

# Global Comparison of Jordan and United States

Marri Brooks

[mbrooks@scsnc.org](mailto:mbrooks@scsnc.org)

Scotland Early College HS, Laurinburg, NC

Grade-level: 10-11

Subject Area: Civics (and founding principles) \*\*Can be used in World History depending on standards

Standards:

- North Carolina State Standard: CL.C&G.3.4: Compare citizenship in the American constitutional democracy to membership in other types of governments

Essential Question: How **does** Jordan and the United States compare to each other?

Goals/Objectives: Explore citizenship, government, and nationalism between Jordan and the US

Materials:

- Chrome book
- Access to internet

Task: To focus on a global comparison between Jordan and the United States in several areas: citizenship, government, nationalism, etc. Why a global comparison? **A global comparison allows us to become knowledgeable and gain insight about another nation and see how it compares to what we know about our nation.**

## Part I: Getting Started

1. Have students **define the following terms:** culture, nationalism, and citizenship. Have students provide examples that demonstrate their understanding of these terms: economy, politics, and national government. Ensure all students understand these terms.
2. Divide students into small groups to begin global comparison. Additional groups can be added depending on size of class. Or teacher can include other Middle Eastern nations for comparison to the United States. Group size can vary from 2-3 (small) or 5-6 (large) depending on size of class.
  - a. Group 1: Comparison of culture (traditions, beliefs, religion, language, holidays, etc)
  - b. Group 2: Comparison of nationalism
  - c. Group 3: Comparison of national government and politics
  - d. Group 4: Comparison of citizenship
  - e. Group 5: Comparison of economy
3. With group members research your assigned comparison. Open a Google Doc to keep track of what you learn/discover.

## Part II: Showcase

Directions: Create a presentation to demonstrate/illustrate what your group learned. Presentation style is your choice – Prezi, Canva, Google Slides, Poster, etc. Presentation can be paper-pencil or electronic.

Students can either showcase presentation via a gallery walk or the typical front of the class presentation. If you select a gallery walk style presentation, teacher can create a graphic organizer to be filled

in or have students take notes or have students answer the class discussion as they view each comparison. If you select the front of the class presentation, limit the presentation time to 3-4 minutes. As students listen to each comparison, they can jot down 3 or more facts to keep track of information or fill in a graphic organizer. Another option for showcasing comparisons is to do both a gallery walk and a front of the class presentation.

### **Part III: Class Discussion**

1. In your group's comparison, what are 3-5 interesting facts that stand out to you?
2. Based on your group's comparison, how similar and different are Jordan and the United States?
3. In the research of your comparison, what role (if any) does the federal or national government play? Explain response.
4. In the research of your comparison, what role (if any) does nationalism play? Explain response.
5. In the research of your comparison, what role (if any) does citizenship play? Explain response.