

## Exploring and Categorizing Global Issues to Develop a Line of Inquiry

### Instructions:

1. Please open the hyperlinks below in separate tabs.
2. Starting with the IB sites, read and understand the difference between the Fields of Inquiry and Global Issues <https://www.sevanoland.com/global-issues.html> AND <https://philpot.education/mod/page/view.php?id=7>
3. Explore The Borgen Project website explaining global issues <https://borgenproject.org/tag/global-issues/>
4. Examine the UN Website of Global Issues <https://www.un.org/en/global-issues>
5. As you read and explore, add global issues categories (ageing, poverty, education) into the second column. You may add the same global issue category to multiple Fields of Inquiry
6. Highlight in **yellow** areas that are of particular concern or interest to you.

IB Fields of Inquiry	Global Issue Category and Specific Global Issue of Interest
<p><b>Culture, Identity, Community</b>            Students might focus on the way in which global issues include aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and the way these impact on individuals and societies. They might also focus on issues concerning migration, colonialism and nationalism.</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>Beliefs, Values, Education</b>            Students might focus on the way in which texts explore the beliefs and values nurtured in particular societies and the ways they shape individuals, communities and educational systems. They might also explore the tensions that arise when there are conflicts of beliefs and values, and ethics.</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>Politics, Power, Justice</b>            Students might focus on the ways in which texts explore aspects of rights and responsibilities, the workings and structures of governments and institutions. They might also investigate hierarchies of power, the distribution of wealth and resources, the limits of justice and the law, equality and inequality, human rights and peace and conflict.</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

<p><b>Art, Creativity, Imagination</b>  Students might focus on the ways in which texts explore aspects of aesthetic inspiration, creation, craft, and beauty. They might also focus on the shaping and challenging of perceptions through art, and the function, value and effects of art in society.</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>Science, Technology, the Natural World</b>  Students might focus on the ways in which texts explore the relationship between humans and the environment and the implications of technology and media for society. They might also consider the idea of scientific development and progress.</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

**Next Steps (2/9 - 2/10)**

Under the yellow highlighted Global Issues that you identified from last class period, please identify specific areas of interest within global issues. Please look at the examples provided model your specific areas of interest after the samples. Your goal should be to identify three potential areas of interest that could be developed into a line of inquiry.

[EXAMPLES](#)