

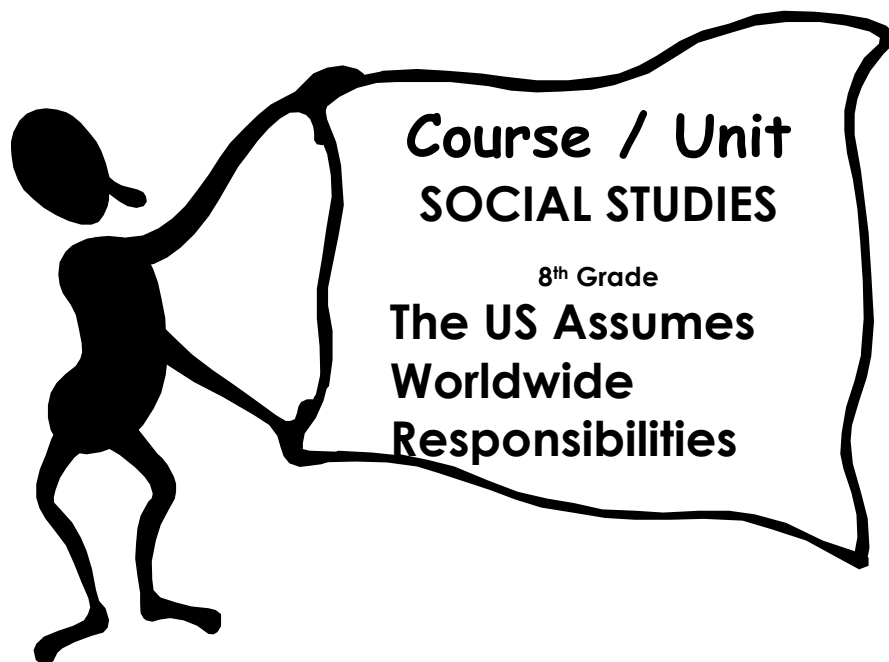
New York City Department of Education Magnet Program District 25 & 28

School Name

ASPIRES

25Q185

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Essential Question: Is it socially just for one country to make decisions for another country?

Suggested Time Frame: 6 Weeks

Theme: Social Justice

Graphic Overview of Unit

Suggested Time Frame:

Essential Question: Is it socially just for one country to make decisions for another country?

Unit name: **THE U. S. ASSUMES
WORLDWIDE RESPONSIBILITIES**

Mini-unit "Self pride"

Mini-unit name
"World Conflict"

Mini-unit name
"World Foreign Policy"

Mini-unit name
"US Policy"

Mini-Units

* It is recommended that each mini-unit end with a standardized test that reflects the state / city assessment

Unit's Culminating Project: (briefly explain in 2-3 sentences):

A foreign country has decided to test a nuclear device. The foreign country's representative explained that it is needed to advance both nuclear power and energy and that the nuclear device has no military significance. The foreign country does have a history of aggression with some of its neighbors and has no regard for what consequences to the World the test might cause or create. Your country's scientists have determined that your country will have no negative effect from the test but

other countries would suffer drastically. You must decide if your Country should go in and stop the test.

Standards-Based Learning Goals:

Social Studies Standard 1 – History of the United States and New York State – Key Ideas 1.1, 1.2, 1.3 and 1.4

Concepts

Big Ideas for this Unit

It is not just for one country to make decisions for another country in a globally interdependent world.

Magnet School Theme:

Social Justice

How does the Big Idea in your unit connect to your theme?

Social Justice will be served when we understand the relationships, diversities and interdependencies between the world's people and their nations.

Enduring Understandings

- (Political) Decisions impact People everywhere.
- The choices we make determine the future.
- Choices are not easy to make, but they must be made.
- There are more than one “right” answer to a question.

Overarching Essential Question:

Is it socially just for one country to make decisions for another country?

Content and Skills

Content

Students will know...

Truman Doctrine, Communism, Nationalism, Militarism, United Nations, Alliances, Political and Social Impact, Culture, Behavior, Traditions, Issues and Problems, Connections, Interdependence, Influences, Hardships, Compromise, Public Opinion, Foreign Policy, Responsibilities, Domestic Policy, Strategies, Totalitarianism, Human Rights, Crisis, Decision Making, Détente, Executive Decisions, Judicial Decisions, Activists, Economic Competition, Production, Consumption, Poverty, Interdependence, Korea, Viet Nam, Gulf War, Afghanistan, Iraq

Skills

Students will be able to...

- **Identify & discuss - Cause and Effect**
- **Identify & discuss - Compare and Contrast**
- **Analyze, interpret & summarize Data**
- **Interpret Primary documents**
- **Analyze Sequence of Events**
- **Compare historical Timelines and Current events**
- **Express viewpoints and opinions in a Paideia seminar**
- **Produce a written report justifying a position**
- **Measure costs of involvement (monetary and Human)**
- **Differentiate ideologies and**

Stage 2- Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

- Design the Culminating/Summative Task:
- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP.

G- (goal)

Students will be able to understand the different points of view and opinions of others when it comes to decision making for themselves and others while being able to explain why these decisions were made.

R- (role)

World Leader

A- (audience)

Your entire Country's population and the Worlds population too.

S- (situation)

A foreign country has decided to test a nuclear device that the country said is needed to advance both nuclear power and energy and has no military significances. The country does have a history of aggression with some of their neighbors and has no regard for what consequences to the world the test might cause or create. Your country's scientists have determined that your country will have no negative effect but other countries would suffer drastically. You must decide if your Country should go in and stop the test.

P- (purpose and product)

Persuasive speech in a TV conference.

S- (standards for performance)

- TV conference to your Nation and the World
- Using lessons from history (prior knowledge and teachings)
- Present logical evidence for decision(s)
- Use 2 or 3 prior policies
- Clear stand must be presented
- Support for final decision must be given
- Use actual primary documents to justify your decision

Student Task

In the space below, write the task exactly as students will see it. You should give this task to them on the first day of the unit. This way they know where they are going.

You are a world leader and a foreign country has decided to test a nuclear device that the country said is needed to advance both nuclear power and energy and has no military significances. The country does have a history of aggression with some of their neighbors and has no regard for what consequences to the world the test might cause or create. Your country's scientists have determined that your country will have no negative effect but other countries would suffer drastically.

Your task is you must decide if your country should go in and stop the test or do nothing and allow the test to proceed. You must address the Nation with your decision with a Prime Time television Conference.

To successfully accomplish this task your speech will be required to include following:

- **Take a clear stand on what you will decide to do – whether to decide to stop the test or not**
- **Use prior knowledge and teachings to justify and support your decision**
- **Logical evidence must be presented supporting your decision**
- **Show prior policies sustaining your stand**
- **Use a minimum of 2 primary documents (Laws, Bills, Executive Policies etc.,) legitimizing your stand**
- **Approximate time speech should run is 5 minutes**

Rubric For Culminating Project

	Level 4	Level 3	Level 2	Level 1
Information	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Speech	Speech meets all requirements.	Speech meets 4 -5 requirements.	Speech meets 2-3 requirements.	Speech meets 0-1 requirements.
Understandings	Shows a complete understanding of the relevant ideas, concepts and shows substantial evidence and logic	Shows an adequate understanding of the relevant ideas, concepts and shows appropriate evidence and logic	Shows a limited understanding of the relevant ideas, concepts and shows some pertinent evidence and logic	Shows a little understanding of the relevant ideas, concepts and shows narrow evidence and logic
Organization	Speech is very organized with well-constructed evidence and logic.	Speech is organized with some-evidence and logic	Speech is organized, but evidence and logic is limited	The Speech appears to be disorganized with no evidence or logic
Mechanics	Well spoken, excellent eye contact, Powerful presentation with substantial evidence and logic.	Clearly Spoken. Good eye contact, Strong presentation with good evidence and logic	Speech is mostly read from paper with limited eye contact and limited evidence and logic	Speech is read directly from written document with no evidence and logic
Tasks	Product addressed all questions being answered	Product addressed most questions being answered	Product addressed some of the questions answered	Product addressed little or none of the questions being answered