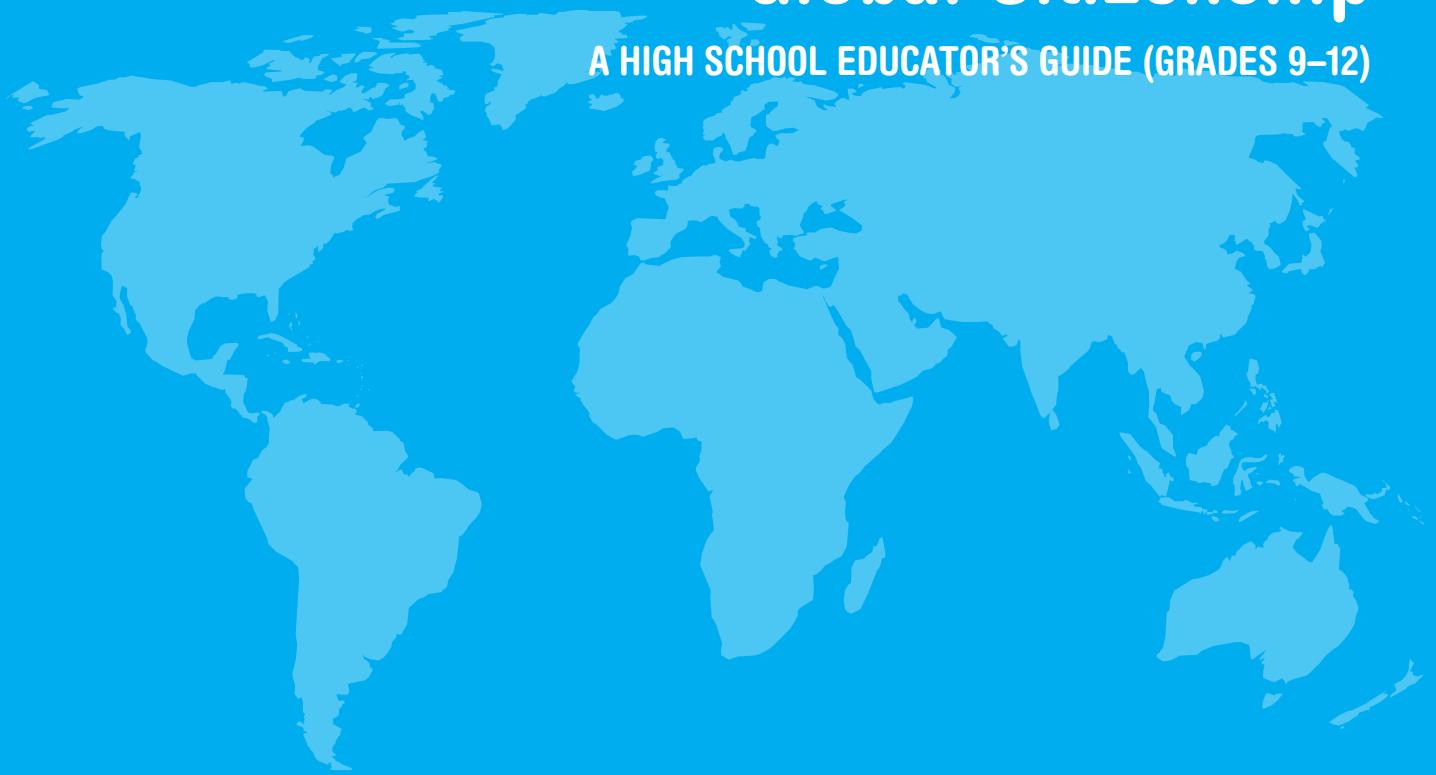




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Global Citizenship

A HIGH SCHOOL EDUCATOR'S GUIDE (GRADES 9–12)



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Unless stated otherwise, the source for all charts, figures, maps, and statistics used in this unit is United Nations Children's Fund, (UNICEF), New York. Additional sources are noted when they are required. Website addresses (URLs) are provided throughout this unit for reference and additional research. The authors have made every effort to ensure these sites and information are up to date at the time of publication, but availability in the future cannot be guaranteed.

BACKGROUND

Global Citizenship

A High School Educator's Guide (Grades 9–12)

Unit Overview

Global Citizenship is a unit of four lessons designed

1. To introduce the concept of global citizenship and place it in the context of international human rights.
2. To engage students in a guided inquiry into the meaning of global citizenship and its relationship to national citizenship.
3. To educate about how the United Nations has framed global rights and responsibilities for the 21st century and is acting on them via the Millennium Development Goals (MDGs).
4. To investigate how the U.S. Fund for UNICEF has engaged individuals in support of global citizenship, and to engage students in designing and implementing a plan to act locally in support of global issues.

Enduring Understanding

All people have basic human rights that are universal and that transcend the rights granted by the nations in which they reside. As global citizens, we have a collective responsibility to better understand the world outside our own borders, protect and preserve the human rights of people everywhere, and challenge injustice wherever it occurs.

Essential Questions

1. What does it mean to be a “global citizen,” and how is this similar to national citizenship? How is it different from national citizenship?
2. What rights do I have as a global citizen? Where do those rights come from and how are they protected?
3. What responsibilities do I have as a global citizen to people within and outside the borders of my own country, and to the planet?
4. How can I fulfill the responsibilities of global citizenship? What can I do as an individual in my day-to-day life to make a difference?

Lesson 1: What Is Global Citizenship?

Students will be introduced to the concept of global citizenship first by relating it to ideas about citizenship in the United States. They will then explore how the notion of global citizenship has been shaped by the United Nations and a modern world that is interconnected on multiple levels. Finally, they will construct a definition of the term “global citizenship” by identifying distinct characteristics of a global citizen.

Lesson 2: How Compatible Is Global Citizenship With U.S. Citizenship?

Students will engage in a WebQuest that explores the evolution, attainment, and practice of citizenship on a national and global level. Through an analysis of primary documents and varied viewpoints from the media, students will draw conclusions about the meaning of citizenship and the relationship between U.S. and global citizenship.

Lesson 3: What Are My Rights and Responsibilities as a Global Citizen?

Students will learn about the rights and responsibilities of citizenship at the local, national, and global levels. They will further examine the global level by analyzing two primary-source documents, the United Nations Millennium Declaration and the Universal Declaration of Human Rights. In the final discussion and assessment, students identify rights that they believe are most and least upheld, and those that deserve the most attention in today’s world.

Lesson 4: How Does Global Change Start With Local Action?

Students will learn about the global commitment—as stated in the eight Millennium Development Goals (MDGs)—to improving living standards around the world. They will then hear stories of ordinary people associated with the U.S. Fund for UNICEF who have advanced the MDGs through local action. After researching different facets of one MDG, students will design and implement an action plan around that goal. At the conclusion of the unit, they will reflect on their understanding of global citizenship and their development as global citizens.

Acknowledgment

Some definitions and much of the PowerPoint design and content for this unit were originally developed by iCivics, Inc., and used with permission. iCivics prepares young Americans to become knowledgeable, engaged 21st century citizens by creating free and innovative educational materials. Their standards-aligned civics curriculum, as well as educational video games, are available freely on the web at <http://www.icivics.org>.

Introduction to Global Citizenship

Global citizenship is not a new concept, but in the current world order it takes on new meaning and greater importance. While once reserved for people of high social standing or those preparing for roles in politics or economics, global awareness is now the responsibility of all people everywhere. And since today’s world is becoming more interconnected every day due to commerce, technology, and transnational challenges, the need to educate students in how to become active global citizens is greater now than ever before.

Drawing from many sources, the U.S. Fund for UNICEF defines a “global citizen” as someone who understands interconnectedness, respects and values diversity, has the ability to challenge injustice, and takes action in personally meaningful ways. Today’s education for global citizenship empowers students to understand and exercise their human rights in ways that demonstrate solidarity with human beings everywhere and make a positive impact on the world.

Just as students need instruction that prepares them to be productive U.S. citizens, so too do they require an education that cultivates in them the knowledge, skills, values, and actions to be responsible global citizens.

Knowledge and Understandings	Skills and Processes	Values and Attitudes	Actions
<ul style="list-style-type: none"> • Awareness of diverse perspectives • Economic and political processes • Environment and sustainable development • Globalization and interdependence • Human diversity and cross-cultural understanding • Human rights • Peace and conflict • World geography 	<ul style="list-style-type: none"> • Collaboration and cooperation • Communication, including verbal, nonverbal, written, and visual, in a variety of contexts • Communication with individuals of diverse cultures • Conflict resolution, including the ability to compromise and negotiate • Critical and creative thinking • Media, digital, and information literacy • Multilingualism • Perspective taking 	<ul style="list-style-type: none"> • Comfort with ambiguity • Commitment to social justice and equity • Concern for the environment and commitment to sustainable practices • Curiosity about the world • Empathy for others • Open-mindedness • Respect for the rights of others • Sense of identity and self-awareness • Sense of responsibility for helping others • Sense of unity with individuals and causes within and outside one’s borders (solidarity) • Values diversity 	<ul style="list-style-type: none"> • Acts to improve conditions through volunteerism and service • Challenges injustice • Engages in civic duties (individually and collectively) • Establishes goals for taking informed action • Evaluates the effectiveness of action to inform future action • Helps others locally and globally • Takes responsibility for actions

This unit gives educators the tools to begin infusing education for global citizenship in their existing curriculum in meaningful ways. It offers an introduction to foundational concepts and serves as a springboard for further investigation of global issues through other TeachUNICEF units and the growing body of global education resources available today. Furthermore, educators are encouraged to extend the knowledge, skills, and values cultivated in this unit to the rest of their teaching. Just as traditional civics education is ineffective if it exists in a bubble, so too must global citizenship education extend into the entirety of a school’s atmosphere of learning if it is to make a real impact.

Common Core State Standards¹

College and Career Readiness Anchor Standards for Reading	Lesson			
	1	2	3	4
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	✓	✓	✓	
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	✓	✓	✓	
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	✓			
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	✓	✓	✓	✓
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		✓		
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	✓	✓	✓	
10. Read and comprehend complex literary and informational texts independently and proficiently.		✓	✓	
College and Career Readiness Anchor Standards for Writing				
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		✓	✓	
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				✓
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 and publish writing and to interact and collaborate with others.		✓	✓	✓

¹ © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

	Lesson			
	1	2	3	4
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		✓		✓
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		✓	✓	✓
College and Career Readiness Anchor Standards for Speaking and Listening				
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	✓	✓	✓	✓
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✓		✓	✓
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				✓
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.				
College and Career Readiness Anchor Standards for Language				
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.		✓		
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓			
6. Acquire and use accurately a range of 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.	✓	✓	✓	✓

National Content Standards

National Curriculum Standards for Social Studies ²	Lesson			
	1	2	3	4
2. TIME, CONTINUITY, AND CHANGE: Social studies programs should include experiences that provide for the study of the past and its legacy.		✓		
3. PEOPLE, PLACES, AND ENVIRONMENTS: Social studies programs should include experiences that provide for the study of people, places, and environments.	✓			
4. INDIVIDUAL DEVELOPMENT AND IDENTITY: Social studies programs should include experiences that provide for the study of individual development and identity.	✓	✓	✓	✓
5. INDIVIDUALS, GROUPS, AND INSTITUTIONS: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.	✓	✓	✓	✓
6. POWER, AUTHORITY, AND GOVERNANCE: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.	✓	✓	✓	✓
7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.	✓			
8. SCIENCE, TECHNOLOGY, AND SOCIETY: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society	✓			
9. GLOBAL CONNECTIONS: Social studies programs should include experiences that provide for the study of global connections and interdependence.	✓	✓	✓	✓
10. CIVIC IDEALS AND PRACTICES: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.	✓	✓	✓	✓

² National Council for the Social Studies, *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* (Silver Spring, Maryland: NCSS, 1994), 14–23.

National Council of Teachers of English & International Reading Association ³	Lesson			
	1	2	3	4
1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.	✓	✓	✓	✓
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	✓	✓	✓	
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.		✓	✓	✓
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.	✓	✓		✓
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	✓	✓	✓	✓
National Geography Standards ⁴				
Essential Element II. PLACES AND REGIONS: <i>The geographically informed person knows and understands...</i>				
4. The physical and human characteristics of places.				✓
Essential Element IV. HUMAN SYSTEMS: <i>The geographically informed person knows and understands...</i>				
9. The characteristics, distribution, and migration of human populations on Earth's surface.	✓			
11. The patterns and networks of economic interdependence on Earth's surface.	✓			

3 National Council of Teachers of English and International Reading Association, *Standards for the English Language Arts* (Urbana, IL, and Newark, DE: National Council of Teachers of English and International Reading Association, 1996), 25. For a full list of standards, see <http://www.ncte.org/standards>.

4 National Geography Standards, Geography Education Standards Project, *Geography for Life: The National Geography Standards* (Washington D.C.: National Geographic Society Committee on Research and Exploration, 1994), 34–35.

LESSON ONE

Global Citizenship
A High School Educator's Guide (Grades 9–12)

Lesson 1: What Is Global Citizenship?

TOTAL TIME: TWO 45-MINUTE PERIODS

Objectives

Students will

- Define “global citizenship” by identifying distinct characteristics of a global citizen.
- Explore the connections among global citizenship, citizenship in general, and globalizing influences in the modern world.

Vocabulary

The following words and terms may not be familiar to students. Use this list as a resource for students to expand their working vocabulary as they encounter these words and terms in the lesson.

- Charter
- Citizenship
- Convention on the Rights of the Child
- Global citizen
- International law
- United Nations
- Universal Declaration of Human Rights

Materials Needed and Setup

- Chart paper and markers
- Computer and Internet access
- PowerPoint presentation: “Global Citizenship for a Global World” (at <http://teachunicef.org/explore/media/read/global-citizenship-for-a-global-world>)
- Screen and LCD projector or interactive whiteboard
- Tape
- Video on global citizenship from the Global Poverty Project at <http://teachunicef.org/explore/media/watch/global-citizenship>
- Handout 1: Global Citizenship for a Global World
- Prepare one set of global citizenship quotes for each small group (see step # 5c) by copying and cutting apart Handout 2.

Directions

PART ONE

- 1. Generate interest (5 minutes):** Tell students that they are now beginning a unit that involves thinking about what unites everyone, everywhere, globally. Ask students to list their most common daily activities (e.g., get dressed, drive to school, buy/eat food, go online). Have them search for “degrees of connectivity” for each activity to people in other parts of the world. For example, a student may say that his shirt was made in China, or that her friend has a Facebook friend in Brazil. Arrive at an understanding that in the 21st century, people are more interconnected than ever before. Indicate that citizenship creates a bond connecting the people of a country who already have certain commonalities. Add that, in this unit, they will be exploring global citizenship, which creates an important bond between residents of the planet who are already connected in so many ways.
- 2. Explore prior understanding (10 minutes):** Prompt students for their prior knowledge and experience on the topic of citizenship. Then read the following quote from the U.S. Citizenship and Immigration Services website: “Citizenship is the common thread that connects all Americans. We are a nation bound not by race or religion, but by the shared values of freedom, liberty, and equality.”⁵ Ask if there are values that bind us as global citizens. Write the responses on the board, and emphasize those that refer to global rights, responsibilities, and participation.
- 3. Lay the groundwork for global citizenship (20 minutes):** Show the TeachUNICEF PowerPoint presentation “Global Citizenship for a Global World.” Lead students through the interactive parts and check for understanding.

⁵ U.S. Citizenship and Immigration Services, “Citizenship Rights and Responsibilities,” *Citizenship Resource Center*, accessed December 19, 2012, <http://www.uscis.gov/portal/site/uscis/menuitem.749cabd81f5ffc8fba713d10526e0aa0/?vgnextoid=4d4a9b66f5e3a210VgnVCM100000b92ca60aRCRD&vgnextchannel=39d2df6bdd42a210VgnVCM100000b92ca60aRCRD>.

- 4. Recording prior knowledge and feeling (10 minutes):** Have students set up a modified RAN (Reading and Analyzing Nonfiction)⁶ strategy chart as follows:

Topic: Global Citizenship				
Prior Knowledge and Feeling What I think I know, and what I feel	Confirmed What I could prove	Misconceptions What I couldn't prove	Wonderings What I still want to know	Source

Have them work on the first column. Though you might have done this already, now intentionally probe how students feel about the topic. Depending on their previous experience with related issues in and out of school, there could be a whole range of feelings on global citizenship, including discomfort. Give students space to express their feelings in a way that makes the most sense for your situation. Close the lesson by validating all feelings expressed and previewing the further exploration of global citizenship that will come during Part Two of the lesson.

Homework:

Have students complete Handout 1, “Global Citizenship for a Global World,” for the next class.

PART TWO

- 5. Facilitate defining the term “global citizen” (25 minutes)**

- a. Review what was learned about global citizenship from Part One, and check for understanding.
- b. Show the video on global citizenship from Global Poverty Project at <http://teachunicef.org/explore/media/watch/global-citizenship>.
- c. Generating characteristics
 - i. Tell students that there is no official definition of “global citizen,” so they will construct a definition of the term for their own use. Divide the class into small groups of 3–5 students and provide each group with a sheet of chart paper, markers, and a set of quotes from the video (see Handout 2).
 - ii. Instruct groups to discuss and sort the quotes into broad categories, and then to extrapolate characteristics of a global citizen for each category. Have groups record their ideas in the manner of these sample entries:

⁶ Tony Stead, *Reality Checks: Teaching Reading Comprehension with Nonfiction* (Portland, Maine: Stenhouse Publishers, 2005).

Quotes	Category	Characteristic of Global Citizen
To me, being a global citizen means understanding that everything's connected. We live in a world that is inescapably connected. What we do in one place affects someone on the other side of the world.	Interconnectedness	Understands how people and countries are linked Understands that local actions have an impact across the globe
[The world we want] is about equality, ... about access, ... about justice, ... about freedom. [The world we want] is about health. Ending extreme poverty ... I think that it is possible. Everything that has a beginning has an end.	Social Justice	Works for equality for all people Understands that all people have the same basic needs

- d. Display all of the charts and have groups read each other's work.
- e. Ask the class how they would define "global citizen" based on the ideas generated in this activity. Facilitate the creation of a shared class definition and post it in a visible place for the duration of this unit.

NOTE: TeachUNICEF's definition of "global citizen" is "someone who understands interconnectedness, respects and values diversity, has the ability to challenge injustice, and takes action in meaningful ways," but this is by no means the one definition for everyone. It can and should reflect the character of the class, school, and community.

6. Forced choice activity (10 minutes)

- a. Tell students that this unit is going to introduce information and ideas that help them to form opinions on the topic of global citizenship, and that it will encourage them to raise questions and seek answers.
- b. Construct a spectrum across the room, ranging from "strongly agree" to "strongly disagree," with "uncertain" in the middle. Then read each of the following statements and have students stand in the place on the spectrum that reflects their own viewpoint.
 - i. Global citizenship doesn't really exist because there is no world government for individuals to participate in. (If it comes up, explain that the UN is not a world government, but rather a cooperative body with mostly an advisory role.)
 - ii. Global citizenship and national citizenship work in concert with one another. You can be loyal to your own country and support global cooperation at the same time.
 - iii. Nations and national citizenship matter more than global citizenship because individual countries remain the best means for solving big problems.

Facilitate discussion on each forced choice before moving to the next one.

7. **Beginning the inquiry (10 minutes):** Have students return to their seats. Tell them that there is disagreement about these ideas and much debate about the meaning and purpose of global citizenship. Have students take out their RAN strategy charts and generate questions about global citizenship they want to explore in the “Wonderings” column. Encourage students to collaborate with each other on this. Facilitate as appropriate. Sample some questions to share with the class to close the session.

LESSON TWO

Global Citizenship
A High School Educator's Guide (Grades 9–12)

Lesson 2: How Compatible Is Global Citizenship With U.S. Citizenship?

TOTAL TIME: TWO TO THREE 45-MINUTE PERIODS

Objectives

Students will

- Discover the intersections between global citizenship and U.S. citizenship.
- State positions on how compatible global citizenship is with U.S. citizenship.

Materials Needed and Setup

- Computers and Internet access for the students during Part One
- Screen and LCD projector or interactive whiteboard
- Classroom wall on Padlet website (optional)
- Handout 3, “Citizenship: U.S. and Global”
- Handout 4, “Americans, Yes, But World Citizens, Too”
- Handout 5, “Why There’s No Such Thing as Global Citizenship”
- Students’ RAN strategy charts from Lesson 1 (if Lesson 1 was taught)

Directions

PART ONE

1. **Introduce the complex nature of the term “citizenship” (10–15 minutes):** If you taught Lesson 1, review it briefly. Then ask students to respond in writing to the following:

Imagine you are stopped on the street by a journalist who says, “Tell me about your citizenship.” What is the first thing that would come to mind for you to say?

Sample several student responses. Write them on the board in the following categories (and others that you see fit):

- Nationality
- Membership in a state, city, or other municipality
- Membership in another type of community
- Attitudes or feelings about citizenship (e.g., loyalty, pride)
- Rights that come with citizenship
- Responsibilities that come with citizenship (i.e., expected behaviors, ways to participate)

You may introduce the categories to students from the start or have students discuss what each group has in common before revealing the categories.

Note how complex and multilayered the term “citizenship” is, and that the different dimensions do complement one another but sometimes they may conflict. Ask for examples of how the items on the brainstormed list work together or conflict.

2. **Re-introduce the relationship between global and U.S. citizenship (5 minutes):** Lead the class into the WebQuest activity by saying that they will next explore the complex relationship between two dimensions of citizenship—national and global—that in some instances work in step with one another and at other times can appear to be at odds. Assess students’ prior knowledge about what U.S. citizenship entails. Inform students that they will engage in Internet research to learn more about both types of citizenship, to describe the relationship between national and global citizenship, and to determine the ways in which they are and aren’t compatible.
3. **Engage students in a WebQuest (20–25 minutes):** Assign students to computers as your situation allows (pairs of students working together is best, but small groups are fine if the number of computers is limited). Give each student a copy of the WebQuest worksheet, Handout 3, “Citizenship: U.S. and Global,” or direct them to the online version at <http://teachunicef.org/global-citizenship-webquest>. Challenge them with the overarching question posed at the start of the handout, “How compatible or incompatible is global citizenship with U.S. citizenship?” and review the following guiding questions:

Guiding Questions	Corresponding Step(s) in the WebQuest	Approximate Time Required	When/Where to Be Completed
1. How did we get to the idea of U.S. citizenship that we have today?	1-2	10 minutes	In class (Part One)
2. How do people become U.S. citizens and express their U.S. citizenship?	3-4	10–15 minutes	In class (Part One)
3. How did we get to the idea of global citizenship that we have today?	5	10–15 minutes	For homework or in class (Part Two)
4. How do people become global citizens and express their global citizenship?	6-7	10 minutes	For homework or in class (Part Two)
5. What is the relationship between U.S. citizenship and global citizenship? (<i>does not require computers</i>)	8	5–10 minutes	For homework or in class (Part Two)

Direct students to begin work on the WebQuest and indicate which questions they should complete in class. While students work, monitor their progress. Since the general and specific nature of this activity may be new for students, be sure to ask if there is any clarification needed or if students need help understanding any of the directions.

NOTE: If you are unable to secure computers for the students, conduct the WebQuest offline by printing out copies of the specified web pages.

4. **Close the session (5 minutes):** Pose a few quick questions about initial findings and what stood out to students during the first part of their exploration.

Homework:

- If the WebQuest will not be continued during a future class, have students complete it at home.
- After the WebQuest has been completed, assign students to read Handout 4, “Americans, Yes, but World Citizens, Too,” and Handout 5, “Why There’s No Such Thing as Global Citizenship.”

Have students post comments to Padlet or write a brief essay in response to the articles, discussing which author they most agree with. Instruct students to analyze specific quotes and arguments from the authors, and to substantiate their opinions with real-world facts and observations.

NOTES:

- Padlet (<http://www.padlet.com>) is a web app that provides a blank wall on which students and teachers can post comments, web links, videos, pictures, etc. It is especially useful for posing questions, getting answers, and giving feedback, and would work well for this assignment.
- The assigned articles both make use of the term “American” to refer specifically to U.S. citizens. You may want to underscore that it is more culturally sensitive to use “American” to refer to all the people of North and South America, and to use “U.S. citizens” when referring only to citizens of the United States.

PART TWO

If the WebQuest was not assigned for homework, have students complete it in class.

PART THREE

5. **Facilitate small-group discussions (5 minutes):** In small groups, have students compare and talk through the results of their WebQuests, focusing on Step 8. Encourage them to find common ground where it is possible, and to “agree to disagree” where it is not.
6. **Discuss the WebQuest (15–20 minutes):** Reconvene the class and discuss their conclusions, focusing on the overarching question of “How compatible or incompatible is global citizenship with U.S. citizenship?” Encourage the expression of different viewpoints (playing devil’s advocate for underrepresented perspectives if necessary), and ask for evidence to back up all points.
7. **Discuss the homework reading (15–20 minutes):**
 - a. Have students line up along a spectrum according to which of the two homework articles they feel most in agreement with (e.g., stand to one side of the room if they most agree with the Terris article, the other side if they agree with Liu, or somewhere in the middle). Call on students at different places to explain their choice of placement on the spectrum, and allow all students to adjust their places as the discussion develops.
 - b. As a whole class, continue to discuss the main points of the two articles, asking students to share comments or arguments from their homework assignment. Make connections to the WebQuest and the inquiry focus on the relationship between different forms of citizenship.
8. **Have students reflect on their learning (5 minutes):** Have students add to their RAN strategy charts (if applicable) with their new knowledge (in the “Confirmed” and “Misconceptions” columns) and questions (in the “Wonderings” column).

Homework:

Have students write a hypothetical oath of global citizenship, using as a model the Oath of Allegiance that candidates for U.S. citizenship take (see question 3 of the WebQuest). In their oaths, students must

- Indicate the importance of global citizenship relative to U.S. citizenship.
- Name 3–5 responsibilities of global citizenship.
- Define how these responsibilities should be fulfilled.

The oath must demonstrate valid reasoning, reference a historical source relevant to global citizenship (like the Declaration of Independence), and be constructed clearly and accurately.

LESSON THREE

Global Citizenship
A High School Educator's Guide (Grades 9–12)

Lesson 3: What Are My Rights and Responsibilities as a Global Citizen?

TOTAL TIME: TWO 45-MINUTE PERIODS

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Objectives

Students will

- Understand and articulate the rights and responsibilities of citizenship at the local, national, and global levels.
- Analyze the statements on global rights and responsibilities in the United Nations Millennium Declaration.
- Identify rights and responsibilities that they believe are most and least upheld, and that most require their attention as responsible global citizens.

Vocabulary

The following words and terms may not be familiar to students. Use this list as a resource for students to expand their working vocabulary as they encounter these words and terms in the lesson.

- Human development
- Multilateral
- Sustainable development
- United Nations Millennium Declaration

Materials Needed and Setup

- Chart paper and markers
- PowerPoint presentation: “Global Citizen Me” (at <http://teachunicef.org/explore/media/read/global-citizen-me>)
- Screen and LCD projector or interactive whiteboard
- Classroom wall on Padlet website (optional)
- Handout 6, “Global Citizen Me”
- Handout 7, “United Nations Millennium Declaration: Excerpt on Fundamental Values”
- Handout 8, “Universal Declaration of Human Rights (Plain Language Version)”
- Students’ RAN strategy charts from Lesson 1

Directions

PART ONE

1. **Generate interest in rights and responsibilities (5 minutes):** If you taught Lesson 2, review it briefly now. Then ask students if they’ve ever watched police dramas on TV or in the movies. Mention that the police can do a lot of things that would get someone else into trouble, like speeding to catch a driver breaking the law. Ask for other examples, and write them on the left side of a T-chart on the board. Then mention that the police have obligations that civilians don’t have as well, such as protecting someone who is being harassed or attacked. Ask for examples from students and record them on the right side of the T-chart. Then write the words “Police Rights” and “Police Responsibilities” atop the appropriate column and ask if there is any relationship between the two. (For example, the corresponding responsibility to the right to arrest a suspect is to read the Miranda rights, which inform the suspect of his or her rights when taken into custody.) Seek feedback on the idea that responsibilities are tied to rights.
2. **Engage students in interactive presentation on rights and responsibilities of global citizenship (30 minutes):** Tell students that rights and responsibilities are essential parts of citizenship, and review the class’s definition of the term “global citizen” from Lesson 2. If you didn’t teach Lesson 2, you may use the U.S. Fund for UNICEF’s definition: “Someone who understands interconnectedness, respects and values diversity, has the ability to challenge injustice, and takes action in personally meaningful ways.”

Distribute Handout 6, “Global Citizen Me,” and inform students that they will be diagramming the meaning of their citizenship at the city, state, nation, and world levels. Conduct the PowerPoint presentation “Global Citizen Me,” and have students fill out Handout 6 as they follow along. Use the examples below to guide students as needed.

	Name of place	Source(s)	Rights	Responsibilities
City	City or Town Name	City charter	Right to use sidewalks, parks, and city services	Be a good neighbor, vote, jury duty
State	State Name	State constitution	Right to free education, right of children not to work	Pay taxes, vote, respect and obey laws
Nation	United States	U.S. Constitution	Freedom of speech, freedom of religion, protection from discrimination	Pay taxes, vote, respect and obey laws, perform national service when required
World	Earth	Magna Carta Declaration of Independence UN Charter Universal Declaration of Human Rights	Full range of rights: political, civic, social, economic, cultural Entitlement to rights no matter who or where one is	Treat all people everywhere with respect Protect the environment Fight injustice

Check for understanding among students as you move through the PowerPoint, and pause to answer questions or discuss issues that students raise.

3. **Have students reflect on their learning (5 minutes):** If you have taught Lessons 1 and 2, have students take out their RAN strategy charts to add new knowledge (in the “Confirmed” and “Misconceptions” columns) and questions (in the “Wonderings” column). Encourage reflection in long-form writing, as it will be useful in preparation for the homework assignment.
4. **Set up the homework (5 minutes):** Introduce the homework assignment by providing some background information on the United Nations and the Millennium Declaration. You may choose to include the following:
 - The United Nations is an international organization founded in 1945 after WWII by 51 countries committed to maintaining international peace, developing friendly relations, and promoting social progress, better living standards, and human rights.
 - Based on the powers vested in its founding Charter, the UN takes action on a range of issues, and provides a forum for its 193 Member States to express their views, through the General Assembly, Security Council, Economic and Social Council, and other bodies.
 - The work of the UN reaches every corner of the globe. Although best known for peacekeeping, peacebuilding, conflict prevention, and humanitarian assistance, there are many other ways the UN affects our lives and makes the world a better place.
 - At the Millennium Summit in September 2000, the largest gathering of world leaders in history adopted the UN Millennium Declaration, committing their nations to the right of all individuals—with a focus on those in developing countries—to dignity, freedom, equality, security, and a basic standard of living.

Homework:

Have students read the first two pages of the United Nations Millennium Declaration (<http://teachunicef.org/explore/media/read/un-millennium-declaration>). In response to section I, subsection 6 (the fundamental values deemed by the Member States to be essential to international relations in the 21st century), have students answer the following:

- Assign, or have students choose, one of the following two questions to answer:
 - As a global citizen, which human right mentioned in the Declaration speaks the most to you? Which named responsibility of countries speaks the most to you? Why?
 - What image or symbol would best reflect one right and one responsibility from the Declaration? Create a visual that conveys that right and responsibility.
- Which seven rights—including both those mentioned in the Declaration and those you can think of on your own—do you feel everyone in an ideal world is entitled to? Be ready to explain your choices.

OPTIONAL: If you have a class Padlet page (see description in Lesson 2, Part One homework), have students post comments there.

EXTENSION: Assign students to research how well the world has protected one of the rights and fulfilled one of the responsibilities outlined since the year 2000.

PART TWO

5. Understanding the universality of human rights (5–10 minutes): Ask students to share some of the rights and responsibilities they identified as part of their homework assignment from Part One. Write at least three or four examples on the board or a sheet of chart paper. Then ask if certain rights can still be considered universal if they are not protected in some places (e.g., do people in country xx have the right to education if that country prevents girls from attending school?). Facilitate discussion toward the point that rights are universal: We all have them even if they are blocked or violated in some contexts, and part of being a global citizen is working to protect and extend rights where they are denied.

6. Analysis of the Millennium Declaration

- a. **Group analysis (10–15 minutes):** Indicate that the responsibility to uphold the principles of the Millennium Declaration lies not just with the governments of nations of the world, but also with individual people acting as global citizens. Divide students into six groups and provide each group with a copy of Handout 7, “United Nations Millennium Declaration: Excerpts on Fundamental Values.” Assign each group one of the six values from the handout. Instruct them to read their assigned value and work with their group to identify the implied rights and responsibilities of global citizens. Hand out chart paper and markers for recording responses. Students may arrive at answers like the following:

Value	Global Citizens' Rights	Global Citizens' Responsibilities
Freedom	Right to dignity Right to raise children Right to be free from hunger Protection against violence, oppression, and injustice Right to vote and express political views	Respect others' rights Educate ourselves about rights and work to protect and extend them for all Value others' dignity Abide by laws prohibiting violence Participate in government
Equality	Right to an education Right to a job and economic opportunity Right to healthcare Right to an adequate standard of living Right to creative expression Right to gender equality	Support everyone's right to the opportunity to benefit from development Support gender equality
Solidarity		Commit to social justice Be willing to even the playing field, even when it doesn't benefit oneself
Tolerance	Right to be accepted for who you are	Respect and cherish diversity Promote and participate in a culture of peace and dialogue among all civilizations
Respect for nature	Benefit from the use of living species and natural resources	Support sustainable development
Shared responsibility		Support your governments' active and multilateral participation in addressing global problems Supporting the central role of the UN

- b. **Gallery walk (10 minutes):** Have students post their charts around the room and facilitate a “gallery walk” during which groups reflect on their classmates’ work. As time allows, have students record their reflections as follows:

✓: Put a check mark next to rights or responsibilities that your group also came up with.
 + : Add rights or responsibilities that you think are missing and label with a plus sign.
 ☷ : Put a “not” sign next to rights or responsibilities with which you disagree.

To keep things moving, have students remain silent during the gallery walk and give them a set time at each chart.

- c. **Discussion (5-10 minutes):** Facilitate a whole-class discussion using some of the following questions:
- Which rights do you feel are most upheld in our community? Our country? The world?
 - Which rights do you feel are the least upheld in our community? Our country? The world? How can we do better in our community and country?
 - Which rights do you think require the most attention in today's world?
 - Which responsibilities seem most achievable—or least achievable? Why?
 - Do any of the rights listed conflict with the responsibilities of global citizens? How can those conflicts be resolved?
 - Do any of the rights listed conflict with other rights? How can those conflicts be resolved?
- 7. Have students reflect on their learning (5 minutes):** Have students take out their RAN strategy charts and add their new knowledge (in the "Confirmed" and "Misconceptions" columns) and questions (in the "Wonderings" column). Encourage reflecting in long-form writing, as it will be useful in preparation for their homework.

Homework: Select one or more of the following:

- Have students identify the right that they think requires the most attention in today's world, and ask them to imagine that they are forming a new organization to address that right. Assign students to create a promotion for their new organization (e.g., web page, pamphlet, PSA script, video, PowerPoint or Prezi, etc.) that incorporates the following:
 - The right being addressed and reasons why it requires attention
 - The responsibilities required of all global citizens to uphold the right
 - The class's definition of global citizenship (from Lesson 1)
 - A reference to one of the primary documents studied in this unit
- Explain that the idea of universal rights was introduced in the Universal Declaration of Human Rights (UDHR), which was created partly in response to World War II as a road map to guarantee the rights of all individuals everywhere. Distribute Handout 8, "Universal Declaration of Human Rights (Plain Language Version)," and have students compare it with the list of seven rights they generated for their previous homework assignment.

Expected similarities	Expected differences
<ul style="list-style-type: none"> • Freedom of speech and religion • Right to life, liberty, and property • Right to vote • Protections against discrimination and oppression 	Inclusion in the Universal Declaration of <ul style="list-style-type: none"> • Social rights (e.g., Article 25, right to an adequate standard of living) • Economic rights (e.g., Article 23, right to employment) • Cultural rights (e.g., Article 27, right to share community's arts and sciences)

- If you plan on teaching Lesson 4 of this unit, prepare students by assigning the TeachUNICEF activity sheet on the Millennium Development Goals (MDGs), available at <http://teachunicef.org/explore/media/read/activity-sheet-millennium-development-goals-0>.

LESSON FOUR

Global Citizenship

A High School Educator's Guide (Grades 9–12)



Lesson 4: How Does Global Change Start With Local Action?

TOTAL TIME: THREE 45-MINUTE PERIODS, PLUS TIME FOR RESEARCH, DESIGN AND IMPLEMENTATION OF ACTION PLAN, AND UNIT EVALUATION

Objectives

Students will

- Learn about the Millennium Development Goals and understand and articulate basic information on today's global challenges.
- Discover the power of the individual to affect positive global change.
- Design and implement an action plan to affect positive change around a selected global challenge.
- Reflect on their understanding of global citizenship and development as global citizens.

Vocabulary

The following words and terms may not be familiar to students. Use this list as a resource for students to expand their working vocabulary as they encounter these words and terms in the lesson.

- Millennium Development Goals (MDGs)
- UNICEF

Materials Needed and Setup

- TeachUNICEF Millennium Development Goals activity sheet, available at <http://teachunicef.org/explore/media/read/activity-sheet-millennium-development-goals-0> (for assignment prior to the lesson)
- Prior to Part Two, research questions for the MDG selected by the class for their action plan need to be devised
- Computers and Internet access for the students during Part Two
- Screen and LCD projector or interactive whiteboard
- Handout 9, “Start Planning!”
- Students’ RAN strategy charts from earlier in the unit

Directions

1. Give students copies of the TeachUNICEF activity sheet on the Millennium Development Goals (MDGs) to complete for homework or in advance of this lesson.

PART ONE

2. **Generate interest in taking action (5 minutes):** If you taught Lesson 3, review it briefly now. You may also want to remind students at this point of the Enduring Understanding underlying this unit: “All people have basic human rights that are universal and that transcend the rights granted by the nations in which they reside. As global citizens, we have a collective responsibility to better understand the world outside our own borders, protect and preserve the human rights of people everywhere, and challenge injustice wherever it occurs.”

Then share one or both of the quotes below with students and ask for their reactions. Discuss the importance of building on their knowledge of global citizenship by planning ways to take action that demonstrates their commitment to global citizenship.

- *Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.* –Margaret Mead (1901-1978)
 - *As long as there is poverty in the world I can never be rich, even if I have a billion dollars. As long as diseases are rampant and millions of people in this world cannot expect to live more than twenty-eight or thirty years, I can never be totally healthy even if I just got a good checkup at Mayo Clinic. I can never be what I ought to be until you are what you ought to be.* –Dr. Martin Luther King, Jr. (1929-1968)
3. **Introduce students to today’s global challenges (15 minutes):** Review the TeachUNICEF activity sheet on the Millennium Development Goals (MDGs), particularly the first page. Ensure understanding of the goals, at least 1–7, and facilitate a discussion on the global challenges addressed by the goals. (You may wish to discuss the questions at the bottom of the first page.) Make sure to highlight the point in the second paragraph on the first page of the activity sheet, that the MDGs are primarily about children.

Ask if anyone has ever heard of UNICEF or the U.S. Fund for UNICEF. Share the following background information with students:

The United Nations Children's Fund (UNICEF) works in more than 190 countries and territories to save and improve children's lives, providing healthcare and immunizations, clean water and sanitation, nutrition, education, emergency relief, and more. The U.S. Fund for UNICEF supports UNICEF's work through fundraising, advocacy, and education in the United States. Together, we are working toward the day when ZERO children die from preventable causes and every child has a safe and healthy childhood.

Show the most recent UNICEF Year in Review video from the UNICEF YouTube channel (<http://www.youtube.com/user/unicef?feature=watch>). Discuss the global challenges mentioned—including how they align with the MDGs—and how UNICEF is addressing them. Ask students if they are aware of other global challenges affecting children, and connect these with the MDGs, as well. Inform students that the MDGs are the framework for much of the action individuals and groups take as global citizens to improve the lives of people around the world.

4. **Explore how ordinary people can make a difference (15 minutes):** Introduce the phrase "Think global, act local" and ask if students have heard it before. Ask if ordinary people can really make a difference on a global level by taking action in their local communities. After some discussion, share examples of ordinary people making a difference. Choose one or more of the following and either read together as a whole class or have small groups read and discuss.
 - A Houston mother and UNICEF supporter talks about her kids' attitudes and behaviors as global citizens: <http://bit.ly/XxGylb>
 - UNICEF volunteers participate in the Live Below the Line challenge, building solidarity with those living in extreme poverty and raising over \$29,000 in donations: <http://bit.ly/U0WC79>
 - A U.S. Fund for UNICEF Global Citizenship Fellow educates and inspires eighth graders about taking action: <http://bit.ly/XvF3YW>
 - A U.S. Fund for UNICEF Global Citizenship Fellow facilitates a session at the 2012 Girls' World Forum where Girl Scouts and Girl Guides from around the world propose solutions to the challenges embodied in MDGs 1, 3, and 7: <http://bit.ly/WOv6se>

After discussing, reiterate that one person can make a difference and that global change can start with local action.

5. **Decide as a class on an MDG to focus on (10 minutes):** Tell students that as a class they will be focusing on an issue that concerns them and that they want to address through local action. Facilitate discussion and selection of one of the MDGs for further research and action.

Close by having students reflect on the significance of what they have learned so far during this lesson. If you have taught previous lessons in this unit, have students take out their RAN strategy charts to add new knowledge (in the "Confirmed" and "Misconceptions" columns) and questions (in the "Wonderings" column).

PART TWO

- 6. Assign students to conduct research on one of the challenges (45 minutes):** In the media center or computer lab, divide the class into small groups and assign each a different research question on the MDG selected in Part One. For example:

- What is the issue at the root of the goal?
- What is the nature of the goal in at least two disparate parts of the world?
- What is the international community currently doing to address the problem?
- What still remains to be done?

Decide and inform the class on how the research will be shared (e.g., informally in class discussion, posters for a “gallery walk,” digitally, presentations), how much class time will be given, and when it will be due.

Suggested websites for the research include:

- UNICEF’s Millennium Development Goals website: <http://www.unicef.org/mdg/index.html>
- United Nations MDGs website: <http://www.un.org/millenniumgoals/>
- UN Cyberschoolbus MDGs website: <http://cyberschoolbus.un.org/mdgs/index.html>
- UN Millennium Campaign: <http://www.endpoverty2015.org/>
- UNICEF information by country: <http://www.unicef.org/infobycountry/index.html>
- (For advanced students) UN Millennium Development Goals Indicators: Country and Regional Progress Snapshots: <http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Data/snapshots.htm>

NOTE: The TeachUNICEF page on the MDGs (<http://teachunicef.org/explore/topic/millennium-development-goals>) contains lessons, videos, and readings that may be useful to you and your students to learn more on this topic.

PART THREE

- 7. Prepare students for their own local action plans for affecting global change (20–30 minutes):** Tell the class that after their research on the global challenge under investigation, they are now ready to devise a local action plan to address that challenge. Have students sit with their research groups and pose the following questions:

- a. What is already being done to address the issue in our community?
- b. What can we do at home, at school, or in the broader community to provide further assistance?
- c. What difficulties might arise? How can we prevent or deal with these difficulties?
- d. How will we know whether our actions have been effective?

Have students discuss these questions with their partners and sketch out their answers. If you have Internet access, you may wish to have the students browse the projects on RandomKid (<http://www.randomkid.org>) or other similar websites to find examples of youth action movements in their area of interest or a similar one.

- 8. Facilitate sharing of ideas and development of action plans (20 minutes in class + ongoing time to design/implement plans):** Have groups share their best ideas with the whole class and help them to consolidate their thinking into a single idea that is achievable. Distribute and review Handout 9, “Start Planning!” and work with the class to design an action plan that can be implemented over time, using the following guidelines:
 - Assign specific tasks to individuals or teams.
 - Break down tasks into smaller steps; establish timeline with deadlines for implementation.
 - Have teams check in periodically to report on progress.
 - At the end of the project, evaluate the learning via an appropriate writing assignment or other creative endeavor (e.g., blog, wiki, podcast, social network like Ning, or asynchronous collaboration platform like VoiceThread).
 - What did students learn? (Explore their understanding of the unit’s Enduring Understanding and Essential Questions; involve the RAN strategy charts.)
 - How and why did students’ ideas change?
 - What did this study mean for students as learners?
 - Celebrate the students’ initiation as global citizens.

NOTE: The planning tips in Handout 9 come from a larger UN document called *Only With Your Voice: Millennium Development Goals Youth Action Guide* (http://www.un.org/Pubs/CyberSchoolBus/mdgs/EN_ACTION_GUIDE.pdf), which contains many excellent resources for youth and educators from a project’s start to finish. You may also wish to search online for other websites and organizations that can help with project design and implementation. The aforementioned RandomKid (<http://www.randomkid.org>) is one such site. It allows users to select an issue that concerns them; gives them options for choosing an organization that works in that area, or beginning their own effort/organization; and provides resources and assistance to help them make their goal happen.

Glossary

All definitions from Merriam-Webster online at www.Merriam-Webster.com, unless otherwise noted. Used with permission. Use your professional judgment before sharing definitions with students verbatim.

Charter (e.g., the United Nations Charter): A particularly formal and solemn legal document, such as the treaty creating an international organization.⁷

Citizenship: Membership in country or other political unit, which comes with full rights and responsibilities under the law. (© iCivics, Inc., 2011)

Convention on the Rights of the Child: Document adopted by the UN in 1989 that set out the special rights of children.⁸

Global citizen: Someone who understands interconnectedness, respects and values diversity, has the ability to challenge injustice, and takes action in personally meaningful ways. (© U.S. Fund for UNICEF, 2011)

Human development: The process of enlarging people's choices about how to lead a long and healthy life, acquire knowledge, and have access to the resources needed for a decent standard of living.⁹

International law: A body of rules that control or affect the rights of nations in their relations with each other.

Millennium Development Goals (MDGs): Year 2000 blueprint by world leaders for measurable improvements in the most critical areas of human development by the year 2015. (© U.S. Fund for UNICEF, 2011)

Multilateral: Involving or participated in by more than two nations or parties.

Sustainable development: Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.¹⁰

UNICEF (United Nations Children's Fund): Organization that works in more than 190 countries and territories to save and improve children's lives by providing healthcare and immunizations, clean water and sanitation, nutrition, education, emergency relief, and more.¹¹

Universal Declaration of Human Rights: Document adopted by the United Nations in 1948, the first of its kind to set forth human rights and fundamental freedoms in detail.¹²

7 Adapted from "Definitions," *United Nations Treaty Collection*, accessed March 15, 2013, http://treaties.un.org/Pages/Overview.aspx?path=overview/definition/page1_en.xml.

8 "The Convention on the Rights of the Child," U.S. Fund for UNICEF, accessed February 25, 2013, <http://www.unicefusa.org/campaigns/public-policy-advocacy/the-convention-on-the-rights.html>.

9 Adapted from *UN Data*, s.v. "human development," accessed February 25, 2013, <http://data.un.org/Glossary.aspx>.

10 Adapted from *UN Data*, s.v. "sustainable development," accessed February 25, 2013, <http://data.un.org/Glossary.aspx>.

11 "About Us," U.S. Fund for UNICEF, accessed February 25, 2013, <http://www.unicefusa.org/about/>.

12 United Nations Department of Public Information, "About the Universal Declaration of Human Rights," United Nations, accessed February 25, 2013, <http://www.un.org/rights/50/carta.htm>.

Handout 1: Global Citizenship for a Global World

DIRECTIONS: Read the following excerpts from some primary source material that forms the basis for the concept of global citizenship. Answer the questions that follow.

1. The preamble of the United Nations Charter (1945)

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and
to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and
to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS

to practice tolerance and live together in peace with one another as good neighbors, and
to unite our strength to maintain international peace and security, and
to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and
to employ international machinery for the promotion of the economic and social advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS.

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

ANSWER:

- a. Look at the opening words: "We the peoples of the United Nations ..." Why is that phrasing significant?
- b. In your own words, summarize what "We the peoples of the United Nations" are "determined" to do.
- c. Review the "And for these ends" section. In your own words, summarize the desired outcome of the creation of the United Nations.

2. International law on human rights

The Universal Declaration of Human Rights (1948)

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

The Convention on the Rights of the Child (1989)

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

ANSWER:

- a. Use the language from the two documents above to explain this statement: Whatever country an adult or child is in, he or she is entitled to basic human rights.
- b. What "distinctions" are listed in the Universal Declaration of Human Rights (UDHR) that are not listed in the Convention on the Rights of the Child (CRC)? Are there any that are listed in the CRC that are not listed in the UDHR? Do you think these differences matter much? Why, or why not?

Handout 2: Global Citizenship Quotes

Make one copy of this handout for each small group. Cut the quotes apart and combine each set in an envelope or with a paper clip.

NOTE: Quotes are from the video on global citizenship from the Global Poverty Project at <http://teachunicef.org/explore/media/watch/global-citizenship>.



To me, being a global citizen means understanding that everything's connected.

Making decisions based on the good of everyone, not just ourselves.

Loving people is the best way for you to be a global citizen.

If we know that we belong to the same humanity, then we are brothers. Everywhere is my country.

Depending on where a child is born, the access to basic human rights is so different.

We can't limit our concern to national boundaries.

We live in a world that is inescapably connected. What we do in one place affects someone on the other side of the world.

Ending extreme poverty ... I think that it is possible. Everything that has a beginning has an end.

What we do does really make a difference to other people.

Each person must have something to contribute to make the world a better place.

[The world we want] protects and sustains the environment.

[The world we want] is about equality, ... about access, ... about justice, ... about freedom.

[The world we want] is about health.

We should have a world by now where every child is born with the same rights to life.

The world we want and the world we're envisioning, is the world we're gonna make, and it's gonna be beautiful.

Handout 3: Citizenship: U.S. and Global

Citizenship: Membership in a country or other political unit, which comes with full rights and responsibilities under the law (© iCivics, Inc., 2011)

Most people equate citizenship with nationality, but are there other forms of citizenship? Is it possible to be a global citizen? Can national and global citizenship coexist? In this WebQuest you will explore the meaning of these different forms of citizenship and the relationship between them. Specifically, you will determine ...

How compatible or incompatible is global citizenship with U.S. citizenship?

To reach your conclusions, you will be gathering evidence from the Internet in response to the following questions:

- How did we get to the idea of U.S. citizenship that we have today?
- How do people become U.S. citizens and express their U.S. citizenship?
- How did we get to the idea of global citizenship that we have today?
- How do people become global citizens and express their global citizenship?
- What is the relationship between U.S. citizenship and global citizenship?

Use the graphic organizer provided to record your answers, except where instructed to write out longer answers on a separate sheet.

Let the quest begin!

1. Consider someone who is not a U.S. citizen, but is thinking about becoming one. Why might this person want to be a U.S. citizen? Visit U.S. Citizenship and Immigration Services, "Should I Consider U.S. Citizenship?" at <http://1.usa.gov/16LF9nm> and examine those aspects of being a U.S. citizen. Which seem the most important to you? Write down your top two, with a few thoughts explaining your choices.
2. You're now going to examine how the notion of being a citizen of the United States evolved, starting in the 18th century. Go to the "U.S. Voting Rights Timeline" at <http://www.kqed.org/assets/pdf/education/digitalmedia/us-voting-rights-timeline.pdf> and answer the following questions.
 - a. Describe limits to naturalization (or the process of becoming a citizen) and voting around the founding of the United States (i.e., up to 1790).
 - b. Between 1848 and 1856, whose citizenship rights were broadened? Who was still fighting for citizenship rights?

- c. Determine the sequence in which all members of the following groups achieved citizenship: African Americans, Asian Americans, and Native Americans. Include the year for each group.
 - d. Since the years in “c” above, do the events in the timeline reflect changes in citizenship requirements or voting requirements? Why do you think this is?
- 3.** Now that you know something about U.S. citizenship, it’s time to investigate how one becomes a U.S. citizen. The Fourteenth Amendment of the Constitution tells us that each individual who is born in the U.S. or naturalized in the U.S. is a citizen of the U.S. and his or her state. *Born* is fairly straightforward. *Naturalization* had to be defined by law. Go to <http://www.uscis.gov/USCIS/files/M-1051.pdf> and look over the U.S. Citizenship and Immigration Services document, “10 Steps to Naturalization: Understanding the Process of Becoming a U.S. Citizen.” While the process is long and complex, the naturalization ceremony is very simple. It just involves taking the Oath of Allegiance, which you should check out now. Download the PDF at <http://cdn.icivics.org/sites/default/files/uploads/Just%20the%20Facts.pdf>, and look at page 5. In your own words, answer the following:
- a. What must a candidate for citizenship declare about former allegiances?
 - b. What is the only allegiance the candidate will now have?
 - c. Name some of the responsibilities of citizenship in the oath. What theme do they revolve around?
- 4.** So what do U.S. citizens do with their citizenship?
- a. Access the lesson called “How Can Citizens Participate?” at http://www.civiced.org/index.php?page=wtp_ms28_sb. In the section entitled “Ways Citizens Can Participate,” find at least one way that fits in each of the following categories:
 - i. Actions that affect elections
 - ii. Actions that affect laws
 - iii. Helping the government or country run
 - b. To what extent do you think U.S. citizens actually do these things?
(If you have time later, look at the results of the survey entitled “The Current State of Civic Engagement in America” at <http://pewinternet.org/Reports/2009/15--The-Internet-and-Civic-Engagement/2--The-Current-State-of-Civic-Engagement-in-America/2--Participation.aspx>. Were your predictions correct? What are U.S. citizens doing a lot of, and what are they doing little of? Why do you think that is?)
- 5.** Now let’s shift to global citizenship and investigate how this concept came about. Click on the URL for each of the following documents and answer the questions posed here.
- a. **Magna Carta:** <http://www.crf-usa.org/foundations-of-our-constitution/magna-carta.html>
The Magna Carta is a charter of liberties to which the English barons forced King John to give his assent in June 1215 at Runnymede¹³ (“give assent to” means “agree to”). Though it was

¹³ Merriam-Webster.com, s.v. “Magna Carta,” accessed January 27, 2013, <http://www.merriam-webster.com/dictionary/magna%20carta>.

written mainly to demand that the king not violate the rights and privileges of his nobles, it had a much greater impact on the development of democratic government in England and around the world.

Read the three paragraphs beginning at “For free people today” **In your own words, describe the meaning and importance of Chapter 39.**

- b. **Declaration of Independence:** http://www.archives.gov/exhibits/charters/declaration_transcript.html

The colonists wrote the Declaration of Independence to explain to the world their reasons for ending their political ties with Great Britain. To make their case, they stated certain “truths” that they felt were being violated.

- i. Read the first line of the second paragraph, from “We hold these truths to be self-evident” to “consent of the governed.” In your own words, describe the “truths” named in the Declaration.
- ii. Now read from the beginning to “consent of the governed.” What is the evidence that these truths are universal, or that they automatically apply to all people?

6. You learned about how U.S. citizens express their citizenship. What about global citizens? The Kosmos Journal lists 10 behaviors of global citizens. Read them all at <http://www.kosmosjournal.org/articles/10-steps-to-becoming-a-global-citizen> and write the three you find most interesting here.

How do they compare with the way that U.S. citizens participate (see #4 for a reminder)?

7. Did you notice that the above link is entitled “10 Steps to Becoming a Global Citizen?” The document in #3 also involved 10 steps, but to becoming a U.S. citizen. It’s clear that the path to global citizenship is a lot less formal than the requirements for U.S. citizenship. How is this informality a strength of global citizenship? How is it a weakness?
8. Now examine what you wrote on your graphic organizer. How does it help you compare global and U.S. citizenship? Use colored pens or pencils to make the pertinent information stand out.
- a. Identify the parts of global and U.S. citizenship that are similar. Underline each pair in blue, and label members of each pair with the same number, starting with 1. Extra challenge: If you determine that the elements of one type of citizenship enhance or strengthen those of the other type, put a star next to the one that enhances or strengthens the other, and write a short statement explaining how next to it.
 - b. Identify the parts of global and U.S. citizenship that stand in contrast to, or conflict with, each other. Underline each pair in red, and label members of each pair with the same number, starting with 1.

Now study your marked-up graphic organizer. Drawing on evidence from your responses, can you answer the WebQuest challenge: How compatible or incompatible is global citizenship with U.S. citizenship? You may be asked to write a brief paragraph explaining your thoughts.

Citizenship: U.S. and Global Graphic Organizer

DIRECTIONS: Use this worksheet to organize the most important information you collect from the WebQuest. Where noted, add your longer responses on the back or on another sheet of paper.

U.S. Citizenship

<p>1. A U.S. citizen has the ability to ...</p> <ul style="list-style-type: none"> • _____ _____ _____ _____ _____ _____ _____ _____ <p>(On the back, write why you chose to include these.)</p>	<p>2. U.S. citizenship through history: A progression of increased _____ rights, especially since the mid-20th century.</p> <p>(Answer a-d on the back.)</p>	<p>3. Naturalization: Becoming a U.S. citizen</p> <p>a-b. Declaring allegiance not to _____ but only to _____</p> <p>c. Accepting responsibilities of:</p> <ul style="list-style-type: none"> • _____ • _____ • _____ <p>... that revolve around the theme of _____.</p>	<p>4. U.S. citizenship in practice</p> <p>a. Citizens participate by:</p> <ul style="list-style-type: none"> i. _____ _____ ii. _____ _____ iii. _____ _____ <p>(Answer 4b on the back.)</p>
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Global Citizenship

<p>5. Sources</p> <p>a. Magna Carta: Gave rise to the idea that any ruler, just like everyone else, _____.</p> <p>_____.</p> <p>b. Declaration of Independence</p> <p>i. These truths:</p> <ul style="list-style-type: none"> • _____ • _____ • _____ <p>... are universal.</p> <p>(Answer b. ii. on the back.)</p>	<p>6. Behaviors of global citizens:</p> <ul style="list-style-type: none"> • _____ _____ • _____ _____ • _____ _____ <p>(On the back, explain how they compare to ways U.S. citizens participate.)</p>
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7. Global citizenship is much more informal than U.S. citizenship. (Answer the questions for #7 on the back.)

WebQuest Answer Key

1. Aspects of being a U.S. citizen (<http://1.usa.gov/16LF9nm>): Citizens have the ability to (students will write down three):
 - **Vote:** Only citizens can vote in federal elections. Most states also restrict the right to vote, in most elections, to U.S. citizens.
 - **Serve on a jury:** Only U.S. citizens can serve on a federal jury. Most states also restrict jury service to U.S. citizens. Serving on a jury is an important responsibility for U.S. citizens.
 - **Travel with a U.S. passport:** A U.S. passport enables you to get assistance from the U.S. government when overseas, if necessary.
 - **Bring family members to the U.S.:** U.S. citizens generally get priority when petitioning to bring family members permanently to this country.
 - **Obtain citizenship for children under 18 years of age:** In most cases, a child born abroad to a U.S. citizen is automatically a U.S. citizen.
 - **Apply for federal jobs:** Certain jobs with government agencies require U.S. citizenship.
 - **Become an elected official:** Only citizens can run for federal office (U.S. Senate or House of Representatives) and for most state and local offices.
 - **Keep your residency:** A U.S. citizen's right to remain in the United States cannot be taken away.
 - **Become eligible for federal grants and scholarships:** Many financial aid grants, including college scholarships and funds given by the government for specific purposes, are available only to U.S. citizens.
 - **Obtain government benefits:** Some government benefits are available only to U.S. citizens.
2. U.S. Voting Rights Timeline (<http://www.kqed.org/assets/pdf/education/digitalmedia/us-voting-rights-timeline.pdf>)
 - a. Limits on naturalization: The 1790 Naturalization Law stipulated that only "free white" immigrants can become naturalized citizens. Limits on voting: With no federal voting standard in the new U.S. Constitution, the pre-Revolution restrictions of voting to white male landowners by the colonies were largely preserved.
 - b. Between 1848 and 1856, the citizenship rights of white men were broadened. Mexicans living in the territories acquired in the Mexican-American War were also granted U.S. citizenship. Native Americans and African Americans were still being denied citizenship rights in general, and women were fighting for the right to vote.
 - c. Years in which citizenship was achieved:
 - All African Americans: 1868 (14th Amendment)
 - All Native Americans: 1924 (Indian Citizenship Act)
 - All Asian Americans: 1952 (McCarran-Walter Act)

- d. Since 1952, the events in the timeline reflect changes in voting requirements, as opposed to citizenship requirements. Explanations may include the following:
- All groups previously unfairly denied their citizenship now won that privilege.
 - Voting was seen as the most important element of citizenship, especially in a democracy.
 - There wasn't enough national interest in changing the citizenship requirements of other groups, like undocumented immigrants.
3. How one becomes a U.S. citizen (from the Oath of Allegiance at http://cdn.icivics.org/sites/default/files/uploads/Citizenship Just the Facts_0.pdf)
- a. A candidate for citizenship declares that he or she renounces and abjures (rejects) former allegiances.
 - b. The only allegiance the candidate will now have is to the Constitution and laws of the U.S.
 - c. Responsibilities of citizenship—largely revolve around the theme of national service:
 - Support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic
 - Bear arms on behalf of the United States when required by the law
 - Perform noncombatant service in the Armed Forces of the United States when required by the law
 - Perform work of national importance under civilian direction when required by the law
4. What do U.S. citizens do with their citizenship?
- a. Section entitled "Ways Citizens Can Participate" in the lesson called "How Can Citizens Participate?" at http://www.civiced.org/index.php?page=wtp_ms28_sb

	i. Actions that affect elections	ii. Actions that affect laws	iii. Helping the government or country run
Looking for information in newspapers, magazines, and reference materials and judging its accuracy	X	X	
Voting in local, state, and national elections	X		
Participating in a political discussion	X	X	
Trying to persuade someone to vote a certain way	X		
Signing a petition	X	X	X
Wearing a button or putting a sticker on the car	X		
Writing letters to elected representatives		X	X
Contributing money to a party or candidate	X	Debatable	Debatable
Attending meetings to gain information, discuss issues, or lend support	X	X	X
Campaigning for a candidate	X	Debatable	Debatable

	i. Actions that affect elections	ii. Actions that affect laws	iii. Helping the government or country run
Lobbying for laws that are of special interest		X	
Demonstrating through marches, boycotts, sit-ins, or other forms of protest		X	X
Serving as a juror			X
Running for public office	X		X
Holding public office	X	X	X
Serving the country through military or other service			X
Disobeying laws and taking the consequences to demonstrate that a law or policy is unjust		X	X

- b. To what extent do you think U.S. citizens actually do these things? Answers will vary. If students opt to examine “The Current State of Civic Engagement in America” (at <http://pewinternet.org/Reports/2009/15--The-Internet-and-Civic-Engagement/2--The-Current-State-of-Civic-Engagement-in-America/2--Participation.aspx>), you may wish to discuss the first table, “Civic and Political Involvement in America.”
5. Origins of global citizenship
- a. Magna Carta (<http://www.crf-usa.org/foundations-of-our-constitution/magna-carta.html>): The original purpose of Article 39 was to prevent King John from personally ordering the arrest and punishment of a free man without lawful judgment. The real significance of the Magna Carta, because of Article 39, was that a ruler, just like everyone else, is subject to the rule of law.
- b. Declaration of Independence (http://www.archives.gov/exhibits/charters/declaration_transcript.html)
- i. The “truths” named in the first line of the second paragraph, from “We hold these truths to be self-evident” to “consent of the governed” (students will paraphrase)
 - “All men are created equal”
 - “They are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness”
 - “To secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed”
 - ii. Evidence that these truths are universal (students will read from the beginning to “consent of the governed”)
 - The colonists were explaining their actions to all of mankind; perhaps they felt they were acting on behalf of all of mankind.
 - They are citing “the Laws of Nature and of Nature’s God” as their authority.

- They say “all men are created equal” and that the rights with which they are endowed are “unalienable.”
- 6.** Ten behaviors of global citizens (<http://www.kosmosjournal.org/articles/10-steps-to-becoming-a-global-citizen>): Students will write the three they find most interesting.
1. Recognize the global part of who you are.
 2. Expand your definition of community.
 3. Discover the values of the world community.
 4. Become aware of global policies and programs.
 5. Engage with the organizations that are trying to govern the world. (NOTE: Read carefully to see that the author is not endorsing world government but is instead acknowledging that many different organizations—international agencies, international professional organizations, and transnational corporations—all have a part in making policies shaping our world community.)
 6. Participate in an advocacy effort for global change.
 7. Help ensure your country’s foreign policy promotes global values.
 8. Participate in organizations working to build world community.
 9. Nurture a lifestyle that promotes sustainable global development.
 10. Support world art, music, and culture.
- 7.** The strengths and weaknesses of the informality of global citizenship: Answers will vary.
- Strengths may include:
 - It is open to everyone without requiring official recognition.
 - There is no need to lessen one’s allegiance to one’s country to be a global citizen.
 - It allows easy collaboration across borders to affect positive social change.
 - Weaknesses may include:
 - It lacks the defined benefits of national citizenship and is thus less appealing for people to aspire to.
 - It has no standing when acting to improve conditions in a country other than one’s own.
 - Many will say it doesn’t exist in the first place because there’s no world government.

Handout 4: Americans, Yes, but World Citizens, Too¹⁴

by Daniel Terris

WALTHAM, Mass. — “Throughout my public career,” President Lyndon B. Johnson once said, “I have followed the personal philosophy that I am a free man, an American, a public servant and a member of my party, in that order always and only.”

In the wake of the Sept. 11 tragedies, Americans have shown their patriotic colors. But, as Johnson made clear, patriotism does not require us always to put our national identity first when considering the various roles we play in the world. Our commitment to country is always stronger when it complements and builds upon other commitments. In the 21st century, we should expand Johnson’s list to include our role as citizens of the world.

Americans, after all, are not only Americans. We also belong to a global community.

Americans tend to shy away from thinking of themselves as global citizens. For all our bravado, we are insecure about the depth and the power of our national identity. We worry that something essential to the American character will be lost if we dilute our national feeling with too much commitment to the international.

Global citizenship and patriotism need not compete. Indeed, the one is bound to enrich the other. If we think deeply about the United States and its place in the world, we are bound to think more creatively and more deeply about which aspects of our country matter most to us.

Here are four ways in which we might begin.

First, we can recognize that the sense of suffering, grief and fear we’ve felt so intensely in recent weeks is not uncommon around the globe. Violence on a catastrophic scale is a new experience for most Americans alive today, but it is all too familiar to many people around the world. We miss a vital opportunity for establishing strong bonds across oceans when we neglect to think of our losses as a part of a larger contemporary human tragedy.

Second, we might extend this sense of connection with the fears and passions of others by toning down the constant—and very public—celebration of our national destiny and greatness. It was natural for us to react in the immediate aftermath of tragedy with the swollen rhetoric of injured pride: Our enemies attacked us because we are so strong and so good, we will triumph because no national spirit matches our own, and other similar sentiments.

The time has come to scale back our self-righteousness. Our enemies never bought our assertions of American greatness. Our friends, however, even our closest allies, are beginning to resent our self-importance. Efforts to build a global coalition are bound to be more fruitful if we approach potential partners, not as a swaggering savior, but as fellow citizens of a world in peril.

¹⁴ Daniel Terris, “Americans, Yes, but World Citizens, Too,” *Los Angeles Times*, October 21, 2001, accessed February 11, 2013, <http://articles.latimes.com/2001/oct/21/opinion/op-59738>. Used with permission by the author.

Third, thinking of ourselves as global citizens can dissuade us from making the glib assumption, underlying one leading edge of patriotic fervor, that “American values” represent the pinnacle of political and cultural ideals. I agree with those who believe that freedom and equality have flourished in the United States to a much greater degree than they have in most other parts of the world. But since we argue among ourselves about the meaning, the priority and the implementation of these ideals at home, we should expect and welcome vigorous debates about the goals of human society in an international context. And we should respect the international organizations and institutions that embody those contested universal ideals. International courts have already played a significant role in helping the world come to terms with atrocities in the former Yugoslavia and in Rwanda. Americans have been reluctant to support a strong international justice system, but without one, we now lack a crucial element in the struggle against terrorism.

Fourth, and most important, we must recall the essential duty of any patriot: the task of careful, penetrating national self-criticism. This is not a matter of tolerating dissent, which we already do reasonably well.

I am speaking of something grander than permitting expressions of outrage: I mean to suggest a collective effort to use the perspective of global identity to reflect on our values, our language and our actions. A consistent effort to see ourselves from outside ourselves paves the way for actions that are considered and collaborative.

The patriotism that emerges from this dialogue will not just be about flags and parades. If we take an active role in making and remaking American ideals and aspirations, if we talk candidly about our nation’s weaknesses, as well as its strengths, we will find it easier to persuade our friends abroad to join with us in causes that matter, and we will find it easier to sustain strong national feeling across the widest spectrum of the American public. That patriotism will flourish, because it is not something static, not something that has simply been handed to us. Global commitment will make America stronger, precisely because it will make us humbler.

Handout 5: Why There's No Such Thing as Global Citizenship¹⁵ by Eric Liu

There's plenty to be said for international cooperation. But if you really want to change the world, first be a good American.

Are we citizens of the world?

In recent years, an unlikely collection of lefty environmentalists, Internet libertarians, multicultural educators, and voracious capitalists has coalesced around the idea that nations don't really matter anymore — that all we need is state-free citizenship of the globe. It's a powerful vision. It has in its favor much evidence and many trends. And it is a mirage.

To be sure, technology and economic globalization have made nations weaker and borders less meaningful. Mega-problems like climate change and financial panics know no boundaries. More than ever, we need to understand the deep interconnectedness of economic, political, and cultural life on the planet. And as Tim O'Reilly notes, the Internet is indeed birthing something like a global brain.

But what we call "global citizenship" is usually one of three things, none of which is quite global citizenship. The first is an ethic of consciousness about the worldwide impact of our actions, and the worldwide forces shaping our actions. This is what educators and environmental activists mean when they talk about being good global citizens. Reduce your carbon footprint. Recognize your shared responsibility for conditions in other countries. Learn about the cultures and histories of those countries.

This version of global citizenship, baked into the mission statements of many colleges and philanthropies, is worthy and necessary. It is certainly global. But it is not citizenship, at least not in the sense of participation in a sovereign political community. It's more a general template for mutuality and pro-social behavior, using citizenship as a metaphor.

A second notion of global citizenship, heard among the tech-minded and among fans of multilateral diplomacy, does indeed contemplate creating or bolstering institutions that can help govern the people of Earth. Whether the issue is regulation of the Internet or adjudication of territorial disputes, we see more cooperative efforts arising to address sticky issues of transnational governance.

This, too, can be a useful thing. At the same time, it has practical limits. When even the most avid self-described global citizen realizes he can't get or afford health care, he will not turn to the United Nations or the World Health Organization. He will turn to his local or national government to enact and enforce laws that provide that care — that is, if he's lucky enough to live in a part of the planet where the government is stable and effective enough to respond.

The third notion of global citizenship, championed by Fortune 500 CEOs and other winners in the global economy, holds that capital has globalized the economy and corporations have transcended their countries of origin, thus freeing capitalists from the nation-state. As Thomas Friedman puts it,

¹⁵ Eric Liu, "Why There's No Such Thing as Global Citizenship," *The Atlantic*, August 14, 2012, accessed February 13, 2013, <http://www.theatlantic.com/national/archive/2012/08/why-theres-no-such-thing-as-global-citizenship/261128/>. © 2012 The Atlantic Media Co., as first published in The Atlantic Magazine. All rights reserved. Distributed by Tribune Media Services

corporate leaders don't think any more about being from "here" or outsourcing to "there." The world is their game board, and they deploy pieces wherever cost-effective.

This version of global citizenship is mainly a form of self-justification. It allows economic elites to forget that their corporations were made possible by the investments and institutions of actual nations — and to shed responsibility for the health of those nations. It permits them to treat as God-given and fixed, rather than man-made and malleable, an arrangement in which everything is subservient to capital. This isn't citizenship of any kind; it's an excuse to opt out.

So if there's not really a there there when it comes to global citizenship, what are we left with? Networks and nations. Technology now is enabling us to invert the 1960s slogan and to think local, act global. That is, think about how to change our own localities and then, via technology, link up with local changemakers in other places to form a global grid of action. A few years ago, for example, when the U.S. failed to ratify the Kyoto Protocol, Seattle's mayor led a network of mayors from hundreds of cities across the planet to reduce their greenhouse gases. This kind of networked localism is only going to increase.

But in the end, nation-states and national citizenship still matter most because they remain the most workable vehicles for collective, large-scale problem-solving. If humanity averts climate catastrophe, it will be because states like China, India, and the U.S. each get their act together — and then act together. And while the Internet fueled the Arab Spring, it has not enabled the citizens of what is still called Egypt to govern themselves. The story after the Spring, like it or not, is being written within the framework of national governments.

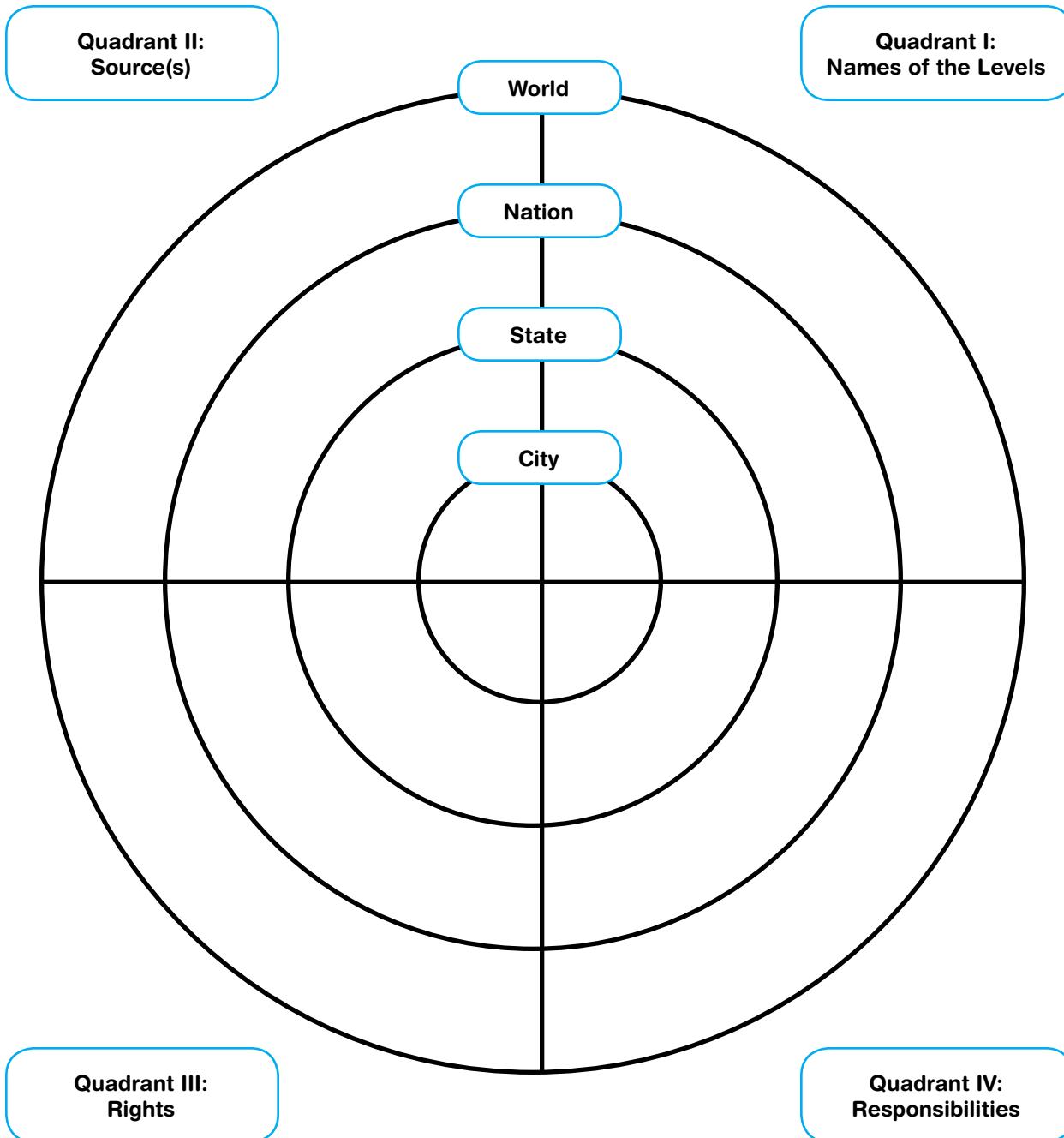
Nations matter for a deeper reason too. They give form to the human need both to belong and to exclude. We are hardwired for tribe, and tribe means some are in and some are out. At the opening and closing of each Olympiad, when the five-ring flag is raised or lowered and the Olympic anthem is played, no one cries. No one (not even Morgan Freeman) says "Go World." And no one ever will, at least until we begin competing against athletes from other planets.

This is why, among nations, the United States matters uniquely. The U.S. by design has the most capacious form of tribe possible, based on a universal civic creed rather than blood or soil or deity. Yes, we regularly fail to live up to that creed. But there it stands, challenging us to do better and compelling people from around the world to come here. That makes America the planet's petri dish for new combinations of genes and memes and ways of life.

Citizenship of the United States is also the closest humanity has yet gotten to an actionable version of global citizenship. The U.N. Declaration of Human Rights may be more expansive than the Fourteenth Amendment to the U.S. Constitution, but only the latter comes with effective power of enforcement. "Equal protection under law" is a killer app with viral potential.

That's why Americans today — especially if their concerns are global — need to engage more fully in the civic life of this country and to see themselves as citizens of the United States, with all the responsibilities and powers that status entails. Want to be a citizen of the world? Help America be all it can be. There's nothing more cosmopolitan than a true American patriot.

Handout 6: Global Citizen Me



Handout 7: United Nations Millennium Declaration: Excerpt on Fundamental Values¹⁶

We consider certain fundamental values to be essential to international relations in the twenty-first century. These include:

- **Freedom.** Men and women have the right to live their lives and raise their children in dignity, free from hunger and from the fear of violence, oppression or injustice. Democratic and participatory governance based on the will of the people best assures these rights.
- **Equality.** No individual and no nation must be denied the opportunity to benefit from development. The equal rights and opportunities of women and men must be assured.
- **Solidarity.** Global challenges must be managed in a way that distributes the costs and burdens fairly in accordance with basic principles of equity and social justice. Those who suffer, or who benefit least, deserve help from those who benefit most.
- **Tolerance.** Human beings must respect each other, in all their diversity of belief, culture and language. Differences within and between societies should be neither feared nor repressed, but cherished as a precious asset of humanity. A Culture of Peace and Dialogue among all civilizations should be actively promoted.
- **Respect for nature.** Prudence must be shown in the management of all living species and natural resources, in accordance with the precepts of sustainable development. Only in this way can the immeasurable riches provided to us by nature be preserved and passed on to our descendants. The current unsustainable patterns of production and consumption must be changed, in the interest of our future welfare and that of our descendants.
- **Shared responsibility.** Responsibility for managing worldwide economic and social development, as well as threats to international peace and security, must be shared among the nations of the world and should be exercised multilaterally. As the most universal and most representative organization in the world, the United Nations must play the central role.

¹⁶ United Nations General Assembly, Resolution 55/2, "United Nations Millennium Declaration," September 8, 2000, <http://www.un.org/millennium/declaration/ares552e.htm>.

Handout 8: Universal Declaration of Human Rights (Plain Language Version)¹⁷

1 When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.

2 Everyone can claim the following rights, despite

- a different sex
- a different skin colour
- speaking a different language
- thinking different things
- believing in another religion
- owning more or less
- being born in another social group
- coming from another country

It also makes no difference whether the country you live in is independent or not.

3 You have the right to live, and to live in freedom and safety.

4 Nobody has the right to treat you as his or her slave and you should not make anyone your slave.

5 Nobody has the right to torture you.

6 You should be legally protected in the same way everywhere, and like everyone else.

7 The law is the same for everyone; it should be applied in the same way to all.

8 You should be able to ask for legal help when the rights your country grants you are not respected.

9 Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.

10 If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.

11 You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.

¹⁷ United Nations Cyberschoolbus, "Universal Declaration of Human Rights, Plain Language Version," United Nations, accessed February 10, 2013, <http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp>.

- 12** You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.
- 13** You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.
- 14** If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.
- 15** You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.
- 16** As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your religion should be impediments. Men and women have the same rights when they are married and also when they are separated.
Nobody should force a person to marry.
The government of your country should protect you and the members of your family.
- 17** You have the right to own things and nobody has the right to take these from you without a good reason.
- 18** You have the right to profess your religion freely, to change it, and to practice it either on your own or with other people.
- 19** You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also—with people from any other country.
- 20** You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.
- 21** You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.
- 22** The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all the men and women in your country.
- 23** You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.

- 24** Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.
- 25** You have the right to have whatever you need so that you and your family: do not fall ill or go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. Mothers and their children are entitled to special care. All children have the same rights to be protected, whether or not their mother was married when they were born.
- 26** You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.
- 27** You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.
- 28** So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.
- 29** You have duties towards the community within which your personality can only fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.
- 30** In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.

Handout 9: Start Planning!¹⁸

When you have found an issue that you care about, it is time to start figuring out how you can take action. Any successful campaign starts with good planning.

1 | IDENTIFY THE PROBLEM

What problem needs to be fixed? Think about the MDGs and what you can do to help achieve them.

2 | SET YOUR OBJECTIVES

Before you really get going, you need to have a clear idea of what the team's objective is. Getting it down on paper usually helps. A few tips:

- Be clear – make your objective easy to read and understand.
- Be specific – know what you want to achieve to create change.
- Set targets – set short-term goals that support your objective.
- Be reasonable – don't aim too high; make sure you have reasonable targets.

3 | DETERMINE ROLES AND RESPONSIBILITIES

Decide what roles are needed and what responsibilities each team member will have. Also think about creating a clear work plan, and a timeline of activities you'll be doing. Remember, the more you prepare, the better able you'll be to get things done.

4 | DETERMINE YOUR NEEDS

Have a brainstorming session on what kind of tools and supplies you might need (poster paper, markers, T-shirts, computer access, banners, etc.). If you think funds will be needed, get an overview of what costs you might incur. You could start thinking about possible sources to approach for support. Write a realistic budget, but don't let financial needs prevent you from getting started. Remember that volunteering is free, and sometimes all you need are people willing to donate their time.

5 | FUNDRAISING

If your work plan involves fundraising, get started on it. Remember, ask everyone and go everywhere for funding, and plan fundraising events. Potential funding sources are all around: family friends, individuals in the community, garage sales and car washes, family foundations, community foundations, places of worship and church groups, local corporations and businesses, and even government agencies.

¹⁸ Adapted from Millennium Campaign, TakingITGlobal.org, and the Global Action Youth Network, *Only with Your Voice: Millennium Development Goals Youth Action Guide* (New York: The Millennium Campaign), 20-21, accessed February 10, 2013, http://www.un.org/Pubs/CyberSchoolBus/mdgs/EN_ACTION_GUIDE.pdf.

Fundraising tips:

- Be persistent.
- Be professional.
- Have clear, concise materials (brochure, flyer, letter, etc.).
- Tell people what their contribution can achieve.
- Report on how you use the funds.

6 | PROMOTION AND MARKETING

When you promote your events, you might consider contacting the media. However, there are many other ways to promote your activities. It might actually be smart to hold off on media outreach until you have built up some momentum. The media tends to focus on stories that already have some support behind them, or have already achieved measurable results.

HOW CAN YOU PROMOTE YOUR EVENTS?

- Ask friends, family to spread the word.
- Flyers and posters
- Door-to-door visits
- Make public announcements at your school or places of worship.
- Promotional events (concerts, exhibits)
- Websites (blogs)
- Press releases
- Local radio stations

7 | CONTACT THE MEDIA

Once you have something to showcase, reach out to the media and invite them to cover your events or activities. Using the media is a great way to build public awareness about your work. Send press releases to local and national newspapers, TV stations, magazines, and even websites. For example, many campaigns have been successful by creating an Internet “buzz” around a blog.

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