# Teacher’s Guide

## A Trip Around the World

### Learning Objectives

Students will be able to:

- Compare and contrast key provisions in the U.S. Constitution with those in the constitutions of India, Brazil, Iran, Germany, and Ghana
- Analyze how other countries’ constitutions affect everyday life and rights in those countries.
- Consider whether the U.S. Constitution should be amended to include certain provisions found in other countries’ constitutions.

### Time Needed:

One to two class periods

### Materials Needed:

- Student worksheets
- PowerPoint or Comparative Handouts

### Copy Instructions:

- **Ballots** (Half page; class set)
- **Guided Notes** (1 page; class set)
- **Activity Pages** (2 pages; class set)

### Step by Step

- **ANTICIPATE**
  - the lesson by asking the following question: “What does it mean to be a citizen? Is it the same everywhere?” Record key words from students’ answers in a visual place, summarizing their thoughts when you are done taking answers.

- **DISTRIBUTE**
  - one “Ballot” and one guided notes sheet to each student.

#### PowerPoint Option

- **RUN**
  - the “A Trip Around the World” PowerPoint, pausing to help students comprehend and compare the constitutional provisions. (Many slides have teacher notes.)

#### Non-PowerPoint Option

- **DISTRIBUTE**
  - the “Comparative Handouts” to each student. Work through the four constitutional provisions for each of the nations.

- **HELP**
  - the class fill in the charts in the guided notes as you go through the presentation. These answers are somewhat subjective, but point students to the text of the documents when making the comparisons.

- **ASK**
  - the class to turn their attention to the ballot sheet after each “But Wait!” slide, giving students a minute to vote on their ballots and explain their reasoning.

- **REVIEW**
  - the guided notes and the ballots as a class. Ask students to identify some of the key similarities and differences between the United States and the countries they’ve just learned about. Possible Questions: What two rights usually have the same rating within a country? Why might that be? What right do all these nations protect? Were any of these nations extreme (selected more or less on the graph)? Why?

- **DISTRIBUTE**
  - and assign the activity pages to the class, reviewing answers as needed. This is mostly new information building on the ideas in the lesson, so you may want to work through the activities together.
Should the U.S. change its constitution to make it every citizen’s duty to strive toward excellence?

[ ] Yes  [ ] No

because

Should the U.S. change its constitution to state that men and women have equal rights?

[ ] Yes  [ ] No

because

Should the U.S. change its constitution so that people are required to vote?

[ ] Yes  [ ] No

because

Should the U.S. change its constitution to forbid activities that pollute the environment?

[ ] Yes  [ ] No

because

Should the U.S. change its constitution to make education the right of every citizen?

[ ] Yes  [ ] No

because

Should the U.S. change its constitution to state that men and women have equal rights?

[ ] Yes  [ ] No

because

Should the U.S. change its constitution so that people are required to vote?

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Should the U.S. change its constitution to forbid activities that pollute the environment?

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Should the U.S. change its constitution to make education the right of every citizen?

[ ] Yes  [ ] No

because
Do citizens in other countries have the same rights as Americans?

In most countries, a **constitution** is the basic document of citizenship. If you read one closely, you can see a country’s values, learn how its government works, and find out what rights and responsibilities the country’s citizens have.

**Graph it.** Based on information you learn about each country, decide how much freedom its citizens seem to have. Do they enjoy the same amount of rights as the U.S. Constitution protects, more, less, or none at all?

**India**

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A Trip Around the World

Name:

A. A Closer Look at Gender. Both Germany and Iran mention men and women when they talk about rights and equality in their constitutions. Gender equality is an issue all over the globe.

Germany’s Constitution says:
Men and women shall have equal rights. The state shall promote the actual implementation of equal rights for women and men and take steps to eliminate disadvantages that now exist.”

Iran’s Constitution says:
All citizens of the country, both men and women, equally enjoy the protection of the law.”

The U.S. Constitution says:
No State shall deny to any person within its jurisdiction the equal protection of the laws.”

Read each question and guess the answer by circling the percentage you think is correct.

1. What percentage of elected government representatives around the world are women?
   a. 17%  b. 52%  c. 3%  d. 68%

2. Worldwide, women who work outside the home earn wages that are less than men’s. How much less are women’s wages?
   a. 23%  b. 5%  c. 20%  d. 55%

3. Internationally, boys usually receive more education than girls. Of all the people in the world who can’t read or write, what percent are women?
   a. 1%  b. 66%  c. 28%  d. 14%

B. A Closer Look at Speech. All the countries in this lesson have constitutions that discuss freedom of speech or the press. Brazil’s constitution says you have these freedoms as long as you don’t hide your identity when you speak. Ghana protects the freedom of speech as long as you do not speak against the nation or its people and symbols. Read the scenarios below. Which ones describe situations where freedom of speech would probably be protected? Pay attention to the country!

Brazil’s Constitution says:
...the expression of thought is free, anonymity being forbidden...

Ghana’s Constitution says:
All persons shall have the right to freedom of speech and expression, but the government may pass laws that are reasonably required for the purpose of safeguarding the people of Ghana against the teaching of a doctrine which encourages disrespect for the nationhood of Ghana, the national symbols and emblems, or incites hatred against other members of the community.

Protected?

1. A Ghanaian man writes an article about how he hates a neighboring community, and how everyone else should hate them too.
   💭

2. A Brazilian woman posts something on a blog criticizing the nation’s president, but does not identify herself.
   💭

3. In Ghana, a small but secretive group have been posting flyers around the capital calling on people to vote in the upcoming election.
   💭

4. A group of Brazilian teens create a fake Facebook account to harass someone in their class. No one is claiming responsibility.
   💭

Activity p.1
C. What if... you lived and worked in a nation like Iran? How might the difference in constitutional rights affect you? Complete the activities below.

**Journalist:** Your job is to report on what happens around Iran for a national newspaper.

Could you report on any topic you felt was newsworthy?

- ☐ Yes  ☐ No  ☐ It depends...

Which stories might not be allowed? Put an X next to stories that might get you into trouble.

- ___ Non-Muslims Push for Voice in Government
- ___ Nation Celebrates Major Islamic Holiday
- ___ Defiant Reporters Jailed in Tehran
- ___ Pollution at a Ten Year Low
- ___ Religious Minority Groups Celebrate in Government-Approved Events
- ___ American Government Criticizes Censorship Within Iran
- ___ Iranian Military Builds New Fighter Jets
- ___ One in Four Websites Blocked by Iranian Leadership
- ___ Ancient Persian Art Show Opens Tomorrow

Select one of the stories you marked with an X and complete the following:

**Headline:** ____________________________

Explain why you decided that this story would be dangerous to report. Think back to the rights discussed earlier. Use at least three words from the word bank.

- critical
- freedom
- support
- press
- rights
- government
- religion
- equality
- environment
- public
- speech
- censorship

Select one of the stories you did not mark and complete the following:

**Headline:** ____________________________

Explain why you decided that this story would be safe to report. Think back to the rights discussed earlier. Use at least three words from the word bank.
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Do citizens in other countries have the same rights as Americans?

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**Graphs**

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  - Press: More, Same as U.S., Less, None
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  - Equality Under Law: More, Same as U.S., Less, None

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   In Iran, 3% of elected representatives are women.

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   - a. 23%
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   Germany fares a little worse with 23%.

3. Internationally, boys usually receive more education than girls. Of all the people in the world who can’t read or write, what percent are women?
   - a. 1%
   - b. 66%
   - c. 28%
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   Only 1% of women in the United States cannot read or write.

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Activity p.2