



**Confronting Genocide:
Never Again?**

THE CHOICES PROGRAM
Explore the Past... Shape the Future
History and Current Issues for the Classroom
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**International Trade:
Competition and Cooperation in a
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its Place in Cold War History**

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THE CHOICES PROGRAM

Resources for Teachers



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History, Reform, and Revolution**

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**A More Perfect Union: American
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**Colonialism in the Congo:
Conquest, Conflict, and Commerce**

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**A Forgotten History:
The Slave Trade and Slavery
in New England**

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**Responding to Terrorism:
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The Russian Revolution

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Explore the Past... Shape the Future
History and Current Issues for the Classroom

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CHOICES for the 21st Century Education Program

Director
Susan Graseck

Curriculum Editor
Andy Blackadar

Curriculum Writer
Sarah Massey

Office Manager
Anne Campau Prout

Outreach Coordinator
Jillian McGuire

Professional Development Director
Mollie Hackett

Program Associate
Susannah Bechtel

Staff Associate
Jessica de la Cruz

Videographer/Editor
Julia Liu

The Choices for the 21st Century Education Program develops curricula on current and historical international issues and offers workshops, institutes, and in-service programs for high school teachers. Course materials place special emphasis on the importance of educating students in their participatory role as citizens.

Michael D. Kennedy
*Director, Watson Institute for
International Studies.*

The Choices Program


Choices for the 21st Century Education Program is a program of the Watson Institute for International Studies and the Office of Continuing Education at Brown University.

The Watson Institute for International Studies was established at Brown University in 1986 to serve as a forum for students, faculty, visiting scholars, and policy practitioners who are committed to analyzing contemporary global problems and developing initiatives to address them.

The Choices Program is a non-profit program that provides educators nationwide with teaching resources and other services at a subsidized rate, made possible by the grants and gifts we receive. All contributions are tax deductible and go directly to the work of the Choices Program. Information on contributions is available at <www.choices.edu/about/contribute.php>

Visit us on the World Wide Web—www.choices.edu

Letter from the Director



Welcome to the Choices Program. Choices is a national education program designed to introduce substantive international content into secondary school curriculum. Our work grows out of the conviction that to fulfill our responsibility as citizens in a democratic society we must be cognizant of our nation's relationship to the world and the impact we have on that world. We further believe that public participation shapes the policy decisions that define the role of the United States in the global society.

The Choices Program's mission is to empower young people with the skills, habits, and knowledge necessary to be engaged citizens who are capable of addressing international issues with thoughtful public discourse and informed decision-making.

Choices is a program of the Watson Institute for International Studies and the Office of Continuing Education at Brown University. The Watson Institute is a research institute that was established in 1986 to analyze contemporary global problems and develop initiatives to address them. Since 1988, Choices has been developing curricula on a wide range of current and historical international issues. We also offer workshops, institutes, and in-service programs for high school teachers, and sponsor civic education programs for students that link the classroom to the world beyond. Choices programs engage students in exploration of complex international issues—both past and present—from multiple perspectives. Our resources and programs bring groundbreaking research on critical turning points in history and pressing contemporary issues to secondary classrooms.

Today, teachers in thousands of classrooms nationwide are using Choices resources and programs with their students. More than two hundred and fifty classroom teachers and university scholars have participated in the development of print and digital teaching resources and taken leadership roles in professional development. We thank all who have contributed to creating the bridge that Choices provides between the university community and the secondary classroom.

We hope you will join us in our quest to help young people thoughtfully explore complex international issues and find their voice in the public arena.

Susan Graseck
Director, Choices for the 21st Century Program
Senior Fellow, Watson Institute for International Studies

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Teaching Resources



Choices teaching resources incorporate the latest scholarship to make connections between historical events and contemporary international issues. Resources include printed texts and online materials. Choices teaching resources address many state and national standards and are used in a range of courses including U.S. history, world history, global studies, and government.

Curriculum Units

www.choices.edu/curriculum

There are currently more than thirty topics available. Each curriculum unit developed by Choices includes a reproducible student text and a teacher resource book. All Choices curriculum units include:

- Well-crafted readings that make complex ideas and rich histories accessible to students.
- A framework of options designed to help students consider alternative views on contested historical or current issues.
- An array of interactive, student-centered lesson plans that put equal emphasis on content, skills, and critical thinking.

All units are revised as needed to keep up-to-date with current issues and changing historiography.

Online Resources

www.choices.edu/resources

Choices provides a variety of online teaching activities and supplemental lessons to enhance published Choices resources. They are available from the Resources section of the Choices website. Resources include: Teaching with the News, Scholars Online, Supplemental Materials, Online Ballots and Surveys, and Teaching Tools.

Teaching with the News

www.choices.edu/twtn

The Teaching with the News initiative provides online curricular materials and ideas to connect the content of the classroom to headlines in the news. Teaching with the News resources usually include a one or two-day lesson plan with readings and links to vetted online sources for up-to-the-minute information.

Addressing State Standards

The resources and pedagogical approach of the Choices Program address a range of state standards. Lesson plans emphasize higher order thinking skills, including understanding multiple perspectives and competing interpretations; differentiating among fact, opinion, and interpretation; weighing the importance and reliability of evidence and explaining its significance; understanding and using primary sources; and formulating rational conclusions.

Scholars Online

www.choices.edu/scholarsonline

Scholars Online brings university scholars into secondary-level classrooms via online video clips. The short, informative videos are designed to be used with Choices printed curricula. Each video discusses a specific question and includes graphics to help students better understand the scholar's answer to the question. Scholars Online is tailored for use in classrooms, for homework, and for professional development.

Supplemental Materials

www.choices.edu/materials

Choices provides a range of supplemental online resources to accompany the published units. Resources include PowerPoint resources, digitized primary sources, and annotated links to additional electronic resources on other sites.

Online Ballots and Surveys

www.choices.edu/surveys

Choices maintains a series of online surveys and ballots that provide a venue for students to express their views on contested current issues after they have considered a range of viewpoints.

Teaching Tools

www.choices.edu/tools

The Choices Program provides a number of teaching tools for use with Choices resources in the classroom. They include teaching activities, graphic organizers, and assessment tools.

The Choices Approach

All Choices curriculum units employ an interactive approach that engages students actively and critically in the study of history and public policy, and enables them to apply their historical knowledge to an understanding of problems in the world today. Research shows that students are best able to understand and analyze complex content if they are actively engaged with the material. Choices teaching resources:

- Incorporate current scholarship
- Present multiple perspectives
- Provide student-centered lesson plans
- Focus on skills development and critical thinking
- Engage students in substantive dialogue

Choices teaching resources are used in a range of courses at the secondary level including U.S. history, world history, and global studies.

“These are some of the most well-prepared, useful, informative materials I’ve ever seen. I am truly impressed.”

—Indiana teacher

“As both a teacher and resource specialist, I am always on the lookout for materials that “raise the bar” with a balanced, non-biased perspective on timely topics yet still encompass the essentials of state standards. The Choices units do that in spades!”

—Virginia teacher

An Options Framework

The centerpiece of the Choices approach is a framework of alternative policy options that challenges students to consider multiple perspectives. Taking on the role of decision makers at a critical moment, students examine the historical, cultural, and political background of an issue and then consider multiple viewpoints or options. In some units, the options present a current debate; in others they are options that were considered at a critical turning point in history. Working with the options, students clarify the values that underlie divergent perspectives and consider the relative merits of each before coming to their own judgments.

Choices Lessons Address a Range of Skills

Choices curricula stress the development skills essential to social studies. All of our materials call upon students to:

- Consider multiple perspectives on international issues
- Interpret and analyze primary sources
- Compile, categorize, and analyze data
- Differentiate between fact and opinion
- Draw conclusions from evidence
- Identify and weigh the conflicting values represented by different points of view
- Clarify differences between competing ideas
- Work cooperatively within groups to organize effective presentations
- Support arguments with evidence
- Deliver cogent and persuasive presentations
- Evaluate the merits and shortcomings of competing policy options
- Develop a deeper understanding of issues through informed discussion
- Make connections across time and place
- Develop and articulate original viewpoints on an issue

The Choices Role Play

At the center of all Choices curriculum units is a role play in which students, working in groups, explore their assigned options, plan short presentations that draw on the historical background provided, and then present and defend their assigned options. The setting of the role play might be a Congressional hearing, a meeting of the National Security Council, or an election campaign forum. In units focused on historical turning points, some students play the role of real or fictional townspeople, senators, or other stakeholders in order to bring out multiple viewpoints held at the time. The ensuing discussion demands analysis and evaluation of the conflicting values, interests, and priorities reflected in the options.

Making it Relevant

After the role play, students are ready to go beyond the views presented. In units focused on a current issue, students have an opportunity to deliberate with one another about the merits and trade-offs of alternative views and to construct their own understandings of the question at hand. In units focused around historical turning points, students assess the effect of decisions made at the time on the course of history. Finally, armed with fresh insights from the role play and the ensuing discussion, students are encouraged to

“The Choices Program materials are invaluable to my teaching. They are a trusted source of information. They bring together the research materials and critical thinking skills needed by today’s high school students.”

—Oklahoma teacher

express their own views in letters to Congress or the White House, editorials for the school or community newspaper, persuasive speeches, visual presentations, or essays.

A Partnership between Scholarship and Teaching

As a program that is committed to engaging students at the secondary level in content-rich materials, Choices devotes considerable time and resources to incorporate the latest scholarship and research findings into its work. Choices curriculum writers, all of whom have extensive classroom experience, collaborate on a regular basis with faculty at the Watson Institute and Brown University, as well as experts from other institutions. Choices also engages current classroom teachers in the development of teaching materials, to ensure the resources are accessible and relevant to high school students.



Structure and Approach of Choices Units

There are two kinds of units—those that are shaped around an unresolved current issue and those that are shaped around an historical turning point. Both involve students in a dynamic conversation between the past and the present. The centerpiece of all Choices units is a framework of divergent views (or options) and all include readings and student-centered lesson plans.

Current Issues Units

Current issues units explore multiple perspectives on current, contested international issues.

Introducing the Background: Each unit provides readings and lessons that engage students in exploration of the history that forms the foundation of the issues under consideration today. This historical foundation prepares students to analyze a range of perspectives and then to deliberate about possible approaches to contentious policy issues.

Exploring Policy Alternatives: At the core of each current issues unit is a set of divergent policy options that challenge students to consider multiple perspectives on current issues. Each option reflects a different set of beliefs about, the nature of international relations, and the correlation between domestic and international concerns. Students understand and analyze the options through a role-play activity and the dialogue that follows.

Role Play: In groups, students explore their assigned options and plan short presentations for a role play. The setting of the role play varies and may be a Congressional hearing, a meeting of the National Security Council, or an election campaign forum.

Deliberation: After the options have been presented and students clearly understand the differences among them, students analyze together the merits and trade-offs of each option, explore shared concerns and conflicting values, interests, and priorities, and begin to articulate their own views.

Exercising Citizenship: Armed with fresh insights from the role play and the deliberation with classmates, students articulate original, coherent policy options that reflect their own values and goals. Students' views can be expressed in letters to Congress or the White House, editorials for the school or community newspaper, persuasive speeches, or visual presentations.

Historical Turning Point Units

Historical turning point units explore choices that confronted people at critical moments in history.

Introducing the Background: Each unit provides students with extensive information about the history leading up to the moment under consideration. This historical foundation prepares students to step into a moment in history to understand the competing and highly contested views of those living at the time.

Exploring Choices at an Historical Moment: At the core of each historical unit are options that were considered at a turning point in history. Each option reflects a different perspective held at the time. By exploring these perspectives, students come to understand that historical events often involved highly contested views and that historical outcomes were hardly inevitable. Students understand and analyze the options through a role-play activity and the dialogue that follows.

Role Play: In groups, students explore their assigned options and plan short presentations for a role play. The setting of the role play is the same as it was during the actual event. Students may be role-playing a meeting of the National Security Council, a town gathering, or a Senate debate.

Historical Debate: Taking into account the conditions of the day, student groups defend their assigned policy options and, in turn, are challenged with questions from their classmates playing the role of “decision makers” at the time. The ensuing debate demands analysis and evaluation of the conflicting values, interests, and priorities reflected in the options.

Making Connections: The final reading presents the outcome of the debate and reviews subsequent events. Students analyze the decisions made and reflect on the significance of those decisions for our world today. A variety of final projects are suggested.

Curriculum Units



Choices curriculum units are available five ways

Teacher Set (\$20)

The Teacher Set includes one student text and one teacher resource book. Permission is extended for reproduction of the student text and classroom handouts for use in your own classroom.

Student Texts (\$9.75)

Student texts are available for \$9.75 each (15 book minimum). A teacher resource book will be included free of charge.

Download Teacher Set (\$16)

The Teacher Set may be downloaded as a pdf. As with the printed units, permission is extended for reproduction of the student text and classroom handouts for use in your own classroom.

NEW! eTexts (\$240)

Student texts are available in an electronic format to be posted on your school's secure intranet, allowing your students access to the material online.

Series Discounts (printed versions only):

U.S. History (\$220) - 14 curriculum units

A Forgotten History: The Slave Trade and Slavery in New England • A More Perfect Union: American Independence and the Constitution • Challenge to the New Republic: The War of 1812 • Beyond Manifest Destiny: America Enters the Age of Imperialism • To End All Wars: World War I and the League of Nations Debate • Between World Wars: FDR and the Age of Isolationism • Ending the War Against Japan: Science, Morality, and the Atomic Bomb • The Origins of the Cold War: U.S. Choices after World War II • The Cuban Missile Crisis: Considering its Place in Cold War History • The Limits of Power: The United States in Vietnam • Teacher's Guide for The Fog of War • The U.S. Role in a Changing World • Responding to Terrorism: Challenges for Democracy • U.S. Immigration Policy in an Unsettled World

World History (\$145) - 9 curriculum units

Colonialism in the Congo: Conquest, Conflict, and Commerce • The Russian Revolution • Weimar Germany and the Rise of Hitler • Indian Independence and the Question of Pakistan • Freedom in Our Lifetime: South Africa's Struggle • Iran Through the Looking Glass: History, Reform, and Revolution • From Colony to Democracy: Considering Brazil's Development • Contesting Cuba's Past and Future • Caught Between Two Worlds: Mexico at the Crossroads

Current Issues (\$240) - 15 curriculum units

Confronting Genocide: Never Again? • Conflict in Iraq: Searching for Solutions • U.S. Immigration Policy in an Unsettled World • Global Environmental Problems: Implications for U.S. Policy • Responding to Terrorism: Challenges for Democracy • Caught Between Two Worlds: Mexico at the Crossroads • Russia's Transformation: Challenges for U.S. Policy • China on the World Stage: Weighing the U.S. Response • Shifting Sands: Balancing U.S. Interests in the Middle East • Contesting Cuba's Past and Future • The Challenge of Nuclear Weapons • International Trade: Competition and Cooperation in a Globalized World • Dilemmas of Foreign Aid: Debating U.S. Priorities, Policies, and Practices • The United Nations: Challenges and Change • The U.S. Role in a Changing World

Complete series (\$525) - All 33 curriculum units

The Choices Program provides these resources at a subsidized cost to teachers and school districts throughout the country and grants permission for teachers to reproduce printed copies for individual classroom use.

Coming Soon



French Revolution

The effects of the French Revolution stretch across borders and time. In France, it transformed the relationship between the people and the



government. It ended an absolute monarchy, and challenged the power of the church and hereditary nobles. Over the next century, these ideas

would begin to take root in other parts of Europe and across the world as well. Other political ideas of the French Revolution have had a lasting impact. The ideas in the Declaration of Rights of Man and Citizen would influence political reformers around the world during the nineteenth and twentieth centuries. Questions about religious freedom, the rights of women, and whether to abolish slavery would become prominent, just as they had during the French Revolution.

In the fall of 2009, the Choices Program plans to publish *The French Revolution*. The new curriculum traces the history of France during the reign of Louis XVI to the rise of Napoleon Bonaparte. The unit will focus on the social, political, and economic conditions that led to the end of the old regime, and explore the evolving political ideologies in France.

Hispaniola

Today, Haiti and the Dominican Republic struggle side-by-side as two of the poorest countries in the world. But while the Dominican



Republic has become increasingly prosperous, attracting more tourists and foreign investment every year, Haiti, despite

its rich and complex history, is best known as the poorest country in the Western Hemisphere. What accounts for these divergent paths of development?

In late 2009, the Choices Program plans to publish a new curriculum on these two countries. In this curriculum, students will explore the island of Hispaniola and the intertwined histories of its two nations. The history of the island also provides a clear look at the effects of U.S. intervention in the Caribbean, as well as an understanding of the shared destinies of neighboring countries over issues such as immigration and environmental degradation.

Human Rights

Over the past several decades, human rights discourse has permeated international relations, creating a surge in treaties, institutions, and social



movements centered on the concept. Yet while the general principle of human rights has been broadly accepted, human rights abuses persist

and the intricacies of the subject remain hotly contested. What exactly constitutes human rights? Are these rights universal or culturally relative? How are they prioritized and implemented, and what action should be taken to protect them? These questions have significant implications for the policy decisions of governments and ultimately for the lives of individuals.

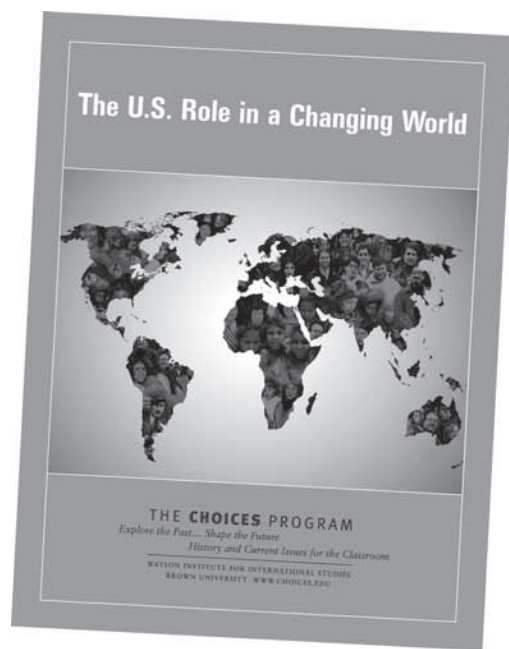
In 2010, Choices plans to publish a new curriculum on human rights. In this curriculum, students will examine the evolving role that human rights has played in international politics, drawing on case studies that illustrate important issues and milestones. Students will explore the current debate on the role of human rights in U.S. foreign policy.

The U.S. Role in a Changing World

How should the United States balance its priorities at home with its involvement abroad?

The dawn of the twenty-first century has brought new challenges for the United States. Questions about terrorism and security are high on the list of concerns. A changing global economy, the threat of climate change, and the spread of HIV/AIDS also clamor for attention.

Readings, primary sources, and simulations draw students into the promise and uncertainty of this era. Armed with an understanding of the issues, students role play a debate set in the U.S. Senate about the future of U.S. policy.



Lessons

International Relations Terminology

By organizing key terms into four broad conceptual categories, students become cognizant of key terminology and issues related to international studies.

Rethinking International Relations

Analyzing different perspectives on international relations, students begin to identify the values, assumptions, and forces integral to the debate on international systems.

Examining Global Opinion

Interpreting Political Cartoons in the Press

Students explore a broad spectrum of political viewpoints on foreign policy by interpreting political cartoons from around the world.

Role-Playing the Four Futures

Working cooperatively to develop and present different options for future U.S. policy to U.S. senators, students are able to clarify and evaluate alternative policy recommendations.

The Futures and Beyond

Armed with new knowledge and a sense of their own values, students deliberate the futures presented, then articulate coherent recommendations for U.S. policy. They then compare their policies with those of their classmates.

Resources include excerpts of several political articles and books, a summary of the major elements of the Universal Declaration of Human Rights, and political statistics and maps. The unit also includes political cartoons, statistics of the Pew Global Attitudes Project, and a student ballot.

LESSON IN DETAIL

Examining Global Opinion

In order to evaluate U.S. foreign policy, students need to understand international perceptions of global issues and of the United States. This lesson presents students with sets of data from the Pew Global Attitudes Project. Spiraled questions enable students to read, interpret, and think critically about the data.

“I am anxious as any human being can be to have the United States render every possible service to the civilization and the peace of mankind, but I am certain we can do it best by not putting ourselves in leading strings or subjecting our policies and our sovereignty to other nations.”

—Senator Henry Cabot Lodge,
August 1919

Confronting Genocide: Never Again?

How should the United States respond to genocide?

Atrocity marked the twentieth century on a massive scale: nearly 170 million people were killed by governments, over 40 million of them in genocides. An investigation into genocides across the globe can help students grasp the interconnected nature of the world, the effect of international law, and the difficulties inherent in dealing with a complex and morally charged problem.

Confronting Genocide: Never Again? uses readings, case studies, and primary sources to help students understand this recurring problem. The materials prepare students to role-play a debate in the U.S. Senate about how the United States should respond to genocide.

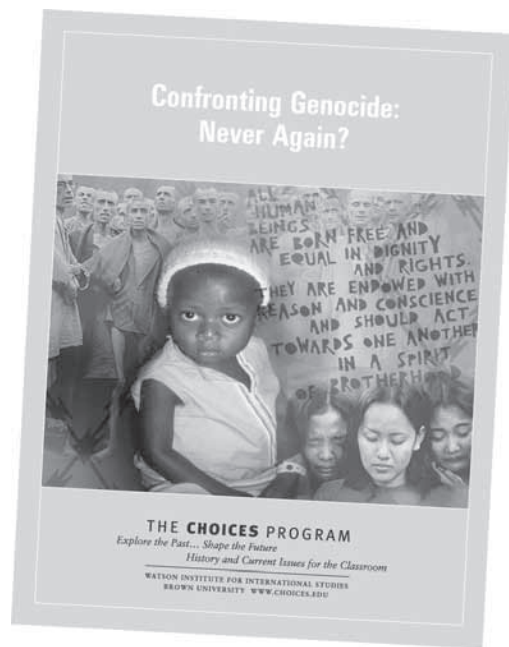
Resources include excerpts from the Moscow Declaration, the UN Convention on the Prevention and Punishment of the Crime of Genocide, the Nuremburg Principles Text adopted by the UN, the Universal Declaration of Human Rights, the Dallaire Fax sent to the UN from Rwanda, and speeches by former President Clinton and Colin Powell, as well as excerpts of newspaper articles from 1915.



LESSON IN DETAIL

Building a Memorial

Teachers and students often comment that the study of genocide is distressing. This culminating lesson, in which students design (or design and build a model of, depending on time and space allowance) a memorial is hands-on and uplifting. Students explore the complex decisions involved in designing a memorial and have an opportunity to take action to help prevent genocide.



Lessons

Introduction to Genocide

By exploring the language of the Genocide Convention, students will understand the difficulty of defining “genocide.”

Genocide Reported in the Media

By assessing The New York Times coverage of the Armenian genocide, students think critically about the impact of media reporting on policy decisions.

Role-Playing the Four Options

Working cooperatively to develop and present four options for U.S. policy to a Senate committee, students are able to clarify and evaluate alternative policies.

Joining the Debate on U.S. Policy

Armed with historical knowledge and a sense of their own values, students deliberate the options presented. They articulate coherent recommendations for U.S. policy and apply their recommendations to three hypothetical crises.

Building a Memorial

“We cannot undo this tragedy, but it is vitally important that the right lessons be learned and applied in the future.”

—Former UN Secretary General Kofi Annan

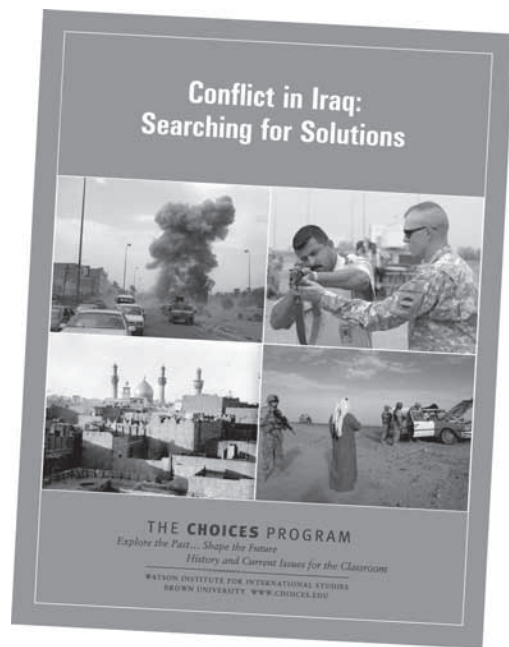
Conflict in Iraq: Searching for Solutions

Why is the conflict in Iraq so complex?

Conflict in Iraq: Searching for Solutions helps students explore the history of Iraq and the U.S. role there. Students examine ethnic and religious differences in Iraq and the role these differences play in the current conflict.

The unit engages students in the leading issues driving the current debate about the U.S. role in Iraq. Readings and lessons prepare students to formulate their own ideas on the future of U.S. policy there.

Resources include selections from speeches and statements by the Bush Administration, excerpts from Iraqi blogs, political cartoons, photographs, and maps. Additional online resources are available for electronic download.



Lessons

The Geography of Iraq

By identifying the major geographical landmarks, resources, and demographic patterns, students draw connections between geography and events in Iraq.

Blogging the War in Iraq: Evaluating Sources

Rhetoric and the Iraq War

By reading a selection of speeches and statements from the Bush administration and categorizing various rationales for war, students assess the impact of rhetoric on public opinion.

Role-Playing the Three Options

Working cooperatively to develop and present different U.S. policy options to members of the Senate, students clarify and evaluate alternative policies.

Weighing the Options for U.S. Policy

Armed with historical knowledge and a sense of their own values, students deliberate the options presented. They develop their own guidelines for U.S. policy and defend their views in a letter to Congress or the newspaper.

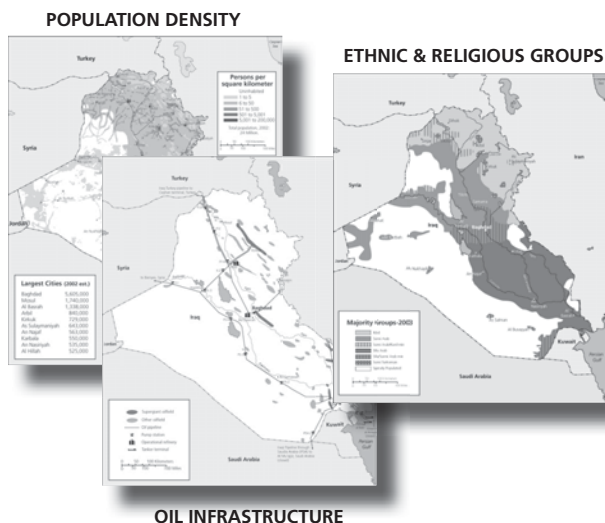
The Medium and the Message

Students explore a variety of news sources to understand the effect of images and words on viewer reactions to events. Students have an opportunity to design a webpage of their own.

LESSON IN DETAIL

Blogging the War in Iraq: Evaluating Sources

Students explore Iraqi blogs as a means of supplementing their knowledge of events in Iraq. Teachers may choose to use a provided excerpt from a blog or have students visit one of numerous weblog addresses provided. The lesson helps students assess reliability and bias in primary sources and interpret competing views.



“Despite a massive effort, stability in Iraq remains elusive and the situation is deteriorating.... Time is running out.”

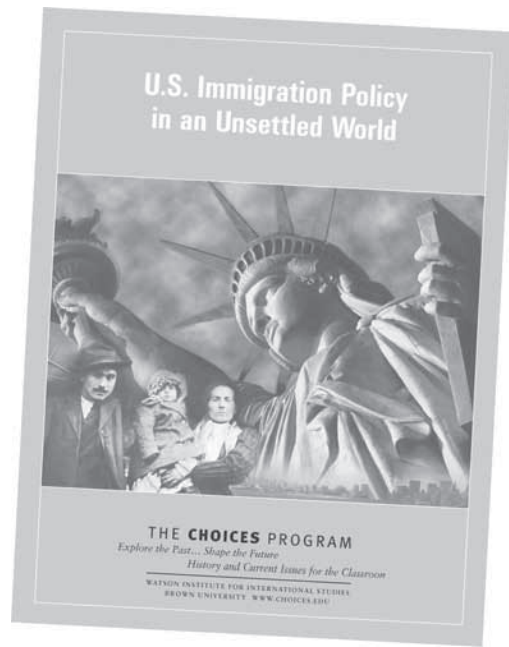
—The Iraq Study Group, December 2006

U.S. Immigration Policy in an Unsettled World

What factors should determine U.S. immigration policy?

Since the first European settlers set foot in North America, immigration has suffused the U.S. experience. Indeed, many of the values that unite people in the United States are tied to immigration. The idealism surrounding immigration helps explain the deep feelings it evokes in the public policy arena.

U.S. Immigration Policy in an Unsettled World engages students in the leading issues driving the current immigration debate. Readings and lessons prepare students to formulate their own ideas on the future direction of U.S. immigration policy.



LESSON IN DETAIL

Immigration Profiles

This lesson places a human face on immigration issues. In groups, students compare the stories of seven fictional immigrants. Students understand the reasons behind different types of immigration and the hurdles immigrants face. The lesson also asks students to consider whether the fictional immigrants should be allowed to stay in the United States.

Lessons

Immigration Policy in U.S. History

Through close reading of excerpts from the 1911 Dillingham Commission report, students examine historical forces that influenced early 1900s immigration policy.

Immigration Profiles

Role-Playing the Four Options

Working cooperatively to develop and present different U.S. immigration policy options to members of Congress, students are able to clarify and evaluate alternative policy recommendations.

Looking into the Future

Armed with historical knowledge and a sense of their own values, students deliberate the options presented. They articulate coherent recommendations for U.S. policy while factoring in related topics, such as the economy or social service costs.

Becoming a Citizen

After reviewing the U.S. naturalization test, students reflect on the nature of the test's questions.

Resources include excerpts of the investigations of the Immigration Commission and the U.S. Commission on Immigration Reform, as well as President Bush's speech on immigration reform, population statistics, and examples of questions from the U.S. naturalization test.

“The bosom of America is open to receive not only the opulent and respectable stranger but the oppressed and persecuted of all nations and religions....”

—George Washington

Global Environmental Problems: Implications for U.S. Policy

How should the United States respond to global environmental issues?

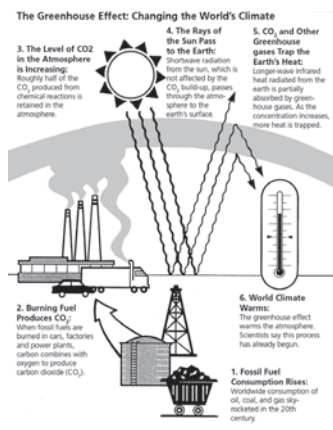
With the pace of industrialization gathering steam throughout the world, scientists are increasingly concerned about environmental consequences. *Global Environmental Problems: Implications for U.S. Policy* explores the relationship between public policy and the ecological health of the planet.

Using readings, primary sources, and simulations, students assess global environmental problems and the contrasting perspectives of different regions of the world. Students grapple with the same tough questions that confront U.S. policy makers in a role play of a debate set in the U.S. Senate. The unit also contains an optional science-focused reading.

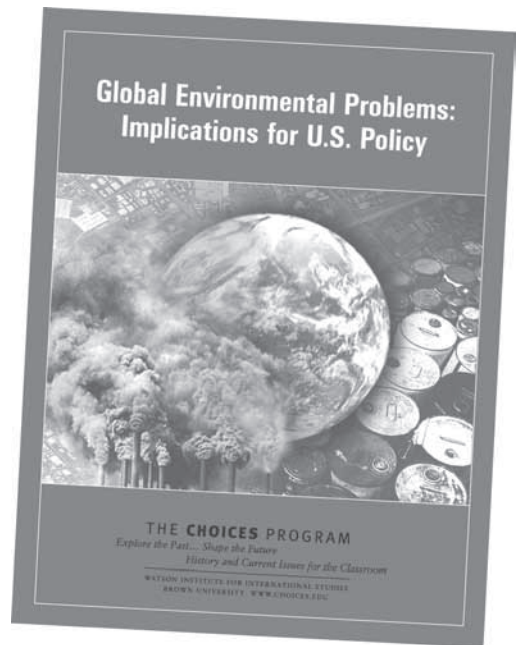
LESSON IN DETAIL

Global Environmental Problems in the International Arena

Students use the readings and optional videos to develop presentations from the perspectives of four regions in the world. The lesson helps students to understand the international aspect of environmental challenges and the needs and approaches of different regions.



Resources include the latest data about topics such as climate change, population growth, and resource consumption presented in graphs, charts, and tables. The unit also includes visual representations of the carbon cycle and the greenhouse effect, political cartoons, maps, and a copy of the Rio Declaration of Environment and Development.



Lessons

Global Environmental Problems and Local Concerns

Students consider competing interests in the Amazon Basin through the perspectives of stakeholders in the region. They define environmental problems and weigh the challenges and trade-offs involved in protecting the environment.

Exploring the Amazon Using Google Earth

To add depth to their understanding of the competing concerns in region, students explore the Amazon Basin using Google Earth. Students investigate the intersection of geography, ecology, and economic development.

Global Environmental Problems in the International Arena

Understanding the Carbon Cycle

Through analysis of multiple charts and graphs, students assess humanity's impact on the global carbon cycle.

Role-Playing the Four Options

Working cooperatively to develop and present different U.S. policy options to members of a presidential advisory panel, students are able to clarify and evaluate alternative policy recommendations.

Looking Into the Future

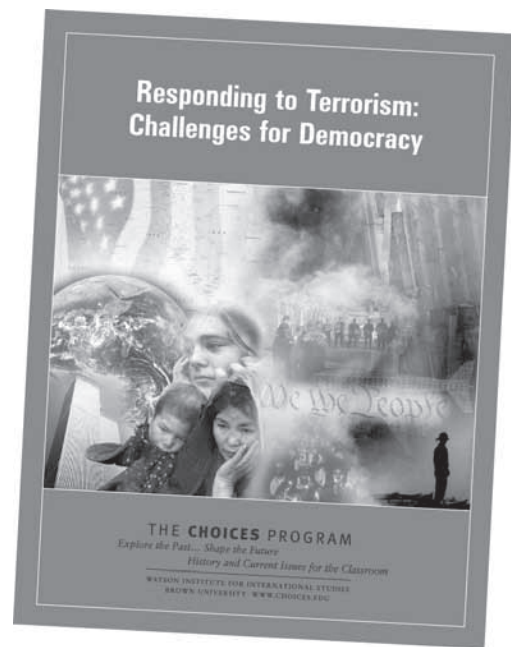
Armed with historical knowledge and a sense of their own values, students deliberate the options presented. They articulate recommendations for U.S. policy and assess the Kyoto Protocol in the context of their proposal. Students defend their views in a letter to the next generation.

Responding to Terrorism: Challenges for Democracy

How should the United States respond to the threat of terrorism?

Eight years after the attacks of September 11, debates continue about how the United States should respond to the threat of terrorism. *Responding to Terrorism: Challenges for Democracy* prepares students to join in the debate and the decision making on this difficult issue.

Using readings, primary sources, and simulations students trace the history and evolution of terrorism, examine al Qaeda's motives, and explore the role of political Islam and U.S. policy in the Middle East. Students take part in a role play that simulates a debate in the U.S. Senate about the U.S. response to terrorism.



LESSON IN DETAIL

Interpreting Political Cartoons

Students review sixteen political cartoons from the domestic and international press. Themes range from civil liberties to who was responsible for the 9.11 attacks to the U.S. foreign policy response to terrorism. The range of viewpoints presented helps students to understand the different values present in the debate about responses to terrorism.



Lessons

Defining Terrorism

Students develop a working definition of terrorism by determining whether several groups described in case studies should be called “revolutionaries” or “terrorists.”

Interpreting Political Cartoons

Role-Playing the Four Options

Working cooperatively to develop and present different U.S. policy options to U.S. senators, students clarify and evaluate alternative policy recommendations. An additional group serves as representatives from several UN countries who voice their concerns.

Joining the Debate on U.S. Policy

Armed with historical knowledge and a sense of their own values, students deliberate the options presented, then articulate coherent recommendations. They then apply their policy recommendations to three hypothetical crises.

Resources include a World Islamic Front statement (1998), the Overview of the National Security Strategy of the United States, a UN Resolution on terrorism, and a summary of the Patriot Act and other proposed national security measures, as well as statistics, political cartoons, case studies of political violence around the world, and background information on select UN members.

Caught Between Two Worlds: Mexico at the Crossroads

How do Mexicans view their political and economic future?

Mexico's rich precolonial past, mestizo heritage, and long border with the United States have set it apart from the rest of Latin America. Yet in spite of its geographical proximity, Mexico remains a mystery for many students.

Readings, primary sources, and simulations help students to see the world through Mexican eyes and to contemplate current Mexican choices in the areas of economic development, political reform, and foreign relations. Students take part in a role-play simulation of the debate Mexicans are having about their country's future.

Lessons

Political Geography

Reading maps, students explore how the political geography of North America has changed since the colonial period and draw connections between geography and history.

The Aztec-Spanish Encounter

By analyzing primary source accounts of the encounter between the Spanish and the Aztecs, students learn to detect bias and evaluate source reliability.

Digging Deeper into Mexican History

Students analyze the role of politics in defining history by comparing the historical interpretations of two Mexican history textbooks.

Expressing Political Views Through Art

Role-Playing the Three Futures

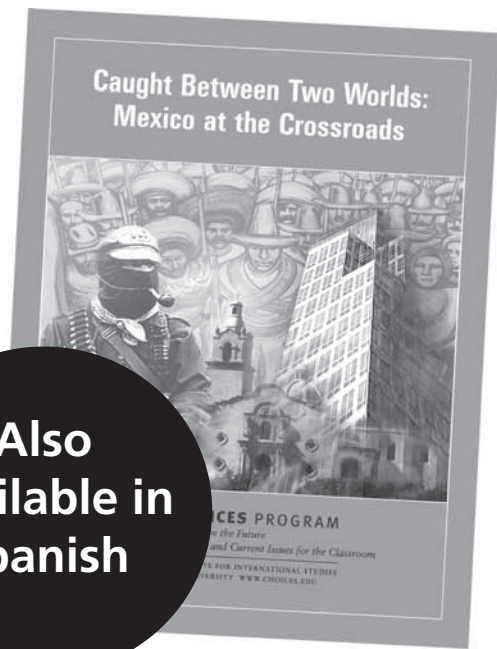
Working cooperatively to present different options for Mexico's future to a panel of fictional Mexican citizens, students clarify and evaluate various political platforms.

Charting Mexico's Future

Armed with an understanding of Mexican history from a Mexican perspective, students develop a coherent policy program for Mexico and apply it to a current Mexican dilemma.

Identifying Values

Students read political manifestos of the Zapatista army and compare these values to those of the option groups.



Also Available in Spanish

Resources include excerpts of Zapatista Army documents, a letter written by Hernán Cortés, excerpts of a memoir written by one of Cortés's soldiers, and a Spanish codex documenting Aztec life, as well as excerpts of Mexican textbooks, twentieth-century paintings, and interviews of everyday Mexican people.

LESSON IN DETAIL

Expressing Political Views Through Art

As history teachers know, art has often been influenced by events. In Mexico, art and politics have been closely connected, especially since the Revolution. In this lesson students explore the styles and techniques of Mexico's leading muralists. Students have the opportunity to draw sketches of their own murals, conveying the hopes and concerns of fictional characters.

“We are the product of 500 years of struggle.... But today we say enough!”

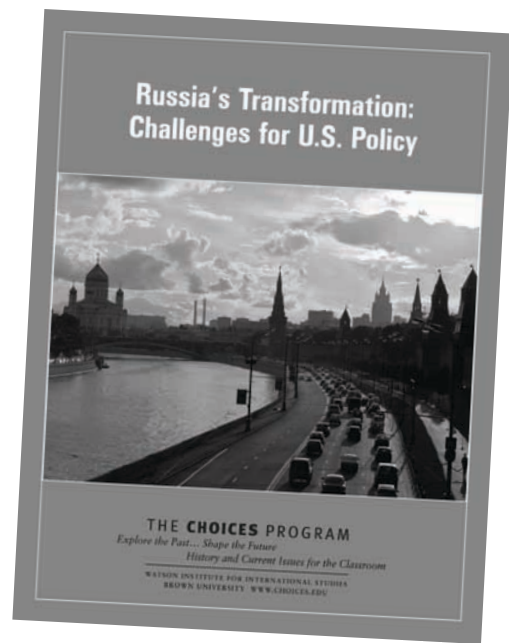
—From the “Declaration of War” of the Zapatista Army of National Liberation

Russia's Transformation: Challenges for U.S. Policy

What priorities should drive U.S. policy toward Russia?

Since the end of the Cold War, Russia has moved closer to the West. At the same time, few people in the United State have the time to keep up with the pace of events in Russia. And yet, Russia's nuclear weapons, vast natural resources, and uncertain political development make it an area of vital concern for the United States.

Using primary sources, readings, and simulations, students consider the history of the U.S. relationship with Russia. The materials prepare students to role-play a debate in the U.S. Senate about what principles and policies should govern U.S.-Russia relations.



LESSON IN DETAIL

Examining the Principles of U.S. Cold War Policy

Reading complex primary sources can be difficult for students. In this lesson students examine George Kennan's 1947 Foreign Affairs article. Students identify the beliefs that formed the basis of his views and analyze his thesis. They are assisted in their efforts by pre-reading exercises and by the underlining of some passages.

Lessons

Examining the Principles of U.S. Cold War Policy

U.S.-Soviet Propaganda

After examining selections from a Soviet textbook and a U.S. comic book, students analyze the impact of propaganda on international politics.

Geography of Russia

Students practice map-reading skills and consider how geography affects international politics.

Exploring Russian Attitudes

By role-playing fictional Russians or U.S. journalists, students consider the consequences of Russia's transformation from a Russian perspective.

Role-Playing the Three Options

Working cooperatively to present different U.S. policy options to an undecided group of senators, students are able to clarify and evaluate alternative policies toward Russia and the region.

Constructing Policy

Armed with historical knowledge and a sense of their own values, students deliberate the options presented. They articulate their own coherent recommendations for U.S. policy and compare their guidelines to the position of the U.S. government.



Resources include an article by George Kennan about containment, an opinion piece by Colin Powell printed in a Russian newspaper, maps, and graphs, as well as U.S. and Russian political cartoons and excerpts from a Soviet textbook and U.S. comic book from the Cold War era.

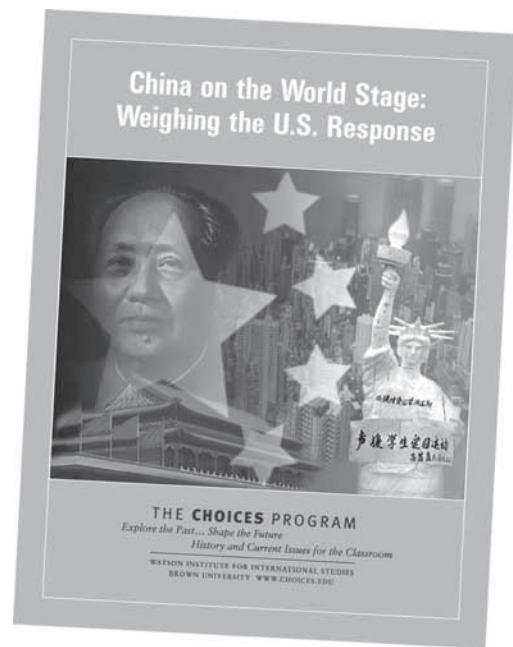
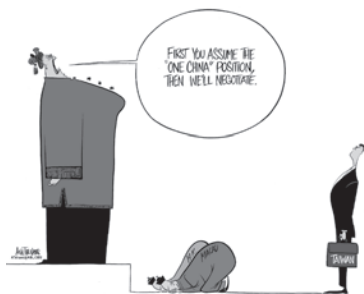
China on the World Stage: Weighing the U.S. Response

How should the United States relate to an emerging China?

China is on track to become the world's largest economy in the twenty-first century and is rapidly increasing its military strength. At the same time, the social, political, and economic forces of China's transition threaten to spin beyond Beijing's control.

Readings, simulations, and primary sources explore the history of U.S. relations with China.

The materials prepare students to advocate different options for U.S. policy towards China in a debate simulation set in the U.S. Senate.



LESSON IN DETAIL

China's Transformation Through Popular Music

This lesson seeks to help students understand changing Chinese culture. Students compare the political values of the Maoist era with those of today by reading song lyrics from popular music. To enrich the discussion, students consider how fictional characters (descriptions are included) from today's China might react to the changes reflected in the songs. In this way the unit makes connections across time.

Resources include the Treaty of Peace, Amity, and Commerce between the United States and China, the Open Door Note, a number of joint U.S.-China communiqués, the U.S. Taiwan Relations Act, and a speech by Colin Powell. The unit also includes a timeline of U.S.-China relations since the eighteenth century, economic statistics, and the words to popular Chinese songs from various historic eras.

Lessons

The History of U.S.-China Relations Through Primary Sources

Using excerpts from three key documents, students analyze the attitudes and perceptions that have framed U.S.-China relations over the last 150 years.

China's Transformation Through Popular Music

Cross-Strait Relations

Using multiple sources, students examine the basics of the conflict across the Taiwan Strait.

U.S. and Chinese Perspectives

Using multiple sources, students evaluate language for tone to gain a better understanding of different perspectives on U.S.-Chinese relations.

Role-Playing the Four Options

Working cooperatively to present different policy options for the United States to an undecided group of senators, students are able to clarify and evaluate alternative policies toward China.

Tracking China's Future

Armed with historical knowledge and a sense of their own values, students deliberate the options presented. They articulate coherent recommendations for U.S. policy and defend their views in a letter to a newspaper or a member of Congress.

“To get rich is glorious.”

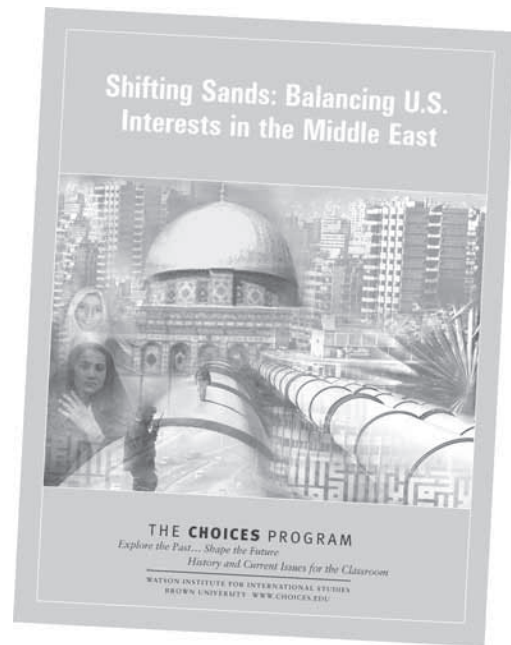
—Deng Xiaoping

Shifting Sands: Balancing U.S. Interests in the Middle East

What factors should shape U.S. policy in the Middle East?

Shifting Sands: Balancing U.S. Interests in the Middle East explores how the oil resources of the Persian Gulf, the U.S. attachment to Israel, the rise of political Islam, and fears of terrorism have made the Middle East so important to the United States.

Using primary sources, readings, maps, and simulations, students examine the history of U.S. involvement in the Middle East from the early twentieth century to the present. Students consider the principles and assumptions behind the U.S. role in the Middle East in a role-play simulation in which they act as advocates for four policy alternatives.



“For sixty years, my country, the United States, pursued stability at the expense of democracy in the Middle East, and we achieved neither.”

—U.S. Secretary of State Condoleezza Rice

LESSON IN DETAIL

Views From the Middle East

In order for students to understand the Middle East from an international perspective, this lesson provides short background material on several prominent Middle Eastern leaders. In small groups, students role-play a summit in which the students—acting as the leaders—share their goals and concerns. An optional supplement to the lesson employs Google Earth software to provide additional information, particularly helpful for visual learners.

Resources include excerpts of literature from Iran, Israel, Palestine, and Turkey, political cartoons, selected quotations from leaders and policy makers, graphic organizers to use with the readings, a large number of historical maps, and primary sources relevant to the partition of Palestine in 1947.

Lessons

The Iranian Revolution

Students form hypotheses about the causes of the Iranian revolution by exploring significant events in Iranian history.

Political Geography of the Middle East

Using historical maps that show border changes, students understand the geography of the Arab-Israeli conflict.

The Partition of Palestine

Students tackle the difficult task of partitioning Palestine in 1947 using contemporaneous data.

Views From the Middle East

Middle Eastern Literature

Through a reading of four excerpts from short stories, students assess the interplay among literature, politics, and culture in the Middle East.

Role-Playing the Four Options

Working cooperatively to present different policy options for the United States to an undecided group of senators, students are able to clarify and evaluate alternative policies toward the region.

Weighing Recommendations for U.S. Policy

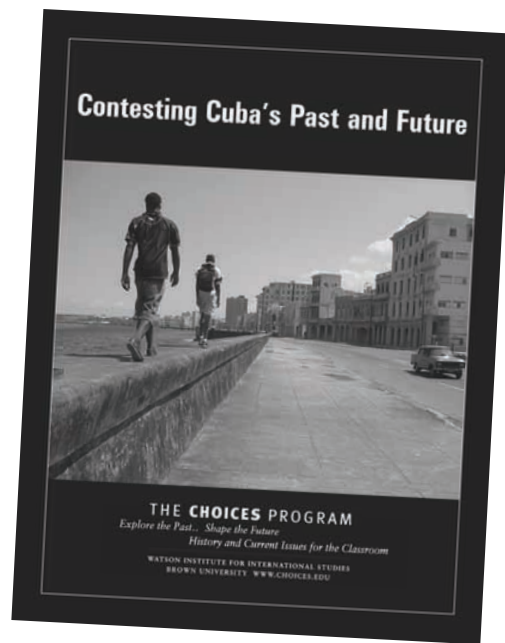
Armed with historical knowledge and a sense of their own values, students deliberate the options presented. They articulate their own coherent recommendations for U.S. policy and defend their views in a letter to a newspaper or a member of Congress. Finally, students test their recommendations in hypothetical crises.

Contesting Cuba's Past and Future

What do Cubans want for their future?

After nearly fifty years in power, Fidel Castro stepped down as Cuba's president in 2008. The story of Cuba and its history has long been contested by people around the world. Often overlooked in the debate, Cubans have very different opinions about their country and its history, and this affects how they think about the future.

Contesting Cuba's Past and Future helps students step into the shoes of ordinary Cubans and consider Cuba's future in the post-Castro era. Readings, simulations, and primary sources trace Cuba's history from the country's pre-colonial past to its recent economic, social, and political changes. A central activity helps students recreate the discussions Cubans on the island are having about their future.



“This is my Havana, the Havana you don’t know. The Cuban capital after midnight. Enjoy it if you’re foreign, struggle if you’re from here...”

—Lyrics to *La Habana Que No Concoes* by Papá Humbertico

LESSON IN DETAIL

Operation Carlota

During the Cold War, Cuba was often described as a little country with a big country's foreign policy. In this exercise, students analyze Cuba's involvement in Angola in the 1970s and claims that Cuba was acting at the behest of the Soviet Union. Using a variety of Cuban, U.S., Russian, South African, Angolan, and European sources, students assess competing perspectives of Cuba's foreign policy in Angola.

Resources include Cuban poems, song lyrics, art, jokes, historical newspaper articles, economic statistics, excerpts of novels, and political speeches from various Cuban and international leaders, as well as letters, U.S., Russian, and Cuban government documents, reports from human rights organizations, and Cuban-American memoirs.

Lessons

José Martí and His Legacy

Using a variety of primary sources as well as a timeline and map, students assess the contested legacy of José Martí among Cubans.

The Dance of the Millions

Students consider the implications of a mono-export economy by analyzing economic data from Cuba's "dance of the millions" in 1920 and comparing Cuban sugar to commodities in Germany that same year.

Operation Carlota

The Special Period

Using numerous sources from the 1990s, including literature, hip-hop lyrics, jokes, and art, students explore the relationship between politics and popular culture.

Role-Playing the Three Options

Working collaboratively to present different options to a group of fictional Cuban citizens, students clarify and evaluate various political and economic options.

Cuban Government

Students create their own working definitions of "democracy" and explore a variety of media sources to assess claims that Cuba is a democracy.

Cuban-American Experiences

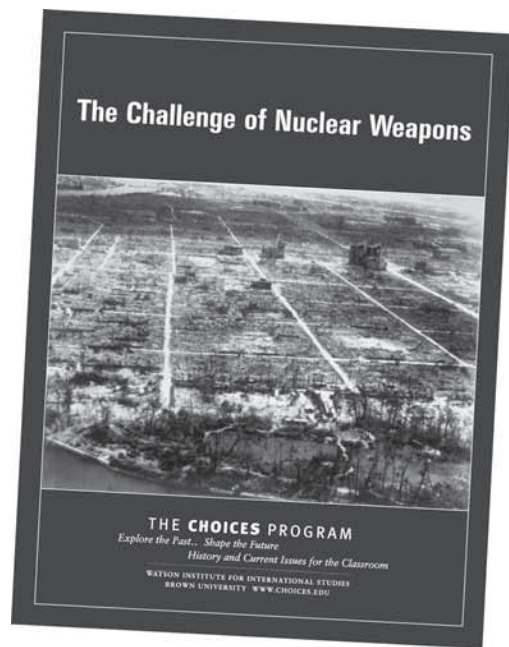
Using excerpts of Cuban-American memoirs, students create characters representing a wide array of Cuban-American experiences and points of view. Students then consider the role of Cuban Americans in the debate about Cuba's future.

The Challenge of Nuclear Weapons

How do we keep the world safe in the nuclear age?

Today, the world faces many complex challenges. For many students, the abstract theories and jargon that surround nuclear weapons combined with the unimaginable consequences make thinking about nuclear weapons difficult.

The readings, lessons, and simulations in *The Challenge of Nuclear Weapons* introduce students to the history of nuclear weapons as well as the pressing challenges of today. Equipped to wrestle with the political, military, and moral questions that surround the future of nuclear weapons, students role-play a simulation in the U.S. Senate where they act as advocates for policy.



LESSON IN DETAIL

Portrayals of the Soviet Threat

It is frequently difficult for students today to understand the fear people in the United States had of Soviets throughout the Cold War. Through investigation of a comic book, civil defense posters, fictional news articles, and a Kennan article, students examine how people in the United States viewed the Soviet threat. Students will also learn to use multiple sources as historians do to understand the past.

“[After nuclear war, the] two sides would have neither powers, nor laws, nor cities, nor cultures, nor tombs.”

—French President Charles de Gaulle,
May 31, 1960

Resources include excerpts of a National Security Council report, President Kennedy’s inaugural address, a letter from Castro to Khrushchev, the speech given by the 2005 Nobel Peace Prize recipient, the Treaty on Non-Proliferation of Nuclear Weapons, and excerpts of an article by George Kennan. Also included are weapon statistics, civil defense posters, political maps, lyrics of songs about nuclear war, a fictional newspaper article, and an excerpt of a Catholic Guild comic book.

Lessons

Portrayals of the Soviet Threat

Songs about Nuclear Weapons

By analyzing lyrics, students explore the relationship between political events and popular culture.

Mapping the Nuclear World

Students analyze maps and data to draw conclusions about the status of nuclear weapons stockpiles today.

Fifteen Minutes

Students stage a fictional depiction of presidential decision making during the minutes before a potential nuclear attack.

Role-Playing the Three Options

Working cooperatively to present different policy options for the United States to an undecided group of senators, students are able to clarify and evaluate alternative policies concerning nuclear weapons.

Morality and Deterrence

Students begin to understand the complex moral conundrums associated with nuclear weapons through examination of a well-used analogy for deterrence.

Film and Nuclear War

Students watch selected films and consider the relationship of film and political ideas.

Other WMD

Utilizing the internet, students research information on biological, chemical, and nuclear weapons.

International Trade: Competition and Cooperation in a Globalized World

How should the United States balance the needs of individuals in an era of globalization?

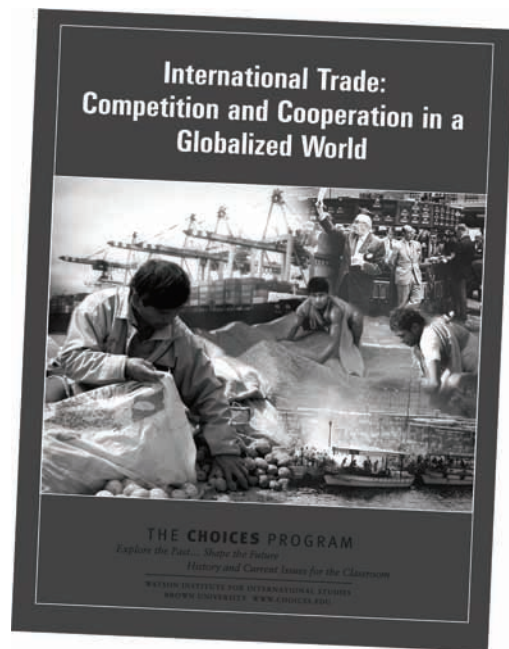
Today, the struggling global economy makes the questions surrounding trade policy particularly relevant and important. *International Trade: Competition and Cooperation in a Globalized World* introduces students to the terms and concepts essential to a basic understanding of trade, globalization, and the effects of economic change around the world.

Using readings, statistics, and simulations, students consider the same questions faced by policy makers today and simulate a debate about trade policy in the U.S. Congress.

LESSON IN DETAIL

Why Nations Trade

In this lesson students understand the nature of trade and why nations trade. Students explore the incentives for trade and examine the possible economic and social consequences of trade. Playing different imaginary countries, groups of students trade bread and computers in a highly structured simulation.



Lessons

An Introduction to U.S. Trade

By checking their clothing labels and mapping out where their clothes were made, students consider the changing geography of trade.

Why Nations Trade

Evaluating the Impact of Economic Change

Students identify sources of opportunity and anxiety associated with economic globalization by exploring fictional profiles from the United States and around the world.

Analyzing Trade Statistics

Working collaboratively to evaluate statistical data, students consider the causes and effects of trends in global manufacturing trade since 1948.

Role-Playing the Four Options

Working cooperatively to present different options for U.S. trade policy to a panel of citizen lobbyists, students clarify and evaluate various perspectives on trade.

Beyond the Options

Armed with new knowledge and a sense of their own values, students deliberate the options presented, then articulate coherent recommendations for U.S. policy. They then explore the impact of their policies on different groups around the world.

Resources include economic statistics in graphs and tables as well as excerpts of speeches by President George W. Bush and Senator Dorgan.

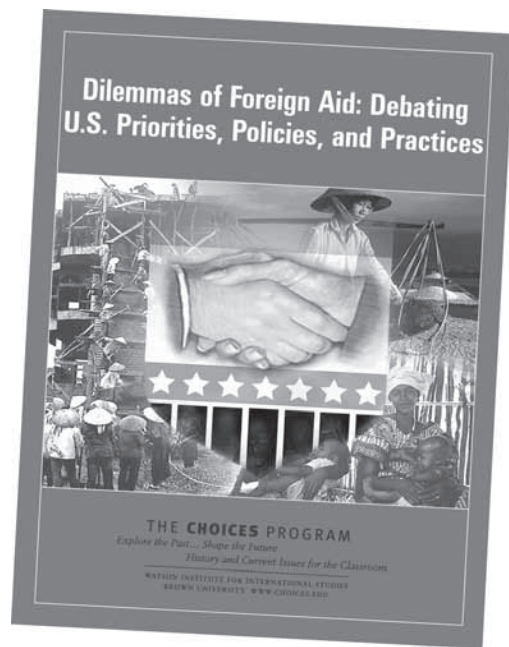


Dilemmas of Foreign Aid: Debating U.S. Priorities, Policies, and Practice

What factors should drive U.S. decisions about foreign aid?

There is a strong moral impulse that runs through U.S. society about wanting to help those in need. But limited resources force policy makers to choose whom, how, and when to help.

Readings, case studies, simulations, and primary sources allow students to examine U.S. aid policy, while inviting them to explore some of the ethical dilemmas faced by policy makers everyday. Students consider alternative foreign-aid policies in a role play set in the U.S. Senate.



LESSON IN DETAIL

U.S. Aid Policy Today

Students analyze and interpret four graphs to assess the status of U.S. aid policy. The graphs enable students to compare U.S. aid to that of other nations. Each graph is followed by spiraled questions that help students to read the graph and challenge them to think critically about the information presented.

Resources include speeches by Presidents Kennedy and George W. Bush, social and economic statistics, and background information about selected developing countries.



Lessons

U.S. Aid Policy Today

Contradictions of U.S. Aid Policy During the Cold War

Using the Alliance for Progress in El Salvador as a case study, students analyze aid policy during the Cold War and evaluate the impact of the Alliance for Progress.

Dilemmas in Providing Aid

Using case studies, students investigate the ramifications and dilemmas of U.S. aid and assess challenges facing the developing world.

Role-Playing the Three Options

Working cooperatively to develop and present different U.S. policy options to U.S. senators, students are able to clarify and evaluate alternative policy recommendations. An additional group serves as representatives from the developing world.

Joining the Debate on U.S. Policy

Armed with historical knowledge and a sense of their own values, students deliberate the options presented. They articulate coherent recommendations for U.S. policy and defend their views in a letter to a newspaper or a member of Congress. Finally, they apply their policy recommendations to three developing nations.

“Our dream is a world free of poverty.”

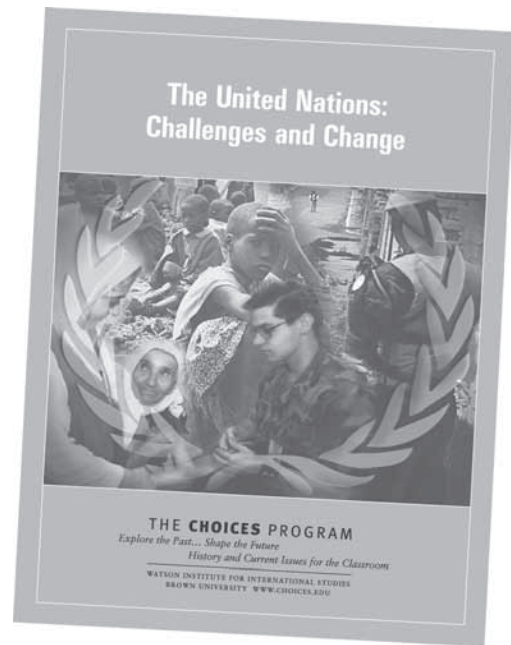
—From the World Bank Mission Statement

The United Nations: Challenges and Change

What should the role of the UN be in international politics?

Today, as the international community debates changes to the UN, the United States must consider the role it will play within the organization. Behind this debate is the more fundamental question of how the UN should fit into future international affairs.

Using readings, case studies, and simulations, students examine the historical origins of the UN and explore its role in the world in three areas—the Security Council, peacekeeping, and human rights. Each of these sections fosters thoughtful consideration of the UN’s achievements and shortcomings. Students advocate for different roles for the UN in a simulated debate set in the U.S. Senate.



“The United Nations is only as good as its members, especially its primary members, want it to be.”

—Brent Scowcroft,
former U.S. national security advisor

Resources include the Universal Declaration of Human Rights, UN Millennium Development Goals, and UN executive summaries and agendas, as well as a chart of the UN’s structure, UN member state profiles, and excerpts of the UN Charter.

LESSON IN DETAIL

Deliberating UN Reforms

In this culminating exercise students use the deliberative process as a tool to help them define their own opinions about UN reform. Handouts on deliberation and guidelines for teachers help students to develop this important skill. Students have an opportunity to self-evaluate and reflect on their group’s deliberations as well as to share their recommendations for UN reform with policymakers or the public.

Lessons

Comparing the League and the UN

After compiling and organizing relevant data, students compare the UN to the League of Nations and determine their own set of priorities for international government organizations.

Writing a Charter

To comprehend the complexities of constructing a “founding document,” students write a charter for a hypothetical high school sports conference.

Role-Playing a UN Decision

Taking on roles of the Security Council member nations, students weigh in on possible responses to a hypothetical situation and evaluate the UN decision-making process from multiple perspectives.

Role-Playing the Three Options

Working cooperatively to develop and present different U.S. policy options to U.S. Senators, students are able to clarify and evaluate alternative policy recommendations.

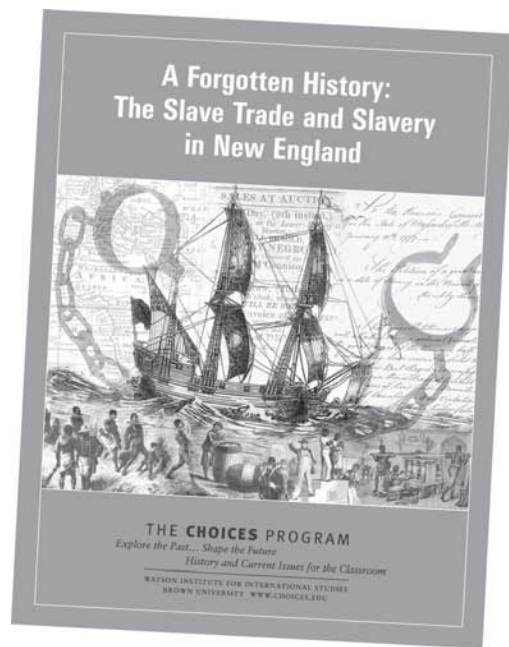
Deliberating UN Reforms

A Forgotten History: The Slave Trade and Slavery in New England

How is New England central to the history of slavery?

The fact that thousands of enslaved people lived in New England rarely makes it into U.S. history textbooks. *A Forgotten History: The Slave Trade and Slavery in New England* helps inform students of the economic and social impacts of slavery and the slave trade in the North and introduces students to enslaved people who lived at the time.

Using readings, primary sources, and simulations, students uncover the effects of the slave trade and slavery for Americans. Students understand how history, and the telling of history, affects us today. Students take part in a role play that mimics the debate about slavery and the slave trade in Rhode Island in 1783-84.



LESSON IN DETAIL

Enslaved People's Experiences

Using source material such as paintings, statistics, poetry, photographs, and gravestones, students develop a comprehensive understanding of the experiences of enslaved people in New England. Directed questions help students to get the most out of the sources. Teachers can choose to have their students work in small groups on just one type of source and make comparisons in the large group setting or to have students work through stations.



Lessons

Creating a Living Museum

Students use drama to demonstrate historical knowledge by developing a character involved in the triangular trade and performing for classmates.

Slavery Connects the North and the South

Utilizing primary documents such as letters, a map, a slave auction advertisement, and sales records, students reconstruct the route of an actual slave ship. Students explore different facets of the slave trade, such as social attitudes and financial dimensions. (Documents are also accessible on the Choices website.)

Enslaved People's Experiences

Role-Playing the Four Options

Students work cooperatively using primary sources to present the four options Rhode Islanders debated at the time. A fourth group plays real townspeople, who ask questions of and evaluate the option groups.

Making History

Students apply their knowledge of slavery in the North by working cooperatively to conceive and design a museum exhibit that takes into account narrative, format, and intended audience.

Resources include the Rhode Island Gradual Emancipation Bill, an abolitionist's letter to a trading company, poems, paintings, letters, maps, sales records, statistics of the slave trade, and the account of a captured slave.

A More Perfect Union: American Independence and the Constitution

How did early political debates shape the United States?

In *A More Perfect Union: American Independence and the Constitution* students revisit the events and controversies of 1763-88 to gain a deeper understanding of the political climate of the era and the values that contributed to the political foundation of the United States.

By exploring the parallels between the debates of 1776 and 1788 and current political discourse, students will gain insight into many of the issues that define our own age. The unit relies on primary source documents and reconstructed debates to bring to life for students the clash of opinions that determined the early course of the United States.

Lessons

Rethinking the Purpose of Government

Balancing Competing Values

Students distinguish between values and interests while considering responses to case studies that reflect controversies from the 1763-75 period.

February 1776: Role-Playing Four Options

Working cooperatively to advocate for one of the four options the public considered in 1776, students draw upon primary sources and take into consideration the views of fictional colonists.

Democratization in the United States

Using data and evidence, students analyze trends toward democratization and evaluate the underpinnings of U.S. democracy.

The Articles of Confederation

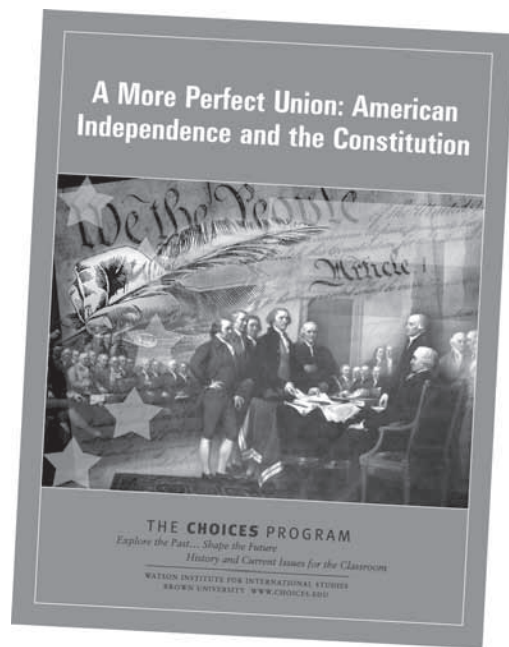
Students identify the weaknesses in the Articles by reading case studies in small groups.

Revisiting the Constitutional Convention

As delegates, students grapple with the critical issues raised in Philadelphia and draw upon historical evidence to develop coherent arguments.

February 1788: Role-Playing Three Options

As fictional characters at an inn, students debate the competing options for the Constitution, identify the underlying values, and analyze the contemporaneous issues confronting people in the United States.



LESSON IN DETAIL

Rethinking the Purpose of Government

Students, particularly younger ones, enjoy this lesson in which they get to create a “teenage world.” In small groups students develop the foundations of a new society. In so doing they also analyze the sources of political conflict in the late colonial period. The lesson provides ample opportunity to make connections between students’ lives and the distant—in their view—past.

Judging the Past

By developing criteria for portraying the past and considering how they would write a textbook, students begin to assess the perspectives and standards that shape historiography.

Reassessing the Constitution

Students brainstorm modern challenges facing the United States, and articulate their own views on individual rights and the purpose of government.

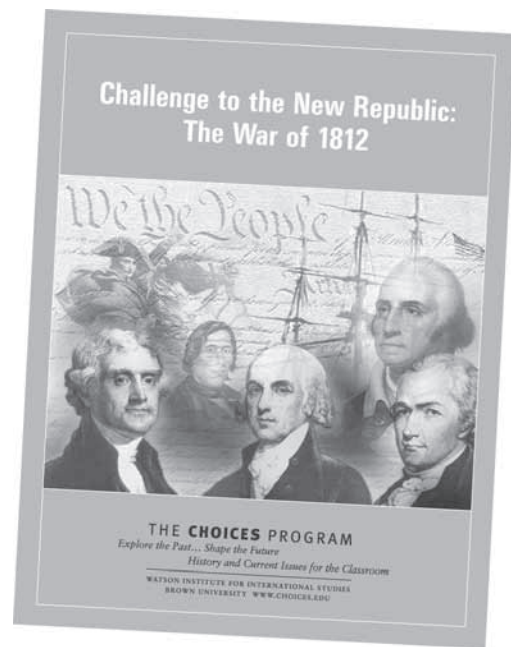
Resources include excerpts of the Articles of Confederation, the U.S. Constitution, the Bill of Rights, the Northwest Ordinance, and Virginia’s and Massachusetts’ state bills of rights. Also includes selected proposed and rejected amendments, a timeline, and excerpts of James Madison’s notes from the Constitutional Convention.

Challenge to the New Republic: The War of 1812

Why was the survival of the United States threatened by war between Britain and France?

Between 1787 and 1812 the United States faced a series of foreign policy challenges that threatened its survival as a constitutional republic. The nearly continuous series of wars pitting the French against the British engulfed the European continent, disrupted ocean-going trade, and caused conflict on the U.S. frontiers.

Students use primary sources and readings to immerse themselves in the struggle to establish the new federal government's role in foreign policy. Students recreate the competing ideas of people in the United States at the time in a role play of the debate in Congress over President Madison's war message.



LESSON IN DETAIL

The War and its Consequences

In small groups in this culminating lesson students develop graphic organizers which explain the multiple causes and effects of the War of 1812. Students are encouraged to draw from many sources and to consider far-reaching events related to the war. This lesson encourages students to think broadly and helps visually-oriented students to make sense of history.

Lessons

Setting Precedents in a Dangerous World

Examining key documents from the Washington and Adams administrations, students identify important foreign policy precedents set during this time.

Interpreting Political Cartoons

By interpreting political cartoons from the era and placing them in historical context, students compare competing U.S. perspectives on events.

Role-Playing the Four Options

Working cooperatively to advocate for one of four options regarding President Madison's war message, students draw upon primary sources and take into consideration the views of fictional characters dining at a Washington hotel to recreate this critical moment in history.

The War and its Consequences

Resources include the Treaty of Alliance with France, Napoleon's remarks on the sale of Louisiana, British Orders-In-Council regarding trade during wartime, the U.S. Embargo Act, proposed amendments from the Hartford Convention, and a number of nineteenth century political cartoons. The unit also includes excerpts from the Napoleonic Decree, Madison's War Message to Congress, Washington's Farewell Address, a timeline, and relevant U.S. legislation.

Beyond Manifest Destiny: America Enters the Age of Imperialism

Why was overseas expansion controversial?

The jarring economic, technological, and social changes of the late 1890s compelled people in the United States to reexamine their national identity and their country's role in the world. In the long term, war against Spain was one in a series of steps that led to an ever-increasing international role for the United States.

Using readings, primary sources, and simulations students explore the values, beliefs, and issues that roiled the United States in the 1890s. Students recreate the public debate in the United States over what to do with Spain's former colonies in a simulation set in the fall of 1898.

LESSON IN DETAIL

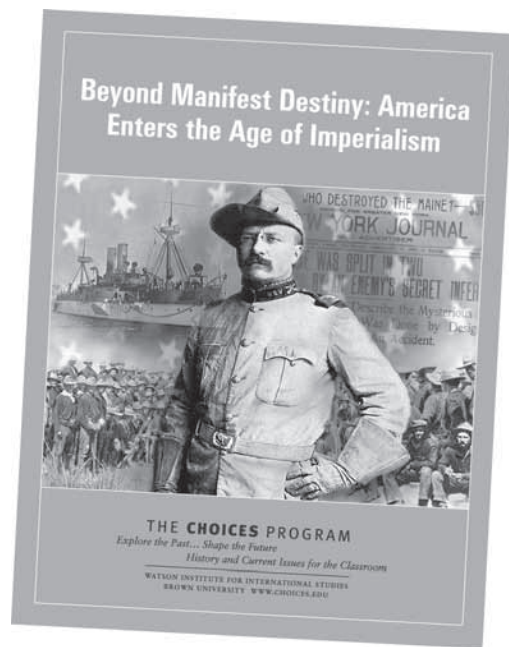
The African-American Community in the Age of Imperialism

In this lesson students analyze short selections from many editorials about the war with Spain and the U.S. presence in the Philippines printed in African-American newspapers. This exercise dispels the notion that the African-American community was united with one voice; rather, students learn of the breadth of views of the black community at the turn of the century.

Resources include treaties, poems, political writings, contemporary political cartoons, population statistics, a timeline, newspaper excerpts, and excerpts of speeches and writings of Theodore Roosevelt.

“It is destiny that the world shall be rescued from its natural wilderness and from savage men.... In this great work the American people must have their part.”

—Senator Albert Beveridge of Indiana



Lessons

America and the World in the 1890s

Students use primary sources to analyze the impact of late nineteenth century immigration on the U.S. national character and assess the forces contributing to the evolving U.S. self-image.

The African-American Community in the Age of Imperialism

Identifying Values

Students read selections from the speeches of Theodore Roosevelt in order to analyze how the values of the 1890s shaped the policy decisions of the era.

Role-Playing the Three Options

Working cooperatively to advocate for one of the three options the United States considered regarding annexing the Philippines, students draw upon primary sources and take into consideration the views of fictional townspeople to recreate this critical moment in history.

Critiquing “The White Man’s Burden”

Students identify the main values expressed in Kipling’s “The White Man’s Burden” and several of the rebuttals against it, and investigate the relationship between poetic technique and political message.

Remembering the Maine

Students assess the political context surrounding the sinking of the Maine and weigh how new evidence should affect the historical narrative.

To End All Wars: World War I and the League of Nations Debate

Why did Woodrow Wilson want to change the international system?

In 1917, President Wilson called for a “just and secure peace.” His vision for a new world order following World War I was far-reaching and radical at the time.

Using reading, simulations, and primary sources, students explore the causes and effects of World War I both domestically and abroad, the Paris Peace Conference, and the debate in the U.S. Senate about whether to join the League of Nations and ratify the treaty. Students recreate this Senate debate in a role play that highlights contrasting visions for U.S. policy.

Lessons

Songs of World War I

Through investigation of song lyrics of the Great War, students trace the changing nature of the war and public opinion.

Poetry of World War I

Reading the poetry of participants, students gain a sense of growing disillusionment with the war.

The Big Four

Recreating the Paris Peace Conference, students attempt to redraw the map of Europe, taking into consideration Wilson’s Fourteen Points, competing national concerns, historical state boundaries, and ethnolinguistic patterns.

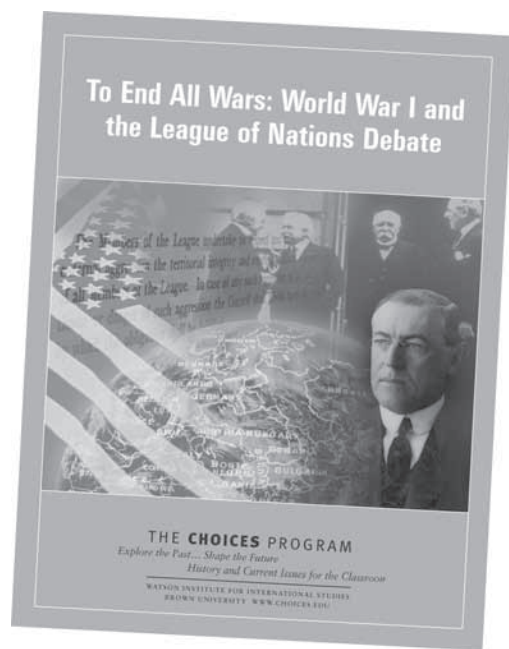
Madame Claire’s Salon

Role-Playing the Three Options

Working cooperatively to advocate for one of the three options the Senate considered regarding the League of Nations, students draw upon primary sources to recreate this critical moment in history. A fourth group of undecided senators questions and evaluates the option groups.

Wilson’s Legacy

Students examine excerpts of foreign policy speeches made by different U.S. presidents in order to assess the impact of “Wilsonian” thought on subsequent U.S. foreign policy.



“I can predict with absolute certainty that, within another generation, there will be another world war if the nations of the world...if the League of Nations...does not prevent it by concerted action.”

—Woodrow Wilson, September 1919

LESSON IN DETAIL

Madame Claire’s Salon

This lesson can serve as a foundation for twentieth century history. Students take on the roles of less prominent figures from the time of the Paris Peace Conference who were not invited to negotiate the terms of the Treaty of Versailles. These figures, such as W.E.B. DuBois, Prince Feisal, Ho Chi Minh, and Leon Trotsky meet to air their concerns. Students come away with an understanding of the effect of the individuals’ absence from major decision making on the course of world history.

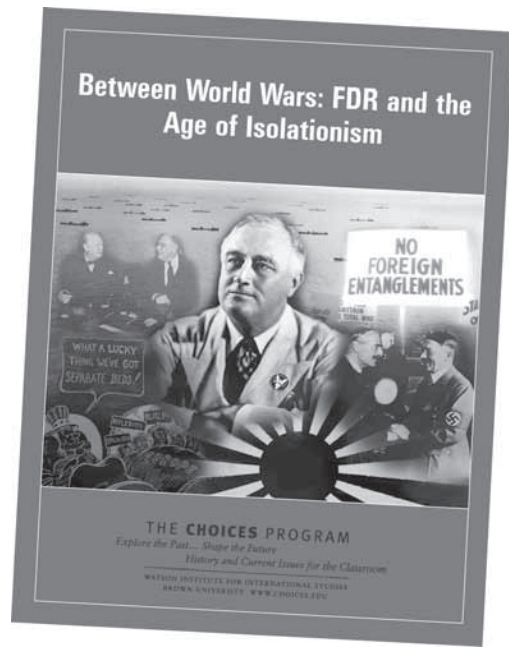
Resources include Wilson’s Fourteen Points, the Covenant of the League of Nations, the Lodge Reservations, and speeches given by Presidents Franklin Roosevelt, Nixon, and Clinton. The unit also includes photos of telegrams and letters, as well as comparative maps, biographies of selected international political figures, lyrics of British, Canadian, and U.S. songs from World War I, and European poems.

Between World Wars: FDR and the Age of Isolationism

How did the United States move from isolation to international leadership in a generation?

Today it is difficult for many students to imagine the tremendous debate in the United States about how to respond to Nazi Germany and Imperial Japan. The debate lasted until the attack on Pearl Harbor and divided Congress, families, and neighbors.

Using diverse primary sources and readings, students consider the impact of the end of World War I, the Great Depression, and the challenges to liberal democracy from international socialism and fascism. Students recreate the competing ideas at play in the United States in a role play of the debate in Congress over the Lend-Lease Act.



LESSON IN DETAIL

The Great Depression

Photographs, a Robert Frost poem, one of FDR's Fireside Chats, a series of graphs, and directed questions help students gain a broad understanding of the Great Depression and its effects. With this information in hand, students then examine the connection between domestic and international events.

Resources include transcripts of Senator Nye's radio address, numerous Fireside Chats and an excerpt of FDR's State of the Union address, as well as a State Department document about Japan and the Lend-Lease Act. The unit also includes photos of dustbowl victims, economic statistics, a timeline, and an explanation of the political spectrum.



Lessons

Political Geography of the Interwar Period

Students connect history to geography by identifying and mapping major political landmarks discussed previously in the text.

The Great Depression

Between World Wars

After constructing a timeline, students examine cause and effect relationships between historical events and consider relationships among the United States, Europe, and Asia. Finally, students consider which events were more historically important.

Role-Playing the Three Options

Working cooperatively to advocate for one of the three options the Senate considered regarding the Lend-Lease Bill, students draw upon primary sources to recreate this critical moment in history. A fourth group of undecided senators questions and evaluates the option groups.

Listening to FDR

By listening to and examining an excerpt of the Four Freedoms speech, students investigate the impact of rhetoric and draw inferences about the probable responses from well-known individuals. (A link to the audio is available on the Choices website.)

Ending the War Against Japan: Science, Morality, and the Atomic Bomb

Why did the Truman administration debate dropping the atomic bomb?

Probably no decision has generated more lasting controversy than President Truman’s decision to drop atomic bombs on Hiroshima and Nagasaki. Although over sixty years have passed, the subject still sparks heated debate. In many respects, the debate has taken on a life of its own, often divorced from the historical context of World War II.

Ending the War Against Japan: Science, Morality, and the Atomic Bomb uses readings, simulations, and primary sources to help students assess the complex political, moral, and military situation at the end of World War II. The materials prepare students to role-play a debate by President Truman’s advisors about whether and how to use the bomb.

LESSON IN DETAIL

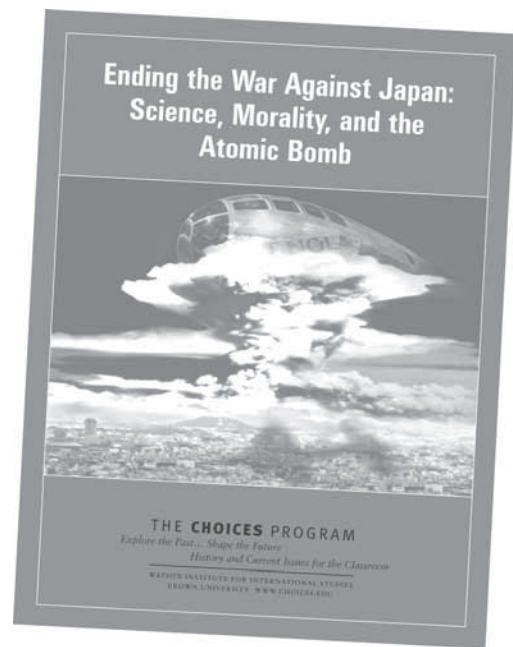
World War II and the Responsibility of Scientists

Much of this unit involves discussions of moral issues and ethical choices. In this lesson students analyze the contributions of science to military technology and assess the moral responsibility of individual scientists in wartime. Students read case studies about the development of electronic navigation for bombs, chemicals aiding war material production, and mustard gas.

Resources include excerpts of the U.S. War Department’s Principles of War (1940) and the Potsdam Declaration, as well as statistics, popular opinion surveys, a timeline, sketches drawn by



bomb survivors, political cartoons, and biographical sketches of major political and scientific figures.



Lessons

Wartime Decisions and Democratic Values

Students use a hypothetical bombing target list to determine values in time of war and to evaluate the role of ethics in warfare from ancient times to the twentieth century.

World War II and the Responsibility of Scientists

Role-Playing the Three Options

Working cooperatively to advocate for one of the three options the Truman administration considered at the time, students draw upon primary sources to recreate this critical moment in history. A fourth group of administration officials questions and evaluates the option groups. A fifth group, acting as the Los Alamos team, explains the scientific implications.

The Legacy of Hiroshima and Nagasaki

Students grapple with ongoing political and ethical questions by examining eight specific issues raised by the deployment of the atomic bomb.

“I am become death, the shatterer of worlds.”

—J. Robert Oppenheimer,
Scientific Director of the Manhattan Project

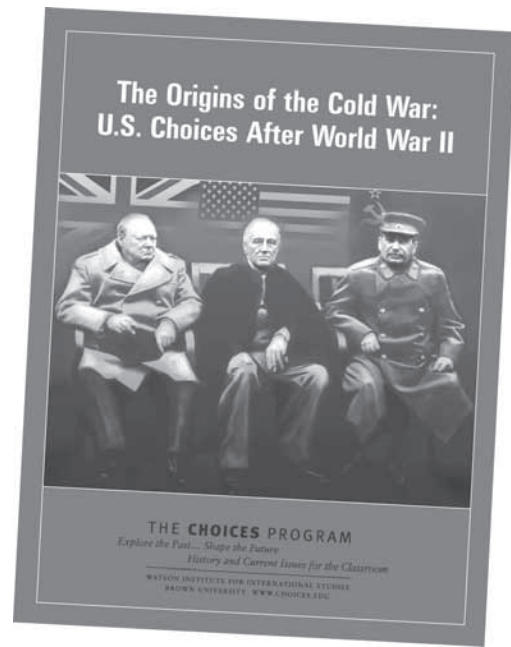
The Origins of the Cold War: U.S. Choices After World War II

Why did the Cold War begin?

After World War II, some hoped that the United States could shape events and promote U.S. values throughout the world. Instead the United States soon found itself locked in a struggle with the Soviet Union.

Understanding the origins of the Cold War gives students a foundation for understanding the history of the four decades that followed. Readings, simulations, and primary sources examine the emerging challenge posed by the Soviet Union. The materials prepare students to simulate the process faced by U.S. decision makers as they decided how to respond.

Resources include excerpts of speeches by Stalin, Truman, and Churchill, as well as excerpts of a Joint Intelligence Sub-Committee report to the British Cabinet, a cable from the Moscow British embassy, a British Chiefs of Staff report, an article by the French foreign minister, and news articles. The unit also includes comparative country statistics, a timeline, and selected biographies of political figures.



Lessons

Understanding the Postwar World

By examining political cartoons, newspaper articles, and speeches from 1945-1946, students trace the events that contributed to a change in U.S.-Soviet relations and recognize areas of conflict between the two nations.

Security Concerns of the Big Four

Through role play, students identify and articulate the chief security concerns of the Soviet Union, the United States, Great Britain, and France in 1946.

Role-Playing the Four Options

Working cooperatively to advocate for one of the four options facing the United States for U.S.-Soviet policy in 1946, students draw upon primary sources to recreate this critical moment in history. A fifth group plays President Truman as he questions and evaluates the option groups.

LESSON IN DETAIL

Coping with Crisis

Choices units often ask students to apply their own option to fictional crises. In this historical unit, students evaluate the Truman Doctrine as a response to events in Turkey and Greece in 1947. Students compare Truman's response to the options they advocated in the role play. Background information on the events as well as reading questions and suggestions for extra challenges are included.

Coping with Crisis

“I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.”

—President Harry S. Truman

The Cuban Missile Crisis: Considering its Place in Cold War History

Why was the Cuban missile crisis the most dangerous moment of the Cold War?

The Cuban missile crisis stands out as the most dramatic superpower confrontation of the nuclear age. The strategies, goals, and fears driving the foreign policies of the superpowers emerge clearly from the events that brought the world to the brink of nuclear war in October 1962.

The Cuban Missile Crisis: Considering its Place in Cold War History offers students a broad understanding of the consequences and dynamics of the Cold War. The materials prepare students to role-play a simulation of the discussion among President Kennedy and his advisors about how to respond.

“...in the final analysis, our most basic common link is the fact that we all inhabit this planet. We all breathe the same air. We all cherish our children’s future. And we are all mortal... Confident and unafraid, we labor on—not toward a strategy of annihilation, but toward a strategy of peace.”

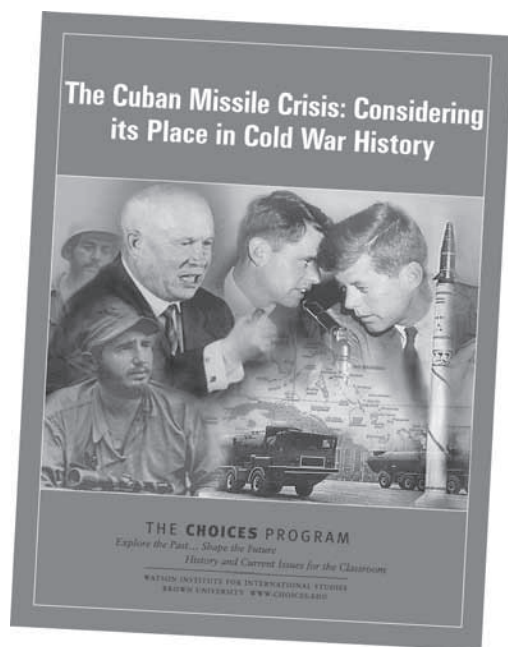
—President John F. Kennedy

LESSON IN DETAIL

The Cuban Point of View

In this lesson students write a letter that was never written: one from Castro to Kennedy. Students consider the impact this letter might have had if it had been written (and read) at the time. Students also create a list of “lessons” to be learned from the Cuban missile crisis. Students are encouraged to apply those lessons to events today and share their views with policy makers.

Resources include letters between Khrushchev and Castro and between Khrushchev and Kennedy, as well as a letter from Castro to the UN Secretary General. The unit also includes the U.S. Proclamation on Interdiction of Offensive Weapons, summaries of U.S. Defcon 2 measures, lyrics of a popular U.S. song, political cartoons, a U.S. military reconnaissance photo, and the account of a Cuban prisoner.



Lessons

U.S. Influence in the Caribbean and Central America

After delivering short presentations on topics relating to U.S. influence in the region, students draw connections among the various topics and identify major issues in U.S.-Caribbean relations.

Retracing the Path to October 1962

Through role play, students recognize and articulate the differing positions of the United States, the Soviet Union, and Cuba on the eve of the Cuban missile crisis.

Role-Playing the Three Options

Working cooperatively to advocate for one of the three options facing President Kennedy in October 1962, students use primary sources to recreate this critical moment in history. A fourth group plays President Kennedy as he questions the groups and evaluates the options presented.

Examining the Documents of the Missile Crisis

Students analyze and interpret the most important documents of the missile crisis: letters between Kennedy and Khrushchev.

The Cuban Point of View

Tracing Forty Years

Students interpret a single political cartoon which sums up the entire history of U.S.-Cuban relations from one perspective. Students also draw their own cartoons.

The Limits of Power: The United States in Vietnam

Why was the United States involved in Vietnam?

Few topics are more difficult to teach, or more important for U.S. students to understand, than the United States involvement in Vietnam. The Vietnam War, like the Great Depression and World War II, was a defining experience for people in the United States.

Using readings, primary sources, and simulations, students evaluate how successive U.S. administrations perceived the situation in Vietnam, weighed the stakes, gauged the options, and implemented the policy decisions. Students recreate the debate President Johnson’s advisors had in the summer of 1965 about what the United States should do in Vietnam.

Lessons

The 1954 Geneva Conference

Through role-play, students articulate the viewpoints of the participants at the Geneva Conference and identify the divergent values held.

The Tonkin Gulf Resolution

Students consider the Gulf of Tonkin event and weigh the possible responses.

Role-Playing the Four Options

Working cooperatively to advocate for one of the four options facing President Johnson in the summer of 1965, students use primary sources to recreate this critical moment. A fifth group plays President Johnson as he questions the groups and evaluates the options.

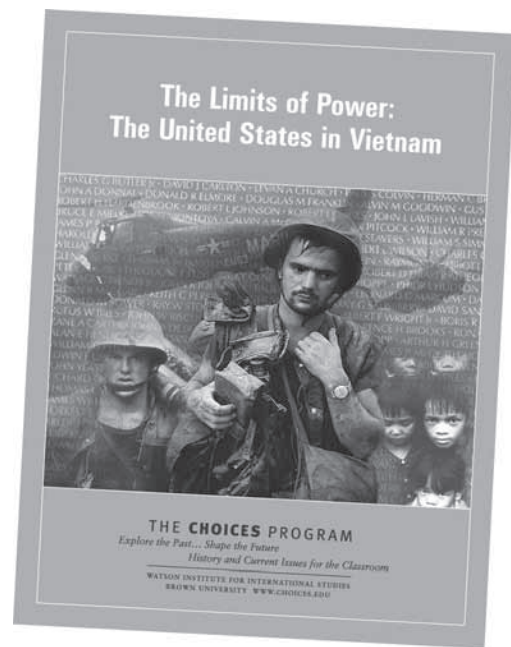
LESSON IN DETAIL

Applying the Lessons of Vietnam

Many pundits and ordinary citizens today talk of the lessons of Vietnam and how they should be applied. This activity offers students the opportunity to investigate several of the lessons from Vietnam that historians and politicians have developed over the years and determine for themselves which ones are valid and how the lessons can or should inform foreign policy today.

“No event in American history is more misunderstood than the Vietnam War.”

—former President Richard M. Nixon



Songs of the Vietnam War

Students explore the relationship between political events and popular culture by interpreting Vietnam-era song lyrics from different cultures.

Retracing America’s Withdrawal

Through analysis of documents, students examine key decisions from 1968-73.

Misinterpretation and Failed Diplomacy

Through close examination of two crucial events, students evaluate North Vietnamese and U.S. perceptions of each other and identify the sources of misunderstanding.

Values, Interests, and Costs in Wartime

Students examine two contrasting political cartoons to identify the values and interest at stake in U.S. policy in Vietnam.

Applying the Lessons of Vietnam

Oral History

To explore the human dimension of war and understand conflicting viewpoints about war, students interview someone who lived during the war.

Resources include excerpts of the Tonkin Gulf Resolution, the Vietnam War peace treaty, and speeches and writings by major French, Vietnamese, Chinese, U.S., and British political figures from 1940-1970. Also includes historical maps, military statistics, a timeline, political cartoons, brief biographies of major international political figures, and lyrics of U.S., Vietnamese, and French songs.

Teacher's Guide for The Fog of War

What kind of world do we want for the twenty-first century?

During the twentieth century, conflict killed roughly 160 million human beings. The film *The Fog of War* challenges viewers to look closely at the past century for clues as to how we might avoid a repetition in the future.

The film, a conversation with former U.S. Secretary of Defense Robert McNamara, traces McNamara's experiences and memories from the end of World War I through World War II, the Cuban missile crisis, and Vietnam. *The Teacher's Guide for The Fog of War* challenges students to assess the film's portrayal of U.S. history and to consider the complicated moral and political issues that surround the use of force.



Resources are available online and include: additional historical context, declassified documents, images from the film, interviews with researchers, and additional reference materials.

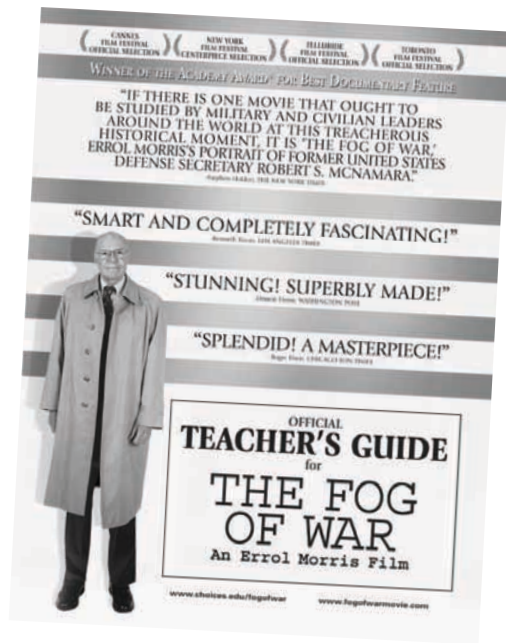
“I think the human race needs to think more about killing, about conflict. Is that what we want in the twenty-first century?”

—Robert McNamara, *The Fog of War*

LESSON IN DETAIL

The U.S. Role in the World

In this lesson, students articulate what they see as the challenges of the twenty-first century. Drawing on the ideas provoked by the film and lessons, student define their concerns, beliefs, and policy prescriptions. Student can complete an online questionnaire that is shared with elected officials nationwide.



Lessons

Empathy and Foreign Policy

Students assess McNamara's advocacy of empathy as essential for effective foreign policy. They compare the use of empathy in Cuba and Vietnam and then apply it to a current crisis.

The Case of the Cuban Missile Crisis

Students examine the most important documents of the Cuban missile crisis and assess McNamara's claim that it was luck that averted nuclear war.

The Tonkin Gulf Incident

Students analyze the significance of the Tonkin Gulf incident on U.S. policy. They consider the options available to U.S. leaders at the time.

Ethics and Proportionality During War

Students explore the role of bombing in modern warfare and consider the ethics of bombing various targets.

Just War Theory

Students consider a question posed by McNamara—"How much evil must we do in order to do good?"—and explore a framework for analyzing political violence.

Oral History and the Vietnam Experience

Students interview someone who experienced the Vietnam War and compare that perspective to McNamara's.

Film as Media

Students examine the structure of the film and consider reviews of the film.

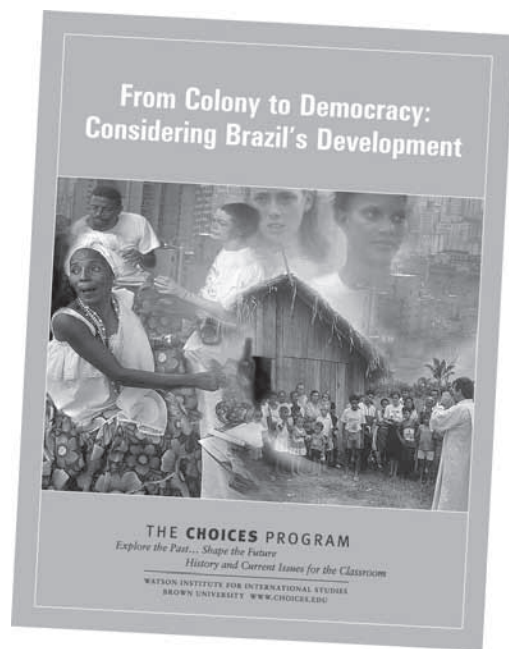
The U.S. Role in the World

From Colony to Democracy: Considering Brazil's Development

Why did Brazil's transition from a military dictatorship to a democracy succeed?

From Colony to Democracy: Considering Brazil's Development traces the country's history from the precolonial era through democratization. The unit examines this vast history through the lens of economy, inequality, and political leadership.

The lessons and readings prepare students to consider the complexities of Brazilian society from colonialism to the present. The materials prepare students to assume the roles of Brazilians debating the country's future in 1984.



LESSON IN DETAIL

Looking at Brazil

In this introductory lesson students formulate ideas and hypotheses about contemporary Brazil using selected photographs. The photos are printed in the unit and available in color on the Choices website. The lesson teaches students media literacy issues through spiraled questions.



Resources include advertisements from a nineteenth century Brazilian paper, memoirs of nineteenth century Brazil, memoirs of Brazil under dictatorship, racial categories from Brazil's 1976 census, and contemporary photos of Brazilian society, as well as excerpts of Brazil's constitution, a Brazilian high school textbook, and police files during the dictatorship.

Lessons

Looking at Brazil

Reading History

Students develop an understanding of slavery in Brazil and issues of race in the Brazilian empire through examination of primary source materials. Students also explore definitions of race and racism after reading the passages.

Reflecting on Life Under Dictatorship

Reading selections from newspaper editorials, students evaluate two opposing views on life under dictatorship in Brazil. Students also write their own editorials.

Racial Identity in Brazil

Students examine the racial categories in the 1976 and 1990 Brazilian censuses and consider issues of racial and ethnic identity in Brazil.

Role-Playing the Four Options

Students work cooperatively using primary sources to present the four options Brazilians debated in 1984. A fourth group plays real and fictional undecided citizens, who question the groups and evaluate the options.

Current Issues in Brazil

Students explore case studies about current issues in Brazil and develop proposals to address them. They compare their proposals to the government's course of action.

Colonialism in the Congo: Conquest, Conflict, and Commerce

How did European imperialism affect central Africa?

Colonialism in the Congo: Conquest, Conflict, and Commerce helps students explore the history of precolonial Congo and European imperialism there. Students also examine Congo's independence and major events in the country since then.

The readings and documents prepare students to recreate the international debate about the future of what was then called the Congo Free State. The debate raises questions that are relevant today: When should citizens and governments of one country be concerned about people in other countries? How should one balance issues of economics and morality when making decisions?

“I do not want to miss a good chance of getting us a slice of this magnificent African cake.”

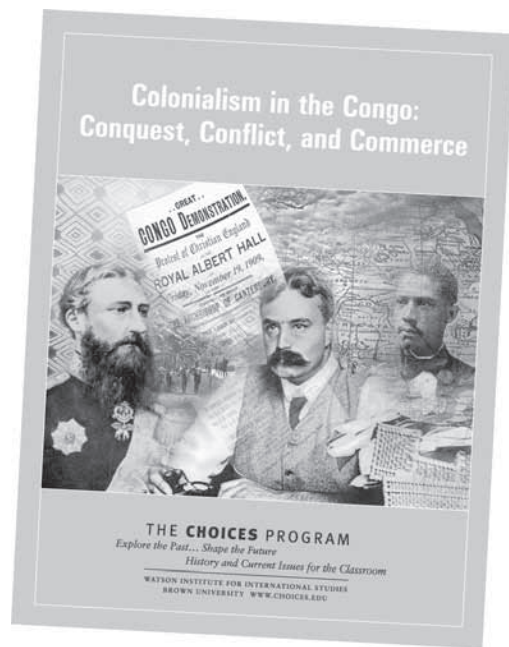
—King Leopold II of Belgium

LESSON IN DETAIL

Hyde Park Corner

In this simulation exercise, students take on the roles of historical figures involved in the Congo Free State or members of the press. The figures meet at Hyde Park Corner, a traditional spot in London for airing views in public. The lesson brings out the international response to “the Congo Question” and introduces students to important elements of the debate. Worksheets are provided to help characters and press members prepare for the lesson.

Resources include selections from the Berlin Act, a letter to King Leopold II, and speeches by King Baudoin and Patrice Lumumba. The unit also includes the Casement Report, testimonies from Congolese citizens, as well as Congolese proverbs and comparative maps.



Lessons

Understanding Precolonial Central Africa

Students interpret proverbs, paying close attention to identifying values in order to develop an understanding of precolonial central Africa.

Europe in Africa

By comparing pre- and postcolonial maps of Africa, students analyze the extent and effects of European colonialism in Africa.

Testimonies

Students take on the role of historians and interpret testimonies from people who lived in the Congo Free State, analyzing them for reliability and bias.

Hyde Park Corner

Role-Playing the Three Options

Students work cooperatively using primary sources to advocate for one of three options the British Parliament considered regarding the situation in the Congo. A fourth group plays undecided MPs, who question the groups and evaluate the options.

Congolese Independence

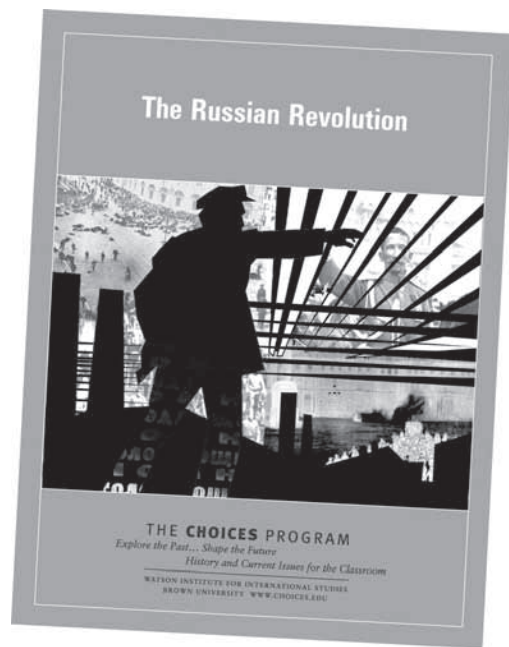
Students consider the legacy of colonialism and the impact of historical perspective on national identity using selections from two different independence day speeches.

The Russian Revolution

Why did democracy fail to take root in Russia in 1917?

In the early spring of 1917, millions of people poured into the streets of Russia and clamored for “democracy.” Russia’s revolution, marked by violence, uncertainty, and ultimately a change of government, has had a profound and lasting impact on the course of history.

The study of Lenin’s effort to create a new socialist society allows students to understand the birth of an ideological system that would compete directly with the United States for world primacy. Using primary source documents, readings, and simulations, students explore how Russia’s historical conditions created the opportunity for Lenin and the Bolsheviks to assume power. In a role play set in Petrograd, students recreate the furious debate Russians had over their future.



Lessons

Peasant Life

Through investigation of a painting, proverbs, statistics, and literature, students identify characteristics of peasant life in Russia.

Geography of Russia

Using a series of political and physical maps, students practice map-reading skills and consider how geography affects history.

Understanding the Political Parties

Symbols of the Revolution

Students examine symbols and political writings of the Russian Revolution and understand their historical significance.

Role-Playing the Four Options

Drawing on primary sources, students work cooperatively to advocate for one of the four options Russians debated at the time. A fifth group plays fictional undecided citizens, who ask questions of the groups and evaluate the options.

Lenin Takes Power

Working in groups, students develop a dramatic recreation of a meeting of Lenin and his colleagues deciding what to do in 1918.

“For months in Petrograd, and all over Russia, every street corner was a public tribune. In railway trains, street-cars, always the spurting up of impromptu debate, everywhere...”

—John Reed, *Ten Days that Shook the World*

LESSON IN DETAIL

Understanding the Political Parties

Reading selections from the political party platforms of 1905, students determine which platforms match up with which parties. The exercise uses movement and repetition to reinforce students’ understanding of the five political parties in Russia at the time. This complex information is essential to understanding the Russian Revolution; the kinesthetic nature of the activity will appeal to many students.

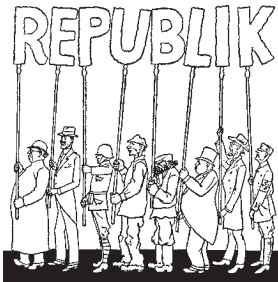
Resources include excerpts of numerous speeches by Lenin, the 1905 Manifesto of the Tsar, political reports and bulletins, economic and social statistics, and comparative political and geographical maps, as well as lyrics to songs of the revolution and excerpts of Russian literature. The unit also includes quotes and summaries of political party platforms, peasant proverbs and songs, letters to the newspaper, and nineteenth century Russian art.

Weimar Germany and the Rise of Hitler

Why did democracy fail and Nazism triumph in Germany?

Weimar Germany and the Rise of Hitler challenges students to ponder one of the twentieth century's most troubling political legacies. Students explore why democracy failed to take root, and how the carefully crafted parliamentary system of the Weimar Republic resulted in the triumph of Nazism.

Primary source documents, readings, excerpts from Weimar literature and drama, and contemporary political art immerse students in



the zeitgeist of the Weimar Republic. The materials prepare students to recreate in a role play the fierce debate that surrounded the Reichstag elections of July 1932, which saw the Nazi Party emerge with a plurality of votes.

“A world has been destroyed; we must seek a radical solution.”

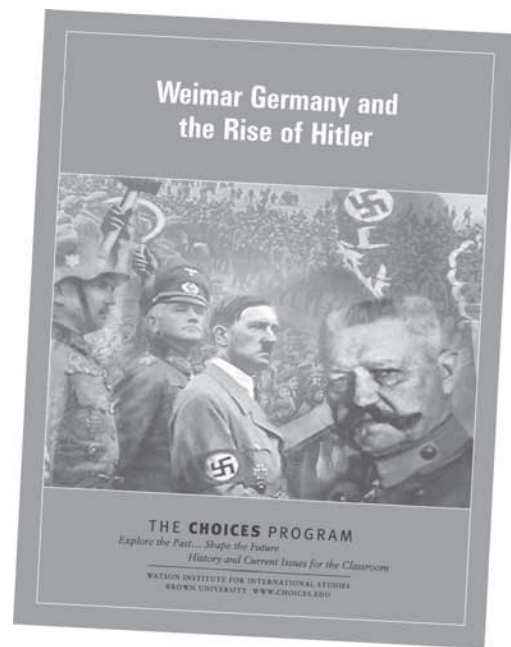
—Architect Walter Gropius

LESSON IN DETAIL

Children’s Literature in Weimar Germany

In this interdisciplinary lesson, students read selections from three different stories that were written to shape the political and social values of young readers during the Weimar period. Students role-play the characters’ responses to hypothetical situations in order to bring out different viewpoints.

Resources include German songs, political posters, art, and children’s literature, as well as police orders, laws, speeches, excerpts from Wilson’s Fourteen Points, the Treaty of Versailles, the Weimar Constitution, and economic statistics.



Lessons

The Birth of the Weimar Republic

Students explore maps, sections of the Versailles Treaty, and other documents to analyze the events and decisions that led to the creation of the Weimar Republic.

Hyperinflation, Prosperity, and Depression

Students use charts, graphs, poetry, and graphics to define hyperinflation and evaluate the impact of the Great Depression on Germany.

Culture, Values, and Politics

Students explore the relationship between art and politics using visual art and songs of the Weimar period.

Children’s Literature in Weimar Germany

Role-Playing Platform Presentations

Working in groups, students advocate for political parties at the 1932 Reichstag elections or play undecided voters in order to understand the values of Weimar’s political parties.

Lessons from the Weimar Experience

Students evaluate the factors that led to the Nazi party’s electoral success and the implications for democracy today.

Conscience and the Patriot

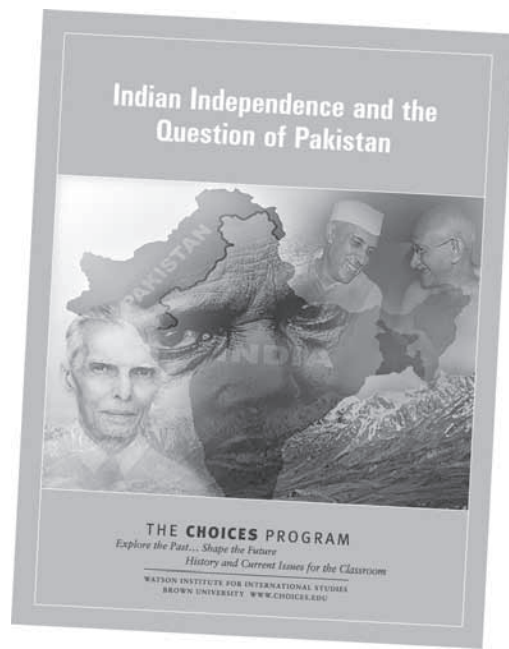
Using a case study of two Germans, students consider what a patriot can do when government policies conflict with personally held values.

Indian Independence and the Question of Pakistan

Why are India and Pakistan locked in a nuclear standoff?

The partition of India in 1946 into two states provides insight into the historical dynamics that continue to shape India and Pakistan today. *Indian Independence and the Question of Pakistan* probes the complex, rich history of South Asia from the pre-colonial era to the present.

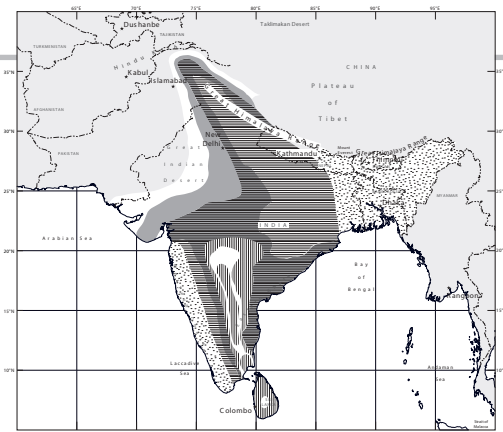
Using readings and primary sources, students examine the origins of independence and the resulting political systems. Students explore the many cultural and social factors, including the role of religion, in the region. Students simulate the debate and discussions about partition in a role play.



LESSON IN DETAIL

Understanding India's Early History

In this multidisciplinary lesson, students compare the religious beliefs of Hindus, Muslims, and Sikhs and evaluate how the British were able to conquer and hold India. The lesson also involves reading selections from literature and maps of the monsoon. Students use each of these pieces—literature, geography, and religion—to understand elements of India's history and culture.



Summer Monsoon

Lessons

Understanding India's Early History

From Reform to Independence

Students read several contemporary accounts of Gandhi and satyagraha and evaluate satyagraha as a political tactic. They also explore differing goals for independence.

Role-Playing the Five Positions

Students work cooperatively using primary sources to role-play the 1946 British Cabinet Mission negotiations concerning the independence of India. Students represent and advocate the position of one of the five groups who negotiated the agreement: the Congress Party, the Muslim League, the Unionist Party, the Sikhs of the Punjab, and the Cabinet Mission.

Partition and Beyond

Analyzing a selection from literature, students explore the nature of partition and consider why so much violence accompanied partition. They also consider problems that face India and Pakistan today.

Resources include comparative country statistics, meteorological maps, contemporary quotes by and about Gandhi, a timeline, excerpts of Pakistani literature, and excerpts of the British Cabinet Mission's plans and analyses.

“Who touches India touches history.”

—Winston Churchill

Freedom in Our Lifetime: South Africa's Struggle

Why did some anti-apartheid groups turn to violence?

Freedom in Our Lifetime: South Africa's Struggle provides grounding in pre-colonial and colonial South Africa and explores the development of the most complex system of racial discrimination ever designed. Students consider the effects of apartheid on individuals, and the

challenges the system faced from all fronts.

Using readings, primary sources, and simulations, students consider the same questions that opponents of apartheid faced. Students recreate the debate among black, coloured, and Asian South Africans in 1961 in a role play.



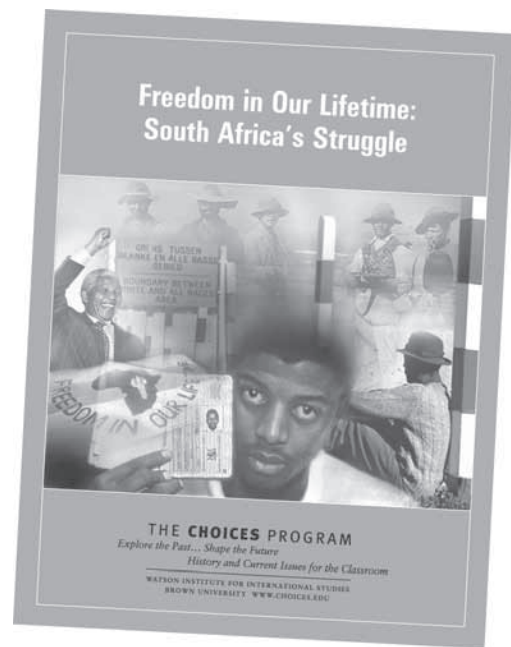
LESSON IN DETAIL

Poetry and Politics

Students explore the relationship between political events and literature through close readings of 1950s poetry from South Africa. The poems reflect a range of responses to the apartheid government and the effects of apartheid on the everyday life of South Africans.

Beware! The people, struggling, hold
The winning card;
And when they strike they will be bold-
And will strike hard!"

—"Because I'm Black," Herbert Dhlomo



Lessons

Colonial South Africa

By examining a series of letters from a Sotho king to the British government in South Africa, students consider the consequences of the Boers' Great Trek on one African society.

Poetry and Politics

Role-Playing the Three Options

Students work cooperatively using primary sources to present the three options that anti-apartheid groups debated at the time. A fourth group plays fictional Cape Town residents, who ask questions of the groups and evaluate the options.

Violence as Protest

Students analyze the effectiveness of the use of violence to oppose apartheid, consider the morality of armed struggle, and clarify their own perspectives on the use of violence as a means to an end.

Resources include the National Party Statement in 1948, the Freedom Charter, a speech by Albert Luthuli, an MK flyer, the ANC's Operation Mayibuye document, and letters from a nineteenth century Sotho king to British leaders, as well as South African poems, a timeline, economic statistics, and an historical map.

Iran Through the Looking Glass: History, Reform, and Revolution

Why did Iran become an Islamic republic in 1979?

In 1978, millions of Iranians risked their lives to protest against the shah. Marching in the streets, Iranians sought to end repressive rule, bring justice and opportunity to the people, and rid Iran of the influence of foreign powers—particularly the United States. But Iranians were not unified about how to achieve these goals nor were they sure what kind of government they wanted. With the departure of the shah in January 1979, a tremendous struggle began for the future of Iran.

Iran Through the Looking Glass: History, Reform, and Revolution traces the history of Iran to this period of debate and uncertainty. Students recreate the debate among the Iranian people as they pondered their future in 1979.

Resources include maps, excerpts from Iran’s Constitution of 1906, an excerpt from the Anglo-Russian Accord of 1907, primary sources from the Constitutional Revolution of 1906-1911, declassified U.S. documents and newspaper articles from the Mossadegh era, graphic organizers, economic data, slogans from the protests of 1978-79, and reports on human rights from Amnesty International.

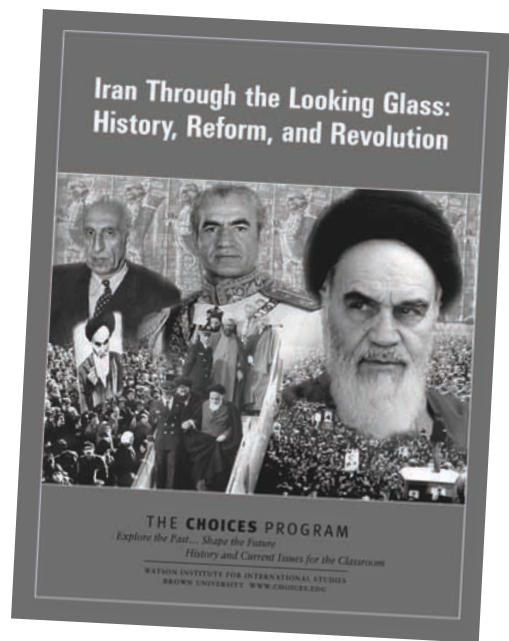
LESSON IN DETAIL

Charting Iran’s Political Climate

Students create a timeline to explore cause-and-effect relationships between significant historical events in Iran during the twentieth century. Students use the timeline to identify movement between authoritarian and more representative government in Iran. This lesson encourages students to identify trends in Iranian history and helps visually-oriented learners to think about complex patterns.

“All this happened in the hopes of having an Islamic republic, but what exactly will this republic be?”

—former Prime Minister Bahktiar



Lessons

Iran’s Constitutional Revolution

Students work cooperatively within groups to examine primary source materials surrounding the events of Iran’s Constitutional Revolution and use what they have learned to write a newspaper article.

Iranian Oil Nationalization

Students work cooperatively to develop presentations from the viewpoint of the four major players in the oil nationalization movement.

U.S. Documents of the 1953 Coup

Students deepen their understanding of the coup of 1953 by exploring recently-released, secret U.S. documents and contemporary press accounts.

Role-Playing the Three Options

Students work cooperatively using primary sources to present three options for Iran’s future after the revolution of 1979. A fourth group of students plays fictional Iranians who ask questions of the groups and evaluate the options.

Charting Iran’s Political Climate

Human Rights in Iran

Students examine Amnesty International human rights reports from the shah’s era and today to assess the significance of human rights in their historical and contemporary contexts.

Professional Development

The Choices Program offers a variety of professional development programs for secondary school teachers, including introductory workshops, half and full-day in-service programs, teaching seminars, and summer teaching institutes. Choices also collaborates with other organizations and with school districts to offer extended professional development opportunities to teachers.

Workshops & In-Service Programs

Our workshops and in-service programs focus on using the Choices approach to address contested current and historical international issues. All programs give participants experience with the Choices methodology from the student perspective. Participants engage in one or more model lessons from our curriculum units, including taking part in a role-play simulation that places students at the center of a critical current or historical decision-making moment.

By allowing teachers to experience the Choices methodology through participation in model lessons, teachers are better able to connect with their students and to grasp the depth of their learning. How do students feel when they work in teams? What types of thinking do they engage in when asked to present and defend a policy option? What does it mean to deliberate with peers about a contested issue? With this fresh insight into the learning experience, educators are better able to meet the needs of their students.

“My experience with Choices inspired me to reexamine my own lesson-planning to think about how I could engage students in a way that would help them appreciate that history is not preordained; rather, I want them to understand that informed and active citizens can change the course of events.”

—Connecticut teacher

“Never before have I worked with a university program that was more dedicated to the idea of teachers teaching teachers. The professional development opportunities offered by this program are unmatched.”

— Utah teacher

In introductory programs participants will:

- Understand the basics of the Choices program and philosophy
- Experience the Choices approach through interactive model lessons
- Consider the breadth and diversity of Choices lessons
- Explore ways to integrate digital resources into Choices lesson plans
- Be provided with helpful hints for successfully implementing Choices units in the classroom

In longer in-service programs, participants also:

- Examine sample Choices units more thoroughly or explore multiple units
- Explore ways of integrating the Choices model throughout a course curriculum
- Are introduced to strategies for creating a classroom environment conducive to successful deliberation and role-playing
- Develop modifications and enhancements to the curriculum to meet the unique needs of participants' students and classrooms



When providing in-service programs, Choices collaborates with teachers and administrators to create programs that meet the specific needs of schools and districts. Contact the Choices Program at choices@brown.edu or 401-863-3155 for additional information.

Sample Agendas

Two Hour Workshop Agenda Confronting Genocide: Never Again?

- 9:00 **Introduction to the Program**
- 9:10 **Activity:** Considering the Role of Values in Public Policy
- 9:25 **Debriefing of the Learning Activity**
- 9:30 **Overview of Genocide Unit and Choices Approach**
- 9:40 **Activity:** Examine *The New York Times* coverage of the Armenian Genocide
- 9:50 **Debriefing of the Learning Activity**
- 10:00 **Options Role-Play Activity:** Responses to Genocide
- 10:30 **Debriefing of the Role Play**
- 10:40 **Collaborative Discussion:** Creating an Interdisciplinary Unit on Genocide
- 10:55 **Questions and Final Thoughts**
- 11:00 **End of Workshop**

Full Day Teaching Seminar The Slave Trade and Historical Memory

- 8:30 **Registration and Breakfast**
- 9:00 **Activity:** Understanding a Shift in Values Over Time
- 9:30 **Scholar Presentation:** The Atlantic Slave Trade. *James Campbell, Professor of Africana Studies and American Civilization, Brown University; Chair, Brown University Steering Committee on Slavery and Justice.*
- 10:45 **Activity:** Creating a Living Museum—Using Drama to Introduce the Triangular Trade
- 12:00 **Debriefing the Activity**
- 12:30 **Activity:** Slavery Connects the North and the South—Tracing the Route of the Trade
- 12:45 **Lunch**
- 1:45 **Scholar Presentation:** Historical Memory. *James Campbell.*
- 3:15 **Discussion:** Additional Ideas and Issues Differentiation, Assessment, Extension Activities, Parents and the Community, and Integrating the Material into your Curriculum
- 4:00 **End of Day**

“My experience with Choices inspired me to reexamine my own lesson-planning to think about how I could engage students in a way that would help them appreciate that history is not preordained; rather, I want them to understand that informed and active citizens can change the course of events.”

—Connecticut teacher

With longer workshops there is also the potential for the inclusion of guest scholars or video conferences with scholars from Brown University’s Watson Institute.

At Choices we understand that no two classrooms are the same and that each teacher has an obligation to meet the needs of his or her specific students. Therefore, rather than present a uniform approach, we show how Choices can be applicable in a wide range of classrooms.

Teaching Seminars

Choices offers a series of full and half-day teaching seminars at Brown University. Each is focused on a chosen theme connected to one or more of our curriculum units. Seminars are styled after our workshops and in-service programs but include one or more scholars who provide content sessions that inform the program. The speakers are selected based on their expertise in the subject.

Seminars take place throughout the year and are advertised on our website and through our E-letter. To join our E-letter list, see www.choices.edu.



Summer Institutes

Choices' summer institutes at Brown University bring content specialists together with secondary-level teachers. Choices collaborates with multiple scholars who provide content sessions related to the core theme of the institute. Content sessions are integrated with teacher-led sessions designed to introduce participants to the methodology and resources of the Choices Program, and help them expand their teaching strategies and incorporate the content of the institute into their classroom teaching. During the institute, Choices staff and lead teachers also work closely with participants as they develop meaningful and authentic lessons that draw on the content provided and extend the learning activities in Choices units. Participating teachers leave the institute well prepared to enhance their own instructional content and methodology when they return to the classroom.

Leadership Institute

Choices offers a four-day leadership institute each summer. This institute is available by application to teachers nationwide. Participants are expected to provide leadership to their peers when they return to their districts. The focus of this summer leadership institute changes each year. Information on the 2010 summer institute will be available online from the Professional Development section of the Choices website in January 2010.

District Collaborations

Choices collaborates with districts on a contract basis to provide multi-day summer sessions for their teachers. Under this arrangement Choices has organized week-long residential summer institutes at Brown University as well as programs on site in school districts.



Programs are organized and led by Choices staff and selected teacher leaders. They usually include presentations by multiple scholars. Choices professional staff and lead teachers work closely with these scholars to ensure that the presentations meet the needs of middle and high school teachers. Among those whom Choices has worked with are Teaching American History grantees. Contact us to discuss possibilities.

Program Facilitators

Professional development programs are run by staff from the Choices Program who, in addition to having classroom experience, also work closely with scholars and participate in the development of Choices curricular resources. Additionally, current classroom teachers, who have the benefit of fresh classroom experience and extensive professional development training with Choices, lead workshops. Classroom teachers will sometimes serve as “lead teachers” providing peer leadership at summer institutes. All of our professional development facilitators have extensive teaching experience, a strong background in history and international issues, and a keen understanding of the Choices methodology.



“I have had a chance to sit one-on-one with professors. These opportunities have been highlights of my experience with the program. All the professors Choices brings in do more than just teach the topics and provide a knowledge bank. They spend time explaining, answering questions, and interacting with the teachers.”

—Nebraska teacher

Sample Summer Institute Agenda

Living in a Nuclear Age: Facing the Challenges

Tuesday

- 1:45 Welcome Reception
- 2:30 Scholar Presentation: North Korea and Nuclear Weapons: Crisis Without End?
Jonathan Pollack, Professor of Asian and Pacific Studies and Director of the Strategic Research Department, Naval War College
- 4:00 Introductions and Unit Overview
- 5:30 Opening Dinner
- 7:00 Scholar Presentation: The Nuclear Revolution: Back to the Future?
Catherine Kelleher, College Park Professor, University of Maryland; Visiting Fellow, Watson Institute

Wednesday

- 8:00 Continental Breakfast
- 8:45 Reflection on Previous Day's Speakers; Socratic Seminar #1
- 9:15 Teaching about North Korea
- 10:45 Introduction to Collaborative Project
- 11:15 Scholar Presentation: Nuclear South Asia
Andrew Winner, Associate Professor of Strategic Studies, U.S. Naval War College
- 12:45 Lunch
- 1:30 Work on Collaborative Project in Teams
- 3:30 Scholar Presentation: The Nuclear Non-Proliferation Regime: The Road Ahead
Nina Tannenwald, Associate Professor (Research), Watson Institute
- 5:00 Discussion on Progress of Collaborative Project
- 6:00 Dinner
- 7:00 Movie (optional): Copenhagen
Introductions by Tom Gleason, Professor Emeritus of History, Brown University

Thursday

- 8:00 Continental Breakfast
- 8:45 Reflection on Previous Day's Speakers; Socratic Seminar #2
- 9:15 Engaging Students in the Nuclear Weapons Debate
- 11:30 Scholar Presentation: Nuclear Terrorism: The Ultimate Threat?
Sue Eckert, Senior Fellow, Watson Institute
- 12:45 Lunch
- 1:45 Scholar Presentation: Do Nuclear Weapons Have A Future?
Thomas Nichols, Professor of Strategy, Naval War College
- 3:15 Instruction/Discussion on leading a Choices workshop
- 4:15 Last Review of Collaborative Project; Group Discussion
- 5:15 Reflection on Day's Speakers; Socratic Seminar #3
- 6:00 BBQ

Friday

- 8:00 Breakfast
- 8:45 Trial Run of NPT Review Conference Lesson
- 10:00 Scholar Presentation: Nuclear Iran: To Be or Not to Be?
Jo-Anne Hart, Associate Professor, Lesley University; Founding Member of the Middle East Negotiation Project, Search for Common Ground
- 11:30 Final Discussion
- 12:15 Lunch

Note: Choices runs a Leadership Institute at Brown University each summer. Attendance is by application.

Student Forums



The Choices Program has been sponsoring student forums on international public policy issues for more than ten years. These forums usually engage students from multiple schools and involve preparation within the social studies classroom.

Historically these forums have been run on a statewide basis. More recently new models are being explored. Students who participate in the forums report that they provide a valuable opportunity to talk about substantive issues with peers who have different life experiences and different views.

Teachers report that a kind of magic often happens when students with diverse backgrounds and experiences engage with one another in a forum on contested public policy issues such as immigration, economics, or war.



Capitol Forum

Launched in 1998, the Capitol Forum on America's Future is an experiential civic education initiative that engages high school students in consideration of current international issues both within the social studies classroom and beyond the



Students participate in the Illinois Capitol Forum.

classroom at the state capitol.

The program is organized on a statewide basis and takes place in multiple states. It involves students from schools across the state in consideration of the United States' role in the

world and a range of issues related to this question. The content of the Capitol Forum grows out of the curriculum work of the Choices Program.

The program in each participating state begins with a professional development workshop for teachers in the fall, involves classroom preparation within the context of the

participating teachers' regular courses, and engages participating teachers in a pre-forum planning session four to six weeks prior to the forum.

The centerpiece of the program in each state takes place in the spring when eighty to one hundred high school students from approximately twenty schools come to their state capitol as class representatives for an all-day forum. They participate in breakout sessions focused on an issue they have prepared in the classroom. In a structured role play, designed as a hearing before

“America needs visionary leaders in the future with a firm grounding in international affairs. That is why I am so enthusiastic about Capitol Forum. The students who participate come from small towns and large cities, but all come prepared by the curriculum to discuss U.S. foreign policy and the major international issues facing their generation.”

—John A. Gale
Secretary of State, Nebraska

“Capitol Forum gives students the opportunity to develop, share, and reevaluate their opinions on substantial global issues. Each year I am impressed with the students’ presentations, and I enjoy learning what Rhode Island’s young adults have to say about the important issues of the day.”

—U.S. Senator Jack Reed, Rhode Island

the Senate Foreign Relations Committee, they explore four distinct visions (or Futures) for the United States in the coming years. Finally, they deliberate together about the role they believe the nation should play in an increasingly complex international environment. At most forums, this final session takes place in the company of elected officials and policymakers.

Following the spring forum at the state capitol, student representatives return to their classrooms to lead their classmates in a dialogue on international issues. The year-long program culminates in a student ballot that is shared with elected officials and the media. Finally, students are encouraged to express their own views and to communicate these views beyond the classroom in letters to Congressional representatives or the newspaper.

The core goal of the Capitol Forum is to help students develop the skills for informed, analytical consideration of international issues and the habits of responsible participation in public policy.



Information on the Capitol Forum is available on the Choices website at <www.choices.edu/cf>. The Capitol Forum program is endorsed by the National Association of Secondary School Principals, the National Council for the Social Studies, and the National Association of Secretaries of State. For information on starting a statewide program or to discuss alternative school-based models, contact us at choices@brown.edu or 401-863-3155.

What Students are Saying

“I feel more confident about my opinions now, and I’ve realized that they do matter, and they do make a difference.”

—Illinois student

“Some day we will be running this country and if we do not begin to become interested in our government and world issues now, it will be very dangerous to our democracy in the future.”

—Rhode Island student

“I’m really proud that my school took part today. I think it says a lot that schools will offer this and want to promote more political efficacy among students.”

—Indiana student

“The forum has made me more aware of the process of constructing foreign policy. I will be less cavalier in my attitudes toward voting.”

—Connecticut student

“This program has made me more aware of people’s views and how they can be so different on the same issue. It has also taught me to question issues.”

—Nebraska student

“The senators and representatives present emphasized the importance of our vote. It redefined just what voting is in our democratic society and made me a believer that my vote counts.”

—North Carolina student

“It really got me concerned with the issues that affect our future, and this helped me see that we should be standing up for what we believe in now.”

—Rhode Island student

Local and Regional Forums

Teachers and schools have begun to develop forums modeled after the Capitol Forum but run as a smaller local or regional program designed to meet their individual teaching needs. Alternative models allow for any content topics that fit the curriculum and inform the ultimate question of the role of the United States in the world. Topics such as immigration, genocide, environmental policy, and terrorism have been used as the focus of these programs.

As a culminating activity, all students are encouraged to participate in the U.S. Role in the World Online Ballot. Students are also encouraged to communicate their own views to those beyond the classroom in letters to Congressional representatives or letters to the newspaper.

Sample Programs

Portland Forum on Genocide: Students from Casco Bay High School, a new Expeditionary Learning School, and community members in the Portland, Maine area from war torn countries came together for a forum on genocide. The Portland Forum focused on genocide as an historic and continuing global issue. Teachers and students had been working on human rights as their main “expedition” all year. As the May forum approached, students and teachers prepared in their classrooms for deliberations on U.S. foreign policy with regard to genocide. The Choices unit *Confronting Genocide: Never Again?* helped to guide this discussion.



Students from the Expeditionary Learning School in Portland, Maine interviewed refugees from areas that have experienced genocide, and developed presentations that were displayed at a gallery in Portland. At their forum they discussed responses to genocide.

HOBY Washington—Future of the U.S. Role in the World: Washington educators brought Capitol Forum to HOBY (Hugh O’Brian Youth) Leadership Seminar for high school sophomores. Approximately 140 HOBY student ambassadors were divided into four groups, one for each of the four Futures. The HOBY Team Alumni served as the facilitators for each Future breakout and as the Senate Foreign Relations Committee. Each Futures group prepared a visual, oral, and kinesthetic presentation. After the large group presentations, the ambassadors deliberated the merits of each Future and completed paper ballots which were later entered online.

Preparing for the Elections—Bellevue West High School: A Bellevue, Nebraska teacher divided her class into three groups and assigned each a candidate to research. Using the five themes of Capitol Forum, they investigated their candidate’s positions on the issues and presented what they learned to their classmates. Once they were well-informed about the positions of all of the candidates, they used the Deliberative Dialog rubric <www.choices.edu/resources/assessments.php> to discuss how they felt about the candidates. Everyone in her class was going to vote in that election and the students said they felt better prepared to make a decision as a result of this discussion.



Middle school students in Illinois considered the issue of terrorism as part of the McLean County Diversity Project.

Do you have an adaptation to share?

The Choices Program welcomes examples of Capitol Forum adaptations. Descriptions are added to the Choices Program website where others can read about them and develop their own. Email us at Choices@brown.edu

History of the Choices Methodology



The Choices Program has its origins in research begun in the 1980s by the Center for Foreign Policy Development at Brown University in collaboration with the Public Agenda Foundation.

Alternative Futures as a Research Tool

Between 1985 and 1988, Brown University's Center for Foreign Policy Development and the Public Agenda Foundation conducted extensive research designed to understand public attitudes toward the Soviet Union and nuclear arms. The objective of *The Public, the Soviets, and Nuclear Arms* was to understand how the U.S. public was thinking about these twin concerns and then to communicate the findings to elected officials and policy makers so that they could better craft policies that would have long-term public support.

In order to study public thinking on these questions, the research team and its National Advisory Council developed a framework of four alternative Futures as a research tool to engage the U.S. public in consideration of these issues in terms appropriate to the nonexpert. The Futures presented contrasting policy directions along with their risks and trade-offs. They were carefully researched and developed to be valid from the point of view of experts while also accessible and engaging from the point of view of the public. In four cities—Baltimore, Nashville, San Antonio, and Seattle—the

Futures were presented to general audiences through local newspapers and television stations. Under the title of Public Summit '88, newspapers and television stations provided information and sponsored programs on the four Futures and the issues they raised over a four-week period. The campaigns culminated

in a balloting process in which more than seventy-six thousand people voted for the Future and accompanying policies they felt would best ensure U.S. security. In five cities (the above four plus Chicago) the research team also conducted "Citizen Review Panels" in order to gain a more in-depth understanding of public opinion. Almost one thousand citizens, chosen to be broadly representative of the population as a whole, participated in these review panels.

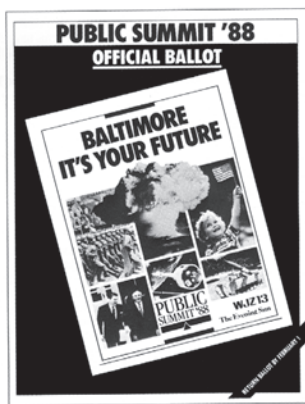
The results of this research were presented in briefings to the National Security Council, to major committees in the U.S. Senate and the U.S. House of Representatives, to the staffs of all major presidential candidates, to other governmental groups, and to the press and foreign policy groups.



Senators Paul Sarbanes (MD) and Claiborne Pell (RI) hear testimony on the Futures at the Senate Foreign Relations Committee.

Theoretical Foundation—Public Choices versus Expert Choices

The research that formed the foundation of *The Public, the Soviets, and Nuclear Arms* is grounded in an understanding that, in a democracy, the public and the experts have interrelated roles to play in the framing of public policy. As Richard Smoke, former Research Director at Brown University's Center for Foreign Policy Development explained, experts can clarify the goals and trade-offs the nation must consider, and lay out specific policy choices along with their costs and risks. But, experts have no special insight into which goals should have priority and which risks are worth taking. These are decisions of national scope—public choices—that all people in the United States



The Public Summit '88 ballot was distributed by newspapers to citizens in four U.S. cities.

must make together. The experts' attention to the consequences and feasibility of various policies acts as a counter to any wishful thinking on the part of the public. The public, on the other hand, can criticize policies that do not match their own priorities. The results from the Citizen Review Panels taking place during *The Public, the Soviets, and Nuclear Arms* demonstrated that after people had the opportunity to consider alternative policy directions and share their views in a carefully constructed discussion format, their own opinions became more complete and their understanding of the issues increased.

Applying the Choices Approach to the Classroom

Following Public Summit '88, Brown University launched the Choices Program in order to bring the advantages of this approach to the classroom. Initially, the program focused on the development of curricular materials to engage high school students in the consideration of current international policy issues. The Choices Program later applied this approach to historical turning points, putting students in the role of decision makers at critical moments in history.

Adapting the research approach developed during *The Public, the Soviets, and Nuclear Arms*, all Choices units include a framework of policy alternatives that challenges students to consider multiple perspectives and to think critically about the issue. Students must understand the history leading up to the issue, identify the values that drive contrasting perspectives, weigh the risks and trade-offs of alternative policies, and come to their own judgments, which reflect their own values and priorities. In historical units,

students carefully examine the history leading up to a turning point and gain a contextualized understanding of the values and culture of the period, from the perspective of those who lived it. Students then explore the questions and choices that confronted people at that historical moment. Finally, they analyze the decisions made and reflect on the relevance of those decisions for our world today.



Students from Nashville's Montgomery Bell Academy debate the future of U.S.-Soviet relations during Public Summit '88.

Today, Choices has more than thirty curriculum units and a range of additional online resources available on historical and current international issues. All units make connections between history and the present and all involve students in exploration of multiple perspectives.

Order Form

Student Texts* (15 or more) Teacher Set** Quantity Subtotal

U.S. History

SLAVERY IN NEW ENGLAND	A Forgotten History: The Slave Trade and Slavery in New England	\$9.75/copy	\$20	_____	_____
INDEPENDENCE AND THE CONSTITUTION	A More Perfect Union: American Independence and the Constitution	\$9.75/copy	\$20	_____	_____
WAR OF 1812	Challenges to the New Republic: The War of 1812	\$9.75/copy	\$20	_____	_____
SPANISH-AMERICAN WAR	Beyond Manifest Destiny: America Enters the Age of Imperialism	\$9.75/copy	\$20	_____	_____
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