Billions℠ in Change

Instructional Toolkit

Billions in Change is a movement to save the world by creating and implementing solutions to the most basic global problems in the areas of water, energy, and health. Doing so will raise billions of people out of poverty and improve the lives of everyone, both rich and poor.

Welcome

The *Billions in Change* Instructional Toolkit offers an in-depth look at the issues, inventions, people, and problem-solving philosophy behind *Billions in Change*. The toolkit includes custom lessons drawn from the experiences of *Billions in Change* founder, Manoj Bhargava, that offer both academic rigor and real-world application.

Featuring interactive and interdisciplinary units of study, the toolkit is designed for integration into any middle- or high-school curriculum. It presents new ideas and ways of thinking, not only in terms of understanding and addressing problems, but also in terms of students' potentials, roles, and responsibilities as citizens of the world. Given that 1.8 billion young people fall between the ages of 10-25, the lessons and activities in this toolkit engage an age group that represents nearly one quarter of the world's population. As that generation is poised to take on a wholly unique set of social and environmental challenges, the responsibility of the current generation is to equip them for success.

This instructional toolkit has several goals:

1. **Inspire students with stories of real-life solutions** to serious global problems, and motivate them to believe that they, too, can play an active role in improving humanity.

2. **Cultivate students' cognitive, social, and emotional development** by introducing fresh perspectives on global citizenship, empathy, and problem solving.

3. **Promote a more complete understanding of the root causes** underlying the world's most pressing problems—specifically limited access to electricity, clean water, and preventative health care—and the rationales behind the inventions created to solve them.

4. **Equip students with the knowledge and skillsets** needed for communicating about, designing, and participating in effective problem solving.

The following units comprise the instructional toolkit:

- Unit 1: Introduction to *Billions in Change* and Manoj Bhargava
- Unit 2: Problem Solving
- Unit 3: Discovering Citizenship
- Unit 4: Electricity (Coming soon)
- Unit 5: Water (Coming soon)
- Unit 6: Preventative Healthcare (Coming soon)
- Unit 7: Agriculture (Coming soon)

Unit 1

Introduction to Billions in Change

The first unit of study introduces students to the *Billions in Change* movement. Students will watch the *Billions in Change* documentary and then discuss their initial thoughts about the work and ideas featured in the film. Even if students have seen the *Billions in Change* film in a previous class or on their own, it is worth having them watch it again to refresh their memories. The activities in this unit are intended to familiarize students with the ideas and inventions behind *Billions in Change*, while subsequent units will involve more in-depth studies of each topic. Students should be encouraged to form their own opinions and to respect those of others, even if they may disagree.

Grade level

6-12

Subjects

- Social Studies • Biology • General Science • Language Arts • History
- Government • Economics

Skills

- Observation • Description • Brainstorming • Analysis • Note taking
- Critical-thinking • Reflection

Essential Questions

- What is *Billions in Change*?
- Who is Manoj Bhargava and why is he noteworthy?
- How is Mr. Bhargava using his wealth, and why is that unique?
- What are the fundamental problems Mr. Bhargava aims to address, and how is he addressing them?
- How does having more wealth or power equate to additional responsibility?

Learning Objectives

Students will be able to:

- Learn about some of the world's most pressing problems and some practical inventions created to solve them
- Formulate and express personal views about the responsibility that comes with wealth

Common Core State Standards Addressed

- Reading Standards for Informational Text: Grades 6-12
  - » Key Ideas and Details
    - Citing textual evidence
    - Determining a central idea
    - Analyzing in detail
  - » Craft and Structure
    - Determine an author's point of view
  - » Integration of Knowledge and Ideas
    - Integrate information presented in different media formats
    - Trace and evaluate arguments and specific claims
- Writing Standards: Grades 6-12
  - » Text Types and Purposes
    - Writing arguments to support claims with specific evidence
    - Write informative/explanatory texts
  - » Production and Distribution of Writing
    - Produce clear and coherent writing
    - Use technology, including the internet, to produce and publish writing

- Speaking and Listening Standards: Grades 6-12
  » Comprehension and Collaboration
    - Engage effectively in a range of collaborative discussions
    - Interpret information presented in diverse formats
  » Presentation of Knowledge and Ideas
    - Present claims and findings
- Reading Standards for Literacy in History/Social Studies, Science and Technical Subjects: Grades 6-12
  » Key Ideas and Details
    - Cite specific textual evidence
    - Determine central ideas
    - Identify Key Steps
  » Integration of Knowledge and Ideas
    - Integrate visual information with other information
    - Distinguish between fact, opinion and reasoned judgment

Supplemental Resources

Billions in Change website: www.billionsinchange.com

ACTIVITY 1.1. LINKING PRIOR KNOWLEDGE

Students will brainstorm a list of problems that they perceive as affecting humans and the planet in today's world.

Time: 40 minutes
Materials: Butcher paper; sticky notes (3-in x 3-in)

A. **As a class, use a large sheet of butcher paper** and 3x3-inch sticky notes to make an exhaustive list of the major problems the students perceive in the world today. Examples may include poverty, climate change, water shortages, disease, crime, illiteracy, and so on. Both specific and general problems may be included.
B. **Write each problem in large letters on a sticky note** and place it on the butcher paper. Each sticky note should contain one problem.
C. **Invite students to identify themes among the problems**. Ask students to look at the board of problems. Think about which share something in common, and suggest ways to group the problems into categories (e.g., local environmental problems; health-related problems; domestic problems; international problems; etc.). Some problems will bridge multiple categories, so it may be necessary to make categories more specific in that case.
D. **Group the sticky notes into the themes** decided on by the class. Use a separate color sticky note and write the name of the theme defining each group of problems. (Alternatively, you may choose a different color sticky note for each theme, and then rewrite the problems on sticky notes corresponding to the color of the theme.)
E. **Save this list for future activities**. Taking a photo of the list is a convenient way to preserve the information. (Alternatively, this activity could be done in groups, with each group having a sheet of butcher paper and a pad of sticky notes. Then each group could present its list to the rest of the class. If students have smartphones, they can snap a photo of their lists for easy reference.)

ACTIVITY 1.2. VIEWING THE BILLIONS IN CHANGE DOCUMENTARY

Students will view the *Billions in Change* film as a class and take notes about relevant facts from the film.

Time: 55 minutes

Materials: Computer; large screen; Internet access

A. **Provide students with some background information** about the film using the "About *Billions in Change*" summary (See Resource 1.1 in Appendix 1).

B. **Prior to starting the film, hand out the worksheet** entitled "*Billions in Change* Film Facts" (See Resource 1.2 in Appendix 1). Have students read through the questions and take notes on the answers as they watch the film.

C. **View the full-length** *Billions in Change* **film** (43 minutes) as a class. The film can be streamed or downloaded free of charge from www.billionsinchange.com/film.

D. **Based on their notes while watching the film, ask students to answer** each question on the "*Billions in Change* Film Facts" worksheet as completely as possible. If necessary, they can find more information on the Billions in Change website (www.billionsinchange.com). Students may work independently or in pairs.

E. **Have students turn in their written or typed answers** on a separate sheet of paper.

ACTIVITY 1.3. DISCUSSING AND REACTING TO THE FILM

Students will discuss their thoughts about and reactions to the *Billions in Change* film.

Time: 30 minutes

Materials: None required

A. **Ask students to discuss, as a class or in groups**, the following questions and take notes of student responses:
    1. What impressed you most about the film?
    2. Which parts of the film really caused you to think?
    3. What feelings did you have while watching the film?
    4. Which invention did you like the most? Why?
    5. Which invention do you think will have the biggest positive effect on the world? Why?
    6. Did you find anything confusing? If so, what?
    7. Why do you think the film is called *Billions in Change*?
    8. What questions would you ask Mr. Bhargava if he were here?
B. **Aggregate students' questions and send to** feedback@billionsinchange.com. Provide the name of the teacher, the size and grade level of the classroom, and the name and location of the school. The Billions in Change team is happy to reply to questions from teachers and students.

ACTIVITY 1.4. PERSONAL REFLECTION

Students will write freely about their own beliefs regarding the level to which people are responsible for one another.

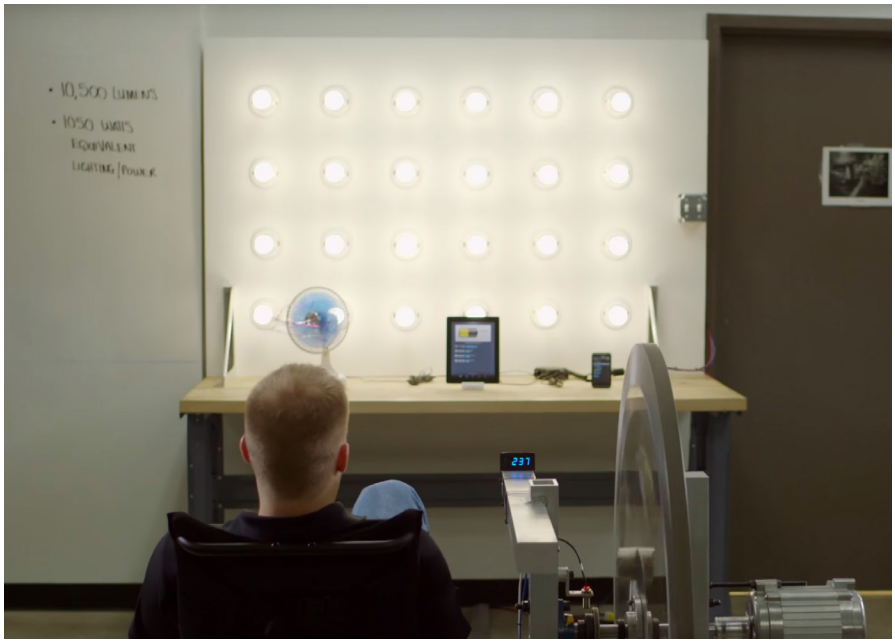
Time: 45 minutes

Materials: None

A. Give students a short writing assignment based on the following prompt: Mr. Bhargava tells an old story from Indian scriptures about someone watching a blind man walking toward a well (which in this case is a large and deep hole in the ground). If the blind man falls into the well, who gets the blame? The blind man? Or the guy who's watching? Take a position and support your argument in 1-2 paragraphs.

B. Ask students to exchange their papers with another student and have peer readers provide feedback on clarity, grammar, strength of position, etc.

C. Have students revise their papers based on the peer review, and then turn in a typed copy.



APPENDIX 1: RESOURCE 1.1

About Billions in Change

Billions in Change is a documentary film released in October 2015 that follows the work of a man named Manoj Bhargava, who became very wealthy after creating a product called 5-hour ENERGY®. Within just a few years, Mr. Bhargava had made billions of dollars. But, instead of keeping the money and spending it on himself, which he says would have ruined his life and his family's life, he chose to use it for the greater good. In 2012 he signed the Giving Pledge, a public commitment made by over 150 millionaires and billionaires around the world to give the majority of their wealth to philanthropic causes.

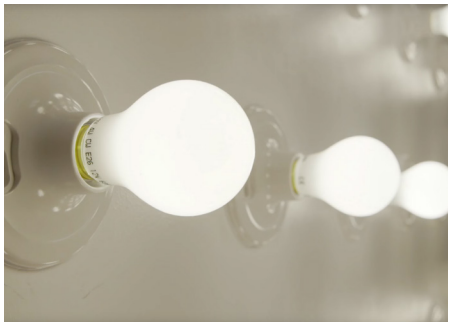
At first Mr. Bhargava chose to donate his money to charity, with a focus on charities in India. But after a couple of years of being disappointed by the absence of real solutions to the problems those charities were purportedly trying to solve, he decided to try another tactic. He funded an invention shop and gave it the task of creating products that could help solve some of the world's most pressing problems.

When he looked at all of the problems in the world, he realized that they all came down to just a few fundamental things, namely clean energy, clean water, and healthcare. And that if he focused on those fundamentals, everything else would have a chance of improving.

This film, called *Billions in Change*, is about Manoj Bhargava's story and a few of the products his invention shop has developed to date.

APPENDIX 1: RESOURCE 1.2

Billions in Change Film Facts



Instructions: Read through the following questions. While watching the *Billions in Change* film, take notes on key names, terms, and ideas. After the film, answer each question completely on a separate sheet of paper or in a digital document.

1. Who is Manoj Bhargava, and what is he best known for creating?
2. What is Mr. Bhargava's net worth, and what is he doing with his money?
3. What's the name of Manoj Bhargava's invention shop, and where is it located?
4. In general, what are Mr. Bhargava's inventions intended to do?
5. What does Mr. Bhargava look for in someone new that he's hiring for his invention shop?
6. According to Mr. Bhargava, what are the largest areas of work for the future?
7. Approximately how many people in the world either have no electricity or electricity only 2-3 hours per day?
8. What is Free Electric and how does it work?
9. What types of things can be powered by Free Electric?
10. What type of material is being tested to harness energy from the Earth's mantle, and what are some of the properties of that material?
11. What is the name of the invention that makes clean water from saltwater, and how does it work?
12. How does external counterpulsation (ECP) work to make people healthier?
13. What organization will distribute the inventions to the poor?

Unit 2

PROBLEM SOLVING

The problems we perceive in the world, including many of those we experience firsthand, exist because certain conditions cause them to happen directly or enable them to occur indirectly. Sometimes those conditions result from other conditions or even long chains of interacting circumstances. Although not every problem is preventable or solvable, understanding the root causes of a problem is essential for developing effective, long-term solutions. In this unit, students will learn to assess problems and differentiate between symptoms and root causes. They will learn about the importance of understanding the true nature of a problem, the risk of unintended consequences when designing solutions, and why some past attempts at problem solving have failed. Through the activities in this unit, students will practice critical thinking, the scientific method, and deductive reasoning skills.

Grade level

6-12

Subjects

- Social Studies • Biology • General science • Language Arts
- History • Government

Skills

- Research • Observation • Description • Analysis • Interviewing and note taking
- Critical-thinking • Reflection • Deductive reasoning

Essential Questions

- How do symptoms differ from root causes?
- Why is it important to understand the root causes of problems?
- How does our understanding of root causes help us to create effective solutions?
- What is meant by unintended consequences, and what can be done to avoid them?

Learning Objectives

Students will be able to:

- Define symptom, problem, root cause, unintended consequence, solution
- Use deductive reasoning to differentiate between symptoms and root causes
- Apply a process of critical inquiry to problems they encounter in order to identify root causes
- Apply the scientific method to form and test hypotheses about problems and solutions

Common Core Standards Addressed

- Reading Standards for Informational Text: Grades 6-12
  - » Key Ideas and Details
    - Citing textual evidence
    - Determining a central idea
    - Analyzing in detail
  - » Craft and Structure
    - Determine an author's point of view
  - » Integration of Knowledge and Ideas
    - Integrate information presented in different media formats
    - Trace and evaluate arguments and specific claims
- Writing Standards: Grades 6-12
  - » Text Types and Purposes
    - Writing arguments with to support claims with specific evidence
    - Write informative/explanatory texts
  - » Production and Distribution of Writing
    - Produce clear and coherent writing
    - Use technology, including the internet, to produce and publish writing

- Speaking and Listening Standards: Grades 6-12
  » Comprehension and Collaboration
    - Engage effectively in a range of collaborative discussions
    - Interpret information presented in diverse formats
  » Presentation of Knowledge and Ideas
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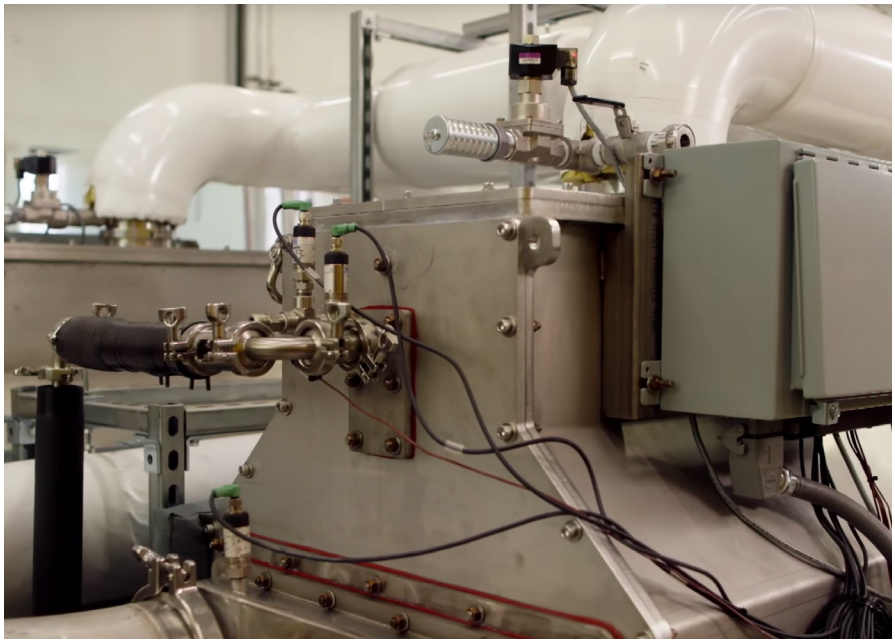
- Reading Standards for Literacy in History/Social Studies, Science and Technical Subjects: Grades 6-12
  » Key Ideas and Details
    - Cite specific textual evidence
    - Determine central ideas
    - Identify Key Steps
  » Integration of Knowledge and Ideas
    - Integrate visual information with other information
    - Distinguish between fact, opinion and reasoned judgment

Supplemental Resources

Steps of the Scientific Method

Writing a News Article



ACTIVITY 2.1. LINKING PRIOR KNOWLEDGE

Students will study the example of allergies to familiarize themselves with the differences between symptoms and root causes. They will investigate how different approaches to treatment address different facets of the problem.

Time: 40 minutes
Materials: Internet access; online access to or printed copies of Allergies: Symptoms vs. Root Causes worksheet (Resource 2.1 in Appendix 2); paper/pen or computer for completing assignment.

A. **Have students locate information about allergies** on the web. You may choose to allow them to search on their own, or direct them to a common resource, such as www.webmd.com/allergies.
B. **As students are reading through the materials they find online**, have them complete the Allergies: Symptoms vs. Root Causes worksheet (see Resource 2.1 in Appendix 2).

ACTIVITY 2.2. DISTINGUISHING SYMPTOMS FROM ROOT CAUSES

Students will practice recognizing and distinguishing symptoms from root causes for common household problems. They will also learn about how symptoms can be problems in themselves, leading to other undesirable circumstances. This activity takes students through a process based on the scientific method.

Time: 40 minutes
Materials: Internet access; online access to or printed copies of Assessing Problems for Effective Solutions (Resource 2.2 in Appendix 2); paper/pen for completing assignment.

A. **As a class, brainstorm some common *solvable* problems** that students or their parents might experience. Examples include: ants in the house, wilting plants in the yard, a dead car battery, poor grades, no lights when flipping the switch, leaky faucet, etc.
B. **Choose one problem to go over as a class**, and work together to answer the questions on the Assessing Problems for Effective Solutions worksheet (Resource 2.2 in Appendix 2).
C. **Have students work on their own or in pairs to assess** another problem using the questions on the Assessing Problems for Effective Solutions worksheet (Resource 2.2 in Appendix 2), writing out their answers on a separate sheet of paper to turn in at the end of class.
D. **Invite students to share their findings with the rest of the class**. All groups should turn in a completed problem assessment sheet to demonstrate their comprehension of the process.

ACTIVITY 2.3. ANTICIPATING UNINTENDED CONSEQUENCES

Students will learn about unintended consequences—both positive and negative. They will appreciate the potential dangers of addressing problems without fully understanding both the root causes and the possible ripple effects of a solution itself.

Time: 90 minutes

Materials: Internet access, computer, large monitor or projector; online access to or printed copies of Introducing Unintended Consequences (Resource 2.3 in Appendix 2) and Real Life Unintended Consequences (Resource 2.4 in Appendix 2); internet access and pen/paper or computer for completing short report.

Introduce the concept of unintended consequences by having students view a short video about what happened when wolves were reintroduced to Yellowstone National Park in 1995. Both the video and the explanation of the phenomenon in Yellowstone can be found at: http://www.yellowstonepark.com/wolf-reintroduction-changes-ecosystem/

A. **Define the Law of Unintended Consequences** and explain the three categories of unintended consequences using the information provided on the Introducing Unintended Consequences handout (Resource 2.3 in Appendix 2).
B. **Have students read and assess the scenarios outlined** in the Real Life Unintended Consequences worksheet (Resource 2.4 in Appendix 2).
C. **Assign a short report on a subject or event** that exemplifies an unintended consequence. An Internet search for "unintended consequence," "perverse incentive," or "accidental discovery" will yield numerous options from which students can choose.

ACTIVITY 2.4: UNDERSTANDING FUNDAMENTALS AND CAUSAL RELATIONSHIPS

Students will link their understanding of problem solving thus far to ideas presented in the *Billions in Change* film. This activity will draw on the list of problems created in Unit 1 and is intended to stimulate students' understanding of causal models, the perpetuating cycles that define many issues, and the effectiveness of some interventions over others at helping to alleviate global problems. The exercise may challenge existing beliefs and assumptions about the causes of social and environmental problems.

Time: 120 minutes (can be done over 2-3 days)
Materials: Original board with problems written on sticky notes; blank sticky notes (3-in x 3-in); butcher paper. A Smartboard can be used if available.

A. **Reintroduce the list of sticky-note problems** created by the class during the Building Background Knowledge activity from Unit 1.
B. **Prompt students to recall the three fundamental issues** (clean water, renewable energy, and preventative healthcare) highlighted in the *Billions in Change* film.
C. **As a class, cluster the sticky notes** under the headings Water, Energy, and Health, based on whether the problem stems from a deficit in one of those areas. If a problem exists because of an overlap between two areas, have students choose which they think is the stronger cause. For problems that seem outside the three areas, they may create an Other category.
D. **Allow students to work in groups and assign each group 4-5 problems** from the board. (It's easiest if the problems assigned to a given group stem from the same category). You may provide the actual sticky notes so that the groups can arrange the problems in different configurations, or they can write the problems on new sticky notes. Each group should have a sheet of butcher paper on which to work.
E. **Instruct each group to discuss and then agree** upon how their 4-5 problems relate to one another and stem from the overarching category of water, energy, or health. That is, which problems seem to be causing other problems, which are consequences of problems, which are consequences of solutions (e.g., unintended consequences), and which are unrelated? Is there a root cause?

F. **Have each group create a path diagram** (or sequencing graphic organizer) to illustrate the causal relationships among their 4-5 problems. They should arrange their sticky notes in a fashion that allows them to use hand-drawn arrows to show those relationships. For example, contaminated water → poor health → inability to work → poverty → hunger → poor health. Or, lack of electricity → inability to study at night → poorly educated → inability to find good work → poverty → crime. The diagrams need not be linear. They may intersect with one another, they may look like branched trees, or they involve self-reinforcing circles.

G. **Instruct each group to consider solution interventions at different points** within their path diagrams, and to evaluate whether or not those would be effective and why.

H. **Have each group decide on the best possible strategy** for solving the problems in their model. Have them consider the following questions:

    1. Does one intervention need to happen first in order for the others to be effective?
    2. Do certain interventions need to happen simultaneously?
    3. What types of unintended consequences should be anticipated based on the solutions chosen?
    4. What resources would be needed to solve these problems?
    5. How much time will be required?
    6. Who needs to be involved in these solutions? The government? Businesses? Ordinary citizens?

I. **Invite groups to present their models** to the rest of the class, highlighting the relationships they found among their problems, describing the interventions they chose, and what they believe would be the most effective strategy for eliminating the largest number of problems in their model. Students may choose to present using poster boards, PowerPoint, Prezi, or another creative format.

ACTIVITY 2.5. INVESTIGATIVE REPORTING

Students will interview a parent or other adult about a problem they encountered at home or work, and their experience solving that problem. Students will ask questions and follow-up questions, take notes, and write up the interview as though they are a reporter writing a news article. Students not yet familiar with journalistic style may benefit from one or more of the lessons in the Writing a News Article unit offered by abcteach.

Time: 90 minutes (outside of class)
Materials: Online access to or printed copies of the Problem Solving Interview Guide (Resource 2.5 in Appendix 2) and Elements of a News Article (Resource 2.6 in Appendix 2); paper/pen or audio recorder for taking interview notes; paper/pen or computer for writing final assignment.

Instruct students to interview a parent or other adult about a problem they once faced at home or work. Provide students with the *Problem Solving Interview Guide* (Resource 2.5 in Appendix 2), which they may use to craft their questions. Students should take detailed notes, but may also choose to record the interview if given permission by their interviewee. Inform students that they will be writing up their interview in the form of a news report.

A. **Assign students the task of filling out** the Elements of a News Article table (Resource 2.6 in Appendix 2) based on the information gathered in their interviews.
B. **Have students write up their interviews** in the form of a news article, making sure to include the 5 W's (who, what, when, where, why) and including the important elements and structure of a news report.

APPENDIX 2: RESOURCE 2.1

Allergies: Symptoms vs. Root Causes

Instructions: Complete the assignment below using an online resource with information about allergies, such as WebMD (www.webmd.com/allergies), the American Academy of Allergy, Asthma & Immunology (www.aaaai.org), or The Allergy and Asthma Foundation of America (www.aafa.org)

1. List 7 common symptoms of allergies.

2. List 7 common allergens.

3. Explain why allergies exist, choosing one common allergic reaction to exemplify how the body responds to the presence of an allergen.

4. Name three common allergy treatments and explain whether those treatments address the root causes of the allergy or only work to reduce symptoms. Describe how the body responds to each treatment and the degree to which the treatment is effective.

5. Describe the process used to identify the root causes of allergy symptoms, how treatments are created and tested, and the effectiveness of certain types of treatments compared to others.

APPENDIX 2: RESOURCE 2.2

Assessing Problems for Effective Solutions

Instructions: Answer the following questions to assess the nature of a problem, distinguish between symptoms and root causes, and to evaluate the effectiveness of a given solution.

1. What is the apparent problem?
2. Could this problem be a symptom or result of an underlying issue or root cause? If so, what might be the underlying issue?
3. Is that underlying issue also a symptom or result of an even deeper underlying issue? If so, what's that deeper underlying issue? Continue to ask this question until you think you've identified the root cause.
4. How would you go about testing whether you've found the root cause?
5. What might be an effective way to address the root cause?
6. How would you know whether or not your solution was effective?
7. If the original problem is not solved effectively and the symptoms continue, what other problems might you eventually face?
8. What are some ways you might try to deal with those problems? Describe what you would do. How you would feel? List or discuss any other consequences that might result.
9. Based on your answers above, propose a project using the scientific method to test a solution to your problem. Your proposal should cover the following elements:
    a. Clear statement of the problem
    b. Hypothesis related to the cause of the problem, or about how to solve the problem
    c. Method or experiment used for testing the hypothesis, including materials and procedure
    d. Data to be collected and how data will be collected
    e. Results and how they will be analyzed
    f. Conclusions drawn based on results and analyses

APPENDIX 2: RESOURCE 2.3

Introducing Unintended Consequences

The Law of Unintended Consequences holds that most actions—whether done by people, businesses, or governments—have unanticipated effects or outcomes. Some of those outcomes have a beneficial impact. Sometimes they are neither beneficial nor detrimental. And sometimes the result is quite negative, even catastrophic. On the positive end of the spectrum, a solution to one problem can end up also solving one or more other problems. On the other hand, the possibility exists where the solution to one problem creates new problems, or even makes the original problem worse.

Social scientists recognize three main categories of unintended consequences:

- **Unexpected benefit** - A positive, beneficial, or good outcome that results from an action, such as was seen in the video about the wolves.
- **Unexpected drawback** - A detrimental, or adverse outcome that occurs alongside the desired effect of an action. A typical example is experiencing side effects from a pharmaceutical product.
- **Perverse result** - An outcome that works in the opposite direction of the desired effect, and which makes the original problem worse.

In the field of Economics, unintended consequences are associated with:

- **Externalities** - consequences of a production or industrial activity that are not reflected in the cost of the goods or services produced. An example of a negative externality is air pollution caused by a factory. An example of a positive externality is when bees kept for producing honey end up also pollinating nearby crops.
- **Opportunity costs** – The benefit or value of something that is given up when something else is chosen. For example, when choosing between two things, like going for a walk in the park vs. staying home and reading a book, the opportunity cost of making one choice is the benefit you would have gained from the alternative.

APPENDIX 2: RESOURCE 2.4

Real-Life Unintended Consequences

Instructions: For each synopsis below, (1) circle the original action, (2) draw a rectangle around the unintended consequence of the action, and (3) write the name of the type of unintended consequence described (e.g., unexpected benefit, unexpected drawback, perverse result).

1. When Germany was divided into East and West Germany after World War II, a 1,400 km-long "no man's land" was created along the border to separate the two countries. For 45 years, until Germany's reunification in 1990, that uninhabited border area became a haven for some 600 threatened species of plant and animal. Today it houses a highly diverse national park and is part of the European Green Belt, which stretches 12,500 km along the East-West border of the former Iron Curtain.

2. Kudzu, a rapidly growing leafy vine native to Asia, was introduced to the United States in the late 19th century to control soil erosion. A government-funded program in the early 1900s helped to distribute 85 million kudzu seedlings, and by 1946 farmers planted some 3,000,000 acres of kudzu. Although kudzu was useful for controlling erosion, it soon became apparent that few things were useful for controlling kudzu. Because of its hardiness and rapid growth, kudzu is tough to manage. It tends to outcompete native plants and trees, reducing biodiversity and resulting in losses of $100-$150 million in forest productivity per year. Kudzu has also been known to damage power lines, the costs of which are upwards of $1.5 million per year. Today, kudzu infestation affects most of the Southeastern US.

3. The United States and other wealthy nations "have aid programs that import food to developing countries at very low or no cost. The result in some places has been the complete collapse of agricultural economies and local markets, because no farmer can compete against free. These programs, which were meant to help the poor, have ended up driving even more people into poverty." [a]

4. In the summer of 1927, a Scottish biologist named Alexander Fleming was researching the properties of the staphylococci bacteria. Before leaving for a month-long vacation with his family, he stacked the cultures he was studying on a bench in his rather untidy laboratory. When he returned, he noticed that one culture had become contaminated with a fungus, which had killed the staphylococci bacteria immediately surrounding it. Fleming grew the fungus in a pure culture and found that it produced a substance, which he called "mold juice," that killed a number of disease-causing bacteria. He identified the fungus as being from the genus Penicillium. Thus, he named the "mold juice" it released penicillin. Fleming's accidental discovery marked the beginning of modern-day antibiotics.

5. The practice of wildfire suppression in the United States began in the late 1800s for the purpose of preventing uncontrolled and devastating fires. The belief was that all wildfires were detrimental and should be suppressed at all times. It wasn't until the 1960s that it became widely recognized that wildfires are a very natural and necessary part of forest ecosystems. Fire serves to clear tall undergrowth, increase grasslands for large animals, and stimulate the germination of certain types of plant and tree seeds, including the giant sequoia. The policy of fire suppression, most notably, meant that forest understories grew denser so that when wildfires occurred, they burned hotter, longer, over larger areas, were more difficult to contain, and resulted in more damage and devastation. Today fire is seen as an essential part of forest life cycles, and the US Forest and National Park Services have adopted policies that allow wildfires to burn naturally within contained areas.

6. The use of antibiotics to treat bacterial diseases has saved millions of lives over the past 75 years. However, the misuse and overuse of certain antibiotics, combined with bacteria's ability to quickly mutate, has resulted in the emergence of antibiotic-resistant bacteria, or "superbugs." Superbugs are immune to most common antibiotics, which means they can continue to spread within an infected person's body. The US Centers for Disease Control and Prevention report that drug-resistant bacteria infect more than 2 million people and kill at least 23,000 in the United States alone each year.

7. Daylight Saving Time was originally conceived to help people make better use of daylight in the evening hours. The thought was that with the sun staying out later, people would also save electricity by staying outside later, thus delaying the turning on of lights and the running of small appliances. Studies now show that daylight saving time is producing the opposite effect. Energy consumption at home has increased because more and more people have air conditioners. Because the sun stays up later in the day, people are running their air conditioners for longer periods of time after they get home from work.

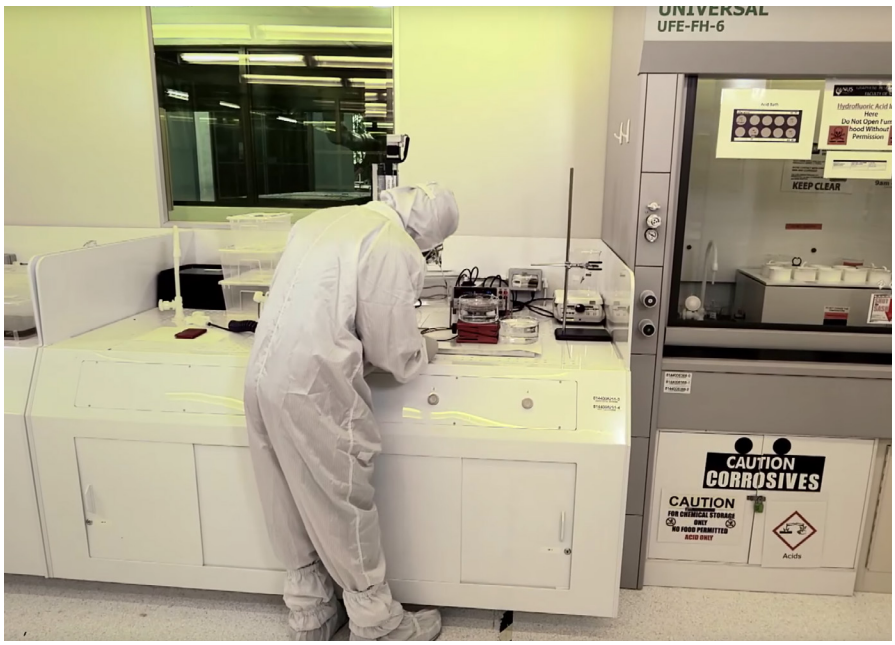
8. When French colonialists ruled In Hanoi, Vietnam, sewer rats were a big problem. In an attempt to control them, the colonialists offered a cash incentive to anyone who killed a rat and presented its tail as proof. Seeing this as a revenue opportunity, some residents of Hanoi began farming rats in order to get paid by the colonial government. Others began catching rats, cutting off their tails, and then releasing them back into the sewers so they could breed and make more rats. The result was an ever increasing rat population, most of which were running around without tails!

9. Chlorofluorocarbons (CFCs) became popular during the mid-20th century as a standard refrigerant. CFCs were less expensive, less explosive, and less toxic alternative than the existing refrigerants in air conditioners and refrigerators. However, in the 1970s CFCs were found to be destroying Earth's stratospheric ozone layer, meant to protect the planet from the sun's harmful ultraviolet rays. In 1978 the United States banned the use of CFCs in new appliances and products, and through the global treaty known as the Montreal Protocol, most other countries have banned CFCs as well. Today the ozone hole is slowly recovering, and some believe it will close by mid-century.

10. Aspirin is known as a common painkiller, but in recent years physicians have been increasingly prescribing aspirin to people regardless of whether they have pain. As it turns out, one of aspirin's active ingredients is a type of blood thinner that prevents blood clots, which has been shown to be beneficial to health, including preventing heart attacks and reducing the severity of some strokes.

11. Roughly 100 African elephants are killed every day for their tusks as part of the multibillion-dollar illegal global market for ivory. And just as poachers target elephants with the largest tusks, those same elephants are also the ones that father the most calves, because they are preferred by females and can fight off other suitors. When those individuals, and their large tusks, are removed from the population, the genes for large tusks can no longer be passed on to the next generation. As a result, scientists are now observing larger percentages of elephants with small tusks or no tusks at all. Unless the ivory trade is eventually halted, the African elephant may evolve into a tuskless species.

[a] Bhargava, M. Opinion: Fellow Billionaires: Let's Listen to the Poor. (May 2, 2016). Retrieved from https://www.philanthropy.com/article/Opinion-Fellow-Billionaires-/236287?cid=cpfd_home.



APPENDIX 2: RESOURCE 2.5

Problem Solving Interview Guide

Instructions: Interview a parent or other adult about his or her experience with attempting to solve a problem at home or at work. The problem may have to do with pests in the house or yard, a broken appliance or device, car trouble, a ruined recipe, computer bug, etc. Use the following questions to guide your interview and take detailed notes about the answers you're given. Feel free to add your own questions as well. You will write up your interview in the style of a newspaper article, so be sure to also capture some word-for-word quotes.

1. (Introduce yourself and your project. You can use this wording or make up your own.) I'm doing a class assignment on problem solving and I'd like to interview you about an experience you had solving a problem, either at home or at work. I'd be especially interested in hearing about a situation where you had to try a couple of different ways to address the problem before you actually found something that worked. (Assuming they agree to the interview, proceed with asking them the following questions. Feel free to add questions if you need clarification about something.)
2. (Name) What is your full name?
3. (Age) How old are you?
4. (Location) Where do you live?
5. (Occupation) Where do you work? What is your title?
6. (Nature of the problem) What type of problem did you encounter at home or work that was difficult to solve?
7. (Initial attempt to solve the problem) How did you initially attempt to address the problem? Did that solve it? If not, why not?
8. (Differentiate between symptom and root problem) In what ways was the original problem a symptom of a deeper problem?
9. (Root cause identified) How did you finally figure out the root cause of the problem?
10. (If the problem was solved...) What was the final solution that worked? Why did it work? Were there any unintended consequences? (If the problem wasn't solved...) Given that you haven't solved the problem yet, how are you managing the problem in the meantime? What do you think is the root cause? Why is this so difficult to solve?

APPENDIX 2: RESOURCE 2.6

Elements of a News Article

Instructions: Use the following table as a guide for writing your article. Write out the actual wording for your article in the space provided, or use bullets to capture the elements you intend to include.

News Report Element	Definition/Purpose	Elements in Your Article
1. HEADLINE	• Article title • Grabs reader's attention • Sums up main idea of story	
1a. SUBHEAD (optional)	• Explains the headline	
2. BYLINE	• Writer's name • Indicates who authored the article	
3. PLACELINE or LOCATION	• City where story takes place • State or Country can be included if the City is not well known • Written in ALL CAPS or **bold**	
4. LEAD PARAGRAPH	• Opening paragraph of article • Includes most important information about story • May only be one sentence • Answers most of the 5W's	
5. SUPPORTING PARAGRAPHS	• Explains the details of the story • Most important details first • Provides background of story • Connects with past or recent news, if applicable	
5a. QUOTES	• Actual quotes from person "at the scene" • Can be included throughout article to break up supporting paragraphs • Add accuracy • Connects reader with story	

Unit 3

DISCOVERING CITIZENSHIP

In this unit students will think about and describe their current beliefs about citizenship. They will use research and analysis to explore existing definitions of citizenship, and then will consider what it means to extend citizenship beyond family, community, and country. The activities in this unit are meant to challenge, augment, and expand conventional meanings of citizenship. The unit culminates with an independent purpose-oriented project, intended to build both on students' understanding of problem solving and on their unique sets of talents, interests, character traits, and creative energy, in order to address a problem in their community.

Grade level

6-12

Subjects

• Social Studies • Language Arts • History • Government

Skills

• Brainstorming • Research • Description • Analysis
• Comparison • Critical thinking • Reflection

Essential Questions

- What is citizenship?
- What does it mean to be a good citizen?
- How has citizenship been defined by different entities in the past?
- In what ways are we challenged to expand the common definition of citizenship?
- How have good and poor citizenship been displayed in literature and throughout history?
- How might different perspectives on citizenship lead to conflict?
- What is my role as an active citizen?
- How can my skills, talents, interests, and character strengths contribute to solving a problem in my community?

Learning Objectives

Students will be able to:

- Define citizen and citizenship
- Name the rights and responsibilities of citizens in their countries
- Use a Venn diagram to show similarities and differences among ideas or entities
- Understand an expanded definition of citizenship, which extends to humanity
- Identify citizenship as displayed in literature and current and historical events
- Recognize different perspectives on citizenship and how those perspectives may lead to conflict
- Use deductive reasoning to name the responsibilities of citizens based on the expanded view of citizenship and reflect upon their actions
- Apply their new knowledge to plan, participate in, and reflect on an independent purpose-oriented project.

Common Core State Standards Addressed

- Reading Standards for Literature Grades 6 – 12
  » Key Ideas and Details
    - How does the plot unfold and relate the change in events to how a character(s) responds and/or reveals aspects of a character?
    - Cite textual evidence to support the analysis of the changes in a character as the plot of a story unfold.
- Reading Standards for Informational Text Grades 6 – 12
  » Key Ideas and Details
    - Analyze the interactions between individuals, events and ideas in a text.
  » Craft and Structure
    - Determine an author's point of view or purpose in a text and analyze how the author uses literary devices to advance the point of view.
- Writing Standards Grades 6 – 12
  » Types and Purposes
    - Write arguments to support claims with clear reasons and evidence.
    - Write informative/explanatory texts to examine a topic and convey ideas, concepts and information.
  » Research to Build and Present Knowledge
    - Draw evidence from literary and informative texts to support analysis, reflection and research.

- Speaking and Listening Standards Grades 6 – 12
  » Comprehension and Collaboration
    - Engage effectively in a range of collaborative discussions
    - Analyze main ideas and supporting details in a variety of formats
- Reading Standard for Literacy in History/Social Science Grades 6 – 12
  » Key Ideas and Details
    - Cite textual evidence
    - Determine central ideas
    - Analyze a series of events described in a text
- Reading Standard for Literacy in Science and Technical Subjects Grades 6 – 12
  » Key Ideas and Details
    - Cite textual evidence
    - Determine central ideas
    - Follow precisely a multistep procedure

Supplemental Resources

What Really Makes Someone a Good Citizen? by Manoj Bhargava, founder of *Billions in Change*

The 20 Time Project

ACTIVITY 3.1: LINKING PRIOR KNOWLEDGE

Students will explore their current understanding or beliefs about citizenship.

Time: 40 minutes

Materials: Paper/pen for writing reflections.

A. **Have students think silently about the idea of citizenship** as they currently understand it. Based on their thoughts, have them write out their own answers to the following questions.
    1. What is a citizen?
    2. What is a good citizen?
    3. What is meant by citizenship?
    4. What are the characteristics of someone who exhibits citizenship?
    5. What are the characteristics of someone who does not exhibit citizenship?
B. **Invite students to share their answers** and, as a class, come to agreement about the answers to the questions above.

ACTIVITY 3.2: BUILDING AND BROADENING CURRENT IDEAS OF CITIZENSHIP

Based on the class discussion, students will apply their current understanding of citizenship to different areas of life. They will imagine ways in which citizenship can be practiced at home, in their communities, and beyond.

Time: 40 minutes

Materials: Online access to or printed copies of Citizenship and Life (Resource 3.1 in Appendix 3); paper/pen for take-home assignment.

A. **Introduce the Citizenship and Life activity** (See Resource 3.1 in Appendix 3) and have students work in pairs to fill out the worksheet.
B. **Have students share their examples and write them on the board**. As a class, attempt to group the actions exemplifying good and poor citizenship into themes, particularly with respect to general ways of behaving and the underlying character traits that may prompt such behaviors.
C. **Assign students a take-home assignment in which they write a letter** to someone seeking advice on how to practice better citizenship. Students should define the person to whom they are writing (e.g., a teacher, politician, business person, farmer, coach, friend, etc.), explain the benefits of good citizenship and the costs of poor citizenship, and support their positions with specific examples from personal experience, history, or the media as discovered through the Citizenship and Life activity.

ACTIVITY 3.3: INVESTIGATING OFFICIAL DEFINITIONS OF CITIZENSHIP

Students will research official definitions of citizenship and, specifically, how the country in which they live defines the rights and responsibilities (or duties) of its citizens. These are typically written guidelines or rules published by the government, and most can be found online. Students will compare and contrast their country's definition to that of another country.

Time: 10 minutes (in class) + 40 minutes (at home)
Materials: Internet access; pen/paper or computer for completing written assignment.

A. **Assign students a short report (3-4 paragraphs**) about how citizenship is defined by their government. They may choose any published source of information to aid their research. The report should answer the following questions:
    1. What is a citizen?
    2. According to the laws of your country, who is considered a citizen, and who is not?
    3. What are the rights of citizens?
    4. What responsibilities or duties are expected of citizens? (Make a list and keep for Lesson Activity C)
    5. What is citizenship?
    6. How does the legal definition of citizenship according to your government differ from what you would consider to be "good citizenship?"
B. **Require students to report their sources** of information, including webpages, books, journals, personal communication, etc.

ACTIVITY 3.4: COMPARING CITIZENSHIP BETWEEN TWO NATIONS

Students will identify similarities and differences of the responsibilities of citizens in their own country and another country of their choosing.

Time: 10 minutes (in class) + 60 minutes (at home)
Materials: Internet access; pen/paper or computer for completing written assignments.

A. **Introduce the concept of a Venn diagram** for demonstrating similarities and differences among ideas. Choose a couple of examples to do as a class (e.g., two familiar cities; two pop stars; two historical figures, etc.). Begin by making two columns and listing characteristics of each pair. Circle the similarities. Those go in the overlapping section of the diagram. Inform students that they'll be making their own Venn diagrams comparing and contrasting definitions of citizenship in different countries.
B. **Have students create two columns on a sheet of paper**. In one column, have them list the duties and responsibilities of citizens according to their government (they should have made this list as part of their citizenship report in Activity 3.3). In the second column, they will list the duties and responsibilities of citizens in another country of their choosing. (This research may be done at home).
C. **Instruct students to choose another country to compare and contrast** with their own country. Ask them to research the duties and responsibilities of citizens in that country and write them in the second column of their list. For most countries, this information can be found with a simple web search.
D. **Have students circle the common duties and responsibilities** between the two lists. Then instruct them to draw two overlapping circles (free-hand or using a computer). At the top of one circle they should write the name of their country, and at the top of the other circle they should write the name of the comparison country. Instruct students to write common duties and responsibilities in the area where the two circles overlap, and the dissimilar ones in the appropriate non-overlapping portions of the circles.
E. **Encourage students to share their findings** with the rest of the class. As a group discuss which countries seemed most similar and which were most different. Identify whether those similarities and differences may be due to the types of political systems, social systems, or economies that exist in those countries.
F. **Assign students a short essay where they describe their Venn diagrams**. Instruct them to offer an argument for why those similarities or differences exist. They should support their findings by citing sources of information.

ACTIVITY 3.5: CONSIDERING AN EXPANDED VIEW OF CITIZENSHIP

Students will read an essay on citizenship by *Billions in Change* founder, Manoj Bhargava, which extends the idea of citizenship beyond conventional understanding.

Time: 60 minutes

Materials: Online access to or printed copies of What Really Makes Someone a Good Citizen? (link below), and Redefining Citizenship (Resource 3.2 in Appendix 3); paper/pen for completing written assignments.

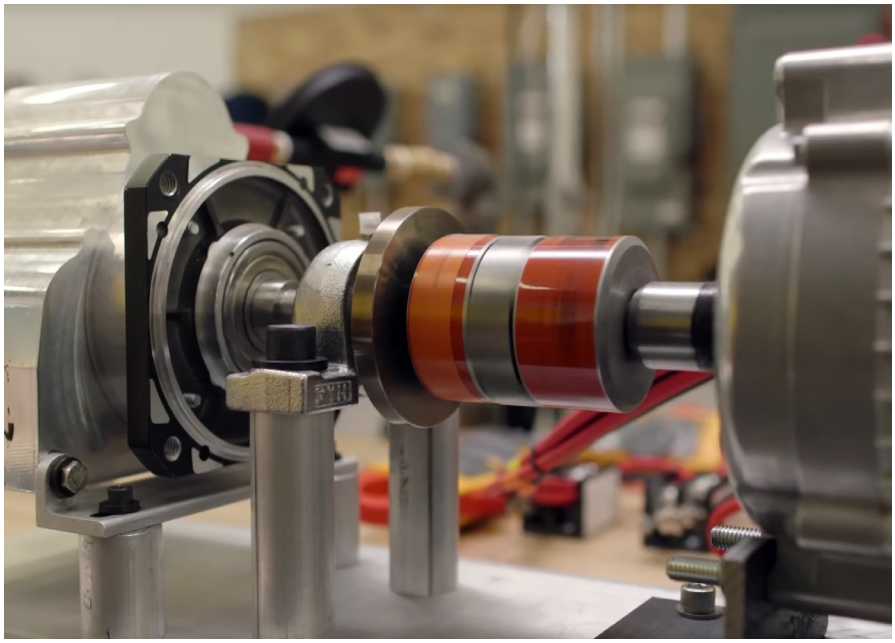
A. **Have students read** What Really Makes Someone a Good Citizen? by Manoj Bhargava. Students may read independently, in pairs or small groups, or as a whole class, depending on teacher preference.
B. **Allow students to work independently** through the Redefining Citizenship worksheet (Resource 3.2 in Appendix 3), and then go over the answers as a class.
C. **Have students consider Manoj Bhargava's call for active citizenship**, and ask them to discuss how his ideas compare with what they have learned about citizenship thus far.
D. **As a class, come up with a list of universal duties and responsibilities** that define citizenship in the global sense.
E. **Instruct students to compare and contrast citizens' responsibilities** based on the idea of global citizenship and those of the two countries they researched. As an option, have them create a new Venn diagram with three overlapping circles.

ACTIVITY 3.6: MODELING CITIZENSHIP IN ACTION

Students will prepare and perform short skits based on their understanding of global citizenship.

Time: 60-90 minutes; may be divided into two days
Materials: Optional props.

A. **Break the class into groups of 3-4 students** and inform them that they will create short skits (3-5 minutes) that capture citizenship, as they now understand it.
B. **Instruct the groups to each prepare a scene with two scenarios**: one in which poor citizenship is displayed, and then another of the same scene in which good citizenship is shown. The citizenship shown should reflect one of the universal responsibilities the class identified in Activity 3.5. They may choose a topic on their own, or you may have them draw from a list of topics out of a hat, but each skit should represent the various perspectives and responsibilities of citizenship.
C. **Have students perform their skits in front of the class**, and ask the class to identify the perspective and responsibility depicted in each skit.

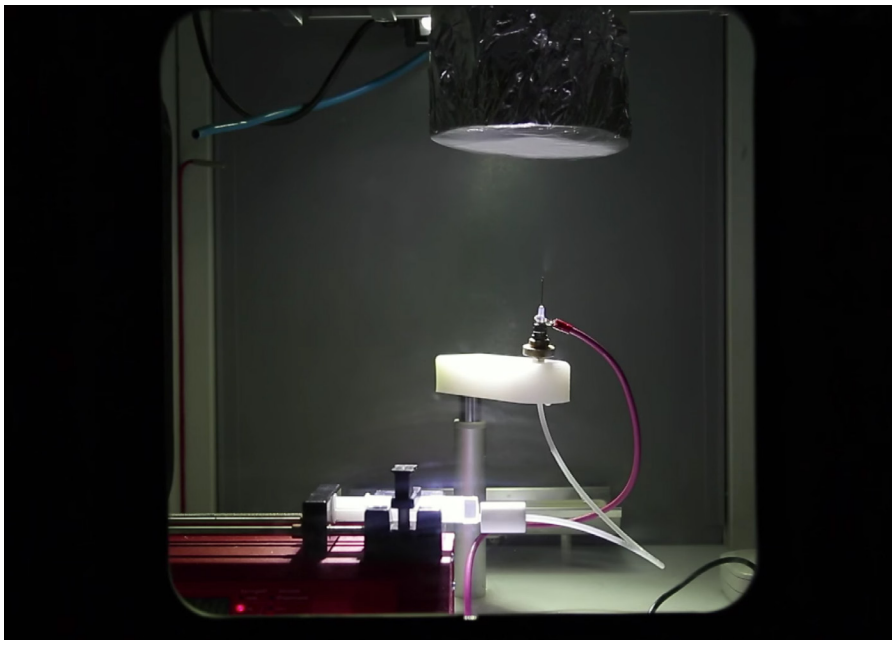


ACTIVITY 3.7: A LITERARY LOOK INTO GOOD CITIZENSHIP

Students will examine different displays of citizenship in literature, paying specific attention to situations where contrasting perspectives on citizenship are at odds. This activity may be geared specifically for literature courses, or may be used in conjunction with reading assigned within a social studies, history, or government class.

Time: 60-90 minutes (in class), 2-3 hours (at home) not including reading time
Materials: Variable depending on student presentations.

A. **Using an assigned title or their choice from a list of titles** suggested by the teacher, have students answer the following questions using examples from the literary selection they chose.
    1. Describe a scene in which a character displays good citizenship.
    2. Describe a scene in which a character displays poor citizenship.
    3. In what ways is good citizenship linked to action?
B. **Have students think about how different perspectives on citizenship** might lead to conflict, and ask them to present an historical or literary example in a creative way (e.g., poster, illustrated timeline, short skit, script, newspaper article, song, video, etc.). Examples might include events and literature related to the Civil Rights movement, Women's Suffrage, or protests related to war, indigenous rights, environmental issues, poverty, etc.
C. **Invite students to present their creative assignments to the class**.



ACTIVITY 3.8: AWARENESS VS. SOLUTIONS

Students will study examples of awareness campaigns and form opinions about their effectiveness at solving a problem. They will assess the weaknesses of the campaigns and make suggestions about how to improve them, as well as how to design actual solutions to the problem.

Time: 45 minutes in class, 90 minutes at home
Materials: Printed or online access to copies of discussion questions outlined in part D. Internet access, computer, large monitor or projector; pen/paper or computer for writing assignments.

A. **Have students recall the beginning of the *Billions in Change* film**, by reshowing the first 55 seconds of the documentary. In the opening lines, Manoj Bhargava discusses the ineffectiveness of "talking" about a problem compared to actually doing something to solve it. "Talk doesn't help someone out of poverty. Awareness doesn't reduce pollution and grow food, or heal the sick. That takes doing."
B. **Introduce the idea of a public awareness campaign** by explaining that awareness campaigns are often ways of drawing attention to a problem, conveying the seriousness of a problem, or making people see a problem in a new light. Show the students a few examples of print (online) or video awareness advertisements (e.g., public service announcements). A Google search of "famous awareness campaigns" yields myriad options for students to observe and evaluate. (Some of the more conversation-worthy ones, and pertinent to middle and high school age students have to do with smoking, driving under the influence, the environment, texting while driving.) For each print or video awareness ad (you may need to show it a couple of times if it's a video), ask students to answer the following questions:
    1. What is the ultimate goal this ad is trying to accomplish?
    2. Is this ad attempting to raise awareness? Convey the seriousness of a problem? Make people see the problem in a new light? Make the problem more personal? Or some combination of these?
    3. What type of emotion is the ad trying to elicit in order to accomplish the goal?
    4. How well does the ad elicit the intended emotional response? Does it elicit any other responses?

5. How well do you think this ad will change peoples' beliefs about the matter at hand?
6. How well do you think this ad will change peoples' beliefs about behaviors regarding the matter at hand?

C. **Working in pairs, have students find and evaluate an awareness campaign** on their own. Ask them to answer the questions below, the first of which mirror those above.

1. What is the ultimate goal this ad is trying to accomplish?
2. Is this ad attempting to raise awareness? Convey the seriousness of a problem? Make people see the problem in a new light? Make the problem more personal? Or some combination of these?
3. What type of emotion is the ad trying to elicit in order to accomplish the goal?
4. How well does the ad elicit the intended emotional response? Does it elicit any other responses?
5. How well do you think this ad will change peoples' beliefs about the matter at hand?
6. How well do you think this ad will change peoples' beliefs about behaviors regarding the matter at hand?
7. What will be the ultimate outcome?
8. How could the awareness campaign be improved in order to get a better outcome?

D. **On their own, ask students to write a short essay about awareness** vs, action. They should cover what they perceive to be the benefits of awareness campaigns, and then discuss the awareness ad that they and their partner evaluated (what it was, who produced it, what the intended goal was, and how well it achieved that goal.) They should conclude their essay with one or more suggestions about how to take that campaign into actual solutions and implementation. According to Manoj Bhargava, "Implementation at the smallest level is better than incredible awareness."

ACTIVITY 3.9: REFLECTION TO ACTION—A PURPOSE-ORIENTED PROJECT

Students will design and execute a service-oriented project that addresses a problem facing their classroom, school, or community (local or global). Students may work in pairs, groups, or independently, and are encouraged to pursue something that already interests them. Teachers may offer students the opportunity to work in class on their projects one day per week (the 20 Time Project model), or may opt to make this a semester-long take-home assignment. Instructors who choose to use the 20 Time model are encouraged to take a look at the 20 Time Template, which provides a step-by-step guide on implementation.

Time: Ongoing (possible quarter-long or year-long service project)
Materials: Printed or online access to copies of the discussion questions listed in part A; sticky notes and butcher paper for brainstorming activity; paper/pen or computer for written assignments.

A. **Have students work in pairs, groups, or independently to identify an important problem in the classroom, school or community (local or global)** and answer the following questions:
    1. What is the problem?
    2. What are the negative consequences of this problem currently (the symptoms), and what will they be if the problem persists (more symptoms)?
    3. What might be the root cause?
    4. What resources are needed to address the problem?
    5. Whose responsibility is it to acquire the resources and fix the problem?
    6. What are the barriers to a solution and how can they be overcome?
    7. What are the consequences of solving the problem?
B. **Invite students to brainstorm ideas for projects** that could address their problem, even if on a small scale. Encourage them to brainstorm bad ideas as well, as sometimes those can lead to a great idea.
C. **Have students analyze their skills, abilities, and resources** to narrow down the list of projects into those that are feasible for them to execute. Students may know their skills or talents, but if they find it difficult to define their own strengths, they may ask a friend, family member, teacher, or mentor to articulate their positive character traits (e.g., honesty, compassion, respect, responsibility, courage).

D. **Instruct each group to choose one project from its brainstorm of ideas**.

E. **Assign each group the task of writing a formal proposal** about its chosen project. The proposal should answer the following questions:

   1. What is the problem that needs solving?
   2. Why is the problem important? What happens if it is not addressed?
   3. What is the project and how does it work toward solving the problem?
   4. Who is the audience for the project?
   5. What steps are involved with designing and executing the project?
   6. What is success for this project?

F. **Invite students to present their proposals to the rest of the class**. The class should offer feedback in terms of encouragement, critiques, questions, and ideas.

G. **Instruct students to keep a weekly journal to document their progress**, including reflections, learning experiences, unmet expectations, setbacks, and failures. Inform students that they will be graded on their effort and on their documentation of the project, not on whether the project itself succeeds.

H. **At the conclusion of the project period, create a TEDx style event** for students to give 5-minute presentations on their projects to their peers, parents, and to others in the community.

APPENDIX 3: RESOURCE 3.1

Citizenship and Life

For each category below, list an action, event, or story that exemplifies good citizenship and an action, event, or story that exemplifies poor citizenship.

Category	Good Citizenship	Poor Citizenship
At school		
At a public park		
On a crowded bus		
On a highway		
An historical event		
A current event		
Someone famous		
With your friends		

APPENDIX 3: RESOURCE 3.2

Redefining Citizenship

Based on the essay What Really Makes Someone a Good Citizen? by Manoj Bhargava, please respond to the statement by circling True or False. After completion, discuss the statements as a group to support your responses.

1.	True citizenship requires acting in a certain way.	T	F
2.	Citizenship is about rights, not responsibilities.	T	F
3.	Citizenship as an obligation is a new idea.	T	F
4.	Citizenship is an action that can be used to unite a variety of geopolitical groups.	T	F
5.	All human beings are citizens of the world.	T	F
6.	True citizenship actively promotes goodness and well being for all humanity.	T	F
7.	Citizens must have monetary resources to be effective in changing the world.	T	F
8.	Words and position titles are the most important in enacting citizenship.	T	F
9.	We all require the same skillsets to be good citizens of the world.	T	F
10.	Citizenship is about doing what we want to do as individuals.	T	F