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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Government & Public Administration |
| **Course Name** | Political Science II |
| **Lesson/Unit Title** | Role of US Diplomats/ Foundations and Development of Globalization |
| **TEKS Student Expectations** | **130.204. (C) Knowledge and Skills**  (5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:  (A) compare and contrast the ancient practice of sending emissaries with current embassy activities  (B) identify embassy and ambassador roles in international relations |
| **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:   1. Analyze the complex relationships between the Executive and Legislative branches in diplomatic relations. 2. Compare the powers of the Executive and the Legislative branches in US diplomatic relations. 3. Analyze the responsibilities of key diplomatic positions Conduct research about global diplomatic relations. 4. Present their research findings about global diplomatic relations. 5. Compare and contrast diplomatic relations in US history Create a mock newspaper article. 6. Create a diplomatic solution to a current political issue. |
| **Rationale** | Diplomacy is the primary tool used by the US to retain its position in the world. The stronger a country’s diplomatic relations, the stronger the nation is in the world. Future politicians must realize how valuable diplomatic relations are to the security and power of the US. |
| **Duration of Lesson** | 4 to 5 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Diplomat * President * Ambassador * Secretary of State * Secretary of Defense |
| **Materials/Specialized Equipment Needed** | * Diplomatic Relations Graphic Organizer * Who’s Who in US Diplomatic Relations Handout * Diplomatic Relations and War History Activity Handout * Key Diplomatic Relations Chart * Computers with presentation software and/or Internet access * Computers with word processing software and Internet access * Posters with drawing materials and/or old magazines, scissors and glue |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Engage**  Post the following scenario and question for a class discussion.   * ***Scenario:*** China has invaded Russia, Korea, and several Southeast Asian countries. It has started shutting down American trade destinations in the region. The stock market has dropped by almost 200 points over the past day because of fears over the growing war. American military bases are in the direct path of Chinese forces. There is a possibility that China will take them instead of allowing a US presence to remain in the region. Our allies there have asked the US to intervene either diplomatically or militarily. * ***Question:*** How should the US respond to this sudden andaggressive action by China? Should we attempt to avert a war by resolving the conflict with discussion or should we begin preparing for military action? Consider and explain the consequences that could result from either response—both would have good and bad consequences.   Use the Discussion Rubric for assessment |
| **Direct Instruction \*** | * See Lesson Notes Handout for outline of content * Use Outline to present material   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | **Diplomatic Relations Graphic Organizer**  Have the students create a graphic organizer that illustrates the relationship between the executive and legislative branches concerning diplomatic relations. The students’ work should answer the following questions:   * How do both of the branches affect diplomacy on their own? * How do the branches cooperate to maintain a successful diplomatic appearance to the world? * What happens to US diplomatic power if the branches cannot cooperate?   Use the Diplomatic Relations Graphic Organizer for the activity and the Individual Work Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Who’s Who in US Diplomatic Relations Presentation**  Have the students conduct research to learn the following:   * Who occupies currently the key diplomatic offices described in the lesson? * What are their major accomplishments in their current positions? * What are their stances on issues they are responsible for protecting or fixing?   The students may use Who’s Who in US Diplomatic Relations handout for the activity. Use the students’ research for a class discussion. Use the Individual Work Rubric and the Discussion Rubric for assessment.  **Diplomatic Relations Group Project**  Divide the class into five groups. Have each group select a country from a different continent. Have the students conduct research on the current diplomatic relations between their assigned country and the US. The groups should gather the following information for their assigned countries:   * Current trade agreements * Recent political problems between it and the US * Current type of government * Motivations for the US to assist or conflict with it * Economic competition between it and the US * Wars it has had, including ones with the US as an ally or a foe   After the students complete their research, have them create a computer-based presentation and present it to the class. Use the Presentation Rubric, the Peer Evaluation Rubric, and the Group Evaluation Rubric for assessment.  **Diplomatic Relations and War History Activity**  Have the students use the Diplomatic Relations and War History Activity handout and their class notes and knowledge of the three examples of US diplomatic relations (Section III) to complete this assignment. Have the students work in groups to create posters that illustrate the issues that motivated the US to get involved into each war. After the posters are complete, have the students create (as a class or individually) a Venn Diagram that compares the wars and the US’s motivations for them. The students should be able to discern between positive and negative diplomatic relations during this exercise. Use the Peer Evaluation Rubric and the Discussion Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | None |
| **Summative/End of Lesson Assessment \*** | **Assessments**   * Role of US Diplomats Quiz and Key * Diplomatic Relations and War History Activity Handout and Key Newspaper Article Rubric * Discussion Rubric * Group Evaluation Rubric * Individual Work Rubric * Peer Evaluation Rubric * Presentation Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  Accommodations for Learning Differences For reinforcement, the students will conduct research on the current diplomatic positions in the US and complete the Diplomatic Relations Chart. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | **Resources**  Remy, Richard C. *United States Government: Democracy in Action*. New York City: Glencoe, McGraw-Hill, 2003. Ch. 22. Print. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **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) | For reinforcement, the students will conduct research on the current diplomatic positions in the US and complete the Diplomatic Relations Chart. Use the Individual Work Rubric for assessment.  For enrichment, students will research current events and select an issue that they feel could be improved or resolved with diplomatic relations. Then the students will create a newspaper article illustrating their opinion of possible diplomatic solutions. Their argument must explain clearly and concisely how diplomatic relations can resolve the issue. Use the Newspaper Article Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **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)