

Unit 3

Role of the Citizen in American Democracy

[Learning Plan \(Tasks\)](#)

[Course Resources](#)

[Scope & Sequence](#)

Government

Unit Length and Description:

6 Weeks

Unit Description: Students explore a range of domestic and foreign policy issues to consider the implications of US policy decisions on global, national, regional and individual levels.

Standards:

C.1.1	Describe reasons why government is necessary, explaining competing ideas about the role of government in society
C.4.1	Describe the elements of United States domestic policy
C.4.2	Explain how government is financed
C.4.3	Evaluate various forms of taxes at each level of government based on principle, incidence, and type
C.4.4	Describe the major revenue and expenditure categories and their respective proportions of local, state, and federal budgets
C.4.5	Predict how federal spending and taxation affect budget deficits and surpluses and the national debt
C.4.6	Evaluate government programs by their cost and benefits to society
C.3.1	Evaluate the five basic goals of United States foreign policy and explain the role of government in their implementation
C.3.2	Examine the ways that nations work to cooperate with international organizations politically and economically
C.3.3	Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations
C.3.4	Describe ways in which ideas, events, and policies of other nations impact the United States
C.7.7	Explain the effects of technology and innovation on global economic interdependence and competition

Content:

- Organization of government based on the text of the Constitution.
- How the legislative process works.

Claim(s):

How do US policy decisions affect society and the diverse collection of individuals within it? (Task 7)

Sub-Claim(s):

- Why is the classification of public and private goods a fundamental question of public policy? (Task 1)
- What are the extensive economic effects of fiscal policy decisions? (Task 2)

- How are policy recommendations formulated? What are the broader implications of policy decisions? (Task 3)
- Analyze the cost and benefits of trade agreements? (Task 4)
- How should the US government approach foreign aid? (Task 5)
- How should the US government approach their role in the international community? (Task 6)

Learning Plan:

Domestic Policy:

Task 1 – Public Policy (Approximately 2-3 Class Periods)

Task 2 – The Impact of Fiscal Policy Decisions (Approximately 3 Class Periods)

Task 3 – Domestic Policy (Approximately 5-6 Class Periods)

Foreign Policy:

Task 4 – Free Trade (Approximately 5-6 Class Periods)

Task 5 – US Foreign Aid Policies (Approximately 3 Class Periods)

Task 6 – United Nations Simulation (Approximately 2-3 Class Periods)

Task 7 – Culminating Task- How do US policy decisions affect society and the diverse collection of individuals within it?

(OPTIONAL) Government Unit 3 Consumable Handout- This is provided with all the handouts for unit 1 attached together if the teacher wants to create a consumable for students.

Task 1

Public Policy (Approximately 2-3 Class Periods)

Standards:

C.1.1	Describe reasons why government is necessary, explaining competing ideas about the role of government in society
C.4.1	Describe the elements of United States domestic policy
C.4.2	Explain how government is financed
C.4.3	Evaluate various forms of taxes at each level of government based on principle, incidence, and type
C.4.4	Describe the major revenue and expenditure categories and their respective proportions of local, state, and federal budgets
C.4.5	Predict how federal spending and taxation affect budget deficits and surpluses and the national debt
C.4.6	Evaluate government programs by their cost and benefits to society

Connection to the Claim: Students explore the roles value play in shaping public policy. Additionally, students explore the roles of public and private goods in society.

Claim: How do US policy decisions affect society and the diverse collection of individuals within it?

Sub-claim Questions: Why is the classification of public and private goods a fundamental question of public policy?

Academic Vocabulary: Public Policy, public goods/services, private goods/services, tax (sales, excise, income, Social Security/Medicare, Property, Estate, tariff, progressive, regressive), tax deductions, Fiscal Policy, Federal Policy,

Materials:

- [Public Policy on Public and Private Goods with Graphic Organizers](#)
- [Completed Graphic Organizers](#)
- [Social Studies Extended Response Rubric-Public Policy](#)

Instructional Process:

Part 1: Understanding Public and Private Goods

1. Say, "In the previous unit, you learned about the organization of government and you experienced the legislative process through the mock Congress simulation. In this unit, we will explore the functions or outputs of US government by examining public policy. We will begin by defining public policy."
2. Project and read aloud the following definition for public policy:
 - the broad strategy government uses to do its job; the relatively stable set of purposive governmental behaviors that address matters of concern to some part of society.
 - public policy is a guide to legislative action that is more or less fixed for long periods of time, not just short-term fixes or single legislative acts. Policy also doesn't happen by accident, and it is rarely formed simply as the result of the campaign promises of a single elected official, even the president. While elected officials are often important in shaping policy, most policy outcomes are the result of considerable debate, compromise, and refinement that happen over years and are finalized only after input from multiple institutions within government as well as from interest groups and the public
3. To frame the task, use the ["Values and Public Policy"](#) lesson by the Choices Program. Conduct steps one through five. Direct students to record and submit their list of ordered values.
4. Say: "To understand public policy, first we need to differentiate between private and public goods."
5. **Building Context:** Distribute the Public Policy on Public and Private Goods with Graphic Organizers. Using the public goods graphic organizer, have students listen or read the ["Public Goods,"](#) episode/transcript of the [Economic Lowdown Podcast Series](#) by the Federal Reserve Bank of St. Louis as a class. Direct students to complete the graphic organizer by adding definitions and examples of key terms as they listen to the "Public

Goods” episode. **Note:** Be prepared to pause the podcast at key points to allow students time to write. Review completed graphic organizers.

6. **Developing a**

Claim: Provide students with a copy of “Different Types of Goods” the Public Policy on Public and Private Goods Handout. Model breaking down the supporting question: To what extent do public and private goods play within the economy? Once students have a firm understanding of what they are focusing on, using groups/pairs, have students to read “Different Types of Goods”. Following each section, have students develop GIST statements that reflect the meaning of each chunk. Additionally, have students make connections to the claim using the supporting question and their developed GIST statements.

7. **Alternative Assignment:** Public or Private Game (can use as an alternative to step 6 for increased engagement) In this activity, two players sort cards into piles to indicate whether they think named goods and services are “public” or “private,” then talk about their choices. The activity takes only a few minutes, and is a discussion starter for exploration of issues of function of government as it relates to public and private goods. Found at [Exploratorium.edu Science of Sharing: public or private](https://exploratorium.edu/science/sharing-public-or-private)

8. **Formative Assessment:** Conduct a brief discussion, revisiting the question: Why do societies institute governments? Ask students to integrate prior understandings from Unit One with the concepts and terminology from the podcast and the text. Possible questions:

- Why was it necessary to differentiate between types of goods before investigating specific public policy issues?
- Choose a current controversial issue. How does disagreement about the issue relate back to types of goods?

Part 2: Application and Reasoning with Public and Private Goods

9. **Formative Assessment:** Have students read an excerpt from Upton Sinclair’s *The Jungle*, <https://www.commonlit.org/texts/excerpt-from-the-jungle>. Students may write a summary of the article using the *Sum It Up* BLM. Facilitate discussion in order for students to evaluate the historical significance of public policy that arose from industrialism at the turn of the century. Student responses should address the following:

- Why did the factory likely employ such practices?
- In your own words, what was the most disturbing line/section? Why?
- Why do you think it took so long to change the meat packing industry?
- What are the different segments of society represented?
- Whose responsibility is it to protect society?
- If the factory changed its practices by itself, how would workers, public, owners be affected?
- Should the government regulate this industry? Why or why not?
- Provide ideas for how the government should regulate the industry.

10. **Making Connections:** Refer back to *The Jungle*, students should identify the public and private goods found in the reading. Have students explain how government involvement became necessary in the meat packing industry. Have

students brainstorm current issues that are controversial, where the issue relates back to types of goods. Examples could include opioid crisis, gun control, environmental protection etc. Consider having students explain in writing how the government can regulate the distribution of these public/private goods.

Part 3: Taxation and Classic Policy

11. Provide students with copies of “Classic Types of Policy” contained in the Public Policy handouts. Have students read and annotate the text. Review keyterms (distributive, regulatory, and redistributive policy) and examples provided in the text by completing the graphic organizer associated with these policies.
12. Say, “To pay for all of its policies, the government relies on revenue from taxes. There are various types of taxes which burden individuals and groups differently. Additionally, taxation levels affect the overall economy because taxes deprive consumers of money they might otherwise either spend on goods and services or invest. Therefore, taxation policy is itself a fundamental aspect of public policy.”
13. Direct students to complete the reading portion of the [“Taxation”](#) lesson by [iCivics](#).
14. Conduct steps 1 through 13 of the [“Government Spending and Taxes”](#) lesson by the Federal Reserve Bank of St. Louis.
15. **Alternative/Additional Activity:** Students can kinesthetically learn about government spending and taxes by engaging in the [JFK Libraries Federal Budget Simulator](#). They will be challenged to reprioritize the federal budget and evaluate the impact of their decisions on society. Prioritizing the programs within the national budget.
16. **Summative Assessment:** Direct students to write a response that answers the sub-claim question: Why is the classification of public and private goods a fundamental question of public policy? Students should use their Public Policy Handout to research in addition to the class discussions to provide evidence for their argument. Use the social studies extended response rubric to grade this assessment.

Task 2

The Impact of Fiscal Policy Decisions (3 class periods)

Standards:

C.1.1	Describe reasons why government is necessary, explaining competing ideas about the role of government in society
C.4.1	Describe the elements of United States domestic policy
C.4.2	Explain how government is financed

C.4.3	Evaluate various forms of taxes at each level of government based on principle, incidence, and type
C.4.4	Describe the major revenue and expenditure categories and their respective proportions of local, state, and federal budgets
C.4.5	Predict how federal spending and taxation affect budget deficits and surpluses and the national debt
C.4.6	Evaluate government programs by their cost and benefits to society

Connection to the Claim: Students investigate the broader economic effects of fiscal policy decisions.

Claim: How do US policy decisions affect society and the diverse collection of individuals within it?

Sub-claim Question: What are the extensive economic effects of fiscal policy decisions?

Academic Vocabulary: deficit, demand side, supply side, expenditure, Keynesian

Materials:

- [Fiscal Policy Handout with Graphic Organizers](#)
- [Fiscal Policy Completed Graphic](#)
- [Multimedia Rubric](#)

Instructional Process:

Part 1: Understanding the Fiscal Budget

1. Say, "We began our exploration of public policy by examining the value of public goods. As you learned, public policy on these items play a vital role within the overall economic success as a country as well a role within the decision making processes for government. Next we will take a closer look at how fiscal policies impact the overall economy.
2. **Building Context:** Students can complete the [iCivics Government Spending activity](#) as a refresher to fiscal policy content.
3. Provide students with copies of "Approaches to the Economy" and the Demand-Side vs. Supply-Side T-chart contained in the Fiscal Policy Handout. Instruct students to complete the T-chart as they read the text. Review completed charts.
4. **Formative Assessment:** Provide students with access to ["On What Do Economists Agree and Disagree about the Effects of Taxes on Economic Growth"](#) by the Tax Policy Center. Direct students to read in groups/pairs and then answer the following questions with a partner using the split page notes graphic contained in the Fiscal Policy Handout:
 - What are the limits of economic science?
 - What role do value judgements play?
 - How does the information in this article help you evaluate arguments made by economists?

5. **Summative Assessment:** Direct students to locate a recent (within the previous month) news article about either a supply-side or demand-side fiscal policy and post a two paragraph summary and analysis of the article on the "Discussion Board." Remind students to include the title and a link. Require students to then read at least two additional articles posted by other students in the class and add responses (one paragraph each).

Part 2: Evaluating Government Expenditures

6. Using The [National Priorities Project](#) and "[State and Local Expenditures](#)", have students research the current percentages of different expenditure categories for the budgets of federal, state, and local governments. Some categories may appear different from the examples discussed in class (e.g. income security may be broken down into pensions and welfare in some sources). Students should record this data in their *split-page notes*, citing the sources of their data.
7. Working in teams of three or four, have students create a pie chart with the different expenditure categories (Social Security, Medicare, income security, health, national defense, interest on debt, and other expenditures) for the federal government, state government, and local governments. To obtain the percentages associated with each expenditure category when creating their pie charts consider using "[The Balance-U.S. Federal Government Spending](#)" and "[The House Fiscal Division](#)". Have each team display their pie charts in the classroom for review. Consider conducting a gallery walk that has student focus on economic impacts over several years displayed on these charts. With their split-page notes in hand, have student teams review each group's charts information.
8. **Developing a Claim:** Have students compare and contrast the pie charts of the federal, state, and local governments, noting in which categories each level expends the most amount of money and in which categories they expend the least amount of money. Ask students to share reasons for the similarities and differences in the charts with a partner. Have students share their reasons with the class and facilitate any resulting class discussion.
9. **Formative Assessment:** Using a discussion, have students respond to the following questions:
 - Do you think the current division of federal expenditures is best?
 - Explain why it is the best division of expenditures or explain how you would change it?
10. **Summative Assessment:** Throughout their research and discussion on fiscal policy, have students create a pamphlet that advertises a potential change to the fiscal budgeting done by the Federal Government. This can be done through a presentation and use the multi-media rubric to score student work.

Domestic Policy Brief (5-6 Class Periods)

Standards:

C.1.1	Describe reasons why government is necessary, explaining competing ideas about the role of government in society
C.4.1	Describe the elements of United States domestic policy
C.4.2	Explain how government is financed
C.4.3	Evaluate various forms of taxes at each level of government based on principle, incidence, and type
C.4.4	Describe the major revenue and expenditure categories and their respective proportions of local, state, and federal budgets
C.4.5	Predict how federal spending and taxation affect budget deficits and surpluses and the national debt
C.4.6	Evaluate government programs by their cost and benefits to society

Connection to the Claim: Students research a domestic policy issue and compose a nonpartisan policy brief to deepen their understanding of the impact of policy decisions.

Claim: How do US policy decisions affect society and the diverse collection of individuals within it?

Sub-claim Question: How are policy recommendations formulated? What are the broader implications of policy decisions?

Academic Vocabulary: domestic policy, brief, social welfare, stimulus, regulation

Materials:

- ["Policy Arenas"](#)
- [Social Studies Extended Response Rubric-Domestic Policy](#)

Instructional Process:

1. Say, "Now it is your turn to assume the role of a policy analyst. You have landed a highly sought after internship at a prestigious, nonpartisan think tank. Your assignment is to select a domestic policy issue and write a well-researched policy brief."
2. Say, "There are three major policy arenas: 1) social welfare 2) science, technology, and education, and 3) business stimulus and regulation."
3. Provide students with copies of "Policy Arenas." Instruct them to highlight government programs as they read each section and make notes in the margins of possible policy issues members of the class may be interested in researching. **Note:** Students should not be limited to topics explicitly mentioned in the text. The text should be considered a springboard for ideas.
4. After students have finished reading, compile a list on the board of the issues students identified. Use this time

to help steer students toward topics of appropriate scope. Dissuade students from choosing an issue that would be difficult to analyze from a nonpartisan perspective, such as abortion. Other highly controversial issues, however, may be appropriate, such as addressing gun violence. Explain that choosing an issue they already have strong, fixed opinions about may prove problematic.

5. Allow students to choose topics.
6. Set expectations for research (e.g., What is the process for research? What are their deliverables? What are their due dates? How will you grade their research?). Require students to complete an annotated bibliography. For each source, direct students to write one paragraph about the values of the source and one paragraph about its limitations.
7. Establish and share grading criteria for the finished products. The policy briefs should begin with a one to two- page summary of the issue, including multiple viewpoints. Then students should develop a viable, researched based proposal to address the problem. Students should conclude the brief by discussing the advantages and disadvantages of the proposal offered, as well as methods of mitigating the disadvantages, as appropriate.
8. Remind students they are working for a nonpartisan think tank. The goal is to provide as close to a neutral analysis as possible.
9. Provide students with digital access and direct students to conduct their research. Share the list of US think tanks. Read the note aloud. Say, "This list contains both nonpartisan and ideologically-motivated think tanks. Research the think tank before using their work and note any ideological affiliations in the annotated bibliography."
Note: Students should use a variety of sources; they should not rely solely on the list.
10. As needed, support students in developing research skills, including creating effective search questions for digital research, how to identify accurate and credible sources, the importance of reviewing multiple sources to corroborate information, how to engage in ethical use of information including creating a list of sources used, etc.
11. **Summative Assessment:** Direct students to write their policy briefs. Set a deadline for completion.
12. When the deadline arrives, divide students into mixed-ability groups of three. Also aim for topic diversity when grouping students.
13. Instruct students to complete a self-evaluation as well as to review and comment on two other policy briefs. Their evaluations should address the following questions:
 - How comprehensive is the overview? Does it provide enough background information for the reader to thoroughly understand the issue from multiple perspectives?
 - Is the proposal offered viable? What are the monetary costs involved? Does the proposal include how to pay for any costs?

- Does the author identify advantages and disadvantages of the proposal offered? Does the author provide ways to mitigate disadvantages?
 - How well-researched is the brief? Does the author include an annotated bibliography? Does the author appropriately identify the value and limitations of the sources used?
 - How neutral/nonpartisan is the policy brief?
14. Allow students time to make adjustments based on the peer and self-evaluations before submitting final drafts before grading.
15. **Summative Assessment:** Following the completion of the research and development of their argument, have students reflect on their research by answering the question: How are policy recommendations formulated? What are the broader implications of policy decisions? Students can use their topic and research as a means of evidence when developing their response. Use the Social Studies Extended Response Rubric to score student responses.

Optional Domestic Policy Assignment: In order to deepen their understanding of domestic policy students will research a president to evaluate the social, political, and economic environment of the U.S. that defined their domestic policy.

- Step 1: Divide students into pairs or groups.
- Step 2: Assign or have students choose their president.
- Step 3: Provide students with the content from http://www.socialstudieshelp.com/lesson_108_notes.htm to use as a first resource.
- Step 4: Students will research the historical climate that led to each president's domestic policy.
- Step 5: Students will present research to the class in a format of their choosing. (PowerPoint, prezi, chart, graphic organizer, poster, skit, pamphlet, newspaper article, etc.)

The following websites can be used to further explore domestic policy issues.

- Students will learn more about the New Frontier and Civil Rights that defined the domestic agendas during the administrations of John F. Kennedy and Lyndon B. Johnson. <https://edsitement.neh.gov/lesson-plan/lesson-21-new-frontier-great-society-and-fight-equal-opportunity-1960s>

Task 4

Free Trade (5-6 Class Periods)

Standards:

C.3.1	Evaluate the five basic goals of United States foreign policy and explain the role of government in their implementation
C.3.2	Examine the ways that nations work to cooperate with international organizations politically and economically
C.3.3	Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations

C.3.4	Describe ways in which ideas, events, and policies of other nations impact the United States
C.7.4	Explain the effects of technology and innovation on global economic interdependence and competition

Connection to the Claim: Students investigate the goals, implementation and impact of US foreign policy on other nations, domestic society and individuals.

Claim: What is the global impact of one nation's foreign policy?

Sub-claim Question: Analyze the cost and benefits of trade agreements?

Academic Vocabulary: NAFTA, global economy, interdependence, trade deficit

Materials:

- [Foreign Policy Handouts with Graphic Organizers](#)
- [Foreign Policy Graphic Organizer Answer](#)

Instructional Process:

Part 1: Foreign Policy

1. Say: "For the previous topic, we considered a variety of domestic policy issues. Next we will begin investigating foreign policy." **(Optional)** Watch: [Introduction to Foreign and Domestic Policy](#)
2. Project and read aloud the following definitions for foreign policy:
 - policy pursued by a nation in its dealings with other nations, designed to achieve national objectives
 - the goals that a state's officials seek to attain abroad, the values that give rise to those objectives, and the means or instruments used to pursue them
3. Say: "Both definitions focus on a state's objectives or goals." Ask: "What goals does the US seek to achieve when it interacts with other states?" Instruct students to categorize responses as political, social or economic. Using the graphic organizer through [MDK](#), have students categorize their items as either political, social, or economic. Once students have had the opportunity to record their suggestions, review and record student responses on the board.
4. **Developing a Claim:** Provide students with copies of "Foreign Policy Goals" contained in the Foreign Policy Handout. Using [GISTing](#), have students read and annotate the text focusing on the compelling question: what are the cost and benefits of trade agreements?
5. Compare student responses recorded on the board to goals identified in the text.
6. Ask: "How does the United States pursue its foreign policy?" Record student responses on the board.
7. **Developing a Claim:** Provide students with copies of "Types of Foreign Policy" contained in the Foreign Policy Handout. Using [GISTing](#),

have students read and annotate the text focusing on the compelling question: what are the cost and benefits of trade agreements?

8. Ask students to use the information from the text to add to the list on the board.

Part 2: Trading

9. Say: "First we will consider the issue of trade. Though it is classified as foreign policy because the US government makes trade agreements with foreign nations, policy decisions about trade have domestic implications for the overall economy, affected businesses and industries, individual workers, and consumers."
10. **Building Context:** Say: "Trade agreements are designed to increase trade by reducing barriers to trade. Before we examine trade agreements, we will explore why countries trade." Provide students with access to ["The Global Economy: 'It's a Small World After All'"](#) by Erin A. Yetter of the Federal Reserve Bank of St. Louis. Direct students to read as groups or pairs "The Global Economy: 'It's a Small World After All'" and answer the associated questions on page 4. Review terminology (trade, absolute advantage, comparative advantage, opportunity cost, balance of trade, imports, exports, specialization) and the correct answers.
11. Provide students with copies of the Trade Agreements T-chart. Instruct them to add arguments about the benefits of increased trade to the left side of the chart.
12. **Building Context:** Provide students with access to ["International Trade: Making Sense of the Trade Deficit"](#) by Scott A. Wolla of the Federal Reserve Bank of St. Louis. Direct students to independently read "International Trade: Making Sense of the Trade Deficit" and answer associated questions on page 5. Review key terminology (trade deficit, trade surplus, balance of payments) and correct answers. Instruct students to add arguments from the text about the benefits of increased trade to the left side of their Trade Agreements T-chart.
13. **Building Context:** Provide students with access to ["Coming and Going: Truth and Myth about the Effects of Openness to Trade"](#) from *The Economist* and direct them to read independently. Divide students into small groups and have them work collaboratively to add information to both sides of their Trade Agreements T-charts.
14. **Building Context:** Provide students with access to ["How Preferential Trade Agreements Affect the US Economy"](#) by the Congressional Budget Office (first two pages stopping at the heading, "*The Economic Effects of Trade on the United States*"). Direct students to independently read the "Summary" section.
15. **Formative Assessment (Expressing a Claim):** Conduct a class discussion. Possible questions:
 - How do trade agreements affect the US overall?
 - How do trade agreements affect individuals within the US?

- What role should the government play in mitigating the costs of trade agreements?

18. Summative

Assessment: Direct students to write an essay in response to the prompt, "Analyze the benefits and costs of preferential trade agreements."

Use the social studies extended response rubric to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

Part 3: Analyzing Trade through NAFTA (Extension Activity)

19. Have students use Close Reading to analyze the *Time* article, "[A Brief History of NAFTA](#)" The teacher should not pre-load any information about the article and the students should read the article individually, but they may work in groups to answer the text dependent questions that follow.

Reading #1: As the students read through the article the first time, have them circle any words that are unfamiliar to them. These words may include *inception, fodder, tumultuous, subside, tariff, codifies, insidious, disparity*, etc. When the students have completed this task, the teacher should conduct a vocabulary activity of his/her choice (define words, vocabulary notecards, etc.) in order for students to gain understanding of the unfamiliar terms.

Reading #2: As the students read through the article the second time, have them highlight words or phrases that describe the goals of United States foreign policy. Have students highlight/mark/underline words and phrases that describe the "pros" and highlight/mark/underline (in another color) those words and phrases that describe the "cons" of NAFTA.

Reading #3: After reading the article a third time, have students answer the following text dependent questions.

- Working with a classmate, review the pros and cons of NAFTA that you generated during the second reading of the article. Are your answers the same? Different? Did some of your "pros" show up as "cons" on your classmates' list? Discuss the implications of your answers.
- How does the author use Mexican employment data and the example of China to counter the claim that NAFTA is "a symbol of insidious globalization?"
- How does NAFTA remain a "hot issue" during political campaigns? Support your answer with an example from the text.
- Compare and contrast the terms that the United States, Mexico, and Canada might seek in/when NAFTA is renegotiated. Support your answer with an example from the text.
- Evaluate whether you believe NAFTA accomplishes the goals of United States foreign policy.

20. After students have worked together to complete their pros and cons chart, facilitate a whole class discussion to build on the accuracy of their information. Teacher

will provide any missing information

21. **Summative Assessment:** Students will examine the purpose of NAFTA.

Sequence of Activities

- To begin the lesson, ask students to speculate regarding which country is the largest trading partner with the United States. They may use almanacs, the Internet, and their textbooks as they ponder this question. Once they determine that it is Canada, discuss the amount of trade between the U.S. and Canada as a class. Students will discover that approximately \$1.2 billion in trade crosses the Canada-U.S. border every single day. The United States sells almost three times as many goods to Canada with 30 million people than to Japan with a population of over 125 million. The students continue to research the issue of trade and define the role of NAFTA.
- Provide each student with a copy of the preamble to NAFTA using the resources listed in the Student Resource section. There are sixteen introductory statements or resolutions in this document. Assign the student a statement to interpret and rewrite. They may use a dictionary and thesaurus to help them determine the words and their meaning. This may be done individually or in teams depending on class size. Each statement is read in the order it appears in the preamble and then the interpretation is provided. Once all have been presented, the students summarize the purpose of the document in a whole class discussion. They continue to discuss how NAFTA promotes trade between the three member nations by gradually reducing tariffs and other trade barriers on products and services passing between the countries.
- Divide students into small cooperative groups of four or five people. Instruct the groups to write and act out skits that demonstrate the main concepts of NAFTA. Some suggested roles that individuals might explore to study the impact of NAFTA include:
 - A wheat farmer in Saskatchewan and his family
 - A senator and her staff from Washington
 - An auto manufacturer in the Detroit
 - An auto parts manufacturer in Toronto
 - A newspaper editor and her staff in Traverse City
- The lesson ends with a discussion of the pros and cons of free trade. Some ideas to explore with the students include:
 - How does import and export relate to supply and demand?
 - Should you only buy products from your own country? Why? Is this always possible?
 - Are there any countries from which you would not buy products? Which ones? Why?
 - Should the government control trade through taxes or other means?
 - How else can trade be regulated? What are the consequences?
 - Has NAFTA has any impact on local industries that have been reported in the newspaper or on local television?

Task 5

Foreign Aid (3 Class Periods)

Standards:

C.3.1	Evaluate the five basic goals of United States foreign policy and explain the role of government in their implementation
C.3.2	Examine the ways that nations work to cooperate with international organizations politically and economically
C.3.3	Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations
C.3.4	Describe ways in which ideas, events, and policies of other nations impact the United States
C.7.4	Explain the effects of technology and innovation on global economic interdependence and competition

Connection to the Claim: Students investigate the goals, implementation and impact of US foreign policy on other nations, domestic society and individuals.

Claim: What is the global impact of one nation's foreign policy?

Sub-claim Question: How should the US government approach foreign aid?

Academic Vocabulary: aid

Materials:

- ["Looking at Foreign Aid"](#)
- ["What is US Government Foreign Assistance?"](#)
- [Conversation Stems and Discussion Tracker](#)

Instructional Process:

1. Complete step one of the ["Looking at Foreign Aid"](#) lesson developed by the Choices Program by exploring [Foreign Assistance](#)
2. Project the website: [Foreign Assistance](#). Have students take turns reading aloud, "What is US Government Foreign Assistance?"
3. Continue exploring the website as a class until the questions in step one have been addressed using the "Looking at Foreign Aid" lesson.
4. Conduct steps two and three of the "Looking at Foreign Aid" lesson developed by the Choices Program. Compile the list of student questions generated during step three on the board.
5. Divide the class into small groups using an established classroom routine. Conduct a jigsaw reading of the following sources:

- Source 1: [“The US Foreign Aid Budget Visualized,”](#) Washington Post, Max Bearackand Lazaro Gamio
- Source 2: [“How Does the US Spend Its Foreign Aid?”](#) Council on Foreign Relations, James McBride
- Source 3: [“Cutting Foreign Aid Makes America Less Safe,”](#) Time, Bill Gates

6. As a class, answer any questions from the board that may have been addressed in the sources. For any remaining questions, discuss how to investigate and find answers.
7. **Summative Assessment:** Hold a class deliberation in response to the question, “How should the US government approach foreign aid?” Note: A deliberation differs from a debate. See the “Guidelines for Deliberation” produced by the Choices Program at Brown University. The goal for this deliberation is not to reach consensus but, rather, to draw on all of the evidence presented, share perspectives, and build collective understanding. Expect the conversation to be complex and meandering, but actively monitor to ensure it remains collaborative as opposed to competitive. Encourage students to use the conversation stems during the discussion and use a discussion tracker.

Task 6

United Nations Simulation (2-3 Class Periods)

Standards:

C.3.1	Evaluate the five basic goals of United States foreign policy and explain the role of government in their implementation
C.3.2	Examine the ways that nations work to cooperate with international organizations politically and economically
C.3.3	Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations
C.3.4	Describe ways in which ideas, events, and policies of other nations impact the United States
C.7.4	Explain the effects of technology and innovation on global economic interdependence and competition

Connection to the Claim: Students will critically evaluate policy proposals and develop informed positions about U.S. foreign policy and its connection to international organizations by assuming a role within the United Nations.

Claim: What is the global impact of one nation’s foreign policy?

Sub-claim Question: How should the US government approach their role in the

international community?

Academic Vocabulary: United Nations, globalization, aid

Materials:

- [“2014 Model UN Simulation: The Economics of Globalization”](#)
- **(Optional Extension):** [“2015 Model UN Simulation: Climate Change”](#)

Instructional Proc

ess:

1. Say, “For this task, we will examine the role of international organizations in facilitating cooperation among nations. First you will assume the role of a delegate to the United Nations and consider the issue of globalization from the perspective of your assigned country.”
2. Provide students with access to the [“2014 Model UN Simulation: The Economics of Globalization”](#) available on the US Department of State website. Direct students to read the “Globalization Mini-Simulation Background Guide” from “2014 Model UN Simulation: The Economics of Globalization.”
3. Distribute [placards](#). Perform steps one through six of the “Instructional Procedures” from the “Globalization Mini- Simulation Lesson Plan” from “2014 Model UN Simulation: The Economics of Globalization.”
4. **Formative Assessment:** Collect the Speech Worksheets and the Globalization Listening Worksheet for a grade.
5. **Optional extension:** Say, “Next we will consider the issue of climate change.”
6. Provide students with access to the [“2015 Model UN Simulation: Climate Change”](#) available on the US Department of State website. Direct students to independently read the “Climate Change Mini-Simulation Background Guide” from “2015 Model UN Simulation: Climate Change.”
7. Distribute [placards](#). Note: “Instructional Procedures” and worksheets are not provided; teachers should adapt based on those used in the [“Globalization Mini-Simulation.”](#)
8. **Formative Assessment:** Conclude the task with a brief class discussion based on student responses to these possible questions or student generated questions from the simulation:
 - How do international organizations contribute to cooperation among nations?
 - What are the limitations international organizations face as they attempt to resolve global issues?

Task 7

Culminating Task- How do US policy decisions affect society and the diverse collection of individuals within it? (1 class period)

Standards:

C.1.1	Describe reasons why government is necessary, explaining competing ideas about the role of government in society
C.4.1	Describe the elements of United States domestic policy
C.4.2	Explain how government is financed
C.4.3	Evaluate various forms of taxes at each level of government based on principle, incidence, and type
C.4.4	Describe the major revenue and expenditure categories and their respective proportions of local, state, and federal budgets
C.4.5	Predict how federal spending and taxation affect budget deficits and surpluses and the national debt
C.4.6	Evaluate government programs by their cost and benefits to society
C.3.1	Evaluate the five basic goals of United States foreign policy and explain the role of government in their implementation
C.3.2	Examine the ways that nations work to cooperate with international organizations politically and economically
C.3.3	Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations
C.3.4	Describe ways in which ideas, events, and policies of other nations impact the United States
C.7.7	Explain the effects of technology and innovation on global economic interdependence and competition

Connection to the Claim: Students will evaluate the effects of the shifting values of the US by analyzing domestic and foreign policy during times of conflict.

Claim: How do US policy decisions affect society and the diverse collection of individuals within it?

Materials:

- [Socratic Seminar tip sheet](#)

Instructional Procedure:

1. Using established grouping methods assign student groups to research and analyze the foreign and domestic policies of different presidents during times of conflict.
2. Each group will read Washington's Farewell address and compare that to the foreign policy statements of their assigned president. See the link below for instructional procedures: <http://www.mountvernon.org/education/lesson-plans/lesson/george-washingtons-foreign-policy/>
3. Students will use primary resources to research and analyze the domestic and foreign policies of their assigned president.
 - [*Monroe Doctrine*](#)
 - [*Roosevelt Corollary \(Fair Deal\)*](#)
 - [*Wilson's WWI and Fourteen Points \(New Freedom\)*](#)
 - [*Truman Doctrine*](#)
 - [*Kennedy's Inaugural Address – Cold War \(New Frontier\)*](#)

- [George W. Bush's 2003 State of the Union Address](#)
- 4. As groups present their research chronologically, students will take notes on the policy presentations in order to participate in a Socratic Seminar about the shifting values of U.S. policy.
- 5. Students participate in the Socratic Seminar using the value cards from "Values and Public Policy" ranking activity from task 1.
- 6. **Summative Assessment:**
Students will turn in an exit ticket answering the prompts:
 - How do US policy decisions affect society and the diverse collection of individuals within it?
 - Predict how US domestic and foreign policy will shift in the future.