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ABSTRACT

Intended to help students and teachers make the best use of the companion "Current Issues" text, this teacher's guide provides a variety of instructional activities. It includes lesson plans for each chapter in the text, including the introduction, that may be used exactly as written or modified. The lesson plans use instructional strategies that help students develop a variety of citizenship skills. Each lesson includes student objectives, a list of terms and concepts, a focus skill such as collecting, organizing, and analyzing information, and three to five learning activities. The first learning activity (a motivational exercise introducing students to the issue and helping them recognize the personal significance of it) is followed by a series of in-depth learning activities that increase student understanding of the issue. Each lesson also includes three enrichment activities that can be used to offer extra credit assignments. The guide contains a section of unit test materials that can be reproduced. The test materials for each unit include ten objective true-false items, focusing on the lower level recall of basic information, and six to ten subjective items that require students to use higher level cognitive skills. An answer key is included. The last section in the guide contains 34 worksheets for student use throughout the course study. (JB)

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Current Issues Teacher's Guide

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Social studies teachers have long recognized the benefits of incorporating current issues instruction into their programs. Many adults can remember the Thursday evenings they spent scanning the newspaper for a worthy article to take to Friday's current events discussion. Their teachers knew that discussions about current events were often highly motivational, encouraged students' involvement, and provided them with practical information about the world in which they lived. While these weekly exercises were usually informative and enjoyable, such an approach can no longer adequately prepare students for the twenty-first century. As citizens in a democratic society that is part of an interdependent world network of nations, students need more than simple information about faraway places and national topics that happen to make today's front page.

To effectively exercise their responsibilities as citizens—the most important political office in U.S. society—students need models for analyzing current issues. For example, they need to understand the dimensions of national security—how it can be measured, how it can be strengthened, and what its costs and benefits are. Without such a framework, students will be unable to decide what they think their government should do in certain critical situations. The study of current events should, therefore, teach students how to analyze important issues. Issues of social justice, national security, or economic interdependence will change yearly, but once students have acquired a model for analyzing such issues, they can apply that model forever.

Not only can current events instruction provide students with valuable analytical models, but it can also serve to develop critical thinking skills. By defining problems, collecting and analyzing data, developing alternative solutions, selecting appropriate responses, working with others, developing and defending a position, and persuading others, students can learn the skills and attitudes that will make them informed and effective citizens.

The United States and the world face issues that threaten their survival, and educators have a responsibility to prepare the next generation of citizens to think critically and to solve problems. The knowledge, skills, and attitudes developed by *Current Issues* can help you in this noble task.

What Is *Current Issues*?

Current Issues is a book, updated and published annually by the Close Up Foundation, that investigates twenty timely domestic and foreign policy issues. The *Current Issues* format provides students with an ideal framework for studying the complexities of the issues.

The introductory section of *Current Issues* provides students with important facts about the present administration, Congress, and the Supreme Court as well as a summary of the federal budget process. Following the introduction are the twenty issue chapters. Each chapter introduces the issue and provides key questions, background, current issues, a pro-con debate of key policy questions, and the outlook for the future.

What Is the *Current Issues Teacher's Guide*?

The *Current Issues Teacher's Guide* provides a variety of instructional activities to help you and your students make best use of *Current Issues*. The teacher's guide includes lesson plans for the introduction and the individual chapters in the book. Each set of lessons is designed to help students investigate and analyze intelligently the most pressing issues currently facing the United States and the world. Although the lessons are comprehensive, they also offer illustrative suggestions of how you might teach each unit. The lesson plans may be used exactly as written, or you can modify and adapt them as your professional judgment suggests is appropriate.

The lesson plans in this guide use instructional strategies that help students develop a variety of citizenship skills. Each lesson includes student objectives, a list of terms and concepts, a focus skill such as collecting, organizing, and analyzing information, and three to five learning activities. The first learning activity—a motivational exercise introducing students to the issue and helping them recognize the personal significance of it—is followed by a series of in-depth learning activities that increase student understanding of the issue. Each lesson also includes three enrichment activities that can be used to offer extra credit assignments for students who want to spend more time investigating a topic or to expand the study of selected issues.

The guide also contains a section of unit test materials that you can easily reproduce. The test materials for each unit include ten objective true-false items, focusing on lower level recall of basic information, and six to ten subjective items that require students to use higher level cognitive skills. An answer key is included. The last section in the guide contains thirty-four worksheets for students' use throughout the course study.

Features of the Lesson Plans

Each lesson plan has several features to help you present the topic.

Focus Skill

Each lesson plan unit begins by identifying a focus skill. While each activity is designed to develop a variety of skills, units are structured to highlight this special skill. Pay particular attention to the focus skills, discuss them with students, and assist those who may be having difficulty in these areas.

Terms and Concepts

Students need to understand the specialized terms that are associated with each topic in *Current Issues*. The most effective way to teach such terms is in the context of the chapter. Relate new terms to those that students already know. Help them break down a word into its component parts so that it is easier to understand.

You can ask students to define the terms and concepts at the start of the lesson, as is traditional, or you may consider these alternatives:

- Have students individually list unfamiliar terms as they read the chapter, and then decide which key words are essential for an understanding of the issue.
- Have students create a glossary of specialized terms on three-by-five inch index cards or in a notebook while they are reading each chapter.
- Give extra credit for every example of a listed term or concept that students find in books, newspapers, and magazines, or every time they use a term correctly in class discussion.

As you work with your students on increasing their vocabularies, help them realize the distinction that they did not know before between new terms and old terms.

Decision-making/Problem-solving Activities

Any thoughtful analysis of current domestic or international issues inherently involves making decisions and solving problems. A variety of models are available for leading students through this process. The steps in the model presented below can be written on poster paper and displayed at the front of the room. Then, throughout the course, whenever students are discussing a decision or addressing a problem, refer them to the model. Show students how they can apply the steps in most situations to find the best solution.

Problem-solving/Decision-making Model

1. Identify situations where a decision is required or a problem must be defined.
2. Identify likely sources of information about the issue(s).
3. Collect relevant information.
4. Classify, interpret, analyze, summarize, synthesize, and evaluate the information.
5. Recognize values related to the decision.
6. Prioritize values.
7. Identify alternative courses of action.
8. Predict the likely consequences of each alternative.
9. Make a decision based on the data you have and your most desired outcome.
10. Act to implement your decision.
11. Assess the results of implementing your decision.
12. Recognize the need to change your decision when warranted by new information.
13. Recognize gaps in information and areas needing further study.

Using Current Resources

While *Current Issues* provides an overview of national and international issues, the nature of such issues means that specific events and information about those events change daily. Therefore, many activities in the guide call upon your students to use outside sources of information. Newspapers, magazines, radio, and television should all be part of the resources used by students studying *Current Issues*.

Examining the Proper Role of Government

As long as governments have existed, philosophers, political scientists, and citizens have debated what the proper role of government should be. Most political decisions reflect the beliefs of decisionmakers about the proper role of government; political controversy is often rooted in different answers to this question.

This question is inherent in each issue in *Current Issues*. The *Teacher's Guide* lesson plans examine the role of government in the issues.

Encourage students to consider this basic political issue at the beginning of the course and to decide what they think the proper role of government should be. Then, have them reevaluate their positions after studying each issue. Is their decision about a proper course of governmental action on one issue consistent with their belief about the role of government in general? If not, why not? Should their general philosophy be modified? By the end of the course, students should have a well articulated position about the proper role of government, be able to support that position, and apply it consistently to a wide variety of domestic and international issues.

How to Teach Controversial Issues

Controversy is an inherent part of any discussion of current issues. Although some teachers and students are afraid of controversy and see it as something to be avoided, controversy is natural and can lead to a productive classroom experience if handled properly.

Controversy motivates students and generates interest. When teaching controversial subjects, you should be responsive to some of the characteristics unique to working with such material. Use following guidelines to help you.

1. When dealing with controversial subjects, keep an open mind so that you can encourage your class to examine an array of ideas and develop the best one. You may wish to establish the following ground rules:
 - Everyone who has something to say will have an opportunity to say it.
 - Focus discussions on ideas, not on personalities or people.
 - Anyone can change a position at any time. Remember, just because you chose one position at the start does not mean you have to stay with it.
 - The purpose of discussion is understanding, not winning.
 - Define all terms.
 - Avoid unsupported, emotional statements.

- Cite sources of information.
 - Do not interrupt others.
 - Listen to and respect the opinions of others.
2. When controversy appears, identify areas of agreement and disagreement and clearly describe the source of controversy. Recognize that consensus is probably not possible or desirable.
 3. Respect the right of students not to express their opinion on some issues. Sometimes an issue can be so personal that students do not want to share their thoughts or feelings.
 4. Students should recognize that disagreements are simply that. They do not mean that friendships must end or that someone is stupid or wrong. One device for maintaining class harmony might be to follow substantive discussions with an analysis of how well people listen, what made the discussion good or poor, and what the class might do to improve discussions.
 5. Be certain that all sides of an issue have been fairly and equally presented. Biased sources present an opportunity to develop students' skills in detecting bias. If representatives of one side on an issue are invited to class, the other side should be represented too. Play devil's advocate to have students carefully examine all sides of an issue. Urge students to closely evaluate all positions before choosing one.
 6. If you express your opinion on an issue, do so at the end of the unit and clearly indicate that it is your opinion only. Be certain to explain why you hold a particular view and tell students that you do not want them to change their views because of your personal beliefs.
 7. Be aware of local standards. Issues that may be discussed freely in one community may not be suitable for discussion in another. If there are elements in your community that might take exception to discussion of certain issues, you and the administration must decide how to deal with them.

How to Use *Current Issues*

Each of the six parts of a *Current Issues* chapter offers unique opportunities for teaching. Use the following techniques to help you explore more fully the educational possibilities of each part.

Introduction

1. Ask students to identify policy questions raised in the introduction.
2. Share your own information and knowledge about the issue.
3. Urge students to talk to their parents about the issue.
4. Encourage students to read and to watch newspaper and television coverage of the issue.

5. Ask students

- What makes this issue a current issue?
- What tone does the introduction set for the chapter?
- How does this issue relate to others you have studied?
- Why should a young person like you be interested in this issue?

Key Questions

1. Have students speculate on what they think the key questions are before they read the "Key Questions" section.
2. Let students vote—either with a show of hands or on paper—their opinions on each key question. Share totals with the class. Repeat the vote again after students have read the chapter to see if opinions have changed.
3. Encourage students to focus their reading by keeping the key questions in mind throughout.
4. Use the key questions as items for surveys or questionnaires that students conduct with their peers or family members.

Background

1. Discuss the impact of the past on the present and the importance of historical precedent.
2. Alert students to pay attention to unfamiliar terms and concepts as they are presented.
3. Ask students to predict what current issues will be presented, based on the background reading.
4. Relate major historical events in the background section to issues studied in other chapters and to material covered in other social studies courses.

Current Issues

1. Ask students to explain the most important aspect of this issue. Why is the issue included in *Current Issues* this year? Suggest that students read other sources to see if anything new has happened since the book was published.
2. Relate the issue to newspaper, magazine, and television coverage that students may be following.
3. Encourage students to share their views on the issues with friends, family, or government representatives.
4. Demonstrate the complexity of issues in class discussion by pointing out how issues overlap (i.e., energy and environment, immigration and education) and how U.S. issues affect others around the world (i.e., the U.S. economy and Western Europe, U.S. agriculture and world trade).
5. Ask students to select one aspect of the issue that is of special interest to them and explain their choice to the rest of the class.

Outlook

1. Ask students to characterize the outlook section as positive, negative, or ambivalent. How do they personally feel about the outlook for the issue?

2. Relate the outlook to the background and current issues sections. Have students consider whether or not the outlook was predictable.
3. Allow students to brainstorm ways they could effect change so that the outlook would be more to their liking.
4. Have students rewrite the outlook section to make it agree with their views.

The Debate

1. Urge students to take a stand on each debate question. Have their views changed since the beginning of the unit? If so, have them explore why.
2. Help students analyze the arguments given for each side of the question. Is one side stronger than the other or are the differences merely a matter of opinion?
3. Ask students to speculate on which side of the debate questions most people in their age group would stand. Then, ask them on which side they think most Americans would stand.
4. Have students find out their representative's and senators' views on the questions.
5. Ask students to label the views presented in the debate as liberal or conservative. Why did students label the issues as they did?
6. Discuss the interrelatedness of the issues. Is there any middle ground between the pro and the con arguments presented?

Charts, Graphs, Maps, Photos, and Cartoons

1. As students study the charts and graphs in *Current Issues*, remind them to:
 - Determine the kind of illustration it is—bar graph, frequency curve, pictograph, or merely a list of data.
 - Note the title, because it is the key to understanding the chart or graph.
 - Pay attention to what both axes in a graph represent and to the scale being used.
 - Check the legend or key. What do all the shadings and symbols represent?
 - Find any trends or contrasts evident in the illustration.
 - Speculate on why the illustration was included.
2. By relating the maps used in *Current Issues* to the skills developed in social studies classes, you can help your students interpret these maps. The following reminders may also help:
 - Find the illustrated area on the globe to locate its position in the world. Find the scale of the map.
 - Check the map's key and legend.
 - Look at more detailed maps of the same area if you want further information.
 - Notice the surrounding areas, and think about how geography affects the character of a nation or region.
 - How does the map help you understand the issue?
3. The photos and cartoons in *Current Issues* were all selected to clarify the issues. Remind students of the following:
 - Read the caption to learn more about the photo or cartoon and the issue at hand.
 - Speculate on why the photo or cartoon was included in the chapter.
 - Speculate on what message the photo or cartoon is trying to convey.

Additional Activities

A variety of additional teaching activities and devices are offered here to enhance your current issues course. These activities should complement the previous suggestions and tie together all portions of the units for your students.

You may wish to incorporate the following activities into the *Current Issues* units:

1. Maintain a current issues bulletin board in your classroom. Students should bring in newspaper and magazine articles relating to the issue under study and post them on the board.
2. Discuss general questions with the class such as:
 - What makes an issue a current issue?
 - What issues were current when their parents were teenagers or when their grandparents were teens?
 - What issues do they think will be current when their children are in high school or when their grandchildren are in high school?
3. Have students enter their thoughts and feelings about each lesson in a journal. The journal will allow students to express candidly their reactions to the issues they have just studied, and should be particularly valuable for students who have difficulty sharing their views in class. If students are willing to hand in their journals periodically, you may gain valuable information about their reactions to the lessons. Or students may wish to write reactions to something they have read, a class activity, a recent headline, or comments from the class. If students wish, allow them to share their journal entries with the class.

Follow-up Activities

After you have completed your study of *Current Issues*, you may wish to use one or more of these follow-up activities to give students some feeling of closure. These activities will help students synthesize and evaluate the information they have learned, and reinforce the interrelatedness of the issues.

1. Provide students with a list of all the issues you have studied and have them rank the issues. They could rank them according to what they have learned, their personal preferences, and their importance for study and discussion at this time. Then ask them to circle four or five issues that they consider to be most crucial to our times and to justify their choices in a brief essay.
2. To demonstrate the interrelatedness of the issues they have studied, ask students to write an essay explaining: (1) how the issues affect one another, and (2) how the issues affect global relations. Students should incorporate as many issues as possible.
3. If students have kept journals, have them analyze their journals at the end of the course. Which issues have made the most profound impact on them? Why? Can they find any pattern to their reactions? Are their responses mostly positive, negative, or a mixture? Why do they think this is so? What would an outside reader think about their positions?

4. Try a sentence completion activity, either orally or in writing. Some suggestions for open-ended sentences include the following.

- I wish we had studied more about _____.
- I wish we had spent less time on _____.
- My favorite learning activity was _____.
- I would still like to learn more about _____.
- The most important lesson I have learned from this course is _____.
- In my opinion, the most important issue of our time is _____.

5. As a concluding activity, break the students into groups of four to five. Their task is to revise the federal budget based on what they have learned about the domestic and foreign policy issues covered in this book.

Have students read the section in *Current Issues* entitled "The Making of the Federal Budget." Students are to create their own budget by working together in groups and coming to agreement on the figures. Each group should be prepared to address the following questions.

- What budget items did you cut? Why?
- What budget items did you increase? Why?
- Did you increase the entire budget? Why or why not?
- What percentage of the entire budget is allotted to each category? Where is your heaviest spending? Where is your least spending?
- Did you add or delete any budget categories? Why?

Ask students what they learned from trying to balance spending needs and from getting their group to agree. Relate their experiences in developing a budget to those of Congress. What are the similarities and differences?

Duplicate each group's budget and distribute it to the class. Then, have each group present its budget. Encourage students to use visual aids such as a pie chart to clarify their budgets. Each group should be prepared to answer questions from the rest of the class. If time allows, you might ask the class to arrive at a consensus budget. This might best be accomplished by choosing a committee made up of one member from each group.

Instructional Strategies

The *Current Issues Teacher's Guide* incorporates a wide range of activities. While you have undoubtedly developed a teaching style that works for you and your students and feels comfortable, educational research shows increasingly that the most successful teachers are those who can effectively apply a wide array of teaching strategies. Successful use of teaching strategies requires attention to at least minimal guidelines for each. The following section provides you with some general "tricks of the trade" and suggestions derived from experienced classroom instructors.

Brainstorming

Brainstorming is a technique for quickly generating a broad spectrum of ideas about a topic. Because no initial evaluation or discussion is allowed, brainstorming is a nonthreatening strategy that allows every student to participate regardless of academic ability. The topic for brainstorming should be clearly stated, allow for a diversity of ideas, and require no extensive prior knowledge for a student to become involved. Responses should be posted as students call them out and no discussion should be permitted because it may inhibit creative but risky ideas. You may want to write the following brainstorming rules on the board before you start:

- Say anything that comes to mind.
- Piggybacking on the ideas of others is permitted.
- Do not evaluate or criticize what others say.
- When you cannot think of anything else, wait a minute and try again.

Another strategy for encouraging creativity is to apply the SCAMPER technique to each of the ideas suggested during brainstorming. SCAMPER allows the teacher to stimulate responses and organize them properly.

SCAMPER Technique

S-substitute, subtract
C-combine
A-adapt, add
M-modify, minify, magnify
P-put to other uses, piggyback
E-eliminate
R-reverse, rearrange

Conclude a brainstorming session by focusing students' attention on the purpose for conducting the activity.

Debate

A debate can be an effective means of presenting most positions on current issues. It may be difficult to involve all students in a single debate, so non-team members should serve as judges, moderators, or timekeepers to maintain interest. Holding several debates will allow all students to be on a debate team. The following debate procedures may be helpful when conducting a debate:

1. Select a topic—possibly one suggested by the class.
2. State the topic as a resolution. For example, Resolved that federal funding for the homeless should be increased.
3. Select pro and con debaters and allow them time to research and prepare.
4. Select a timekeeper and a moderator.

5. Seat the debater: in front of the class with the moderator in the middle; position the side favoring the resolution to the right of the moderator and the opponents to the left.
6. Begin the debate by having the moderator read the resolution and introduce the first speaker supporting the resolution. Speakers may only talk for a predetermined length of time.
7. The first opposition speaker then presents his or her arguments for the same amount of time. This format of alternating pro and con speakers continues until all speakers have presented initial arguments.
8. Rebuttal arguments are made for the specified amount of time beginning with the group opposed to the resolution.
9. Conclude the debate by polling the class. Discuss any changes of position in the audience. What were the most persuasive arguments presented by both sides?

Panel Discussion

A panel discussion is an effective means of researching and discussing a topic while allowing a sizable number of students to participate. The following guidelines may help you conduct a panel discussion:

1. The moderator introduces the topic and panelists.
2. Panelists present their views for a specified amount of time until all have spoken.
3. Panelists are given an opportunity to question other panelists and to discuss the issue.
4. The moderator closes the discussion with a summary of panel presentations.
5. The moderator calls for a forum period during which the class may question panelists.
6. Conclude the panel discussion by polling the class. Discuss any changes of position in the audience. What were the most persuasive arguments presented?

Classroom Use of Resource Persons

Local communities often offer a vast, untapped resource. The Close Up Foundation has been a pioneer in using experts in the community to educate youth. Close Up believes that community members have much to offer students and should be included in school instruction as often as possible.

Teachers have often invited local citizens into their classes as guest lecturers. While using guest lecturers may be successful with some students, other approaches may work better. One of the most effective uses of resource persons is to provide students with a problem or issue similar to one with which the resource person must contend.

Ask students what they would do in dealing with the problem or issue. Then have the resource person critique students' responses. This strategy has the benefit of limiting preparation time for the resource person because he or she simply has to apply professional knowledge in critiquing students. In addition, such a tactic generates student interest because the resource person is bringing his or her expertise to bear on students' own ideas. This technique usually generates healthy discussion and a large number of questions.

Teachers and resource persons should always work together closely to plan the classroom visit. The following tips can help you prepare a resource person for a successful visit to your class.

1. Prepare the resource person. Tell him or her about the characteristics of your students, what they have been studying, and what to expect from them. Suggest topics you would like to have the person cover and find out what he or she requires for the presentation.
2. Prepare students adequately. Give necessary assignments far enough in advance so that students can complete them. Discuss the visit by the resource person and explain procedures for the visit.
3. Have one or two students meet the resource person and direct him or her to the classroom.
4. Have students prepare name tags or desk nameplates to help the resource person identify students.
5. Assist the resource person in classroom management if necessary. Do not leave the room.
6. Begin classroom activities immediately.
7. If necessary, help the resource person to terminate the presentation and depart gracefully.
8. Provide the resource person with feedback about the presentation and write a note of appreciation.
9. Have alternatives planned just in case the resource person does not arrive. These alternatives should be educationally sound and fit in the context of the current unit of instruction.
10. You might want to give the resource persons the following do's and don'ts ahead of time to make them feel more comfortable.

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Do:

- consider the age and experience of the audience.
- prepare adequately.
- maintain eye contact.
- solicit feedback frequently.
- encourage active participation early on and throughout the presentation.
- be yourself; let your personality show; be natural; smile; relax.
- call on and interact with a variety of students.
- circulate around the room.
- involve the teacher.
- make sure everyone hears all questions and answers.
- know the objectives of your visit and how the visit relates to what students have been studying.

Do not:

- lecture at students.
- use jargon or unfamiliar words.
- act condescendingly.
- become angry at heckling or passive response.
- react defensively to criticism.
- read a prepared speech.
- talk in a monotone.
- assume that students either have or lack knowledge about a given point (find out what they know).

Role Plays and Simulations

One of the most effective instructional techniques, when used correctly, is role play or simulation. This technique enables students to experience a situation from the perspective of persons actually involved in a similar situation. Role plays and simulations are an effective means of transmitting knowledge, and have a powerful impact on attitudes as well. Finally, role plays and simulations are excellent ways of allowing students to examine a situation from all perspectives.

The following guidelines will help you conduct successful role plays and simulations:

1. Present the problem, situation, or task clearly and make sure students understand.
2. Help students identify appropriate sources of information that will inform them of the perspective of the group or person they represent.
3. Involve everyone. If there are not enough roles for all students, create new ones or develop several versions of the simulation simultaneously.
4. Involve all students as quickly as possible.
5. Begin with simple activities. Students without experience in role plays and simulations may require time to develop the skills necessary to do them well.

6. Consider having students reverse roles. Assign students to represent views that they do not advocate personally.
7. Be certain before beginning that students adequately understand the perspective of the individual or group they represent. Allow students enough time to locate and analyze information and prepare their roles. Use this preparation time to talk with groups and individuals to gauge the degree to which they understand their roles.
8. Create an accepting environment where students can make mistakes, take risks, and be creative while being responsible. Do not expect polished performances immediately.
9. Conclude with a thorough discussion. Highlight the instructional objectives you had for the activity. What did you want students to gain from the activity? Relate the role plays or simulations to what students had been and will be studying. Explore how students felt and what their feelings suggest about the people who experience the situation in real life. Did students feel that the roles they played were accurate representations of the real people? What did they learn from the experience?

Do not be discouraged if the role play or simulation does not work well the first few times you use it. This technique can be difficult to use initially, but pays handsome dividends once mastered.

Small Group Cooperative Learning

Many teachers have been doing small group work for years. Recent research suggests ways in which teachers can conduct small group activities more effectively than by simply putting students into groups and assigning them a task.

The following guidelines will help you use cooperative small group work successfully.

1. Small group activities can create opportunities for loss of control; therefore such activities require class members to follow rules. Sample rules might include the following:
 - Move quickly and quietly to groups and remain there.
 - Talking between groups is prohibited.
 - Talking within groups must be done quietly.
 - All groups must have leaders whose task is to keep the group working, make sure that everyone participates, and keep discussions focused on the issues.
2. Organize groups heterogeneously and design group tasks in such a way that every student becomes involved.
3. Encourage students to help each other without actually doing the work of another group member. One way to encourage cooperation is to award grades based on individual work and grades based on the performance of the group. Design tasks so that each individual student can be assisted by his or her peers, but cannot have the peers do the work of the individual.

4. Help students develop the skills necessary to work well in small groups. You might review the content objectives of each activity and discuss the following questions:

- What helped this group work well together?
- What interfered with our group working well together?
- What could members do next time to help improve this group's work?
- Did everyone participate? Why or why not?

5. Keep group size small; three to five students is optimal.

6. Give clear directions and allow adequate time for students to complete the task.

7. Monitor group activities to spot areas of difficulty.

8. Use small groups only for cooperative tasks, not for independent work while merely sitting with others.

Developing Research Skills

An essential part of every student's education is to learn how to research an issue, adopt a position, and argue persuasively for that position. Many students have few skills in these areas. If students are to obtain the information that they need to act as informed public policy shapers, they need your help in developing these essential skills. The following list of skills provides a handy sequential organizer whereby teachers can guide students through the research process.

1. Recognize that research should be aimed at gaining understanding and a complete view of an issue, not simply at gathering information to argue a pre-determined point.
2. Learn how to limit a subject based on time and resources available.
3. Identify sources of appropriate information.
4. Use indexes, tables of contents, and other aids to locate pertinent information quickly.
5. Understand information in written, pictorial, graphic, cartographic, mathematical, and other formats.
6. Evaluate sources of information for bias, accuracy, pertinence, and authority.
7. Take notes.
8. Organize information.
9. Analyze information and draw inferences.
10. Synthesize information and develop arguments.
11. Organize ideas.

12. Support ideas.

13. Articulate or write ideas in an organized and readable manner.

14. Document sources.

* * * * *

Close Up hopes that the information presented in this introduction will make your task of teaching *Current Issues* easier and enrich the quality of instruction for your students. Each section of the introduction is designed to make *Current Issues* a more usable resource for your classroom and the comprehensive and motivational textbook you need to teach current issues effectively.

The lesson plans that follow offer specific teaching activities, test materials, and worksheets for each chapter in *Current Issues*. The keys to using these lesson plans and each section of the *Current Issues* chapters have been presented in this introduction. Close Up hopes that you will use these keys to open up new understanding and perspective for your students as they explore the current issues of our time.

Introduction

Names in the Bush Administration

The 101st Congress

The Supreme Court

The Federal Budget

Student Objectives

Students will:

1. Examine the role of the federal government in the daily lives of Americans.
2. Identify officials in the Bush administration and predict issues they will face.
3. Identify key members of Congress and predict their positions on national issues.
4. Identify members of the Supreme Court and speculate on upcoming Court cases and decisions.
5. Examine categories of income and expenditures in the federal budget.
6. Explain why the budget deficit is an important issue.
7. Develop and evaluate approaches for reducing the budget deficit.

Activities

1. Several days prior to beginning this unit, ask students to keep a log in which they record everything that they do in one day. They should record everything from waking up to the radio alarm and eating a bowl of cereal in the morning to watching television and turning out the lights at night. Read several randomly selected logs anonymously, and have the class stop you every time an activity you mention is somehow influenced by the federal government. They may consider federal influences such as food and drug laws, FCC regulations, environmental standards, and safety regulations. Challenge them to come up with as many federal laws, programs, and agencies as they can think of that might affect them on a day-to-day basis.

Use this activity to discuss the role and impact of the federal government in the lives of most Americans. Why should students be informed about all aspects of the operation of the federal government? Discuss the costs of such services and how Americans' tax dollars are spent.

Terms and Concepts

- appropriation bill
- associate justice
- authorization bill
- budget deficit
- cabinet
- chief justice
- fiscal year
- Gramm-Rudman-Hollings
- joint budget resolution
- majority and minority leaders
- Office of Management and Budget (OMB)
- presidential adviser
- reconciliation bill
- revenue-raising bill
- whip

2. After students read "Names in the Bush Administration," they should consider the following questions:

- What seem to be the qualifications to be a high level official in the executive branch?
- Why do you think that certain persons were selected for certain positions? Are they all qualified? Have they had any other federal jobs?
- What common traits do many officials in the executive branch seem to share?

Urge students to use a wide variety of current events sources to identify controversial or important issues being faced by the "Names in the Bush Administration." Assign each official to one or two students to assure that all officials are covered. How will the decisions made by these Americans influence the country? How will they influence your friends and neighbors? How will they influence you? Discuss the political ideology of several of these men and women and encourage students to predict their actions and decisions during the next year.

3. Have students read "The 101st Congress," and fill in the names under "Who's Who in the 101st Congress." In addition, ask students to write brief sketches for each congressional leader similar to the sketches provided for members of the executive branch in the previous section. Are any of the Senate or House leaders from their state? How did these members of Congress become leaders in their respective legislative bodies? Finally, select important issues facing Congress this year and ask students how they think certain individuals will vote on the issues. Ask them to support their predictions.

4. After students read "The Supreme Court" in *Current Issues*, they should consider the following questions:

- What does the Supreme Court do?
- How does the Court shape American political and social life?
- Is the present Court liberal or conservative?
- How do the decisions of a liberal Court differ from the decisions of a conservative Court?

Ask students to write brief sketches of each Supreme Court justice. They can use the information from the chart "The Supreme Court," but should also find additional information from other sources. Urge them to pay particular attention to each justice's past record and whether he or she is considered conservative or liberal.

After students have completed their sketches, briefly discuss each justice. Discuss how presidents can influence the country for decades because of their Supreme Court appointees. What influence has President Reagan had on the Supreme Court? What influence is President Bush likely to have on the Court? Why?

Conclude activities 1-4 by urging students to know their federal officials—in all three branches of government.

5. Have students complete **Worksheet 1**. Then, by recalling the discussion of their daily logs and using the results of the worksheet survey, ask them to write five questions that they would like to have answered about the federal budget and the process by which the budget is developed. Collect the questions, make a list of ten to fifteen that raise the important issues, and provide each student with a copy to use when they read "The Making of the Federal Budget." Discuss with students the sources of information necessary to answer these questions. Suggest almanacs, the *U.S. Statistical Abstract Handbook*, and information from the offices of their members of Congress. Have students tell why they think they may find pertinent information in a particular place. Stress that knowing where to find information quickly may be more important than actually knowing the answer.

Discuss strengths and weaknesses of books, magazines, newspapers, encyclopedias, television, radio, almanacs, videos, computer data bases, flyers, political party information, university research papers, and government publications. Ask students if they can think of other places where they might find information.

Conclude by leading a discussion using the questions that students developed. In the course of the discussion, try to address the following statements:

- The current federal deficit poses serious problems for all Americans.
- Reducing federal expenditures is difficult, especially given the likely public response to cuts in popular areas.
- Increasing taxes may be necessary to balance the budget.
- Congress and the president must cooperate during the budget process.
- Current trends suggest that the deficit is being reduced.
- The ideological positions held by leaders in the executive and legislative branches exert a powerful influence during the budget process.

Domestic Policy Issues

The Economy

Student Objectives

Students will:

1. Explain economic concepts such as inflation, recession, unemployment, productivity, trade, deficit of payments, and budget deficit, and assess the relationship among them.
2. Evaluate proposed national economic policies for reducing the budget deficit, lowering the trade deficit, and restoring competitiveness.
3. Recognize the interdependence of economic issues.
4. Describe the changing relationship between the U.S. economy and the world economy.

Terms and Concepts

- Federal Reserve Board (the Fed)
- flexible freeze
- free market
- full employment
- Gramm-Rudman-Hollings Act
- inflation
- interest rates
- international interdependence
- Keynesian economic approach
- productivity
- protectionism
- recession
- supply-side economic theory

Activities

1. Write the following statements on the board: Since 1981, the United States has

- nearly tripled its budget deficit.
- enjoyed the longest period of economic growth in U.S. history.
- had the lowest percentage of workers producing goods since the Great Depression.
- experienced an inflation rate dropping to one-third of what it was in the late 1970s.
- chalked up record trade deficits.
- achieved an unemployment rate approaching full employment.
- recorded one of the lowest rates of productivity increase among the world's industrialized nations.
- enacted a major tax cut.
- gone from being the world's largest creditor nation to the world's largest debtor nation.

Then, discuss students' reactions to the list. How can all these statements be true? What conclusions might they draw about the U.S. economy from reading these statements? Stress the complexity of economic issues and the need to examine all indicators before making a judgment. Also point out that some economic indicators may look more favorable than they really are. For example, government spending may help keep unemployment down, but may ultimately contribute to the budget deficit.

Have students look for relationships among the statements—low inflation and economic expansion, tax cuts and budget deficits, productivity and trade deficits. After discussing the statements, ask students to read “The Economy” in *Current Issues* and develop three to five questions they would like to have answered by the end of the unit. Encourage them to keep questions nearby for future class discussion.

2. Have students work in pairs to complete **Worksheet 2**. Urge students to use *Current Issues* and additional resources to complete the worksheet. Also, ask them to study the graphs—“Inflation Rate,” “Unemployment Rate,” and “Federal Budget Deficits”—in *Current Issues*.

Discuss the worksheet by highlighting each topic and asking students to provide evidence supporting the costs and benefits of Reaganomics. Continue the discussion by reviewing the graphs. For each graph ask:

- What is the graph about?
- What are its highest and lowest points?
- Do you see any trends?
- What are the implications of the graph?
- Based on the graph, what predictions do you have for next year?
- Can you see any relationship between Reaganomics and the information on the graph?

3. In some countries, the governments make all the economic decisions. Such governments decide what will be produced, how much will be produced, and at what price it will be produced. Although the U.S. government has usually played some role in regulating the economy, individuals are allowed to make most of the decisions. Americans have differing opinions about the level of government regulation in economic matters. Write the following statements on the board and lead a discussion about each. The government should promote employment by:

- buying goods or services it does not need.
- subsidizing noncompetitive industries.
- taking over businesses that are losing money and about to close.
- increasing business tax breaks.
- relaxing government standards for environmental protection, employee safety, and product safety.
- setting quotas on how much a company can produce.
- regulating prices.

Do students agree or disagree with the statements? Why? Do they have any other ideas about what the government should or should not do to regulate the economy?

4. Divide the class into six groups. Assign two groups to each of the three key questions—one taking the pro side and one the con side. Allow each group to research the issue and develop its position. Tell them that next class period they will read their positions. Each side should be prepared to:

- identify its strongest argument and have evidence supporting that position.
- identify what it feels is the strongest counterargument and have evidence to support that position and evidence to refute the other side, if possible.
- present main and secondary arguments with supporting evidence that could persuade others to adopt its position.
- develop questions it would like to have answered about the issue.

Consider each key question separately and have each side read its statement. Allow the rest of the class to question the group. You might want to invite an accountant, tax lawyer, businessperson (especially one engaged in international trade), economist, or other knowledgeable person to come to class and critique each position and answer questions.

Enrichment Activities

Use the following activities to enrich your unit on the economy. You may find these activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Students are to complete the sentences below based on the premise that the solution to one economic problem could create new economic problems.

- If we want everyone to have a job, then we must _____.
- If we want to balance the budget, are we willing to _____?
- If taxes are raised, then _____.
- Decreasing teenage unemployment by lowering the minimum wage might mean _____.
- We could wipe out inflation if _____.
- If corporate taxes are eliminated entirely, then _____.
- Recession in the United States affects U.S. imports because _____.
- Tight money and high interest rates affect American spending and jobs by _____.

Ask students to read their completions in class. Listen to as many different responses as possible.

2. Invite a tax accountant and/or a representative from the Internal Revenue Service to visit the class. Have the speaker address the issue of tax reform. Also ask the speaker to discuss tax deductions, exemptions, credits, and exclusions, and the advantages and disadvantages of each. Finally, have the speaker answer students' questions about income tax filing, sharing forms and tax schedules that apply to this group.

Tell students to prepare for the guest speaker by jotting down questions as they read the "Current Issues" section of the chapter, thinking of questions concerning their own tax preparation, and asking their parents if they have any questions about tax preparation or tax reform. In addition, have students read at least one article on income taxes or tax reform in a financial magazine or the financial section of the newspaper. For many students, this might be their first experience with this type of reading. Ask each student to turn in a brief summary of the articles they read, with information for potential questions to the guest speaker underlined.

3. Have students select three of the following statements and be prepared to tell whether or not they think the statement is true and why.

- Because a national industrial policy works in Japan, it will probably work here.
- We must be willing to live with some inflation if we want a strong foundation for our economy.
- We must cut social programs further if we want to reduce the budget deficit.
- Tax increases are the only answer to the budget deficit.
- Moderate interest rates and a reasonable rate of inflation are the only hope for our economy.

Education

Student Objectives

Students will:

1. Describe roles and policies of local, state, and federal governments in education.
2. Evaluate the role of the federal government in helping students go to college.
3. Explain current trends in education.
4. Analyze arguments for and against bilingual education in public schools.

Activities

1. Have students examine the following items in *Current Issues*:

- “High School Education” chart on page 51.
- “Bilingual Education” sidebar on page 59.
- “SAT Scores” graph on page 55.

For each of the items ask students to:

- a. Identify one issue suggested by the item.
- b. Write two questions about each issue raised.
- c. Identify how each issue may affect public schools.

Use student responses as the basis for a class discussion introducing “Education” in *Current Issues*. Describe the purpose of the unit and encourage students to disclose their knowledge, opinions, and interests about education. Emphasize that the key questions on page 49 and students’ questions will provide the focus for the unit.

2. Ask each student to list reasons why he or she should know about federal policy toward public education and higher education. Then, in groups of three or four, have students share their lists. Each group should then select two reasons it thinks are the best. Each group should then share its reasons with the whole class. Using these reasons as general topics, lead a class discussion of how federal educational policy can influence all students.

Terms and Concepts

- *A Nation at Risk*
- bilingual education
- busing
- desegregation
- educational reform movement
- Elementary and Secondary Education Act (ESEA)
- English as a Second Language (ESL)
- functional illiteracy
- Higher Education Act
- local school management
- magnet schools
- mainstreaming
- Project Head Start
- Scholastic Aptitude Test (SAT)
- unequal funding

3. Instruct students to answer the questions below. Urge them to read "Education" in *Current Issues* and any other sources they may need to answer the questions.

- How have public schools traditionally been funded? How and why is this funding base changing?
- What kinds of social problems have schools addressed during the past twenty-five years? How have these efforts influenced schools?
- What is the educational reform movement? How successful has it been?

When students have finished the assignment, ask several of them to read their answers aloud. Lead a class discussion around these questions.

4. Allow students sufficient time to research the eleven topics listed below and prepare for a mock television report called "Channel 99 Roving Reporter—Focus on the Schools." Organize the class into groups of eleven with each student being responsible for one topic. Provide students with a copy of **Worksheet 3** to help them do their research. After students have collected the information, they should discuss their findings with the others in their group. On the day of the mock TV report, ask each group to select two students to be the reporters. Regulate the time so that all groups have an opportunity to be heard. After completing the mock reports, discuss the issues with the class.

Research topics:

- Funding sources for local school district and areas of possible budget cuts.
- Local district teachers' salaries compared to neighboring districts and to professions requiring similar educational levels.
- Local district testing program—what is tested, at what grade levels, and conclusions drawn from the test results.
- School reforms in your state and district since *A Nation at Risk* was published.
- Percent of district funds used for special students, including any construction costs incurred to make buildings more accessible for special students.
- District and state drop out rates and how they are calculated.
- Graduation rate of students starting first grade.
- State and federal requirements your district must meet.
- Comparison of per-pupil-costs in your district with similar neighboring districts.
- Cost, benefit, and nature of program for instructing non-English speaking students in your school or district.
- Satisfaction rate of students and teachers with your school.

The last item listed under research topics requires students to design and conduct a survey of students and teachers in your school. Sample questions for teachers might include: What do you like best about your job? What do you like least about your job? If you could choose again, would you still be a teacher? Why or why not? How do students today compare with students five, ten, and twenty years ago? What is your reaction to recent efforts to improve education? Sample questions for students might include: What do you like best about your school? What do you like least about your school? Do you feel that you are getting a good education? Why or why not? What could be done to improve the quality of education in your school? Would you like to become a teacher? Why or why not?

5. Organize a debate over the issues raised by “Key Questions” in “Education.” Do not tell students which side or which issue they will actually debate until five or ten minutes before the debate begins. This tactic will force students to prepare to debate all three issues from both sides. Urge them to read *Current Issues* carefully along with other outside sources such as newspapers and newsmagazines. Debate the following statements:

- The federal government should assume a more active role in education.
- The federal government should continue to subsidize student loans for higher education
- Public schools should provide bilingual instruction to non-English speaking students.

Choose students for issues and sides any way you think best—either by having them state their preferences or draw names out of a hat. You may want to select small teams of students to represent each topic and side and allow them to prepare their arguments as a team, or you may wish to have students debate one-on-one. After each issue has been debated, ask the class which arguments were most persuasive. Ask debaters if their views changed or if they better understand the position of the other side.

Enrichment Activities

Use the following activities to enrich your unit on education. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Have students compile a mini-scrapbook of articles, facts, and opinions on the question: "Is education a national priority today?" Ask them to write a brief introduction and conclusion to their scrapbook, incorporating their own opinions into their writing.
2. Using an editorial format, students should respond to the following statement from *A Nation at Risk* based on their own school and educational experiences: "The educational foundations of our society are being eroded by a rising tide of mediocrity." Where possible, statements should be backed by facts learned from this unit. What changes, if any, do students see in their own school as examples of the education reform movement? What changes, if any, do students recommend for their school?
3. Advanced students may wish to explore further the relationship between poverty and education. President Lyndon Johnson once stated, "Poverty has many roots, but the taproot is ignorance." Is this statement still true? How does President Bush feel about Johnson's statement? What effects do Bush's educational policies have on the poor? What role does Congress play in formulating educational policy? What role do educational organizations such as the National Education Association have in formulating educational policy?

Civil Rights

Student Objectives

Students will:

1. Evaluate the role of the federal government in the areas of affirmative action, abortion, comparable worth, and drug testing.
2. Explain steps taken by the federal government to extend civil rights to all citizens.
3. Analyze efforts in the United States to protect civil rights while recognizing past and present failures.

Activities

1. Write on the board: "The United States is a land of equal opportunity for all." Tell students they have several minutes to jot down any thoughts that come to mind as they ponder the statement. Discuss student responses. Pay particular attention to students' reasoning. What evidence do they offer to support their position? Also note what position is held by the majority of students and what arguments are presented most frequently. You might play devil's advocate with their arguments and press students to defend them.
2. Ask students in a brainstorming session to name rights they have as Americans. List the rights on the board. Discuss which rights are, in fact, guaranteed and which are not. After discussing the list, ask students to write a one-page essay describing how their life might be different if such rights were not guaranteed. Ask several students to read their essays in class and then discuss them.
3. Have students read only the titles and heads under "Background" on pages 62-70. After one minute, ask students to write five questions that they think will be answered in the reading. Discuss why it is helpful to skim a reading assignment in order to get a sense of what the material is about and to develop some questions that it might answer. Urge them to focus their reading to get more out of it. Share with students the generic reporters questions—who? what? where? when? why? and how?—and indicate that answering these five questions is often helpful in identifying all of the important information in a reading assignment.

Terms and Concepts

- abortion
- affirmative action
- Age Discrimination Act
- comparable worth
- defacto segregation
- Equal Employment Opportunity Commission
- Equal Pay Act
- Equal Rights Amendment
- "Jim Crow" laws
- reverse discrimination
- Roe v. Wade
- "separate but equal"
- suffrage movement
- U.S. Civil Rights Commission
- Voting Rights Act

Then, have students read "Background" and complete the chart at the top of **Worksheet 4**. Discuss the chart to be certain that students have recorded all of the pertinent information. Have them work in pairs to compare their lists. Finally, as a class, complete a similar chart on the board. Ask students to review the chart and discuss their reactions. What do they think of America's record in the area of civil rights? (If time and resources permit, students might investigate past and present civil rights in other countries.) What legislation do they feel has been the most important and why?

4. Ask students to list on the board any civil rights issues that they feel still need to be addressed. Try to include the issues raised by the key questions. Beside each issue list acceptable and unacceptable steps that the government might take to address the issue. Then have students explain how they determined what is acceptable. Poll students on the key questions after discussing the issues. Tabulate and post the results. Discuss why they took the positions they did.

5. Have students skim the titles and heads under "Current Issues" on pages 70-74 and develop one question for each head. Then, after reading "Current Issues," organize them into small groups to discuss the key questions and their questions. Each group should identify what they think are the strongest pro and con arguments for each question. Have groups discuss their conclusions with the class. Their comments should provide a basis for a general class discussion. Issues that students identified as civil rights concerns in the previous activity could also be researched and discussed at this time.

6. As an optional activity, invite someone from the Gray Panthers, La Raza, the National Association for the Advancement of Colored People (NAACP), or other minority advocacy groups to discuss with your class how federal actions have benefited their group and why such action was necessary. Have students prepare questions prior to the presentation.

Enrichment Activities

Use the following activities to enrich your unit on civil rights. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. This research activity is unique in that the student will compare life at the close of the Civil War to the present. Ask students to assume the role of either a black American man or a white American woman living in the 1860s and 1870s, after the Civil War. Using *Current Issues* and other sources, have students research the voting rights (both legal and actual), job possibilities, and educational opportunities of their character in both 1865 and 1900. Tell them to then incorporate these facts into a narrative story, told in first person through the eyes of their character. Students may wish to conclude their themes with a look to the future.

All the papers should be read aloud in class or posted on a bulletin board for all to read. Papers should be judged on factual content and accuracy as well as on how effectively the writer has captured the feelings of and personalized the situations described by their character.

2. Have students discuss their own experiences with discrimination. Have they ever been victims of discrimination? If so, on what basis? How do students feel about their experiences? What experiences have students had with people of other races, religions, ethnic groups, and ages? Were they positive or negative? Do they have different expectations for males and females? Do students feel any discomfort when they are around a disabled person? Do they feel disabled students should be "mainstreamed"?

As a follow-up to this activity, tell students to ask their parents and friends (and grandparents, if possible) what they remember about the civil rights movement and how women's roles have changed in their lifetimes. Have students share this informal oral history with the class the next day. How are their reports similar? How are they different?

Divide the class into discussion groups of four or five students each. What feelings surprised students? Do they think any of the opinions offered were biased or disagreed with recent court decisions in this area? Have them jot down their thoughts. Finally, ask each group to give their opinions on how prejudice comes about and what can be done to prevent it. How have their own lives been affected by the women's movement, the civil rights movement, and the beliefs of their parents? Have attitudes changed?

Note: Take as much time as students need to discuss these last points. Civil rights is a very emotional and complex issue worthy of the time spent probing personal values in addition to the facts.

3. Many issues that fall into the realm of civil rights are still controversial. Tell students to find five articles from newspapers or newsmagazines dealing with a single civil rights issue. Suggestions might be current civil rights legislation, affirmative action, comparable worth proposals, the U.S. Civil Rights Commission, busing, and hiring quotas.

At the end of each article, have students summarize the issue being discussed, the Bush administration's stance on the issue (if it is clear from the article), and the conclusion reached by the article. Ask students to state their opinions on the information presented in the article in a separate paragraph and relate it to what they have learned in this unit.

For those students interested in outside research, a brief summary of the current views of Congress and the courts on this issue could also be assigned.

Social Programs

Student Objectives

Students will:

1. Explain the evolution of social programs in American society from the New Deal to the present.
2. Evaluate the current role of the federal government in providing aid to needy Americans.
3. Evaluate the relationship between federal social programs and the budget deficit.
4. Explain why various age and income groups often disagree on social programs.

Activities

1. Assign half the students in your class the graph—"A Nation Growing Older"—and the other half the graph—"Children Living in Poverty"—in *Current Issues*. Students are to answer the following questions and should be prepared to share their answers with the whole class.

- What is this graph about? What kinds of information does it provide?
- What years have the lowest and highest figures?
- What trends do you see from the graph?
- What implications does the information on the graph have for society? Do you see any potential problems? If so, what are they? How might such problems affect you and your family today, or ten or twenty years from now?

After students have answered the questions, conduct a general class discussion about the graphs. Most of the discussion probably will focus on the last two items. Challenge students to defend their answers. Encourage students to develop questions that they would like to have answered during the study of the unit. Urge them to keep their questions at hand during study of the unit.

2. Have students read "Background" in *Current Issues* to answer the following questions and complete **Worksheet 5**. After students have completed the assignment, review the worksheet and their answers to these questions:

- Should the government assist the poor? Why or why not? If it should, what kinds of assistance and to whom should it be provided?

Terms and Concepts

- Aid to Families with Dependent Children (AFDC)
- cost-of-living adjustments (COLAs)
- Economic Opportunity Act of 1964
- entitlement programs
- food stamps
- Great Society
- Low-income Energy Assistance
- Medicaid
- Medicare
- New Deal
- public housing
- Social Security
- Supplemental Security Income (SSI)
- unemployment insurance

- How are current social programs similar to and different from New Deal programs?
- What current social programs were established as part of the Great Society?
- Do you feel any current social programs should be dropped or changed? Explain your answer. Are there any social programs that should be added? Why or why not?

3. Tell students that they are going to participate in a Senate hearing on domestic social problems. Some students will form a Senate committee, while the rest will represent a variety of interest groups expressing opinions about the following policies:

- The U.S. government should not provide any additional aid to the needy.
- Social security benefits should be frozen.
- The government should provide day care for children.

Divide students into the Senate committee and the following fictional groups:

- National Association of Single Parents
- Retired Persons of America
- Society of Workers without Dependents
- United Parents of College Students
- Parents of Chronically Ill Children
- United Taxpayers Association

The groups should meet to prepare their statements about the three issues. Each should decide what policies are best for its members and prepare its statement accordingly. Then have each group appear separately before the Senate committee. After presenting its statement, each group should be questioned by members of the Senate committee. The committee should prepare questions related to the issues at hand.

After all groups have presented their views and been questioned by the committee, lead a class discussion about the hearing. Ask the class to discuss the best pro and con arguments and supporting data for each of the three issues. If they were senators, how would they vote on each issue and why? What has this simulation taught them about why the political system often has difficulty establishing and funding social programs?

Enrichment Activities

Use the following activities to enrich your unit on social programs. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit:

1. After students read the beginning of the chapter, have them select one of the following research activities to strengthen their knowledge of the background of federal social program issues.

a. Visit a public library and read through newspaper and newsmagazine editorials and letters to the editor written at the time of President Franklin Roosevelt's New Deal and President Lyndon Johnson's Great Society to see how these programs were accepted. What were the main criticisms of these programs? Why were they lauded? Can students draw any parallels to the modern debate over social programs?

b. Select a nation whose social programs they are interested in researching. Some nations that might be particularly interesting for this project include Sweden, Israel, China, Great Britain, the Soviet Union, Kuwait, and Japan. Using books, periodicals, and information available from the country or its embassy, ask the students to compile a list of their chosen nation's social programs along with a brief explanation of each. What is their general impression of that nation's support or lack of support for social welfare? How does it compare to the United States? Did they find any policies that they think the United States should adopt? Why or why not?

c. Call or visit their local welfare or state employment office to find out basic information on the qualifications and procedures for applying for an entitlement program. Programs to consider for this project include:

- Aid to Families with Dependent Children (AFDC)
- food stamps
- Low-income Energy Assistance
- Medicaid
- Medicare
- public housing
- Supplemental Security Income (SSI)

If possible, students should get an application form, and interview a welfare or employment office worker about the application process. How did they feel applying for this program? Do they think benefits should be easier or harder to get? What was their general impression of the process?

2. Have students respond in a brief essay to the "Outlook" section of the chapter. How do they think the federal government can cope with rising Medicare, Medicaid, and social security costs? Can U.S. taxpayers continue to provide such benefits to our rapidly aging population? What do students think about federal funding for child care? Can we afford subsidized child care? How do students feel about capping social spending while still meeting the needs of America's poor?

3. Ask students to conduct an informal poll posing one of the following questions to a cross-section of members of the community:

- What is your opinion of establishing a lower-than-minimum wage for teenagers?
- What is your opinion of social security?

Care should be taken to include several different age groups in the poll, ranging from teenagers to the elderly. Have students write up the results of the poll, creating a table or graph to illustrate their findings better. Some direct quotes should be included.

Health Care

Student Objectives

Students will:

1. Describe the reasons for rapidly rising health care costs.
2. Develop proposals for a national health care policy.
3. Evaluate health care proposals for strengths, weaknesses, and impact on various groups.
4. Understand the perspective of different constituencies, including taxpayers, health care providers, and health care users.
5. Explain the personal importance of the health care issue.

Activities

1. Have students work in pairs to complete **Worksheet 6**—the student survey. Encourage them to discuss each statement thoroughly as they try to find the correct answers. (All answers are true.) Students should then share their responses with the rest of the class. Did they find any responses surprising? If yes, which ones? Why were they surprising? What questions would they want to ask based on what they already know? Where might they find the answers to those questions? Inform students that they cannot find all answers to this survey in *Current Issues*. Encourage them to complete it by asking knowledgeable resource persons within the community and reading printed resources such as newspapers and newsmagazines.

2. In a class discussion, ask students to think of all of the ways that the issues discussed in the previous activity might influence them personally. Do they know anyone who has faced similar issues? List students' answers on the board and discuss why they are important. Responses may include such concerns as increased taxes, effect on them if someone in their family required extensive and expensive medical treatment, or reductions in other government services that provide benefits such as student college loans.

3. Have students read "Health Care" in *Current Issues* and complete **Worksheet 7**. Use **Worksheet 7** as the basis for a class discussion about the federal role in health care.

Terms and Concepts

- Acquired Immune Deficiency Syndrome (AIDS)
- corporate-owned hospital
- deductible
- diagnosis related group payment (DRG)
- diagnostic tests
- health maintenance organization (HMO)
- malpractice
- Medicaid
- medical technology
- Medicare
- national health insurance
- preventive care
- private insurance
- uncompensated care

4. Assign two or three students (depending on the size of class) to represent each of the following groups:

- doctors
- insurance companies
- public hospital administrators
- older Americans
- consumer advocates
- taxpayer organizations
- private health care organizations
- lawyers

The remaining students will play members of a U.S. Senate subcommittee studying health care issues.

Urge students to read "Health Care" in *Current Issues* and other articles in newspapers and newsmagazines to prepare for a Senate committee hearing addressing the following questions:

- What role should the public and private sectors play in guaranteeing adequate health care for residents of the United States?
- Should all citizens have comprehensive health care guaranteed by the federal government?
- If comprehensive national health care is provided, how should it be funded? Who should be covered and to what extent? Should coverage be limited to catastrophic insurance? Why or why not?
- Can the costs of health care be reduced without decreasing the quality of care? If so, how?
- Should schools increase their efforts in teaching about AIDS? If so, what should they do?

Each of the eight groups should prepare responses for each question. To prepare for this activity, all students—including Senate members—should complete **Worksheet 8**. Urge students to gather information from adults who represent each of the groups. Or, adult representatives of the various groups might attend the mock committee hearing and comment on students' positions. The purpose of the committee hearing should be to develop an understanding of the arguments presented by each interest group and to recognize why consensus is so difficult to achieve. Discuss with students a policy that they feel would best protect the interests of all citizens.

Enrichment Activities

Use the following activities to expand your unit on health care in the United States. You may find them valuable for evaluation, extra credit, or as an additional assignment for the unit.

- 1.** If possible, have students invite parents, grandparents, physicians, and insurance brokers to sit on a panel discussing health issues. Students should prepare questions regarding Medicare, Medicaid, and other types of health insurance. Questions can range from the technical to personal experiences with health costs and medical care. Select one group of students to compile and edit questions submitted by the class and another to ask questions of the panel. If possible, students should make most of the arrangements.
- 2.** Interested students may wish to research health care in other nations. Some interesting choices might be Canada, China, Great Britain, India, Japan, Sweden, and the Soviet Union. If time allows, have students share their research with the entire class.
- 3.** President Harry Truman believed that "financial means should not determine the quality and quantity of medical services a citizen receives." Does income affect the quality of health care citizens receive in the United States today? Ask students to write an essay of about five hundred words reacting to President Truman's statement. If time permits, have students share their essays with the class.

Immigration

Student Objectives

Students will:

1. Evaluate government policies toward non-English-speaking immigrants, economic refugees, and employers who hire illegal aliens.
2. Analyze current immigration problems in the United States.
3. Evaluate government efforts to regulate immigration.
4. Develop and defend an immigration policy of their own.

Activities

1. Have students examine Figures 1 and 2 on page 50 and answer the following questions:

- When do you think each cartoon was drawn? What evidence supports your conclusion?
- What symbols do you see in each cartoon and what do they represent?
- What message is each cartoonist trying to convey?
- What do these cartoons suggest about the response of some Americans to immigration throughout history?
- Do you think that immigration is a problem today? Why or why not?
- How might immigration issues affect you?

When students have had time to answer the questions, use their answers as the basis for a class discussion. Discuss the unit objectives and stress the importance of the key questions.

2. Begin this activity by telling students that until the late 1800s most immigrants to the United States came from Northern and Western Europe and were culturally similar to the people already here. However, toward the end of the century, immigration patterns began to shift, as large numbers of immigrants began coming from countries that were culturally dissimilar to the United States. Discuss the cultural differences and how they affected later immigrants. Did they "fit in" as well as earlier immigrants? Discuss prejudice and discrimination and their effect on succeeding groups of immigrants. Also, discuss how economic issues affected immigration.

Terms and Concepts

- amnesty
- assimilate
- bilingual
- displaced person
- economic refugee
- employer sanctions
- illegal alien
- open door policy
- quotas
- refugee
- sanctuary



Figure 1

Culver Pictures



Figure 2

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Have students read "Background" in *Current Issues* and complete **Worksheet 9**. If time permits, ask students to investigate in more detail the history of restrictive legislation for immigrants. Discuss the worksheet and any additional data students may have collected.

3. Encourage students to read "Current Issues" and "The Debate." Then have them gather evidence supporting both sides in the pro-con debates. Urge them to examine current periodicals for their evidence. Have them identify the author's main point in each article they find. Then, discuss the validity of their evidence. Encourage students to search for solid evidence by scanning heads, introductory and concluding paragraphs, and topic sentences.

Compare today's arguments about restricting immigration with those offered in the past. Are they similar or different? Were yesterday's arguments valid? Even if past arguments were not valid before, have conditions in the United States changed to the point where these same arguments might be valid today? Why should the government have any role in controlling immigration?

4. To prepare for a mock hearing of the Presidential Immigration Commission, divide the class into the following seven groups:

- California farmers
- border patrol officers
- employers of illegal aliens
- labor unions
- immigrants legally in the United States
- public officials of a U.S.-Mexican border city
- the Presidential Immigration Commission

The group representing the Presidential Immigration Commission should prepare by studying current immigration laws and discussing the procedures they are going to use in the hearing. Meanwhile, using information from *Current Issues* and other sources, the other six groups should do the following:

- a. Identify their interests in, and concerns with, current immigration laws.
- b. Develop arguments supporting the interests and concerns they have identified.
- c. Collect evidence supporting their arguments.
- d. Identify areas where they may be willing to negotiate and compromise.
- e. Speculate on arguments that their opponents may use, and develop a response to each argument.

When the groups have completed their work, conduct a hearing by the Presidential Immigration Commission. The commission's job is to develop federal immigration policy to recommend to the president and Congress. The commission should attempt to draft a policy that satisfies—or is at least an acceptable compromise for—

everyone. Emphasize to students that all sides may have to sacrifice some policies to get others they believe are more important. The commission should be familiar enough with current immigration legislation to make accurate recommendations. After each group has presented its position before the commission and all sides have had a chance to negotiate, the commission should come up with a final recommendation.

After the commission has presented its recommendation, ask students to abandon the identities they had in their groups and discuss the issues from their personal perspectives. They should refer to their pro-con positions developed earlier. Has this exercise changed their positions? Why or why not? If they think the policy developed by the commission still presents a problem, what solution do they offer? Remind them of the need to satisfy a range of constituencies as represented in the hearing. Finally, compare their solutions with recently enacted immigration laws. What are the similarities and differences?

Conclude with a discussion of what students learned from the mock hearing. Emphasize the difficulty of reaching decisions when many different opinions are held, and the value of compromise in a democracy.

Enrichment Activities

Use the following activities to enrich your unit on immigration. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Tell each student to take a personal stand on one of the following questions:
 - Do immigrants take jobs away from Americans?
 - Will immigrants blend into the United States?

Have students support their position by researching books, newspaper articles and editorials, newsmagazines, documentary films and videotapes, and employment and education statistics. They may also want to interview professionals such as teachers and social workers who work with immigrants.

On the day the research is due, group students according to the stand they have taken on each question. Allow students in each group time to exchange the evidence they have gathered to support their opinion. Have each group choose two students to represent it in a panel discussion in front of the class, advocating and criticizing each position in turn so that every student can benefit from all research.

2. In a letter to the editor or in an editorial submitted to the school newspaper, students should briefly but convincingly state their position on the most recent legislative proposals dealing with immigration.

3. Students interested in extra activities on the topic of immigration may wish to select one or more of the following activities:

- a. Contact their senators and representative to find out their positions on various pieces of immigration legislation. Discuss legislators' positions in light of the location and demographic character of your state and region.
- b. Trace their own family tree, highlighting family members who immigrated to the United States. How did past immigration policy affect their ancestors? Would their ancestors face any problems if they wanted to enter the United States today?
- c. Interview a recent immigrant to the United States to find out why he or she came. Do the new immigrants believe the United States is "the land of opportunity"? What surprised them most about this country? What problems have they encountered?

Energy

Student Objectives

Students will:

1. Compare free market and government regulated approaches to a national energy policy.
2. Evaluate costs and benefits of alternative energy sources.
3. Evaluate conservation and production approaches to addressing the energy needs of the United States.

Activities

1. Write “energy crisis” on the board and create a word network by asking students to respond with words and terms that “energy crisis” brings to mind. List responses on the board. Leave enough room between early responses so that the list can be expanded. Draw lines connecting later responses to terms listed earlier. For example, you may have lines connecting “energy crisis” to “oil” to “Middle East” and then to “embargo.” Occasionally stop and ask students to explain why they thought of a particular word or term. What triggered their choice?

When you have finished compiling the list, discuss students’ reactions to their word network. Near the end of the discussion tell the class that some experts predict that world oil reserves will last less than fifty years at current levels of consumption. Then, while reflecting on the list, ask them to develop two categories of statements:

- information we think we know about the energy crisis
- information we would like to know about the energy crisis

Briefly discuss their statements and post them on the board for reference during the study of the unit.

2. Ask students to write a one-page paper describing a day in their life if suddenly there was no more oil. Select several students to read their essays in class and then lead a discussion on why they should be concerned with energy issues. Emphasize that virtually every aspect of their lives currently is affected by oil.

Terms and Concepts

- acid rain
- alternative energy sources
- Arab oil embargo
- Department of Energy
- energy crisis
- energy-efficient
- fossil fuels
- free market
- oil glut
- oil reserves
- Organization of Petroleum Exporting Countries (OPEC)
- price decontrol
- renewable energy sources
- synthetic fuels
- windfall profits tax

3. Give students one minute to scan the "Background" section in "Energy." Then, ask them to write three questions that they would expect to be answered in these pages. Have several students read their questions and explain why they think the questions will be answered in the reading. Ask how they arrived at their questions with just a quick scan of the material.

Suggest to the class that the heads in *Current Issues* provide a good clue about questions that will be addressed and that they should always scan them first before reading the text. Use the following examples to make your point:

| <i>Head</i> | <i>Question</i> |
|-----------------------------------|---|
| Energy Means Growth | How does energy promote growth? |
| Oil Becomes King | Why did oil become king? |
| Alternative Energy Sources | What are alternative energy sources? What are their strengths and weaknesses? |

Then have students form groups of eleven (or whatever is convenient depending on size of class). Assign each student in each group one of the eleven heads in "Background." Ask each student to develop a question for his or her assigned head and answer it. Then, have all students read all of "Background" and record important information for each section, but remind them they are primarily responsible for the section they were assigned.

After they have had sufficient time to prepare, groups should get together and each student should ask his or her question and lead a group discussion. Others should share information that they felt was important in that particular section. When everyone has had a chance to lead a discussion, wrap up the activity with a general discussion of the reading.

4. Now that students have an idea how to develop questions from reading the heads, have them read the "Current Issues" part of "Energy" and write one question for each section following a head. List students' questions on the board and discuss the reasoning linking the heads with their questions. Group questions into two categories:

- What should be the federal government's energy policy?
- What are the most promising alternative sources of energy and their costs and benefits?

Then, individually or in small groups, have students assume that they have been appointed policymakers in the Department of Energy. Their task is to respond in writing to the questions on the board. To help students complete this exercise, suggest that they complete **Worksheet 10** and **Worksheet 11**. Urge them to use not only *Current Issues* but other resources to complete the worksheets. After completing the worksheets, they should prepare their energy policy and tell what energy sources they would promote. Individuals or groups may then submit position papers to the whole class, inviting everyone to agree or disagree.

Enrichment Activities

Use the following activities to enrich your unit on energy. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Make several copies of **Worksheet 12—Energy Survey**—for each student. Tell them to survey at least three people over the age of thirty-five and three people under the age of thirty-five. Questionnaires can be anonymous, but students should record the respondent's age, sex, and level of education.

Students should come to class with their completed survey forms. Have them total, for each question, the number of A's, D's, and U's. Responses of the entire class may be computed also. How do people feel about each question? Are there contradictory responses from some individuals? (For example: Did anyone agree with both questions 4 and 6?) What did students learn from this survey? Are some people unaware of the facts about energy?

If possible, analyze the data to see if there are differences between older and younger people, males and females, and those with higher and lower educational levels. A computer would be particularly helpful in analyzing the data. See if there is a student volunteer who might enjoy this work.

Finally, the results of the class survey would make an interesting article for the school or local community newspaper. Again, a student volunteer might benefit from this activity.

2. "The challenge for U.S. energy policy in the next century will be to ensure stable supplies of energy at as low a price as possible." This quote refers to the "challenge" before America. In a fictional essay, have students predict how their grandchildren and great-grandchildren will meet this challenge in 2095. What will their lives be like? How will they obtain their energy? What will it be used for? Encourage students to use their imaginations in writing this essay. Don't restrict them to a certain length or style of writing. Their creativity may contain some potentially useful solutions to the energy dilemma we now face.

3. In cooperation with the science department, have students do research or develop a science project on Three Mile Island or Chernobyl, acid rain, nuclear waste, the Environmental Protection Agency, synthetic fuels, or another energy related topic of their choice. These projects should be shared with students in both the social studies and science classes.

Environment

Student Objectives

Students will:

1. Evaluate public policy options such as reducing acid rain and charging polluters for the cleanup of the environment.
2. Learn steps they can take to protect the environment.
3. Describe how public priorities influence the actions of government.
4. Explain how environmental issues are examples of interdependence and individual civic responsibility.

Activities

1. One week before beginning this unit, ask students to begin collecting newspaper and newsmagazine articles about environmental issues. Then, on the first day of the unit study, ask students to summarize the articles and share them with the class. After each article has been summarized, have students pick one word or term to describe the article or their feelings about it. List these words on the board. After everyone has shared at least one article, discuss the words and terms on the board. What tentative conclusions can they draw? What do they think they know about the environment? What would they like to know? Why is the environment an important issue?

2. Have students keep a detailed log of their activities for one morning. Then ask them to identify how each activity may have affected the environment. For example, if they record that a radio alarm woke them to begin the day, they might consider if manufacturing the radio or producing the electricity to power it had any effect on the environment. If their next activity was taking a shower, they would probably think about how the water was heated and what happened to the drained water. Select several other daily activities and discuss their environmental implications. Discuss the relationship between their standard of living and the environment. Ask students what steps they might take in their everyday lives to protect the environment.

3. Begin by asking students to scan the first page of "Environment" in *Current Issues*. What key issues do they think this chapter will address? What evidence can they provide to support their conclusions? After briefly discussing the introductory page, students should read "Background" and complete **Worksheet 13**. Then, have them analyze the worksheet and use it to answer the following questions:

Terms and Concepts

- acid rain
- carcinogen
- Clean Air Act
- Clean Water Act
- Environmental Protection Agency (EPA)
- greenhouse effect
- Love Canal
- nuclear waste
- organic waste
- ozone
- pesticides
- pollution
- Superfund
- toxic waste
- urban runoff

- Is the world facing an environmental crisis or have the problems been exaggerated? Why or why not?
- Has legislation been effective in dealing with environmental issues? Should the government take additional action? Why or why not?
- Is today's environment better or worse than it was twenty years ago? Explain your answer.
- Would you be willing to pay more for products or in taxes for stricter environmental protection? How might that affect your standard of living?

Use students' answers to these questions as a basis for a class discussion.

4. Ask students to read "Current Issues" in the environment chapter and complete **Worksheet 14**. When they have completed the reading and the worksheet, they should do the following:

- Identify one local environmental issue that they would like to study further, such as a coal-powered electric plant, a nuclear power plant, a chemical plant or industrial user of dangerous chemicals, a medical or research facility using nuclear materials, or pollution caused by car exhaust fumes.
- After identifying a local issue, have students develop questions and possible policies for dealing with the issues. They might want to ask knowledgeable representatives from business, government, and interest groups to respond to their questions and policy ideas.

After students have developed their questions and gathered their information, lead a discussion about local environmental issues. What solutions do they have for dealing with local problems? Do they think local issues can be handled locally or will they require federal intervention? Do students think the federal government should take a larger or smaller role in protecting the environment? Near the end of the discussion, ask them to react to the following statements:

- All federal environmental legislation should be repealed
- Federal environmental laws should be tougher than they are now.
- Local environmental issues should be handled at the local and state level.
- Federal pollution standards should vary depending on the area of the country rather than being the same throughout the whole nation.
- Automobiles should be subject to tougher pollution standards than they are now.
- Automobiles should not be equipped with anti-pollution equipment because it drives up the cost of cars and reduces gas mileage.
- Factories producing products harmful to the environment should be closed.

Add similar statements about environmental issues facing your community to bring the issue to the local level.

5. Inform students that they are going to debate the following topics:

- Economic considerations should take priority over environmental issues.
- The U.S. government should act to reduce acid rain.
- Polluters should pay the cost of environmental cleanup.

Divide the class into six groups. Each group must be prepared to debate either the pro or con side of all three topics. Give students sufficient time to use current resources to prepare their debate. Suggest that one or two students from each group collect information on each topic and then teach the rest of the group about it. Each group can choose an "expert" on each issue to speak for them in the debate.

On debate day, assign each group its topic and side. Designate a student or yourself as debate moderator to keep the discussion moving. Conclude each debate with a brief discussion highlighting the strongest arguments made by each side.

Poll the class to determine which position was most popular and why. Which arguments were most persuasive? Were students swayed by emotional appeals or by arguments based on fact? What does this suggest about techniques of persuasion? Have the arguments changed anyone's attitude or behavior regarding environmental issues?

To conclude the debate session, lead a discussion on priorities. Suggest that we all value some things more than others and the choices we make often reflect our personal priorities. Ask students to identify some of the values discussed during this unit. Can they think of ways in which their behavior reflects their values and priorities? Suggest that whenever students have to make a decision they should be aware of their values and priorities and how such values and priorities might influence that decision.

Enrichment Activities

Use the following activities to enrich your unit on the environment. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Have all students select the one local environmental issue they think is most pressing. Students should gather information on this problem and then identify what legislative or regulatory actions they believe are necessary to alleviate the problem. Easing their choice on their fact finding, tell them to choose one or more of the following activities:

- a. Write or telephone the local offices of their senators and representative. Find out where these legislators stand on this matter and what they propose as a solution. Legislators will make their opinion known over the phone or in a follow-up letter.

- b. Produce a flyer based on facts they have gathered and suggest action they think would be appropriate. If possible, they can distribute the flyer in their classes, school, church, and community.
 - c. Create a display using newspaper and newsmagazine clippings relating to the issue they selected. Make it as eye-catching and interesting as possible.
 - d. Voice their concerns on this issue in a letter to the editor of their local or school newspaper. If possible, explain how this problem affects your community—both directly and indirectly.
- 2.** Ask students to pretend they are a presidential spokesperson for the Bush administration. A decision has been made to open federal land to energy developers. They should write a letter, which will be placed in a time capsule to be opened in one hundred years, explaining this action to future generations.
- 3.** Have students find out which local environmental groups are active in their area. Is there a branch of the Sierra Club, National Audubon Society, Defenders of Wildlife, or Friends of the Earth? Students should tell the class how to contact or join these groups. Also, they should talk to federal agencies in their area—the Environmental Protection Agency, National Park Service, U.S. Fish and Wildlife Service, and the National Marine Fisheries Service—to find out if federal budget cuts have affected their local area. Students should ask what programs have been cut, if people have been laid off, and what level of environmental protection the agency can now provide.

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Agriculture

Student Objectives

Students will:

1. Develop and evaluate a variety of alternative federal policies toward farm price supports, international agricultural markets, and assistance for farmers unable to pay their debts.
2. Identify major factors prompting a "farm crisis."
3. Analyze current agricultural issues from a historical perspective.
4. Describe economic concepts such as free markets, supply and demand, foreign trade, and balance of payments.

Terms and Concepts

- balance of payments
- corporate-owned farms
- family farms
- Farm Security Act of 1985
- free market
- irrigation
- market prices
- parity
- price supports
- set-asides
- soil conservation
- subsidies
- supply and demand
- target prices

Activities

1. Begin a class discussion by providing students with the following information:
 - In 1940, 30.5 million people in the United States were farmers. In 1988, 1.2 million people were farmers.
 - In 1977, federal payments to farmers were slightly more than \$5 billion. In 1987, payments were \$18 billion.
 - Some experts say that about 1,000 U.S. farmers declare bankruptcy each week.
 - Because of governmental subsidies in Europe and lower land costs and standards of living in South America, farmers from those areas can sell food on the international market for lower prices than U.S. farmers.
 - The average age of an American farmer is more than fifty years old.

Now, discuss the following questions with the class:

- Are you surprised by any of this information? If so, what and why?
- Does any of this information seem contradictory?
- What trends can you infer from this information? What are the implications?
- Is there a "farm crisis"? How would you describe it?
- Based on this evidence, are there additional questions you would like to ask? Where might you find the answers to those questions?
- How might the trends and issues you have identified influence your life?
- Why should you care if there is a farm crisis?

Introduce the key questions as additional issues to be examined if students have not already identified them as important.

2. Provide students with a brief, but rich, summary of farm issues during the Populist and Depression eras and have them complete the chart at the top of **Worksheet 15**. Then, have students read "Agriculture" in *Current Issues*, and complete the rest of the worksheet. Organize students into groups of three. Each student in a group should be responsible for sharing data from one of the worksheet columns. After each student has shared his or her data, others can add any additional information they have gathered.

When the groups are satisfied that they have collected all the important information, ask each group to share its findings with the rest of the class. They should discuss the similarities and differences among the three historical periods. Are the problems faced by farmers today similar to those faced in the past? Are the problems more or less serious than in the past? Why or why not?

3. Organize a mock press conference to address agricultural issues. Ask students to assume that, because of the productivity and reputation of U.S. farms, newspaper reporters from around the world are coming to study American agriculture and government agricultural policies. The students, as representatives of the groups listed below, have been invited to meet with these reporters.

Divide the class into five equal groups, each representing one of the following:

- board of directors of a large corporation owning many large farms
- an organization representing small family farmers
- taxpayers
- consumers
- grain exporters

Provide students with time and resources to research and answer the following questions, and to adopt a position that they believe would be consistent with the views of the group they represent. Be prepared to give some help to groups as they try to articulate the interests and values of the people they represent. Students should use all resources available to them to answer the following questions from the perspective of their group.

- Should the government end all payments to farmers? Should it increase payments to farmers?
- Should the government take steps to help U.S. farmers compete on the international market? If yes, what steps do you recommend and why? If no, why not?
- Should the government help farmers who cannot pay their debts? If yes, why? If no, why should the government not help?

- What problems does your group face regarding agricultural issues?
- What are your recommendations for addressing those problems? Are your recommendations fair to everyone?

Include additional questions that may have been raised in previous class discussions.

After the groups have had time to write answers to the questions, call the news conference. Each group should appear one at a time and field questions from the rest of the class, which is now representing the reporters. Remind the reporters that their questions should be similar to those researched by each group. The reporters should not ask surprise questions. Follow-up questions are appropriate if they relate to the original question. Each group should decide who will speak for it or if all group members want a chance to speak.

At the conclusion of all the presentations, ask the class to select the best point made by each group while defending its position. Discuss with the class how the policy recommendation made by each group would influence the other groups. Each policy recommendation should be examined from the standpoint of issues such as its effect on family farms, corporate farms, and world markets. Discuss with students how agriculture is influenced by laws of supply and demand, export tariffs, and the free market.

You may want to invite actual representatives of a corporate farm board, a family farm organization, a taxpayer group, a consumer group, or a grain exporter to class. They could assume several roles. For example, they may help their student counterparts respond to the questions, or they could critique student responses. They could engage in a panel discussion after the students present their views, and the students could compare their responses with those of the actual group representatives.

Enrichment Activities

Use the following activities to enrich your unit on agriculture. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Government's role in farming has increased since the 1930s. The following activity will help students analyze the effectiveness of the government's programs after they have read "Agriculture" in *Current Issues*.

Divide the class into six small groups. Assign each group one of the following topics:

- What are the benefits of setting target prices?
- What problems are caused by setting target prices?
- What are the benefits of guaranteed loans as price supports to farmers?
- What problems result from guaranteed loans that are given to farmers as price supports?
- What are the benefits of paying farmers to take land out of production?
- What problems result when farmers are paid to take land out of production?

In fifteen to twenty minutes, have the groups skim the *Current Issues* chapter, discuss their questions, and come up with a list of the problems or benefits relating to their topic. Ask a representative from each group to write the question on the board and briefly summarize the group's answer. In the class discussion that follows, have each group explain its answer more fully. Encourage other class members to add to their list of problems and benefits or to question a response. Are some points listed as both an advantage and disadvantage of the same farm program? Students will enjoy sorting out the distinctions among the responses.

To summarize this activity, ask students the following question: To what extent should the government be involved in farm production? Ask students with strong opinions to voice them to the group, using the facts gleaned from this activity. Can the class agree on an answer to this question? Assuming they cannot, what does that tell them about the complexity of the issue in the national arena?

2. *Current Issues* states that most proposals to raise the income of farmers would also raise food prices for consumers. Some policymakers believe American consumers can afford to pay more for food to help improve the health of the farm industry.

This activity involves writing a feature story along the lines of the "human interest" stories that frequently appear in newspapers and magazines. Ask each student to interview an individual or family on how an increase in food prices would affect them. Have students provide a demographic profile of their subject. Tell students to include in their story as many direct quotes as possible, as well as facts about their subject's food budget and percent of income spent on food each year.

Students may wish to profile their own family for this story, or they may choose a friend they believe would make an interesting subject. Students need not know the subject well, because interesting stories can be written about senior citizens, the disabled, or even college students. Some students may decide to profile a local farm family.

After all the stories have been written, have students post them on a class bulletin board. Encourage students to read all the stories within a period of a few days. Tell them to draw some conclusions about which groups would be most affected by a food price increase and why. Is the statement made at the onset of this activity—that American consumers can afford to pay more for food—true for the people interviewed by your students?

3. President Bush proposes to gradually phase out agricultural subsidies over the next several years. In a short paper, have students analyze the president's solution from two points of view: (1) that of the government, and (2) that of a farmer. Students should supplement the material presented in the *Current Issues* chapter with at least two articles from newspapers or newsmagazines. Be sure they credit their sources where necessary.

Once the papers are complete, have students reread their responses. What are their positions on this issue? Ask students to explain their positions in three to four sentences at the end of the paper.

Now that students have become experts on price supports, tell them to share their opinions with their senators and representatives in Washington via a letter, telephone call, or mailgram when Congress is considering farm issues.

Crime

Student Objectives

Students will:

1. Examine the constitutional issues raised by handgun registration, protections for suspected criminals, the death penalty, and discretionary sentencing.
2. Explain the causes and costs of crime.
3. Identify ways to implement steps to reduce crime in their area.

Activities

1. Give all students five copies of **Worksheet 16—Crime Survey**—and ask them to conduct the survey in their community. Suggest they contact family members, neighbors, and friends. After students complete the survey—give them a time limit—tabulate the results and compute distribution of responses by percentage.

Lead a discussion based on the results of the survey. What do these figures suggest about community attitudes toward crime and related issues?

Ask students to fill out the survey themselves and compare their own responses with those of the community. Are they the same or different? Why? Did any of the responses surprise students? If yes, which ones and why? What inferences might students draw about their community and themselves based on this data?

Probe carefully to be certain that students support their inferences with evidence. Define inferences and explain that they can be wrong. Remind students that they must find evidence to back their inference and that they must be open to accepting other explanations of the data.

Inform students that this unit will focus on a variety of crime-related issues including causes and costs of crime, handgun registration, the death penalty, the rights of criminal suspects, sentencing, and steps to be taken to reduce crime in their community. Briefly discuss these issues and ask students to think about why crime is an important topic for them to study. Finally, have them develop three or four questions that they would like answered during the study of the unit. Suggest they keep them on hand during class discussions.

Terms and Concepts

- capital punishment
- career criminal
- cruel and unusual punishment
- Exclusionary Rule
- Federal Bureau of Investigation (FBI)
- gun control
- household crime
- mandatory sentencing
- *Miranda* ruling
- parole
- unreasonable search and seizure
- violent crime

2. Have the students work individually as they read "Background" in *Current Issues* and list five pieces of information from those pages that they feel are particularly important. For example, from the section "Crime in America," a student might write, "34.2 million criminal offenses occurred in 1986." They should be prepared to justify the importance of the bits of information they selected. Then they should place a star beside the item that they believe is most important. Tell each student to make a copy of his or her most important item and give it to you. Post the following chapter heads on a bulletin board and pin the students' items below them.

- Crime in America
- Fear of Crime
- What Causes Crime?
- Cost of Crime
- Legal Rights for Suspected Criminals

Next, tell the class that they will have five to ten minutes to walk around the room and teach their fact to as many people as they can. Urge them to be as persuasive as possible.

After ten to fifteen minutes, begin rephrasing the students' facts into questions and posing them to the class. Try to cover every item under each category. While discussing individual items, determine who wrote the item and why he or she thought it was important. Avoid duplicating identical or similar questions. When all items in a category have been covered and students have defended their choice of facts, discuss any further questions they may have.

3. Before students read *Current Issues*, divide the class into five groups (if you have more than thirty students in your class, use ten groups) with one of the following topics assigned to each group:

- gun control
- sentencing guidelines for federal judges
- overcrowded prisons
- the death penalty
- weakening constitutional protections

Each group is to complete **Worksheet 17** for its topic and be responsible for reporting back to the entire class. Give students sufficient time to research their topic and urge them to use current periodicals and other sources of information. After groups have finished their research and completed Worksheet 17, have them report their findings back to the class and allow the rest of the students to question them. As the teacher, you may want to play devil's advocate by pressing groups to explain their reasoning. Encourage their classmates to pose tough questions to the presentors.

4. Have students identify crime "hot spots" in your community by following the local crime report in the paper, inviting a police officer to the class, or interviewing an authority in the police department. Encourage them to find out what kinds of crime are easiest to prevent through citizen awareness. Where do these crimes occur most frequently in your community? What steps could students take to reduce crime? Ask them to find out about neighborhood watch programs. If they exist, students can find out how they can help promote them or be involved. Invite a police officer to come to class or to a parents' night to discuss ways of protecting persons and property from crime. Discuss other ways you and your class can help to reduce crime in your community.

Enrichment Activities

Use the following activities to enrich your unit on crime. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Invite guest speakers to "face off" on the crime issue in a class panel discussion. Speakers can be suggested by you, your students, or drawn from a list of volunteer speakers available to the school. Try to choose representatives from among the following groups and agencies: American Civil Liberties Union, police department, state attorney's office, National Rifle Association, handgun control groups, parole boards, juvenile crime agencies, a crime victim, a convicted criminal, or other individuals of interest to the class. Have students call or write to arrange the participation of the speakers.

Once guests are scheduled, tell students to submit their questions to you for approval. Using these questions, guests should focus the discussion on a few specific issues, and should allow time for questions from the floor. Have students select three or four questioners from the class to organize the questions and serve on the panel. Have all students prepare by reading and researching these specific issues, sharing their findings with the panel. If possible, share these broad issues with the guests a week or so before the scheduled presentation.

On the day the speakers arrive, have one student greet them, another introduce them to the class, and another write thank-you notes once the session is completed. After the discussion, have students evaluate the speakers. How knowledgeable were they? What did students learn that they did not know before? Did any of the speakers' careers appeal to them? What more do students want to know about the issues at hand? Would the students recommend this speaker to another class? Why or why not?

2. Most students have a strong opinion on the issue of handgun control. Have each student design a poster, advertisement, or leaflet reflecting his or her personal feeling on this issue. Have a classroom display to allow students to critique each other's work once it is completed. Which pieces are most effective? Why? Are any arguments faulty? Did any pieces change students' opinions?

3. Have each student contribute an article or story to a classroom newsmagazine titled *Crime in America*. The thrust of the newsmagazine is to inform teenagers on crime-related issues. Some possible topics for feature articles are:

- The exclusionary rule—how does it affect you?
- Does crime pay?
- Can criminals be rehabilitated?
- crime and poverty in your community
- drug trafficking and organized crime
- family violence and teens
- Who are the career criminals?
- cost of crime to you
- *Miranda* ruling
- prison violence
- Mandatory sentencing—do you agree?
- pros and cons of plea bargaining
- Is capital punishment a deterrent to crime?
- capital punishment and discrimination

Have students or family volunteers type each article after it has been researched, written, and edited. If possible, ask students to illustrate their articles with drawings or photographs. Your school newspaper may have copy equipment that can be used to make the students' publication look more professional. An eye-catching cover would be ideal.

Once the newsmagazine is completed, copies can be distributed to school and community members, or perhaps it can be sold at a minimal charge to cover printing costs.

Foreign Policy Issues

The Soviet Union

Student Objectives

Students will:

1. Describe U.S.-Soviet relations since 1945 and the effect of ideology on those relations
2. Evaluate current U.S. policy toward the Soviet Union.
3. Examine both sides of U.S.-Soviet relations and how they affect the rest of the world.
4. Speculate on future relations between the United States and the Soviet Union.

Activities

1. Have each student select three to five words that he or she thinks best describe the Soviet Union. Students should state their words while you write them on the board. Challenge students occasionally, and ask them to explain why they selected certain words. After the list is complete, discuss where they got their images of the Soviet Union.

Then ask the class to rate each word with a minus sign indicating a negative connotation, a plus sign indicating a positive connotation, or a zero indicating a neutral connotation. Total the pluses and minuses and compare them. What are the implications of this total? What do students think would happen if Soviet students did a similar exercise about the United States? What implications do such results have for international cooperation?

2. Ask students to write five statements that they believe accurately describe the Soviet Union. Then have them rate each statement from one to five according to its importance to the world. Also, have them rate each statement for its importance to themselves. Ask students to read one of their statements in class, and explain why they rated the item as they did in terms of world and individual importance. Challenge statements that seem contrary to fact. Students should then prepare questions about the Soviet Union that they would like answered, and save their questions for future discussion.

3. Have students read "Background" and complete the timeline exercise on **Worksheet 18**. They should select major events in U.S.-Soviet relations and place them in appropriate spots along the timeline. Then ask them to rate each five-year

Terms and Concepts

- cold war
- detente
- domino theory
- *glasnost*
- Helsinki Accord
- Intermediate-range Nuclear Forces
- North Atlantic Treaty Organization (NATO)
- *perestroika*
- SALT I
- SALT II
- sphere of influence
- Strategic Arms Limitation Talks (START)
- Strategic Defense Initiative (SDI)
- Warsaw Pact

period from one to five—five indicating a very positive relationship and one indicating a very negative relationship.

When students have had sufficient time to complete the exercise, discuss the events they selected. Fill in the important omissions. Then, total the scores, write them on the board, and talk about them. Students should explain their ratings and compare them with one another. Discuss which incidents were most significant and why.

After the important events have been identified, pair up students and have them select one event. One student will write a newspaper article for the *Washington Post* and the other for *Pravda*. Ask the pairs to read their articles in class. Compare the two reports. How are they similar? How are they different? What does this suggest about how perspective can influence interpretation of facts?

4. Display a large political map of the world and compare the locations of the United States and the Soviet Union. Then discuss those locations. Which nation would probably have the greatest concerns about security? Why? Briefly summarize Soviet history, emphasizing its vulnerability from both east and west and its war losses in this century. Ask students how the location and history of the Soviet Union might influence its leaders.

5. Tell students that they are journalists working for a major national newsmagazine. They are going to investigate three areas of U.S. policy toward the Soviet Union:

- U.S. interpretation of Soviet motives
- How the United States should respond to communist movements in other nations
- U.S. stance with regard to human rights in the Soviet Union

Divide the class into six groups of equal size, assigning two groups to each of the three topics. They should investigate their topic and write a story for their magazine.

Students should read *Current Issues* and use outside sources to gain an overview of the topics. Give them sufficient time to do their research. While writing their articles, they should pay particular attention to *glasnost* and its implications for U.S. policy. Does *glasnost* present a golden opportunity or is it simply a cover for business as usual? Will *glasnost* increase or decrease the likelihood of a change in international tensions? Urge students to offer evidence supporting their positions. The appropriate groups should focus on different definitions of human rights. Those students may want to compare the U.S. Bill of Rights with its counterpart in the Soviet constitution.

When articles are finished, ask students to hand them in. Then, make copies and distribute all six articles to every member of the class. Discuss them. Compare articles written about the same topics. Do students think the United States should attempt to influence events in other countries? Why or why not? What methods should the United States use? Do they favor diplomatic methods, military methods, propaganda?

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Enrichment Activities

Use the following activities to enrich your unit on the Soviet Union. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Give students their choice of three activities using original sources.
 - a. Select two or three events described in "The Soviet Union" in *Current Issues* that are of particular interest to them. Tell students to visit a large library and trace the event through original newspaper and newsmagazine articles. What is their perception of the events as reported at the time? Does it alter the view they formed from reading the text? Have students share their findings with the class, and place copies of original articles on the class bulletin board.
 - b. Read newspapers and newsmagazines to find out what has taken place in U.S.-Soviet relations since President Bush took office. Have representatives of the two sides met since Bush became president? What topics have they discussed? Students should speculate on what to expect next.
 - c. Interview their parents, grandparents, and other friends and relatives on their memories of events involving the Soviet Union. For example, have them interview someone who lived through World War II. Suggest they ask the following types of questions:
 - What are your memories and perceptions of events during this time?
 - What influenced your opinions of the Soviet Union?
 - How do you feel about the Soviets now?

Do their opinions differ from those of the student? If so, how? It would be interesting to have students tape-record the interview and share salient portions with the class. It would be especially exciting to have students invite a panel of speakers to address the class. Have students speculate on what it would have been like for them if they had lived at that time.

2. In class, locate the Soviet Union and the United States on a world map. A topographic map would be best. Ask students the following questions:
 - What are the major geographical differences between the Soviet Union and the United States?
 - How have these differences affected the historical, economic, and political concerns of both countries?

As students offer answers, list them on the board. Discuss climate, natural resources, size, access to the sea, and so forth. Then divide the class into groups representing Eastern Europe, the Middle East, Latin America, and Southeast Asia. Each group should be prepared to locate its area on the map and discuss how that area's location has affected its relations with the Soviet Union. The concepts of "spheres of influence" and the "domino theory" can easily be brought into this discussion.

3. Have students write a letter that they could send to their senators or representative with their views on U.S. relations with the Soviet Union. The letter should affirm their support for the Bush administration's policies, or it should oppose them, specifically stating how their personal views differ. Discuss the Bush administration's policies toward the Soviet Union.

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Defense

Student Objectives

Students will:

1. Define and apply the concept of national security.
2. Explain the evolution of current U.S. defense policies.
3. Evaluate defense policies of the United States.
4. Explain the uses and limitations of military power.
5. Compare arguments for and against increasing defense spending.

Activities

1. Have students complete **Worksheet 19—Student Pretest**—and use it as a basis for discussing defense issues. Pay particular attention to student responses to items two and three on the pretest. These questions should give you a good idea about student attitudes toward defense and should lead to a lively discussion.

Introduce the concept of national security and discuss whether military power is the only measure of national security. You might point out that the United States has more firepower in one bomb now than it had in all of the weapons fired in World War II. Does that mean we are more secure today than we were in 1945? Why or why not? Have students tell what they think national security means. Be sure to include such factors as geography, resources, economic wealth, and allies.

Also pay particular attention to responses to items six and seven in the pretest. Just as with items two and three, you might want to use them to lead into a discussion of the effect of national defense on the U.S. economy—or on the Soviet economy. Ask students what they think this pretest says about their knowledge and attitudes about defense. Why should defense issues be of interest to them? Conclude the activity by having students jot down questions about defense they would like to have answered during the study of this unit.

2. Ask students to assess the impact of defense spending in your area. Suggest they use the white and yellow pages of your phone book to find examples of what may be defense-related businesses and operations such as military recruitment offices, military bases, and industries with defense contracts. Individual students probably know companies that do defense-related business. Discuss the items they find and write them on the board. Discuss the economic impact in your community. How would increased or decreased defense spending influence your community? How would it affect them and their family?

Terms and Concepts

- arms race
- B-1 bomber
- B-2 (Stealth) bomber
- burden sharing
- conventional forces
- deterrence
- mutually assured destruction (MAD)
- national security
- “peace through strength”
- Strategic Defense Initiative (SDI)
- triad
- War Powers Act of 1973

3. Have students read "Background" in *Current Issues* and work in pairs to complete **Worksheet 20**. Encourage students to read other sources of information about defense issues while completing the worksheet. Then conduct a class discussion using the students' responses on the worksheet.

4. Divide students into three groups of eleven. If you have extra students or not quite enough to fill out a group, you can adjust or double up on several items. Then tell them that each group owns a magazine company and they are going to publish an issue featuring one of the following topics:

- increasing or decreasing U.S. defense spending
- developing or abandoning SDI
- repealing or strengthening the War Powers Act

Allow each group to choose its topic, but make sure no groups pick the same one. They do not have to choose a side. You want them to investigate both sides of the issue. Each of the eleven students will do one of the following parts:

- the cover
- letters to the editor—both pro and con
- cartoons—both pro and con
- quotations by famous people
- a persuasive editorial
- an advertisement by a military contractor or group opposed to the military, or both
- a hard news article on the focus topic and appropriate pictures or drawings
- several maps, graphs, or charts related to the topic
- a biography section with information on several key people in the controversy
- a review of an appropriate song, book, play, or other relevant work of art—perhaps fictional
- a completed cost/benefit chart (**Worksheet 21**)

Students can volunteer for assignments or draw them out of a hat. Encourage students to choose something they can do well.

This activity will require access to appropriate current events material and time for students to research the issue and prepare their magazines. Work with students to develop writing skills. Show them examples of well-written stories, articles, editorials, and letters.

Give them a deadline and have the entire group put together their final production. Ask them to hand in their magazines and then spend some time discussing them. You may want to make copies for each student to keep or to display in the school library.

Enrichment Activities

Use the following activities to enrich your unit on defense. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Divide the class into four groups. Assign one of the following topics to each group:

- defense spending increase
- burden sharing
- development of the B-2 (Stealth) bomber
- development of SDI

Each group's task is to prepare brief (three to five minute) arguments both for and against each issue. Have them present these arguments to the class. Tell the class they will secretly vote on each issue at the end of each group's presentation. No class discussion will be allowed until all the ballots are in, since judgments and criticisms could affect student voting.

Students will then vote with paper ballots. The votes will be tallied and listed on the board so students can see how their class voted on the issues without peer pressure.

The teacher may need to help the groups prepare their oral arguments to assure a balance of views for each side. Once the votes are tallied, have students discuss the results on each issue. Do any of the results surprise them? Do they think the results would be different if the voting had not been confidential? Why or why not?

2. Students should take on the role of a presidential candidate. Have them prepare a speech to give on the campaign trail in which they address three defense-related issues:

- use of force in other nations
- War Powers Act of 1973
- defense spending and its implications

Have students write a rough draft of their speech. Select the best three or four from the class for polishing and oral presentation.

3. Have students interview at least five friends concerning their opinions about serving in the military. They might ask about mandatory service, voluntary service, college scholarships, and retirement benefits. Ask them to write a news article titled "Students Offer Opinions about the Military" based on what they found out in their interviews and in their readings in *Current Issues* and other sources. The goal is to incorporate fact and opinion in one article. The most thorough and well-written articles can be submitted to the school newspaper.

As an alternative to or in conjunction with student interviews, students may call their local recruiting offices and do some fact finding on topics such as recruitment quotas, starting salaries, obligations of enlistees, and rates of reenlistment. These should then be written into a news article that also can be submitted to the school newspaper.

Central America

Student Objectives

Students will:

1. Explain salient problems in Central America.
2. Examine causes of social unrest in Central America.
3. Evaluate historic U.S. policies in Central America and explain their effect on present policies.
4. Discuss current U.S. military, political, and economic policies in Central America.
5. Describe plans to bring peace to Central America.

Activities

1. Provide students with an outline map of Central America and ask them to identify and write one sentence describing something unique about each country. Then, discuss which Central American countries receive U.S. military or other assistance and how much help they receive. Discuss why they think the United States has spent so much money in Central America. How has U.S. aid affected the region? Would they see any evidence of U.S. influence if they visited Central America?

Have students read "Central America" in *Current Issues* and work in pairs to develop questions they would like to have answered while studying the unit. Share the questions with the class. Finally, ask students to consider all the information examined thus far and offer some reasons why they should study about Central America.

2. After students have read "Background," divide them into groups of seven with each student assigned to one of the countries discussed on those pages. Together, students should share information about their assigned country and complete **Worksheet 22**. After each group has discussed its country, have students examine the Contadora and Guatemala Accord peace plans. Urge groups to focus their discussion on the commonality of problems that cut across national boundaries in the region, and to identify the causes of the social and political instability in Central America. They should talk about how difficult it is for the United States or anyone else to succeed in bringing lasting peace to the region.

Terms and Concepts

- Alliance for Progress
- Oscar Arias Sanchez
- Caribbean Basin Initiative
- Fidel Castro
- Contadora peace plan
- *contras*
- death squads
- Good Neighbor Policy
- Guatemala Accord
- Iran/*contra* affair
- land reform
- Monroe Doctrine
- Nationalist Republican Alliance (ARENA)
- Manuel Noriega
- Daniel Ortega
- Reagan doctrine
- Sandinistas

Conclude the activity by bringing the whole class together and leading a discussion based on students' findings. To what degree have the peace plans been successful? What accounts for their success or failure? What would be the costs and benefits to the United States for each plan? What would be the costs and benefits to Nicaragua? Do these plans address the needs and interests of both the United States and Nicaragua? What solutions do they think the United States can live with?

3. Have students work in pairs. Explain that both are journalists, but one will be writing for a U.S. newspaper while the other will be writing for a Central American newspaper. Students should read "Current Issues" in the chapter, and then write an article describing U.S. policy in Central America and how it has influenced the region. They should describe how people in the region feel about the United States and why they feel that way.

After students have handed in their articles, read each pair of articles to the whole class. Do not identify the writers. Briefly discuss each article. Focus discussion on the frame of reference of each writer. What is a frame of reference? How can it affect a person's viewpoint? Discuss reasons why differing frames of reference may cause misunderstanding on both sides. Also discuss the degree to which past and current U.S. policies have been successful and what factors were responsible for their success or failure. Urge students to read all they can about Central America to identify what kinds of information would be helpful and what kinds of resources might have such information.

4. Tell students that after investing billions of dollars in the region during the past fifteen years, the United States seems unable to bring peace to Central America. Therefore, the president has launched a full scale review of U.S. policy in the area in an effort to achieve American objectives more effectively. Your students, being long-term Central American experts at the State Department, have been asked by the president to evaluate several policies. Divide the class into six groups and assign each group either a pro or a con position on one of the following issues:

- The United States should emphasize military over economic aid to Central America.
- The United States should continue supporting the *contras*.
- The United States should continue providing aid to the government of El Salvador.

Students should research their issue and draw up a group policy statement with recommendations to the president. To prepare properly for this assignment, students will require access to a variety of current issues materials. Ask them to identify additional information that they would like to have to state their positions adequately. Where can they locate such information?

After your students have prepared their policy statement, each group should appear before the class and have a spokesperson read its paper. Tell the groups that they are to make a forceful presentation of their assigned position, but emphasize that later they will get a chance to share what they personally believe. Have the pro and con groups for each issue present their positions and let the rest of the class identify the best arguments on each side. What evidence did they use to support their arguments?

Conclude with a summary discussion where students can express their personal thoughts on each issue. How do they feel about U.S. intervention in other nations? Would they impose any limits on U.S. actions? Which past U.S. actions do they think were appropriate and which were inappropriate?

Enrichment Activities

Use the following activities to enrich your unit on Central America. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Working in small groups, have students develop a Bill of Rights for the World. Compare students' work to the *U.N. Universal Declaration of Human Rights*. Most libraries will have this document or it can be obtained from the United Nations. Have students consider if violations of international human rights should allow a well-meaning country to intervene. For example, would corruption and abuses in Chicago give Canada—as a democratic and basically fair-minded nation—the right or responsibility to invade Illinois with the noble aim of ridding it of corruption? Why or why not? Under what circumstances—if ever—should nations intervene in the internal affairs of other nations?

2. Divide the class into four groups representing the current governments of Cuba, Nicaragua, El Salvador, and Panama. Have each group reread the information presented on its country and prepare to answer questions about its nation's foreign policy, particularly its relations with the United States and the Soviet Union.

Ask each group to select a representative to serve on a Central America panel. Representatives should be seated in front of the class with name plates to identify the four nations. Meanwhile, the remaining group members should prepare three to four questions to pose to their country's representative based on their earlier discussion.

As panel members answer questions from their respective groups, others in the class should jot down questions they wish to ask that nation. If the panel members cannot answer the questions from the class, members of that nation should advise them. Follow-up questions should be encouraged.

3. Tell students to prepare two hypothetical "pen-pal" letters from two members of the same family living in the Central American country of the students' choice. One letter is from a grandparent who remembers past events of his or her country; the other is from a teenage grandchild, who grew up under the nation's present government. Encourage students to take on the roles of these two individuals as they write the letters.

How do the grandparent and teenager react to the current turmoil in Central America? How do they feel about U.S. involvement there? What are their views on the Soviet Union? How do they feel about their civil liberties and freedoms? What are their economic conditions and their standard of living? All in all, how might they react to writing to an American citizen?

The Middle East

Student Objectives

Students will:

1. Explain the origins and evolution of the current problems in the Middle East.
2. Explain the strategic importance of the Middle East.
3. Evaluate U.S. policy in the Middle East.
4. Develop and evaluate proposals for peaceful resolution of the Arab-Israeli conflict.

Activities

1. On the board, list all Middle East countries and the Palestinians. Then, ask students to write a paragraph describing something they know about each one. In all likelihood, students will be able to write little about many of them, but assure them that this does not concern you at this time. Have students hand in their paragraphs and then discuss them, pointing out inaccuracies. Using this activity and reading "Background" in *Current Issues*, students should generate questions that they would like to see addressed. Tell them to keep their questions nearby for use throughout the study of the unit.

2. Give students a copy of the following scenarios or write them on the board and ask them to describe how such events might affect them and their families.

- Syria attacks Israel and all oil-producing nations of the Middle East announce an oil embargo against the United States and any other nation supporting Israel.
- Syria, facing defeat, calls upon the Soviet Union for additional military aid. Israeli planes shoot down a Soviet transport and the Soviets announce that they will attack any planes supplying Israel.
- A terrorist group from Lebanon announces that it will launch a series of bomb attacks against domestic airline flights in the United States.
- Following the death of Ayatollah Khomeini, civil war breaks out in Iran. The Soviet Union sends troops across its border with Iran in an effort to place a pro-Soviet leader in power and ensure access to Iran's oil supplies.
- A surprise invasion by Syria and other Arab nations endangers Israel's survival. Americans pressure the president to send U.S. troops to Israel to protect American citizens and interests there.
- Israel successfully tests a nuclear weapon and then announces that it is annexing southern Lebanon and expects Syria to pull its troops out of the rest of Lebanon.

Terms and Concepts

- Yasir Arafat
- Balfour Declaration
- Camp David Accords
- Holocaust
- King Hussein
- Ayatollah Khomeini
- Palestine Liberation Organization (PLO)
- Shi'ite Moslems
- U.N. Resolutions 242 and 338
- West Bank
- Zionism

Discuss students' responses and the possible impact of such events. Ask students to explain why events in the Middle East should be of any concern to them.

3. Assign each student to one of the "major actors" under "Background" in *Current Issues*. Students should read about their actor and identify one piece of new information about that actor that they feel is particularly important. Encourage them to seek information that not everyone knows. Students should write a sentence stating who they are representing and what their information is, and then give it to the teacher. Allow each student one minute to share his or her piece of information with the rest of the class.

While students are making their presentations, organize their information according to the order of actors in *Current Issues*. After students have finished their presentations, convert their information into questions and use the questions as a basis for a class discussion. Ask as many of the questions as possible and try to spend some time considering each actor. Respond to students' questions. After each question has been addressed, ask the author to justify the importance of his or her selection.

4. Tell the class that they are a group of Middle East experts employed by the U.S. Department of State. The Bush administration has decided that the risk of accidental war involving the superpowers and the continuing threat of terrorism are so great that the United States must launch a new effort to bring peace to the region. Divide students into groups of eight with each person in the group representing one of the following interested parties: Egypt, Israel, Jordan, the PLO, Palestinians who reject PLO leadership, the Soviet Union, Syria, and the United States.

Students should read *Current Issues* and use other sources to complete **Worksheet 23** first. To represent accurately the views of the various interest groups students will need time and access to a range of resources on the topic. After individuals have gathered sufficient information to represent their interest group adequately, the groups should meet to devise a peace plan that they feel is fair to all parties and has some hope of being accepted by the major actors. Since it is unlikely that everyone will agree, the students must compromise and try to reduce the opposition. As part of its peace plan, each group must make recommendations about the following:

- The United States should support an independent Palestinian state.
- The United States should insist that Israel return occupied lands.
- The United States should support U.N. Resolutions 242 and 338.

The U.N. resolutions might be a good starting point for the meetings. A careful analysis of each group's response to those resolutions may serve to lay the foundation for their peace plan. Because of the constantly changing positions of the interested parties, it is critical that students examine not only background information, but current resources as well. Suggest available resources and ask students where they think they might find them.

When each group has what it feels is an acceptable plan for bringing peace to the region, it should present its plan to the class. You may want to invite representatives

of various interest groups to the presentations. If possible try to be balanced and invite representatives of differing perspectives to critique students' work.

Conclude by discussing the problems and demands of each group. Discuss the problems for U.S. policymakers presented by the situation in the Middle East. Ask students about compromise and the difficulties they had in agreeing on a plan in their group. Relate those difficulties to the real world.

Enrichment Activities

Use the following activities to enrich your unit on the Middle East. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Post a large map of the Middle East and use red yarn to make lines between countries with hostile relationships—Syria and Israel, Iran and Iraq, and so forth. Then, use green yarn to connect Soviet allies to a point above the map representing the Soviet Union, and yellow yarn to connect U.S. allies to a point left of the map representing the United States. Attach to each piece of yarn a tag indicating how long the conflict or alliance has been in effect. Discuss the map. What inferences might students draw from the map? Why are the United States and Soviet Union interested in this area? Consider both location and resources.

2. Have students cite specific examples of how each of the following factors has contributed to a lack of peace in the Middle East:

- religion
- national identity
- revenge
- paranoia
- racial hatred
- interference from outside nations
- oil resources

Ask students to select two of their examples and hypothesize ways that peace might be achieved if those factors could either be limited or used to advantage. Does it seem realistic that peace will be achieved in the Middle East?

3. Tell students to divide a piece of notebook paper into two columns. Ask them to list the dangers of involvement by the superpowers—United States and Soviet Union—in the Middle East on one side and the advantages of superpower involvement on the other. Have students complete the following sentence on the back of the page with their own opinion: "When it comes to involvement in the Middle East, the superpowers should _____."

International Trade

Student Objectives

Students will:

1. Examine the interdependence of the U.S. and world economies.
2. Discuss reasons for the U.S. trade deficit.
3. Explain cause and effect relationships between the federal budget deficit, the trade deficit, and productivity.
4. Evaluate U.S. policy options to reduce the trade deficit by increasing trade barriers, reducing the value of the dollar, and increasing productivity.

Activities

1. Divide the class into groups of three. Each group member will be responsible for completing one section of **Worksheet 24**. When group members have completed their tasks, they should meet and share their conclusions.

After the groups have finished, discuss the worksheet with the entire class. Then write the following two topics on the board and have students brainstorm the topics. Write their comments under each one.

- causes of the U.S. trade imbalance
- impact of the trade deficit on students

As students progress through this unit, ask them to refer periodically to the two lists. Which items seem to be on target? Which ones are good guesses, but do not seem to be supported by facts?

2. Remind students that this activity requires everyone in the class to help everyone else learn. Have students read "Background" in *Current Issues* and work in pairs to complete **Worksheet 25**. Students should complete the worksheet by alternating information under each head. They should then share their information with their partner. The student listening should try to add one additional fact that his or her partner missed.

Use the worksheet as a guide for a class discussion examining the costs and benefits of international trade and protectionism, and the evolution of U.S. trade issues and problems. Pay particular attention to the concept of comparative advantage. After students understand the concept, ask them to identify what conditions or resources

Terms and Concepts

- comparative advantage
- European Community (EC)
- exchange rate
- floating exchange rate
- free trade
- General Agreement on Tariffs and Trade (GATT)
- productivity
- protectionism
- quotas
- sunrise industries
- tariffs
- Trade Act of 1988
- trade deficit
- trade war
- U.S.-Canada Trade Pact

may give the United States a comparative advantage. In what areas does Japan have a comparative advantage? What factors create such advantages? What are the implications of comparative advantage for some endangered U.S. industries?

3. Inform students that they have just been appointed to the president's Council of Economic Advisors. The president has warned them that the continuing high trade deficit threatens the economic well-being of the nation. Jobs are being lost, tax revenues are decreasing, and the economy is being threatened. Students are to find the best solution. The president has identified four possible routes for addressing the problem. However, he does not want them to act as an advocate for any particular one. Every student's job is to investigate the pros and cons, and report the costs and benefits of each approach. They will report their findings to the president and the rest of the class. Students should describe both the strengths and weaknesses of the approach they studied. Divide the class into four groups, each investigating one of the following:

- balancing the federal budget
- instituting protectionist measures
- intervening in currency markets to reduce the value of the dollar
- helping U.S. industry increase productivity

Each group should divide in half with one half looking for strengths of the approach and the other half looking for weaknesses. Remind students that the purpose is not to convince other group members that their position is the right one, but simply to gather as much information as possible to present to the class. They should recommend specific policies—for example, how the government will help industry increase its productivity—and evaluate the usefulness of the policy. To help with this project, students should complete **Worksheet 26**.

After all groups have had sufficient time to research their topic, they should share their findings with the class. Lead a class discussion of the value of each approach. Ask the class as a group to attempt to arrive at a consensus for dealing with the trade deficit.

Conclude by reviewing the strengths and weaknesses of students' suggestions. What were the most important lessons of the unit for them?

Enrichment Activities

Use the following activities to enrich your unit on international trade. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. The following activity is designed to enhance students' knowledge of protectionism. Divide students into eight groups, each representing the special interests of one of the following nations:

- Brazil
- China
- Ethiopia
- Great Britain
- Japan
- Pakistan
- Soviet Union
- United States

Have each group research and then present to the U.S. president (the teacher) arguments about the effects of protectionist policies. The president will then question each group and probe for details. Be certain each group clearly states its viewpoint and explains its reasons for choosing such a viewpoint.

Tell each group to explain its comparative advantage in trade and the advantages and disadvantages of government intervention in trade. If time allows, explore the effects on the world market of the exchange rate of the dollar and interest rates.

2. Have students choose one of the following activities:

- a. President Bush is a strong supporter of free trade. Write a letter to the president stating why they feel free trade is good or bad for American industry and if he should continue or change his present trade policy. Students may wish to send their letters to the president after they are evaluated by the teacher.
- b. Research in depth the trade policies of U.S. trade rivals, especially Japan and the European Community. If time allows, have students share their research with the rest of the class.

3. Have students use the yellow pages or brainstorm various businesses and industries in your community that are affected in any way by international trade. Identify those that are most affected. Invite several of those businesses to send representatives to your class to respond to questions that students have prepared ahead of time, and to be part of a panel discussion on the following issues or others suggested by students:

- How does international trade influence your business?
- What do you think the long-term impact of the trade deficit will be?

Western Europe

Student Objectives

Students will:

1. Explain the evolution of U.S.-Western Europe political, economic, and military relations since World War II.
2. Relate the concept of interdependence to U.S.-Western Europe relations.
3. Evaluate U.S. military and trade policies in Western Europe.
4. Explain why relations between the United States and Western Europe are sometimes strained.

Terms and Concepts

- Common Market
- European Community (EC)
- Intermediate-range Nuclear Forces Treaty (INF)
- Marshall Plan
- North Atlantic Treaty Organization (NATO)
- protectionism
- tariffs
- trade war
- Warsaw Pact

Activities

1. Ask students the following questions:

- To which continent do most Americans trace their ancestry?
- What region of the world is the second largest trading partner of the United States?
- Where was the focus of World War I and much of World War II?
- Where are America's strongest military allies located?

Use this brief survey to begin discussion about the importance of Europe to the United States. Have students read "Background" in *Current Issues* to identify the issues to be addressed in the chapter. As they read, have them consider how political, economic, and military changes between the United States and Western Europe might influence their lives. Finally, ask them to make a list of questions they want to have answered as they study this unit.

2. As students read *Current Issues* and refer to other additional resources, have them complete a timeline of major events using **Worksheet 27**. After completing the worksheet, students should assume the role of European journalists visiting the United States. They have been asked by a major American television network to participate in a series called "World in Review" that will focus on U.S.-Western Europe relations. An important aspect of this program will be to examine the interdependence of the United States and Western Europe.

Divide the class into several groups of workable size. Each group should be large enough to prepare and participate in the telecast, but small enough so every member has a duty. A brief overview of U.S.-Western Europe relations since World War II

will introduce the first part of the program. Students are to prepare the script for this telecast. Urge them to use information gathered on Worksheet 27.

After presenting the overview, the group should conduct a panel discussion on current and future relations between the United States and Western Europe. It should select a moderator to keep the discussion moving and prepare questions to ask panel members. Each group should prepare and present its telecast separately. Allow the rest of the class members to act as a studio audience that can pose additional questions to the panel.

Conclude this activity by asking students how helpful it was to have all of the major events and their impacts summarized on the worksheet. Discuss the benefits of categorizing and organizing information before trying to work with it.

3. Tell the students that they all have just been appointed secretary of state and that their number one assignment from the president is to "smooth out relations with Western Europe." Specifically, the president wants them to develop a policy statement addressing the following issues:

- What should be the U.S. policy on maintaining and paying for U.S. troops in Europe? Should it reduce or increase the number of troops there?
- What economic policies should the United States adopt for this region? Should it adopt more protectionist policies? What might be the consequences of such policies? They should consider what may happen when all tariff barriers within the European Community are dropped in 1992.
- How should the United States respond to differences in foreign policies between its NATO allies and itself? They should identify primary areas of difference, the roots and consequences of those differences, and alternative responses.

Students can prepare their policy statements by working in groups of three. Each person should take one of three focus areas, gather information, and offer tentative suggestions to the other two in the group. Information must be collected from all available current events resources to respond adequately to the president's assignment. Ask each student to hand in a policy statement, reflecting the work of his or her group. However, before asking for their papers, lead a discussion addressing each of the three areas. Sort out conflicting recommendations and try to find out what prompted students to make certain recommendations.

Enrichment Activities

Use the following activities to enrich your unit on Western Europe. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Western Europe is an area filled with conflict, compromise, and interdependency. Tell students to read the *Current Issues* chapter as well as other sources on this area. In the following class discussion, ask students to explain how the nations of Western Europe are interconnected:

- economically
- socially
- geographically
- politically

Display a large map or overhead projection of the region to supplement the discussion.

Then, ask students to come up with four or five areas of conflict or compromise that they feel are the most important to the future of Western Europe and the world. Write their responses on the board. From this list, have them write a paragraph about why they feel their choices are so crucial to the future. These paragraphs can be shared orally with the class. Conclude this activity by asking students what the main items on their agenda would be if they were scheduling a summit talk for next winter.

2. For this activity, have students work in pairs. One member of each pair will represent the Western Europe perspective, the other will represent the U.S. perspective. Give students approximately twenty minutes to meet with their partner privately to discuss the following policy issues from the Western Europe and U.S. perspectives:

- tight money policy in the United States
- restrictive European trade practices
- European trade with the Soviet Union
- U.S. troops in Europe
- U.S. missiles in Europe

Now, have all the "Western Europeans" get together in one part of the room and all the "Americans" in the other. Tell both sides to select a secretary to record their "official" reaction to each policy issue. How has each issue affected them in the past? How will it affect them in the future? What pleases or angers them about these policies?

Have the two secretaries present their side's reactions to each issue to the entire class. Encourage other students to participate in the discussion by questioning the secretary or by elaborating on what the secretary is saying. This activity should enable students to see the validity of different points of view, and how this can contribute to the complexity of an issue.

3. Have students search magazines and newspapers for articles detailing conflicts between Western Europe and the United States regarding the issues discussed in the chapter, particularly differences involving other nations in the world. Do these articles confirm information presented in the chapter? If not, why do they think there is a discrepancy between the articles?

Have students place these clippings on paper, highlighting or underlining phrases that are keyed to these questions:

- What is the issue being discussed?
- How do the United States and the nations of Western Europe differ on this issue?
- Why is this issue being written about now?

Nuclear Proliferation

Student Objectives

Students will:

1. Analyze the dangers posed by the proliferation of nuclear weapons.
2. Apply knowledge of the historical development of proliferation issues.
3. Evaluate U.S. policy toward sales of nuclear materials and technology and conventional arms.
4. Develop and evaluate proposals for reducing the possibility of nuclear proliferation.

Terms and Concepts

- Atoms for Peace
- conventional arms
- International Atomic Energy Agency (IAEA)
- nuclear-free zone
- Nuclear Nonproliferation Treaty of 1968
- nuclear proliferation
- nuclear weapons club
- plutonium
- U.S. Nuclear Nonproliferation Act of 1978

Activities

1. Tell students that you are going to conduct a poll that allows them to vote with their feet. Explain that you are going to read several statements. Students who strongly agree with the statement should line up on the far left side of the room. Students who strongly disagree should line up on the far right side of the room. Students who do not have a strong opinion either way should line up in the middle of the room.

Then read one of the following statements and allow time for students to move to a line. When the three lines have stabilized ask several students from each line to explain their position. Allow students to interact by questioning and responding to each other, but emphasize that they must calmly discuss the issues without degenerating into nonproductive dialogue. After polling the students and discussing each statement sufficiently, ask students in the middle if they now want to move one way or the other. Then, move on to the next statement. Remember, the purpose of this activity is not to conduct a debate, but rather to identify the range of student positions on the issues and to determine what students know about the topic.

Statements:

- Nuclear proliferation is a serious threat to world peace.
- The United States should sell nuclear materials and technology to any country willing to pay for them.
- The United States should stop selling nuclear materials and technology only if other countries also agree to stop such sales.
- The United States should completely stop sales of nuclear materials and technology regardless of what other countries do.

- The United States should increase conventional arms sales so that non-nuclear countries will have all the weapons they require and not feel the need for nuclear weapons.
- Citizens in the United States and other countries should take steps to discourage the proliferation of nuclear weapons.

After polling the students and discussing each statement, indicate that this unit will focus on all issues related to nuclear proliferation.

2. Have students read “Background” in *Current Issues*. Encourage them to read additional resources about nuclear weapons and attempts to control them. In addition, have them complete **Worksheet 28**. Use the worksheet as the basis for a class discussion about the effectiveness of agreements and other steps taken to ensure that nuclear weapons do not spread.

3. Organize a mock hearing of the U.N. International Atomic Energy Agency (IAEA). Divide the students into equal groups representing the following countries:

- United States
- Soviet Union
- Iran
- Israel
- South Africa
- Japan
- Pakistan
- India

Have students read “Current Issues” and consult additional resources in order to develop a national policy statement reflecting their country’s view about nuclear proliferation. Allow each group enough time to develop its policy. The students may add a few other statements but emphasize that their policy statement must address the following questions:

- Can and should nuclear proliferation be controlled?
- Should the United States and other countries halt the sale of technology and materials that can be used to make nuclear weapons?
- Should the United States and other countries sell more conventional arms to non-nuclear nations in the hope that those nations will not try to develop nuclear weapons?

When the groups are prepared, conduct the hearing. Each country should read its policy statement. The presiding officer—either yourself or a student volunteer—should allow other countries to ask questions after the statements have been read.

The purpose of the hearing is not to reach a consensus, but to heighten student awareness of the issue. After the hearing is finished, ask students to think carefully about the issues raised and to take a personal position on them. How does their personal position on nuclear proliferation compare to that of their group? What do they think the United States should do and why? Ask students to discuss from their own perspective the key topics that emerged from the hearing.

To conclude the activity, discuss the problems of nuclear proliferation. Why are international agreements so hard to obtain and enforce? Remind students that the United States is a key player in this arena and that, as U.S. citizens, they can influence the actions of their government. Brainstorm ways to persuade the government to act in a way that students feel is appropriate.

Enrichment Activities

Use the following activities to enrich your unit on nuclear proliferation. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. To help students understand the power and devastation caused by a nuclear weapon, and thus the seriousness of nuclear proliferation, have them participate in the following activity.

Ask students to read one factual and one personal account of the dropping of the atomic bombs on Japan during World War II. These can be from newspapers, newsmagazines, or books. You may wish to ask the school librarian to recommend good sources, or you may have your own choices to recommend to students. Two excellent books are *Hiroshima* by John Hersey and *Enola Gay* by Paul Tibbets.

Divide the class into groups of four to five students. Each group should discuss its feelings about these accounts, listing three or four specific reactions, which it will later share in a class discussion.

Next, chronologically trace developments in nuclear proliferation since 1945. Refer students to the section, "Background: The Spread of Nuclear Weapons." As they quickly reread this section, have them outline the major developments. In a class discussion, chronologically list these developments on the board with a brief description of each event. Be certain to address the following question: Why is the study of the background of nuclear proliferation necessary to future progress in nuclear nonproliferation?

2. The spread of nuclear weapons to unstable or unpredictable nations is a serious concern. Urging students to use *Current Issues* and other sources of information, have them respond to the following statement in a take-home essay:

If nuclear weapons were to become as widespread as predicted, the traditional international order of nations would be upset.

What does this statement mean? How would this happen, in specific ways? What would be the implications to world order and peace if this happened? Project the long-range effects of this occurrence. Can it be prevented? If so, how?

3. The following activities will meet the needs of those students who are very interested in this issue.

- a. Design a poster communicating one aspect of the nuclear weaponry issue for display in school.
- b. Organize a nuclear awareness day at school. They can hand out leaflets, pictures, poems, or essays on nuclear war, or set up an information booth in the hall. Your class may even want to schedule guest speakers for a school assembly or show a nuclear awareness film.
- c. Design a logo for a t-shirt on the issue of nuclear nonproliferation.
- d. Conduct research and give an oral presentation to the class on one or more of the following options that can limit or continue the arms race:
 - Comprehensive Test Ban Treaty
 - bilateral and unilateral disarmament
 - peace through strength
 - bilateral freeze
 - no first use

World Poverty and U.S. Foreign Aid

Student Objectives

Students will:

1. Describe and distinguish between industrialized nations and developing nations.
2. Explain the scope and importance of world poverty issues.
3. Assess personal and national responsibility for addressing world poverty issues.
4. Evaluate U.S. policy options regarding recipients and kinds of foreign aid.

Activities

1. Give students a copy of **Worksheet 29** and ask them to read and react to each item. Then, lead a discussion based on the worksheet. What are students' reactions to each fact? During the study of the unit, have students write an imaginary diary describing several days in the life of someone their age in a developing country. Ask them to share their diaries on the last day of the unit study.

2. Point out to students that most of the world's poorest nations are south of the Tropic of Cancer. Display a world map and discuss why Americans and their government should have any interest in Third World development. Pay particular attention to Latin America. In addition to humanitarian concerns, discuss national security and economic security as factors in U.S. foreign aid policies. Students should consider how terrorism might become a more serious problem as Third World countries struggle to develop. How might this influence them? Ask students to read the chapter in *Current Issues* and consider the class discussions before they jot down questions they would like to have answered in this unit. Share their questions with the class and decide which concerns may be common.

3. Have students read "World Poverty and U.S. Foreign Aid" in *Current Issues* with the task of identifying the most important issues and related facts. Divide students into groups of three to four and ask each group to develop six questions it believes focus on essential information. Remind the groups that the idea is not to find obscure information to trick classmates but to identify items that they feel are critical to understanding the major issues in this unit.

Terms and Concepts

- Agency for International Development (AID)
- bilateral aid
- developing countries
- Economic Support Fund (ESF)
- Food for Peace program
- Fourth World
- International Monetary Fund (IMF)
- malnutrition
- multilateral aid
- New International Economic Order
- security assistance
- Third World
- World Bank

After all students are armed with several questions, divide the class in half with students from each side taking turns posing a question to students on the other side. If someone on the answering team gives the correct answer, that side receives a point. However, the answering team loses a point if it cannot answer the question. If you feel that a question is trivial or is focused on obscure information, you may disqualify the question and penalize the questioning team one point. Warn students about asking trivial questions. If, however, the answering team correctly answers a trivial question, it receives two points.

Keep the game going until everyone has had a chance to ask a question. Total the points at the end to determine the winning team.

4. Urge students to use a variety of resources to examine U.S. foreign aid policies and Third World development. Divide the class in half. One half represents U.S. State Department officials, members of the military, and congressional researchers. The other half represents government officials from Bangladesh, Brazil, Chad, Egypt, Haiti, Kenya, Libya, and Peru. Divide each half into three subgroups and assign each subgroup one of the following policy statements:

- The United States should reduce foreign aid.
- Political concerns should determine who receives U.S. aid.
- The wealth of the industrialized countries should be shared with the Third World.

The group representing U.S. officials should consider the following questions as it analyzes its policy statement:

- What are the costs and benefits of this policy?
- How will U.S. citizens view this policy?
- What conditions do you want to impose for receiving aid?
- Should foreign aid decisions be based on the best interest of the United States or of the whole world?
- After deciding your position, what are the strongest pieces of evidence you can find to support it?

Representatives of Third World countries should consider the following questions as they analyze their policy statement:

- Is it reasonable to expect that countries that have poverty problems within their own borders should expend their resources to help you?
- What arguments can you offer to counter U.S. policy decisions that may not be in your best interest?
- How would you respond to criticisms that some of the problems you face are a result of a social structure that allows a few people to get most of the wealth and that aid programs simply help those who do not need it?
- Since it is unlikely that U.S. aid will be distributed evenly, what criteria do you suggest for determining who receives it?
- Why do you think that many industrialized nations see the New International Economic Order as unfair?

Everyone must complete **Worksheet 30**. Give students sufficient time to research their topics and prepare position statements with supporting evidence. Ask each group to state its position and then be prepared to answer questions from the other side.

After each group has presented and supported its position and responded to questions, conduct a general class discussion. How do students personally feel about the issues? Is there any consensus? Have any changed their minds?

Enrichment Activities

Use the following activities to enrich your unit on poverty and foreign aid. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Divide students into groups of four to six. This activity should be done in two parts, possibly over two days. The purpose is to force students to make some decisions about U.S. foreign aid.

a. Using a world map, the *Current Issues* chapter, newspapers, and newsmagazines, have students collectively compile a list of nations they feel should receive foreign aid from the United States. Particular attention should be paid to countries in Africa, Latin America, Southern Asia, and the Middle East.

Once the group agrees on a list, ask students to place an (N) before those countries where foreign aid is based upon need, a (P) where it is based upon politics, or an (NP) if both apply.

b. Tell the groups they have a total of one hundred points to assign as U.S. foreign aid money. Have them take their list of countries and decide how many points should be spent for each country. All the points should be used.

Have the groups share their choices with the other groups. Write all the nations selected on the board, and average the number of points each group "spent" on each country. In this way, arrive at a class ranking for foreign aid recommendations. Compare the students' list to actual U.S. foreign aid expenditures, which are detailed in the chart in *Current Issues*.

2. This research activity is designed to encourage students to find facts and suggest solutions regarding the issues introduced in the *Current Issues* chapter. Have all students select one of the following problems faced by developing countries (or another equally appropriate issue). Students should read at least five other resources searching for ways to alleviate the problem they choose.

- overpopulation
- hunger and malnutrition
- infant mortality
- short life expectancy
- illiteracy

Once the information is collected, have students with similar topics plan and present a panel discussion on their findings. Panel members should be careful to prevent duplication when organizing their presentation. They may want to augment their presentation by preparing a handout summarizing their findings for the class.

3. Tell students to make two columns on their paper—one headed “Industrialized Countries,” the other “Developing Countries.” In fifteen to twenty minutes, have them list as many characteristics of each group as they can. When time is up, ask them to cross out any duplication they may have in both columns. Then, have them circle five characteristics from each column that they feel best distinguish industrialized nations from developing nations.

Using these characteristics as a guide, have students write brief definitions of the terms “industrialized country” and “developing country.”

South Africa

Student Objectives

Students will:

1. Explain the origins and practice of apartheid.
2. Explain and evaluate U.S. policy toward South Africa.
3. Evaluate the results of U.S. and international efforts to bring about reform in South Africa.
4. Discuss recent reforms made by the South African government.

Activities

1. To help students understand the apartheid experience from both a black African and white African perspective, you might consider beginning this unit by changing class procedures as follows. Arbitrarily identify a group—left-handed students are a good choice because they are a minority—and allow them special privileges. You might give them easier assignments, special seating arrangements, preferential treatment in interactions with other students, and special rewards such as being allowed to eat candy or chew gum in class. Make your actions as obvious as possible. Maintain this differential treatment for at least one class period and possibly for several days without justifying your actions.

Then, as you sense that the majority is becoming dissatisfied, explain your motives. Tell them that you have been simulating an unequal society similar to life under apartheid. Ask students in both groups how they felt. Discuss how people might respond when severely restricted over a long period of time. Suggest to students that they begin collecting information about South Africa to use in other activities for this unit.

You may wish to inform your school administrators before beginning this activity, because until its purpose is clear, students may complain. Your administrators should know that the educational objective of this activity is to help students gain a personal understanding of the nature and effects of discrimination and the emotions that discrimination can generate.

Terms and Concepts

- African National Congress (ANC)
- Afrikaners
- apartheid
- constructive engagement
- cooperative coexistence
- divestment
- economic sanctions
- homelands policy
- Inkatha
- Nelson Mandela
- Progressive Federal Party
- tokenism
- Desmond Tutu
- United Democratic Front

2. List the following names and terms on the board by placing each at the top of a column:

- Afrikaners
- apartheid
- divestment
- African National Congress
- Nelson Mandela
- Desmond Tutu

Ask students to brainstorm other names and terms that this list brings to mind. Write students' responses on the board in the appropriate columns. Question them about their responses and press them for more until they cannot think of any others.

This brainstorming session will give you a general idea about what students do and do not know about South Africa. Ask them to develop a list of questions that they would like to have answered. Duplicate their questions and distribute them to the class to use in future class discussions.

3. Provide students with a map of South Africa showing its resources and location. Have them list South Africa's resources and why the United States might be interested in them. Also, ask them to pay attention to South Africa's location and write a paragraph explaining why the United States would want a friendly nation in that region.

Then, lead a discussion based on the map. Why is South Africa's location important for U.S. oil exports from the Middle East? Emphasize U.S. desire to limit Soviet influence in southern Africa—mention Angola, Zimbabwe, and Mozambique. What is the attitude of the South African government toward the Soviet Union?

4. Begin this activity by encouraging students to read *Current Issues* and any other sources of information they can find about South Africa. Then, divide the class into six groups of equal size and tell them that the secretary general of the United Nations has appointed all of them to be research assistants for a special project. The United Nations wants to know more about the racial policies in South Africa. Explain that the United Nations needs not only to understand the current situation, but to have a sense of how the situation has developed.

All students should complete **Worksheet 31** and discuss their findings with the rest of their group. When the groups have completed their research, ask each group to report its findings. Each group can decide how it wants to present its report. Encourage other students to question each group after it finishes its report.

Conclude this activity by leading a discussion with the class. Discuss the degree to which recent changes may alter the policy of apartheid. Can the South African government move fast enough to avoid outbreaks of violence or even civil war? Because the United States can have a powerful influence in international affairs, part of the task for students includes an examination of U.S. interests and actions in this part of the world. As the United States continues a relatively cautious policy toward South Africa, find out students' opinions about U.S. prestige and credibility in the region.

5. As a result of the class's preliminary report to the United Nations, the secretary general, responding to a coalition of black African nations, is holding a hearing to examine U.S. policy toward South Africa. Assign each group from the previous activity either the pro side or con side of each of the following propositions:

- Quiet diplomacy is the best way to change South African policies.
- The U.S. should enact more severe economic sanctions against South Africa.
- American businesses should not do business in South Africa.

Students should use the information they have already gathered and continue to look for more sources. In locations where foreign students and visitors are numerous, you might remind your students that such individuals can be helpful sources of information. Have the groups prepare a grid showing costs and benefits of the policies they advocate for the United States, for white South Africans, and for black South Africans. They can use these grids to back their positions on the issues.

Have both sides present their positions before the entire class. Allow the rest of the students to question the groups and press them for the evidence on which they are basing their positions. Encourage student-to-student interaction by asking speakers to respond to comments made by previous speakers before presenting their own comments.

After students have presented both sides of each of the three issues, conclude with a class discussion. Emphasize to students that they no longer have to speak as advocates for their group, but are now free to express individual opinions. Discuss how economics and national security may clash with human rights. Find out what they think U.S. policies should be toward South Africa.

Enrichment Activities

Use the following activities to enrich your unit on South Africa. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Print each of the following statements on separate sheets of paper, and tape them on the classroom walls.

- South Africa's domestic policies are its own business, and the rest of the world should stay out.
- South Africa is moving toward change and needs more time and patience from the world community.
- Stronger action from the United States and other countries is needed to change South Africa.
- Until South Africa changes, the United States and other nations should not support it—publicly or privately—under any conditions.
- No matter what happens, South Africa won't change so other nations should give up trying.

Tell students to stand near the statement they most agree with. After each group chooses a representative, have the groups spend five to ten minutes discussing why they chose that position. Then each representative should present his or her group's perspective. Allow time for students to ask questions and respond to the positions of others.

2. Ask students to assume the role of an American executive in South Africa who has been asked to recommend whether his or her company should continue doing business in South Africa or pull out because of that nation's domestic and international policies. The company's business in South Africa is quite profitable.

In a short paper, have students write up the recommendations they would make to their company and the reasons for their decision. Students may wish to "fabricate" a business to which they can refer when writing their rationale.

3. Anti-apartheid protesters often demonstrate at the South African embassy in Washington, D.C., and lobby members of Congress for tougher economic sanctions against South Africa. Have students write a brief essay outlining their own opinions on the issue of South Africa. Ask them to respond to the following questions:

- Would you join a protest activity, or do you think that U.S. citizens should stay out of this conflict?
- Would you write a letter to your senators or representative in support of sanctions against South Africa, or would you say that the United States should not become involved in another country's domestic policies?
- If your parents had investments in South Africa, would you encourage them to withdraw them, or does it matter to you where they invest their money?

China

Student Objectives

Students will:

1. Examine the evolution of economic and political policies in the People's Republic of China since 1949.
2. Explain the development of U.S. policy toward China since 1949.
3. Evaluate current U.S. diplomatic and trade policy options regarding China.
4. Examine U.S. relations with Taiwan.

Activities

1. Photocopy **Worksheet 32—China Survey**—and give each student five copies. Have students survey their parents, neighbors, and other students. Tabulate adult and student responses separately and write the results on the board. Compare them. How are they similar? How do they differ? Combine the totals from both generational groups and discuss them. Are students surprised by any of the results? What inferences might they make from these data? Have students read "China" in *Current Issues* and think about the results of the survey. Urge them to list any questions that they wish to investigate, and share them with the class. Discuss possible sources of additional information.

2. Post the following information on the board:

- The United States and China were allies in World War II.
- U.S. and Chinese troops fought each other in Korea.
- Nearly a quarter of all the people on earth live in China.
- The relationship between the United States and China had traditionally been cordial until the Communists came to power in 1949.
- China is making great efforts to industrialize.
- China shares a long and sometimes disputed border with the Soviet Union.
- Hong Kong, with its thriving capitalist economy, will become part of China in less than a decade.
- China has sold sophisticated weapons to Iran.
- China has shown little interest in following Soviet direction.
- Some Chinese citizens continue to press their government to introduce more democracy.
- China has the oldest continuous civilization in the world.

Terms and Concepts

- Cultural Revolution
- Deng Xiaoping
- Great Leap Forward
- Jing Jieshi (Chiang Kai-shek)
- Kuomintang
- Li Peng
- Mao Zedong
- "open door" trade policy
- People's Republic of China (P.R.C.)
- Republic of China (R.O.C.)
- Taiwan Relations Act
- "two-Chinas" policy

Then ask students to consider the list and:

- a. develop additional questions that they would like to have answered, and,
- b. consider why they should be interested in U.S.-Sino relations.

Lead a discussion using student questions and responses to (a) and (b).

3. Explain the concept of cause and effect to students using the example of poverty resulting from war and excessive rents found in the *Current Issues* "Background" section. Then, ask students to look for other examples of cause and effect in the chapter. Compile a list of their examples and discuss each one. Also have students complete **Worksheet 33**. Urge them to use other sources of information to complete the worksheet. Discuss the worksheet by highlighting the salient domestic developments in China since 1945, the evolution of U.S. policy during the same period, and how the attitudes and behaviors of each country influenced the other.

4. The director of the U.S. Chamber of Commerce and the president of the National Association of Manufacturers have asked your class for advice. Their members have asked them to develop a policy regarding trade with China. Have students read the "Current Issues" section and conduct additional research using outside resources to develop a policy statement for these organizations. To help develop their policy statements, students should analyze the costs and benefits of increased trade with China for the U.S. government, for U.S. consumers, for U.S. workers, and for China.

When each student has developed a policy statement, have students with similar views share their policies and combine the best aspects of each into a joint policy statement. Discuss the joint policy statements after groups of students with differing views have presented them to the class. What are the main areas of contention? Have they misinterpreted any information? If time permits, you may ask them to pursue one compromise policy statement acceptable to the whole class.

5. The Bush administration has ordered a review of U.S. foreign policies for all major regions and countries of the world. Tell students that each of them is the "expert" on China at the State Department and they are to evaluate three areas:

- Should the United States continue to improve relations with China?
- Should the United States sell arms to China?
- Should the United States continue to trade with and sell arms to Taiwan?

Students should complete **Worksheet 34** as they respond to these questions. In addition, they should consult a variety of sources of information before reaching a decision. Ask students to share their ideas and information with the class. Encourage them to provide evidence and logical arguments to support their positions. Do they all agree on what should be done? On what points do students disagree? Did anyone change his or her mind after hearing the arguments? Do they agree with present U.S. policy toward China? Why or why not?

Enrichment Activities

Use the following activities to enrich your unit on China. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. This exercise will serve as a synthesizing activity for students who have recently learned many facts about international relationships. Divide the class into three groups. Give each group a different colored piece of chalk. Assign one group U.S.-Sino relationships, another Sino-Soviet relationships, and the third U.S.-Soviet relationships. Here China refers to the People's Republic of China.

Divide the blackboard vertically into five sections, labeling each section 1945-1954, 1955-1964, 1965-1974, 1975-1984, and 1985-1995. Using *Current Issues* and other world history textbooks and resources, have the groups characterize the relationship that existed between their two nations during each time period listed. When possible, they should detail that relationship listing such events as the Korean War, Soviet withdrawal of aid, or China's invitation to President Nixon to visit. They should also give a general description of the relationship between the nations. Are they close allies or historical enemies? Have they always officially recognized each other? Let each group put its findings on the board.

Once all the information is in front of the class, have students analyze it by posing the following questions:

- At what points do two of the three nations have relatively good relations? Are there any points where relations between all three countries are good or bad?
- What does each nation gain by establishing peaceful relationships with the other(s)?
- How is the rest of the world affected when these three major nations shift their positions toward one another?
- Based on the facts in front of them, do students think that the relationship between the United States and China was partially built on mutual distrust of the Soviet Union? Are U.S. and Chinese attitudes toward the Soviet Union changing? In what way?
- Do students think that all three nations might peacefully coexist someday? Why or why not?

Continue to raise questions probing these interrelationships as long as students are able to make analogies and evaluate the information. Some students will be better able than others to do this, but the graphic display of events on the board should help everyone in the discussion.

2. Tell students to write a description of the effects of the modernization of mainland China. Have them describe how this will affect countries around the world, international trade, superpower confrontation, U.S.-Soviet relations, U.S.-Sino relations, and even daily life. When, if ever, do students think modernization will continue? Overall, do they think it will benefit international relations or create more problems? Will China become an economic power like Japan? South Korea? Why or why not?

3. On large index cards, have students answer the question:

Why is the study and understanding of China important to us?

Student responses should provide the teacher with a good evaluation of the success of the unit. Read various anonymous student comments to the class. This can serve to conclude the unit or can be used to introduce the unit to future classes. You might ask students to incorporate the responses into an article for the student newspaper, informing others about what you are teaching in your current issues course.

Unit Test Materials

Unit Test

Introduction

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- ___ 1. The president's advisers often have similar political views as the president.
- ___ 2. There are fourteen cabinet offices, the newest being the Department of Veterans Affairs.
- ___ 3. The Republican control of Congress will make it easier for President Bush to get his programs through Congress.
- ___ 4. Democrats and Republicans generally agree on which programs should be cut.
- ___ 5. A president's appointee to the Supreme Court can be a powerful force for many years because justices serve for life.
- ___ 6. President Reagan appointed three of the associate justices and the chief justice to the present Supreme Court.
- ___ 7. The vice president can preside over Senate sessions and vote in case of a tie.
- ___ 8. The Office of Management and Budget (OMB) is responsible for developing a budget that reflects the priorities of Congress.
- ___ 9. For a federal program to operate, the president has to recommend it, and Congress has to authorize it.
- ___ 10. Many federal expenditures are difficult to reduce.

Essay: Write a complete answer for each of the following:

- 11. Identify three members of the president's cabinet, and describe one important issue that each will face in the near future.

- 12. Explain why President Bush may have difficulty getting his legislative agenda through Congress.

13. Identify two likely areas of conflict between the executive and legislative branches in determining the federal budget.

14. How did the Supreme Court, led by Chief Justice Earl Warren, differ from the Court led by Chief Justice Warren Burger?

15. What is an authorization bill?

16. What is an appropriations bill?

17. What is the main provision of the Gramm-Rudman-Hollings bill?

Unit Test

The Economy

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. Although the economy has grown substantially during most of the 1980s, the national debt has soared.
- _____ 2. A strong dollar helps the United States export more goods.
- _____ 3. During a recession unemployment decreases.
- _____ 4. President Bush's "flexible freeze" plan is designed to freeze all federal spending except in the area of defense.
- _____ 5. Inflation is most damaging to people living on fixed incomes.
- _____ 6. During periods of high inflation, people are more inclined to save money.
- _____ 7. An increase in unemployment usually means an increase in tax income for the government.
- _____ 8. Recent increases in productivity in the United States are among the highest of any industrial nation.
- _____ 9. Payment on the national debt is the third largest component of the federal budget.
- _____ 10. Federal law now requires a balanced budget every year.

Essay: Write a complete answer for each of the following:

11. Agree or disagree with each of the following statements:

- a. The government should raise taxes to reduce the budget deficit.

- b. The government should cut the trade deficit by decreasing the value of the dollar.

c. The government should erect protectionist trade barriers to restore competitiveness.

12. Explain the effect on the economy of an increase in the rate of productivity.

13. Explain how the U.S. economy is an example of economic global interdependence.

14. Who is most likely to be injured by inflation? Select one and explain your choice.
- a. a retired couple living on social security and their savings
 - b. a young couple who just bought a house
 - c. a middle aged couple who own several apartments
 - d. a recent college graduate starting to pay off a college loan

15. List and explain two steps the government can take to control inflation.

a.

b.

16. How would a Keynesian economist propose to stop a recession?

17. How would a supply-side economist propose to stop a recession?

18. How can U.S. companies increase productivity?

19. How are consumers affected by protectionist trade barriers?

20. Explain how a tax cut is supposed to generate more income for the government.

Unit Test

Education

Fill in the blank: Complete each statement.

1. Local property tax-based funding for education often resulted in _____ educational opportunities between poor and wealthy districts.
2. Most _____ provide money to local districts in an effort to equalize the quality of education across districts.
3. During the 1950s, 1960s, and 1970s, schools were seen as a vehicle for social change. Two changes schools sought to achieve were ending _____ and wiping out _____.
4. Including special students in regular classes is called _____.
5. While efforts to raise academic standards may have raised test scores, they have also contributed to a high _____ rate.
6. Early efforts to integrate schools often depended on court-ordered _____.
7. Recent federal policy has urged using _____ schools to achieve integration.
8. The greatest share of funding for public schools comes from the _____ level of government.
9. ESL stands for _____.
10. Opponents of ESL programs believe students should be taught in their _____ language.

Essay: Write a complete answer for each of the following:

11. List one argument for and one argument against each of the following issues:
 - a. Expanding the role of the federal government in education.

b. Continuing federal loans to college students.

c. Providing bilingual education in public schools.

12. Provide evidence supporting or contradicting the following statements:

a. The educational reform movement of the 1980s was not directed at making major changes in American education, but rather reflected a belief that providing more of the same would solve the problems.

b. The educational reform movement has given local districts increased control over their own programs.

c. The past forty years have seen the federal government play an increasing role in public education.

13. Write a one-page essay agreeing or disagreeing with the following statements:

a. The federal government should exercise a larger role in education.

b. The federal government should discontinue student loans to college students.

c. Bilingual instruction in public schools should be provided to non-English speaking students.

Unit Test

Civil Rights

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. Most civil rights legislation has specifically included the rights of women.
- _____ 2. *Brown v. Board of Education* declared that separate but equal was no longer constitutional.
- _____ 3. *Roe v. Wade* was a Supreme Court case permitting abortions.
- _____ 4. The Civil Rights Act of 1964 dealt primarily with voting issues.
- _____ 5. The Twenty-fourth Amendment, passed in 1962, gave women the right to vote.
- _____ 6. Suffragists are people who try to lead a life without pain or suffering.
- _____ 7. There is still a large gap in measures of quality of life between minorities and white Americans.
- _____ 8. The 1967 Age Discrimination Act was written to help teenagers secure jobs.
- _____ 9. Schools are required to be accessible to students who cannot see or walk.
- _____ 10. Affirmative action has been shown to result in more jobs for minorities than voluntary approaches.

Essay: Write one argument for and one argument against each of the following statements:

11. The federal government should relax affirmative action regulations.

12. The federal government should legalize abortion.

13. The federal government should support comparable worth.

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14. The federal government should allow employers to test employees for drugs.

Essay: Write a complete answer for each of the following:

15. What explanation besides discrimination might account for the differences in wages paid to males and females?

16. Some experts have argued that the history of civil rights in the United States is one of extending more rights to more people. Write an essay agreeing or disagreeing with this statement: The history of the United States has been one of gradual expansion of both the meaning of civil rights and the groups to which they are extended.

Unit Test

Social Programs

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. The Depression of the 1930s led the federal government to develop a new system to aid the poor.
- _____ 2. Since the New Deal, federal expenses for social programs have grown rapidly.
- _____ 3. The New Deal stressed jobs and social insurance rather than straight relief.
- _____ 4. The Great Society was an effort by President Reagan to provide a better life for all Americans.
- _____ 5. COLAs are designed to help recipients of entitlement programs keep up with inflation.
- _____ 6. President Reagan said that domestic spending was running out of control and he wanted to cut some funding for social programs.
- _____ 7. Social security's costs will increase as more Americans retire.
- _____ 8. Most AFDC payments go to families headed by single mothers.
- _____ 9. The retirement age for workers eligible for social security is gradually being reduced from 67 to 65.
- _____ 10. Minorities are less likely to live in poverty than other Americans.

Essay: Write a complete answer for each of the following:

- 11. Write one pro and one con argument for each of the following:
 - a. The federal government should provide more aid for the truly needy.

 - b. Social security benefits should be frozen.

c. The government should provide child care.

12. Which two presidents are most associated with the expansion of federally funded social programs?

13. Describe one frequent criticism of welfare programs.

14. Why has Congress been reluctant to cut social security benefits?

15. Why is budgeting for entitlement programs difficult?

16. Why would persons who are dependent on social programs be hurt by inflation if COLAs were eliminated?

17. Why will social security costs continue to rise?

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18. Who would be most likely to oppose government-sponsored child care? Explain your answer.

- a. a retired person drawing social security
- b. a fifty-year-old worker
- c. a single working mother

19. List and explain three recent reforms in AFDC.

Unit Test

Health Care

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. Medicare and Medicaid cover the costs of most medical expenses in the United States.
- _____ 2. Health care costs are taking an increasing share of our national wealth.
- _____ 3. Doctors must accept Medicare patients.
- _____ 4. The cost of medical technology is one of the reasons for the rapid increase in health care costs.
- _____ 5. Very little money is spent on preventive health care.
- _____ 6. There is a cure for AIDS.
- _____ 7. Malpractice suits have indirectly driven up the costs of medical care.
- _____ 8. DRG is a new antibiotic.
- _____ 9. The United States faces an AIDS epidemic that could cost billions of dollars for treating the terminally ill.
- _____ 10. When hospitals purchase expensive equipment, they often need to use it frequently in order to pay for it.

Essay: Write a complete answer for each of the following:

11. Give two arguments supporting comprehensive health care funded by the federal government.

12. Give two arguments supporting comprehensive health care funded by the private sector.

17. Write two one-page essays agreeing or disagreeing with the following statements:

a. The government should become more involved in health care services.

b. Increased competition in health care is the best way to guarantee adequate care for all Americans at an affordable price.

Immigration

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. More immigrants enter the United States legally than illegally.
- _____ 2. The Japanese Exclusion Act marked the first time that the United States closed its doors to any group.
- _____ 3. Most illegal immigrants to the United States have come from Latin America.
- _____ 4. Quotas have generally favored immigrants from cultures already heavily represented in the United States.
- _____ 5. The strength of the U.S. economy has been a strong force in attracting immigrants to the United States.
- _____ 6. The Refugee Act of 1980 allows someone fleeing economic hardship to be admitted to the United States.
- _____ 7. One argument against illegal aliens is that they drive wages up by competing unfairly for jobs.
- _____ 8. The 1986 Immigration Reform and Control Act granted some illegal aliens amnesty and allowed them to become citizens.
- _____ 9. The 1986 Immigration Reform and Control Act has made employers more cautious.
- _____ 10. Americans of European descent will always be the majority group in the United States.

Essay: Write a complete answer for the following:

- 11. Critics of restrictive legislation say that the arguments used in the past against immigration were not true then and are not true today. Provide two arguments that such critics might make.

12. Provide one pro and one con argument for each of the following statements:

a. The government should punish employers who hire illegal aliens.

b. Economic refugees should be admitted to the United States.

c. All immigrants should be required to speak English.

13. Restrictive legislation has often been motivated by prejudice. Describe one such example.

14. Why would a native-born American most likely have favored immigration quotas in 1900?

15. Mr. Smith owns an apple orchard in the state of Washington. What position do you think he would take on letting illegal aliens into the United States? Explain your answer.
16. Explain the term "sanctuary."
17. Present an argument agreeing with the premise that immigrants take jobs away from U.S. citizens.
18. Present an argument disagreeing with the premise that immigrants take jobs away from U.S. citizens.

Unit Test

Energy

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. Increased production is solely responsible for the current oil glut.
- _____ 2. Based on population figures, the United States uses more than its share of the world's energy.
- _____ 3. Oil is the major U.S. energy source.
- _____ 4. OPEC is an organization solely dedicated to selling as much oil as possible.
- _____ 5. Waste disposal is a major problem caused by using nuclear reactors.
- _____ 6. Burning coal to produce electricity poses few environmental problems.
- _____ 7. Renewable energy sources pose major environmental hazards.
- _____ 8. Conservation can do little to reduce U.S. energy consumption.
- _____ 9. On an international level, free market economics rarely control the price of oil.
- _____ 10. Recent federal energy policy has basically been to take no action except to promote nuclear energy.

Essay: Write a complete answer for each of the following:

11. Describe one cost and one benefit of nuclear power as an energy source.

12. Describe one cost and one benefit of coal as an energy source.

13. Describe one cost and one benefit of using solar energy as an energy source.

14. Describe one cost and one benefit of using synthetic fuels as an energy source.

15. Describe one cost and one benefit of using wind power as an energy source.

16. Write a one-sentence description of steps the federal government might take to promote each of the following energy policies:

a. Do nothing.

b. Promote conservation.

c. Increase oil exploration and development.

d. Promote renewable energy sources.

e. Limit importation of oil.

Unit Test

Environment

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. The greenhouse effect could melt polar ice caps and raise the level of oceans enough to flood many coastal U.S. cities.
- _____ 2. Changes of a few degrees have little impact on the earth's weather.
- _____ 3. Acid rain is primarily a U.S. problem.
- _____ 4. Water pollution is primarily organic.
- _____ 5. Nuclear waste can be dangerous for thousands of years.
- _____ 6. Toxic waste sometimes gets into drinking water.
- _____ 7. Most toxic waste sites have been identified and are being cleaned up.
- _____ 8. Current laws regarding water pollution have had little impact.
- _____ 9. The cost of pollution control is high, but so is the cost of allowing pollution to continue.
- _____ 10. The costs of pollution control efforts are often passed along to consumers.

Essay: Write a complete answer for each of the following:

- 11. Write a paragraph agreeing or disagreeing with each of the following:
 - a. Economic considerations should take priority over environmental issues.

 - b. The United States should act to reduce acid rain.

 - c. Polluters should pay the cost of environmental cleanup and protection.

12. What do scientists think are the causes of the greenhouse effect?

13. How has acid rain affected U.S. foreign relations?

14. Describe one major problem of the 1980 Superfund legislation.

15. Congress is considering passing stricter air pollution standards. Who might oppose them and why?

16. Provide one pro and one con argument for opening up federal land for development.

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Agriculture

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. The United States was once a society in which most people were farmers.
- _____ 2. Farmers in America have faced problems throughout most of U.S. history.
- _____ 3. Federal payments to farmers have decreased as the number of farmers has declined.
- _____ 4. Most federal payments go to large corporate farms rather than small family farms.
- _____ 5. Farmers today face only one crisis—getting an adequate price for their crops.
- _____ 6. Overproduction is considered a problem by students of the U.S. farm scene.
- _____ 7. Farmers in other areas of the world generally can sell food products for less than American farmers.
- _____ 8. The government has stopped paying farmers to take land out of production.
- _____ 9. Keeping food prices low for consumers while guaranteeing farmers an adequate income is a major part of federal farm policy.
- _____ 10. Americans pay more for food than people in any other industrialized country.

Essay: Write a complete answer for each of the following:

- 11. Provide one pro and one con argument for each of the following statements:
 - a. The government should end payments to farmers.
 - b. The government should take steps to ensure that American farmers can compete on the world market.
 - c. The government should assist farmers who cannot pay their debts.

12. Identify two environmental problems facing farmers and explain why they are problems.

13. Provide two reasons why U.S. farmers create surpluses.

14. Who is most likely to favor parity—taxpayers, farmers, consumers, or grain exporters? Explain your answer.

15. Are corporate farms more or less efficient than family farms? Explain your answer.

16. How can farmers help the United States reduce its balance of payment deficit?

17. List two causes of increased soil erosion during recent years.

18. Why are farmers more concerned about water than they were twenty years ago?

Unit Test

Crime

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. Nearly 20 percent of U.S. homes during the next twenty years will be burglarized.
- _____ 2. Almost half of all domestic violence goes unreported.
- _____ 3. Prison sentences deter criminals from committing other crimes.
- _____ 4. Youth and adult gang members account for about half of the violent crime committed in the United States.
- _____ 5. The availability of guns contributes to the high rate of violent crime.
- _____ 6. Crime costs U.S. society about \$100 billion a year.
- _____ 7. The exclusionary rule excludes career criminals from voting and other rights of citizens.
- _____ 8. Cities with strict gun control laws have the lowest murder rates in the United States.
- _____ 9. Because the public wants longer prison sentences, Americans may have to spend billions of dollars to construct enough jails to hold all the convicts.
- _____ 10. Court decisions since the mid-1970s have decreased the rights of criminal suspects.

Essay: Write a complete answer for each of the following:

- 11. Provide one pro and one con argument for each of the following statements:
 - a. Handguns should be registered.

 - b. Criminal suspects should not have their rights protected.

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c. The death penalty should be abolished.

d. Judges should not retain discretion in sentencing criminals.

12. Support the argument that social factors alone do not create criminals.

13. What rights are guaranteed by each of the following:

a. Fourth Amendment

b. Fifth Amendment

c. Sixth Amendment

d. Eighth Amendment

14. Explain the *Miranda* ruling.

15. Explain how the federal budget deficit may make it more difficult to continue imposing long prison sentences.

16. Provide one pro and one con reason for maintaining parole.

Unit Test

The Soviet Union

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. The Russians—later Soviets—have often felt threatened by their neighbors on both the east and west.
- _____ 2. U.S.-Soviet relations have improved dramatically during the past few years.
- _____ 3. During World War II, the United States and Soviet Union were enemies.
- _____ 4. The events of World War II convinced the Soviets that they had to have Central Europe as a buffer to protect them from invasion.
- _____ 5. Containment was a Soviet policy used to stop U.S. expansion in Vietnam.
- _____ 6. Nuclear war was a real threat because of events in Cuba in 1962.
- _____ 7. Many of the significant breakthroughs in U.S.-Soviet relations occurred under Presidents Nixon and Reagan.
- _____ 8. The Soviet invasion of Afghanistan in 1979 caused President Reagan to boycott the 1980 Olympics and stop U.S. grain sales to the Soviet Union.
- _____ 9. Some experts think that *glasnost* shows that the Soviets are willing to make significant changes in their system.
- _____ 10. The Soviet Union has said the United States should address its own racism, poverty, and unemployment before criticizing Soviet human rights policies.

Essay: Write a complete answer for each of the following:

- 11. Present a pro or con essay for each of the following statements:
 - a. The United States accurately perceives the interests and actions of the Soviet Union.

 - b. The United States should help fight communist movements in other countries.

 - c. The United States should try to change human rights policies in the Soviet Union.

12. Write a paragraph describing the history of U.S. foreign policy since 1945 from the Soviet viewpoint.

13. Write a paragraph describing the history of Soviet foreign policy since 1945 from the American viewpoint.

14. Describe the U.S. policy of containment.

15. What is the cold war?

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16. What is the purpose of NATO?

17. Describe the domino theory. Provide one example suggesting that it is valid and one example suggesting that it is invalid.

18. What are two major perceptions among Americans of the intentions of the Soviets?

19. What are three responses the United States could make to Soviet interference in other countries?

20. Why are the Soviets opposed to SDI?

12. Many critics have argued that military spending is a poor allocation of scarce national resources that could better be invested in other programs. Others say it is money well spent because it insures national security and helps the economy. Write a paragraph stating your opinion, but support your argument with facts.

13. Explain the term "peace through strength."

14. List the weapons systems that are the mainstays of U.S. nuclear deterrence.

15. Define burden sharing and explain why some members of Congress favor it

16. Why are some experts opposed to burden sharing?

17. Why has the B-1 bomber caused concern among taxpayers?

18. What is the primary feature of the B-2, or Stealth, bomber?

Unit Test

Central America

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. The problems confronting many Central American nations are similar.
- _____ 2. American business investments in Central America have intensified U.S. political interest in the region.
- _____ 3. Only since Castro took power in Cuba has the United States intervened militarily in Central America and the Caribbean.
- _____ 4. Despite billions of dollars in U.S. aid, the situation in Central America shows little improvement.
- _____ 5. Cuba's defiance of the United States has won Cuba few friends in Central America.
- _____ 6. Most Central American nations have no army.
- _____ 7. The United States has often supported Central American governments simply because they claimed to be anti-communist.
- _____ 8. Death squads in El Salvador were groups of communist guerrillas who killed landowners of large tracts of land.
- _____ 9. The Reagan doctrine placed less emphasis on human rights and more on containing communism in Central America.
- _____ 10. The *contras* oppose the Sandinistas in Nicaragua.

Essay: Write a complete answer for each of the following:

- 11. Describe two major economic problems that seem to touch most Central American countries.

- 12. Why did the United States try to force General Noriega from power in Panama?

13. List and briefly describe two examples of the United States sending its military to the Caribbean or Central America.

14. Why might the United States not favor the Contadora peace plan?

15. Give one pro and one con argument for each of the following statements:

a. The United States should emphasize military rather than economic aid in Central America.

b. The United States should support the *contras*.

c. The United States should give aid to El Salvador.

16. How was the Iran/*contra* affair related to events in Central America?

17. Provide one pro and one con argument for the position that Nicaragua poses a threat to U.S. security.

18. How did the Central American policies of President Carter and President Reagan differ?

Unit Test

The Middle East

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. In 1947, the United Nations proposed the creation of Israel and a Palestinian state.
- _____ 2. Many Arabs believe that Israel should not exist.
- _____ 3. Many Israelis think that a Palestinian state would be a threat to Israel.
- _____ 4. Zionism is a political movement founded by survivors of the Nazi Holocaust.
- _____ 5. The United States at first refused to recognize the new nation of Israel.
- _____ 6. Most Middle East countries were colonies at one time.
- _____ 7. The United States considers Saudi Arabia to be one of its friends among the Arab states.
- _____ 8. The Palestine Liberation Organization (PLO) seems to be moving away from any compromise with Israel.
- _____ 9. Egypt is the only Arab country to have diplomatic relations with Israel.
- _____ 10. Israel occupies the West Bank but so far no Israelis have been allowed to settle there.

Essay: Write a complete answer for each of the following:

11. Describe the causes of conflict in the Middle East from the perspective of both a Palestinian and an Israeli.

12. Some observers have argued that there is no hope for ending the conflict in the Middle East. Do you agree or disagree? Defend your answer.

13. Agree or disagree with each of the following statements.

a. The United States should support an independent Palestinian state.

b. The United States should insist that Israel return occupied lands.

c. The United States should support an international peace conference on the Middle East.

14. The PLO recently made a major concession that could speed the peace process in the Middle East. What was the concession?

15. Why is Israel's occupation of the West Bank controversial?

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16. What are the Camp David Accords?

17. What is the underlying cause for the fighting in Lebanon?

18. List two reasons why both the United States and Soviet Union are interested in the Middle East.

19. Only part of the 1947 U.N. plan for the Middle East was ever implemented. What was it? What other part was not implemented?

Unit Test

International Trade

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. The United States has had a trade deficit since the Great Depression.
- _____ 2. The trade deficit is blamed for the loss of thousands of U.S. jobs to foreign workers every year.
- _____ 3. The United States encouraged foreign countries to sell goods in the United States after World War II.
- _____ 4. A country's geographic position may give it a comparative advantage.
- _____ 5. Free trade does not exist in the world marketplace.
- _____ 6. Trade restrictions quickly create new jobs.
- _____ 7. Protectionism may result in a trade war.
- _____ 8. In 1971, the Bretton Woods system fixed foreign currencies against the value of the dollar.
- _____ 9. GATT is an international organization established to set a code of conduct for trading nations.
- _____ 10. The Trade Act of 1988 requires the president to increase trade with countries that limit U.S. trade.

Essay: Write a complete answer for each of the following:

- 11. Give one pro and one con argument for each of the following:
 - a. The United States should raise trade barriers.

 - b. The United States should reduce the value of the dollar.

 - c. The U.S. government should help industry increase productivity.

True
False

12. Describe comparative advantage.

13. Name and describe two trade barriers.

14. Provide an example of how protectionism may have a negative economic impact.

15. Give one reason why American companies built factories overseas.

16. Explain how the federal budget deficit influences the balance of trade.

17. Provide two reasons why the productivity rate in foreign countries has increased faster than in the United States.

18. You are the head of Chrysler Corporation, an industry that has been severely hurt because of foreign imports. Write a letter to the president describing what you think should be done about the U.S. trade deficit.

19. Describe the terms of the U.S.-Canada Trade Pact.

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Unit Test

Western Europe

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. NATO was originally formed to fight Nazi Germany during World War II.
- _____ 2. U.S. ties to Europe go back to World War I.
- _____ 3. The economic recovery of Europe since World War II complicates U.S. relations with the region.
- _____ 4. The Common Market nations erected trade barriers within Europe to improve their own domestic industries.
- _____ 5. The European economy is heavily influenced by the U.S. economy.
- _____ 6. European companies have found a good market in the United States.
- _____ 7. U.S. missiles in Europe are often a target of popular protests although the governments have expressed support for their presence.
- _____ 8. The United States fears increased defense spending by the Europeans.
- _____ 9. Western European countries are entirely dependent on the United States to supply them with nuclear weapons.
- _____ 10. The United States has some concerns about trade between Western Europe and the Eastern bloc countries including the Soviet Union.

Essay: Write a complete answer for each of the following:

11. Provide one pro and one con argument for each of the following:

- a. The United States should reduce the number of troops it has in Europe.

- b. The United States should retaliate against restrictive European trade policies.

c. The United States should encourage trade between the Soviet Union and Western Europe.

12. Name and describe the U.S. plan that helped restore the economic strength of Europe after World War II.

13. Describe NATO and tell why it was formed.

14. Provide two examples of how the United States and Western Europe are economically interdependent.

15. Why are Europeans concerned about the U.S. deficit?

16. How do low U.S. interest rates help the European economy?

17. Who would be most appreciative of a low-valued U.S. dollar? Explain your answer.

- a. a U.S. soldier stationed in Germany
- b. a European oil importer
- c. a U.S. resident buying a Mercedes-Benz
- d. a European exporter

18. Describe one military issue between the United States and Western Europe that troubles many Europeans.

19. Provide one argument about the U.S.-Western European trade conflict from the viewpoint of a farmer in each area.

Nuclear Proliferation

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. Even peaceful nuclear reactors can be used to develop weapons.
- _____ 2. Experts warn that as more nations acquire nuclear technology, such technology is more likely to fall into the hands of terrorists.
- _____ 3. The United States has been a major supplier of nuclear technology and materials.
- _____ 4. While many countries have signed pledges not to acquire nuclear weapons, many others have refused to sign such pledges.
- _____ 5. Many countries including Brazil, Argentina, Taiwan, and Pakistan probably have the capability to develop atomic weapons before the end of the century.
- _____ 6. Generally speaking, countries with nuclear weapons are interested in keeping others from acquiring them.
- _____ 7. The goal of the signers of the Treaty of Tlatelolco was to make the Western Hemisphere a nuclear-free zone.
- _____ 8. Many experts are convinced that nuclear proliferation can be stopped.
- _____ 9. Many countries developing nuclear weapons have been engaged in serious conflicts with their neighbors.
- _____ 10. The United States admits that it has lost more than 8,000 pounds of weapons grade nuclear fuel since the 1940s.

Essay: Write a complete answer for each of the following:

11. Write one pro and one con argument for each of the following:

a. Nuclear proliferation can be controlled.

b. The United States should stop selling nuclear technology and materials that can be used to make weapons.

c. The United States should sell more conventional weapons in the hope that non-nuclear nations will not try to develop nuclear weapons.

12. Provide an argument showing that treaties are not an effective means of halting nuclear proliferation.

13. Provide an argument showing that treaties are an effective means of halting nuclear proliferation.

14. What are the powers of the U.N. International Atomic Energy Agency (IAEA)?

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15. Which country—the Soviet Union or Pakistan—is more likely to favor tough nonproliferation enforcement? Explain your answer.

16. Describe how the United States has used the “carrot” approach and the “stick” approach to slow proliferation.

17. What evidence exists that current U.S. production safeguards are not secure enough to prevent nuclear materials from falling into the hands of terrorists or other countries?

Unit Test

World Poverty and U.S. Foreign Aid

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. Most of the world's poorest countries are in the north temperate zone.
- _____ 2. Most poor countries have an agricultural rather than an industrial economic base.
- _____ 3. Most residents of Third World countries live in urban areas.
- _____ 4. Most U.S. aid goes to famine areas in Africa.
- _____ 5. Most U.S. aid is humanitarian assistance.
- _____ 6. An economic crisis in a Third World nation such as Brazil could cause severe economic problems in the United States.
- _____ 7. The two largest recipients of U.S. aid through the Economic Support Fund are Egypt and Israel.
- _____ 8. The United States is a strong supporter of the New International Economic Order.
- _____ 9. Most people in many developing countries cannot read or write.
- _____ 10. Starvation plagues more people today than it did thirty years ago.

Essay: Write a complete answer for each of the following:

11. Briefly describe four characteristics of Third World countries.

12. What two regions of the world receive the most U.S. aid? Why has the U.S. government selected these two regions?

13. Give two reasons why the United States provides aid to foreign countries.

14. List and briefly describe the two forms of foreign aid the United States provides?

15. Give one pro and one con argument for each of the following statements:

a. The United States should reduce foreign aid.

b. Politics should determine which countries receive aid.

c. The wealth of the industrialized world should be shared with the Third World.

16. Give two objections that the United States might make against the New International Economic Order.

17. Why is population a major concern for experts dealing with Third World issues?

18. Write an essay trying to persuade the president that U.S. aid should be either security assistance or humanitarian assistance.

16. Discuss two reasons why U.N. actions have had limited success in changing South African policies.

17. Why is the United States interested in keeping a friendly government in South Africa?

18. What is constructive engagement? Provide one piece of evidence suggesting that it does or does not work.

Unit Test

China

True/false. Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

- _____ 1. China and the United States were allies in World War II.
- _____ 2. Shortly after World War II, China became a true democracy.
- _____ 3. The Great Leap Forward fell far short of its goals.
- _____ 4. Throughout his life, Chairman Mao was deeply concerned about maintaining good relations with Taiwan.
- _____ 5. The Soviet Union and China share a long, demilitarized border.
- _____ 6. Relations between the United States and China reached a low during the Korean War.
- _____ 7 U.S.-Sino relations improved dramatically in 1971 when President Carter normalized relations with the People's Republic of China.
- _____ 8. Relations between China and the Soviet Union were hostile during the 1960s.
- _____ 9. Nixon's China policy was a radical departure from previous U.S. policy.
- _____ 10. The United States sells arms to both the P.R.C. and the R.O.C.

Essay: Write a complete answer for each of the following:

11. List and explain two differences between the policies of Mao Zedong and Deng Xiaoping.

12. Why should U.S. businesses be interested in gaining access to China?

13. List one pro and one con argument for each of the following:

a. The United States should improve relations with the People's Republic of China.

b. The United States should expand trade with the People's Republic of China.

c. The United States should sell arms to the People's Republic of China.

14. Explain why relations between China and the Soviet Union deteriorated during the 1960s.

15. What is the R.O.C. and how does it complicate U.S. relations with the P.R.C.?
16. What is a technocrat and how is the term related to the economy of China?
17. Mao Zedong might be appalled at what is happening in China today. What might he say to current leaders?
18. As the director of an import-export business, you have been approached by a machine tool manufacturer who is considering selling machinery to China. However, this person is very patriotic and wants you to explain the costs and benefits to the United States of such sales. What would you tell this person?

Unit Test Answers

Introduction

1. T
2. T
3. F—Congress is controlled by the Democrats.
4. F—They often disagree.
5. T
6. T
7. T
8. F—OMB is an executive office and reflects the priorities of the president.
9. F—Congress also has to approve funding for a federal program.
10. T
11. Students can pick any three cabinet members. The teacher must judge student responses about the important issues each will face.
12. President Bush is a member of the Republican Party while Congress is controlled by the Democratic Party.
13. Students must give two likely areas of conflict. They could include defense issues, social programs, and taxes.
Teacher's judgment is important.
14. The Warren Court had emphasized the protection of the civil liberties of minorities, while the Burger Court often held that the rights of minorities should not infringe on the rights of the majority. Also, the two Courts differed in decisions involving arrest procedures for suspected criminals.
15. An authorization bill indicates Congress's approval of a program, states its goals, sets rules and regulations, and sets the amount of money the agency can spend for that program.
16. An appropriations bill actually gives the agency its money to run a program.
17. Gramm-Rudman-Hollings—the Balanced Budget and Emergency Deficit Control Act—requires Congress to reduce the deficit to zero by 1993.

The Economy

1. T
2. F—A strong dollar hurts U.S. exports because it makes American goods cost more overseas.
3. F—Unemployment increases during a recession.
4. F—Under the “flexible freeze” plan, the president wants to reduce overall spending by increasing funding for high priority items and cutting it for all others, resulting in an overall spending decrease.
5. T
6. F—People tend to spend money rather than save it so they can beat the next price increase.
7. F—Unemployment causes a drop in tax revenues because unemployed people earn less and pay less taxes.
8. F—Productivity rate increases in the United States are among the lowest of the world's industrialized nations.
9. T
10. F—A balanced budget is not required by law.
11. Students must agree or disagree with the three issues. Answers reflect student opinion and teachers must use judgment when evaluating. See “The Debate” at the end of the chapter for possible answers.
12. Rising productivity usually leads to higher wages, higher profits, and lower prices.
13. The United States is one of the world's largest importers and exporters. It represents an enormous market for foreign goods and is a huge supplier for overseas markets. U.S. foreign trade has a major bearing on both domestic and foreign inflation rates, unemployment rates, and interest rates. Many foreign countries depend on U.S. banks for their financing.
14. a. A retired couple living on social security and their savings. With a fixed income, inflation reduces their buying power.
15. Students must give two steps. Such steps may include imposing wage controls to reduce money available for spending; or the Federal Reserve Board

can tighten money by raising interest rates thereby reducing the amount of money in circulation.

16. A Keynesian would increase government spending to stimulate the economy.
17. A supply-sider would cut taxes to give more spendable money to consumers, thereby stimulating the economy.
18. Companies can develop and install more efficient machinery and technology, build modern factories, or give incentives to efficient employees.
19. Consumers usually have to pay more for protected goods. Such goods can be sold at higher prices because trade barriers have reduced competition.
20. Tax cuts put more spendable money into the hands of the consumers. Increased spending by consumers causes the economy to grow resulting in less unemployment, improved incomes, and increases in the amount of taxes people have to pay.

Education

1. unequal
2. states
3. racial segregation, racism, or poverty
4. mainstreaming
5. dropout
6. busing
7. magnet
8. state
9. English as a second language
10. native
11. Students must provide one answer for and one answer against the three issues. Answers reflect student opinion and teachers must use judgment when evaluating.
12. Students will probably support the first statement by pointing out such reforms as higher graduation requirements, longer school days, and longer school

years. In some cases, states have dictated requirements to local districts. On the other hand, some states have given districts a freer hand in setting their own requirements.

Students could argue either way when answering the second statement.

Students should indicate that the third statement is generally true and may give specific evidence citing increased federal aid, federally required programs, creation of the Department of Education, etc. They may argue against by saying that recent administrations have on occasion tried to reduce the federal role.

13. Teachers should use their judgment when evaluating these essays. Students must take a stance, and then defend it with specific evidence.

Civil Rights

1. F—Reference to women was often purposely excluded from civil rights legislation to avoid controversy and ensure passage.
2. T
3. T
4. F—The Civil Rights Act of 1964 was primarily concerned with racial discrimination in public accommodations and jobs.
5. F—The Twenty-fourth Amendment barred the use of a poll tax.
6. F—Suffragists work for the extension of voting rights.
7. T
8. F—The 1967 Age Discrimination Act barred companies from forcing workers to retire because of age.
9. T
10. T
- 11.-14. Students must present one argument for and one argument against each of the four statements. Answers reflect student opinion; however, student responses should reflect knowledge of each issue. Teachers must use judgment when evaluating the responses.

15. Student opinion, but answers should refer to explanations such as the demands of the free market, the laws of supply and demand, and lack of education or experience. Students may have other acceptable answers.
16. Students must agree or disagree with the statement. Their answers should reflect knowledge of what civil rights has come to mean and to what groups and how civil rights have been extended.

Social Programs

1. T
2. T
3. T
4. F—The Great Society was President Lyndon Johnson's program.
5. T
6. T
7. T
8. T
9. F—Retirement age is gradually being increased from 65 to 67.
10. F—Minorities are more likely to live in poverty.
11. Students must present both a pro and a con argument for all three statements. Their answers must be factual and teacher's judgment is important. See "The Debate" at the end of the chapter for possible responses.
12. Franklin D. Roosevelt and Lyndon B. Johnson
13. Students may choose from such criticisms as welfare is too costly, the benefits go to people who do not need them, administrative costs are too high, some recipients are frauds, and welfare contributes too much to the budget deficit. Other responses are possible.
14. Social security recipients make up a large percentage of the population and represent a strong lobbying and voting force. Also, few members of Congress want to be accused of being uncaring toward the elderly or disabled.

15. Budget experts have difficulty pinpointing exactly how much each program is actually going to cost. The payments go to whomever is entitled and their numbers change from year to year.
16. COLAs are supposed to counter inflationary rises in the cost-of-living. If eliminated, persons on social programs lose buying power.
17. The number of people approaching retirement age is increasing rapidly.
18. b. A fifty-year-old worker is probably at the peak of his or her earning potential, and consequently is paying high income taxes. He or she may resent paying taxes for child care from which someone else will benefit.
19. Students must list three of the following:
 - States must enroll 7 percent of all welfare mothers whose youngest children are more than three years old in education, training, work-experience, or job search programs. By 1990, 20 percent must be enrolled.
 - Workers who find jobs and stop receiving AFDC benefits are eligible for subsidized day care and Medicaid for one year.
 - Absentee fathers who work and whose children receive welfare must make child support payments.
 - Families whose fathers as well as mothers live at home may be eligible for AFDC payments.
 - One parent in two-parent welfare families must perform sixteen hours of free community service per week.

Health Care

1. F—The majority of Americans still depend on private health insurance.
2. T
3. F—Doctors are not obligated to accept Medicare patients.
4. T
5. T
6. F—No cure has been found for AIDS.
7. T

8. F—DRG stands for diagnosis-related group payment.
9. T
10. T
11. Students are to give two answers. Possible answers include:
- Many people, especially the poor, do not receive adequate health care because they cannot afford it.
 - Many who need treatment go without, thus their health deteriorates.
 - Costs would be controlled with government regulations. Overall costs would be less.
12. Students are to give two answers. Possible answers include:
- Seventy-five percent of all Americans already have private health insurance.
 - Competition keeps cost down.
 - A national plan is too costly and would cause increases in the federal budget, taxes, and the deficit.
 - National health care is an example of government intrusion in what has historically been a private business.
13. Students are to give two examples. Possible examples include:
- Patients who are truly victims of malpractice would oppose a limited award.
 - Lawyers would oppose a limited award because it would cut their fees.
 - Others who say that high malpractice awards keep doctors and other health care practitioners "on their toes."
14. Students are to give two examples. Possible examples include:
- Doctors who want to see their costs go down would save on their insurance and legal fees.
 - Insurance companies because it would lower their payouts and legal fees.
15. Students are to give three answers. Possible answers include:
- The U.S. health care industry has steadily expanded its system to where people no longer pay their own bills. They are being paid by insurance companies, Medicare, etc.
 - The development of expensive new technology has caused a rapid rise in costs.
 - Malpractice insurance and payouts have added to the cost.
 - Very expensive treatment is being given to patients who are terminally ill, and expensive transplants are being provided to a very small percentage of people.
16. Teachers should use their judgment when evaluating this essay. Students are required to describe a health care plan and defend it.
17. Teachers should use their judgment when evaluating these essays. Students are to take a stance, and then defend it with specific evidence.

Immigration

1. F—The majority of immigrants to the United States each year enter illegally.
2. F—The act was the Chinese Exclusion Act, and had nothing to do with Japanese immigrants.
3. T
4. T
5. T
6. F—The act says nothing about economic hardship. It includes persons who flee because of persecution on the basis of race, religion, nationality, membership in a particular social group, or political opinion.
7. F—An argument is that they drive wages down because they will work for less pay.
8. T
9. T
10. F—Americans of European descent will become the minority in less than a hundred years.
11. Students may provide several arguments. They may point to such arguments as cultural or racial inferiority, a lowering of the U.S. standard of living, unfair job competition, or failure to assimilate into American culture.
12. Students must provide one answer for and one answer against the three issues. Answers reflect

student opinion and teachers must use judgment when evaluating.

13. Students could point to several examples including the Chinese Exclusion Act, the Gentlemen's Agreement, setting quotas based on immigrants who were already established in the United States, and so forth.
14. In 1900, a native-born American would probably be worried about immigrants coming from Eastern and Southern Europe—places unlike those from where his or her ancestors immigrated. He or she would also be concerned about job competition.
15. Mr. Smith would probably favor allowing more illegal immigrants into the United States. He would be looking for cheap labor to harvest his apples.
16. Sanctuary refers to the practice of churches harboring immigrants from war-torn Central America.
17. Students may say that immigrants will work for less pay, therefore employers will hire them before they will hire an American citizen.
18. Students may say that because illegal immigrants perform work that no American citizen wants to do, illegal immigrants are filling a vital role in our economic system.

Energy

1. F—Lower crude oil prices have kept imports high, domestic production has increased, and conservation efforts have reduced consumption.
2. T
3. T
4. F—OPEC tries to regulate oil production and exports by its members to keep the industry profitable.
5. T
6. F—Coal smoke pollutes the atmosphere and contributes to the formation of acid rain. Strip mining is also an environmental problem.
7. F—Renewable energy sources conserve natural resources and do not pollute.
8. F—Conservation is an important means of reducing energy consumption.

9. T

10. F—The federal government has reduced its energy hold but does not necessarily promote nuclear energy.

(Students may have other answers for questions 11-15 but the following costs and benefits are likely answers.)

11. **Costs:** disposal of nuclear waste, high public opposition because of Three Mile Island and Chernobyl, concern for safety, and high start-up costs.
Benefits: low energy production costs once plant is in place, little air or water pollution, plenty of available nuclear fuel.
12. **Costs:** air pollution, acid rain, strip mining.
Benefits: plentiful reserves, cheaper to produce than oil, does not have to be imported.
13. **Costs:** high equipment costs, impractical on large scale.
Benefits: renewable energy source, plentiful source of fuel, nonpolluting.
14. **Costs:** expensive to produce, requires much water to produce, toxic wastes cause environmental problems.
Benefits: less pressure on oil, plentiful natural resources from which synthetic fuels are made.
15. **Costs:** production costs are high, power production is small, impractical on a large scale.
Benefits: renewable energy source, clean.
16. Although students may have other answers, the following are likely:
Do nothing: government might deregulate energy supplies and let free market take over.
Promote conservation: government may place high taxes on fuel to decrease consumption, and close government-owned land to exploration.
Increase oil exploration and development: government could subsidize exploration, cut taxes that companies must pay so they can spend the money on exploration and development, and open up federal lands to exploration and development.
Promote renewable energy sources: government could give tax credits for solar and wind energy equipment and give grants for development and installation.

Limit importation of oil: government might impose high tariffs to discourage importation and impose high federal taxes at the gas pump to discourage consumption

Environment

1. T
2. F—The earth's weather can be greatly affected by a temperature change of a few degrees.
3. F—Acid rain is a problem in Canada and Europe as well as the United States.
4. F—Chemical waste is a major pollutant of water.
5. T
6. T
7. F—Many old toxic waste dump sites have not been identified and are not being cleaned up.
8. F—U.S. streams and lakes are much cleaner as a result of current environmental laws.
9. T
10. T
11. Students must provide one answer for and one answer against the three issues. Answers reflect student opinion and teachers must use judgment when evaluating.
12. Scientists think that the level of carbon dioxide in the atmosphere has risen dramatically, thereby trapping the sun's heat, raising the earth's temperature, and causing the greenhouse effect.
13. Acid rain has strained relations between the United States and Canada. The government of Canada has pressured the United States to do something about controlling sulphur dioxide emissions into the atmosphere, a possible cause of acid rain.
14. Superfund requires polluters, once they are identified, to pay for cleanup of toxic waste dumps. However, it is often difficult or impossible to identify the parties guilty of dumping the toxic wastes, and the government ends up paying much more of the cleanup costs than intended.

15. Opponents to stricter air pollution standards might include such groups as utility companies, automobile manufacturers, coal-burning industries, and so forth. Most would oppose stricter air pollution standards because of increased costs. Consumers might also be included if increased costs were passed on to them.

16. A pro argument might say that the United States needs to find new sources of energy and strategic minerals, so federal lands should be explored and developed. A con argument might say that sufficient private land is open to exploration and development, so federal land should be kept in reserve.

Agriculture

1. T
2. T
3. F—Federal payments have increased as the number of farms has declined.
4. T
5. F—Getting an adequate price is a problem, but not the only one. Farmers must contend with such problems as high interest rates and unpredictable weather.
6. T
7. T
8. F—Paying farmers not to farm part of their land is still included in government farm programs.
9. T
10. F—Americans pay less of their income for food than do people in any other industrialized country.
11. Students must provide one answer for and one answer against the three issues. Answers reflect student opinion and teachers must use judgment when evaluating.
12. Two environmental problems faced by farmers are soil erosion and increased need for water. Erosion is causing topsoil to decline, thereby reducing soil fertility. Finding adequate water for irrigation is a problem because farmers must compete with cities for water, and the underground water supply is being depleted.

13. Surpluses are produced because of increased land that is put into production, price supports that encourage more production, and inadequate prices that encourage farmers to produce as much as possible to pay their debts.
 14. Farmers would favor parity because it would raise the prices they receive for their products. The others would not favor parity because it would increase food prices, raise taxes, and make U.S. farm exports less competitive on world markets.
 15. Corporate farms are more efficient. They are larger and often have vast financial resources and tax advantages.
 16. The larger the amount of farm exports the smaller the balance of payment deficit.
 17. In recent years, farmers put more land into production in order to increase the size of their yield. Marginal land was put into production by plowing grass and cutting trees. Such actions left soil unprotected to wind and water erosion.
 18. Farmers must compete with cities for water. Underground water supplies are declining as irrigation increases.
9. T
 10. T
 11. Students must provide one answer for and one answer against the three issues. Answers reflect student opinion and teachers must use judgment when evaluating.
 12. Social factors contribute to crime but not all persons living in poverty become criminals. Questions remain about persons living under the same conditions—some become criminals and some do not.
 13. a. The Fourth Amendment protects persons from unreasonable search and seizure.
b. The Fifth Amendment protects suspects from being compelled to testify against themselves.
c. The Sixth Amendment guarantees the right to a speedy trial with a jury and the right to have an attorney.
d. The Eighth Amendment forbids excessive bail and cruel and unusual punishment.
 14. Suspects must be read their rights before being questioned.
 15. The federal budget deficit makes the government reluctant to build more prisons; therefore, criminals must be released after a shorter time to make room for incoming convicts.

Crime

1. F—Eighty percent of U.S. homes will be burglarized during the next twenty years.
 2. T
 3. F—A high percentage of criminals repeat crimes after they are released from prison.
 4. T
 5. T
 6. F—Crime costs U.S. society between \$170 and \$300 billion each year.
 7. F—The exclusionary rule states that illegally seized evidence cannot be used against someone in court. Search warrants must be issued before evidence can be seized.
 8. F—Statistics show that strict gun control laws have little effect on the murder rates in cities. Most murders are committed with illegally obtained weapons.
16. Pro arguments for maintaining parole include easing the burden on overcrowded prisons and rewarding convicts who are truly rehabilitated. Con arguments include keeping people in prison to serve out their full terms demonstrates that crime does not pay, and eliminating parole recognizes the victims' suffering.

The Soviet Union

1. T
2. T
3. F—The United States and the Soviet Union were allies during World War II.
4. T

5. F—Containment refers to a U.S. policy of containing communist expansion wherever it threatens other countries.
6. T
7. T
8. F—The grain embargo and Olympic boycott happened under the Carter administration.
9. T
10. T
11. Students must provide a pro or con essay for all three statements. Teacher judgment is important to determine if students' answers are based on fact or are merely opinion. See "The Debate" at the end of the chapter for possible answers.
12. Students' opinions must be from the Soviet viewpoint. Students may justify Soviet actions as responses to U.S. policies such as establishing the Marshall Plan, forming NATO, fighting the Korean and Vietnam Wars, and reacting to Soviet missiles in Cuba.
13. Students' opinions must be from the American viewpoint. Students may justify U.S. actions as responses to Soviet policies such as refusing to grant free elections in occupied Eastern Europe after World War II and establishing the "Iron Curtain," forming the Warsaw Pact, giving aid to communist revolutionaries around the world, and so forth.
14. Containment was a policy that said the United States would do whatever was necessary to contain communism within its post-World War II borders. The policy held that the United States would not allow communism to expand.
15. The cold war refers to the hostility between the two sides after World War II. Much of the conflict was ideological as each side condemned the other's political and economic philosophies. It was fought with propaganda, arms buildup, and economic and military aid to other countries.
16. NATO is a permanent military alliance of western countries to keep communism from moving into Western Europe.
17. The domino theory held that if one country in a region of the world fell to communism, its neighbors would soon follow. An example suggesting validity may be Southeast Asia, where Vietnam,

Laos, and Cambodia all became communist after American withdrawal from Vietnam. Examples suggesting invalidity may be that no other nations in the Caribbean followed Cuba into communism, or that Thailand and Burma did not fall to communism after the United States left Southeast Asia.

18. One side thinks the Soviet Union is an evil empire bent on world domination. Another side believes that because neither country really appreciates nor understands the other, they must discuss ways to reduce tension.
19. The United States could use military force, impose trade sanctions, or give aid to anti-communist forces.
20. The Soviets say that if the United States develops SDI, it would give the United States a military edge and upset the balance of power. They say such action would lead to another expensive arms race.

Defense

1. T
2. F—Triad is the three-part system of ICBMs, submarines, and long-range bombers.
3. T
4. T
5. F—MAD refers to "mutually assured destruction." The United States assumes that no country will start a nuclear war knowing that it, in turn, would be destroyed by U.S. nuclear weapons.
6. F—The United States and Soviet Union have not used military force against each other.
7. F—The War Powers Act was passed in response to U.S. involvement in Vietnam. It was passed during the Nixon administration.
8. F—Only Congress can declare war.
9. T
10. T
11. Students must either agree or disagree with all three statements. Answers should be factual and teacher's judgment is important. See "The Debate" at the end of the chapter for possible answers.

12. The question calls for student opinion. Answers must be based on fact and teacher's judgment is important.
13. "Peace through strength" holds that a strong military ensures peace because a potential enemy will not risk war knowing that the other side is too strong to defeat.
14. Students should list items such as ICPMs, SLBMs, long-range bombers, and missile-carrying ships. Weapons such as the B-2 and SDI are not in place.
15. Burden sharing is the idea that U.S. allies should contribute more to their own defense. Some members of Congress favor it because the United States would spend less defending its allies, thereby reducing the cost of defense.
16. Some oppose burden sharing because they say it would weaken the U.S. position in the world and give it less influence in defense decisions.
17. The B-1 has had problems in performing as it was supposed to. Experts say the problems can be fixed, but solutions will be expensive.
18. The B-2 is supposed to be able to slip undetected through enemy radar.
9. T
10. T
11. Students are to give two economic problems. Choices could include land ownership by a few families and land reform, unstable governments, civil war, lack of education, unemployment, and other social and economic problems.
12. Noriega has been indicted in U.S. courts on drug-smuggling charges. He forced an elected president from office and replaced him with his own man. Some Americans feared turning the Panama Canal over to a Noriega-led government.
13. Students are to give two examples. They could include the Spanish-American War, naval intervention in Nicaragua in 1909, and U.S. troop presence in Panama and Honduras today.
14. The Contadora plan calls for all foreign military advisors to leave Central America, including those of the United States.
15. Students are to give both a pro and a con argument. Answers must be factual and teacher's judgment is important. See "The Debate" at the end of the chapter for possible responses.
16. Administration staff confessed to sending money that was received from selling arms to Iran to the *contras* in Nicaragua. At that time Congress had banned all U.S. aid to the *contras*.
17. Pro arguments are that communism will spread from Nicaragua if the present government is allowed to stay, that the Soviets will gain too much influence there, and that the Soviets are building a naval base in Nicaragua that will threaten vital U.S. shipping lanes. Con arguments are that Nicaragua is too small to be a threat, and that there is no evidence the Soviets are building a naval base there.
18. Carter threatened to cut off all foreign aid to any country that abused the human rights of its citizens. Reagan placed less emphasis on human rights and more on containing communism.

Central America

1. T
2. T
3. F—The United States has a long history of intervention in Central America and the Caribbean going back to fighting the Spanish-American War in 1898 and landing marines in Nicaragua in 1909.
4. T
5. F—Many Central Americans look upon Cuba with favor because of Cuba's defiance of the United States.
6. F—All but Costa Rica have an army.
7. T
8. F—Death squads were right wing extremists who murdered proponents of land-reform policy.

The Middle East

1. T
2. T

3. T
4. F—Zionism was a political movement founded in 1897 to establish a Jewish homeland free from anti-Semitic persecution.
5. F—The United States recognized Israel from its beginning.
6. T
7. T
8. F—PLO leader Yasir Arafat has accepted Israel's right to exist.
9. T
10. F—Many Israelis have settled on the West bank
11. Palestinians would say that the Israelis forced them from their homes in Palestine in 1948 and the only way to get back their land is to fight. Israelis would claim that their nation was legally established by the United Nations, that they have a right to it, and will fight to hold onto it.
12. This question calls for student opinion. Students must agree or disagree and defend their answer with facts.
13. Students must agree or disagree with each of the three issues. Answers reflect student opinion and teachers must use judgment when evaluating. See "The Debate" at the end of the chapter for possible answers.
14. The PLO's Arafat has recognized Israel's right to exist.
15. The West Bank was seized by Israel from Jordan in the Six-Day War in 1967 and Israel has allowed settlers to move there. Many nations want Israel to return the land it took during wars with Arab countries, claiming that by allowing settlers in occupied territories Israel is complicating the peace process.
16. Egypt and Israel negotiated a framework for peace at Camp David, Maryland, in 1978 with the help of President Jimmy Carter. A peace treaty and official diplomatic recognition soon followed and Israel returned the Sinai Peninsula to Egypt.
17. Many different groups of people live in Lebanon. Sixty percent are Moslems, 40 percent are Christians, and both religious groups are divided by fac-

tions. Syria has troops in part of Lebanon, and Israel has also sent troops there several times.

18. The question asks for two reasons. Students may mention that both superpowers are competing for friends and allies in the region, sell arms to nations in the Middle East, give other kinds of aid and advice in the region, and are interested in Middle East oil.
19. A Jewish state was created, but a Palestinian state was not.

International Trade

1. F—The United States has had a trade deficit only since the mid-1970s.
2. T
3. T
4. T
5. T
6. F—Trade restrictions often cost jobs.
7. T
8. F—In 1971, Bretton Woods was reformed into a floating system.
9. T
10. F—The Trade Act requires the president to limit imports from countries that restrict U.S. imports.
11. Students are to give one pro and one con argument for each statement. Answers should be based on fact and teacher's judgment is important. See "The Debate" at the end of the chapter for possible responses.
12. Comparative advantage refers to a particular strength such as a natural resource, a human resource, climate, or location that allows a country to produce a product inexpensively.
13. Tariffs are taxes imposed by governments on imported goods to raise the selling price of such goods. Quotas are restrictions imposed by governments limiting the amount of goods that can be brought into a country.

14. Protectionism may cost jobs, lead to higher prices for domestic goods, cause other nations to retaliate, or lead to a trade war.
15. Students are to list one reason. Answers could include lower labor costs, higher profits, creation of new overseas markets, or investment of surplus capital.
16. Budget deficits drive up interest rates, which in turn drive up the price of American goods overseas. Higher prices cause consumers to buy fewer American goods. However, the increased value of the dollar makes foreign goods cheaper in the United States and causes Americans to import more.
17. Students must give two reasons. They could include:
 - Foreign companies have been more willing to invest in newer, more efficient manufacturing techniques while U.S. companies have often lagged behind.
 - Foreign companies benefit from strong government planning.
 - Workers in other nations are willing to work for lower wages than are many U.S. workers—especially in unionized industries.
18. Students' letters should be based on facts—not opinion or emotion. They will probably refer to trade protection and reducing budget deficits and trade imbalance. Teacher's judgment is important.
19. The U.S.-Canada Trade Pact eliminates all tariffs between the two countries by 1999. It also removes restriction on cross-border investments.
6. T
7. T
8. F—The United States would like the European allies to spend more on defense.
9. F—Both Great Britain and France have nuclear weapons.
10. T
11. Students are to give both a pro and a con answer to all three parts. Teacher judgment is important to determine if answers are based on fact or are merely opinion. See "The Debate" at the end of the chapter for possible answers.
12. The Marshall Plan was a huge aid plan established by the United States after World War II to provide money, investment, and trade to war-torn Europe to enable the Europeans to repel communism or the return of fascism.
13. NATO is a military alliance of sixteen nations formed in 1949 to prevent armed communist attack in Western Europe.
14. Students may refer to examples such as loans from U.S. banks to European companies and vice versa, interest rates and the value of the dollar, U.S. markets in Europe and European markets in the United States, and trade barriers.
15. Budget deficits cause interest rates to rise, which encourages European investors to invest in U.S. banks and businesses. Such investments drain Europe of needed capital.

Western Europe

1. F—NATO was formed in 1949 as an alliance to protect Europe from invasion by communist forces from Eastern Europe and the Soviet Union.
2. F—U.S.-European ties go back hundreds of years, to the voyages of Columbus.
3. T
4. F—The Common Market dropped trade barriers within Europe to encourage trade and stimulate industry among its members.
5. F
16. As low interest rates drive down the value of the dollar, the United States becomes a more favorable place to sell European products. This increases European exports to the United States and decreases U.S. exports to Europe.
17. b. A European oil importer can buy more oil with cheaper dollars, thus helping his or her business.
18. Students need to describe only one military issue. Issues may include U.S. missiles in Europe, support and contributions to NATO, U.S. troops and maneuvers in Europe, and increased burden sharing by the Europeans.
19. A U.S. farmer wants European governments to stop subsidizing their farmers so that U.S. products are more competitive in European markets. Conversely,

European farmers want the subsidies to keep U.S. farm products out of Europe.

Nuclear Proliferation

1. T
2. T
3. T
4. T
5. T
6. T
7. F—The goal of the signers was to make Latin America a nuclear free zone.
8. F—Most experts think nuclear proliferation will continue.
9. T
10. T
11. Students must provide one answer for and one answer against the three issues. Answers reflect student opinion and teachers must use judgment when evaluating.
12. Many treaties calling for an end to nuclear proliferation have been created but often nations are reluctant to sign them for fear of falling behind in the arms race.
13. Agreements among members of the “nuclear club” have slowed the transfer of nuclear materials and technology. Supporters would say that such treaties even though they have not stopped nuclear proliferation altogether, are better than nothing.
14. The IAEA cannot force any country to abide by the United Nations agreement, but it serves as an inspecting and record-keeping agency.
15. The Soviet Union would favor nonproliferation enforcement because it is already a nuclear power. Pakistan would oppose nonproliferation enforcement because it would not want to be stopped in its quest to develop nuclear weapons.

16. The Nuclear Nonproliferation Act of 1978 was an example of the stick approach. The United States hoped to punish nations that did not comply with the act. In the carrot approach, the United States will increase the sale of conventional arms to certain countries in the hope they will reduce their desire to build nuclear arms.

17. The United States admits that it cannot account for 8,000 pounds of weapons-grade fuel since the 1940s.

World Poverty and U.S. Foreign Aid

1. F—Most of the world’s poorest countries are south of the Tropic of Cancer.
2. T
3. F—Most residents are rural.
4. F—Most U.S. aid goes to countries in the Middle East, Central America, and the Caribbean Basin.
5. F—Most U.S. aid is security assistance.
6. T
7. T
8. F—The United States does not favor the New International Economic Order.
9. T
10. T
11. Students are to list four characteristics. Characteristics include bad roads, no plumbing or electricity, primitive farming techniques, little industry, low health standards, short life span, high infant mortality, illiteracy, unequal distribution of income, and hunger.
12. The regions are the Middle East and Central America. Both are strategically located, and the United States wants stable and friendly governments there.
13. Students are to give two reasons. The United States gives aid to maintain its alliance system for security, raise standards of living of Third World countries, promote political stability, feed the hungry, treat the sick, and help the poor.

14. Security assistance is primarily military aid to strengthen friendly governments. Humanitarian aid goes to build schools and roads and to feed the hungry.
15. Students must give both a pro and a con argument. Answers must be factual and teacher's judgment is important. See "The Debate" at the end of the chapter for possible responses.
16. Sudden shifts of financial resources and trade policies would inhibit economic growth. No country or group of countries should be allowed to control the International Monetary Fund or World Bank. The United States claims the current system has been successful and has generated unprecedented growth.
17. Birth rates are high in poor Third World countries which puts even more of a strain on their resources. These nations are already plagued by hunger, disease, and unemployment.
18. The question calls for student opinion, but arguments should be factual. Teacher's judgment is important.

South Africa

1. T
2. F—Blacks control no seats in the South African parliament.
3. T
4. T
5. T
6. T
7. F—Nations have violated the arms embargo and South Africa has its own arms industry.
8. T
9. F—South Africa has no oil, but does sell other valuable minerals to the United States.
10. F—The United States continues to import rare minerals from South Africa.
11. Students must either agree or disagree with all three statements. Their arguments must be factual. See "The Debate" at the end of the chapter for possible answers.
12. Students should present legitimate arguments that both parties would likely make. Tutu would call for an economic boycott and justify why he would favor such action. The U.S. executive would justify his company's actions in South Africa.
13. Dutch settlers came to Cape Town in 1652 as part of the Dutch East India Company. Germans and French Huguenots soon followed and in time all became known as Afrikaners. The British annexed Cape Town in 1806, and many Afrikaners moved north on the Great Trek. After Britain continued to expand into Afrikaner territory, the Boer War broke out between the two sides and all of southern Africa soon became part of the British Empire. South Africa remained part of the British Empire—later Commonwealth—until 1961, when it declared itself a republic.
14. Students must give two examples. They may include that the government now acknowledges the permanence of blacks, condones interracial marriages, allows blacks to own property, has abolished passbooks, recognizes black labor unions, and has given local communities the right to integrate public facilities.
15. Nelson Mandela is the former president of the African National Congress. He is now serving a life term in prison for sabotage, and is considered by many to be the symbolic leader of the anti-apartheid movement.
16. Economic boycotts have failed because many nations need South African products. The arms boycott has been violated, and South Africa has an arms industry of its own.
17. The United States needs some rare South African minerals and wants to keep a friendly government in that region of the world. Also, the South African government is anti-Soviet.
18. "Constructive engagement" was President Reagan's policy of engaging South Africa in quiet diplomacy. He emphasized economic cooperation but urged the South African government to make reforms in its system.

China

1. T
2. F—China under Chiang Kai-shek was not democratic. Chiang was a dictator.
3. T
4. F—Mao threatened Taiwan with military intervention hoping to unify Taiwan with his mainland government.
5. F—The border is long, but not demilitarized. Both nations have troops along the border.
6. T
7. F—President Nixon went to China in 1971. President Carter normalized relations with China in 1979.
8. T
9. T
10. T
11. Students are to give two differences. Answers could include differences in ideology, modernization, private ownership of property, foreign trade policies, relations with the United States, and so forth.
12. China has more than one billion people and represents a huge potential market.
13. Students are to give one pro and one con argument. Answers should be factual, not just opinion, and teacher's judgment is important. See "The Debate" at the end of the chapter for possible responses.
14. Conflicts arose over political ideology, foreign policy, and border location. China criticized the Soviet Union for "co-existing" with the West.
15. R.O.C. stands for Republic of China, the government on Taiwan that was established by the Nationalists after the Communists drove them from the mainland in 1949. The United States has been friendly with the R.O.C. and trades with it. The People's Republic of China insisted the United States change its recognition of the R.O.C. before the P.R.C. would normalize relations.
16. Technocrats are educated specialists whom Deng has installed in his government to modernize China's agriculture and industry.
17. The question calls for student opinion, but students should refer to the changes taking place in China today. They could cite changes such as modernization, friendlier relations with the United States, less emphasis on Marxism, and a turn toward capitalism.
18. The question calls for student opinion, but students should base their remarks on fact. They may refer to such items as the huge market in China, high profits for the company, friendlier—thus less hostile—relations with China, and balancing the U.S. trade deficit.

Markings

Worksheet 1

Introduction

Budget Survey

Below are several statements about the budget. Circle A if you agree, D if you disagree, or U if you are undecided.

| | Agree | Disagree | Undecided |
|---|-------|----------|-----------|
| 1. The federal government should reduce the budget deficit. | A | D | U |
| 2. Domestic benefits such as Medicare, Medicaid, retirement pensions, and social security should be reduced. | A | D | U |
| 3. Defense spending should be cut. | A | D | U |
| 4. The federal government pays too much interest on the national debt. | A | D | U |
| 5. Defense spending should be more than spending for pensions, social security, and programs for the poor and handicapped. | A | D | U |
| 6. Federal programs such as the FBI, national parks, air safety, and the weather bureau represent a small part of the federal budget and should not be cut. | A | D | U |
| 7. State and local governments should take up the slack left by cuts in federal programs. | A | D | U |
| 8. Taxes should be raised to reduce the budget deficit. | A | D | U |
| 9. The president is primarily responsible for balancing the budget. | A | D | U |
| 10. Congress is primarily responsible for balancing the budget. | A | D | U |
| 11. The budget will be balanced by 1993 as stipulated by the Gramm-Rudman-Hollings act. | A | D | U |

Worksheet 2

The Economy

Read "The Reagan Economic Legacy" in *Current Issues* and other sources to complete this worksheet. Divide the work on costs and benefits in item two and share your findings with your partner.

1. Describe the economic policy often called "Reaganomics."

2. What do you see as the costs and benefits of President Reagan's economics policies?

| Costs | Benefits |
|-------|----------|
| | |

3. Write a paragraph evaluating the short-term and long-term impact of the economic policies of the Reagan administration.

Worksheet 3

Education

Use this worksheet to gather the information you need to prepare a mock television report.

Topic: _____

1. What are the problems or areas of possible improvement?
2. What changes, if any, do you recommend?
3. Who will be influenced by your proposed changes?
4. How will they be influenced by your changes?
5. What are some negative aspects of your proposed changes?
6. What are some benefits of your proposed changes?

Civil Rights

Complete the following chart, using *Current Issues* and any other sources of information you may need.

| Group | Rights protected | Document, court case, or legislation protecting the right | Date |
|--------------|-------------------------|--|-------------|
| | | | |

1. Do you think that civil rights is still an issue in our society? Why or why not?

2. Are there any changes in federal civil rights policies that you would like to see? Explain.

3. Do you think that government action is effective in eliminating discrimination? Why or why not?

4. Should the government tell people that they have to rent property to any qualified renter regardless of sex, race, and religion, or that a restaurant owner must serve anyone who can pay? Why do you feel the way you do?

5. Are there limits on what the government should do to promote equality for all? For example, should the government tell developers that 20 percent of all the houses they build must be sold to a minority family? Or, should the government have special scholarship funds just for minority students? Why or why not?

Social Programs

As you read "Social Programs" in *Current Issues*, list all the social programs mentioned and complete the following information about each.

| Program | Date created | Benefits | Who gets benefits? | Annual cost (if known) |
|----------------|---------------------|-----------------|---------------------------|-------------------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |

Health Care

Student Survey

Work together to find the correct response for each of the following true/false statements. Use T for true and F for false. Use any source of information necessary to complete the survey.

- _____ 1. In some states, family health insurance costs have risen as much as 400 percent since 1980.
- _____ 2. A coronary bypass operation costing \$1,800 in 1979 would cost \$37,300 today.
- _____ 3. The average cost per day of a hospital stay is more than \$300.
- _____ 4. Health care today costs U.S. consumers more than ten cents of every dollar they spend for goods and services.
- _____ 5. In some states, a family of four earning more than \$4,248 per year is no longer eligible for Medicaid.
- _____ 6. In 1984, 96 percent of all workers with hospital insurance were allowed to choose their own doctors, but in 1989 only 28 percent could choose.
- _____ 7. By 1991, health care costs for AIDS patients will be more than \$6 billion.
- _____ 8. About 37 million Americans have no health insurance.
- _____ 9. Doctors often use new and costly equipment and procedures simply to reduce the risk of a malpractice lawsuit.
- _____ 10. Many health care programs have an incentive for doctors and hospitals to provide minimal care to patients.

Worksheet 7

Health Care

Complete the chart and answer the questions that follow. This exercise will help you learn more about the key issues in this unit.

1. Complete the chart below being as specific as possible. Use *Current Issues* or any other source of information.

| President | Health care proposal | Results |
|-----------------------|----------------------|---------|
| Theodore Roosevelt | | |
| Franklin D. Roosevelt | | |
| Harry Truman | | |
| Dwight Eisenhower | | |
| Lyndon Johnson | | |

2. Answer the following questions about Medicare.

- What is Medicare?

- Whom does Medicare serve?

- What does Medicare cover?

- What doesn't Medicare cover?

- What problems does Medicare face?

- What are Medicare's strengths?

3. Answer the following questions about Medicaid.

- What is Medicaid?

- Whom does Medicaid serve?

- What does Medicaid cover?

- What doesn't Medicaid cover?

- What problems does Medicaid face?

- What are Medicaid's strengths?

4. Why have health care costs risen so dramatically in the past decade?

5. What steps can individuals take to reduce health care costs?

Worksheet 8

Health Care

1. Complete the following cost/benefit chart, and answer the questions. This exercise will help you decide the best federal policy for health care in the United States.

| Policy | Costs | Benefits |
|--|-------|----------|
| Creation of a federally funded national health care program for all. | | |
| Creation of a privately funded national health care program for all. | | |

2. Present a pro-con argument for both of the positions above.

3. Tell your ideas about a program for national health care by responding to each of the following:

- Where should the money to support your plan come from?

- Who is covered in your plan?

- What is covered in your plan?

- What are the benefits of your plan?

- What are the weaknesses of your plan?

- Who do you think will support your plan? Why?

- Who do you think will oppose your plan? Why?

Worksheet 9

Immigration

As you read "Immigration" in *Current Issues*, list the immigration acts or policies mentioned and answer the questions about each.

| Name of act or policy | What did it propose? | Who did it favor? | Who did it discriminate against? | What is your opinion about the act? |
|-----------------------|----------------------|-------------------|----------------------------------|-------------------------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |

Worksheet 10

Energy

Use this worksheet to help you develop your federal energy policy. Complete the three columns on the right for each of the possible energy policies in the first column.

| Policy | Steps that might be taken | Costs | Benefits |
|---|---------------------------|-------|----------|
| Promote conservation | | | |
| Promote increase in oil exploration and development | | | |
| Decontrol oil prices | | | |
| Control oil prices | | | |
| Promote synthetic fuels | | | |
| Promote use of coal | | | |
| Develop renewable energy such as solar, wind, water | | | |
| Do nothing at all | | | |
| Limit imports | | | |

Worksheet 11

Energy

Use this worksheet to help you develop your federal energy policy. Using all resources available to you, list the strengths and weaknesses of the energy sources listed in the first column.

| Energy source | Weaknesses | Strengths |
|-----------------|------------|-----------|
| Alcohol | | |
| Coal | | |
| Natural gas | | |
| Nuclear | | |
| Oil | | |
| Water | | |
| Wind | | |
| Solar | | |
| Synthetic fuels | | |
| Other: | | |

Worksheet 12

Energy

Energy Survey

Below are several statements about energy sources and energy issues in the United States today. Circle A if you agree, D if you disagree, or U if you are undecided.

| | Agree | Disagree | Undecided |
|--|-------|----------|-----------|
| 1. I believe that both domestic and world supplies of oil will be depleted within fifty years. | A | D | U |
| 2. We should expand the use of renewable sources of energy such as sun, wind, and water. | A | D | U |
| 3. The government should take the lead in developing new energy technologies. | A | D | U |
| 4. Major unanswered questions remain about the safety of nuclear power plants. | A | D | U |
| 5. The Department of Energy should be abolished. | A | D | U |
| 6. The risk involved in generating nuclear power is minor and should not block the construction of new nuclear power plants. | A | D | U |
| 7. I would be willing to change my lifestyle in order to conserve energy. | A | D | U |
| 8. The energy crisis is over. | A | D | U |
| 9. The United States should spend more money on energy research. | A | D | U |
| 10. The free market should be relied upon to ensure the energy consumption of our nation. | A | D | U |

Environment

Complete the following chart using *Current Issues* and any other sources of information you may need.

| Type of pollution or environmental problem | Source or cause | Damage it causes | Extent of damage to date | Damage projections | Legislation dealing with the problem | Your suggestions for dealing with the problem |
|--|-----------------|------------------|--------------------------|--------------------|--------------------------------------|---|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |

Worksheet 14

Environment

After reading "Environment" in *Current Issues*, complete the following cost/benefit chart.

| Issue | Benefits of control | Costs of control |
|---|---------------------|------------------|
| Acid rain | | |
| Toxic waste | | |
| Development of federal lands | | |
| Other pollution or environmental problems | | |

Agriculture

1. List the problems and issues facing agriculture in the United States during each of the time periods listed below.

| | |
|------------------|--|
| Progressive era | |
| Great Depression | |
| Today | |

2. What similarities and differences do you see when you compare these time periods?

3. What conclusions might you draw from this comparison?

Worksheet 16

Crime

Crime Survey

Below are several questions about crime. Circle the appropriate choice. Please circle your age group.

below 18

18-26

27-35

36-50

51-65

over 65

| | Yes | No | Undecided |
|--|-----|----|-----------|
| 1. Have you ever been a victim of a crime or do you know someone who has? | Y | N | U |
| 2. Do you think that crime is increasing in this community? | Y | N | U |
| 3. Do you think that crime is a serious problem in this community? | Y | N | U |
| 4. Do you think that criminal suspects should lose all rights? | Y | N | U |
| 5. Do you think that criminal penalties should be increased? | Y | N | U |
| 6. Do you think that all criminals who commit the same crime should receive the same punishment? | Y | N | U |
| 7. Do you think that use of the death penalty should be increased? | Y | N | U |
| 8. Do you favor registration of handguns? | Y | N | U |

6. Who might be influenced by each position? How might they be influenced?

7. What are the costs to society of each position?

8. What are the benefits to society of each position?

9. What additional information would you like to have before making a policy recommendation?
Where might you find this information?

10. What are your recommendations on this issue?

11. What steps can you take to promote adoption of your policy?

The Soviet Union

List important events in U.S.-Soviet relations and place them in appropriate places along the timeline. Write a brief statement of each event's impact on the relations between the two countries and then rate each five-year period from 5 (very positive) to 1 (very negative).

| Time period | Event | Impact on U.S.-U.S.S.R. relations | Rating (1 to 5) |
|--------------------|--------------|--|------------------------|
| 1945-49 | | | |
| 1950-54 | | | |
| 1955-59 | | | |
| 1960-64 | | | |
| 1965-69 | | | |

| Time period | Event | Impact on U.S.-U.S.S.R. relations | Rating (1 to 5) |
|--------------|-------|-----------------------------------|-----------------|
| 1970-74 | | | |
| 1975-79 | | | |
| 1980-84 | | | |
| 1985-present | | | |

Worksheet 19

Defense

Student Pretest

1. What percentage of the federal budget is spent for defense in the United States?

2. List five things that would happen if the United States doubled its defense budget.

3. List five things that would happen if the United States cut its defense budget in half.

4. Name four countries that the United States helps defend.

5. Name four countries that the Soviet Union helps defend.

6. What would happen if the Soviet Union dismantled its military?

7. What would happen if the United States dismantled its military?

8. Predict how many students in this class will serve in the military. Will you be one of them?

9. What is national security and how can you measure it?

Worksheet 20

Defense

Use "Defense" in *Current Issues* to answer the following questions.

1. What two functions can a strong military serve?
2. What nation does the United States view as its most likely opponent?
3. What is the basis of U.S. military strategy?
4. What are the assumptions underlying the concept of MAD?
5. To what nations is the United States committed to help defend? Should the United States commit to the defense of more nations? Of fewer nations?
6. What were the two most important U.S. military efforts against communism during the Cold War?
7. What is the War Powers Act and why is it important?
8. What was President Reagan's reason for the defense buildup during his administration? Do you agree with it? Why or why not?

Defense

1. List costs and benefits to you as an individual and to society resulting from a large reduction in defense spending.

| | Costs | Benefits |
|------------|--------------|-----------------|
| Individual | | |
| Society | | |

2. List costs and benefits to you as an individual and to society resulting from a large increase in defense spending.

| | Costs | Benefits |
|------------|--------------|-----------------|
| Individual | | |
| Society | | |

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Worksheet 22

Central America

This activity is designed to help you collect, organize, and compare information about the nations of Central America. Collect the information about your assigned country and share it with other members of your group. You should use *Current Issues* and a variety of other books and current events resources.

Country: _____

1. What are the major social issues in this country?
2. What are the major political issues in this country?
3. What are the major economic issues in this country?
4. What are the major military issues in this country?
5. How strong is the political opposition (if there is opposition)?
6. What is the historical relationship of this country with the United States?

7. Have reform efforts been successful? To what degree?

8. Describe what you expect this country to be like in five or ten years. What will be the same and what will be different?

9. If you were the leader of this country, what changes would you want to make? What roadblocks would you anticipate, and how would you deal with them?

10. What, if anything, do you think the United States should do to help this country? Justify your answer.

6. Complete the following chart by listing the costs and benefits of your peace plan for each country.

| | Costs | Benefits |
|---|-------|----------|
| Egypt | | |
| Israel | | |
| Jordan | | |
| Palestine Liberation Organization (PLO) | | |
| Palestinians who reject PLO leadership | | |
| Soviet Union | | |
| Syria | | |
| United States | | |

International Trade

A. You have been asked to analyze the chart on the U.S. trade deficit in *Current Issues*. Answer the following questions about the chart.

1. What is this chart trying to convey?

2. How much were the trade deficits in 1982, 1984, 1986, and 1988?

3. What trends do you see?

4. Is there any evidence to suggest that the long-term trend may be changing?

5. What are some implications of the information on this chart for the country, your family, and you?

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B. You have been asked to analyze the cartoon on Japanese markets in *Current Issues*. Answer the following questions about the cartoon.

1. What message is the cartoon trying to convey?

2. What is the significance of the cartoon?

3. Do you think the cartoon is accurate?

4. If the cartoon is accurate, what are the implications for the country, your friends, and you?

C. You have been asked to analyze the photographs in *Current Issues* of the Coca Cola billboard and the Nissan cars being unloaded at the dock. Answer the following questions about the photos.

1. How do these photos contrast?
2. What can you learn from them?
3. Should Americans be concerned about the photo of the cars on the dock? Why or why not?
4. What is the relationship between the photos and the U.S. trade deficit?

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D. Answer the following questions about the chart, cartoon, or photos. Everyone is to answer these questions.

1. What do these items suggest about the United States and world trade?

2. Do you think that the trade deficit is a problem? Why or why not?

3. Can you identify some people who might be hurt by a continuing trade deficit?

4. What would you like to know about the trade deficit?

International Trade

In this assignment, you are trying to help yourself and your partner learn the most significant information about the background of the U.S. trade deficit. Each item represents a head in the "Background" section of *Current Issues*. For each item, write down the most significant information. Share this with your partner. Each of you will do alternate sections. One will do items 1, 3, 5, 7, and 9 while the other will do items 2, 4, 6, and 8.

Heads:

1. Why Do Nations Trade?
2. Protectionism
3. Trade Wars and the Great Depression
4. American Trade Leadership in the Postwar Era
5. Encouraging International Trade

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6. The Trade Deficit



7. How the Budget Deficit Affects Trade

8. American Productivity

9. U.S. Trading Relationships



International Trade

You are to develop and defend a comprehensive plan for reducing the trade deficit. To do this you must evaluate the strengths and weaknesses of several approaches. Consider the steps necessary to implement each approach and what factors might make it difficult to make that approach work. This worksheet will assist with your evaluation. Answer each of the following questions for your assigned topic.

1. What are the strengths of this approach?

2. What are the weaknesses of this approach?

3. How likely is this approach to be adopted?

4. What factors might block this approach from being adopted?

5. What would have to occur for this approach be accepted?

Western Europe

List in chronological order the major events in U.S.-European relations since the beginning of World War I, and briefly state the results or changes brought about by the events. Also, jot down what impact the event had on the relationship between the United States and European countries.

| Event | Political results or changes | Economic results or changes | Military results or changes | Impact on U.S.-Western Europe relations |
|-------|------------------------------|-----------------------------|-----------------------------|---|
| | | | | |

Nuclear Proliferation

Complete the following chart to help you assess how successful efforts to stop nuclear proliferation have been. List five treaties or actions found in *Current Issues*.

| Treaty or action | Nations involved | Terms of agreement | Success of agreement | Reason for success or failure |
|------------------|------------------|--------------------|----------------------|-------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

World Poverty and U.S. Foreign Aid

Write a one-sentence reaction to each of the following items:

1. Every day 35,000 people die of starvation.
2. Each year 14 million children die of disease.
3. Approximately one-third of the world's population lives on less than \$300 per year.
4. In half of the world, pure water is unavailable.
5. About half the people in the world cannot read or write.
6. A century ago the world's population doubled every 115 years; today it doubles every forty years.
7. Most of the world's people do not have electricity or running water.
8. Birthrates in less developed countries are about double those of industrialized nations.
9. In 1950, one person in fifteen suffered from malnutrition; today one in eight suffers from malnutrition.
10. Poor countries buy more from the United States than from Europe and Japan combined.
11. Japan spends more than the United States on foreign aid.
12. Every year since 1985, the U.S. foreign aid budget has been reduced.
13. The United States gives about \$14 billion in aid to foreign countries each year.

World Poverty and U.S. Foreign Aid

Complete the cost/benefit chart for each issue.

1. The United States should reduce foreign aid.

| | Costs | Benefits |
|---------------|-------|----------|
| United States | | |
| Third World | | |

2. Politics should determine who receives U.S. aid.

| | Costs | Benefits |
|---------------|-------|----------|
| United States | | |
| Third World | | |

3. The industrialized world should share its wealth with the Third World.

| | Costs | Benefits |
|---------------|--------------|-----------------|
| United States | | |
| Third World | | |

South Africa

Answer the following questions to help you prepare your group's report to the United Nations on South Africa's racial policies.

1. What is apartheid? How does it influence both blacks and whites who live with its restrictions.

2. What factors support the continuation of apartheid? How has South Africa's white minority population been able to maintain apartheid?

3. What domestic and international factions oppose apartheid? Why have opponents not been more effective? What must opponents do to become more effective?

4. What changes have recently been made in the policy of apartheid? What are the implications of such changes? Does a peaceful transition to abolishing apartheid seem likely? Why or why not?

5. What are the U.S. interests in South Africa? What steps should the United States take to protect those interests. Is U.S. cooperation with the current government in South Africa the best way to achieve our long-term objectives? Why or why not?

China

China Survey

Below are several statements about U.S.-Sino relations. Circle A if you agree, D if you disagree, or U if you are undecided. Please circle your age group.

below 18 18-26 27-35 36-50 51-65 over 65

| | Agree | Disagree | Undecided |
|--|-------|----------|-----------|
| 1. Before 1949, China and the United States generally had good relations. | A | D | U |
| 2. The People's Republic of China is a communist country and should not be trusted. | A | D | U |
| 3. The United States should stop selling modern military equipment to China. | A | D | U |
| 4. China is showing signs of becoming more capitalistic. | A | D | U |
| 5. The United States trades billions of dollars worth of goods each year with China. | A | D | U |
| 6. Chinese manufactured goods are equal to American goods in quality. | A | D | U |
| 7. U.S.-Sino relations improved dramatically as a result of a visit to China by President Richard Nixon. | A | D | U |
| 8. Hong Kong will soon become part of the People's Republic of China. | A | D | U |
| 9. During this century, China has been both a U.S. ally and an enemy in wars. | A | D | U |
| 10. The United States has abandoned Taiwan. | A | D | U |

China

Complete the following chart, using *Current Issues* and any other sources of information you may need.

| Event or policy | Impact on China | Impact on relations with the United States |
|----------------------------|-----------------|--|
| Communist takeover | | |
| Great Leap Forward | | |
| Korean War | | |
| Sino-Soviet split | | |
| Cultural Revolution | | |
| Nixon visit | | |
| Emergence of Deng Xiaoping | | |
| U.S. support of Taiwan | | |
| Reagan policy | | |

China

1. What has been the effect of improved U.S. relations with China? What will happen if improvement continues? What steps will both countries have to take for improvements to continue? What should each country expect in return?

2. Complete the cost/benefit chart for each issue.

Relations between the United States and China should be improved.

| | Costs | Benefits |
|---------------|--------------|-----------------|
| United States | | |
| China | | |

Trade between the United States and China should be expanded.

| | Costs | Benefits |
|---------------|--------------|-----------------|
| United States | | |
| China | | |

The United States should continue to sell arms to China.

| | Costs | Ben .fits |
|---------------|-------|-----------|
| United States | | |
| China | | |

The United States should continue to trade and sell arms to Taiwan.

| | Costs | Benefits |
|---------------|-------|----------|
| United States | | |
| China | | |