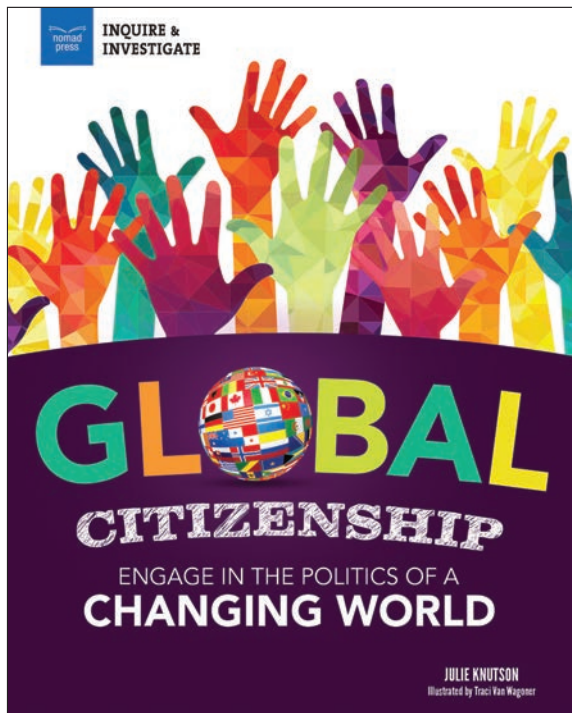




Global Citizenship: Engage in the Politics of a Changing World

Nomad Press offers concise classroom guides to help educators explore content-related topics with students and encourage them to develop ideas in meaningful ways. Includes Essential Questions and Common Core Connections.

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Age: 12–15

Grade: 7–10

Softcover: 9781619309364, \$17.95

Hardcover: 9781619309333, \$22.95

eBook: all formats available, \$12.99

Specs: 8 x 10, 112 pages, color interior Focus: Social Studies: World History

GRL: Z+

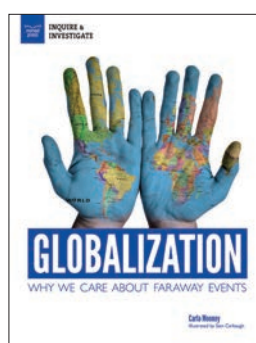
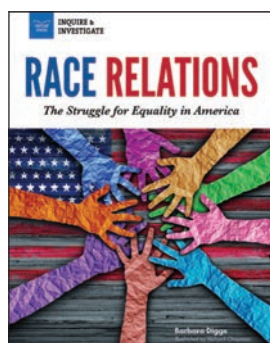
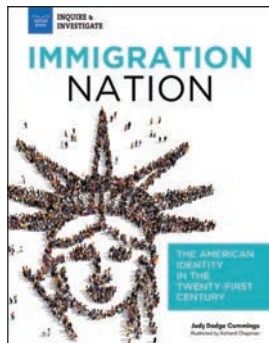
The right to grow and thrive in a safe environment. The right to a name and an identity. The right to the free expression of ideas. The right to an education. These are just a few of the basic human rights guaranteed to children all over the world.

Global citizens work for and defend these rights not just for themselves, but for everyone on the planet. What can kids do to protect and promote rights equality, within and beyond their own communities? In *Global Citizenship: Engage in the Politics of a Changing World*, readers ages 12 to 15 discover the resources and information they need to become informed and act to support human rights issues of global concern.

Global Citizenship includes investigative activities and research projects that encourage critical and creative thinking skills, along with graphic novel–style illustrations, amazing photography from around the world, and links to online resources.

Learn more about *Global Citizenship* at nomadpress.net/nomadpress-books/global-citizenship

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ESSENTIAL QUESTIONS TO ASK

KEY VOCABULARY

asylum, boycott, circular economy, citizenship, dissident, humanitarian, literacy, refugee, virus

BEFORE READING

1 Establish Background Knowledge

- What do you think it means to be a citizen of your town? Of your country? Of the world?
- Do you think the meaning of the word “citizen” has changed in your lifetime? Why or why not?
- Have you ever traveled to a different town, state, or country? What was it like? How was it different? How was it similar to your home?

2 Skill Introduction

- What do you do when you come to a word or phrase you do not know?
- How do photographs, videos, and maps help someone learn about a topic?

CCC: CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCC: CCSS.ELA-Literacy.L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

DURING READING

1 Check for Understanding

- Why is it important to protect and defend human rights around the world?
- What are some of the connections between human rights and the global economy? Climate change?
- Why does it sometimes take many years for change to occur in a society? What are some social changes that the world population is working toward now?

CCC: CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCC: CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.



Watch videos from the United Nations that explain the goals and efforts of the organization. Why is this work so important?

<https://www.un.org/en/sections/news-and-media/un-video/>



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ESSENTIAL QUESTIONS TO ASK

AFTER READING

1 Summary and Expansion

- a What are the human rights that every person in the world is entitled to? How do these human rights make lives better?
- b Where are some of the global hotspots that the UN has determined to be places where human rights are in danger of being violated? What are some of the conditions that can lead to this problem?
- c What are some things community members can do to help people at the local level? The national level? What about the international level?
- d Why is climate change an important part of human rights?
- e Which populations are hurt the most by events such as civil war or natural disasters? Why is this important to think about when deciding how to help?
- f How do protests work in the context of human rights? How does today's Black Lives Matter movement reflect civil rights protests throughout history?

CCC: CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCC: CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCC: CCSS.ELA-Literacy.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCC: CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

COMMON CORE CONNECTIONS

Grade: 9-10 Language CCSS.ELA-Literacy.L.9-10.3,4,4a,4b,4c,4d,5,5a,5b,6

Grade: 9-10 History/Social Studies CCSS.ELA-Literacy.RH.9-10.1,2,3,4,5,6,7,8,9,10

Grade: 9-10 Speaking & Listening CCSS.ELA-Literacy.SL.9-10.1,1a,1b,1c,1d,2,3,4,5,6

Grade: 9-10 Writing HST CCSS.ELA-Literacy.WHST.9-10.1,2,4,6,7,8,9,10



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COMMON CORE CONNECTIONS

Grade: 9-10 Language

CCSS.ELA-Literacy.L.9-10.3,4,4a,4b,4c,4d,5,5a,5b,6

3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

5b Analyze nuances in the meaning of words with similar denotations.

6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade: 9-10 History/Social Studies

CCSS.ELA-Literacy.RH.9-10.1,2,3,4,5,6,7,8,9,10

1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

9 Compare and contrast treatments of the same topic in several primary and secondary sources.

10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.



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COMMON CORE CONNECTIONS

Grade: 9-10 Speaking & Listening

CCSS.ELA-Literacy.SL.9-10.1,1a,1b,1c,1d,2,3,4,5,6

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- 1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- 1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- 1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- 4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

Grade: 9-10 Writing HST

CCSS.ELA-Literacy.WHST.9-10.1,2,4,6,7,8,9,10

- 1 Write arguments focused on discipline-specific content.
- 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9 Draw evidence from informational texts to support analysis, reflection, and research.
- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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ACTIVITY!**Inquire & Investigate****VOCAB LAB**

Write down what you think each word means. What root words can you find to help you? What does the context of the word tell you?

activist, ally, citizenship, climate change, globalization, justice, and parable.

Compare your definitions with those of your friends or classmates. Did you all come up with the same meanings? Turn to the text and glossary if you need help.

MY WORLD

Through the My World Survey, people can identify which of the 17 SDGs matter most to them.

At the My World website, you can take the survey and select six SDG priority areas. You can also view results by country to see what people care about across the globe.



My World 2030

- **Do some research and think about the SDG that matters most to you.** Use the library, internet, and local media to research what is being done to address this goal in your community. What organizations are working on this issue? What progress has been made?

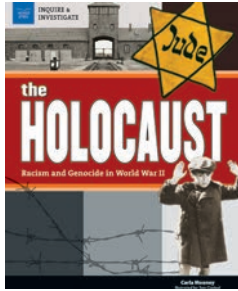


- **Visit the “My World Survey” results page at this website.** Compare your responses to the global totals. Which of your selections overlap with those of other respondents?
- **Filter the survey to view results from your country.** How do your national results compare to the global results? Which of your selections overlap with those of other respondents from your country?

My World results

To investigate more, encourage other students and teachers in your school to take the My World survey. Collect and tally the results. Which SDGs emerge as most important? How can you and your classmates address them?

More Books About The World!



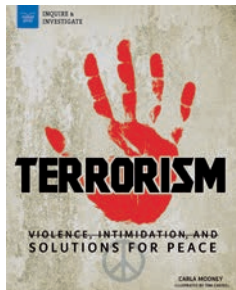
Author: Carla Mooney



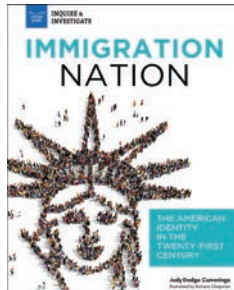
Author: Barbara Diggs



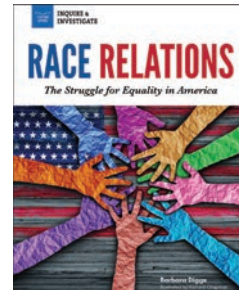
Author: Diane C. Taylor



Author: Carla Mooney



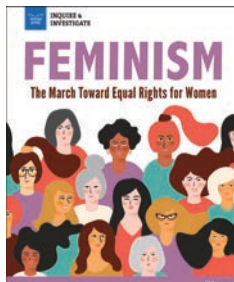
Author: Judy Dodge Cummings



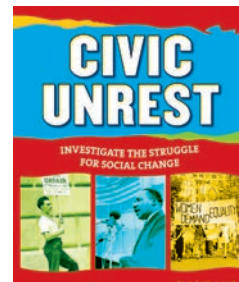
Author: Barbara Diggs



Author: Carla Mooney



Author: Jill Dearman



Author: Marcia Amidon Lusted

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