



Twelve Gardens of Stewardship

Online Curriculum Example from 'Learning to Give'

Gardens of Technology and the Mind

Lesson: 'What's the Difference?'

(Grade level 6-8)

Purpose:

Using computers, internet and electronic resources, students will examine lifestyles of people in selected countries and compare their findings to American lifestyles. The teacher may opt to have students give particular focus to the role of technology in helping to spread the message of and to implement global social justice, in conjunction with Catholic social teaching.

Duration:

Two or Three Sixty-Minute Class Periods

Objectives:

The learner will:

- Apply internet research and specific research guidelines to compare and contrast the living conditions in a selected country with the conditions in the United States.
- Identify examples of discrimination, intolerance and injustices and identify ways that organizations are, or are attempting to, intervene on behalf of the people.
- Option: identify technologies – both those available and those unavailable – that could be applied to help organizations realize their goals of reaching out to and providing help for people who suffer injustices.

Materials:

- Research texts or materials, including electronic encyclopedia and other electronic sources
- Computers with Internet access
- Student copies of *Research Guide* (**Attachment Below**)
- Selected narratives and letters from Peace Corps volunteers. These can be found at the Peace Corps Web site, listed in the bibliography.
- Selected stories from Catholic Relief Services. These can be found in the Newsroom; Speeches and Testimonies section as well as in 'Stories From' sections within specific countries at the Catholic Relief Services Web site, listed in the bibliography.
- *Scoring Guide* (**Attachment Below**)

Instructional Procedure(s):

Anticipatory Set:

- Instruct students to select a country or assign countries to the students. Tell the class that they are going to find out more about the country and the conditions under which people live. Students will also be expected to indicate the involvement of outside agencies in the country. These could be human rights groups, relief groups such as CRS, or health organizations that are attempting to aid the people in the country.
- Using atlases, almanacs, textbooks, encyclopedias and the Internet, ask students to research the country they selected. Use *Research Guide (Attachment Below)* and *Scoring Guide (Attachment Below)* to help students understand what their work should contain. Teacher may opt to focus on the use of electronic research tools for the purpose of enhancing the students' technological skills.
- Distribute copies of narratives and letters of Peace Corps volunteers. (Note: This information can be found at the Peace Corps Web site [see **Bibliographical References**]. They are fairly short but very informative.) Ask students to form small groups of three and share the information they read. From each group, select one student to share their reading by speaking to the class in the *first* person. The teacher may also opt to distribute relevant sections of selected testimonials from the Catholic Relief Services website (stories about individuals served), [see **Bibliographical References**].

Allow a couple of minutes for the students to prepare this portion. Teachers may wish to take volunteers for this portion of the lesson.

- Students will add the information from the Peace Corp and Catholic Relief Services readings to the information they have collected.
- Have students write a narrative comparing and contrasting lifestyle, government, and economy of their selected country with that of the United States. Describe human rights groups trying to work on behalf of the people and compare both countries. Are any of the groups the same?

Assessment:

Use Scoring Guide (**Attachment Below**) to evaluate student writing.

Bibliographical References:

- The Central Intelligence Agency Homepage <http://www.cia.gov/> Click on World Fact Book under Library and Reference.
- The Peace Corps Homepage <http://www.peacecorps.gov> Click on Volunteers.
- Catholic Relief Services Homepage <http://www.crs.org/> Click on Newsroom / Speeches and Testimonials – or 'Stories From' in the Where We Serve section
- Additional resource: Amnesty International Homepage <http://www.amnesty.org/>

'What's the Difference?'

Research Guide

I. Human-environmental interaction

- A. How have people changed or altered the environment?
- B. How does the environment affect the people who live in the country?

II. Economy

A. Economic facts

- 1. Percent employed in agriculture
 - a. Chief agricultural products
- 2. Percent employed in industry
 - a. Chief manufactured products
- 3. Percent employed in other areas
- 4. Gross domestic product or gross national product (where available)
 - a. Per capita GDP may be helpful in determining the wealth of the people living in the country.
Remember: These figures do NOT indicate income. This figure may be easier to understand than the billions of dollars indicated for the GDP or GNP.

B. Type of economy (*market, command, traditional*)

III. Government

- A. Describe the type of government in the country: democratic, totalitarian, socialist, communist

IV. Examples of injustices and/or discrimination

- A. Give examples of discrimination, intolerance, and injustices found.
- B. Indicate which organizations (if any) have or are attempting to intervene on behalf of the people.

**‘What's the Difference?’
Scoring Guide**

Points	Description
5	<p><i>In order to receive a 5-point score, the student must:</i></p> <ul style="list-style-type: none"> • Describe the living conditions in the country selected. • Describe the living conditions in the United States. • Describe at least three differences and two similarities of the two countries.
4	<p><i>In order to receive a 4-point score, the student must:</i></p> <ul style="list-style-type: none"> • Describe the living conditions in the country selected. • Describe the living conditions in the United States. • Describe at least two differences and one similarity of the two countries.
3	<p><i>In order to receive a 3-point score, the student must:</i></p> <ul style="list-style-type: none"> • Describe the living conditions in the country selected. • Describe the living conditions in the United States. • Describe at least one difference between the two countries
2	<p><i>In order to receive a 2-point score, the student must:</i></p> <ul style="list-style-type: none"> • Describe the living conditions in the country selected. • Describe the living conditions in the United States.
1	<p><i>In order to receive a 1-point score, the student must:</i></p> <ul style="list-style-type: none"> • Describe the living conditions in the country selected or • Describe the living conditions in the United States.
0	<p><i>In order to receive a 0-point score, the student's discussion will show no evidence of any of the elements associated with the standard.</i></p>