



World Affairs Challenge 2018 Teacher Planning Guide

Smart Planet



World Affairs Challenge
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Letter from the Program Director

Dear WAC Teachers,

Welcome to the World Affairs Challenge (WAC)! We are delighted to have you join us as we work with you to develop the global leaders of tomorrow!

How fortunate we all are to have educators like you. You value our precious planet, its resources, history and people enough to delve deeply into its most perplexing issues and you invite the creative young minds of your students to tackle them. It can be a delicate balance to educate our students about politics and global issues, and the WAC staff works to make this task simple yet meaningful. Connecting your students with WAC's Community Partners can provide first-hand accounts of people living with these challenges and also with people already working to solve them. Assigned Mentors can lend their valuable experience to a team of young people seeking to implement their global solutions. Pre-written current events and geography quizzes can make the acquisition of international relations facts more fun. The Collaborative Question aspect of WAC invites students to put their knowledge, skills and leadership to the task of quick and informed problem-solving. Whether WAC is embedded into your curriculum or offered as a stand-alone elective, it can be a powerful tool for experiential global education.

It is our sincere hope that this experience will be gentle on your planning time, exciting for your students, and inspiring for your school community. When young people are given the opportunity to really engage with the issues they are studying it gives them a tremendous sense of empowerment. Moreover, when they are invited to take real action on their proposed solutions to these important global issues it can truly change the course of their educational career.

Enjoy your WAC journey,

Hope Mukai, Program Director
Board of Directors of the Center for Teaching International Relations

Introduction to WAC

What is the World Affairs Challenge?

The World Affairs Challenge (WAC) is an exciting academic competition that gives students an opportunity to think critically about global development. The program as a whole allows middle and high school students to explore different aspects of international affairs and provides an opportunity to develop strategies to solve global problems. The Challenge engages students in global issues through collaborative learning, in-depth research, public presentation and community service. In addition, WAC facilitates international learning and cross-cultural exchange in the challenge. Pairing advanced 21st century technology and education is a key component to fostering growth in our youth. Furthermore, this allows students to connect globally and gain an even deeper understanding of international challenges, accomplishments, and concerns through relationship building and personal connection.

There are three primary components that are judged and graded that comprise each team's final score:

1. Global Awareness Quiz (taken online before event day) (15%)
2. Collaborative Question (30%)
3. Formal Presentation & WACtion (55%)

To prepare for the competition day, teams of students, with the support of WAC staff, a Team Mentor, and the teacher spend several weeks to months researching an issue related to the annual topic. The 2018 WAC challenges the team to both select a problem *and* posit a solution for some concern that involves improving life on the planet. In addition, students must find a way to take REAL ACTION (*WACtion*) toward implementing their solution.

The 2018 WAC experience culminates in a FULL DAY (Saturday) competition at the Josef Korbel School of International Studies at Denver University.

2018 Event Dates:

Middle School: Saturday, March 3rd 7:30am - 4pm

High School: Saturday, March 17th, 7:30am - 4pm

WAC Support Roles

- **Teachers:** Serve primarily as coaches and facilitators, helping the students prepare for the day. Students should take the lead as much as they are able and willing, and should be encouraged to take ownership over their own success.
- **WAC Staff:** In order to help teachers prepare their students for the Challenge, WAC provides extensive support materials. Program **resources**, that will include sample quiz questions, research materials, a teacher's guide and rubrics will be posted to our website: www.worldaffairschallenge.org.
- **Mentors:** If a team would like access to a mentor, simply request one upon registration. Mentors can offer a unique perspective to students as they prepare for their Formal Presentation.
- **Community Partners:** In addition to a mentor and the WAC staff, your team will also have access to an exciting resource in our Community Partner Registry. These are individuals, non-profits and businesses that have offered to consult with WAC students in the area of their expertise. In this way the students can gain meaningful access to the communities affected by their selected global issue so they can craft their solutions with knowledge and intention.
- **Judges:** These volunteer members of the Denver Community serve as inquisitive and informed evaluators of the Formal Presentations and the Collaborative Questions.
- **Proctors:** Proctors keep teams on time and moving to the correct classrooms and gathering spaces on event day.
- **CTIR Board Members:** The Center for Teaching International Relations (CTIR) is dedicated to enhancing public understanding of international affairs and to educating citizens about our global connections and our consequent responsibilities. CTIR offers innovative and practical resources to teachers and students around Colorado and the country. The World Affairs Challenge (WAC), a signature CTIR program, challenges youth to think about their relationship to the rest of our world. We know that today's society must be globally minded. It is just as important to link tomorrow's leaders with ways in which they can be active and engaged members of the community.

The 3-Year Theme

Billions of people all over the world struggle to meet basic needs, yet billions more live beyond the Earth's carrying capacity. The polarity we see today has never been so severe. We are excited to welcome you to year three of our three-year journey to address this chasm that separates at-risk groups and populations living far beyond their needs. These communities can learn from and instruct each other so that we together live better and sustain our planet for future generations.

A proactive approach to development links these two realities. WAC intends to cultivate in middle and high school students the potential for our youth to incubate, demonstrate, and educate lasting solutions that are equitable, ecological, economically sound, and SMART!

The WAC theme for **2016** was **Smart Villages**, where students examined how remote, often off-grid, communities are integrating the basic necessities of life – water, agriculture, energy, sanitation, health, and education – to enhance the lives of some two billion inhabitants of the Earth.

The **2017** theme was **Smart Cities**, in which students investigated the inventive, efficient, and connected grids by which modern cities are integrating energy, transportation, communication, education, and other services.

The **2018** theme is **Smart Planet** – the most challenging theme of all! Now we ask students to focus on a problem under one of the 17 UN Sustainable Development Goals and then discern how best to link the lessons learned from Smart Village and Smart Cities to craft a Smart Planet. And so, it's time to dig in.

(For a detailed presentation on the 2018 Theme, Smart Planet, please click the "Themes" tab on the website: www.worldaffairschallenge.org)

Student Preparation

There are three distinct components to the World Affairs Challenge:

1. Global Awareness Quiz | *Due one week before event, taken online.*
2. Collaborative Question | *Day-of event activity*
3. Formal Presentation | *Includes presentation of WACtion*

Students spend several weeks to months researching and preparing their Formal Presentations and practicing for the Collaborative Question (CQ) and Global Awareness Quiz (GAQ). To focus students' research, WAC selects topics of focus for the tournament. This year's theme "Smart Planet" encourages students to join the United Nations in working to some portion of a problem under their Sustainable Development Goals.

Part I: The Global Awareness Quiz

Teachers and students will receive access to sample questions to study from prior to the opening of the quiz online. These sample questions can be used by the students, mentors and teachers to deepen understanding of topics, to encourage discussion and to prompt student ideas about their area of research for the Formal Presentation. Topics for the GAQ include world geography, global leaders, and current events (from the 2017/2018 school year). The quiz will be administered online and consists of 25 multiple choice questions.

The quiz must be completed by EVERY team member at least one week prior to the WAC Challenge day.

The 2017 GAQ is available as a sample in Appendix IV.

Part II: The Collaborative Question

The Collaborative Question (CQ) fosters team building, negotiating, and leadership skills as students work with peers from other schools to address a particular question associated with Challenge topics. This part of the Challenge is a real-world simulated problem facing the global community. The CQ will be centered around an issue in global development, based on the theme and current global trends.

CQ Logistics

- Students are assigned to a CQ team when they arrive on tournament day.
- In the Collaborative Question, teams are made up of students from different schools and are judged and awarded on their ability to collaborate toward a solid and well-developed solution. *(See Appendix III for the complete Collaborative Question Rubric.)*
- Students have about 20 minutes to review and discuss the scenario, develop their collaborative solution, reach consensus about their solution, decide and plan how they want to present their ideas to the judges.
- Students then have another 20 minutes to present their solution and answer probing questions from the judges.
- The CQ Rubric emphasizes the individual participation needed for effective collaboration. We encourage teachers to explore the concept of effective dialogue skills with students
- Sample CQs from past years on the resources page of our website: www.worldaffairschallenge.org/resources.

IMPORTANT NOTE: We recognize that providing the CQ scenario on the day of the event might be especially hard for students with some reading or communication challenges or for those who are not as comfortable with English. To provide for a more level playing field, we will be sending the CQ relevant vocabulary and an idea of the problem theme out to teachers shortly before the Challenge to share with students. Exposure to the topic and vocabulary gives students several days to digest the complexity of the problem and think for themselves about how to respond. On tournament day we will provide students with an assortment of solutions needed to address the issue. This structure allows students an opportunity to prepare for the CQ, creating more inquiry and more powerful dialogues in the CQ.

Part III: The Formal Presentation, Work Cited & WAction

- **Judging Criteria and Rubric:** The Formal Presentations (FP) are evaluated on content, cultural consideration, realistic solutions, WAction plans, and creativity of the presentation itself. The presentation overall should reflect the students' broad understanding of the complexities of their chosen topic. Students should also propose a reasonable solution in their presentation. The FP grading rubric reflects increased weight on a well-developed action plan, which directly addresses the team's topic and provides solutions that are sustainable. *(See Appendix II for the complete Formal Presentation Rubric.)*

- The creative nature of this program should not obscure its academic rigor. The Formal Presentation (FP) combines public presentation and performance as participating teams creatively bring an aspect of a Challenge topic to life in front of panels of volunteer judges. Presentations should be no longer than 15 minutes in length and must include all members of the team. Presentations may take any form; creativity is encouraged.
- **Event FP Logistics:** Teams will give their presentation twice before panels of at least three judges each. Judges will ask questions of the students at the completion of their presentation, and answers to those questions will affect the -traditional in its approach, the Challenge maintains strong ties to social studies disciplines and sound academic preparation.
- **WAction:** As part of the Formal Presentation, teams should have a real plan to take action on their solution. Teachers are encouraged to have students explore the foundational thinking behind most grant proposals in the broader world of global action, where action plans need to be SMART:
S: Sustainable **M:** Measurable **A:** Achievable **R:** Realistic **T:** Time Bound
 For example, if a team is trying to find a creative solution to world hunger, options might include raising money for an organization that works to end hunger, opening a new or working a a current soup kitchen or food cupboard, going to the location where they focused their presentation and implementing their own new and creative solution either on their own or collaboratively with the local community.
- **Works Cited:** A digital copy of a Works Cited page in current MLA format must be submitted one week prior to the event.

TECHNOLOGY NOTE: Smart Classrooms, Technology and the Formal Presentation: Some teams choose to enhance their presentation with various forms of technology; great! All presentations room will be able to accommodate this. We suggest that your team bring two versions of their presentation, for example, one on a flash drive and one over email, just in case. We encourage all teams should be ready to present without support of the smart classroom media in the event there are technical difficulties (e.g., they forget equipment, the team equipment does not work, the cord is incompatible with students' devices, the device cannot connect to the WIFI, etc.).

**Note that presentations using technology are not favored or disfavored by presentations that do not use technology.*

Tips for Success:

● **Posing a Solution:** The main objective of the Formal Presentation is to propose a solution to the problem or issue that students are exploring, not merely to explain how complicated the problem is. Solutions should be realistic in the context of international politics and economics (just “making a law” against something, or “ending” a cultural practice is not necessarily a realistic solution). Although the answer may not be total or complete, students can outline or prototype what they believe to be the first steps toward resolving the issue at hand.

The best solutions are holistic; they consider the identified main challenge from multiple perspectives. They include inside-out approaches. The solutions are long-term, scalable, and environmentally safe and secure, reciprocal, and inventive. They think about local materials, imperialism, and using community strength, passion, and knowledge as driving energy for the project/solution. They recognize the positive and negative potential outcomes of the solution from multiple lenses: historical, political, environmental, educational, cultural, sociological, physiological, economical, and more. They recognize the complexity of development challenges and worldwide poverty, which means they – by nature – affect more than just one sector (education, health, transportation, etc.) and often have positive ripple effects on other sectors, communities, and generations. Most of all, they are community based, and if at all possible include local perspectives on the project.

● **Considering the Causes:** Consider the logic of cause and effect in developing your solution: a workable solution is built upon a solid understanding of the problem’s source. Therefore, a solution should be tied to the root causes of the problem, which demonstrates an understanding of the issues that have created it in the first place.

● **Reflecting Locally While Thinking Globally:** Reflecting on our own culture allows us to better understand those problems internationally and the global nature of the theme. However, above all, remember that this is an international affairs competition. The problems that students choose to examine should therefore be international in scope, even if they choose to focus their WACtion steps closer to home.

Preparation Checklist

A quick reference checklist designed to keep you and your teams on track and provide a template for progress:

August - November

1. Get a team together. Teamwork will be the key to success.
2. Register your team. Go to www.worldaffairschallenge.org to register your team online. The registration fee can be paid on the website through PayPal or by check mailed to CTIR. Early bird discounts, and AVID school scholarships are available!
 - a. Register and pay by October 31st, 2018: \$375
 - b. Register and pay after November 1st, 2018: \$450
 - c. Registration closes 1/12/18
3. Save the date. Check for state testing dates, school-wide activities, SATs and ACTs, sports competitions, etc. The 2018 World Affairs Challenge is scheduled for **March 3, 2018 (Middle School) and March 17, 2018 (High School)** at DU's Josef Korbel School of International Studies. Organize your team's World Affairs Challenge schedule.
4. Set up a regular meeting schedule for your team based on when your school's schedule allows.
5. Begin your research. Develop a plan for your team by exploring the resources at www.worldaffairschallenge.org. Discuss your team's chosen focus, and decide what questions you might want to ask your mentor. You should also designate one contact person who will be your team's main point person with your team mentor and the program director.

November - January

1. Begin preparing for the Global Awareness Quiz. WAC will be in contact with all teams when sample questions are ready for review. These will be released periodically throughout the preparation timeframe (Sep-Feb).

January

1. Make sure WAC has received your:
 - a. Teacher and co-teacher names & email addresses
 - b. Team name(s)
 - c. Individual student names & email addresses
 - d. Three-sentence description of the formal presentation, including its relationship to the topic

February

1. Finalize Formal Presentation. Your team should be putting the finishing touches on its Formal Presentation and working out all the bugs more than a week prior to the event.
2. Consider technological needs. You will need to bring your own computer to the event if you use PowerPoint or some other computer program. While all the presentation classrooms are smart classrooms, we cannot promise Internet access during the event, and arrangements should be made to bring an extra copy of your presentation. Teams in past years have had difficulty connecting their devices to the class projectors. Bring cords for your device and have a backup for technological difficulties.
3. Organize transportation arrangements for your team. The 2018 World Affairs Challenge will be held on the campus of University of Denver at the Josef Korbel School of International Studies. The address is 2201 S. Gaylord St, Denver, CO. Discuss the event location, and arrange transportation for your team (find volunteer drivers, reserve school district bus or van, etc.). Parking is limited at DU, so consider using public transportation or carpooling.
4. Download the WAC APP to be sure to receive updates for event day!

March

EVENT DAY! Plan to register your team no later than 7:30am. Our day will end at 3pm. (Please do not leave early!)

Middle School: Saturday, March 3, 2018

High School: Saturday, March 17, 2018

WAC Appreciation Dinner (for teachers, judges, mentors and volunteers): April 5, 2018



WORLD AFFAIRS CHALLENGE 2017 SCHEDULE

TIME	ACTIVITY	LOCATION
7:00 AM	Check-In	Claver Hall Foyer
8:00 AM	Welcome & Program Overview	Claver – Mountain View
8:10 AM	What's a smart city?	Claver – Mountain View
8:15 AM	Keynote Speaker	Claver – Mountain View
8:45 AM	Break	
9:00 AM	Formal Presentations Round 1	Claver – Rooms: 2, 3, 4, 5, 202, 203, 306, 307, 309
10:00 AM	Break	
10:15 AM	Formal Presentations Round 2	Claver – Rooms: 2, 3, 4, 5, 202, 203, 306, 307, 309
11:15 AM	Break	
11:30 AM	Teacher's Multicultural Training	Room 315
11:30 AM	Students' Collaborative Questions	Claver – Rooms: 2, 3, 4, 5, 202, 203, 306, 307, 309, 330, 410
12:30 PM	Lunch	Claver – Mountain View
1:00 PM	Networking with guest organizations	Claver – Mountain View
1:30 PM	Mural Activity	Claver – Mountain View Lounges / Classrooms / Outdoors
2:00 PM	Mural Activity Closing	Claver – Mountain View
2:15 PM	Winners' Announcement / Prizes	Claver – Mountain View
2:30 PM	Interview with 1 st place winning team	Claver – Mountain View
2:45 PM	WAC 2018 Final Remarks	Claver – Mountain View
3:00 PM	Adjournment	

2017 World Affairs Challenge - Formal Presentation Scoring Rubric - Theme: Smart City

Team Name _____

School _____

Presentation Title _____

High School check one
Middle School

Topic _____

CONTENT

Challenge/Problem Selection & Definition

1	2	3	4	5	6	7	8	9	10	
Selected topic has little to no relevance to Theme. Provides no insight into complexities or importance of collaboration.			Selected topic is somewhat relevant to the Theme and is not complex. Topic demonstrates limited information about the importance of collaboration .			Selected topic fits within the Theme. Topic is moderately complex and suggests importance of collaboration and possible implications for the future.			Selected topic effectively encompasses Theme and relevant complexities. Topic offers new knowledge, perspective and insights into future implications, collaboration and necessary action.	Points

Research & Analysis

1	2	3	4	5	6	7	8	9	10	
Analysis is weak and disorganized. No facts or examples are used to support the conclusions. Little evidence of research.			Analysis is somewhat organized. Not clear whether data, assumptions or conclusions are valid.			Analysis is clear, concise and well-organized. Facts and examples are valid, and they support most of the conclusions presented.			Analysis is sophisticated and clearly presented. Facts skillfully used to support conclusions. Substantial research and attention to detail.	Points

Solution

1	2	3	4	5	6	7	8	9	10	
No defined solution to challenge. No outcomes outlined.			Solution is disconnected from research and analysis. Outcome not realistic.			Persuasive solution to challenge presented. Relevant, realistic proposed outcomes.			Innovative solution to challenge presented. Sustainable, realistic and measurable outcomes outlined.	Points

Solution Action Steps

1	2	3	4	5	6	7	8	9	10	
No recommended action steps outlined. No consideration given to respecting cultural traditions.			Actions steps related to content and outlined, but lacking timeframe for implementation. Consideration given to respecting local cultural traditions but lacking plan for local communication.			Action steps somewhat related to content and outlined within realistic timeframe, but lacking some detail. Consideration of cultural traditions evident.			Clear & related action steps outlined with realistic timeframe in place. Team has carefully considered culture and has incorporated traditions & local officials in the creation of their action plan.	Points

PRESENTATION

Creativity & Originality

1	2	3	4	5	6	7	8	9	10	
Presentation lacks creativity and originality. Presentation does not engage the audience.			Presentation is marginally creative or original in content and style. Audience is engaged but information is not clearly presented, resulting in audience confusion.			Presentation is creative and original and holds audience attention. Team occasionally uses technology or other novel approach to communicate ideas clearly.			Presentation captivates audience's attention. Extremely creative and original. Group often utilizes technology or other novel approaches to communicate their ideas.	Points

Preparation & Delivery * Please note that second (or third) language speakers should not be docked for language use or using notes more frequently.

1	2	3	4	5	6	7	8	9	10	
Presentation seems unrehearsed. Audience cannot understand and/or see presenters. No visuals used.			Presentation lacks sufficient rehearsal. Presentation is difficult to see or understand. Visuals not effective in enriching either presentation or content.			Presentation is well-rehearsed and presenters can be seen/heard most of the time. Visuals used effectively to enrich presentation and content.			Presentation is seamless, clearly demonstrating extensive rehearsal. All presenters can be seen and heard clearly. Intentional and integrated use of visuals to enrich presentation and content.	Points

Group Dynamic

1	2	3	4	5	6	7	8	9	10	
Participants' roles are very unequal, and there is no group dynamic or evidence of teamwork.			Participants' roles are somewhat unequal, and there is only minimal evidence of a good group dynamic or teamwork.			Participants' roles are fairly well distributed and involve nearly everyone. Evidence of a good group dynamic and strong teamwork most of the time.			Participants' roles are distributed equally, and everyone is involved appropriately. Consistent evidence of a strong group dynamic and excellent teamwork.	Points

LOCAL/GLOBAL TEAM ACTION

1	2	3	4	5	6	7	8	9	10	
No local or global action planned by team.			Team's local or global action idea is presented, but lacks plan for implementation. Action plan does not relate very closely to team's challenge.			Local or global action plan is presented and outlines plans for implementation, though may be missing key details or realistic time frame. Action plan relates to team's challenge.			Local or global action plan is thoughtfully planned with timely outline for implementation. Action plan is completely tied to team's challenge.	Points

BIBLIOGRAPHY

1	2	3	4	5	6	7	8	9	10	
No bibliography submitted.			Bibliography has limited sources and is not in MLA format.			Bibliography has several sources and is in correct MLA format.			Bibliography is complete, has a variety of sources and is in correct MLA format.	Points

20 MIN TIME LIMIT MET

If YES, add 10 points

If NO, subtract 1 point from 10 for each minute over time limit.

Points

TOTAL POINTS EARNED

Points out of 100

Judges - Please use the back of sheet for thoughtful comments

2017 WAC Global Awareness Quiz

1. Which of the following is NOT a focus of the work of the United Nations?
a. Africa b. Ageing c. Decolonization d. Antarctica
2. Who is the current (2017) Secretary General of the United Nations?
a. Ban Ki Moon b. Leonardo DiCaprio c. António Guterres d. Kim Jong Un
3. Vladimir Putin is the President of which country?
a. Siberia b. Russia c. Poland d. Lithuania
4. Who is the current President of China?
a. Xi Jinping b. Kim Jong-un c. Ban Ki Moon d. Hwang Kyo-ahn
5. Bashar al-Asaad is the President of which country?
a. Syria b. Afghanistan c. Iraq d. Sudan
6. "BREXIT" refers to the United Kingdom departing from:
a. Europe b. The European Union c. England d. United Nations
7. The "One China" Policy is a diplomatic acknowledgement of China's position that there is only one Chinese government, and that this breakaway province is part of China, to be reunified one day:
a. Japan b. Philippines c. Taiwan d. South Korea
8. Aleppo is the largest city in the country of
a. Iraq b. Libya c. Yemen d. Syria
9. More environmental activists are killed annually in this country than in any other place in the world:
a. Nigeria b. Russia c. Cuba d. Brazil
10. The US War in Afghanistan is against this group of radical fundamentalist militants:
a. Hamas b. Boko-Haram c. Taliban d. FARC
11. President Juan Manuel Santos was awarded the Nobel Peace Prize in 2016 for brokering a peace accord between Colombia and this Marxist guerilla group:
a. FARC b. ISIS c. HAMAS d. Taliban
12. This UN member-country has aided the Syrian government in fighting against internal rebel forces since 2011.
a. Turkey b. Russia c. Iraq d. Jordan

13. President Rodrigo Duterte has launched a vigilante “War on Drugs” in which country?
a. Mexico b. Colombia c. Philippines d. Brazil
14. During his first week in office, US President Donald Trump abandoned this landmark trade deal that had been negotiated between the US and 11 other Pacific Rim nations:
a. T.A.P. b. T.T.P. c. T.O.P. d. T.P.P.
15. Which of these Asian countries is actively developing its nuclear weapons program now?
a. North Korea b. South Korea d. Russia d. China
16. China predicts that humans will be on which planet by 2020?
a. Mercury b. Mars c. Venus d. Saturn
17. Jorge Mario Bergoglio became Pope Francis in March of 2013. Which country did he come from?
a. Brazil c. Italy d. Argentina d. Portugal
18. Smart City designers must collect data from which of these to analyze and help their city work better?
a. Water Useage b. Traffic Patterns c. Residential Culture d. All of these
19. Which of these cities might need to consider the effects of climate change as they plan for the future of its citizens?
a. All Cities b. Miami c. San Francisco d. Paris
20. This international organization was founded in 1945 and consists of 193 Member States whose mission it is to take action on issues confronting humanity.
a. NAFTA b. UN c. NATO d. NGO
21. There are 28 Member Countries of this political and military alliance who work together to make decisions on global security issues.
a. NAFTA b. UN c. NATO d. NGO
22. This is the term for a not-for-profit organization that is independent from states and other international governmental organizations. Many of these work out of the Posner Center for International Relations in Denver, CO.
a. NAFTA b. UN c. NATO d. NGO
23. On which continent is Syria located?
a. Asia b. Africa c. Europe d. South America

24. Which electronics company has partnered with the city of Denver to build a small Smart City testing ground called Peña Station?

- a. Samsung
- b. Panasonic
- c. Google
- d. Apple

25. ISIS or ISIL is originally an offshoot of Al-Qaeda from which country?

- a. Iraq
- b. Iran
- c. Turkey
- d. Afghanistan