

Envisioning Our Future

Did you ever think about how you want the world to be in the future? Do you wonder what you can do to help create a better world?

This chapter will introduce you to thinking about the future and help to prepare you to create the kind of world you want. First, you will **speak** to your classmates about problems you see in the world and possible solutions to these problems. You will **listen to** and then practice a dialogue between two students who realize that global issues are connected to their own lives. Then, you will **read** about three young people and the choices they are making in their lives to prepare for the future. Finally, you will **write** a poem about what you want the world to be like.



Students in China started a recycling program at their school.



Activating Knowledge

In this activity, you will brainstorm ideas about global issues. When you **brainstorm**, you come up with as many possible answers to a question or idea as you can. The word “brainstorm” is a compound word:
BRAIN + STORM = brainstorm.

Example: Look at the photo below. What do you think is happening in this photo?



Phrases you can use to talk with your partner:

- In this photograph, I see...
people outside. The people look like they do not live in the United States. There are several plastic containers around them. Some people have cups in their hands. The young child in the center of the photo looks sad. Some of the women have cloth wrapped around them like a skirt.
- A problem the people in this photograph might have is...
they may have to share food and water. They may be poor.
- I wonder why...
the young child in the middle of the photo looks so sad. I wonder where these people are from. I also wonder if they have their own homes or if they have to live together.



Activating Knowledge

Directions: With a partner, choose one photo from this page. Brainstorm what you think the problem in the photo might be. Use the sentence starters below the photos to discuss the problem with your partner.



Phrases you can use to talk with your partner:

- In this photograph, I see...
- The problem in this photograph might be...
- I wonder why...



Writing Warm-up

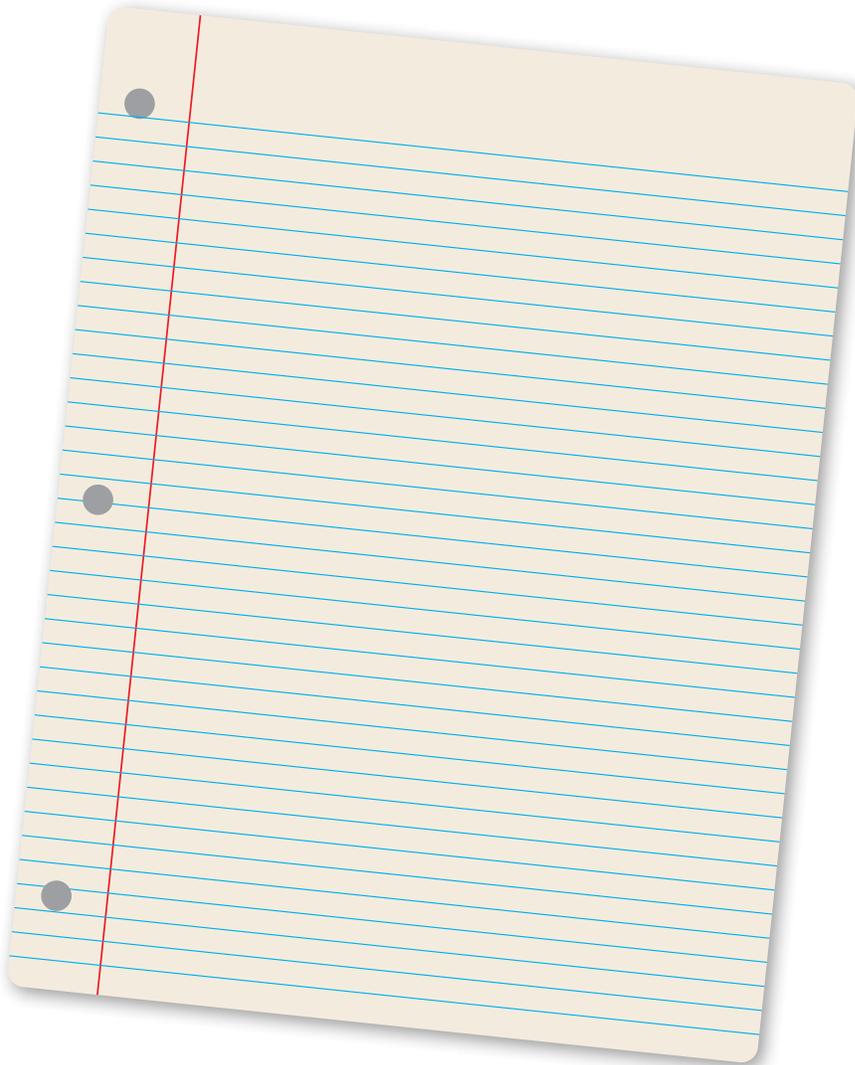
Directions: Respond to the following questions. Write continuously and include every idea you can think of until you are told to stop. Be ready to share your ideas with a partner.

What is the biggest problem in the world today?

Why does this problem exist?

What do you think is a solution to this problem?

Writing prompt: The biggest problem in the world today is...





Expanding Vocabulary

Directions: Look at the following images and vocabulary words. Guess what each word means based on the given image.

A



society

B



environment

C



economy

D



sustainability



Using Words in Context: Completing a Paragraph

Directions: Read the paragraphs below. Use the words from the box to fill in the blank spaces.

society

environment

economy

sustainability

It's the first day of school. You walk into class and the teacher gives you a textbook you will use this year. You open the book and notice someone has written on pages throughout the entire book and several pages have been ripped out. Do you think the person who did this thought about the person who would use this book next? If you were to receive a brand-new book, how would you treat it to make sure that the next person was able to get as much use out of it as you did?

In a way, our world is like this textbook. Just as we use Earth's resources like water and trees, other people will use those same resources in the future. What are some ways you can take care of your needs *and* the world so that people can enjoy life in the future? _____ is the idea that we can take care of our own needs and resources without limiting the ability of future generations—our children and grandchildren—to meet their needs.

Asking certain questions can help you begin working toward a sustainable future. Are the people who live in your _____ healthy and happy? If not, what is preventing them from being healthy and happy? Do the people around you try to take care of the _____ by using land, oceans, and rivers carefully instead of damaging them? Do your country's leaders make decisions about how to spend money in ways that help the _____? Simply put, working toward sustainability means developing a thriving society, a healthy environment, and a strong economy.



Breaking Down the Meaning

Directions: Each box below includes one of the four vocabulary words from the previous page as well as its definition. Below each definition:

1. Answer the question.
2. Write a sentence using the vocabulary word.
3. Choose the one word in the group that does not relate to the vocabulary word.

society

Definition: *a group of people that share common interests or common culture (example: American society)*

1. What is the best thing about the society you live in?
2. Use *society* in a sentence.
3. Which word does not belong?
people culture community shopping

environment

Definition: *everything that surrounds us and supports our ability to live and grow*

1. What type of outside environment do you enjoy spending time in most: the ocean, forest, mountains, or desert? Why?
2. Use *environment* in a sentence.
3. Which word does not belong?
trees rocks computer river

economy

Definition: *the way a community, region, or country makes and uses money, goods, and services*

1. What country seems to have a strong economy?
2. Use *economy* in a sentence.
3. Which word does not belong?
money polar bear bank credit card

sustainability

Definition: *the ability to meet the needs of people now and in the future*

1. What is an example of sustainability in your school or neighborhood?
2. Use *sustainability* in a sentence.
3. Which word does not belong?
future basic needs
taking care fighting



Dialogue: What in the World?

Directions: Read the following sample dialogue with a partner to learn about Talib and Reena’s thoughts about global issues. As you read, write down every word you think is a global issue—that is, an issue that affects many people all over the world.

Talib: Hi, Reena!

Reena: Hi, Talib! Can you believe what we learned in class today?

Talib: I know, I never realized there were so many problems in the world.

Reena: Seriously! I also never realized that people from different places around the world can have really similar stories about their lives.

Talib: What do you mean?

Reena: My family had to leave my country when I was three years old because there was a war. My dad didn’t want us to be around conflict and violence, so he thought we should move. When Mr. Thomas was talking to us in class, I realized that many people have had to leave their countries in search of more peaceful places, just like my family did.

Talib: Wow, you make a really good point. It seems like people share more experiences than they might think.

Reena: How about you, Talib? What did you think about class today?

Talib: I was really surprised to hear what Mr. Thomas said about education.

Reena: What surprised you?

Talib: I didn’t realize that over 75 million children around the world do not go to school.¹ It seems like every child around the world should be able to learn. It’s difficult to think about so many children growing up without an education.

Reena: You’re right; it is hard to think about.

Talib: Did you find anything else in class interesting?

Reena: Yes, I was surprised to find out that air pollution from cars and trucks can lead to health problems like asthma. I had not really thought about the causes of asthma and other health problems before.

Talib: I’m really glad we’re learning about these different world issues.

Reena: Me too. After learning more about pollution, education, and conflict, I feel like I know more about the world.

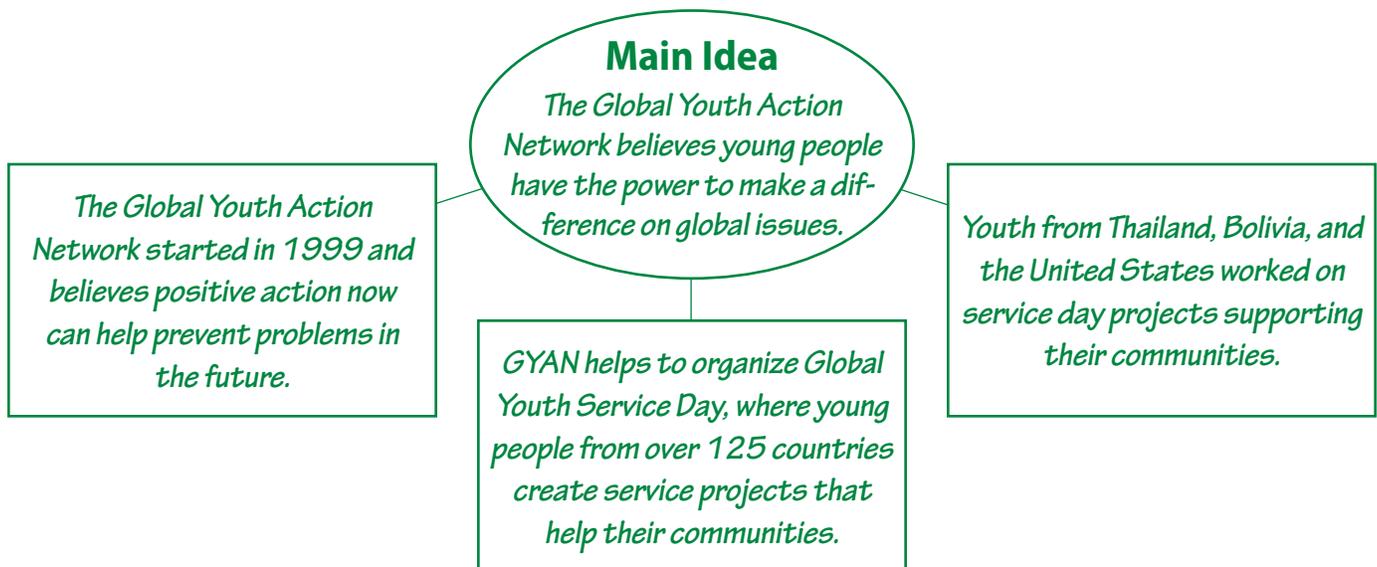


Reading Skill Focus: Main Idea

What exactly is the main idea? To understand **main idea**, think about your favorite song. What do you think is the point of the song? What is its message? What details in the song help to support this message? The **main idea** is the most important idea in a passage or text. It is what the author wants you to know. Details throughout the passage or text can provide information that supports the main idea.

Example: When you read the paragraph below, think about the most important idea and find three details to support this idea. Then, review the graphic organizer to see how to identify and organize this information.

There are many problems in the world these days, but are there enough solutions? Millions of young people think there are! The Global Youth Action Network (GYAN) is a youth-led group that started in 1999. GYAN believes young people have the power to make a difference in the world, and that by taking positive action now, they can reduce the number of problems in the future. Through programs like Global Youth Service Day, GYAN helps young people in more than 125 countries work on service projects in their communities. For example, teenagers in Bolivia taught their community about the dangers of drinking unclean water. In the United States, youth educated people about the importance of voting. In Thailand, students taught leadership and life skills to children who were orphaned when their parents died of AIDS. Global Youth Action Network is one group of young people who truly believes they can change the world!²

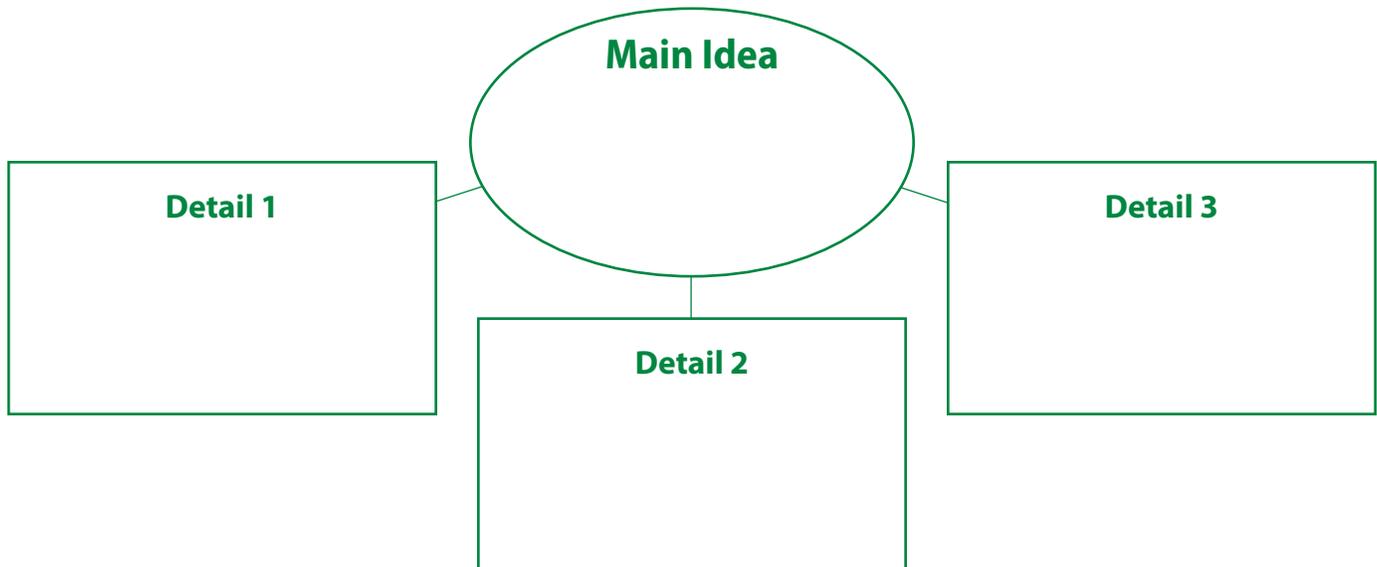




Reading Skill Focus: Main Idea

Directions: Read the paragraph below and complete the graphic organizer with the main idea of the paragraph and three supporting details.

Have you ever heard of teenagers being teachers? At Cleveland High School in Seattle, teenage students had the opportunity to become teachers while they were still in school. These students were refugees who had left their home countries in order to find safety. Their teacher, David White-Espin, realized that his students' experience as refugees could be shared with other students. This was a way that non-refugee students could learn about issues they had never experienced. Most of the Cleveland students came from countries in Southeast Asia and East Africa. They had many stories about conflict and migration to share. They had seen people fight with weapons and they had escaped from dangerous places. The Cleveland students created a video to tell their stories about living as refugees. The students visited local middle and high schools to present their video and talk to students. Their audiences were amazed by all the different languages they could speak and how they were able to survive such difficult times. By sharing their experiences with other students, this group of refugees helped other students to understand the effects of conflict and migration.





Pre-reading: Anticipation Guide

Directions: Read the four statements below, one at a time. On a scale of 1-5, 1 meaning you **completely disagree** with the statement and 5 meaning you **completely agree**, circle the number that reflects how you feel about each statement. The answer is based on your opinion so there are no right or wrong answers.



If there are problems occurring where I live, I should spend time trying to solve them.

1 2 3 4 5

Young people can make a difference in the world.

1 2 3 4 5

The choices I make in my own life have an effect on my community and the world.

1 2 3 4 5

Fifty years from now, I want the world to be a better place.

1 2 3 4 5

Now, add together the numbers you circled.

Read the statement that matches your total:

4-8: You are not convinced that you can or should help solve world problems.

9-15: You know there are problems that people face around the world. You think you might be able to help solve these problems, but you're not sure.

16-20: You believe that even though there are many problems in the world, you can help to find some solutions.



Been Around the World

Maninho lives in South Africa, Raul lives in Peru, and Maria lives in the United States. Can three people from different parts of the world have anything in common?

Maninho

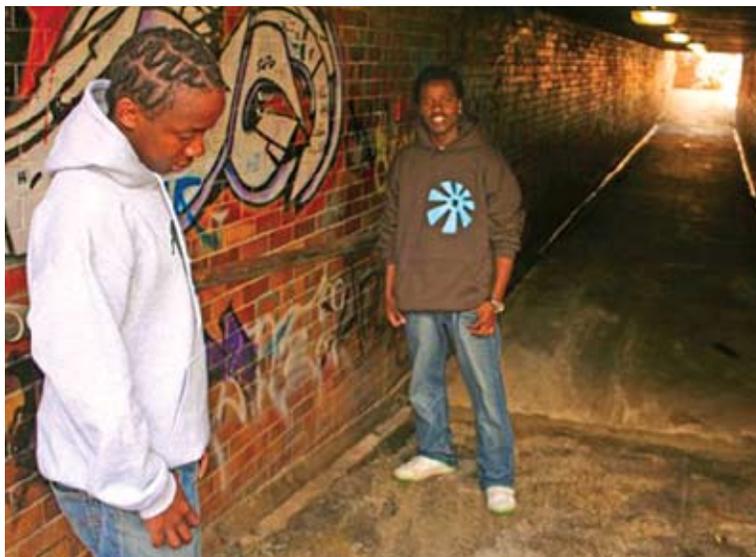
Maninho lives in the city of Cape Town in South Africa. He likes listening to hip-hop music. When he was just nine years old, he left his home country of Mozambique, which **borders** South Africa, because of family troubles. For five years, he has lived at Beth Uriel (which means “House of Light” in the Hebrew language), a shelter for young men aged sixteen to twenty-four. At Beth Uriel, young men live safely in a home where they also go to school, work, and participate in youth programs that help them reach personal goals. Maninho is in the tenth grade and loves learning English, Xhosa (a tribal language of South Africa), and math. He

loves learning because it gives him the chance to talk with other people and share new ideas. He has not seen his real family since 2004; the young people he lives with now are part of his new family.

One challenge or difficulty he sees in his community is the way people treat each other. According to Maninho, “Sometimes you can interact or talk with someone one day and the next day they turn on you.” Rather than getting upset, Maninho created a music group called *Young Soldiers* that focuses on **unity**. He refers to unity as the Uhuru Spirit, which means “one.” The lyrics, or words, to the group’s hip-hop music are positive and encourage people to work together and get along. Instead of creating wars, the Young Soldiers create music.

borders (v) – located next to another region or country (e.g., the United States borders Mexico)

unity (n) – the state of being together or in harmony



Maninho and Masakane, the Young Soldiers, use hip hop to create positive messages for youth.



Chapter Reading: Been Around the World

Raul

Raul lives in the town of Chinchero in Peru with his three brothers, one sister, mother, father, and grandmother. He loves life in Chinchero because it is peaceful; people are friendly and help each other. He also loves the mountainous environment.

Chinchero is famous for its **weaving**; boys and girls learn how to weave at a young age. Many people in Chinchero are farmers, and in addition to growing potatoes and lima beans, they raise sheep that provide wool for weaving blankets and clothes. The land is very important to the people in Chinchero because it provides food and a way to make money. The main language spoken in Chinchero is Quechua and the second language is Spanish. Raul can speak both.

One problem in Chinchero is that many people are not able to complete their education because they do not have enough money to finish school.

Students usually stop going to school by the time they are sixteen, and without a proper education they cannot earn enough money to support their families and take care of the land.

Raul is attending university now. His goal is to work in **tourism** so that he can help to strengthen his community's economy. Tourists support Chinchero's economy when they eat at local restaurants, take tours of the village, buy blankets or clothes, and rent hotel rooms. The money that local people make through tourism could help them to live sustainably. It could also help young people to complete their education. Raul also knows that it is important not only to earn money from tourism but to share his way of life. He wants to make sure that in fifty years his neighbors and his family have good opportunities in life.

weaving (n) – the process of making cloth (for blankets and clothing) by intertwining threads

tourism (n) – the business of providing tours, food, and lodging for people who travel



Raul poses with his family in Chinchero.



Chapter Reading: Been Around the World

Maria

Maria lives in the city of San Francisco in the United States. She is nineteen years old and is in her second year of college. She loves learning about anything that challenges her ideas and helps her understand the world in a new way. The city where she lives has many small stores, restaurants, and student housing. She shares an apartment with two roommates. She loves the fact that her neighborhood has so many things happening: live music, street festivals, and dance shows. She also enjoys that people of all ages go to these events.

When she finishes college, Maria wants to be an urban planner so that she can help to design sustainable cities. Maria thinks that all people should have the chance to live in homes they can afford and have jobs to support their families. Right now, she **volunteers** with the group Habitat for Humanity. Habitat for Humanity works to end homelessness by building houses for families in need. Maria understands that if people do not have shelter and other basic needs, society will face many other problems.

Maria hopes that in fifty years people will understand what actions they can take to create a more sustainable world.

The World in Fifty Years...

When these three young people think about how to make their communities and the world better in fifty years, they are thinking about *sustainability*. They are taking action now to make sure the needs of people are met today and in the future. Even though they may be from different parts of the world and have very different lives, they have a common goal: to make sure the world is a great place for everyone. Maninho thinks about how his hip-hop music can help society by providing a positive message of peace. Raul thinks about how tourism can help support the local environment and boost the economy for the people in Chinchero. Maria thinks about how houses and jobs for everyone can help society. Together, these three young people from different corners of the world are working to create a bright future.

volunteers (v) – provides a service for free

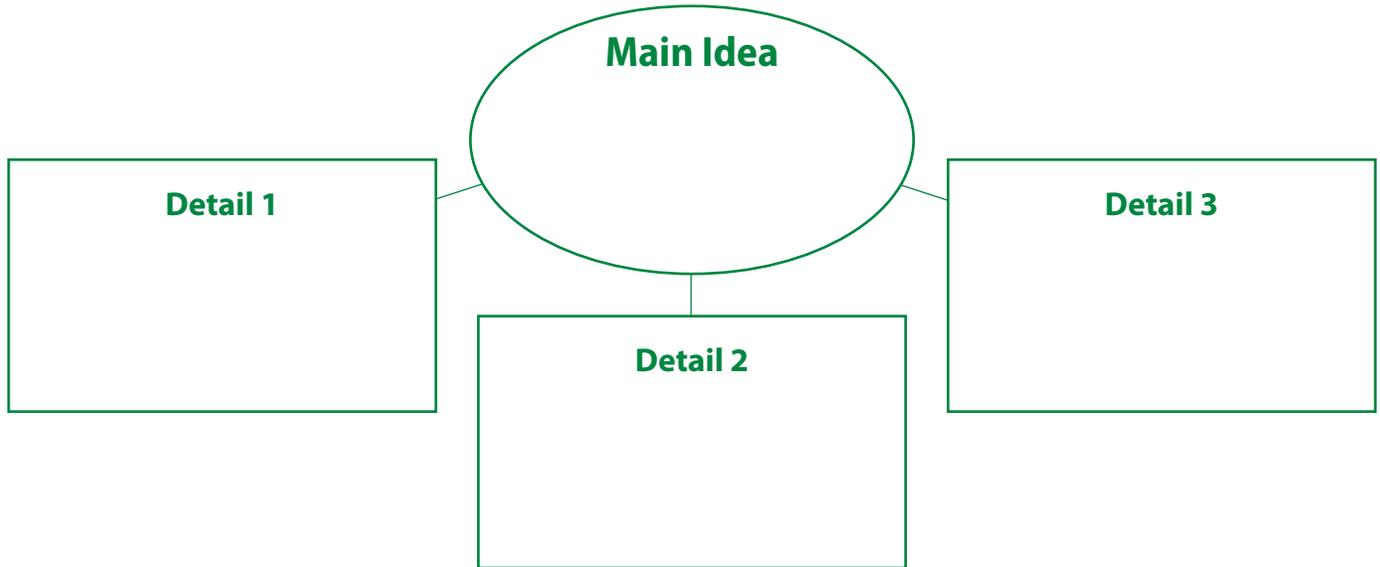


Maria builds homes with other Habitat for Humanity volunteers.



Reading Skill Follow-up: Main Idea

Directions: Determine the main idea of the chapter reading. Then look for at least three details that support the main idea. Complete the graphic organizer with the main idea and three supporting details from the chapter reading.



Community members from Chinchero show people how to weave.



Comprehension Questions

Directions: Answer the following questions to support your comprehension of the chapter reading.

Understanding what you read

1. Identify the three countries where Maninho, Raul, and Maria live.
2. In Maria's story it states that she volunteers at Habitat for Humanity. Define the word *volunteer*.

Thinking about what you read

3. Read Maninho's story again. What exactly does Maninho want?
4. The title of the reading is "Been Around the World." Create a different title for this reading. Explain how your title reflects the main idea of the reading.
5. Explain how the following Chinese proverb connects to the reading:
"One generation plants the trees; another gets the shade."

Questioning what you read

6. Explain why you think the author wrote about these three young people.

Making connections to what you read

7. Do any of these stories relate to you and your life? Why or why not?
8. Evaluate the answers you gave in the Anticipation Guide before you completed the reading. Would you change any of your answers? Why?

Further discussion questions

9. How might a weak economy affect a society?
10. Can you think of an activity that harms the environment but helps the economy? How might you change this activity so that it does not harm the environment?



Writing about Sustainability: Poetry

What is a poem?

A poem is a personal expression of ideas and emotions.

Why write a poem?

A poem is an opportunity to express your ideas about different topics in a creative way. Poems allow you to personally express exactly what you are thinking. There are many different kinds of poems: some use words that rhyme, others focus on rhythm, and some use repetition. The more descriptive your poem is, the better.

You read about three young people from around the world and what they want for the future. Now you will be writing about yourself and the future you want by creating a *bio-poem*—a poem about yourself.

Example: Use the following structure for your bio-poem:

Name

Three words that describe you

Who loves...

Who thinks my family...

Who feels the environment should...

Who wants society to...

Who wishes school could...

Who believes money should...

Who dreams the future will be...

Name



Writing about Sustainability: Poetry

Directions: Before you write your own bio-poem, you will evaluate two others. When you evaluate writing, look carefully to see what the writer did well and how the writer could improve. Grade the poems on a scale of 1 through 3 (1 needs a lot of work, 2 is pretty good, and 3 looks great). Use the following questions to help you grade:

- Does the poet use the correct bio-poem structure?
- Does the poet use vocabulary words from this chapter?
- Does the poet use complete thoughts throughout the poem?

Poem 1

Miguel Jordan

Hilarious, athletic, wise

Who loves any music that makes me dance

Who thinks my family deserves to live in a peaceful neighborhood where playgrounds replace broken glass

Who feels the environment should be full of lush forests and blue oceans, not polluted air

Who wants society to accept all different types of people

Who wishes school could teach me to speak three languages and fly airplanes

Who believes money should create jobs for all people so no one struggles

Who dreams the future will be full of poets, athletes, doctors, and lawyers

Miguel Jordan

What grade would you give this poem? Why?

Poem 2

Julie Li

Smart

Who feels the environment should not be destroyed

Who dreams the future will be a place of many opportunities

Who loves traveling but has only been to China and America

Who has two great parents

That's me

What grade would you give this poem? Why?



Writing Steps: Poetry

- Step 1:** Use the Writing Organizer on the next page to help you write your bio-poem. Write complete thoughts, not just words, for each line that begins with “Who.”
- Step 2:** Edit the poem using the Edit Checklist below.
- Step 3:** Have a classmate read and edit your poem using the same checklist.
- Step 4:** Correct and rewrite your poem.
- Step 5:** Share your poem with the class by reading it aloud.



Edit Checklist

	Author Check	Peer Editor Check
Did you use the bio-poem structure correctly?		
Did you use chapter vocabulary words correctly?		
Did you write complete thoughts for each line?		



Writing Organizer: Poetry

Your Name	
Three words that describe you	
Who loves...	
Who thinks my family...	
Who feels the environment should...	
Who wants society to...	
Who wishes school could...	
Who believes money should...	
Who dreams the future will be...	
Your Name	