

## **Design the Perfect World**

International Studies Project

Grade 12

Class of 30

### **1. Project Description and Rationale:**

A fourth quarter (quarter long) project that **synthesizes the content** we have explored and learned in the first three quarters of International Studies, and **pushes students to use and expand their learned and practiced skills of inquiry, critical thinking, and deliberation.** Students will implement and showcase their content knowledge and skill development through a dramatic presentation of their Perfect World design.

This project will be student-led, and will provide for differentiated instruction as students contribute in various ways to come to a mutual understanding, agreement, and presentation of their Perfect World design.

Presentation will be a night-time event; parents, teachers, administrators, community members, and district representatives will be invited and pursued as the audience. Inviting other students is an excellent option as well. You may want to include an introductory or closing speaker, which may be you as teacher, the principal, a legislator, or a professor like Dr. Walter Parker.

The presentation format will follow student design, which may include music, readings, dramatic enactments, special lighting, debate, a full or guideline script, and many other methods of presentation.

#### **CBA's addressed:**

Civics: Constitutional Issues, Checks and Balances, and U.S. Foreign Policy.

Economics: Student and the Economy, Government Revenue and Responsibility.

Geography: Humans and the Environment, Cultural Interactions.

History: Technology through the Ages, Analyzing Sources, Causes of Conflict.

#### **EALRS:**

See attached document.

## 2. Procedure

- As a class, students will brainstorm and decide what they want their Perfect World to look like. They will come up with a working mission statement, and will brainstorm the topics/issues that need to be addressed in the creation of their Perfect World.

The various content areas of study and presentation are to be investigated on an international spectrum, and may include:

- a) education
  - b) international politics
  - c) American government
  - d) world military organization
  - e) social welfare systems
  - f) taxation/funding
  - g) trade
  - h) war/peace
  - i) nuclear proliferation
  - j) environment
  - k) media/communications
  - l) rights
  - m) culture and globalization (cultural interactions)
- In **groups of two or three**, students will pick a topic/current issue of the past three quarters, or another topic, to study in depth and create options and recommendations for resolution.
  - Within their groups, students will come up with a written proposal in a format that describes the **issue, goal, background, options, recommendations, and rationale**. In other words, this is the “what, how, and why” within each section of the design of a perfect world.
  - Each group will give a 15 to 20 minute description of their segment to the class; they must include a PowerPoint presentation, and supplementary materials such as handouts, pictures, or artifacts.
  - Students will now begin to work on presentation as a class. To start, students will brainstorm and take a vote on the general roles they need to mobilize and facilitate this project. Roles may include:
    - a) Project Speaker: Facilitates class meetings, votes, and movement.
    - b) Speaker Support: Helps the Project Speaker make decisions about what needs to be addressed.
    - c) Communications Manager: Notes important decisions and disseminates them to class.
    - d) Reporter: Assists and supports the Communications Manager.

- e) Liaison 1: Communicates student ideas/concerns to the Project Speaker, Speaker Support, and Production Team below for address.
  - f) Liaison 2: Same as above.
- The above leaders will now mobilize the class to begin designing and creating the Perfect World. They will take, share, and generate votes on the presentation format. Students may choose to do this as small groups, then a large group, or even as individuals or just as a large class.

An example presentation: Students will create a show that has chapters.

- **Introductory scene:** students will find a way to share their vision of a Perfect World. This may be in the form of song, speeches, a slide show, or another artistic/creative scene.
- **Chapters:** students may want to give each issue a chapter, and may want to designate each topic group to design their own chapter. It may be required that each chapter include a depiction of the **issue, background, options, recommendations, and rationale**. It may be a good idea now to conduct a group swap—here people with similar artistic/academic strengths may want to get into groups where they can work on their preferred presentation formats.
- **Conclusion:** an all-inclusive scene that dramatically and visually strikingly puts together student ideas and visions, and enacts their mission statement.
- **Production Team:** It would be a good idea to have a production team that takes on the following additional responsibilities, or altogether separate roles, apart from the topic different groups. Roles on this team may include:
  - a) Two writers (to put the various chapters together into a cohesive script).
  - b) Two set designers.
  - c) Two music directors.
  - d) A director (or two).
  - e) A lighting technician.
  - f) Communications Manager, Reporter, and Liaisons from above.

This project is designed to be a quarter-long intensive project for a 30 to 60 person class that operates on a block system. Schedules and facilitation will likely become an important part of this project's facilitation. However, the creation of strong student roles will make even logistics a practical and valuable learning experience.

Enjoy!

## **EALRS as Learning Targets**

### **EALRS Civics**

#### **1. The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.**

To meet this standard, the student will:

- 1.1 Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution, and other foundational documents
  - 1.1.3a Explain key concepts found within foundational documents and evaluate their impact on the contemporary U.S. political system
  - 1.1.3b Analyze how specific rights guaranteed by the Constitution can be modified as the Constitution remains open to change and interpretation
- 1.2 Examine key ideals of United States democracy such as individual human dignity, liberty, justice, equality, and the rule of law
  - 1.2.3a Examine the origins and continuing influence of key democratic ideals of the U.S. government
  - 1.2.3b Analyze why democratic ideals demand that people work together to reduce the disparity between those ideals and realities
- 1.3 Examine representative government and citizen participation
  - 1.3.3a Examine and evaluate how citizens use and influence governmental institutions and processes to solve problems
  - 1.3.3b Analyze the differences between democracy and a republic in relation to the U.S. form of government

#### **2. The student analyzes the purposes and organization of government and laws.**

To meet this standard, the student will:

- 2.1 Understand and explain the organization of government at the federal, state, and local level including the executive, legislative, and judicial branches.
  - 2.1.3a Examine and explain constitutional principles that establish and limit government
  - 2.1.3b Analyze problems and solutions related to the distribution of power between the legislative, executive, and judicial branches of government
- 2.2 Understand the function and effect of law
  - 2.2.3 Explain how the Constitution is maintained as the supreme law of the land and how it is changed or amended
- 2.3 Compare and contrast democracies with other forms of government
  - 2.3.3a Explain the purposes of government and analyze how its powers are acquired, used, justified, and balanced
  - 2.3.3b Compare and contrast U.S. democracy and other forms of government
  - 2.3.3c Analyze and explain how citizens can influence governments through voting, lobbying, protesting, revolution

#### **3. The student understands the purposes and organization of international relationships and how United States foreign policy is made.**

To meet this standard, the student will:

- 3.1 Understand how the world is organized politically and how nations interact
  - 3.1.3a Analyze the relationships and tensions between national interests and international issues

- 3.1.3b Evaluate how national interests are maintained through international agreements, treaties, and alliances
- 3.1 Recognize factors and roles that affect the development of foreign policy by the United States, other nations, and multinational organizations
  - 3.2.3a Explain how conditions and motivations affect the development of foreign policy
  - 3.2.3b Evaluate foreign policy decisions and how they affect nations
  - 3.2.3c Select, apply, and defend criteria for evaluating the conduct of particular international organizations
- 4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.**

To meet this standard, the student will:

- 4.1 Understand individual rights and their accompanying responsibilities including problem-solving and decision-making at the local, state, national, and international level
  - 4.1.3a Analyze how individual rights can be balanced with the common good
  - 4.1.3b Analyze why democracy requires citizens to deliberate on public problems and participate in collective decision making
- 4.2 Identify and demonstrate rights of United States citizenship related to school, local, state, national, and international issues
  - 4.2.3a Engage in oral and written civic discourse to analyze pressing controversial issues and evaluate competing solutions
  - 4.2.3b Evaluate campaign and voting materials and activities and explain the importance of responsible voting
- 4.3 Explain how various stakeholders influence public policy
  - 4.3.3a Evaluate how corporations, government agencies, organizations, and public opinion influence the development of public policy
  - 4.3.3b Investigate possible careers in the field of public service

*To be continued....*

**EALRS Economics**

**EALRS Geography**

**EALRS History**

**EALRS Social Studies Skills**