



Topic One: Atoms for Peace

Excerpts from Dwight David Eisenhower's speech before the United Nations, Tuesday, December 8, 1953:

"... [I]f danger exists in the world, it is a danger shared by all ... if hope exists in the mind of one nation, that hope should be shared by all ... if there is to be advanced any proposal designed to ease even by the smallest measure the tensions of today's world, what more appropriate audience could there be than the members of the General Assembly of the United Nations ... if the people of the world are to conduct an intelligent search for peace, they must be armed with the significant facts of today's existence ..."

"... [T]o begin all over again the age-old struggle upward from savagery towards decency, and right, and justice. Surely no sane member of the human race could discover victory in such desolation. Could anyone wish his name to be coupled by history with such human degradation and destruction? My country wants to be constructive, not destructive. It wants agreements, not wars, among nations. It wants itself to live in freedom and in the confidence that the peoples of every other nation enjoy equally the right of choosing their own way of life ..."

"... [M]y country's purpose is to help us to move out of the dark chamber of horror into the light, to find a way by which the minds of men, the hopes of men, the souls of men everywhere, can move forward towards peace and happiness and well-being. ... Every new avenue of peace, no matter how dimly discernible, should be explored ..."

"... Powers [sh]ould be dedicating some of their strength to serve the needs rather than the fears of mankind ... [they should], first, encourage world-wide investigation into the most effective peacetime use of fissionable material; second, begin to diminish the potential destructive power of the world's atomic stockpiles; and, third, allow all peoples of all nations to see that in this enlightened age, the great Powers of the earth, both of the East and of the West, are interested in human aspirations first rather than in building up the armaments of war ..."

"[Therefore,] the United States pledges before you and ... the world ... to devote its entire heart and mind to finding the way by which the miraculous inventiveness of man shall not be dedicated to his death but consecrated to his life."

According to Tanza Loudenback in her August 23, 2016, article for www.businessinsider.com, the 10 most critical world problems millennials face today are:

- | | |
|--|---|
| 10. Lack of economic opportunity and unemployment | 5. Government accountability and transparency, and corruption |
| 9. Food and water security | 4. Poverty |
| 8. Lack of political freedom and political instability | 3. Religious conflicts |
| 7. Lack of education | 2. Large scale conflict and wars |
| 6. Safety, security, and well-being | 1. Climate change and destruction of natural resources |

You are about to embark upon a chosen career path, whether you are heading off to college, attending a trade school, or starting a job after graduation. You want to make a difference and have decided to take on the challenge President John F. Kennedy gave to us during his presidency: "Ask not what your country can do for you. Ask what you can do for your country."

Your task: Choose ONE (1) of your generation's 10 critical world problems listed above. Explain how you plan to take an active part in JFK's challenge in addressing this critical world problem and help to solve it via your chosen field of study and/or your career. What tools of your chosen trade will you expect to use to instruct and inform your fellow world citizens that this particular issue needs to be addressed with all due speed and diligence today? What makes this problem one that your generation can no longer wait to address? Describe some possible solutions your generation can act on to remedy the problem for the benefit of all?

You may choose any medium you wish to make your case. Examples include video or PowerPoint presentation, essay, article, photo essay, etc.

(see reverse for topic two)



Topic Two: The New Slavery

In his latest book, *Disposable People: New Slavery in the Global Economy*, journalist Kevin Bales warns us that, contrary to current belief, slavery did not die with the American Civil War but continues to thrive throughout the world in three basic forms: chattel, contract, and debt bondage. Anti-Slavery International lists on its website (www.antislavery.org/slavery-today/modern-slavery) several more forms, including forced labor, human trafficking, descent-based slavery, and forced and early marriage. Several celebrities, including Oprah Winfrey, have recently spoken out against these practices in order to expose them and to call for an end to them.

As a member of the class of 2018, you're trying to convince your fellow classmates that slavery still exists in the world today and that it did not die after the Civil War but has taken on different and more ugly forms of human degradation and bondage.

Your task: Choose the format you believe your classmates would relate to best (news article, video, PowerPoint presentation, etc.*) to convince them of your belief. Use that format to detail the following:

- **Why you chose the format you did. Why you think it will be most effective in persuading your peers of your beliefs on this issue.**
- **Evidence that the practice of slavery is still present nation- and worldwide and that we must acknowledge it in order to end it.**
- **Steps that can be taken to convince your peers that, as global citizens, you need to take an active role in ending the new slavery.**

*Structure your response in the format you would actually use to present it to your classmates. Focus on increasing their understanding of the part they have played in these practices, though likely unwittingly or unknowingly. Be sure that any examples, quotes, and photos included are source documented.



Topic Three: Born a Crime

Born a Crime, a book by comedian and author Trevor Noah

You are preparing for an interview with television star and host of *The Daily Show*, Trevor Noah, for your school newspaper. As an admirer of the comedian from South Africa, who now works in the U.S. for “Comedy Central,” you want to share your opinion of this man and his talents as a comedian and activist with your classmates. In gathering information about him, you’ve discovered he’s also written a book about his experiences with apartheid growing up in South Africa. You quickly decide to do more than just an interview for your school newspaper. You brainstorm several options.

Your task: 1) Come up with viable questions for the original newspaper interview you were planning to conduct, and answer them according to how you believe Trevor Noah might answer them if this were a real interview. (Write it up as an actual interview for your presentation.)

2) Describe what apartheid is and how it has affected South Africa in general and Trevor Noah in particular, especially as child growing up there.

3) If you were able to have Trevor Noah come to your school for a special appearance, discuss what you feel he might be able to do/accomplish during his visit. Explain how you would:

- **issue the invitation,**
- **ask him to present himself to your classmates – as just a comedian or a concerned, global citizen,**
- **determine the format for his presentation,**
- **introduce him to your school and your classmates.**

4) Address Trevor Noah’s reasons for coming to America to work as a performer in New York City instead of remaining in South Africa.

In answering parts 2–4, you may choose any medium you wish for your response. Examples include video or PowerPoint presentation, essay, article, photo essay, etc.