

- Creating a global village: student to student, friend to friend
A cooperative venture between a Turkish High School and La Cueva High School

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Classes: Sociology (mixed grades)
World History (10th grade)
Government (12th grade)

1. Performance objectives

• Content objectives

Students will be able to connect with students in Turkey and create a relationships via Skype, email; *you tube* class-generated videos, and/or written letters and post cards. Through these connections students will gain insight into Turkey from another teen's perspective. Students will engage in classroom discussions about the differences and similarities of different cultures and issues facing both countries, education systems, and topics specific to the state of New Mexico. Students will learn how to use and apply technology that is available to each school to create a variety of you tube videos, slides for Slide Share, and PowerPoints. Depending on agreements between educators from both countries, it is hoped that these real time exchanges will create innovative strategies to further communication between the youth of Turkey and New Mexico.

- Skill objective: Students will develop critical thinking skills that will enable them to analyze challenges in a world that is increasingly economically and geopolitically interconnected and complicated. Students will develop their technological capabilities and expand their application of the internet to develop positive working relationships with students of a different nationality. Students will learn to use skype, make you tube videography, learn to use Slide Share (a web tool for teachers and students), write professional emails, and possibly write letters by hand. Students will develop the questions for their focus on discussions with Turkish students. Students will learn to "think" like an ambassador of good will. Students will assess the state of New Mexico, both culturally and environmentally for positive components in which we take pride. Students will also evaluate a variety of issues that concern our state in the next decade. In addition, students will learn respectful verbal and written communication skills. It is hoped that Turkish High School students will do the same.

Essential Questions;

- Using modern technology, how can schools from different countries learn to work together on issues facing teens?
- What elements of New Mexico's culture, historical sites, environment, and additional features should be shared with the world?
- What is teen life like for La Cueva students? What could be captured photographically in the day of a teen?
- How can the internet provide real time conversation and help open new avenues of friendship and problem solving between teens?
- Can technology be used to create stronger and deeper understanding of different cultures?
- From a teen perspective, what are the greatest conflicts which need to be understood and addressed between countries?
- If you had two minutes to show off New Mexico, what would you include in a *you tube* video or PowerPoint to encourage students from Turkey to visit?
- What questions would you ask a teen life like in another country?
- On what issues facing New Mexico, would you inform students in Turkey?
- What is protocol?
- What are the duties of ambassadors and other dignitaries in other countries? How are they chosen?

Project overview:

Teacher -Directed Activity:

Teacher will introduce information about Turkey through a PowerPoint and videography. Teacher will introduce students to Turkish music, culture, and historic archaeological and environmental sites that are of significance to Turkey today. Teacher continues lesson, identifying elements Turkey has which remains unresolved in the 21st century. Teacher will provide information about Turkish education system and slides of schools in rural and urban community settings. Teacher will provide lecture on Ambassadors and dignitaries and their functions. Teacher will define protocol, and demonstrate examples of how protocol is used by dignitaries in other countries. Teacher continues lesson by assigning students to create videos, slides, PowerPoints about New Mexico culture and

history. Teacher will introduce lessons in creating a survey using survey monkey. *It is hoped that the Teacher will have a contact with a Turkish school community to determine the appropriate technology level for a real time exchange of ideas. Ideas for topics for teens will also be arrived at mutually between teacher coordinators. Possible use of email as a strategy of engagement, either whole class using teacher's email account or individual email: student to student. If email is not available by Turkish partner school, hand written letters will be used in this exchange. Funds from National History Day fund will be used.*

Student-Directed Activity:

Strategy one: In whole class activity, students will be asked to identify comparable elements in New Mexico that should be included in the development of a PowerPoint, videography and music representative of New Mexico. Students will work in groups of twos to begin research on tourism and places of historical and archeologic importance in New Mexico Students will create you tube videos and PowerPoints after deciding on key elements to include. Students will research careers and requirements to become and ambassador or work in an embassy. Students will work in groups of four to develop a series of you tube videos or PowerPoints and Slideshare on topics agreed upon by teachers from both schools.

Strategy two: Students will create email letters to students either as a class or individually with identified students or class in Turkey. If email is not possible with Turkish partner school, hand written letters will be sent using National History Day funds.

Strategy three: Students working in groups of two will develop a survey using survey monkey to develop a general assessment of teen's opinions on critical issues their generation faces in Turkey. It is hoped that the partnership school in Turkey will be able to take this survey and generate their own for exchange. All questions will be revised and then a final whole class survey will be created based upon consensus of the class.

Materials Used: Depending on the availability and access to technology of a partner school in Turkey, we will use the highest level of available technology portals to develop this project. Assuming a potential for skype, you tube videography, and e-mail potential, students will develop their focus issues to send to Turkish students.

Internet references:

www.newmexico.gov/ for material on history, government and tourism

www.newmexico.gov/visitor/ for research on important tourist sites of New Mexico

www.environmentnewmexico.org/issues for environmental issues of New Mexico

SIRS Resources for social issues and resources <http://sks.sirs.com/cgi-bin/hst-portal-display?id=SFUN-0-2193> <http://www.state.gov/j/drl/rls/hrrpt/2007/>

www.slideshare.net/

<https://www.youtube.com/> You tube and you tube account of teacher.

<https://www.surveymonkey.com/>

Student Presentations and Assessment: Students will present to the class regarding their findings on diplomats and ambassadors. Students will work together to develop videos and slideshare material. Using assessment strategies from Group Project Based Learning, students will be evaluated on their contributions to the group. Through *you tube* video presentations, slideshare, and/or PowerPoints, students will demonstrate, public speaking skills, technological proficiency and critical thinking skills. The students will be graded on content, organization, oral presentation, visual presentation, and critical thinking demonstration. A log of emails and or hand written letters will be kept and contribution of each students noted. Students will be assessed for their surveys created in survey monkey and developed using critical thinking skills applied to contemporary issues.

Next Steps:

It is hoped that this exchange of culture, ideas, and teen dialog would be perpetuated into future years with a sustaining partnership between high schools. It is hoped that the teachers could also introduce this concept to other departments such as science, art, music, and other social sciences.