

Activity Guide

Humans: How they Relate to other People

Lesson Plan

NM Learning Standards Addressed: (see Standards section in this lesson plan)

Objectives:

(Notes:

- 1. It is neither necessary nor recommended to attempt all objectives listed below. We recommend choosing objectives and activities based on the needs of your group of students.*
- 2. Alternatively, skip to the sections “Culturally Responsive Teaching Learning” and “VABB Analysis” and use these prompts for discussion and reflection.)*

Level One Objective

1. After analyzing informational text in written and audio format using a graphic organizer and participating in a group discussion, students will:
 - a. Create maps, charts, infographics, or digital media that communicate research findings or other significant information. *(see activity 1 in the “Activities” section of this plan)*
 - b. Develop compelling questions about a relevant topic of interest. *(see activity 2 in the “Activities” section of this plan)*

Level Two Objective

2. After analyzing informational text in written and audio format using a graphic organizer and participating in a group discussion, students will.
 - a. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights,

and responsibilities
*(see activity 3 in the “Activities”
section of this plan)*

Level Three Objective

3. After analyzing informational text in written and audio format using a graphic organizer and participating in a group discussion, students will:
 - a. Identify and describe Formal, Functional, and Perceptual geographic regions.
*(see activity 4 in the “Activities”
section of this plan)*
 - b. Develop reasoned ethical judgments about people, places, events, phenomena, Environmental ideas, or developments, and determine appropriate ways to respond. *(see activity 5 in the “Activities”
section of this plan)*
 - c. Identify how differences and similarities between diverse groups impact perspectives.
*(see activity 6 in the “Activities”
section of this plan)*

Materials/resources Used

1. “Good News Good Planet” website
 - a. Audio Recorded Story
 - b. Story transcript (text)
2. Printable Materials for level 1,2, and 3 activities. (choose one or more activities depending on time and intended level of difficulty).

Assessments

Students show that they can support their answer each item prompt by citing evidence from the text.

(Considerations for teacher planning and class discussion)	
<ol style="list-style-type: none"> 1. Who is represented in this story? 2. How are those groups and/or individuals portrayed? 3. Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? 4. How is this story culturally/linguistically responsive? 	
VABB Analysis	
Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i>
The information in this story is important to me because...	Who is represented in this story? How are those groups and/or individuals portrayed?
Build	Bridge
<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
The information in this story is important to my family and community because...	Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

NM Learning Standards addressed in this GNGP lesson

NM Social Studies Standards	
Inquiry	6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.

	8.1. Develop compelling questions about a relevant topic of interest.
Civic Dispositions and Democratic Principles.	7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities 8.26 Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.
Geography	9-12.Geo.27. Develop reasoned ethical judgments about people, places, events, phenomena, Environmental ideas, or developments, and determine appropriate ways to respond. 9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures.
Ethnic Cultural and Identity Studies	6.19. Identify how differences and similarities between diverse groups impact perspectives.
English Language Arts Standards	
English Language Arts Standards » Speaking & Listening	CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Unesco Global Citizenship Standards addressed in this GNGP lesson

Global Citizens, is a learning series that addresses topics of Global Citizenship. According to The United Nations “While the world may be increasingly interconnected, human rights violations, inequality and poverty still threaten peace and sustainability.

Global Citizenship Education (GCED) is the United Nations Educational, Scientific, and Cultural Organization’s (UNESCO) response to these challenges. It works by empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies.”

Global Education, learning series focuses on UNESCO’s Global Citizenship Domains of Learning. (link to sample activity: <https://forms.gle/HnJy84XkmJpLSURy8>)

Each learning activity address one of the learning objectives below:

Global Citizenship		
<p>While the world may be increasingly interconnected, human rights violations, inequality and poverty still threaten peace and sustainability.</p> <p>Global Citizenship Education (GCED) is UNESCO’s response to these challenges. It works by empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies.</p> <p>Global Citizenship Domains of Learning: (Citation see link below)</p> <p>https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000232993&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_59f36c73-b9c9-4898-aea4-f93623d8a898%3F_%3D232993eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000232993/PDF/232993eng.pdf#998_15_ED_EN_int.indd%3A.16820%3A424</p>		
Key Learning Outcomes		
Cognitive	Socio-Emotional	Behavioral
<ul style="list-style-type: none"> Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations Learners develop skills for critical thinking and analysis 	<ul style="list-style-type: none"> Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights Learners develop attitudes of empathy, solidarity and respect for differences and diversity 	<ul style="list-style-type: none"> Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world Learners develop motivation and willingness to take necessary actions
Key Learning Attributes		
Cognitive	Socio-Emotional	Behavioral
<p>Informed and critically literate</p> <ul style="list-style-type: none"> Know about local, national and global issues, governance systems and structures Understand the interdependence and connections of global and local concerns 	<p>Socially connected and respectful of diversity</p> <ul style="list-style-type: none"> Cultivate and manage identities, relationships and feeling of belongingness Share values and responsibilities based on human rights Develop attitudes to appreciate 	<p>Ethically responsible and engaged</p> <ul style="list-style-type: none"> Enact appropriate skills, values, beliefs and attitudes Demonstrate personal and social responsibility for a peaceful and sustainable world Develop motivation and

<ul style="list-style-type: none"> • Develop skills for critical inquiry and analysis 	and respect differences and diversity	willingness to care for the common good
<h2>Topics</h2>		
<ol style="list-style-type: none"> 1. Local, national and global systems and structures 2. Issues affecting interaction and connectedness of communities at local, national and global levels 3. Underlying assumptions and power dynamics 	<ol style="list-style-type: none"> 4. Different levels of identity 5. Different communities people belong to and how these are connected 6. Difference and respect for diversity 	<ol style="list-style-type: none"> 7. Actions that can be taken individually and collectively 8. Ethically responsible behaviour 9. Getting engaged and taking action

Activities: The pages that follow include printable resources for completing the activities in this lesson plan. Keep the following in mind as you plan instruction:

1. **Keep it simple:** It is neither necessary nor recommended that you attempt to complete all of the activities in this lesson plan. Instead, choose the activities that best fit the learning needs of your class. The most important consideration is to allow your students an opportunity to actively process the stories that they have listened to.
2. **Differentiation:** All students do not need to do the same activity. You may choose to match activities with different levels of difficulty or learning objectives to meet individual needs.
3. **Getting away from the worksheet:** These activities can be completed in multiple ways. Rather than asking students to complete the activity in its printable form, consider having groups of students create posters, presentations, or use other formats. Teachers may also use the activity sheet as a guide for a whole class discussion rather than asking each student to create their own written response.
4. **Go your own way:** You may already have your own approach to helping students to evaluate and understand a text. Use that if you wish.
5. **Cultural and Linguistic Responsiveness:** : You may want to forgo the activities altogether and use the sections of this lesson plan that focus on cultural responsiveness. These are: “Culturally and Linguistically Responsive Teaching and Learning” and “Validate, Affirm, Build, and Bridge VABB Analysis”

Activity #1 Identifying Geographic Regions: Uniform/Homogenous Regions
 (Page 1 of 2)

Geographic Regions: Uniform/Homogenous Regions

What is a uniform or homogenous region? Regions that are uniform or homogeneous are areas where everything or everyone in that region shares common attributes or traits like political, language, climate, physical, and cultural regions.

Do some Research:

Think about the story that you read and listened to. In the spaces below, identify as many regions as you can that describe where the story takes place. Next, create a drawing or map illustrating these regions.

Political Regions
 Example: Taos, New Mexico in the United States

Linguistic Region
 Example: The French speaking province of Quebec, Canada

Climate Region
 Example: polar, temperate, arid, tropical, Mediterranean and tundra

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Draw a Map Showing the three regions above

Continue on the other side of this page or on page 2

Student Name: _____ Grade: _____ School: _____

Activity #1 Continued

Identifying Geographic Regions: Uniform/Homogenous Regions

(Page 2 of 2)

Geographic Regions: Uniform or Homogenous Regions	
Physical Regions Example: The Rocky Mountains or Gobi Desert	Cultural Region Example: Polynesia or the Middle East
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Draw a Map Showing the two regions above

Student Name: _____ Grade: _____ School: _____

Activity #2 Developing Compelling Questions

(Page 1 of 2)

Creating Compelling Questions

So what is a *compelling question*?

You know you have a compelling question if it is...

Relevant to the learners' lives and interests

Important: The question goes beyond the one story that you read

Challenging: Open-ended, requires high-order thinking! Do not have clear answers

Written like a hook: makes you think!

Equity-focused: helps you to consider fairness, justice, or equity in community.

Examples of Compelling Questions

Why do we need rules?

Why should we care about people who we do not even know?

Why should we be able to empathize with others?

Was the Civil Rights movement successful? Are race relations improving in the US?

What is the point of studying social studies?

Is it better to be loved or feared?

Why should we work to make our community and/or world a better place?

Challenge yourself or your group to create as many compelling questions as you can about the story that you read and listened to. Use the description above to make sure that the questions you ask are compelling questions.

1. _____

Some answers to this question are:

Student Name: _____ Grade: _____ School: _____

Activity #2 (continued) Developing Compelling Questions
(Page 2 of 2)

2. _____

Some answers to this question are:

3. _____

Some answers to this question are:

Student Name: _____ Grade: _____ School: _____

Activity #3 The Role of Citizens: Cooperation, Obligations, Rights, and Responsibilities.
(page 1 of 2)

Cooperation

What is one example of cooperation from the story?

What is one way that your community shows cooperation?

Obligations

What obligations can you infer that the person(s) in this story have to each other?

What is one obligation that you have to your community?

Student Name: _____ Grade: _____ School: _____

Activity #3 The Role of Citizens: Cooperation, Obligations, Rights, and Responsibilities.
(page 2 of 2)

Rights

What rights can you infer that the person(s) in the story has?

What are some rights that you have to your community?

Responsibilities

What responsibilities can you infer that the person(s) in this story believe they have to each other?

What are some rights that you have to your community?

Student Name: _____ Grade: _____ School: _____

Activity #4 Identifying Geographic Regions: Formal, Functional, and Perceptual

Types of Geographic Regions		
<p>What are the different types of geographic regions?</p> <p>A region is an area that shares both human and physical characteristics, let's look at the three types of regions in geography. Three types of regions are of interest to geographers, engineers, and cartographers.</p>		
Formal Regions (Uniform)	Functional Region (Nodal)	Perceptual Region (Vernacular)
<p>Formal regions are uniform or homogeneous areas where everyone in that region shares common attributes or traits like language, climate or political system. It also can be described as any geographic location with clearly delineated boundaries.</p> <p>Example: The French-speaking region of Canada, the dairying region of North America, or political boundaries demarcating nations and states.</p>	<p>A functional region in geography is an area that has a certain set of activities or interactions that happen within it, organized around a center node or focal point.</p> <p>Example: a territory that is organized around something central, such as a city, trade or religious center, or a business like Bank of America or FedEx.</p>	<p>A perceptual or vernacular region is defined by feelings and prejudices that may or may not be true. It can be viewed as how people think about or perceive a region.</p> <p>Example: if you say, "this town is living in the past, and there are no job opportunities" it points to a perceptual region. Another person could see the same place entirely differently. A perceptual region does not exist in the literal sense, and the region it inhabits is not explicitly defined.</p>

Source: <https://www.albert.io/blog/regions-ap-human-geography-crash-course/>

<p>What are the different types of geographic regions?</p> <p>A region is an area that shares both human and physical characteristics, let's look at the three types of regions in geography. Three types of regions are of interest to geographers, engineers, and cartographers.</p>		
In what Formal Regions does the story take place?	In what Functional Regions does the story take place?	In what Perceptual Regions does the story take place?
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Student Name: _____ Grade: _____ School: _____

Activity #5 Ethical Reasoning: Making an Ethical Judgment

(page 1 of 2)

Use the information in the table below to help you answer the questions on the next page.

What is meant by “ethics”?	What is not meant by “ethics”?
<p>Ethics is the study of the standards of right and wrong that inform us as to how we ought to behave. These standards relate to rules that are necessary for humans to live amongst each other, such as “don’t hurt others.” We function better as a society when we treat each other well.</p> <p>Examples of ethical standards:</p> <ul style="list-style-type: none">● Integrity, including: the quality of being honest and having strong moral principles; moral uprightness.● Honesty, including. Truthfulness● Fidelity, including. Faithfulness to others● Charity, including. Kindness; ...● Responsibility, including. Reliability/dependability; ...● Self-Discipline: the ability to control one's feelings and overcome one's weaknesses; the ability to pursue what one thinks is right despite temptations to abandon it. <p>Examples of ethical questions:</p> <ul style="list-style-type: none">● There are so many conflicting versions of ethics out there – legal, social, religious. Which should I listen to?● Isn't ethics just a matter of opinion?● I'm a good person, why do I need ethics?● Do people only act ethically when it makes them look good? <p>What is ethical behavior? A person who demonstrates ethical behavior has evidence of a strong moral code and a consistent set of values.</p>	<p>Ethics is not what’s legal. The law often puts into writing our ethical standards (don’t hurt other living things=don’t assault others) but it also usually reflects our cultural beliefs at the time. For example, hunting is legal in Virginia, but it would be difficult to say that everyone agrees that it is ethical to hunt. Some people will argue that hunting is ethical because it manages the wildlife population, while others will argue that it is never ethical because it hurts other living things.</p> <p>Ethics is not what you feel. In fact, most times our feelings are very self centered or self serving: what’s best for me? But making judgments based on these sentiments could be harm society as a whole.</p> <p>Ethics is not religion. Religions may teach ethical standards, and you may personally use religion to guide your beliefs, but people can have ethics without necessarily belonging to a religion.</p> <p>Ethics is not a political ideology. A political party may share your values and offer ethical arguments to support its policies, but your decisions aren’t automatically ethical, just because you belong to one political party or another.</p>

Source: <https://viva.pressbooks.pub/phi220ethics/chapter/the-basics-of-ethical-reasoning/>

Student Name: _____ Grade: _____ School: _____

Student Name: _____ Grade: _____ School: _____

Activity #6 Human Groups: Diversity and Perspectives

(page 1 of 2)

Use the information in the table below to help you answer the questions on the next page.

Human Groups	
What are human groups?	Why do humans form groups?
Some groups who share the same or similar race, ethnicity, age, nation of origin, gender identity, sexual orientation, physical ability, religious beliefs, language, historic experiences, geographic regions.	People form groups to gain numerous benefits. Members of a group help each other in need, cooperate to reach goals, share resources, and, last but not least, provide opportunities for social interaction, companionship, and support.
What is diversity?	What are some examples of human groups?
Diversity means having a range of people with various racial, ethnic, socioeconomic, and cultural backgrounds and various lifestyles, experience, and interests.	Indigenous peoples, "Anglos", LGBTQIA2S+, Middle Class, Ukrainians, Doctors, Democrats/Republicans, 8th Graders, etc.
What is a group perspective?	
<p>A group perspective is an attitude toward or way of regarding something; a point of view, an interpretation or opinion shared by members of a group.</p> <p>Example: Hunters and vegans are two human groups that each have their own perspective about whether the act of hunting is morally right or wrong. For example, hunting is legal in Virginia, but not all people from Virginia agree that it is ethical to hunt. Some hunters may argue that hunting is ethical because it manages the wildlife population, while vegans will argue that it is never ethical because it hurts other living things.</p>	

Student Name: _____ Grade: _____ School: _____

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Student Name: _____ Grade: _____ School: _____