

Lesson Overview:

How many days are needed to teach this lesson?	2 Class Days (1 Week)
Grade Level(s)	12th
Subject(s)	United States Government
Lesson Summary	Students describe and evaluate the tools used in United States foreign policy by analyzing United States foreign policy and cuts to USAID.
Standards	<u>US Gov TEKS:</u> • (5)(A) analyze how economic and natural resources influence United States foreign policy • (7)(G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense
Focus Pulitzer Center news story/stories	• “<u>Cuts and Consequences: The End of USAID</u>” by William Brangham, Fred de Sam Lazaro, Molly Knight Raskin, and Morgan Till • “<u>Fight Against Tuberculosis Stalls in Bangladesh As U.S. Cuts Aid</u>” by Fred de Sam Lazaro and Simeon Lancaster • “<u>Ghana Struggles To Fight Disease and Poverty Without Vital U.S. Aid</u>” by William Brangham and Molly Knight Raskin • “<u>How USAID Cuts Are Impacting the Fight Against HIV in Kenya</u>” by William Brangham and Molly Knight Raskin
Notes on Context	This is a dual credit United States Government class, so the rigor may need to be adjusted for other levels. This lesson was created for the middle of our Executive Branch unit, so students were already familiar with the Executive Branch and how it functions domestically. Our school has 90-minute class periods and an A/B Day schedule, so this lesson was planned to be a week-long lesson cycle (2 class periods). Our class uses a 4-point grading scale, so the rubrics are all created as thus (4=A, 3=B, 2=C, 1=D, 0=F).

Lesson Plan:

Essential Question
How does United States foreign policy impact global health?
Focus Pulitzer Center News Story/Stories
“Cuts and Consequences: The End of USAID” by Molly Knight Raskin, Morgan Till, William Brangham, and Fred de Sam Lazaro for <i>PBS NewsHour</i> “Fight Against Tuberculosis Stalls in Bangladesh As U.S. Cuts Aid” by Fred de Sam Lazaro and Simeon Lancaster “Ghana Struggles To Fight Disease and Poverty Without Vital U.S. Aid” by William Brangham and Molly Knight Raskin “How USAID Cuts Are Impacting the Fight Against HIV in Kenya” by William Brangham and Molly Knight Raskin Additional Texts: US Government OpenStax Textbook Chapter on Foreign Policy
Lesson Steps
Day 1: Introduction to Foreign Policy 1. Bell Ringer: Students recall what they learned last week about the Executive Branch. They answer the questions: ○ What role does the president play in foreign relations? ○ What powers does the president have that allow them to handle issues of foreign policy? 2. Jigsaw: ○ Read: Students read one of 3 sections of their textbook (Defining Foreign Policy, Foreign Policy Instruments, Institutional Relations in Foreign Policy) and take notes ○ Expert Discussion: Students discuss what they read with other students who read the same reading. They work to fill in any gaps in their notes or in their understanding. Monitor student conversations to answer questions and correct any misconceptions ○ Group Discussion: Number students off in the number of groups you want to have (at least 3 for this to work). Assign different numbers to different areas of the room. Have students teach their section of the notes to the other students in their group. Students should take notes while their

classmates are teaching them

- Class Discussion: Facilitate a whole-class discussion to identify main ideas, correct misconceptions, and make connections to previous learning

3. Apply:

- Quick Write: Students are presented a foreign policy problem and must design a solution using vocabulary words
 - i. Prompt: You are the President of the United States. One of your White House Secretaries provides you with a report on Ghana's battle against a deadly meningitis outbreak. Design a plan on how to address or not address this problem. Explain your reasoning. Use at least 3 vocabulary words
- Group Discussion: Students discuss what they wrote. Focus on the below to prepare students to understand the context of the current foreign policies students will analyze in their discussion
 - i. History of foreign policy attitudes in the United States
 - ii. Goals of United States foreign policy
 - iii. Tools used by the government to achieve its foreign policy goals
- Share Out: Students share out their foreign policy strategies with the class

4. Independent Time:

- Students will work independently on their reading reflection to prepare for their discussion in the following class period using a case study structure
 - i. ALL students read an instructional text to inform them about the basics of the topic: the textbook's [Approaches to Foreign Policy](#)
 - ii. Students choose a piece of journalism that represents an example of the materials they read about in the instructional text: Students choose one of the following clips:
 1. "[Fight Against Tuberculosis Stalls in Bangladesh As U.S. Cuts Aid](#)" by Fred de Sam Lazaro and Simeon Lancaster
 2. "[Ghana Struggles To Fight Disease and Poverty Without Vital U.S. Aid](#)" by William Brangham and Molly Knight Raskin
 3. "[How USAID Cuts Are Impacting the Fight Against HIV in Kenya](#)" by William Brangham and Molly Knight Raskin
- Students use evidence from both the textbook and their chosen clip to answer the question: How does United States foreign policy impact global health?
 - i. By using the evidence from both the instructional text and the piece of journalism, students can prove they understand and can apply the concepts they are learning
- Whatever students do not finish in class is homework that needs to be done before the next class period
- Students write a discussion question about what they read

5. Closing Activity:

- Students identify how this lesson has changed their perspective on foreign policy using the sentence stems: I used to think _____. Now, I think _____.

Day 2: Case Study in Foreign Policy: USAID

1. Bell Ringer:
 - a. Students post the discussion questions they wrote on a virtual collaboration board
2. On-Going Conversations:
 - a. Students find a new partner (someone outside of their table) to answer the essential question with (to break the ice before the real discussion)
 - b. They log the main idea of their conversation in their [log](#)
3. Review Discussion Expectations
 - a. Use textual evidence and connect readings to class materials
 - b. Ask questions if you do not understand what someone has said. Ask questions!
 - c. Don't interrupt others while they are speaking
 - d. Avoid rejecting others' ideas. Instead, provide alternatives or ask follow up questions
4. Discussion:
 - a. Return to the collaboration board with the student-written questions
 - b. Give students time to like questions they want to answer and sort the responses by most likes so the most liked questions are at the top of the list
 - c. Ask the student with the most liked question to read their question out loud and facilitate student discussion as they answer the questions they wrote
5. Reflection:
 - a. Students answer the questions: How does United States foreign policy impact global health? How should the Executive Branch address foreign policy dealing with global health moving forward? What can you do about this?
6. Closing Activity:
 - a. Students complete the closing survey

Performance Task(s)

Students will write reading reflections in a virtual class discussion board (in Canva)

- ALL students read the textbook's [Approaches to Foreign Policy](#)
- Students choose one of the following to watch:
 - [“Fight Against Tuberculosis Stalls in Bangladesh As U.S. Cuts Aid”](#) by Fred de Sam Lazaro and Simeon Lancaster
 - [“Ghana Struggles To Fight Disease and Poverty Without Vital U.S. Aid”](#) by William Brangham and Molly Knight Raskin
 - [“How USAID Cuts Are Impacting the Fight Against HIV in Kenya”](#) by William Brangham and Molly Knight Raskin
- Students use evidence from both the textbook and their chosen clip to answer the question: How does the United States approach foreign policy?
- Students write a discussion question about what they read (to be used in the in-class discussion)

Students engage in a class discussion

- Students post Discussion Question in collaboration board
- Students participate in [ongoing conversations](#) to break the ice and practice
- Students participate in a Socratic Seminar
- Students reflect on their seminar

Assessment

[Rubric for reading reflection](#)

[Rubric for class discussion](#)