Instructional Unit Title: Securing the Blessings of Liberty

The teacher may provide examples of U.S. foreign policies based primarily on human rights issues (e.g., sanctions against South Africa, U.S. leadership in the United Nations, sanctions against Myanmar, Sudan) so that students can begin to consider how the United States reacts to global human/civil rights issues.

The teacher may utilize editorials, news articles, news clips, etc. illustrating various U.S. policies so that students can begin to identify the differences between domestic and foreign policy issues and practices.

The teacher may facilitate student participation in an international trade simulation so that students can explain how increasing economic interdependence among nations may lead to conflict and cooperation among resource allocation/distribution and other globally significant issues (e.g., natural disasters, human rights).

The teacher may introduce the U.S. State Department’s mission statement so that students can consider it as a reflection of America’s “position” in the world and analyze the “lens” it provides for examining/understanding specific policy decisions.

The teacher may use examples of domestic social policies (e.g., social security, welfare, Head Start program, Affordable Health Care Act) connected to particular eras and historical contexts so that students can examine the ever-changing role of government in shaping public policy.

The teacher may use examples of domestic fiscal policies (e.g., the New Deal, Reaganomics, American Recovery and Reinvestment Act) connected to particular eras and historical contexts so that students can examine the ever-changing role of government in shaping domestic fiscal policy.

The teacher may use examples of domestic monetary policies (e.g., the Gold Standard and abandonment, the Federal Reserve raising interest rates-1970’s, Federal Reserve cutting interest rates-1990’s, raising the debt ceiling) connected to particular eras and historical contexts so that students can examine the ever-changing role of government in shaping domestic monetary policy.

The teacher may provide news clips, articles, speeches, etc. that illustrate stances taken by American citizens on interest rates and inflation so that students can understand how citizens have influenced, informed, and reacted to domestic monetary policy.

The teacher may provide primary and secondary source documents which reflect contemporary political positions of the Democratic and Republican parties (on issues such as healthcare, gun control, immigration, etc.) so that students can discover how political platforms provide the foundation for policy decisions.

The teacher may utilize news clips, articles, speeches, etc. that illustrate stances taken by American citizens on interest rates and inflation so that students can understand how citizens have influenced, informed, and reacted to domestic fiscal policies.

PERFORMANCE ASSESSMENT: Are you ready for an excellent adventure? Welcome to “TTN Network”! You and your crack news team are in charge of producing the next award-winning episode of our show TIME TRAVEL NEWS. Your team must investigate one domestic or foreign issue (e.g., gun control, immigration, civil rights, worker’s rights, taxation, voting rights, free trade, child labor) and trace the history of U.S. policy decisions and the social/economic conditions that precipitated the decisions. As any exemplary news team knows, historical/social context is critical to understanding policy decisions and their outcomes.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.

Colorado Teacher-Authored Instructional Unit Sample Storyboard

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