectives (2 minutes)

Presentation Guide

The problem: How do we prepare globally literate citizens?

The goal of this session is to prepare students to have the ability to communicate and collaborate with the world community at home and beyond.

Objectives - Participants will:
- Examine multiple perspectives
- Examine a variety of cultures
- Explore global issues
- Examine the world as interrelated systems

Set the Course: A Look at Global Education (7 minutes)

Presentation Guide

When visiting a school in Japan, foo dogs (or lions) were on display throughout the school. After requesting more information, the principal of the school noted the left foo dog has the mouth closed, and the right one has the mouth open. He noted we must listen first to understand, and then we may speak. This premise could be a guide to better understanding of a global education.

Transnational, cross-cultural, and globally interdependent are terms used daily. Globalization is occurring with speed: cell phones, emails, social media, and Internet. All children regardless of birthplace will need knowledge and skills to become a competent citizen of their community, state, nation, and world.

The U.S. is now more interdependent than ever. Over the last two decades China, India, and the former Soviet Union have transitioned from closed economies to global ones (Stewart, 2007). The United States is importing more goods than it is exporting. Free trade benefits consumers who buy foreign goods such as clothes from China, cars from Japan, perfume from France, and fruit from South America. To see how widespread this phenomenon is, simply check the label in an article of clothing, and, in most cases, one will find that it was made in another country. The world is very much interdependent.

**Activity Suggestion**

In small groups, ask participants to review the international or world news sections of different major newspapers or newsmagazines. Have them identify aspects of the featured news items that affirm the interdependence of nations across the globe. Ask each group to report back to the whole group about how the news reports could relate to some or all of the four major themes of global education: multiple perspectives, comprehension and appreciation of cultures, knowledge of global issues, and world as interrelated system. How might a teacher incorporate the news items into their classroom instruction and reinforce the theme(s) of global education?

**Defining Global Education (8 minutes)**

**Presentation Guide**

Existing global definitions are grounded in four major themes: multiple perspectives, comprehension and appreciation of cultures, knowledge of global issues, and the world as interrelated systems. Hanvey (1976) argues that there are five interrelated aspects in developing a global orientation; namely, perspective consciousness, knowledge of world conditions, cross-cultural awareness, knowledge of global dynamics, and knowledge of alternatives. Similarly, Anderson, Nicklas, and Crawford (1994) pose Hanvey’s dimensions in a series of declarative statements: "You are a human being; your home is planet Earth; you are a citizen of a multicultural society; and you live in an interrelated world." (Anderson, Nicklas, & Crawford, 1994, p. 1) The American Association of Colleges for Teacher Education (AACTE, 1994, p.18) defines global education as "the process by which people
acquire a global perspective to explain events in recognition of the increasing interdependence of nations and cultures."

Hanvey’s 1976 definition of global education has shown little change in the decades that followed. Global Education defined:

1. Hanvey’s definition: awareness of multiple perspectives, comprehension and appreciation of other cultures, knowledge of global issues, and the world as an interrelated system (1976).

2. Merryfield (1997) combined the elements advanced by global scholars into what constitutes an all-inclusive global education definition, creating the most up-to-date framework in the field today. She included eight elements: human beliefs and values, global systems, global issues and problems, cross-cultural understanding, awareness of human choices, global history, acquisition of indigenous knowledge, and development of analytical, evaluative, and participatory skills.

3. The National Council for Accreditation of Teacher Education (1994) and the American Association of Colleges for Teacher Education (1994) proposed specific global objectives to be achieved in teacher education programs. Those reflect a broad definition of the global education field, with the organizations emphasizing interdependency of nations, universal human values and interlinkages of political, economic, ecological, and social issues.

4. The most comprehensive definition of a global education by a professional association was advanced by the National Council for the Social Studies (NCSS, 1982, pp. 1-2). The council outlined an in-depth definition on the meaning of a global education stating that the human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, and multicultural interactions; there are a variety of actors (states, multinational corporations, private voluntary organizations, individuals) on the world stage; the fate of humankind cannot be separated from the state of the world environment, there are linkages between present social, political, and ecological realities and alternative futures, and citizen participation is critical both in local and world affairs (NCSS).

As we address 21st Century Skills in schools today, global awareness is one of the interdisciplinary themes that can be woven into the academic content.

▶ **Tools to Support Global Studies: A Field Trip (5 minutes)**

* ▶ **Presentation Guide**

The following activities encourage active learners to identify global geographic and economic factors affecting their communities. As students address the basic needs of clothing and food, they will “discover” our interdependence on goods from other countries. As students participate in these activities, they strengthen a variety of social studies skills, including map reading, graphing, and inquiry (Van Cleaf & Sesow, 1993), as well as develop an understanding of the cost and benefit of a global, interdependent world.

**A Field Trip**

To better understand the world we live, let’s go on a field trip. So buckle your seat belts, sit back in your seats, and let’s explore the world around us. First we will stop at Hiroshima University, Japan and meet with Professors Kobara and Asakura of The Global Partnership Schools Center. The professors lead a group of graduate students to North Carolina each September and note what this global experience means to them.

Play the video of the professors at [http://mast.ecu.edu/modules/ss_tgal/lib/media/vid_05.html](http://mast.ecu.edu/modules/ss_tgal/lib/media/vid_05.html). The transcript follows.

**INTERVIEWER:** “Professor Kobara --
**DR. KOBARA:** Yes.
INTERVIEWER: -- Could you talk about how the university students have benefited from their experiences in North Carolina?

DR. KOBARA: Okay. So I -- I would like to say there are [indiscernible] three benefit from exchange program. First is our student gets three -- to develop the three -- three Cs skills -- One is -- first is communication, global communications. Second is global cooperations or corporations [sic]. And the third is creations. So student must develop new -- new materials -- writing instructional materials, so -- because -- without textbook. So communication, cooperation, creation is very important benefit.

INTERVIEWER: Thank you.”

We can participate in activities that are suitable for elementary, middle school, and high school students. These activities provide hands-on experiences to broaden students’ understanding of the world around them. As we continue on our field trip, you will see how students in two different countries learned about schools, homes, and culture through the travels of their school mascot teddy bear.

► Elementary Activity: Teddy Bear Project (5 minutes)

♦ Presentation Guide

Global education themes addressed:
- Multiple perspectives
- Comprehension and appreciation of cultures
- World as interrelated systems

National standards addressed:
- Strand I: Time, Continuity, and Change
- Strand II: People, Places, and Environment
- Strand III: Individual Development and Identity (NCSS, 1982)

In the Teddy Bear Project of the International Education and Resource Network (iEARN) students in two different countries dress a teddy bear in the clothing students wear or as a mascot. They mail the bear and introductory letters from each of the students to the partner school. Each week the bear travels with the class and goes home with a different student each weekend. The student reports back to their home classroom what they did over the weekend. The bear has a diary to record and email events and photos each week to the partner school. At the end of the year, the bears return to the home school with the diary and artifacts of their year abroad.

Go to the website and explore how you could take part in a project like this at: http://www.iearn.org.au/tbear/
By enrolling in this program through the iEARN at [http://iearn.org/](http://iearn.org/), students can learn of a different culture through first hand experiences of the exchange. With a project like this, students can address many of the themes of global education. The weekly emails and diaries increase the students’ knowledge and appreciation of a different culture, help to develop multiple perspectives, and increase awareness of how interrelated our world is.

iEARN is the world's largest non-profit global network that enables teachers and youth to use the Internet and other technologies to collaborate on projects that enhance learning and make a difference in the world.

Often we experience items from other countries without noticing. Let’s consider the clothes that we wear in the next activity.

**Elementary Activity: Shirts and Shoes (4 minutes)**

**Presentation Guide**

Global education theme addressed:
- World as interrelated systems

National standards addressed:
- Strand III: People, Places, and Environments
- Strand VII: Production, Distribution, and Consumption. (NCSS, 1982)
1. Ask the students where they think their clothing was made. It may lead to a good conversation when they realize that most of their clothing is made in countries that are unfamiliar to them.

2. Ask each student to take off one shoe and determine where the shoe was produced. Using a world map, place a dot sticker of each classmate’s shoe on the respective country. If multiple shoes were imported from a particular country, put a hash mark for each shoe.

3. When all students’ shoes have been examined, inspect the map to discover where the shoes were produced. If they are from multiple countries, look for trends to several continents. For example, were most produced in Asia?

4. Do the same to discover where students’ shirts were produced. Plot the locations with a different color sticker. Are the shirts produced in different countries than the shoes? Is there greater variety of countries for the shirts than the shoes? Why are the shirts made in these countries?

5. After placing the students into groups of four, have them research one of the clothing/shoe producing countries using information from The World Factbook.(2011) This website provides weekly updated factual information about geography, economics, government, transportation, and people of each country. https://www.cia.gov/library/publications/the-world-factbook/

6. Compare the assigned country with the United States. Research questions may include: What natural resources do they have? What do they import and export? Do they grow their own food or import it? Using a Venn diagram, students may create a Venn Diagram comparing and contrasting the information of the producing country with information about United States.
7. As a class examine the different Venn diagrams. Does each country depend on similar countries or regions of the world for clothing? Note the exports and imports of each country.

Beyond the clothes that we wear, we eat fruits and vegetables from the local grocery without noticing that many items were produced in different parts of the world. Our next stop on the field trip is to examine the food that we eat.

▸ Elementary Activity: Fruits and Vegetables (4 minutes)

▸ Presentation Guide

Global education theme addressed:
• World as interrelated systems

National standards addressed:
• Strand III: People, Places, and Environments
• Strand VII: Production, Distribution, and Consumption (NCSS, 1982)

Students can examine items in the grocery produce department to determine where the food products were grown. Incorporate graphing activities as you research this information in September, November, February, and April. Results can be used to answer the following questions:
• Do we depend on different parts of the world for produce at different times of the year?
• Note the hemisphere of the country.
• What areas of the world do we depend for food products in fall, winter, and spring? Does this change with the seasons? Why do you think it changes?
• Charts can be created and updated throughout the school year to enhance students’ understanding of global economic interdependence.
Middle School Activity: Comparing Folk Tales (6 minutes)

Presentation Guide

Global education themes addressed:
- Multiple perspectives
- Comprehension and appreciation of cultures

National Council for the Social Studies standards addressed:
- Strand I: Culture
- Strand III: People, Places, and Environments

1. Folk tales transmit the culture of the country of origin. When student examine the folk tales from two different cultures, they can note the similarities and differences. Have participants explore the website at http://edsitement.neh.gov/view_lesson_plan.asp?id=387 which provides some lesson plans to examine folk tales and fairy tales from different countries.
   - Identify distinctions among folktales, fairy tales, fable, myth, and legend.
   - Identify ancient stories that have commonalities and are found in many regions. Note the locations on a map.
   - Identify types of stories that dominate the subject.
   - Summarize the nature of oral language, role of traditional literature, role of audience, and literary style.

2. The study of the environment in science is another area to gain basic understanding of two cultures. Do the environments appear in the stories of each culture? If so, in what manner?

Now that you have experienced the food, clothing, and folk tales of different parts of the world, let’s consider issues that impact us as global citizens.

High School Activity: United Nations Perspective (10 minutes)

Presentation Guide

Global education themes addressed:
- Multiple perspectives
- Comprehension and appreciation of cultures
- Knowledge of global issues
- World as interrelated systems

The NCSS thematic strands will vary depending on the news events selected. However, possible strands that might apply are as follows:

- Strand II: Time, Continuity, and Change
- Strand III: People, Places, and Environments
- Strand VI: Power, Authority, and Governance
- Strand VII: Production, Distribution, and Consumption (NCSS, 1982)

1. Students working in pairs examine a news event that will be followed in more than one place. Events such as presidential elections, natural disasters such as earthquakes and floods, world economic meetings are possibilities.

2. Newspaper analysis: Using the 250 World’s Best Online Newspapers website http://www.virtourist.com/newspapers/, follow an international news story for several weeks. Examine the perspective of the different countries. Note the location of the places on a world map. Discuss neighboring countries, climate, topography, etc.

3. United Nations Activity. Working in teams, each group represents a particular country. Using the CIA World Factbook at https://www.cia.gov/library/publications/the-world-factbook/index.html, the team gathers background information and data, and determines if the perspectives on a particular event appear differently depending on location, type of government, etc. Each member of the team becomes an expert on the country. The results can be depicted visually on a poster.

These posters can remain up throughout the school year. Once a month the teams can determine events that have occurred. These events could be weather related (science), political, cultural, etc. Locations should be noted on a world map. Contrast the location with your home state. Consider if location relates to the perspective taken in the articles.

As we close our discussion of ways global education themes can be included throughout instruction, let’s visit with Professor Asakura to hear a few more examples.

Watch the video at http://mast.ecu.edu/modules/ss_tgal/lib/media/vid_03.html. The transcript follows.
INTERVIEWER: “Professor Asakura, could you describe the partnership projects that we have with some of your schools and the Exploris Middle School in Raleigh.

DR. ASAKURA: Uh-huh. I'd like to show two project. One is same study, or a topic study. A Shinonome student and an Exploris student make same topic or theme to run in each school. And, they -- of course, they run -- they study the same topic in each school. After that they go to the sister school. They visit the sister school and they have presentation and discussion about the same topic. For example, water or peace or cellular phone --

INTERVIEWER: Uh-huh.

DR. ASAKURA: -- and so on, the same topic.

And as activities -- this year they make new activities. Students make small lesson for sister school's student. For example, Exploris student make the lesson on cute soy [phonetic] growing, growing, for Shinonome student and present and make activities. And Shinonome student make small lesson on Japanese traditional play and show the lesson for Exploris student.

It's very good.

INTERVIEWER: It is --

DR. ASAKURA: Thank you.

INTERVIEWER: -- very good. It sounds very good.
Summary (6 minutes)

Presentation Guide

Watch the video at http://mast.ecu.edu/modules/ss_tgal/lib/media/lisa.html. It features Lisa Moore, a teacher with 20+ years of teaching ESOL students, as she includes the cultures of the students in her classes and provides experiences that enrich all of the students in her classes. The transcript follows.

"I've been busy, but I guess the main reason is that I'm not really sure that anything I've done in my 20+ years of teaching ESOL students in my Kindergarten class has been very "special." For the most part, I've treated them just like all the other kids, maybe even favored them a bit, because I personally thought it was so neat to have the memories and experiences of another culture like those kids came with! While I've had students from China, Pakistan, Nigeria, Jordan, Bangladesh, and other faraway places, the vast majority of my "limited English Speakers" are from Central and South America or Haiti. Many were economically disadvantaged, because their parents, not knowing English or having little formal education, were limited in employment opportunities. One thing almost ALL of my ESOL students, and their families, brought to the school was a respect for teachers, a view that we were the experts on education-------I think this was the prevalent view in their native cultures, and a refreshing change to the "American" attitude toward teachers!

I always try to make sure to greet every student by name when they first come to class, introduce them to other students, and take a few minutes to talk to their parents (with a translator if necessary). I make sure to learn what country they come from, and how much English, if any, they understand. If the child speaks Spanish, which is typical, I assign them a "buddy" who speaks both languages to help them for a while. I use lots of visual aids to explains work, lots of songs, games, and time for conversation among the children to help them adjust and..."
begin to learn English. (I've found they learn it best from each other, in the "playhouse area" or over a shared game, so I'm not someone who insists on a totally quiet classroom!!) Since most 5 year olds take their cues from adults, I've been careful to praise the beginning efforts of children as they learn a new English word, or try to join in a song for the first time. I'm always telling the class how wonderful it is to be able to speak two languages!! I genuinely feel that way, and while I at times use my limited Spanish to explain something, I'm thrilled when my ESOL students feel comfortable enough to help ME with a word or phrase.

They know I am impressed with their abilities, and they feel so proud! By the middle of the year, we are counting in both languages, sharing stories of their native countries, and really learning from each other. The kids who only spoke English at the beginning are pretending to speak Spanish too, because they see it as a desirable thing!

The fact that I have traveled so much, and been to many of my students' countries, has made my appreciation of their cultures very sincere. When I talk about Mexico City, or share pictures of Mayan ruins at Tikal, or Incan temples in Peru, when I talk about the delicious foods I've had there......the little eyes light up with recognition and pride that where they came from is valued by the teacher. One of my favorite pieces of "refrigerator art" is a picture of a brightly colored little house with a clay-tiled roof drawn by a little girl from Honduras. On it she wrote (after only 6 months in the US!), in perfect Kindergarten handwriting, 'For Ms. Moore-------I love you! Antonella.' I really love my ESOL kids too, and enjoy working with them so much!"

Our world is interconnected. Although we often associate globalization with competition, it is also a question of geographic and economic interdependence. From everyday needs of food and clothing, each person lives in an interdependent world as our needs become increasingly dependent on other countries. We exist in a meeting of nations in the goods we purchase. As teachers, it becomes our responsibility to provide a learning environment in which students truly experience the global nature of our world. In addition to obtaining goods from around the world, today’s students will be interacting and collaborating with individuals from around the world. Indeed, companies in the United States are already looking for individuals with international competence (Stewart, 2007). Teachers can lay the foundation that helps students become successful, contributing citizens of the United States and the world.

Let’s return to the conversation with Professor Asakura to discuss the impact this type of learning environment has on the world views of students and teachers. Show the video at http://mast.ecu.edu/modules/ss_tgal/lib/media/vid_04.html. The transcript follows.
INTERVIEWER: “Professor Asakura, could you talk about how these exchanges have changed the world views of students and teach

DR. ASAKURA: Yes. I think student and teachers -- the same thing happened to student and teachers.

As you know, we have the image -- original image of America, United States, and culture or knowledge, some knowledge through books --

INTERVIEWER: Uh-huh.

DR. ASAKURA: -- or television [indiscernible]. But almost-- most of them stereotype [indiscernible]. But through actual real experience, exchange, students and teachers have a personal image and personal friend and face-to-face knowledge. So they change point of view to understand the world.

INTERVIEWER: Right.

DR. ASAKURA: It's my opinion.

INTERVIEWER: Very good

DR. ASAKURA: Thank you.

INTERVIEWER: Excellent. Thank you.”

Merryfield (1997) notes that global educators share certain characteristic instructional strategies. They:

- Confront stereotypes
- Resist simplification of other cultures and global issues
- Foster the habit of examining multiple perspectives
- Teach about power, discrimination, and injustice
- Provide cross-cultural experiential learning.

Every day, teachers make instructional decisions that affect how students perceive their own culture, their nation, the lives of people around the world, and the issues and conflicts facing the planet (Merryfield, 2002).
This heading was written above a world map by the children at this school. Can we reflect the same emphasis in our own teaching?

- **Evaluation (3 minutes)**

  - **Presentation Guide**

    Provide the evaluation developed for this module (a copy is provided at end of this guide) or an alternative evaluation.

- **Focus and Reflection Questions**

  The following questions are suggestions a facilitator might use to help students/participants gain additional information and increase depth of understanding of this topic. As the facilitator or instructor, you will need to consider which of these would be most effective as a discussion topic, assignment or group activity.

  - **Questions/Topics for Discussion**

    1. What would influence your decision to select a country or culture to plan a global unit in your classroom? Why?
    2. Have you observed students expressing opinions leading to stereotyping of another student or group of people? Reflect back on what you did or said. Has this session changed your thinking about what you would do the next time it occurs?
    3. How could you integrate one of these activities with English Language Arts and math?
Application and Extension Activities

Projects or Products

Ask participants to divide into groups of 3 or 4 to explore one or more of the web resources identified at the end of this Facilitator’s Guide. (You may want to print it to distribute on paper or use the online one at http://mast.ecu.edu/modules/ss_tgal/summary/#4). One of the following products may be assigned.

1. Registration for and EPal account and exploration for a possible classroom partner.
2. A report to present to co-workers about the resources found.
3. Identify/locate lesson plans appropriate for your classroom. Prepare a report in support of your decision.
4. Other appropriate product, as identified through exploration.

Self Assessment

A self-assessment with response feedback is available at http://mast.ecu.edu/modules/ss_tgal/quiz/. Participants may take this assessment online to evaluate their learning about content presented in this module.

Session Evaluation Form

A sample evaluation form is provided on the next page and may be reproduced as needed.
Session Evaluation
Social Studies:
Think Globally, Act Locally

Please assess your knowledge or skills to apply the goals listed below using the following rubric:
1 - Limited or no knowledge or skills
2 - Some knowledge or skills to apply in practice
3 - Sufficient knowledge or skills to apply in practice
4 - Sufficient knowledge or skills to apply in practice AND teach to others

Prior to this session, my knowledge and skills were:

Following this session, my knowledge and skills are:

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<th>Session Objectives</th>
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<td>Examine a variety of cultures</td>
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<td>Examine the world as interrelated systems</td>
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References and Resources


- **Web Resources**

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<tr>
<th>Source</th>
<th>Link</th>
<th>Description</th>
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<tr>
<td>Beyond the Fire</td>
<td><a href="http://www.itvs.org/beyondthefire/">http://www.itvs.org/beyondthefire/</a></td>
<td>provides the real-life stories of teenagers who have survived war in seven war zones and live in the U.S. now.</td>
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<td>Calabash World Music</td>
<td><a href="http://mp3.mondonix.com/continent_africa_10.htm">http://mp3.mondonix.com/continent_africa_10.htm</a></td>
<td>A great site to listen to music from across hundreds of cultures and world regions</td>
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<td>Cyber schoolbus</td>
<td><a href="http://www.un.org/cyberschoolbus/">http://www.un.org/cyberschoolbus/</a></td>
<td>provides a wealth of information for educators on the world and its issues. Some sections are very kid-friendly</td>
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<td>EPALS: Classroom Exchange</td>
<td><a href="http://www.cpals.com">http://www.cpals.com</a></td>
<td>Members connect with peers around the world through email, participating in discussion boards, and engaging in projects. It connects K-12 classrooms in countries and territories around the globe. The site also features instant language translation technology embedded within an email browser and seven language versions (Arabic, English, French, German, Japanese, Spanish, and Portuguese), and others are in development.</td>
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<td>Global Citizenship Education</td>
<td><a href="http://www.oxfam.org.uk/education/">http://www.oxfam.org.uk/education/</a></td>
<td>The Brits have mandated global citizenship education and there are quite a few sites with materials.</td>
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<td>Global TeachNet</td>
<td><a href="http://peacecorpsconnect.org/content/education">http://peacecorpsconnect.org/content/education</a></td>
<td>is the National Peace Corps Association’s primary global education program. The site is aimed at K-12 classroom teachers with profiles of classroom programs, grant applications, newsletters, a listserv, workshop details, an annotated bibliography of global education resources (and resource people).</td>
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<tr>
<td>Google Earth</td>
<td><a href="http://earth.google.com/">http://earth.google.com/</a></td>
<td>can be downloaded free on your computer and allows you to fly anywhere on earth with satellite images. It is a virtual globe that provides street views of specific locations as specific as street addresses.</td>
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<td><strong>iEARN</strong></td>
<td><a href="http://www.iearn.org/">http://www.iearn.org/</a> allows teachers to connect students to projects and dialogue with kids in other countries.</td>
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<tr>
<td><strong>Link TV</strong></td>
<td><a href="http://www.linktv.org/">http://www.linktv.org/</a>, TV without Borders provides global connections across the planet.</td>
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<tr>
<td><strong>Newseum</strong></td>
<td><a href="http://www.newseum.org/todaysfrontpages/default.asp">http://www.newseum.org/todaysfrontpages/default.asp</a> The online links to frontpages of many newspapers across the US and the world. See archived sections.</td>
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<tr>
<td><strong>Online newspapers</strong></td>
<td><a href="http://www.onlinenewspapers.com/">http://www.onlinenewspapers.com/</a> This is a comprehensive site for online newspapers across the world.</td>
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<td><strong>Online newspapers</strong></td>
<td><a href="http://www.virtourist.com/newspapers/">http://www.virtourist.com/newspapers/</a> This location provides an index of online newspapers from around the world. The continent, country, and language of each newspaper are noted.</td>
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<td><strong>Peace Corps</strong></td>
<td><a href="http://www.peacecorps.gov/wws/educators/">http://www.peacecorps.gov/wws/educators/</a> site with links to WorldWise Schools, global education curriculum, other resources on cultures and countries.</td>
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<tr>
<td><strong>Population Connections</strong></td>
<td><a href="http://www.populationeducation.org/">http://www.populationeducation.org/</a> provides materials and lesson plans for K-12 teachers.</td>
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<tr>
<td><strong>Sesame Street</strong></td>
<td><a href="http://www.sesameworkshop.org/aroundtheworld">http://www.sesameworkshop.org/aroundtheworld</a> around the world provides information for young children in 120 countries around the world.</td>
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<tr>
<td><strong>Teaching Tolerance</strong></td>
<td><a href="http://www.splcenter.org/center/tt/teach.jsp">http://www.splcenter.org/center/tt/teach.jsp</a> is a K-12 education program of the Southern Poverty Law Center with a focus on teaching for diversity and equity. It has links to curriculum resources, a list of recommended reading, and information on their semiannual “Teaching Tolerance” magazine, an excellent resource free to teachers who request it.</td>
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