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Activity One



The Global Influence of the Ottoman Empire

Create a poster highlighting one or more works from the Ottoman Empire that still exist or are used today. For example, you might choose:

- A work of art
- A building or other work of architecture
- A scientific invention or idea
- A tool or technology

Begin by using the library or internet resources to research the influence of the Ottoman Empire. Browse through the resources until you find a work that is still in use today. Find out:

- when the work was made or invented;
- where the work was produced;
- the historical background of the work;
- who produced the work;
- how the work influenced people;
- where the work exists today and how it continues to influence people.

Create a poster showing the work. Include short descriptions of its history and influence. Display your poster in your classroom.

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Activity Two



World Tourism News Story

Create a news story about a topic in world tourism. Choose a topic from the list below, or create one of your own:

- Trends in world tourism over the past decade
- The most popular world destinations this year
- The positive and negative impacts of tourism in a particular area
- “Green” tourism
- Trips to historical sites
- How tourism is affected by global health problems
- The effects of tourism on local economies

Use the United Nation’s World Tourism Organization website (www.unwto.org) to research trends and topics in world tourism.

Write Your News Report

Based on your research, put together a 5-10 minute news report. Be sure to include the following in your report:

- An introduction, which gives an overview of the information you will present;
- Details about your topic, including photographs;
- A summary of any conclusions or recommendations you have.

Present Your Report

If you have access to a video camera, film your news report. Then, show the film in class. If you do not have a video camera, set up a table in your classroom and give your presentation live. Be sure to practice a few times first!

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Activity Three



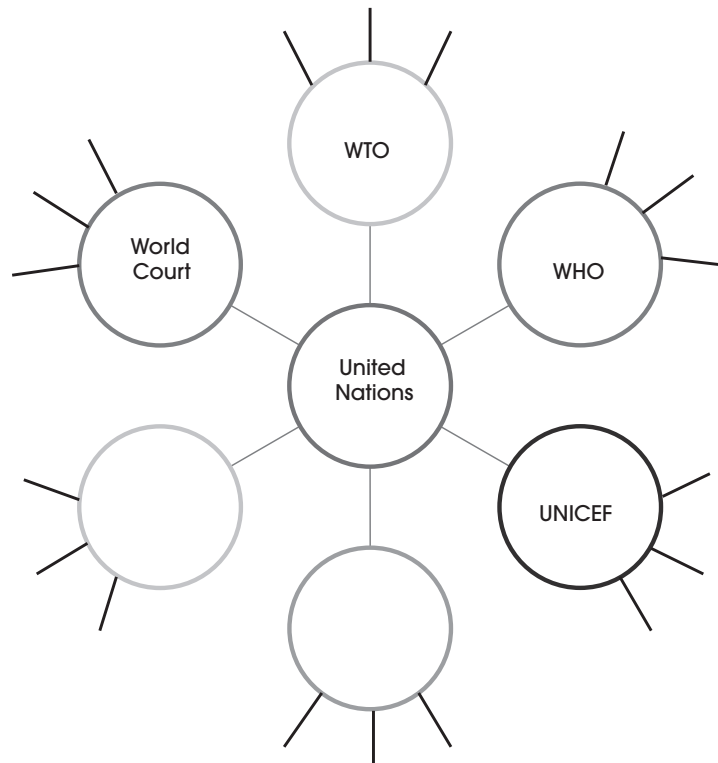
United Nations Concept Web

Create a detailed concept web to organize information about some of the major United Nations organizations including:

- the World Trade Organization (WTO)
- the World Court
- the World Health Organization (WHO)
- the United Nations Children’s Fund (UNICEF)

Use the library or internet resources to research the main goals of each organization. Add at least two more UN organizations to the list above.

Construct your map on a large piece of poster paper so that you have plenty of room to include all of the main concepts about each organization. You may use the United Nations as the central concept, as shown below, or as a top-level concept if you would like to do a pyramid-style map.



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Activity Four



Create a Human Rights Brochure

A brochure is a handy way to get information to people. You can create a brochure showing people how international law protects human rights.

Get Ideas

Start by looking through sample brochures to get ideas about how they are laid out, and how graphics and text are used to present main ideas in a small space. Organizations such as banks, waste management companies, state parks, and water districts often put out brochures to help give people information. Ask your teacher or librarian for help finding a selection of brochures to study.

Lay Out Your Brochure

Usually, brochures are made by folding an 8 ½ × 11 in. paper into thirds.

Decide where you are going to put the information about human rights and how they are protected by international treaties and agreements. Be sure to include:

- a list of basic human rights;
- the major treaties that protect human rights;
- the international organizations that monitor and protect human rights.

Distribute Your Brochure

Ask your teacher for help making double-sided copies of your brochure. Fold the brochures and give them to your family and friends. You may want to share your brochures with other classrooms at your school.

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Activity Five



Cultural Diversity Slideshow

You learned that cultural diversity around the world has been threatened by cultural homogenization, and that people have been taking steps to preserve cultural traditions that have been in danger of becoming lost.

1. Use the library or internet resources to research 10-12 traditional cultural practices from around the world that have been threatened by the adoption of Western culture. Examples of cultural practices include traditional arts, musical instruments, dances, clothing, languages, and food.
2. Choose a photo that represents each cultural practice.
3. Research the steps that people are taking to preserve each cultural practice.
4. Using a slide show computer program, create a slide for each cultural practice. Each slide should contain the following:

- A title;
- A photograph or visual image representing the practice;
- 3-4 bullet points describing the practice and steps being taken to preserve it.

The slideshow should also contain:

- An opening slide, with an introduction that draws people in and tells them why it is important to learn more about cultural diversity;
- A closing slide, with a summary.

5. Be sure that each slide is clear and easy to read. Write a short script for yourself, so that you will know what to say for each slide during the slideshow presentation.
6. Give the slideshow presentation to your class. At the end, ask if anyone has questions.

Ask your teacher for help and permission to post your slideshow on your class website.

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Activity Six



International Law Debate

People have different opinions on international law. Some people think that international law threatens the sovereignty of nations, so international law should only be used in extreme cases. Other people think that international law helps set beneficial human rights and legal standards for all people. Have a debate about the role of international law, about how much international law is appropriate, and about how international law affects national sovereignty. Conduct a debate about the pros and cons of international law.

1. First, research both positions. Using the internet or library resources, find out more about people's opinions about international law. Also, be sure to find evidence to support either position. Ask yourself the following questions:

- Why do some people think that international law is helpful to protect the rights of all people?
- Why do some people think that international law threatens the sovereignty of nations?
- What is the official position of the United States about the International Criminal Court?
- What is the position of other countries about the International Criminal Court?
- How do opinions about international law differ around the world?

2. Write notes for your arguments and talking points. Write short, bulleted descriptions of your main arguments, and evidence to support them. Also, write descriptions of what you think the opposing side will argue, and your ideas and evidence to refute those arguments.
3. Conduct the debate. Flip a coin to see which team begins first. Each "turn" of the debate has three steps. The first team states one argument. Then, the second team has time to refute that argument. Finally, the first team has a chance to comment on what the opposing team said. Then, the second team takes their turn, beginning with an argument. The process continues until each team has had a chance to make all of their arguments. At the end, give the students in the class who are watching the debate a chance to comment on which team they thought won, and why.