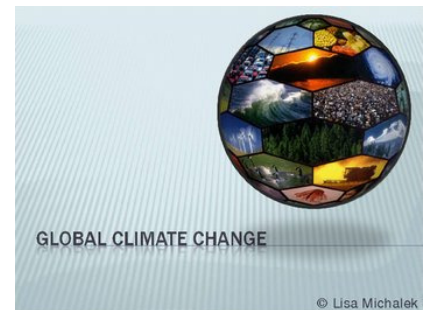


In a world that is ever changing, it is increasingly important for students to understand global issues and how their lives are impacted by such topics. In order to have the necessary background information to succeed with more in depth topic discovery at a later time, students must begin to explore these issues throughout elementary and middle school. The following document is designed to help meet the Michigan Department of Education Grade Level Content Expectations for 6th grade social studies. A project has been designed to aid middle school students in becoming interested in topics of global concern and begin to understand how such topics affect them on a day to day basis. Students are expected to use this document to understand the nature of the project, including necessary requirements and timeline. It is designed with middle school students in mind and has been built around a Star Wars type theme to help promote interest and motivation with the project. Students are also given a project rubric to help guide them throughout the project. This document may be used as a project handout and/or as a document that with which they interact on the computer.

GLOBAL TOPIC INVESTIGATION

NOT SO LONG AGO, IN A GALAXY NOT SO FAR AWAY...



IT IS A PERIOD OF GLOBAL CONCERN. MIDDLE SCHOOL STUDENTS HAVE BEEN CALLED UPON TO HELP UNDERSTAND ISSUES OF GLOBAL AWARENESS AND AID IN LEADING THE WORLD TO A VICTORY. THEY ARE CALLED TO ENTER A BATTLE TO HELP PROTECT THE EARTH AND THE HUMAN RACE FOR GENERATIONS TO COME. HEROES ARE NEEDED TO HELP MAINTAIN AND RESTORE ORDER TO THE GALAXY...

CHALLENGE:

Become an expert in one of the following topics and report back to the mothership in the form of a PowerPoint presentation. The following information has been provided to help you determine which quest is right for you.

Globalization	Investigate the significance of globalization and describe its impact on international economic and political relationships
Migration	Investigate issues arising from international movement of people and the economic, political, and cultural consequences
Global Climate Change	Investigate the impact of global climate change and describe the significance for human/environment interaction
Human Environment Interaction	Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future
Natural disasters	Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government



“Fear is the path to the Dark Side...Fear leads to anger...anger leads to hate...hate leads to suffering...”

- Yoda, *Star Wars Episode 1*

QUEST REQUIREMENTS:

All groups must display analysis of the chosen global topic through a PowerPoint presentation to be shared with the rest of the class.

Presentations must include:

- a clear definition of your topic
- brief overview of the history of your topic
- links to current events articles
- your group's position on the issue
- an action plan – What should people do with the information? How should this affect the ways people live? Why is this topic important?

Bibliography:

- all projects must be accompanied with a bibliography to be outlined on day 6
- groups must use at least 5 sources
 - at least one source should be a primary source
- sources should vary in type (books, articles, websites, etc.)

WARNING:

This project is designed such that at the end you have a greater understanding of our world and a deeper appreciation for the ways that humans interact with each other and their world. The designer of this quest wants you to know that you just may enjoy it.

“Your focus
determines your
reality.”

- Qui-Gon Jinn, *Star Wars*



HOW TO CHOOSE QUEST PARTNERS¹:

This week you will begin a quest to explore global issues. Each of you, in a sense, is a “ship” on this journey. Before you leave the harbor you need to determine what will accompany your “ship” for the next four weeks.

Some of you will make good choices and bring extra “sails” for your ship. These “sails” are good partners you choose to work with. “Sails” are great to have because they represent quality people who will work hard and share the load in a way that really makes your ship faster, more efficient, and more enjoyable.

Others of your will make poor choices and instead of choosing “sails” to bring along, you will carry “anchors.” These “anchors” represent people who oftentimes choose to be one of the following:

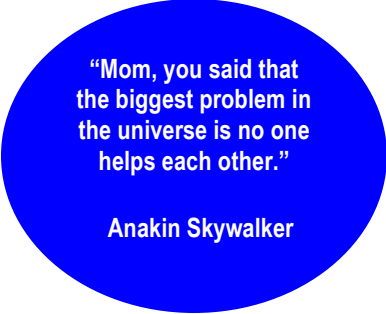
- 1) Lazy and don’t help much
- 2) Comedians who provide a lot of laughs but little effort
- 3) People looking for you to “carry” them through the project

These “anchors” take up room and slow your ship down. In fact, “anchors” can sink your “ship,” and then you will not complete a quality project. Some “anchors” can turn into sails if they are on a quality ship, but that risk is yours to take. You may offend an anchor by leaving him or her behind, but it is oftentimes the best decision to make. Stand firm, mates!

“So I should always avoid “anchors” and gather “sails,” right? Well, there is one more option; you can sail alone. Sometimes a ship’s sails can get tangled and not work very well together. If you decide to sail alone, there is only one sail, and it sails the boat very easily. It is not complicated, and there are few distractions to impede your progress. Students who work alone on your project are accountable only to themselves, so there is no confusion. The project’s success or failure is totally up to the individual. There is no one else to blame! Sailing alone can be very rewarding and is a fine means of travel.

Choosing the right group, or choosing to work individually, is one of the key elements of managing a quality project. It is one of the first decisions you must make, and it is certainly one of the biggest. You will be able to choose your group, but in the end you “sail” or “sink” together. Once you sign the project proposal sheet and leave the harbor, all your “sails” or “anchors” will be on board for the entire journey – and you cannot “throw them over the side” once you are underway. Bottom line: there will be no switching groups – period – after Day 4.

May the force be with you!



“Mom, you said that the biggest problem in the universe is no one helps each other.”

Anakin Skywalker

¹Adapted from Minnesota History Day “Ship-on-the Sea Analogy”

TIMELINE:

Day 1:	Introduction to quest Determination of quest partners
Days 2-3:	Reading Days
Day 4:	Quest Proposal due
Days 5-6:	Reading Days
Day 7:	Check in 1
Days 8-10:	Reading Days
Day 11:	Check in 2 Discussion meeting with quest leader
Days 12-14:	Begin PowerPoint presentations
Day 15:	Check in 3
Day 16-17:	Continue PowerPoint Presentations
Day 18:	Bibliography due
Days 19-20:	Final touches on presentations and preparation for oral presentation
Day 21:	PowerPoint Presentation due
Day 22-28:	In class presentations

RESOURCES TO HELP GET YOU STARTED ON YOUR QUEST:

Global Climate Change:

<http://www.climate.nasa.gov>

<http://www.epa.gov/climatechange>

Natural Disasters:

<http://environment.nationalgeographic.com/natural-disasters/>

<http://www.fema.gov/kids/dizarea.htm>

Globalization:

<http://www.globalization.org>

Human/Environment Interaction:

<https://www.msu.edu/~murphyd9/ihumenv.htm>

Human Migration:

<http://www.nationalgeographic.com/xpeditions/lessons/09/g68/migrationguidestudent.pdf>



QUEST PROPOSAL

NAME: Luke Skywalker

GLOBAL TOPIC: Natural Disasters

PARTNERS: Han Solo, Princess Leia, Obi-Wan Kenobi

I hereby understand that failure to complete all necessary parts of the quest will result in a loss of total rewards earned through the quest.

SIGNATURE: *L. Skywalker*

QUEST LEADER: *Yoda*

THE SUCCESS OF YOUR QUEST IS DEPENDENT UPON THE FOLLOWING:

Accuracy of Information <ul style="list-style-type: none">• Information provided by the group is clear, precise, and accurate.• Action plan shows analysis and application of the topic.	25 pts.
Effective use of PowerPoint <ul style="list-style-type: none">• Presentation is easy to follow• Colors, fonts, etc. enhance the final product	25 pts.
Presentation <ul style="list-style-type: none">• Presentation is well rehearsed.• All group members participate in the presentation.	25 pts.
Bibliography <ul style="list-style-type: none">• Bibliography follows the format provided by the quest leader• Bibliography includes the required sources.	10 pts.
Teamwork <ul style="list-style-type: none">• All team members participate in each step of the project.• Group members work to solve conflicts independently and seek adult help when needed.	15 pts.
Total	100 pts.

“Always in motion is the future.”

- Yoda, Star Wars Episode V