

Millennium Development Goals Curriculum

Course Objectives

- Students demonstrate an awareness of the world as a global community and an appreciation of the rights and responsibilities of every member of that community.
- Students analyze the strategies, goals, and effectiveness of international efforts to promote peace, security, well-being, and freedom in a world setting.
- Students evaluate their role in these efforts, and see themselves as players on a world stage.
- Students define basic economic concepts, and use statistical data appropriately.
- Students access information regarding political, economic, and social conditions in countries around the world.
- Students compare statistics to reach conclusions about socio-economic conditions in nations.
- Students distinguish between fact and opinion when analyzing information.
- Students express their opinions and listen respectfully to the opinions of others in a group setting.
- Students identify the continents, read maps, and recognize the significance of geographic location in economic development.
- Students demonstrate sensitivity toward the world-view and traditions of other cultures.

Millennium Development Goals Curriculum Outline

I. United Nations Introduction

SS:CV:1, SS:CV:3, SS:HI:1, SS:HI:2

II. Millennium Development Goals Introduction

SS:HI:2, SS:CV:3

III. Goal 1. Eradicate Extreme Hunger and Poverty

SS:GE:4, SS:GE:5 SS:HI:2

IV. Goal 2. Provide Universal Primary Education

SS:WH:5, SS:GE:2

V. Goal 3. Promote Gender Equality

SS:WH:5, SS:GE:1, SS:WH:3

VI. Goal 4. Reduce Child Mortality Goal 5. Improve Pre-Natal Health

SS:GE:4, SS:WH:5, SS:GE:1

VII. Goal 6. Combat HIV/AIDS, Malaria and other Diseases

SS:CV:3, SS:GE:1

VIII. Goal 7. Ensure Environmental Sustainability

SS:GE:2, SS:GE:4, SS:GE:5

XI. Goal 8. Develop a Global Partnership for Development

SS:EC:1, SS:EC:2, SS:GE:2

X. Conclusion

SS:EC:1, SS:EC:2, SS:CV:1

Millennium Development Goals Curriculum

I. United Nations Introduction

A. Focus Questions

- What should be the primary goals of the international organization, The United Nations?
- What factors affect the ability of an international organization to decide on common goals and achieve them?

B. United Nations Website Search Activity

- Visit the website www.un.org to complete the attached worksheet.

C. United Nations News Center

- Choose one news story,
- Summarize the story and be prepared to share with the class.

D. UN Mission Artwork

- Draw a symbol or design a flag for the United Nations reflecting its mission.
or
- Write a poem or compose a song about the UN reflecting its mission in general or some aspect of its mission.

E. Share

- Report to the class a summary of the news story you have chosen.
- Display your drawing or share your poem or song.

F. Conclusion: Discussion

- How did the UN mission as stated in the Preamble to the Charter compare to the goals you envisioned?
- Do you feel confident that these goals are attainable?

**Millennium Development Goals Curriculum:
United Nations Website Activity**

Visit www.un.org. Search the website to answer the following questions. Click on (>) links where they are provided.

1. Where and when was the United Nations charter drawn up? (> Welcome > About the United Nations > Basic Facts > The UN Organization.) _____

2. What are the purposes of the United Nations (same site).

3. Who is the current Secretary General of the United Nations?

4. Which five nations are permanent members of the Security Council?

5. Where is the United Nations headquarters located? _____

6. When was the Universal Declaration of Human Rights proclaimed by the General Assembly of the United Nations? _____

7. Record the first line of the preamble of the UDHR:

8. Return to Welcome page > Cyberschoolbus > Country at A Glance. Use the map to choose a country:
Country _____ Region _____ Capital _____

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II. Millennium Development Goals Introduction

A. Focus Questions: RQP

- Compose 10 questions related to the prompt:
In 2000, the United Nations agreed on 8 Millennium Development Goals for the world to achieve by 2015.
- Review your questions and rewrite any that are not open-ended.
- Choose three to record on the class flip chart.
- Choose three of the recorded questions as priorities.
- Record the top five prioritized questions.

B. Definitions

- Visit www.un.org > Millennium Development Goals
- Record the 8 Millennium Development Goals.
- Define: poverty, refugee, child mortality, pre-natal health, developing nation, environmental sustainability
- Define any other goals vocabulary that is unfamiliar to you.

C. Millennium Development Goals Website Search

- Visit www.un.org and complete worksheet. (Attached)

D. Collage

- On a large sheet of construction paper, list the eight Millennium Development Goals.
- Using the magazines provided, cut out pictures to illustrate the goals or
- Draw pictures to illustrate the goal.

F. Conclusion: Share / Discuss

- Share your collage with the class.
- Share the article you were assigned in the MDG website activity.
- Refer to the questions formulated at the beginning of class and discuss which ones have been answered.
- Answer: Do you think the nations of the world should commit to the Millennium Development Goals? Why or why not?

Millennium Development Goals Curriculum:

Millennium Development Goals Introduction Web Search

Visit www.un.org > Welcome > Millennium Development Goals.

1. > Background > Millennium Development Goals and the United Nations Role. Scroll to end of page 2 to answer:

- How many people in the world live on less than \$1 a day? _____
- How many children do not attend school? _____
- What percent of refugees are women and children? _____
- How many of the world's children under 5 die each day? _____
- What is the risk of dying in childbirth in the developing world? _____
- Which developing countries have successfully controlled the spread of HIV infection? _____
- How many people worldwide lack access to safe drinking water? _____
_____ How many have gained access since the 1990's? _____
- Developing countries often spend more on _____ than on _____.

2. > Millennium Campaign: Voices against Poverty > Watch the Video Here

- What is the goal of the "Stand Up" movement? _____

3. Return to Welcome > Cyberschoolbus > Millennium Development Goals > HTML > Monitor Goals

- Select "undernourished." Using the map, find the countries in Asia where 30% or more of the population are undernourished: _____

- Select "Under 5 mortality rate." What is the mortality rate for:
Afghanistan _____ Iraq _____ Myanmar _____
Turkmenistan _____ Somalia _____

4. Return to Welcome > Cyberschoolbus > Millennium Development Goals > Youth Articles

- Read the article you are assigned and summarize it on the back of this sheet. Be prepared to share with class.

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III. Goal 1: Eradicate Extreme Poverty and Hunger

A. Focus Questions

- How does the United Nations define “extreme poverty?”
- What factors contribute to poverty and hunger?
- What is the obligation of the developed world to alleviate poverty and hunger?

B. Definitions

- standard of living, per capita income, gross domestic product, literacy, infant mortality, malnourished, food security

C. Personal Stories

- Visit www.care.org > campaigns > care for the child.
- Read one of the stories and summarize.

D. World Poverty Activity (Attached)

- Choose two countries to compare, one developed and one developing.

E. Read and Respond

- Read “We Can Feed the Hungry” by George McGovern
- Write a response paper. (See instructions included)

F. Case Study: North Korea (DPR)

- On the map included, label North Korea and the bordering countries.
- Visit www.wfp.org > Where We Work > Korea (DPR). Read “Overview.” What percentage of children are malnourished?
Scroll down to answer: “What are the risks to food security?”

G. Feed the Hungry

- Visit www.thehungersite.com. Click on Feed the Hungry.

H. Conclusion: Share and Discuss

- Share your research and graphs comparing two countries with the U.S.
- Discuss strategies that could effectively relieve poverty and hunger.

Millennium Development Goals Curriculum World Poverty Activity

1. Visit www.cia.gov > **World Fact Book** > **Guide to Rank Order** > **GDP per capita**.

Using this list and the world map, choose two countries to compare (other than the US and small island nations.) Choose one with a per capita income above \$25,000 and one with a per capita income below \$2000. For each country find the following information:

Country: _____ Capital: _____

Location : _____ Climate: _____

Topography (description of land): _____

Population: _____ Density: _____

Natural Resources: _____ Religion: _____

Literacy: _____ Computers: _____

Birth Rate: _____ Child Mortality: _____ Life Expectancy: _____

Gross Domestic Product: _____ Growth Percentage: _____

Per Capita Income: _____ Unemployment Rate: _____

Percentage of Population living in Poverty: _____

Labor Force by occupation: _____

Government: _____

Background (recent history): _____

2. Print outline maps of the continents where your countries are located. Label your country and all bordering countries.

3. Make three bar graphs comparing the Per Capita Income, Unemployment, and Infant Mortality for your countries and for the United States.

4. Write a **conclusion** explaining your opinion about why each country has a successful or an unsuccessful economy.

Suggested web sites: nationmaster.com, infoplease.com, worldbank.org, cia.gov

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IV. Goal 2: Provide Universal Primary Education

A. Focus Questions:

- How is education related to the general well-being of the people of a country?
- Historically, why has the education of boys often taken priority over the education of girls?
- How is a society damaged by neglecting to educate women?

B. Overview

- Visit www.unicef.org. > What We Do > Life Skills > Introduction
- What is meant by Life Skills Based Education?
- What We Do > Basic Education and Gender Equality > The Big Picture
- How does the education of girls relate to other Millennium Goals?

C. Case Study: Afghanistan and Pakistan Stations Activity

D. View and Respond: The New Heroes

- Episode One: Segment 2 Kailash Satyarthi (freeing slaves in India)
- Episode One: Segment 4 Moses Zulu (school for AIDS orphans Zambia)
- Episode Four: Segment 2 Inderjit Khurana (India platform schools)

E. Personal Stories

- Visit www.unicef.org > What We Do > Basic Education and Gender Equality > Real Lives
- Choose a story. Read and summarize.

F. Progress Report

- Label Mongolia on the map provided. Record statistics: Life Expectancy, child mortality, per capita income, literacy, percent below poverty level
- Scroll down to > Mongolia. Read report or watch video.
- What is being done to keep rural herder's children in school? How are gender education issues different in Mongolia?

D. Conclusion: Mind Map

- Create a mind map illustrating the relationship between education, gender equality, and other Millennium Goals.
- Illustrate your mind map with drawings or pictures from magazines.

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Afghanistan and Pakistan Stations Activity

Station 1. Background

- Research and take notes on the recent history of Afghanistan and Pakistan.

Station 2. Map

- Label Afghanistan, Pakistan, and bordering countries on map provided. Use abbreviations or colors and a key is preferred.
- Find statistics on per capita income, literacy, child mortality, life expectancy, percent living below poverty level. Record on back of map.

Station 3.

- Read “No School Today.” (Included) Write a response paper.

Station 4: Personal Story

- Visit nationalgeographic.com/ngm/afghangirl. Read the story of Sharbat Gula and “zoom in” on the photographs.

1. What happened to Sharbat Gula’s parents?

2. Why did she flee with her grandmother and brothers to Pakistan?

3. Where and when was she originally photographed?

4. To what does she attribute her survival?

5. What was the only happy day of her life?

6. What is her hope for her daughters?

7. Describe her village now. _____

Station 5. Hero’s Story

- Read “With Your Help, He’s Fighting On.” (about Greg Mortensen) Summarize.

Station 6.

- Create a poster, drawing, collage, or other art work that expresses an aspect of the diverse culture and/or the challenges of these countries.

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V. Goal 3: Promote Gender Equality

A . Focus Question

- In your journal answer:
Do you feel that men and women are “equal” in American society today? If not, in what ways are they unequal? Has there been improvement over the level of gender equality in the past? Why is gender equality important? Why is it a Millennium Development Goal?

B. Gender Equality Overview

- Visit www.unicef.org > What We Do > Basic Education and Gender Equality > Photo Essay: The Double Dividend of Gender Equality
- In what sense is gender equality a “double dividend?”

B. Gender Equality Stations Activity (Attached)

C. View and Respond

- View the film *Osama*.
- View the “The New Heroes”
Episode Four: Segment 4 Sompop Jantraka (prostitution in Thailand)
- Choose one of these films and write a response paper.

D. Read and Role-Play

- Read the articles included on the traditional wearing of headscarves or veils by some Muslim women.
- Compile a list of the arguments for and against the wearing of headscarves or veils. Be aware of any cultural prejudices or assumptions that may enter into this discussion.
- Form groups of “families” and role-play a discussion about this tradition from the perspective of different members of the family.

E. Conclusion: Share and Discuss

- Share your poster and the life story you chose.
- Discuss the special problems facing women and strategies to address them. Why is gender equality important?
- Can gender equality be promoted without threatening cultural traditions?

Millennium Development Goals Curriculum Women in the World Stations Activity

Station 1:

- Read one of the articles provided. Summarize and be ready to share.

Station 2:

- Listen to excerpts from “The Bookseller of Kabul.”

Station 3:

- Visit www.unicef.org > Voices of Youth > State of the World’s Children 2007
- Define gender equality: _____

- How can gender equality in the following three areas benefit children:
In the household: _____

In the workplace: _____

In politics: _____

Station 4:

- Visit www.unicef.org > Voices of Youth > State of the World’s Children 2007 > Inspirational Women and/or Commercial Sexual Exploitation > Real Life Stories
- Choose one story to read and summarize.

Station 5:

- Visit www.womenforwomen.org.
- Watch video “The Other Side of War” and listen to Alice Walker
- Zainab Salbi on PBS’s Wide Angle: A Woman Among Warlords
- Label Kosovo on the map provided. > Where We Work > Kosovo > Status of Women. Read “Status of Women.”
- Respond: What is the impact of war on women?

Station 6.

- Create a poster, pamphlet, or flier promoting awareness of some aspect of women’s issues in the world.

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VI. Goal 4 Reduce Child Mortality Goal 5 Improve Pre-Natal Health

A. Focus Questions:

- How are the welfare of mothers and that of children related?
What are the consequences of malnutrition and disease for children?

B. Overview of the World

- Visit www.unicef.org > What We Do > Young Child Survival and Development > Multimedia Feature > Countdown
List the regions in order based on their under 5 mortality rate.
- Return to What We Do > Child Protection.
In your journal, record the dangers facing children that appear on the web page under “Fact Sheets.”
- Choose one of these issues to read and summarize.

B. Case Study: Haiti

- Label Haiti on the map provided. Research and record on the map statistics: life expectancy, child mortality, literacy, per capita income
- Visit www.npr.org > Programs > Fresh Air > September 25, 2003
Listen to the interview with Dr. Paul Farmer.
- Visit www.pih.org > Where We Work > Haiti > Women’s Health
In your journal answer: What basic services proven to lower maternal deaths does Partners in Health strive to provide?

C. Read and Respond

- Read “What Kills One Woman Every Minute of Every Day?” by Barbara Kantrowitz
- Write a response paper.

D. Progress Report

- Label Bolivia on the map (Haiti already labeled.) Research and record statistics as above.
- Visit www.unicef.org > Info by Country > Bolivia. Read “Health Insurance for children and mothers” How has insurance made a difference in Bolivia?

E. Conclusion: Share and Discuss

- Share and discuss the Child Protection issue you chose.

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VII. Goal 6 Combat HIV/AIDS, Malaria and other Diseases

A. Focus Question: Read “Riches to the Poor.”

- What are the consequences of inadequate health care and disease for

developing countries? For the world?

- Do you think the wealthy nations of the world have an obligation to help meet the health care needs of the developing world? Should governments or private charities do this work?
- Health care is a significant political issue in our country. How do our health care issues differ from those of developing nations?

B. Global Health Overview

- Visit www.cartercenter.org > Health Programs > Health Program Overview.
- Choose one of the diseases or programs listed to read and summarize.
- Visit www.pbs.org/wgbh/Rxforsurvival/series/atlas. Explore the map. Record the life expectancy, average income, and literacy for Niger.

C. Case Study: HIV/AIDS in Africa

- On map of Africa provided, label the countries of Sub-Saharan Africa. Using the website www.avert.org, record the incidence of HIV infection in each country.
- Visit www.avert.org. > Africa > the impact. Using the information provided create a mind map illustrating how the HIV/AIDS epidemic is affecting aspects of life in Sub-Saharan Africa.
- Visit www.avert.org > Stories and Views > Voices from Africa. Choose a story to summarize and share with the class.

D. Read and Respond

- Read “The \$10 Solution” by Jeffrey Sachs (Attached)
- Write a response paper. Be sure to include your opinion regarding the author’s theory that fighting malaria is related to efforts to fight terrorism.

E. Conclusion: Share and Discuss

- Share your mind map, and information on the disease you researched.
- Is it in the interest of the U.S. to combat disease in other countries?

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VIII. Goal 7. Ensure Environmental Sustainability

A. Focus Questions

- How might the depletion of natural resources affect relationships between nations, ethnic groups, communities?
- How should issues be resolved when resource protection conflicts with the traditions or the economy of societies?

B. Brainstorm

- List in your journal environmental issues that impact the health and well-being of people around the world.

C. Environment Poster

- Using the websites listed and articles provided, research facts and statistics relating to the current status of some aspect of world resources (for example, clean water, trees, soil, plants, oil, etc.)
- Create a poster displaying your statistics, illustrated with pictures from magazines or your own art work.

D. Case Study: Sudan

- Complete the “Conflict and Environmental Degradation: Sudan Worksheet”

E. Read and Respond

- Choose an article from those provided on an environmental issue that conflicts with the interests of local populations.
- Read the article and write a response paper.

F. View and Respond

- “The New Heroes”, Episode Two: Segment 3 Nick Moon and Martin Fisher (manual water pumps in Kenya)
- How is the Approtech Pump using economic principles to overcome an environmental problem for the farmers of Kenya?

F. Conclusion: Share and Discuss

- Share with the class your opinion regarding the impact of environmental factors on potential conflicts around the world.
- Share with the class your response to efforts to balance environmental concerns with the interests of indigenous or subsistence groups.

Millennium Development Goals Curriculum Conflict and Environmental Degradation Worksheet

Case Study: Sudan

1. On the map provided, label the countries bordering Sudan. Label the Nile River and the Red Sea. Locate and label the capital, Khartoum. Draw in the borders and label the Darfur region.
2. Visit www.hrw.org/photos/2005/darfur/drawings. Click on “Introduction” and take notes on background information on the current crisis in Darfur.
3. Click on “The Drawings.” Click on each drawing to learn more about the experiences of the child who drew it.
4. Read “How to Prevent the Next Darfur by Alex Perry.” Answer:
 - List the environmental concerns that are related to the humanitarian crisis in Darfur. _____

 - How have these issues contributed to the years of conflict in Sudan?

 - How many people does the U.N. estimate are “at risk” because of global warming in Africa? _____
 - According to this article, what other countries have recently had or are at risk for having armed conflicts that are at least partly related to competition over resources? _____

 - How are resources a problem at the refugee camp for Sudanese in Chad?

 - Aside from a truce enforced by a peacekeeping force, what measures does the author feel must be taken in the long term to prevent similar conflicts in Darfur and other sub-Saharan African nations? _____

 - Do you agree with Alex Perry that addressing global warming is vital to maintaining peace in Africa? _____

5. Read “Flames of Hope.” How are more efficient stoves making a difference in Sudan?

Millennium Development Goals Curriculum

IX. Goal 8 Develop a Global Partnership for Development

A. Focus Questions: RQP

- Compose ten questions related to the prompt:
Microcredit has provided thousands of extremely poor people the chance to improve their economic situation.
- Review your questions and rewrite any that are not open-ended.
- Choose three to record on the class flip chart.
- Choose three of the recorded questions as priorities.
- Record the top five questions as chosen by the class.

B. Definitions

- In your journal define microcredit, investment, technology, irrigation, food security, collateral, infrastructure, free enterprise, capitalism

C. Case Study: India and Bangladesh Development Worksheet

D. View and Respond

- View “The New Heroes,” Episode Three: Segment 4 Muhammed Yunus (the Grameen Bank in Bangladesh)
Why Muhammad Yunus chooses to make the majority of his loans to women?
- Episode Three: Segment 3 Maria Teresa Leal (handicrafts in Brazil)
- Episode Three: Segment 2 Albina Ruiz (garbage into fertilizer in Peru)
- How have the principles of free enterprise made a difference for these people?

E. Progress Report

- Visit www.millenniumpromise.org > Villages > Interventions
What are the 8 key interventions that address the needs of Millennium Villages?
What is the role of the villagers themselves in the project?
- Choose a village story to read and summarize.

F. Read and Respond

- Read “What a Little Fertilizer Can Do” by Jeffrey D. Sachs.
- Write a response paper.

F. Conclusion

- Refer to the questions formulated at the beginning of class and discuss which ones have been answered.

Millennium Development Goal Curriculum

Case Study: India and Bangladesh Activity

1. On the map provided, label India, Bangladesh and bordering countries.
2. For each India and Bangladesh, record on the back of the map:
Gross National Product, per capita income, literacy, child mortality, percent of population below poverty line.
3. Research what is meant by the “Green Revolution” and summarize the main points in your journal.
4. Visit www.indiaonestop.com/Greenrevolution. Answer:
 - How many people died of starvation in India in 1943 during the Bengal Famine?
 - What was the goal of the Green Revolution?
 - What were the three basic elements in the method of the Green Revolution?
 - By what percentage did the yield per unit of farmland improve from 1947-1979?
 - Aside from agricultural, what other sectors of the economy benefited from the Green Revolution?
 - Why is the Green Revolution not considered a complete success?
5. Visit www.grameen-info.org.
 - >More information on Grameen Bank. Summarize the goals and methods of the Grameen Bank.
 - Organize class into 5 groups or work in pairs. Each group will read and summarize one of the following topics from the website:
 - The 8th Habit: From Effectiveness to Greatness by Stephen Covey
 - Prof. Muhammad Yunus and the Grameen Bank awarded the Nobel Peace Prize for 2006
 - 10 Indicators (of escape from poverty)
 - 16 decisions
6. Write an essay on the topic:
Relief or Development: What is the role of each approach in addressing the problems of developing nations?

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X. Conclusion

A. Group Development Planning Project

- Organize the class into groups of 3.
- As a group, choose a country as the location for your village. Print a map of your country.
- Your group will plan a development strategy for your (imaginary) village, the home of 100 persons. The following issues are contributing to the fact that the villagers are barely surviving on less than a dollar a day:
Disease, illiteracy, unemployment, environmental degradation, low yield agriculture, underdeveloped infrastructure
- Your group is requesting \$1 million dollar grant from the Gates Foundation to spend on developing the economy and raising your village out of poverty. Your grant application must include:
 - A description of the specific problems that are plaguing the village.
 - A timeline and a plan for development, including technology.

B. Hero Research

- Choose a philanthropist from the list included (Philanthropy's All-Star Team) or one of your choice (can be a celebrity).
- Research the work this person is doing and write an essay.
- Include a map of the region where appropriate.

C. International Aid Analysis

- Visit www.poverty.com > international aid.
- Look at the chart and read the information.
- Read "This Generation's Moonshot," by Bono.
- Write an essay addressing the issue of government funding of international aid. What is being done? What should be done? Should private charities be relied on to offer aid rather than governments? What are the pros and cons of either approach?

D. Collage or Artwork

- Review all the reasons for hope you have read about or viewed.
- Create a collage or a work of art entitled "Hope."

E. Progress

- Check on progress toward reaching the goals at the United Nations website.