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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Government and Public Administration |
| **Course Name** | Political Science I |
| **Lesson/Unit Title** | International Political Ideologies |
| **TEKS Student Expectations** | **130.203. (c) Knowledge and skills**  (4) The student analyzes belief systems that claim to improve society. The student is expected to:  (C) predict what national or global trends could stimulate the formation of a new ideology. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   * Compare the types of states that make up the international political system * Differentiate between strong states and weak states in the international political system * Understand the core ideologies within the international political system * Understand why countries have differing political ideologies * Analyze careers that are available within the international political field * Predict what national or global trends could stimulate the formation of a new ideology; and * Synthesize and discuss an original political ideology |
| **Rationale** | This lesson introduces students to international political ideologies and  career opportunities within the field of international politics. As the “world  becomes smaller,” it is increasingly important to understand politics from a global perspective. |
| **Duration of Lesson** | This lesson should take 3 to 4 hours. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Globalization** – “how international economic, social, cultural, and technological forces are affecting events inside individual countries” (Hauss & Haussman, 2013, p. 535) * **Imperialism** – the policy of colonizing other countries–literally establishing empires * **Nation** – a group of people with a common identity that may be strengthened by a common language, history, race, or culture * **Political culture** – “the basic values and assumptions that people have towards authority, the political system, and other overarching themes in political life” (Hauss & Haussman, 2013, p. 538) * **Political participation** – “an opportunity for citizens to take part in their country’s government, such as voting in competitive elections, joining interest groups, and engaging in protests” (Hauss & Haussman, 2013, p.538) * **Public policy** – “the decisions that are made by a state that define what it will do” (Hauss & Haussman, 2013, p. 538). * **Regime** – an institution and practice that endures from government to government, such as the constitutional order in a democracy (Hauss & Haussman, 2013, p.539) * **State** – a political body in which all individuals and institutions make public policy, regardless of whether they are in the government * **Totalitarianism –** a regime in which the state has total power (Hauss & Haussman, 2013, p. 540) |
| **Materials/Specialized Equipment Needed** | * International Political Ideologies Key Terms * Video equipment or other presentation materials |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Have students write a reflection about their ideas of a “regime change” and what that looks like in countries world-wide. (Note: this activity may be extended into a class discussion.) Use the Writing Rubric for assessment. |
| **Direct Instruction \*** | I. What is a state and what are the three types of states that make up the international political system?  A. State  1. State – a political body in which all individuals and institutions make public policy, regardless of whether they are in the government  a) Political scientists often refer to countries as “states” rather than “nations” because “states” is a broader concept that focuses more on political aspects  (1) Nation – a group of people with a common identity that may be strengthened by a common language, history, race, or culture  b) Using the term “state” allows us to expand our understanding of how certain factors can affect the political life in a country  (1) The effect of the Mexican Drug Cartels on the Mexican government  (2) How Russia continues to experience the effects of the former oligarch system  2. A government refers to a particular set of institutions and people whose power is authorized by formal documents  a) A government’s power is usually mandated by a constitution that allows the government to pass laws, issue regulations, and control force  b) In many cases around the world, a nation’s government holds very little power within the country and can be far less influential than other factors involved  3. Political scientists sometime use the term “regime” to refer to institutions  a) Regime – an institution and practice that endures from government to government, such as the constitutional order in a democracy (Hauss & Haussman, 2013, p.539)  (1) Regime change is often a part of the political agenda in half the countries around the world (Hauss & Haussman, 2013, p. 8)  (2) In the US, a transfer of power from the Democrats to the Republicans can be considered “regime change”  B. Types of States  1. Industrialized Democracies  a) Possess most of the world’s resources  b) Have other characteristics in common, such as  (1) A sustaining powerful state  (2) A popular political institution  (3) A high standard of living  c) Have strong restraints on the use of power, which are typically dictated by a constitution or a piece of legislation  d) Permit citizens to hold significant power  (1) Citizens create public opinion within society  (2) Citizens participate in competitive elections that elect leaders  2. Communist States (current or former)  a) Are/were extremely strong  b) Have a government that controls everything  (1) Education  (2) Press  (3) Economy  c) Have total control over their societies: are totalitarian  (1) The Soviet Union’s failure to adopt political ideologies that allowed its citizens economic and social freedoms contributed to its demise  (2) More recently, China has relaxed its economic restraints while maintaining strong political control  3. States of the Global South  a) Are considered Less Developed Countries (LDCs)  (1) The term Global South does not apply to states such as Australia or New Zealand because they are not considered an LCD  b) Face more challenges than the other two types of states  (1) Very few or no functioning courts  (2) No bureaucracy  c) Many of these states have experienced one or more of the following  (1) Military coup, which is a swift overthrow of a country’s government by a military group  (2) Political upheaval, which often causes a change in political power  II. How do strong states differ from weak states?  A. Strong States  1. Take on more global responsibilities than weaker states  2. Are usually more effective than weaker states when fulfilling global responsibilities  3. Often have shared characteristics, such as  a) Wealth  b) Widespread acceptance of the regime in power  c) The governing body effectively works together to create legislation  B. Weak States  1. Often have a strong government that is weakened because of the oppression of its citizens  a) Citizens eventually grow weary of the struggling economic conditions and the oppressive social conditions  b) This is common in many communist states (i.e. the collapse of the Soviet Union in 1989)  2. Often have shared characteristics, such as  a) Poverty-stricken  b) Unstable governmental structure  c) Oppressed citizens  C. The state classification roughly coincides with the amount of power a state has  1. Industrialized democracies are often considered strong states because  a) They control most of the world’s wealth and resources  b) They have stable governmental systems that allow for the effective exchange of ideas and power  2. Communist states can be considered weaker states because  a) They only have access to the resources that are produced within their own state  b) They lack the social and economic innovations that help maintain order within societies  3. The Global South states lack power because they are commonly poverty stricken and in need of resources  III. What are the political ideologies within these state systems?  A. Political culture – “is the basic values and assumptions that people have towards authority, the political system, and other overarching themes in political life” (Hauss & Haussman, 2013, p. 538)  1. Varies from country to country based on the country’s political system  2. Often revolves around the people’s identity, which is usually defined by factors such as  a) Race  b) Language  c) Ethnicity  d) Religious affiliation  3. Can cause controversy and division among citizens within the society  B. Political Participation – “is an opportunity for citizens to take part in their country’s government, such as voting in competitive elections, joining interest groups, and engaging in protests” (Hauss & Haussman, 2013, p.538)  1. Countries provide their citizens with a means for participating in the political process  2. Established democracies usually provide the most forms of political participation  a) For example, US citizens are protected by constitutional rights that allow them to protest against government actions  (1) The constitutional amendment that protects citizens during peaceful protest is the First Amendment of the US Constitution  b) Voting in the US is the most common form of political participation  3. Totalitarian regimes rarely provide their citizens with opportunities to participate in the political process  a) The only forms of political participation permitted are those deemed acceptable by the government  b) Governmental power is almost always passed down within the ruling political party  (1) In some cases the power is passed down within the ruling family (i.e. Cuba and North Korea)  c) Recently, many countries in the Middle East have experienced citizen-driven protests against political oppression, some of which were successful in overthrowing regimes  (1) For example, Egyptian’s overthrew Hosni Mubarak’s regime, and Libyan’s deposed the regime of Muammar Gaddafi  d) Some countries in the Middle East are transitioning slowly away from totalitarian regimes to governments with expanded social and economic rights for citizens  C. Public Policy – “the decisions that are made by a state that define what it will do” (Hauss & Haussman, 2013, p. 538)  1. All states make public policy that  a) Shapes the political process  b) Regulates the rights of citizens (i.e. legal drinking age)  2. States sometimes regulate their mandated policies ineffectively  a) States are often corrupt and steal government resources to fund the regime  b) Typically industrialized democracies have a more stable policy-making system and work to battle corruption  c) States in the Global South continually battle government corruption  (1) For example, many African countries are plagued by corruption  IV. Why do countries have differing political ideologies?  A. Imperialism – the policy of colonizing other countries–literally establishing empires  1. Began in the late fifteenth century and lasted until the end of the nineteenth century  a) Occurred in countries all over the world and was mainly a result of the colonization of the Americas, Africa, and Asia by European countries  b) Continues to affect the world of politics today  c) Redrew political boundaries, which often put conflicting groups of people in the same jurisdiction  2. Imposed several cultural aspects onto the citizens of the newly drawn boundaries, including  a) Religious values  b) Forms of government  3. Often created new governments that were drastically different from the conquered governmental system in place, which caused many problems between imperialists and indigenous peoples  B. Totalitarianism – a regime in which the state has total power (Hauss & Haussman, 2013, p. 540)  1. These regimes are considered to be the most vicious of the regimes because very little power is given to the citizens  2. The political tension and violence of the twentieth century have had tremendous impacts on society  C. Globalization – “how international economic, social, cultural, and technological forces are affecting events inside individual countries” (Hauss & Haussman, 2013, p. 535)  1. Is one of the most current and controversial topics in political science because it deals with the rapid shrinking of social, economic, and political life  2. Advances in communication, travel, and information technology have made it easier for people to work with and against each other, for example  a) Al-Qaeda’s expansive network throughout most of the Middle East  3. Is considered both beneficial and harmful  4. Has expanded the reach of social movements (i.e. Women’s rights and LGBT issues)  a) Paris, France recently elected an openly gay mayor  b) Malala Yousafzai, the young Pakistani girl who was shot by the Taliban for wanting to receive an education, received global attention  V. What are some organizations within the field of international politics?  A. The United Nations (UN) – an international peacekeeping organization that helps countries resolve conflicts  1. Has 193 member countries  2. Has various roles and responsibilities  a) United Nations Secretariat – carries out the day-to-day operations of the UN, which include  (1) Administering the policies and programs set forth by the UN  (2) Mediating international disputes  (3) Surveying socio-economic trends  b) Translator – translates all spoken meetings and documents into the UN’s six official languages  (1) English  (2) Spanish  (3) French  (4) Russian  (5) Chinese  (6) Arabic  3. Requires education and experience  a) 4-year Bachelor’s degree is the minimum level required  b) Advanced degree from an accredited university is often required  c) Work experience (i.e. police, military, or medical) is required for certain positions  B. Central Intelligence Agency (CIA) – the bureaucratic agency within the US that protects the country from international threats  1. Is a “clandestine service,” or a service based on secrecy  2. Deploys spies throughout the world (a.k.a. “in the field”) to monitor groups that are considered threats to the US  a) Governmental regimes  b) Terrorist organizations  c) International drug cartels  3. Monitors bank transactions, Internet searches, and phone calls that are related to suspected threats |
| **Guided Practice \*** | None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 1. Global Newscast – Have students research the state of Syria and its use of chemicals weapons on Syrian citizens. After researching this issue, divide the class into groups of five. Assign each group one of the following countries: Syria, United States, Russia, Iran, and Great Britain. Have the groups develop a news story from the point of view of their assigned country. The news story should include facts from the students’ research about the Syrian government and about how their assigned country responded to the events in Syria. Have the students make a video recording of their news story. If video technology is unavailable use an alternative approach, such as performing the newscast for the class, using computer-based presentation software, or writing a front-page article for a newspaper. Use the Group Evaluation Rubric and the Presentation Rubric for assessment.  2. The Age of Globalization Inventory – Have the students create a space at home for seven labeled groups (one group for each continent). Then have the students analyze the items in their bedrooms, determine the continent where each item was manufactured, and place the item into the appropriate group. After the students have finished grouping the items, have them photograph and analyze the pile, then determine the continent that manufactures most of the items in their bedrooms. Then have the students select an item from the pile and identify the country where the item was manufactured. Have the students research the selected country’s political culture and standard of living, and the reason why goods are manufactured in that country. Have the students turn in the photograph and a short paper describing their research findings. Use the Individual Work Rubric or the Writing Rubric for assessment.  3. Guess Who? – Have each student select a country that is a member of the United Nations (UN) and research the country’s political ideology, leaders and issues, and the country’s involvement in the UN. Have students present their research to the class without identifying the country’s name. Let the class guess the name of the country. (Note: In order to scaffold this activity, provide an abbreviated list of the UN member countries or a list of the UN countries selected by the students.) Use the Presentation Rubric for assessment.  4. Political Ideology X – Facilitate a class discussion activity that utilizes the students’ knowledge about global trends and political ideologies gained in the previous activities. As a class, brainstorm and list the characteristics of the various ideologies that the students feel are beneficial. Then, as a class, combine the characteristics into an original political ideology. Use the Discussion Rubric for assessment.  5. Students will create a T-Chart in which they compare and contrast the difference between “strong states” and “weak states.” Use the Individual Work Rubric for assessment. |
| **Lesson Closure** | None |
| **Summative/End of Lesson Assessment \*** | * International Political Ideologies Quiz and Key * Discussion Rubric * Group Evaluation Rubric * Individual Work Rubric * Presentation Rubric * Writing Rubric   **Accommodations for Learning Differences:**  For reinforcement, students will create a T-Chart in which they compare and contrast the difference between “strong states” and “weak states.” Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * Almond, G., Dalton, R., Powell, B., & Strom, K. (2008). Comparative Politics Today. (9 ed.). New York City: Pearson Longman. * Hauss, C., & Haussman, M. (2013). Comparative Politics: Domestic Responses to Global Challenges (8 ed.). Boston: Wadsworth Cengage. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Social Studies Standards  III. Interdependence of Global Communities  A. Spatial understanding of global, regional, national, and local communities  1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.  2. Connect regional or local developments to global ones.  3. Analyze how and why diverse communities interact and become dependent on each other.  B. Global analysis  1. Apply social studies methodologies to compare societies and cultures. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students will write a 2-3 page research paper about the political effects of social media in Middle Eastern states. Use the Writing Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA  Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)