Sample selections from the *Global Citizens* unit

This sampler includes:

- **Unit Opener** .............................................................. 1
- **Focus on Reading** ................................................... 2  
  How to Make Connections
- **A Global Citizen Is**................................................... 3  
  Nonfiction Article by Susan Watson and Iris Teichmann
- **Love the Planet** ..................................................... 8  
  Tips designed by various artists from Change the World for Ten Bucks
- **Two Islands** ............................................................ 12  
  Picture Book written and illustrated by Ivan Gantschev
- **It Takes a Village** .................................................... 21  
  Poems and quotations from various sources
Unit Learning Goals

• make connections while reading
• develop ideas in writing
• listen effectively
• recognize purpose and audience of media texts
• analyze sequence text pattern

Transfer Your Learning: Geography

What kind of global citizen are you?
Make Connections

Good readers extend their understanding of a text by making connections. There are three basic types of connections: text-to-self, text-to-text, and text-to-world. Making connections can help you understand and respond to texts in many ways: by helping you visualize, make predictions, make inferences, draw and support conclusions, form opinions, make judgments, or evaluate the text. See the following chart for some examples.

<table>
<thead>
<tr>
<th>Connections I’ve Made to Key Ideas or Information</th>
<th>How That Connection Helps Me Understand or Respond to the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>a text-to-self connection from an article on recycling to how my family recycles</td>
<td>helps me visualize the process of recycling and form an opinion about its importance</td>
</tr>
<tr>
<td>a text-to-text connection between a mystery story I’m reading and a mystery novel I’ve read</td>
<td>helps me make a prediction about what will happen next and how the characters will respond</td>
</tr>
<tr>
<td>a text-to-world connection between an editorial on global warming being a giant hoax and what I already know about the topic</td>
<td>helps me judge whether the author is credible and evaluate the text</td>
</tr>
</tbody>
</table>

Transfer Your Learning

Across the Strands

Writing: When you write anything, making connections to your experiences can create a richer text. For example, if you were writing about raising money for schools overseas, what personal connections could you include to help your readers visualize the situation?

Across the Curriculum

Geography: If you were looking at a chart with statistics about global populations, what text-to-world connections would help you understand that chart?
A global citizen is a person who

- has rights and responsibilities
- acts in a caring way based on knowledge and understanding
- relates to others within their family, friendship groups, community, and country
- develops personal values and commitments
- develops a sense of their own role in the world

A study of global citizenship will help you understand how people affect the quality of global environments and the well-being of others. Active global citizens do not just sit back and wait for others to do something. They turn their ideas into action. Action can take many forms:

- volunteering by giving time, help, and ideas freely
- talking to your friends
- thinking deeply
- learning more
- taking part in community events

We can all care for each other and our environment.
Global Issues for Global Citizens

What Is a Global Issue?

A global issue is a problem or question that many of the world’s citizens are concerned about. There are many global issues facing the world today in the natural and human environments.

Global Environments

Our surroundings are where people, plants, animals, and other creatures live. Global citizens protect what we have and limit the amount of damage to our environments.

Human Rights

All humans have the right to a fair, safe, and comfortable life. Global citizens try to understand what human rights are so that they can protect them.

Cultural Differences

There are many different societies and cultures in the world. Global citizens learn to live with one another by showing respect for these differences.
Quality of Life
Many people in the world do not have the same opportunities as others because of poverty. Global citizens try to improve the quality of these people’s lives.

Sustainable Living
All people use the world’s natural resources. Global citizens develop everyday living practices that help limit the effect that people have on Earth.

World Heritage
Global citizens want to protect important natural and human-built features so that they last for future generations.

L’Anse aux Meadows is a World Heritage Site located on the northernmost tip of the island of Newfoundland, in the province of Newfoundland and Labrador. At this site, in 1960, archaeologists discovered the remains of a Norse village.

Making Connections
Making text-to-text or text-to-world connections can help you make inferences. What connections can you make to help you understand the type of everyday practices implied in this section?
What Is Globalization?

Globalization is about living in a global community. As a result of technological advances in communications, from the phone to the Internet, countries are increasingly connected to each other politically, economically, culturally, and environmentally.

A Focus of Debate

Many people are concerned about globalization—in particular the effects of international trade. This is when countries buy and sell goods and services from and to other countries. With the money countries make from exporting goods, they can expand their industries and wealth and improve the standard of living of their own people. At the same time, countries can use the money they make from exports to import goods and services that they need.
Global Trade

After World War II, governments saw global trade as a key factor in helping countries recover from the economic ruin of the war. They set up institutions to encourage international trade, and slowly new wealth was generated, particularly in the West.

But modern trade became truly global in the 1980s, when advances in air travel and communications made shipping very cheap. To save money, companies started to move businesses and production processes to other countries where labour or materials were cheap. For example, your running shoes were probably made in China or India, but sold by a company that has its headquarters in North America.

The Move to Free Trade

One of the driving factors behind the move to global trade is countries trading as if there were no national borders. A few decades ago, most countries imposed fees, or tariffs, on imported goods, making them expensive and less of a threat to locally produced goods. But today, every country is encouraged to drop these tariffs. This is known as free trade. Global free trade allows countries to specialize in certain products and services. As a result, countries can now import products—at lower prices than in the past—from all over the world.

Reflecting

**Making Connections**: What issue (for example, human rights, sustainable living, global trade, or free trade) in this selection did you make the strongest connection to? Why?

**Metacognition**: Different readers rely more heavily on some types of connections to help them understand a specific text. Which type of connections were most helpful to you while reading this article?

**Media Literacy**: Of all the issues in this selection, which one have you heard about most often in the news? What sort of viewpoint is most often connected with that issue?
Talk About It

What small action could you take that would change the world?

Love the Planet

Tips designed by various artists from Change the World for Ten Bucks

If you think you’re too small to make a difference, try sleeping in a room with a mosquito.
– African proverb

Hang Your Washing out to Dry

Hungry?

One load of laundry in the dryer uses enough energy to make 250 pieces of toast.
Pick up Litter

Lend a hand, help clean up Canada

Next time you pass a piece of litter on the street, why not pick it up?

You won’t get the cooties. We promise.

A woman walked by a candy wrapper on this sidewalk yesterday. She frowned and said “tsk, tsk.”

Today she walked by another wrapper, picked it up, and put it in the garbage.

She felt much better.
Decline Plastic Bags Whenever Possible

500 years is a long time

500 years ago, they thought the Sun revolved around Earth (until Nicolaus Copernicus, the dude on your right, corrected them in 1514).

500 years ago, Magellan circumnavigated the globe.

500 years ago, da Vinci painted the Mona Lisa.

Now imagine ... 500 years from now, the 8 billion plastic bags we use this year in Canada will still be here.

There is an alternative.

It’s called a canvas shopping bag, and all major supermarkets now sell them for about a buck.

Not only will using one help the planet, but your oranges are less likely to burst through the bottom and roll down the street.
Take Action

What would you like one million people to do?

One man or woman can change the way we act every day. One such man was Martin Luther King.

What will you do? What could you tell others to do?

Reflecting

Making Connections: What text-to-world connections did you make as you read this selection? What conclusions can you draw based on those connections?

Critical Literacy: This selection has a very strong bias in favour of environmentalism. Who might object to the content in this selection? Why?
Once there were two islands, Greenel and Graynel. They sat in the middle of the ocean with a wide stretch of deep water between them.

The very first people who came to the island of Greenel found a peaceful place with tall green trees and dark, fertile soil. Their leaders said, “Since we are here in the middle of the ocean, and our island is only so big and no bigger, we will all have to work very hard to tend it and keep it as lovely as it is today. If we are careful and wise we will be able to grow our own food and learn to make the other things we need to be happy and comfortable.”

And down through the years, that is the way it was on Greenel. Life was simple and it moved at the pace of the Sun and the Moon and the changing seasons.
The first people who ever came to Graynel found an island very similar to Greenel—quiet and green and lovely. But their leaders said: “Since our new land is here in the middle of the ocean and is only so big and no bigger, we will have to work very hard if we are to keep up with the rest of the world. We will have to build ships and factories and use all of our land very wisely or we will never be able to make and buy all the things we want.”

There were changes on Graynel, big changes. Even though the island was small, it kept up with the world, and life on Graynel moved at the pace of the shipping timetables, the factory clocks, and the traffic lights.
Life on Graynel became very complicated. There were so many factories to run, so many clocks to keep set on the same time, and so many highways to build, that the people of Graynel decided they needed someone who could take charge of the whole island.

And so they elected Gordon D. Warden to be The Boss. He promised that if he were The Boss, then Graynel would be the best and the richest and the busiest and the most famous little island in all the world. He also promised that there would be jobs and cars and money and plenty of everything for everyone.

What he said was true. In a very short time there were so many more factories built that almost everyone had two jobs. The people had so much money to spend that everyone had at least one car, and they had so much money left over to save that there were more banks than there were gas stations. The citizens of Graynel were so pleased with all this progress that statues honouring Gordon D. Warden popped up all over the island.

Because all the land was needed for buildings and factories and highways, the whole island seemed like one big city. Where there used to be fields and forests, there were only a few tiny parks, just big enough for one or two people to visit at a time.

The very old people could remember when Graynel had been like a lovely garden in the sea; but the children of Graynel grew up thinking that it was normal to wear gas masks, and the only time they ever saw blue skies and green fields was when they tuned in to the Vacation Channel on TV.
When the great cargo ships and airplanes went past Greenel on their way to and from the busy ports of Graynel, the crews and the passengers always looked longingly at the clear air, the green hills, and the tidy little farms and towns. Businesspeople came to Greenel to try to sell some of the things made in Graynel. But they always left disappointed because the people of Greenel had everything they needed.

Finally, when even the tiny parks had been squeezed out by the roads and the factories and the skyscrapers, the people of Graynel went to Gordon D. Warden and said, "We need green fields and clean beaches and blue skies, just like they have on Greenel."
This was a problem for Gordon D. Warden. He was not about to tear down any factories or rip up any highways—that would cost too much money. So he came up with a plan. Because his plan involved Greenel, he went there to present it himself.

When he met with the president of Greenel, Gordon D. Warden uncovered a big model he had brought with him. He said, “This bridge is the greatest idea I’ve ever had. Your people will be able to go shopping on Graynel any time they choose, and my people will be able to drive over to Greenel whenever they need a little vacation. It will be the world’s longest bridge, so tourists will come here from everywhere just to drive their cars across it. And it won’t cost you one penny. What do you say? Is it a deal?”

The President of Greenel thought for a minute or two, and then said, “I’m sorry, but if you built this bridge, our people would soon be building highways and gas stations and refineries and repair shops and hotels and restaurants—maybe even factories. Before long, our island would be just like Graynel. You and your people are always welcome to visit, or even to come and live as we do. But we want to keep Greenel just like it is.”

Gordon D. Warden was furious! Imagine this country boy wanting to be left out of the best idea of the century! He stood up from the table without saying a word, stomped back to his helicopter, and flew home to Graynel. And he said to himself, “We’re going to build that bridge anyway, and if they don’t like it, just let them try to stop us!”
The next day, when Gordon D. Warden announced his plans to the citizens of Graynel, some of the people felt it was wrong to build a bridge if the people of Greenel did not want it. But most of them decided that if they could have the clean beaches and the green hills of Greenel as a vacation spot, well, so what if those bumpkins griped about it? And the factory owners and the bankers were thrilled, because it would take a lot of money and a lot of steel and concrete to build the world’s longest bridge.
The people who did not think it was right to build the bridge protested and carried signs and wrote letters to the newspapers. They got to be such a problem for Gordon D. Warden that he declared them all traitors and gave them ten days to leave the island. Many of those who left went to live on Greenel.

All the ships from Graynel travelled to far-off lands, and every day they brought back load after load of wire and steel and rock and cement. Just to be sure that he got his way, Gordon D. Warden had some of the factories start building army tanks and big cannons. He told his citizens, “If those people won’t listen to reason, let them listen to the sound of our guns!”

When the last fifty shiploads of steel and rocks and cement were unloaded on the shores of Warden Bay, there was a huge rally to celebrate the first day of construction. The Boss had announced that he would come and throw the first stone into the sea to signal the start of work.

Gordon D. Warden arrived in a clattery cloud of dust and exhaust. The people all began to jump up and down, yelling, “Speech! Speech! Speech!” He raised his arms to signal for silence, and a great hush settled over the crowd.

Just as Gordon D. Warden started to speak, there was a deep, shaking rumbling sound, as if a huge thunderstorm were caught inside a cave.

Crashes and screams, splashes and cracks and crumbling! Hissing steam and popping bubbles ... and then silence.

In less than a minute, the whole island of Graynel had tipped up on its edge and slid down into the oily brown water of Warden Bay. Gordon D. Warden, the heavy building materials, the weapons, and all the people and cars and factories and everything else went straight to the bottom of the sea.
Using an old, old map, Graynel can still be found. There is no noise now, no smoke, no busy port with fleets of ships. All that remains is one lone chimney, sticking up out of the sea. The people of Greenel have fastened a sign to it, and anyone who travels past in a boat can read what the sign says.

Reflecting

Making Connections: What text-to-text connections did you make as you read the title and looked at the images? What predictions did you make based on those connections?

Metacognition: How did making text-to-text connections help you to understand this picture book? What other connections helped you understand the picture book?

Critical Thinking: Given the message of this story, what do you think should appear on the sign? Why do you think the author left the sign blank?
Who Made a Mess?

Poem by Steve Turner

Who made a mess of the planet
And what’s that bad smell in the breeze?
Who punched a hole in the ozone
And who took an axe to my trees?

Who sprayed the garden with poison
While trying to scare off a fly?
Who streaked the water with oil slicks
And who let my fish choke and die?

Who tossed that junk in the river
And who stained the fresh air with fumes?
Who tore the fields with a digger
And who blocked my favourite views?

Who’s going to tidy up later
And who’s going to find what you’ve lost?
Who’s going to say that they’re sorry
And who’s going to carry the cost?

You have brains in your head.
You have feet in your shoes.
You can steer yourself
Any direction you choose.

— Dr. Seuss
Family

Poem by Carl Sandburg

There is only one man in the world and his name is All Men.
There is only one woman in the world and her name is All Women.
There is only one child in the world and the child’s name is All Children.

A candle loses nothing of its light by lighting another candle.
— James Keller

We cannot live for ourselves alone. Our lives are connected by a thousand invisible threads, and along these sympathetic fibres, our actions run as causes and return to us as results.
— Herman Melville

Snowflakes are one of nature’s most fragile things, but just look what they can do when they stick together.
— Verna M. Kelly
I’d Like to Squeeze

Poem by John Agard

I’d like to squeeze this round world into a new shape
I’d like to squeeze this round world like a tube of toothpaste
I’d like to squeeze this round world fair and square
I’d like to squeeze it and squeeze it till everybody had an equal share

Making Connections: Think of the text-to-world connections you made as you read one of these poems or quotations. What conclusions did you draw?

Metacognition: Which of these poems or quotations did you connect most strongly to? How did making a strong connection help you understand that selection?

Critical Thinking: Choose two of the authors in this selection. What would they say to each other about being a good global citizen? How would those authors answer the question in the Talk About It on page 21?