**Blended Learning Unit To Do List**

Intro with pictures

Black Gold Exemplar

Gather Documents/Update Weebly

Strand Selection Assignment

Complete Strand Menu with Research Suggestions, Video Lists

* Gandhi vs. G.B.
* The Caste System and the Case for Affirmative Action
* Opium in Afghanistan
* Developing Countries
* Other Topics

Daily Work/Notes per Learning Target/Notes/Including Helpful Links/Show Exemplar with Black Gold Strand, Make note

**Strand Choice Assignment**

Do not rush through this task. The strand that you eventually decide to work on will shape what you do in class for the next two weeks. At the earliest, Mr. Patterson is going to accept this assignment is at the end of class today. Several of you may take a couple of days to decide and that is completely fine.

Read through the strand choices that are printed on the pink sheets. That document is also posted on OneNote so you can click on the links without typing them out. Take some time and actually research each strand. Each strand is dealing with a unique issue and in a different time period.

Eventually, you will need to create a new page on OneNote titled **Strand Choice.** Besides having your name, block, and teacher at the top of this page, you need to explain what topic you want to work with and why. If you don’t have a clear cut favorite, Mr. Patterson recommends you choose Opium in Afghanistan.

**Black Gold (or so we thought) -** Exemplar

|  |
| --- |
| What determines the price of oil? |
| **Synopsis:** Once coveted as the mithril of natural resources, vast oil reserves allowed countries to attempt to raise their standard of living. Over the last year, the ever rising price of oil has begun to decline. Why is the price of oil declining? What does it mean to the region? Will this trend continue? |

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| **Learning Targets** | **Guiding Questions/Statements** | **Links** |
| A1.) **Describe** how the presence of oil has allowed the standard of living of certain countries like Qatar to flourish. Other countries like Yemen in the region are left impoverished. | -Define standard of living  -Compare Yemen and Qatar’s standard of living. Why does one country have an advantage compared to the other? |  |
| A2.) **Identify** and **describe** what the effect of this imbalance has on the people, and issues that affect these countries. | - What issues are affecting the people of both countries? How are these issues trying to be resolved? *How do you think that this will impact the standard of living in each country?* |  |
| B1.) **Evaluate** how OPEC tries to control the price of oil. Is this organization’s work effective? | -What is OPEC? Why was it created? What does it try to do to oil prices?  -Graph crude oil prices over the last hundred years. Has OPEC always been successful in raising oil prices?  -*If a country belongs to OPEC, does it mean that its people have a better standard of living?* |  |

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***Italics* –** is a question that requires you to make an inference

**No italics –** text evidence can help you answer the question.

A1.) **Describe** how the presence of oil has allowed the standard of living of certain countries like Qatar to flourish. Other countries like Yemen in the region are left impoverished.

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**-Define standard of living**

Standard of living is the average quality of life of a person living in country. This is usually measured in GDP per capita (average amount of money made) and life expectancy (how long people live).

Remembering back to the penny game, just because a country has high numbers doesn’t mean that the resources and power are evenly shared throughout the population. A small group of people can serve as outliers.

I got this information from the word wall and remembering an activity we did in class.

**-Compare Yemen and Qatar’s standard of living. Why does one country have an advantage compared to the other?**

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| **Category** | **Meaning of Category** | **Yemen** | **Qatar** |
| GDP per Capita | Average Income per person | 1,070 | 80,440 |
| Life Expectancy | Average life span of person | 65 years | 79 years |
| Literacy Rate | % of people that can read | 54% | 100% |
| Oil Reserves | Amount of natural resources | None | Large Amount |

I got this information from Google.

Based on the above numbers, Qatar has a higher standard of living than Yemen. The statistic that I found surprising was the average income per person. The average person in Qatar makes almost 80 times more than a person in Yemen. On the surface, this disparity (difference) is due in part Qatar having vast (large) oil reserves in relation to its population.

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| **Yemen** | **Qatar** |
| * Terrorist organizations * Refugees * War/Coup de’tats * Low literacy rate * Famine (lack of food) | * Human rights abuses of workers hired to come into the country to work. (3,000 workers are projected to die because of the FIFA World Cup.) |

**Yemen’s Issues -Terrorist Organization**

http://www.latimes.com/world/middleeast/la-fg-us-alqaeda-20150418-story.html

“Al Qaeda in Yemen is using the instability in Yemen to create a new home.” Al Qaeda is a Muslim terrorist organization. They have a radical interpretation of the Quran that call for the creation of a Muslim country where its people are ruled by violent and strict laws. Terrorism is where…

**Assessment Checkpoints Explained**

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| **Topic** | **2** | **3** | **4** |
| **Author’s Point of View** | Identifies author’s purpose or point of view, but with some misconceptions within the context/unit of study. | Demonstrates the ability to accurately identify and explain an author’s purpose or point of view using textual and/or contextual evidence. | Demonstrates the ability to accurately identify and explain an author’s purpose or point of view using textual and contextual evidence and can justify or challenge it. |

Identifying an author’s perspective and then evaluating their argument is an important skill that you will use for the rest of your life. This is what people call a transferable skill. A skill that you can use outside of Global Studies and the issues that we examine in class.

Mr. Patterson chose to examine these skills since we are all looking at different issues. He should be able to put an article or cartoon in front for you to examine even if it’s not the focus of your work in South Asia.

For both Author’s POV of a political cartoon and article, Mr. Patterson found documents that you will hopefully find interesting and won’t require too much background knowledge.

As it says on your copy of the unit calendar, you will get to choose an article or political cartoon for you to demonstrate after you take your first assessment.

Here are some suggestions/requirements:

**Author’s POV Political Cartoon Chosen by You**

Find a political cartoon about any appropriate subject you want. You will need to create a new page in OneNote titled **Political Cartoon.** Copy and paste the cartoon into this page. OneNote allows you to “draw” on the cartoon so you should still be able to designate any symbols that you see. Ask Mr. Patterson for the piece of paper he wants you to write your answers on.

Having trouble finding a political cartoon? Go to Google and search for political cartoons about issues we have studied in class. These could include cartoons about colonization, apartheid, oil, and the Israel/Palestinian conflict cartoons.

**Author’s POV Article Chosen by You**

Find an article about any appropriate subject you want. You will need to create a new page in OneNote titled **Article.** Copy and paste the article into this page. You are still expected to mark the text as you read it. Ask Mr. Patterson for the piece of paper he wants you to write your answers on.

Having trouble finding an article? You can use websites like [Newsela.org](https://newsela.com/), CNN, or [Procon.org](http://www.procon.org/).