

**Global Learning Activity: Submitted by Andy Salandy/Holly Woodruff**

**What are GMOs and how do they impact various cultures in a global society?**

Students will be writing a blog on a monthly basis (total of four per semester). Topic: What is the Cultural Acceptance of Genetically Modified Organisms (GMOs) in the following regions: Asia, Europe, Africa, and Latin America/Caribbean?

**Purpose:**

The purpose of these blog activities is to get students to understand the perception in various cultures of what is accepted and what's not. Students will compare and contrast their findings with how GMOs are dealt with in the United States. Students will also develop research and writing skills while being engaged in these blog activities. Students should understand what a GMO is, how you create a GMO, and why they are of importance in a global society.

**Time:**

1-3 hours for each individual blog/research

**Materials:**

- Personal computer/Internet to enter blogs on
- NC Live is a wonderful research resource as a starting point for the students. Also, the following link has tremendous information to help students sort through the debate  
[http://www.nytimes.com/2014/01/05/us/on-hawaii-a-lonely-quest-for-facts-about-gmos.html?\\_r=0](http://www.nytimes.com/2014/01/05/us/on-hawaii-a-lonely-quest-for-facts-about-gmos.html?_r=0)
- Students must use credible research journals or other publications to support their research. SEE Resources below for a good place to get started.
- Some questions to think about (but not limited to) when researching are:
  - What is a GMO?
  - How are GMOs created?
  - What are some commercially grown GMO crops in your specific country?
  - What do various health agencies (like the World Health Organization, the governing health body of your specific country, etc.) say about GM foods?
  - Are there any advantages or disadvantages of GMOs? If so, list them and discuss how they affect the specific country you are currently researching.
  - How do the various laws/regulations in your specific country compare to those found in the US?

**Procedure:**

1. Each student will be assigned (or may choose) a particular country within each of the four regions (Asia, Europe, Africa, Central/South American/Caribbean) to investigate and write their blog about
2. Students perform individual research on their assigned country
3. Students must cite their sources used to do their research
4. Each blog will be graded with the rubric below

**Resources:**

Cultural acceptance of Genetically Modified Organisms (GMO's) in the United States versus other Regions of the world . [http://www.nytimes.com/2014/01/05/us/on-hawaii-a-lonely-quest-for-facts-about-gmos.html?\\_r=0](http://www.nytimes.com/2014/01/05/us/on-hawaii-a-lonely-quest-for-facts-about-gmos.html?_r=0) This link will help you get started on this question.

<http://worldview4.web.unc.edu/>

<http://africa.unc.edu/>

<http://carolinaasiacenter.unc.edu/>

<http://mideast.unc.edu/>  
<http://europe.unc.edu/>  
<http://cgi.unc.edu/>  
<http://jhfc.duke.edu/latinamericauncduke/>  
<http://global.unc.edu/>  
<https://duke.edu/APS/>  
<http://www.cpc.unc.edu/>  
<http://library.unc.edu/>  
<http://www.who.int/en/>  
<http://www.nongmoproject.org/learn-more/>  
<http://factsaboutgmos.org/>  
<http://www.bt.ucsd.edu/gmo.html>  
<http://www.isaaa.org/resources/publications/pocketk/1/>  
[http://www.gmo-compass.org/eng/grocery\\_shopping/crops/](http://www.gmo-compass.org/eng/grocery_shopping/crops/)  
<http://www.greenfacts.org/en/index.htm>  
<http://www.efsa.europa.eu/en/topics/topic/gmo.htm>  
[http://ec.europa.eu/food/plant/gmo/new/index\\_en.htm](http://ec.europa.eu/food/plant/gmo/new/index_en.htm)  
<http://learn.genetics.utah.edu/content/science/gmfoods/>  
<http://www.fda.gov/Food/FoodScienceResearch/Biotechnology/ucm346030.htm>  
<http://www.ncbi.nlm.nih.gov/>  
<http://genera.biofortified.org/viewall.php>  
<http://www.fao.org/home/en/>  
<https://www.library.cornell.edu/research/citation/apa>

**Assessment:** (optional) The example rubric below can be used to assess student blogs

Your Blog Points

- 5 points – content
- 5 points – In your discussion include 5 main ideas with 2 or 3 examples from your experiences and research
- 3 points – coherency and organization, 2 points – somewhat difficult to follow  
1 point – not organized
- 2 points – accuracy
- 2 points – few errors in spelling and grammar, 1 points – many spelling or grammar errors, but still comprehensible, 0 point – meaning unclear due to spelling or grammar errors