Realizing that U.S. citizens are affected by developments in even the most remote parts of the globe and that sophisticated technologies have increased contacts among cultures around the world and building upon the basic objective of global studies which is to prepare students for effective citizenship in an interdependent world, this guide provides instructional materials on global concepts such as economic interdependence, the migrations of people, environmental interdependence, cultural diffusion, the communications revolution, and cultural diversity. The materials emphasize reading and writing and require students to classify and organize materials, to identify cause and effect, and to make reasonable judgements. The exercises emphasize students' reasoning ability by requiring them to analyze and synthesize, and to use critical thinking and problem-solving skills. Sample lessons are provided, each of which utilizes a different section of "The New York Times" and highlights a particular global education concept. (KWL)
The New York Times in Global Studies Courses

By Donald Schwartz and Lloyd Bromberg

A Curriculum Service Booklet of The New York Times Newspaper-In-Education Program
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ABOUT THE AUTHORS

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Introduction

There was a time in the history of these United States when Americans felt secure and insulated from developments occurring across the seas. Whether we actually were shielded from events in foreign lands is highly questionable. There certainly can be no doubt today that Americans are deeply affected by developments in even the most remote parts of the globe.

Daily headlines underscore this reality with great immediacy. Harsh weather conditions in South America boost coffee prices in American supermarkets; more efficient production techniques in Japan spell unemployment for residents in Detroit; pollution in Germany’s Ruhr Valley soils the family wash hanging out to dry in Illinois.

Sophisticated technologies and the pervasive influence of multinational corporations have helped to increase contacts among cultures around the world. A growing network of political, economic and cultural interdependence has linked many nations, and has stressed the need for international cooperation.

Schools in New York City and the metropolitan area have revised their curricula to reflect these trends. Courses in “global education,” “global history” and “global perspectives” have been introduced to make students aware of interdependence and increasing cross-cultural contacts. But because such developments are occurring at an accelerated rate, textbooks offer little help to teachers thirsting for relevant contemporary issues in global education.

The teacher can turn to the daily newspaper for the most affordable, most accessible and most current source of information on global developments. No newspaper is more suitable for that purpose than The New York Times, because no newspaper devotes more space to international affairs and their impact on the United States. Virtually every section of The Times — be it business, fashion, sports or the Op-Ed page — reports on events or trends that reflect some international component.

The classroom teacher can make use of the valuable resource of The Times in many ways. This guide offers some suggestions on how The Times can be used by students in class or at home. The guide provides instructional material on such global concepts as economic interdependence, the migrations of people, environmental interdependence, cultural diffusion, the communications revolution and cultural diversity.

The sample lessons in this guide illustrate how the social studies teacher can use articles in The New York Times in the global studies class. Each lesson utilizes a different section of The Times, and each is geared to highlight a particular concept relevant to global education. The lessons are also designed to reinforce specific skills in the social studies. The material emphasizes reading and writing, and requires students to classify and organize material, to identify cause and effect, and to make reasoned judgments. The exercises also emphasize students’ reasoning ability by requiring them to analyze and synthesize, and to use critical thinking and problem-solving skills.

The basic objective of any course in global studies is to prepare students for effective citizenship in a world that is growing increasingly interdependent. Since the phenomenon of globalism continues to unfold, The New York Times is an essential resource for material relevant to that topic. The teacher of global studies can use the daily articles in The Times to provide an enlightening, rewarding and enriching educational experience.
During the Middle Ages almost all economic activity was conducted within self-contained economic systems. Today, however, those once separate economies have been increasingly merging into an interdependent global economy. The origins of a global economy can be traced to the Commercial Revolution of the 16th century, with the rise of capitalism in Europe and the corresponding expansion of markets, raw materials and the monetization of economies.

Evidence of increasing economic interdependencies is seen today in the expanding volume of world trade, the growth of foreign investments and the proliferation of multinational corporations. Americans have experienced the globalization of world economies on a personal level. Middle Eastern wars created havoc with oil prices in the United States. Increased competition from abroad has caused financial hardship for some American families. On the other hand, cheap foreign labor has brought down the cost of some goods for the American consumer.

Recently, a reaction against economic interdependence has grown in America. Bumper stickers bearing the message "BUY AMERICAN" have reappeared. Americans have become increasingly concerned over trade imbalances, particularly those caused by Japanese imports.
Restrictions on World Trade

Aim
Is restricting trade the best way to meet global economic competition?

Instructional Objectives
1. Students will be able to describe two provisions of the Fair Practice in Automotive Products Act;
2. They will be able to state two arguments supporting and two arguments opposing restrictions on world trade;
3. They will be able to suggest two alternatives to meeting global economic competition other than restricting trade.

Motivation
Distribute worksheet “You Are the President,” and review the exercise described on it. Have students explain their answer to the following question:

Many people have suggested that we pass laws restricting the sale of Japanese automobiles in the United States. Do you think this is the best way to deal with economic competition from Japan? Why? Why not?

Lesson Development
Distribute copies of The New York Times editorial, “The Made in-America Trap,” along with the attached worksheet. Have students complete the exercise on the worksheet. Have students explain their answers to the following questions:

1. How would the Fair Practices Act mentioned in the editorial solve the problem discussed at the beginning of this lesson?
2. How does the solution represented by the Fair Practices Act compare to the solutions that you as “President” proposed? In what ways were they similar? In what ways were they different?
3. What is your reaction to this act?
4. What is the editorial writer’s opinion of this act? What arguments does the writer present to support that opinion?
5. Why does the editorial writer believe that such a law will have a major global impact?
6. Which do you consider the strongest argument in this editorial? Which the weakest?
7. If you were a member of Congress, would you vote for this act? Why? Why not?
8. How would passage of such a bill reverse the trend of global economics since the Commercial Revolution?
9. How would the passage of such laws around the world affect future relations among nations?
10. How different would global history be if there had been similar trade restrictions since the beginning of the Commercial Revolution?

The last paragraph in the editorial suggests the possibility of a compromise bill. Distribute the worksheet “Compromise Bill.” Divide class into four groups of equal size. Have each group propose a compromise. Have a representative from each group explain their particular bill, giving supporting arguments. Then have the entire class vote to adopt one compromise bill.

Homework Assignment

Skills:
- Determining relevance to topic
- Analysis
- Identifying causes and effects
- Synthesis

Locate and clip three articles from The New York Times which refer to a current economic problem in the United States. Be sure to choose articles from different sections of the newspaper. Do not rely only on the financial section.

1. Summarize in your own words the economic problem contained in each article.
2. List briefly the causes for each problem.
3. Identify to what degree the causes are of foreign origin.

Propose a solution for each problem, and explain (a) how that solution will affect Americans, and (b) how that solution will affect people in other countries.
You Are the President

You are the President of the United States. The automobile industry has been suffering in recent years, mostly because of competition from Japan. As a result, 200,000 American automobile workers are unemployed. Other industries, such as the steel and glass industries, have also been affected. What would you do, as President, to cope with this situation? List below all the possible alternative actions that you could take:

1. 

2. 

3. 

4. 

List below the short-term and long-term effects (both positive and negative) of the above alternatives:

<table>
<thead>
<tr>
<th>Short-term Effects</th>
<th>Long-Term Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
Editorial on Protectionism

An editorial is an essay of persuasion. After reading the editorial below, write a summary of the author's opinion, using the worksheet on the following page. Also, list arguments supporting and opposing the editorial.

The Made-in-America Trap

The problem in the 1930's, as in earlier decades, was and remains what to do with labor. In the past, American workers' wages have been very low, and the employers have had a hard time competing with foreign producers. But the situation has changed, and it is now time to consider the implications of this change.

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The United Automobile Workers is a major local union, and its members are in a difficult position. The union wants to protect its members' jobs, but it also wants to compete in the global market. This is a difficult balance to strike.

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The United Automobile Workers is a major local union, and its members are in a difficult position. The union wants to protect its members' jobs, but it also wants to compete in the global market. This is a difficult balance to strike.

It is the economic crisis that lies at the heart of the Made-in-America Trap. The United States is a major economic power, and it has a large trade deficit. The deficit is caused by the fact that the United States imports more goods than it exports. This is a problem, because it means that the United States is losing money.

The Made-in-America Trap is a serious problem, and it needs to be addressed. The United Automobile Workers is a major local union, and its members are in a difficult position. The union wants to protect its members' jobs, but it also wants to compete in the global market. This is a difficult balance to strike.

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Editorial on Protectionism (Cont.)

Write a summary of the editorial, "Made-in-America Trap." Beneath your summary, list two arguments offered to support the editorial writer's opinion, and two arguments that oppose the opinion.

<table>
<thead>
<tr>
<th>SUMMARY OF EDITORIAL</th>
</tr>
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<table>
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<tr>
<th>SUPPORTING ARGUMENTS</th>
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<tr>
<th>OPPOSING ARGUMENTS</th>
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</tbody>
</table>
Compromise Bill

We hereby propose the following as a compromise to the Fair Practices in Automotive Products Bill:
Aim
Must harmful economic conditions in one part of the world impact on other parts of the world?

Instructional Objectives
1. Students will be able to describe two effects of the worldwide recession on Taiwan's economy.

2. They will be able to state three reasons why Taiwan's economy has been affected less seriously by the worldwide recession than have the economies of other nations.

Motivation
By using the numbers in the table, "Range of Effects," indicate how the "Hypothetical Situations" listed at right would probably affect the United States.

<table>
<thead>
<tr>
<th>Range of Effects</th>
<th>Hypothetical Situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5... Disastrous effect</td>
<td>World trade declines by 75 percent.</td>
</tr>
<tr>
<td>4... Harmful effect</td>
<td>Unemployment around the world triples.</td>
</tr>
<tr>
<td>3... Serious effect</td>
<td>The cost of oil on world market triples.</td>
</tr>
<tr>
<td>2... Painful but no lasting effect</td>
<td>Economic growth in most countries declined substantially in 1982.</td>
</tr>
<tr>
<td>1... Minor effect</td>
<td></td>
</tr>
<tr>
<td>0... No effect</td>
<td></td>
</tr>
</tbody>
</table>

Can nations today avoid harmful economic conditions arising in other parts of the world?

Lesson Development
- Distribute the worksheet, "East Asia Growth," and have students answer questions based on the information included in the graphs. Have students explain their answers to the following:

  1. What does the chart reveal about growth rates in Asia as compared with the near zero growth rates in the West?

  2. How can you explain these effects?

- Distribute The New York Times article, "Taiwan Reflects Impact of Slump on East Asia," and have students answer the following:

  1. What evidence does the article present to demonstrate that Taiwan has been affected by the worldwide economic downturn?

  2. How does the article explain these effects?

  3. Why, according to the article, has the economic situation in East Asia been not as bad as it has been in European countries and in the United States?

  4. Explain what the author meant when he wrote: "Taiwan's long-term prospects depend greatly on world markets."
5. Why are the countries of the world more economically dependent today than they were in the past?

6. Is increasing economic interdependence good or bad? Explain.

7. Can nations do anything to protect themselves against the effects of harmful economic conditions arising in other countries?

- Distribute the worksheet, “Memo to the President,” and have students suggest two ways that the U.S. could insulate itself from harmful economic conditions arising in other countries. Ask students the following:

  1. Which of the suggested approaches do you consider most effective? Why?

  2. Would the United States be better off if it tried to cut ties with the other nations of the world? Is such a step possible?
East Asia Growth

Examine the chart below and then answer the following questions:

1. What is the title of this chart?

2. Which countries' economies are compared in the chart?

3. What does the vertical scale (A) on each of the graphs stand for?

4. What does the horizontal scale (B) on each graph stand for?

5. What was the approximate growth rate of the following cities in the years shown:
   - Hong Kong in 1977
   - Taiwan in 1982
   - South Korea in 1980

6. The United States and most countries in Western Europe have growth rates close to or below zero. Compared to them, how would you describe the growth rate of the countries on the chart?
Taiwan: A Case Study

Taiwan Reflects Slump Impact

By STEVE LOHR

Special to The New York Times

TAIPEI, Taiwan — With Taiwan's economic growth running at half the government target for the year, it is becoming apparent that the economy is in a slump. The main cause is a worldwide economic slowdown, but there are also some local problems.

In late August, the government estimated that the economy grew at an annual rate of 5.2 percent in the second quarter of the year. This is 1.8 percentage points below its original target. The government has downgraded its forecast for growth in the second half of the year to 4.2 percent, but many analysts believe that the actual growth rate will be lower.

The government has been trying to stimulate the economy with measures such as increased spending on infrastructure projects, but these have not been enough to prevent the slowdown. The government has also been trying to attract foreign investment, but this has not been successful.

In the face of the worldwide economic slowdown, Taiwan has been hit especially hard. The government has been trying to support the economy with measures such as increased spending on infrastructure projects, but these have not been enough to prevent the slowdown. The government has also been trying to attract foreign investment, but this has not been successful.

The unemployment rate in Taiwan is now more than 6.5 percent, thanks to an economic slowdown. The government has been trying to support the economy with measures such as increased spending on infrastructure projects, but these have not been enough to prevent the slowdown. The government has also been trying to attract foreign investment, but this has not been successful.

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Memo to the President

Before preparing your memo to the President, complete the outline below indicating your suggestions for avoiding the impact of worldwide economic problems. Support each of your suggestions with two supporting reasons.

<table>
<thead>
<tr>
<th>FIRST SUGGESTION:</th>
<th>Supporting reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECOND SUGGESTION:</td>
<td>Supporting reasons</td>
</tr>
</tbody>
</table>

**Text of Your Memo**

FROM: 

TO: The President of the United States

SUBJECT: Avoiding the impact of global economic problems

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Homework Assignment:  
Global Economics

SKILL: Identifying causes and effects

Locate and clip two articles from The Times describing economic problems in foreign countries. For each article, answer the following questions, using the space below, and on the back of this sheet.

1. What is the nature of the problem?
2. What is the cause of the problem?
3. How can this problem affect Americans?
4. Suggest a possible solution to the problem.
5. What would be the long-range and short-range results of such a solution?

ECONOMIC PROBLEM IN ____________________________ (Name of the country in the article)

ECONOMIC PROBLEM IN ____________________________ (Name of the country in the article)
Cultural diffusion refers to the spread of customs, technologies, values and institutions among different societies. Although we may like to think of ourselves and our nation as independent and self-sufficient, many aspects of our civilization have been borrowed and adapted from other cultures. Our form of government is, in large part, a product of ideas and institutions borrowed from the ancient Greeks and from English and French thinkers.

On a personal level, cultural diffusion has influenced our lives beyond the obvious radio and automobile that may have been manufactured in another country. We sleep in pajamas, a garment first made in India. We sit down to breakfast in a chair that was first introduced in the ancient Middle East. We eat with a fork, a medieval Italian implement, and our food is served on a plate, which is modeled after a ceramic first invented in ancient China.

Clearly then, individuals and nations have benefited from cultural diffusion. But cultural diffusion can bring problems as well. The New York Times article included in the next lesson ("Women in Eastern Cultures") illustrates such a problem. As they read it, students will recognize the personal dilemma that can result from cultural diffusion.
Aim

Does learning Western ways do more harm than good for women from Eastern cultures?

Instructional Objectives

1. Students will be able to explain two problems women from Eastern cultures have faced in their homelands after living in the United States.
2. Students will be able to suggest two solutions to the problems described above.

Motivation

Present the following headlines taken from The Times:

"Women Still Forced to Marry Against Their Will"
"Laws Prohibit Women From Driving"
"Women Punished for Not Wearing Veil in Public"

1. What is your reaction to these headlines? Explain.
2. How can you explain such laws?
3. If you were a woman brought up in such societies, how do you think that you would be affected by living in New York City for five years? Explain.
4. Would the New York experience do you more harm than good?
5. What questions does this raise for discussion?

Lesson Development

Distribute the article, “For Women, Cross-Cultural Trip to Limbo.” Have students explain their answers to the following questions:

1. How do the women in this story face problems similar to the one discussed above?
2. How has living in the United States created problems for the women mentioned in the article?
3. Which of those problems would you find most difficult to solve?

Have students role-play one of the following situations:

1. A female student returning to her country from the United States has just been told she must marry a man with whom her father has just arranged a marriage.
2. A female engineer returning to her country from the United States has just been informed by her employer that she will have to be a typist because women are not allowed to be engineers in her country.
3. A female just returned from the United States has been arrested for participating in a women's rights demonstration. She must now prepare a speech telling the judge why she thinks the arrest is unfair.

Complete the lesson by asking the following questions:

1. Suppose you were a friend of one of the women in the story. She comes to you the night before she must leave for home asking you for advice to resolve her dilemma. What would you suggest she do?

2. Do you think the women in the article would have been better off if they had never left their respective cultures?

3. Why do you think the home countries of these women are trying to prevent their people from copying American ways? Is this a wise policy?

4. Can you point to any examples in history where people from one culture tried to prevent people from another culture from influencing them?

5. Do you think people should be encouraged to have contacts with other cultures?
Homework Assignment: Cultural Diffusion

SKILLS:
- Determining relevance to topic
- Analysis
- Evaluation

Locate and clip three articles from The New York Times that refer to specific examples of cultural diffusion. Be sure that each article is from a different area of news coverage. Among suggested areas are: relevant news articles, dance, editorials, fashion, film, food, music, society, style, theater, sports, Op-Ed and business.

1. Summarize each article in your own words.
2. Identify and explain the impact of one culture upon another.
3. Explain whether you think the cultural impact will be beneficial or harmful to the country borrowing or adopting the idea or institution. In your answer, speculate on the long-term effects of such cross-cultural borrowing.

Have students complete the following exercise either in class or at home:

Make a list of the problems faced by the women discussed in the article. Write a diary entry that you think one of the women might write the night before she returns to her country. Use the form below.

Dear Diary,

While I am looking forward to seeing my friends and family back home, I expect many problems. For one,

________________________________________________________________________

________________________________________________________________________

Also, ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Therefore, I have decided that I will ____________________________

________________________________________________________________________

________________________________________________________________________
Dilemmas Facing Foreign Women

For Women, Cross-Cultural Trip to Limbo

By ANDREE BROOKS

Whenever Sheila Mustaq, a 22-year-old graduate student in engineering at Texas Tech University in Lubbock, Pakistan, returns to her homeland, she must do more than change from blue jeans to the baggy cotton pants and chemise common among Pakistani women. She must also mentally change cultures. Instead of being the assertive, outgoing and independent individual she has become during her four years in this country, she must conform to more restrained and demure ways by the standards of her country, she explained. And that is not easy. "I have noticed a communication gap with my family and friends that gets wider every year," Explained a director of the National Association for Foreign Student Advisers, Miss Nishi Mustaq. Miss Mustaq, who is studying molecular biology at Wellesley College, said she had already seen what can happen when a woman like herself tried to set up a more conventional, in Ramallah in the Israeli-occupied West Bank. "Some of my friends who live here and who are not as liberal as I am," she said. "They found it impossible to tolerate a subservient position at living in the States. They didn't want to do the little things like pick up your clothes and what to wear. They didn't want to sit home. Forever. They found they wanted to go on with their careers." The study was co-sponsored by the American Association of University Women. The 100-page report will be compiled into a book, "International Women Students: Perspectives for the 90's." It is published by the International Center, Wellesley College, Wellesley, Mass. 01881.

Acting Out Likely Encounters

Linda Rowe is seeking financing to develop a program she hopes will improve more foreign students to learn how professional women's groups operate here so that they can form similar organizations in their own countries. Miss Mustaq, however, said that she could not think of another female engineer in Pakistan.

Ten percent of Wellesley undergraduates are now from abroad, compared with half that number 10 years ago. They feel trapped because they do not understand the societal and familial pressures that they face in their home countries. Many women who have come to the United States, she said, are interested in learning about American culture and society. The dilemma surrounding marriage is continually cited as one of the most difficult for women. Miss Mustaq, for instance, is among many who believe they may have compromised their marriage opportunities by coming to this country. She said that she had found it difficult to find potential mates among those as educated as she is - someone who has probably had an easier job than her education.

The dilemma surrounding the choice of marriage is continually cited as one of the most difficult for women. Miss Mustaq, for instance, is among many who believe they may have compromised their marriage opportunities by coming to this country. She said that she had found it difficult to find potential mates among those as educated as she is - someone who has probably had an easier job than her education.

Children are a major concern for many women. Miss Mustaq, for instance, is among many who believe they may have compromised their marriage opportunities by coming to this country. She said that she had found it difficult to find potential mates among those as educated as she is - someone who has probably had an easier job than her education.

"Going home is such a problem that many times the women panic and look for any way out," said Sylvia S. Hies, director of the Center for International Education at Wellesley College.

Ten percent of Wellesley undergraduates are now from abroad, compared with half that number 10 years ago. They feel trapped because they do not understand the societal and familial pressures that they face in their home countries. Many women who have come to the United States, she said, are interested in learning about American culture and society. The dilemma surrounding marriage is continually cited as one of the most difficult for women. Miss Mustaq, for instance, is among many who believe they may have compromised their marriage opportunities by coming to this country. She said that she had found it difficult to find potential mates among those as educated as she is - someone who has probably had an easier job than her education.

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Aim
In what way does contemporary art reflect different cultures?

Instructional Objectives
1. Students will be able to list three examples of the mixture of Japanese and American culture in the art of Ushio Shinohara.
2. They will be able to explain two opinions of Shinohara’s art work as offered by the author of the news article.

Motivation
Bring a portable radio to class, turn to a station that plays popular music and allow students to listen to portions of a few popular songs (or ask students which are their favorite popular songs). Then ask students the following questions:

1. What are your reactions to this music?
2. How can you explain why this music has audiences all over the world?
3. Many people claim that American popular music is a product of many cultures. Why? Do you agree? Explain.
4. Can the same be said of all art forms? Explain.
5. What questions does this raise? (Elicit aim.)

Lesson Development
Distribute worksheet, “Review by Grace Glueck,” and have students complete the exercise on the worksheet. The actual headline is “Art: Shinohara’s Headlong Collision With American Culture.”

Distribute worksheet, “Ushio Shinohara’s Art,” and have students complete the exercise on the worksheet. Then have students answer the following questions:

1. What is the meaning behind the headline of this story?
2. In what ways does Shinohara’s art collide with American culture?
3. What examples in history demonstrate that art sometimes reflects the input of several cultures?
4. What was the reaction of the author to this show?
5. Do you think you would enjoy seeing this show? Why? Why not?
6. Why do you think Shinohara has not been popular with some art critics in his native land?
7. In what way did Shinohara “stage a rebellion against his academic training”?
8. Why does he call his movement “imitation art”?
Homework Assignment

Skills:
Determining relevance to topic
Classification

Read the entertainment section of The New York Times for one full week and compile a list of how more than one culture is reflected in the following art forms: movies, music, television, art, theater, opera.

Note: The multicultural input can be reflected in the theme, cast or writing of the piece under study.
Review by
Grace Glueck

Read the article below and underline what you consider the four most important facts, ideas or details in the story. Based on this, devise an appropriate headline for the article, making sure that the items you have underlined support the headline. This article is called a review because it presents the author's opinion of the art show. Circle three words in the review which indicate that the author is offering her opinion.
Ushio Shinohara's Art

After reading the review by Grace Glueck, explain how the works of art by Ushio Shinohara that are listed below reflect American and Japanese culture.

<table>
<thead>
<tr>
<th></th>
<th>American Culture</th>
<th>Japanese Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motorcycles</td>
<td></td>
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<tr>
<td>Bath House of the Floating World</td>
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<tr>
<td>Six-Panel Screen</td>
<td></td>
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<tr>
<td>Take-Off on 19th-Century Japanese Prints</td>
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</tbody>
</table>
Aim

Does international athletic competition enhance or retard understanding among the world's nations?

Instructional Objectives

1. Students will be able to give three examples to demonstrate international interest generated by the World Cup soccer matches.
2. Students will be able to describe two destructive effects of international athletic competition.

Motivation

Distribute worksheet, "International Athletic Competition Poll," and have students fill out the questionnaire.

After tallying results of the questionnaire, ask students to explain what the poll revealed about student attitudes concerning the value of international athletic competition.

Lesson Development

Distribute the worksheet, "Soccer Fans: An Emotional Breed," and have students complete the accompanying exercise. Then have them answer the following questions:

1. How seriously do fans take the World Cup soccer games?
2. What is the meaning of the title of the article?
3. Did Americans react to the World Cup the way people in Europe, Latin America and China reacted? Why is there less interest in the World Cup in America than there is elsewhere?
4. How do you feel about the reactions of World Cup soccer fans described in the article? How does it compare to fan reaction to football games in the United States?
5. Is there any evidence cited in the article to show that international athletic competition brings people of the world closer together? Is there any evidence cited in the article to demonstrate that such competition creates international misunderstanding?
6. Considering the effects of international athletic competition like the World Cup and the Olympic Games, do you think such games should be encouraged or discouraged?
7. What steps can be taken to ensure that international athletic competition will enhance understanding among the people of competing nations?

Homework Assignment

Skills:
Determining relevance to topic
Classifying

The world of sports, like other aspects of society, is becoming increasingly internationalized. Some sports, such as tennis, boxing and golf, have traditionally attracted contestants from many nations. But in recent years team sports in the United States have enlisted
participants from around the world, and American athletes are competing in team sports in other countries.

Below are headlines that have appeared over the years in The New York Times sports pages, which illustrate this trend.

Baseball:
“Taiwan Wins Little League World Series”
“Major League Teams Compete to Sign Players From the Dominican Republic”

Football:
“Three College All-Americans Sign With Canadian Football League”

Basketball:
“American Hoop Stars Dominate European Basketball League”

Hockey:
“New York Rangers Sign Two Swedish Hockey Stars”

Which of the sports listed above is the most international? Why? Which is the least international?

Make a list of headlines from The Times’s sports pages for each of the above sports. Use articles from both past and current issues of The Times. For past issues, check The New York Times Index and the microfilm edition of The Times in the library.
International Athletic Competition Poll

For each statement below, indicate whether you agree or disagree and give an explanation for your answer.

1. International athletic competition leads to greater understanding among people from different nations.  □ Agree  □ Disagree  
   Explanation: __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. International athletic competition brings out the best qualities in the people of the world.  □ Agree  □ Disagree  
   Explanation: __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. International athletic competition puts too much emphasis on winning and not enough on getting along with people from other nations. □ Agree  □ Disagree  
   Explanation: __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. International athletic competition causes people to take patriotism too far. □ Agree  □ Disagree  
   Explanation: __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. International athletic competition endangers world peace. □ Agree  □ Disagree  
   Explanation: __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Soccer Fans: An Emotional Breed

Read the story below and then fill out the chart on the next page.

Whole World Is Watching

The story below puts the World Cup into a much broader context. It is reprinted by permission from The New York Times.

Barcelona, Spain

Tens of thousands of fans were sitting in front of their television sets around the world watching. During one of Spain's games, a Spanish police officer had a heart attack and died. The crowd in the stands seemed to know exactly what had happened. Suddenly, there was a vast silence, then a great explosion of applause and sobs. People were standing up, clutching each other, as if there were a target of hate for them with the country itself having been assaulted for the protection of a few players. Fireworks, blowing whistles, and honking horns, the crowd was at once at peace. The event that reached 100 million people across the globe.

George Vecsey
Sports of The Times

The story below was written by George Vecsey for the New York Times.

Brazil have reported an increase in vandalism, attempted kidnappings, and nervous breakdowns. And according to jornal de Brazil, the family of Carlos the Saint has become the focus of hate with the country itself having been assaulted for the protection of a few players.

Europe

The fans in Britain's memory is the name of the team they refused to print the names of the two teams: the players did not deserve to have their names used in a fan's envisaged damage at the event.

Germany

West Germany is a fair but America has allowed both teams to advance in the next round. One newspaper in Britain said: "We will not tolerate violence. It is our duty to protect the National Team, our duty to protect the football that is our God." The only problem with fear in Spain was the English fan's answer. He said: "You're a cheating, lying, murdering, stealing, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, lying, cheating, li
In the second column below ("Reaction of Fans"), describe how fans from the nations listed on the chart reacted to the World Cup soccer games. In column labeled "Effect," write the letter "H" if you think fan reaction increased international harmony and understanding, or "B" if you think fan reaction created bitterness and misunderstanding between the people of different nations. Write "NA" if it's not possible to indicate an answer.

<table>
<thead>
<tr>
<th>Country</th>
<th>Reaction of Fans</th>
<th>Effect</th>
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<tbody>
<tr>
<td>Spain</td>
<td></td>
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<tr>
<td>Malaysia</td>
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<tr>
<td>Great Britain</td>
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<td>Italy</td>
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<td>Honduras</td>
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<td>Yugoslavia</td>
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<td>West Germany</td>
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</tbody>
</table>
Throughout history the interaction of people from distinct cultures has led to the exchange of products, inventions, ideas, values and institutions. Most often, this interaction has taken the form of military ventures, commercial contacts, travel and the migration of peoples.

Thus, the conquests of Alexander the Great resulted in the fusion of Hellenic and Oriental cultures. The European Renaissance and the scientific revolution resulted, in part, from trade between the Moslem world and Europe. The travels of Marco Polo introduced many Europeans to Chinese culture in the late 13th century. The migration of Europeans across the Atlantic since the 16th century has imprinted a Western culture on the New World.

The migration of peoples continues today. Migrant workers have traveled to such industrially advanced nations as the United States, Switzerland and Germany to find employment. Most recently, people have left their homelands to make a new life elsewhere for religious and political reasons. Many Jews have emigrated from the Soviet Union, and Haitians and Asians have undergone great hardships to gain asylum in the United States and other democratic nations.
Topic C  Italian Influences on Argentina  Lesson 1

Aim
Is the mixing of people from different cultures good for a nation?

Instructional Objectives
1. Students will be able to give three examples of the Italian influence on Argentina;
2. They will be able to describe two effects of the Italian influence on Argentina.

Motivation
1. Why do many people describe the United States as a cultural "melting pot"?
2. Can you find any evidence in your neighborhood, or even in your classroom, to support this concept?
3. In what ways has the United States benefited over the years from the mixture of so many cultures?
4. How have you been affected by the presence of people from so many different cultures in our nation?

Lesson Development
Distribute the worksheet, "Ethnic Argentina," and have students complete the exercises on it. (The answers to exercise I are: A-2, B-3, C-1.) Then ask students to explain their answers to the following:

1. Why are Argentines described as Italians who speak Spanish?
2. How can you explain the strong Italian influence on Argentina?
3. If you were the leader of Argentina, would you encourage the migration of other peoples to your country? Explain.
4. Do you think immigrants should be encouraged or discouraged to retain their old culture and old ethnic ways when they move to a new country? Why?

Distribute the worksheet "Influencing a Nation's Culture," and have students fill out the chart included on the worksheet.
Homework Assignment

Skill: Determining relevance to topic.

To illustrate that the United States is a cultural and ethnic melting pot — and New York City in particular — have students locate and clip one article from each of the following sections in The New York Times that alludes to a particular ethnic influence in this country:

- Appropriate news articles
- Sports pages
- "About New York" and metropolitan columns
- Special feature articles
- Business Day Section
- Living Section (Wednesdays)
- Home Section (Thursdays)
- Entertainment pages (music, theater, film)
Read the article below. The last three paragraphs have been rearranged so that they are not in the order in which they were published in The Times. Indicate the correct order by writing the numbers 1, 2 or 3 next to the letters marking the appropriate paragraphs.

A

"Politics I don't understand," he said recently in his shop, where pictures of Sorrento hang on the wall. "But the style of life here is the same. And here, whatever a person wants to do, he just has to work and he will get it. I like it here."

B

Italians, meanwhile, have successfully moved into all classes, but they are concentrated in the urban middle as shopkeepers, factory workers, bureaucrats. Hurriers and ranchers are mostly descendants of the Spanish, English and Welsh.

C

Perhaps a typical Italian immigrant is 41-year-old Liberato Pollino, a rancher who came from Sorrento, 15 miles southeast of Naples, 25 years ago.

A

B

C
After reading the news article on the previous page, list below the examples of Italian influences on Argentina—and the effects of such influences. Use plus (+) or minus (-) symbols to indicate whether you consider the effects to be positive or negative. Do the same in the bottom section regarding the influence of other cultures on the United States.

**Italian Cultural Influences on Argentina**

<table>
<thead>
<tr>
<th>Examples</th>
<th>Effects</th>
<th>Plus or Minus</th>
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**Foreign Cultural Influences on the United States**

<table>
<thead>
<tr>
<th>Examples</th>
<th>Effects</th>
<th>Plus or Minus</th>
</tr>
</thead>
<tbody>
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</table>
One nation's culture may be influenced by foreign cultures in many ways, just as the migration of Italians influenced Argentina. Fill in the blank parts of this chart.

<table>
<thead>
<tr>
<th>Cause of Cultural Interaction</th>
<th>Specific Historical Examples</th>
<th>Other Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIGRATION OF PEOPLES</td>
<td>• Italians to Argentina</td>
<td></td>
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<tr>
<td></td>
<td>• Refugees from Southeast Asia to the U.S.</td>
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<tr>
<td>CONQUEST</td>
<td>• Roman Empire in the ancient world</td>
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<td></td>
<td>• European imperialism in the 19th century</td>
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<tr>
<td>TRADE</td>
<td>• Renaissance ideas spread throughout western Europe</td>
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<td></td>
<td>• Opening of Japan to the West in the 19th century</td>
<td></td>
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<tr>
<td>COMMUNICATIONS REVOLUTION</td>
<td>Popularity of American movies and television shows in other countries</td>
<td></td>
</tr>
<tr>
<td>OTHER CAUSES OF CULTURAL INTERACTION</td>
<td></td>
<td></td>
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</tbody>
</table>

For each of the causes of cultural interaction listed above, indicate how effective you believe each is in influencing people of other cultures. Make your judgments on an approximate scale of 1 to 10, using the following scale:

10 — Most effective
6 — Effective
3 — Somewhat effective
1 — Not effective

37
Aim
Should a nation welcome the migration of new people into their land?

Instructional Objectives
1. Students will be able to give three reasons for the Pakistani concern that Afghans will remain in Pakistan.
2. They will be able to give three consequences of the Afghans staying in Pakistan.

Motivation
1. Ask students how they feel about the recent influx of Haitians, Cubans and Southeast Asians into the United States.
2. Why do many people oppose the entry of new immigrants into our country today?
3. Is the influx of immigrants good or bad for a country?
4. What questions does this raise? (Elicit aim.)

Lesson Development
Distribute the worksheet, "Afghan Exile." Have students complete the exercises on it, and have them explain their answers to the following questions:
1. Describe in your own words the conditions under which Afghan immigrants to Pakistan have lived since their arrival four years ago.
2. How would you feel about being forced to live in a country outside the United States? What problems would you encounter?
3. Why are the Pakistanis concerned that the Afghans will not leave their country?
4. In what ways could Pakistan benefit from the Afghans living in their country?
5. If you were a Pakistani, how would you react to the Afghans living in your country?
6. Do you think Pakistan should continue to welcome refugees from Afghanistan?
7. Assume that the Afghans will never return to their own country. How will that affect Pakistan? (You may want students to examine other migrations in history, such as the movement of the Germanic tribes after the fall of Rome; the Mongol migration through Asia and Europe, or the migration of southeastern Europeans to the United States in the past century.)
8. Some Americans believe we should close the doors to further immigration. What would have been the impact if such a decision had been made a century ago?
Homework Assignment

*Skill:* Identifying Causes and Effects

Locate three articles from The New York Times that describe the problems of refugees. Some possibilities might include refugees from the conflict in Lebanon or the Iran-Iraq War, or the boat people of Southeast Asia. You can choose articles from current or past issues of The Times. For past issues, consult The New York Times Index and the microfilm edition of The Times.

1. Have students summarize the problems encountered by each group.
2. What problems do they have in common?
3. Compare the reception each group was accorded by the receiving country.
Afghan Exiles

Old Dreams, New Roots

BY WILLIAM S. STEVENS

KABUL, AFGHANISTAN

Each morning, as the sun rises, the
Afghans begin their day with a
prayer and an aim to improve
their lives. In the past, they
might have lived in the mountains
where they could grow their own
food. But now, they live in the
cities where they work as laborers
in the fields and factories.

As for the future, the Afghans hope
that they will have a brighter
day. They want to see their
country become prosperous and
peaceful. They also hope that the
world will come to understand and
respect their culture and their way
of life.

In the past, the Afghans were
treated unfairly and ignored by
the world. But now, they are
beginning to feel that they are
an important part of the
international community.

We hope that the Afghans will
continue to work hard and
make progress in the future.

So far, the Afghans have
expressed nothing but warm
dreams for their future.

References:


Afghan Exiles:
Writing a Summary

By ____________________

230 Trails at the Frontier

State Within a State

Tents Give Way to Mud Huts

A Change in Attitude
The Globalization of Culture Through Technology

The advancement of scientific knowledge, particularly in the fields of transportation and communication, has, in some ways, transformed the planet earth into a global village. Modern technological developments — such as printing presses, telephones, motion picture machines, telexes, cables, airplanes, pipelines, word processors, tape recorders and communication satellites — have revolutionized the flow of news and information throughout the world.

For many foreigners, their most vivid impression of this country comes from American movies and television programs shown in their countries. In the past decade, advanced media technology has projected into our living rooms with unprecedented suddenness images of the war in Vietnam, the terrorists' attack in Munich and an assassination attempt on the life of a pope.

The capacity to disseminate information rapidly to countries all over the world has greatly increased the opportunity for cultural diffusion. American film companies, for example, have over 700 foreign offices, and some of America's leading publications (such as the Reader's Digest) are printed in almost every language and distributed to millions of readers throughout the world.
Topic D  The Communications Revolution  Lesson 1

Aim
Has the communications revolution improved understanding among people?

Instructional Objectives
1. Students will be able to give two reasons for approving the plan for Radio Marti.
2. They will be able to give two reasons for opposing the plan for Radio Marti.

Motivation
Write these words on the board: television, radio, telephone, movies, telegraph, tape recorders. Then ask students the following questions:

1. What do these inventions have in common?
2. How have these inventions changed the world?
3. How have these inventions influenced our understanding of other peoples and other cultures?
4. Have these inventions created problems between nations? What question does this raise? (Elicit aim.)

Lesson Development
• Distribute worksheet "Radio Marti" and have students complete the exercise on it. Then have students explain their answers to the following questions:

  1. What is Radio Marti?
  2. Do you support the idea? Why? Why not?
  3. What are the major arguments in favor of the plan?
  4. What are the major arguments against the plan?

• Distribute the "Senate" worksheet and have students complete the exercise on it. Then have students present their arguments to the class. Students should explain their answers to the following questions:

  1. Which are the strongest arguments presented here? Which are the weakest arguments? Explain.
  2. How would Castro explain his opposition to Radio Marti?
  3. Do you think Radio Marti will lead to better understanding between Americans and Cubans?

• Have students research Cuba today. Then have them describe what they think the first Radio Marti broadcast will be like. Divide the class into groups of five and ask each group to compose a script for the first Radio Marti broadcast.
Ask students: Suppose Castro tried to establish Radio (Abraham) Lincoln. What would that first broadcast be like?

Homework Assignment

SKILLS: Analysis and synthesis

Locate three articles from The New York Times concerning some aspect of life in America. Rewrite each article so that it would be suitable for transmission over Radio Marti. Then compare each article with its rewritten version and explain:

1. How do the two versions differ.
2. Is there a difference between propaganda and an outright lie?
3. How can you tell the difference between an entirely factual story and propaganda?
Radio Marti

Read the news article below and, on the following page, list the arguments for and against the Radio Marti bill. Place a plus symbol (+) next to those arguments that are supported by reasons, and a minus symbol (-) next to those arguments not supported by reasons.
### Radio Marti: Pro and Con

<table>
<thead>
<tr>
<th>Arguments in favor of the plan for Radio Marti:</th>
<th>Plus or Minus</th>
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<tr>
<th>Arguments against the plan for Radio Marti</th>
<th>Plus or Minus</th>
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Assume you are a member of the United States Senate and preparing to make a speech explaining your vote on Radio Marti.

I plan to vote ______________________ on the bill to establish Radio Marti.

For one reason, ___________________________  

______________________________________________________________________  

______________________________________________________________________  

______________________________________________________________________  

A second reason for my vote is ___________________________  

______________________________________________________________________  

______________________________________________________________________  

______________________________________________________________________  

A third reason for my vote is ___________________________  

______________________________________________________________________  

______________________________________________________________________  

______________________________________________________________________  

Finally, I believe ___________________________  

______________________________________________________________________  

______________________________________________________________________  

______________________________________________________________________
Environmental Interdependence

The nations and peoples of the world have become linked in many ways — through technology, trade, international organizations, etc. Perhaps most importantly, all inhabitants on earth are linked by a planetary ecosystem, as observed 100 years ago by the environmentalist John Muir: "When we try to pick out anything by itself, we find it hitched to everything else in the universe."

Astronaut Frank Borman had a unique perspective on environmental interdependence when he reported: "We are one hunk of ground, water, air, clouds, floating around in space. From out here it really is one world."

Environmental interdependence is an issue which affects the very survival of the planet. It affects the purity of air and water, the survival of fish and wildlife, and the supply of precious limited natural resources. Problems arising from acid rain, radioactivity, oil spills and depletion of the ozone layer do not respect national boundaries. The issue of nuclear power and nuclear arms has been particularly controversial, raising questions of safety, waste, proliferation and global annihilation.
Aim
Is worldwide protest the most effective way to stop the nuclear arms race?

Instructional Objectives
1. Students will be able to give two examples of the global nature of nuclear protest.
2. They will be able to explain three reasons behind the protest.

Motivation
Present the poster below to your students and ask them the questions under it:

1. What do you see here?
2. How can you explain such a poster being carried by people from a country allied to the United States?
3. What is your opinion of such a protest movement?
4. Do you think this type of protest is effective?
5. What questions does this raise? (Elicit aim.)

Lesson Development
- Distribute worksheet, "Nuclear Protests," to the class and have students follow the instructions on it. Indicate to students that the actual headline in The Times on the Op-Ed article was "For Peace, and Lonely." Ask them to identify three major ideas which support this headline. Also, have students explain their answers to the following questions:

1. What does this article tell us about those people who are protesting against the nuclear arms race and calling for a nuclear freeze?
2. Why have these protests assumed a global scope?

3. Is it justified for foreigners to protest against American policy?

4. Why does the author claim that, despite so many protesters, he felt lonely?

5. According to the story, what steps have protesters taken to stop the arms race? Would you want to join them?

- Distribute the worksheet, “Protest Strategy,” and give students these directions:

1. Assume you are one of the leaders of the nuclear protest movement and you are conducting a meeting with a number of your key aides. The aim of this meeting is to determine the most effective global strategy for stopping the nuclear arms race.

2. Complete the form on the worksheet, which deals with various forms of protest against the nuclear arms race. Then ask students the following questions:

   (a) Which of these forms of protest do you think would be most effective?

   (b) How would you respond to such protests if you were President Reagan? If you were Soviet Premier Yuri Andropov?

   (c) Is a global protest more effective than a national protest? Should the leader of a nation be more concerned about international opinion than national opinion?
Nuclear Protest

1. After reading the article below, write an appropriate one-line headline in the space provided at the top of the article. The original headline in The Times occupied a space of about 20 letters.

2. Underline three sentences in the article that represent three ideas which support the headline you suggested.

By Yorick Blumenfeld

The nuclear weapons issue and the anti-nuclear movement have captured the attention of the American public. This movement has been fueled by a growing sense of urgency and a desire for peace.

The protest was organized by the Committee for Nuclear Responsibility, a group of concerned citizens who believe that the nuclear arms race must be stopped.

The rally was held at the Capitol, where thousands of people gathered to show their support for the anti-nuclear movement.

Yorick Blumenfeld is author of the forthcoming book "Jenny: Diary of a Survivor." Fiction set in World War III.
Protest Strategy

Fill out the worksheet below, listing several possible types of protest against the nuclear arms race, as well as the possible long-term and short-term results of each type. In addition, give your evaluation of each form of protest, using the following symbols:

VE—Very effective; E—Effective; LE—Of little effect; NE—Not effective

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**Homework Assignment: Environmental Interdependence**

**SKILLS:** (1) Identifying causes and effects and (2) Identifying relevant topics.

Have students locate and clip two articles from the Science Times section (Tuesdays) that refer to environmental problems, and have them complete the outline below:

**PROBLEM IN FIRST ARTICLE**

1. **Nations affected by problem:**

2. **Proposed solution:**

3. **Effects of solution:**

**PROBLEM IN SECOND ARTICLE**

1. **Nations affected by problem:**

2. **Proposed solution:**

3. **Effects of solution:**
Aim
Is a nation responsible for protecting the environment of its neighbors?

Instructional Objectives
1. Students will be able to list three effects of acid rain on the Canadian environment.

2. They will be able to describe two courses of action which Canadians can take to get the United States to prevent acid rain from falling in Canada.

Motivation
You are a judge in a small claims court. Jane Doe has come to court asking to collect $300 in damages from her neighbor, John Smith. Ms. Doe and Mr. Smith own adjoining homes. For many years Ms. Doe has been growing vegetables in her backyard which she sells in a local market. When Mr. Smith barbecues, the wind sometimes blows lit ashes into Ms. Doe’s backyard, destroying parts of her crops. Mr. Smith claims that such incidents are acts of nature over which he has no control. Therefore he claims he bears no responsibility for whatever damages result.

1. As the judge in this case, in whose favor would you rule?

2. Does an individual have the responsibility to protect the environment of a neighbor?

3. Does the same responsibility hold true for nations as well?

4. What questions does this raise? (Elicit aim.)

Lesson Development
Distribute worksheet, “Acid Rain.” Have students complete the exercise on it, and ask them to explain their answers to the following questions:

1. Why are Canadians, such as Sheila Hatch, so concerned with the issue of acid rain?

2. Which of the effects of acid rain do you consider most serious? Why?

3. If you were Prime Minister of Canada, how would you go about getting the United States to do something about the issue of acid rain? (Use worksheet, “Doing Something About Acid Rain”)

4. Assume that, as Prime Minister, you decide to place advertisements in American newspapers to convince Americans to do something about the problem of acid rain. What would you want the advertisement to say? (Use worksheet, “Ad on Acid Rain”)

5. How do you think the President of the United States should respond to Canadian requests to do something to halt acid rain?

6. If correcting the acid rain problem would seriously harm American industry, should the President ignore Canadian requests to do something about the problem?