

How Can Local Communities Solve Global Problems?



Aquaponics systems, developed by Auburn University's Dr. Rakocy, are used worldwide to provide nutrient-rich foods to those living in food deserts. Aquaponics Association. Accessed from: <https://aquaponicsassociation.org/>

Supporting Questions

1. What is a global citizen?
2. What shared issues do people in rural America and developing nations face?
3. How are local solutions applied to solve *glocal* problems?
4. How effective is global cooperation in solving shared issues?

9-12 Grade Glocal Inquiry

How can local communities solve global problems?

C3 Framework Indicators	D2.Geo.5.9-12: Evaluate how political and economic decisions throughout time have influenced the cultural and environmental characteristics of various places and regions. D2.Civ.5.9-12: Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
Cognitive Skills	Argumentative Claim, Comparing/ Contrasting, Multimedia in Communication, Constructing Evidence-Based Explanation
Staging the Compelling Question	Complete a “silent quote” gallery walk featuring quotes about global citizenship.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What is a global citizen?	What shared issues do people in rural America and developing nations face?	How are local solutions applied to solve <i>global</i> problems?	How effective is global cooperation in solving shared issues?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a definition of the <i>global citizen</i> and their role in the world.	Compare and contrast the issues people in rural America and developing nations face using a Venn Diagram.	Construct a futures wheel to visually explain the global impact of local solutions.	Write a claim using evidence about the effectiveness of global cooperation in solving shared issues.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: “Globalization,” Merriam-Webster</p> <p>Source B: “Citizen of a Global World?” TED Talk</p> <p>Source C: OxFam Education, “What is Global Citizenship?”</p> <p>Source D: UNESCO, “Global Citizenship”</p> <p>Source E: The Global Citizens’ Initiative</p>	Resource bank organized by topic (i.e., water, education, medicine, food, internet, violence)	<p>Source A: “Global Goals,” United Nations</p> <p>Source B: “Glocalization,” Britannica</p> <p><i>Resource bank of suggested articles</i></p>	<p>Source A: Global Cooperation Research</p> <p>Source B: “Why Global Cooperation Matters,” UNICEF</p> <p>Source C: “How to Revive and Empower Communities,” TED Talk</p> <p>Source D: “Cooperation,” WHO</p> <p>Source E: “Coronavirus Is an...Example of Need for Global Cooperation”</p>

Summative Performance Task	ARGUMENT How can local communities solve global problems? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.
Taking Informed Action	<p>UNDERSTAND Investigate an issue plaguing your local community and possible solutions.</p> <p>ASSESS Evaluate the potential solutions to the issue, weighing the possible drawbacks and benefits.</p> <p>ACT Write a letter to an elected representative or advocate on behalf of the solution you identified.</p>

Overview

Inquiry Description

This inquiry leads students through an investigation of global citizenship, global cooperation, as well as how local solutions have been used to solve shared global issues. The inquiry is designed to open students' eyes to their role as *global citizens*. It is also designed for students to uncover the similarities in issues faced by rural American citizens and citizens of developing countries. Students investigate *glocal* problems, issues demonstrating global interconnectedness. They examine local solutions that have been applied globally and consider the role of global cooperation in bringing solutions to those problems. Finally, students assess the effectiveness of global cooperation in solving shared issues. These tasks prepare students to write an evidence-based argument that addresses the compelling question: *How do local communities solve global problems?*

It is important to note that this inquiry requires prerequisite knowledge of basic geographic concepts and definitions. The inquiry was written for a Human Geography course, but can be adapted to fit different curricular contexts. See “Context of the Inquiry” below for more information about the inquiry’s construction.

Note: This inquiry is expected to take fifteen to twenty 45-minute class periods; the Taking Informed Action task may take two additional days (research and creation). The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). *Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students.* This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Structure of the Inquiry

In addressing the compelling question—*How can local solutions solve global problems?*—students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

Context of the Inquiry

This inquiry was developed through a collaboration between C3Teachers and a team of Summit Learning curriculum fellows. This collection of inquiry projects was designed to meet the needs of states and districts, who are increasingly calling for ethnic and gender studies’ inclusion in their school curriculums. Schools need culturally relevant materials that represent the histories and experiences of the communities they serve. The focus on culturally relevant curriculum is an inclusive focus. Culture is not a thing that some people have and others do not. This project, and others in the collection, represent a diverse set of identities and perspectives.

Additional Resources

The Global Shapers Community is a network of young people driving dialogue, action and change. Access from: <https://www.globalshapers.org/>

Belouga is a digital platform providing K-12 teachers and students with a personalized global educational journey through connection, communication and collaboration with peers around the world. Access from: Belouga.org

Cognitive Skills

The Summit Learning Cognitive Skills Rubric is an assessment and instruction tool that outlines the continuum of skills that are necessary for college and career readiness. Cognitive Skills are interdisciplinary skills that require higher-order thinking and application.

The rubric includes 36 skills and 8 score levels applicable to students in grades 3 through 12. Through Summit Learning, students practice and develop Cognitive Skills in every subject and in every grade level. The use of a common analytic rubric for assessment of project-based learning allows for targeted, standards-aligned feedback to students and supports the development of key skills over time. For more information, see the Cognitive Skills rubric here: <https://cdn.summitlearning.org/assets/marketing/Cognitive-Skills-Document-Suite.pdf>

The inquiry highlights the following Cognitive Skills.

Summit Learning Cognitive Skills	
Argumentative Claim	Developing a strong opinion/ argument through clear, well-sequenced claims.
Comparing/ Contrasting	Identifying and describing similarities and differences and using them to support an argument or explanation.
Multimedia in Communication	Integrating technology into all forms of communication (oral and written).
Integration of Evidence	Representing evidence accurately (via notes, summary, and/or paraphrase) and including evidence in text.
Selecting Relevant Sources	Selecting sources that support answering a particular research question with relevant, credible information that distinguishes between fact and opinion.
Evaluating Arguments	Evaluating arguments or explanations.

Staging the Compelling Question

Compelling Question

How can local solutions solve global problems?

To stage the compelling question—*How can local solutions solve global problems?*—teachers can create a silent quote gallery walk to ease students into the spirit of the inquiry. Teachers should print/write the quotes and place them around the room. Have students silently walk around the room, reading the quotes and completing the graphic organizer included. After students are done, the teacher should facilitate a class discussion answering the questions by collaborating as a group.

Quotes for Silent Gallery Walk*

1. “We must all teach our children to live in a big world, even if we grow up in a small town.” *Stacie Berdan*
2. “I am often asked what can people do to become a good global citizen. I reply that it begins in your own community.” *Kofi Anan*
3. “We make a living by what we get, we make a life by what we give.” *Winston Churchill*
4. “No act of kindness, no matter how small, is ever wasted.” *Aesop*
5. “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.” *Margaret Mead*
6. “Success in life is founded upon attention to the small things rather than to the large things; to the everyday things nearest to us rather than to the things that are remote and uncommon.” *Booker T. Washington*
7. “Although the world is full of suffering, it is full also of the overcoming of it.” *Helen Keller*

*Teachers can add to, or substitute, quotes on this list.

Supporting Question 1

Supporting Question	What is a global citizen?
Formative Performance Task	Create a definition of the <i>global citizen</i> and their role in the world.
Cognitive Skills	Multimedia in Communication: Students develop this skill by creating a multimedia presentation to communicate the definition and role of a global citizen.
Featured Sources	Source A: “Globalization,” <i>Merriam-Webster Dictionary</i> . Accessed from: Merriam-Webster
	Source B: Evans, Hugh, 2016, “What Does It Mean to be a Citizen of a Global World?” TEDTalk. Accessed from: Ted Talk: What does it mean to be a Citizen of a Global World?
	Source C: OxFam Education, “What is Global Citizenship?” Accessed From: OxFam Education
	Source D: UNESCO, January 2018, Video. Accessed from: UNESCO: Global Citizenship Is
	Source E: The Global Citizens’ Initiative, 2020, Accessed from Global Citizen Initiative

Supporting Question 1 and Formative Performance Task

The first supporting question-*What is a global citizen?*-helps students further explore the differing definitions and ideas about the role of a “global citizen.” This question builds directly from the Staging task.

The formative performance task asks students to create a definition of the *global citizen* and their place in the world. To create their definitions, students should first compare different definitions of global citizenship and complete a complementary graphic organizer. Alternatively, students can complete a word association web. Through an investigation of different definitions of *global citizens*, this task shows an important component of solving global problems with local solutions--the people of the world who make change. Students can communicate their definitions through a presentation using technology or a media platform (e.g., TikTok, Adobe Spark, Canva, etc.)

Teachers may implement this task with the following procedure:

- Ask students to use the sources to gather evidence about different elements of *global citizenship*.
- Use a graphic organizer to record evidence.
- Once students complete their evidence-gathering independently, conduct a whole group discussion
- Have the students complete a Verbal and Visual Word Association Graphic Organizer. An example is included in the supplementary materials.

Featured Sources

The following sources were selected to help students assess different elements of a global citizen, considering the fluidity of the associated rights and responsibilities of global citizens. These sources help students answer the supporting question. Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs.

SOURCE A This source is a dictionary definition of “globalization” from the *Merriam-Webster Dictionary*.

SOURCE B In this TED Talk, creator of the Global Citizen platform, Hugh Evans, explains what he thinks it means to be a global citizen.

SOURCE C Here, OxFam Education, an international non-profit organization that addresses global concerns, provides their explanation for global citizenship.

SOURCE D From the United Nations Educational, Scientific and Cultural Organization (UNESCO), this source is a video compilation of participants from a global forum sharing their definitions of global citizenship.

SOURCE E In this source, the Global Citizens’ Initiative provides their definition of global citizenship..

Supporting Question 2

Supporting Question	What shared issues do people in rural American and developing nations face?
Formative Performance Task	Compare and contrast the issues people in rural America and developing nations face using a Venn Diagram.
Cognitive Skills	Comparing/Contrasting: Students develop this skill by comparing and contrasting information using evidence from both emerging/ developing countries and rural/ underprivileged America.
Featured Sources	Resource Bank organized by topic (water, education, medicine, food, internet, violence)

Supporting Question 2 and Formative Performance Task

The second supporting question-*What shared issues do people in rural America and developing nations face?*-helps students assess issues faced in emerging/developing countries compared to those issues faced by people in rural or economically disadvantaged areas in the United States.

The formative task is to complete a Venn diagram to compare and contrast challenges faced by rural America and developing/emerging nations. Teachers can have students write paragraph summaries where they note similarities and differences, as well as what may or may not have surprised them during the task.

To scaffold work and support student needs, teachers may implement grouping or jigsawing of the research. Teachers may also implement this task by modeling with the following procedures:

- Review the first resource about developing and emerging countries as a class.
 - List out identified issues on paper or on the board.
- Individually or in groups, ask students to gather evidence from the provided sources about the United States.
- Have students organize their evidence using a Venn Diagram.

Featured Sources

To facilitate student research, the featured sources are organized in a research bank according to topic. Sources were selected to show students common global issues, rather than to see local issues as distinct from other communities' concerns. *Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs.*

USA Resources:

<p>Water</p> <ol style="list-style-type: none"> 1. Hicks, Stefanie. (21 July 2016). "Extra - No Running Water in Wilcox County." <i>Alabama News Network</i>, News Article. Accessed from: Extra- No Running Water 2. "Two Million Americans Still Don't Have Running Water, New Report Says," (13 February 2020). <i>Washington Post</i>, adapted by Newsela staff, 2020. News Article. Accessed from: Americans without Water <ol style="list-style-type: none"> a. Original <i>Washington Post</i> article, Accessed from: It's almost 2020, and 2 million Americans still don't have running water, according to new report 3. Close the Water Gap Report (n.d.). US Water Alliance (Non-profit Organization), Report. Accessed from https://closethewatergap.org/
<p>Education</p> <ol style="list-style-type: none"> 1. "There is a reason why high-poverty schools' football teams lose more," <i>Austin American-Statesman</i>, adapted by Newsela staff, 2019, Newsela, News Source, Accessed from: Poverty & Performance 2. Antonia Noori Farzan, 2018, "Sumter County, Ala. Just Got an Integrated School, Yes, in 2020." <i>Washington Post</i>, News Source, Accessed from: Sumter County Finally Integrates 3. Corydon Ireland, 2016, "The Costs of Inequality: Education's the One Key that Rules Them All." <i>The Harvard Gazette</i>, News Source, Accessed from: Cost of American Education Inequality
<p>Medicine</p> <ol style="list-style-type: none"> 1. Robin Warshaw, 2017, "Health Disparities Affect Millions in Rural U.S. Communities," Association of American Medical Colleges, Website, Accessed from: Health Disparities 2. Christopher Harress, 2019, "Alabama's rural hospitals are dying," AL.com, News Source, Accessed from: Rural Hospitals," 3. Michael Ollove, 2020, "Rural America's Health Crisis Seizes States' Attention," Pew, News Source, Accessed from: Rural Health Crisis
<p>Food</p> <ol style="list-style-type: none"> 1. Jordyn Elston, 2019, "Piggly Wiggly Closure Leaves Residents with Few Options," WSFA, News Source, Accessed from: Food Desert North Montgomery 2. Nancy Shute, 2013, "How To Find A Food Desert Near You," NPR, News Source, Accessed from: Find Food Deserts Near You!
<p>Internet</p> <ol style="list-style-type: none"> 1. Ramsey Archibald, 2019, "Rural disconnect: Majority in some Alabama counties don't have internet

access,” AL.com, News Source, Accessed from: [No Internet Access](#)

Violence

1. Steven A. Sumner, 2016, “Violence in the United States:Status, Challenges, and Opportunities,” National Center for Biotechnology Information, Website, Accessed from: [Violence in the United States](#)
2. 2020, Forbes, News Source, Accessed from: [10 Most Dangerous Cities in America](#)

Supporting Question 3	
Supporting Question	How are local solutions applied to solve glocal problems?
Formative Performance Task	Construct a futures wheel to visually explain the global impact of local solutions.
Cognitive Skills	Integration of Evidence: Students develop this skill through representing evidence accurately in their futures wheel and their explanations.
Featured Sources	Source A: United Nations, “The Global Goals.” Accessed from: Global Shapers
	Source B: Britannica, Definition of “Glocalization.” Accessed from: Britannica: Glocalization
	Source C: Resource Bank organized by topics (water, education, medicine, food, internet, violence)

Supporting Question 3 and Formative Performance Task

The third supporting question-*How are local solutions applied to solve glocal problems?*-helps students further contextualize global citizenship within local circumstances. Referred to here as “glocal” issues, students consider local and global circumstances in the context of shared concerns. To answer this question, students explore how people around the world, especially young people, address local issues. Likewise, they consider how those approaches can be applied to different contexts, making solutions more or less *glocal*.

For the formative task, students construct a futures wheel. (See Figure 1 below.) A futures wheel is a structured way of brainstorming the direct and indirect consequences of a decision, event, or trend. Teachers can have students create a robust futures wheel that communicates cause/effect and assessment of solutions. Likewise, the futures wheel can be used as the foundation for a paragraph or short writing assignment where students can further explain and/or evaluate local solutions in glocal contexts. For more information on futures wheels, see resources from *Mind Tools*. Accessible from: <https://www.mindtools.com/pages/article/futures-wheel.htm>

Teachers may implement this task with the following procedures:

- After sourcework/research is complete, show the students an example futures wheel. See Image 1 below.
- Dissect the futures wheel components with students before beginning the task. Note the ways in which cause/effect are communicated, the different axis points, etc.
- Encourage students to use different colors or symbols in their futures wheel to further organize their evidence or communicate analysis (e.g., using red to indicate potentially harmful consequences).
- Have students draft the futures wheel individually, then collaborate as a table, before sharing as a whole group to make a large futures wheel as a class.

Featured Sources

The featured sources provide several examples of ways in which communities address the issues facing their communities. These solutions align to previously-identified issues. However, teachers are encouraged to provide additional sources that align with students’ interests and/or address each of the identified issues more robustly. *Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs.*

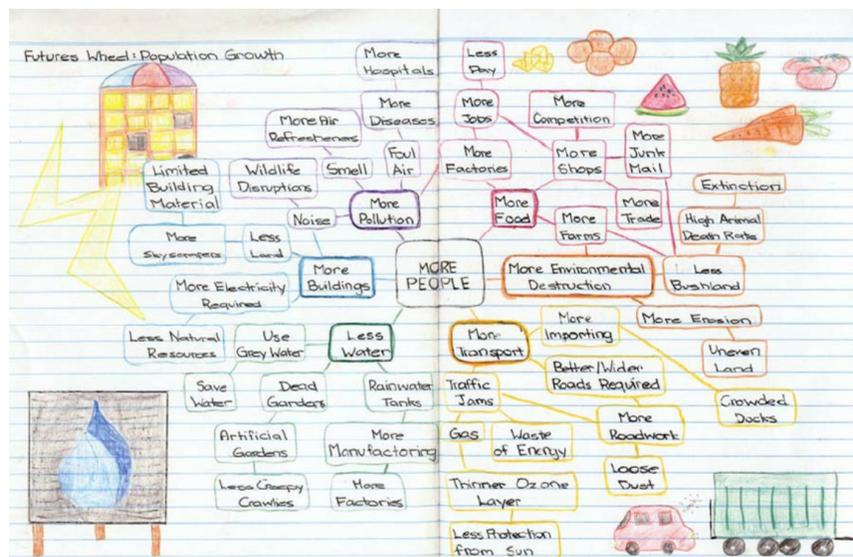
SOURCE A The first source is a list of global goals for sustainable development from the United Nations. This source helps students further explore the global nature of local issues.

SOURCE B This source is a definition of “globalization” from *Britannica*.

SOURCE C The final “source” is a resource bank of different suggested articles, where students can read about local solutions in global contexts. As noted above, teachers should add/subtract sources from this list to address student interest, needs, and reflect school/district accessibility.

- Grace Ryan, (11 November 2019). “Young People of Global Shapers Help Fix Problems,” *iGeneration Youth*, adapted by Newsela staff, 2019, News Article. Accessed from: [Global Shapers](#).
- Ron Finley, (2013). “A Guerilla Gardner in South Central LA,” TED Talk, Web Video. Accessed from: [TedTalk: Guerilla Gardener](#).
- Charlotte Observer, (2013). “An Architect Plans to Build Aquaponic Gardens in North Carolina and Haiti,” adapted by Newsela staff, News Article. Accessed from: [Aquaponics 1](#).
- “Interview with Dr. James Rakocy, Father of Aquaponics,” (2010). *The Aquaponics Source*, Web Article. Accessed from [Aquaponics 2](#).
- “How Teens Are Using Tech to Solve Some of the World's Biggest Problems,” (2016) *The New York Times*. News Article (paid for by Google). Accessed from: [Teens Using Tech to Solve Problems](#).
- “6 Teens Solving World Water Challenges for a Cleaner Planet (25 August 2016). *Global Citizen*. Web Article. Accessed from: [Teens Solve Water Challenges](#).

Figure 1: Example of a Future’s Wheel



Supporting Question 4	
Supporting Question	How effective is global cooperation in solving shared issues?
Formative Performance Task	Write a claim using evidence about the effectiveness of global cooperation in solving shared issues.
Cognitive Skills	Argumentative Claim: Students develop this skill by creating defensible claims to answer the prompt. They use evidence to support their claim and disprove any counterclaims.
	Integration of Evidence: Students develop this skill by accurately representing their evidence. Evidence of this skill will be found in the response to the supporting question.
Featured Sources	Source A: Dirk Messner, Alejandro Guarín, and Daniel Haun, (2013) <i>The Behavioral Dimensions of International Cooperation</i> . Centre for Global Cooperation Research. Research Papers. Accessed from: Global Cooperation Background (Chapter 4)
	Source B: UNICEF, (2019). “Why Global Cooperation Matter,” Video. Accessed from: Why is global cooperation important?
	Source C: Raghuram Rajan, (2019), “How to Revive and Empower Local Communities,” TED Talk, Video. Accessed from: How to Revive and Empower Local Communities
	Source D: World Health Organization, (n.d.) “Cooperation Among Countries,” Web Article. Accessed from Cooperation Example <ul style="list-style-type: none"> • <i>Also see:</i> United Nations, Sustainable Development Goals, Website. Accessed by Sustainable Development Goals
	Source E: Max Zahn & Andy Serwer, (31 March 2020), “Coronavirus Is an ‘Extremely Painful’ Example of Need for Global Cooperation: UN Foundation CEO,” Yahoo Finance, Web Article, Accessed from ‘Extremely Painful’ Example

Supporting Question 4 and Formative Performance Task

The fourth supporting question-*How effective is global cooperation in solving shared issues?*-adds a layer of complexity to the previous task’s assessment of solutions. Here, students are evaluating the effectiveness of cooperative efforts.

For the formative task, students write an evidence-based claim that addresses the effectiveness of global cooperation in solving shared issues. This claim-making exercise should consider the role of different stakeholders in addressing shared issues: local, regional, and global. To prepare for the task, students gather and organize evidence in a note-catcher.

To help prepare students for the claim-making, have the note-catcher include space for students to draw implications from the evidence. Why was cooperation successful or unsuccessful? What factors impacted the success? How transferable is this example to other scenarios?

Teachers may implement this task with the following procedures:

- Share different types of note catching devices for research. See an example below in Figure 2.
- As a class, discuss the main ideas and evidence in Source A.
 - Depending on one’s students, teachers may scaffold this task in several different ways: modifications of the text (i.e., annotation or excerpting); teacher-focused explanation of context from Chapter 3 (Cooperation Hexagon) of the report; dividing of Chapter 4 into different sections, assigning each to a different group.
- If the reading was divided into groups, have the groups share out with the class. Throughout the share-out, have students connect sections to the other sections.
- Have students continue with Sources B-C
- Discuss how sources D-E show examples and non-examples of effective global cooperation and how the examples illustrate effective cooperation and the non example illustrates non-effective cooperation. This process should help students determine appropriate evidence to support their claim-making.
- Once students have their source evidence, construct a claim (or series of claims) about the effectiveness of collaboration in solving shared issues. Teachers may have students use the following sentence starters:
 - Global cooperation can be *effective* in solving shared issues, when/because...
 - Global cooperation can be *ineffective* in solving shared issues, when/because...

Figure 2: Example of a Graphic Organizer

Source	Main Idea	Evidence Supporting Main Idea	Implication for Addressing Issues
Source A: Messner, Guarín, & Haun (2013)			
Source B: UNICEF (2019)			

Featured Sources

This question’s featured sources show successful and unsuccessful ways that global cooperation addressed local issues. Teachers are encouraged to substitute or provide additional sources that align with students’ interests. Likewise, this task can include independent research. *Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs*

SOURCE A The first source is a research paper from the Centre for Global Cooperation. Chapter 4 discusses elements of successful or unsuccessful global cooperation. This discussion includes three directions that, the authors believe, could lead to more robust international relationships.

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SOURCE B In this video, the United Nations Children’s Fund (UNICEF) presents its reasoning for the importance of global cooperation.

SOURCE C In this source, economist Raghuram Rahan describes five key elements needed to revive local communities in this TED Talk.

SOURCE D This web article from the World Health Organization provides examples of international collaboration.

SOURCE E This article describes ways in which global cooperation has been ineffective (or non-existent) as it relates to a coordinated effort to address the COVID pandemic.

Summative Performance Task	
Compelling Question	How can local communities solve global problems?
Formative Performance Task	Construct an argument that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.
Cognitive Skills	Argumentative Claim: Students demonstrate this skill by developing a defensible argument answering the inquiry.
	Integration of Evidence: Students demonstrate this skill by representing evidence accurately. Evidence of this skill is found in the body of the inquiry argument.

At this point in the inquiry, students have examined the meaning of global citizenship, issues shared by emerging/developing nations and the United States, local solutions to the shared issues being used globally, as well as the importance of global cooperation. Students consider the role of the “global citizen,” and evaluate the effectiveness of global cooperation. This process allows students to consider needed elements for global cooperation, rather than presenting an uncomplicated picture of such relationships.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students respond to the compelling question: *How can local communities solve global problems?* Students construct an argument that evaluates the effectiveness of global citizenship and global cooperation in sharing solutions to solve shared problems. Students’ arguments could take a variety of forms, including a detailed outline, poster, or essay.

Argument Stems

Students’ arguments will likely vary, but could include any of the following:

- Although there may be particular things that vary from place-to-place, the ways global communities have addressed issues (e.g., poverty, water scarcity) can inform how communities address it at the local level.
- Local communities can solve global problems by taking responsibility through practicing global citizenship. They can advocate for policies that address issues faced by communities around the world.
- Modern global interconnectedness allows local communities to collaborate with people around the world, allowing local action to connect to the global stage.

EXTENSION To extend their arguments, students can create public service announcements (PSA) to communicate their argument and bring attention to issues in their locality that need improvement.

Taking Informed Action	
Action Question	How can local communities solve global problems?
Civic Theme	COMMUNITY: Students expand understanding and cooperation with others.
Action Task	Write a letter to an elected representative of a policy (or other means) to address a local concern.
Cognitive Skills	Comparing/Contrasting: Students apply this skill by comparing and contrasting the solution for their issues to others with similar issues and solutions.
	Evaluating Arguments: Students apply this skill by evaluating competing arguments and explanations in their recommendation to a stakeholder.

Structure of Taking Informed Action

Taking informed action tasks have three steps to prepare students for informed, reasoned, and authentic action. The steps ask students to (1) *understand* the issues evident from the inquiry in a larger and/or current context; (2) *assess* the relevance and impact of the issues; and (3) *act* in ways that allow students to demonstrate agency in a real-world context.

For this inquiry, students have the opportunity to take informed action by drawing on their understanding of global citizenship and glocal concerns in order to address an issue in their community.

UNDERSTAND Students identify and research an issue plaguing their local community and identify possible solutions.

ASSESS Students evaluate the potential solutions, weighing the possible drawbacks and benefits.

ACT To take action, students write a letter to a representative or and advocate to lobby on behalf of a policy (or other means) to address a local concern. If needed, create or participate in a fundraiser to achieve the improvement.

CIVIC THEME This task reflects the civic theme of *community*. When students engage in community-building civic action, they expand understanding of others in their community (whether local or global in scope), as well as cooperate with others towards shared concerns.

Note about Ways to Take Informed Action

This inquiry has a *suggested* taking informed action task. Teachers and students are encouraged to revise or adjust the task to reflect student interests, the topic/issue chosen for the task, time considerations, etc.

Taking informed action can manifest in a variety of forms and in a range of venues. They can be small actions (e.g., informed conversations) to the big (e.g., organizing a protest). For this project, students may instead express action

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by creating a public service announcement (as noted in the extension), organizing a panel discussion, conducting a survey and the like; these actions may take place in the classroom, the school, the local community, across the state, and around the world. What's important is that students are authentically applying the inquiry to an out-of-classroom context. Actions should reach people outside of the classroom.

For more information about different ways students can take action, see: Muetterties, C. & Swan, K. (2019). Guiding Taking Informed Action Graphic Organizer. *C3Teachers*. Available from: <http://www.c3teachers.org/inquiries/civic-action-project/>.