

The World Economy

TEACHER GUIDE

BACKGROUND

American Civics standards call for students to know why government is necessary. A general reason for having governments is that they allow people to accomplish goals that they could not meet individually. Through governments, people build and maintain roads, provide public education, protect us from foreign aggressors, and much more. They have made it possible for humans to go to the moon, and to eliminate diseases such as small pox. Governments have also made modern economies possible by coordinating systems of currency and banking, and facilitating trade among countries.



Students should also know that there are differing philosophies about the purposes government should serve. Although there are many political philosophies, the two that are most prevalent in the United States are conservatism and liberalism. Students have probably heard these terms in the media and have some sense of their meaning. It is difficult to fully understand these philosophies because opponents will often try to attach negative connotations to the other. For example, some might say that conservatives are “in the pocket of big business,” while liberals are criticized for their “tax-and-spend policies.”

“The World Economy” video series highlights examples of why government is necessary in the context of domestic and international economic issues. Since the industrial revolution, the United States government has passed laws that support and protect both organized labor and business. During the Great Depression, there were varying opinions about how the federal government should fix the economy. On a global scale, continued population increases in poor countries are causing governments to implement policies that seem, by American standards, to be heavy-handed. Other countries have laws supporting families that seem overly generous by some standards. All the while, the world’s economies are becoming more interdependent, making cooperation among countries increasingly important.

AT A GLANCE

This instructional unit that accompanies “The World Economy” video series focuses on the purposes of government and differing political philosophies. The activities align primarily with American Civics standards, but they also address American History and Economics standards. Additional activities could be developed particularly in the areas of economics and geography.

In the “Explore” section of this unit, students will examine why government is necessary and identify some of the institutions that have the authority to direct or control their behavior. They will also use primary sources to understand the conservative philosophy of Herbert Hoover in comparison to Franklin Roosevelt’s liberal approach and how those philosophies played out in the programs they implemented in response to economic crises. The “Apply” section focuses on the issue of population

growth in the context of United States immigration policy. After graphing and summarizing historical immigration data, students will investigate the issue of immigration from the perspective of the 2000 United States Presidential Election. In the “Extend” section, students expand their understanding of conservatism and liberalism by introducing three other philosophies: centrist, libertarian, and authoritarian. Students then apply their knowledge to specific situations in the “Assess” section.

THE BIG QUESTION

How do political philosophies about the function of government influence the actions of governmental leaders in regard to economic issues?

STANDARDS ADDRESSED

Civics

[Understands ideas about civic life, politics, and government](#)

Grades 6-8

- Knows institutions that have the authority to direct or control the behaviors of members of a society (e.g., school board, state legislature, courts, Congress)
- Understands major ideas about why government is necessary (e.g., people’s lives, liberty, and property would be insecure without government; individuals by themselves cannot do many of the things they can do collectively such as create a highway system, provide armed forces for the security of the nation or make and enforce laws)
- Understands competing ideas about the purposes government should serve (e.g., whether government should protect individual rights, promote the common good, provide economic security, mold the character of citizens, promote a particular region)

Grades 9-12

- Knows formal institutions that have the authority to make and implement binding decisions (e.g., tribal councils, courts, monarchies, democratic legislatures)
- Understands major arguments for the necessity of politics and government (e.g., people cannot fulfill their potential without politics and government, people would be insecure or endangered without government, people working collectively can accomplish goals and solve problems they could not achieve alone)
- Understands some of the major competing ideas about the purposes of politics and government (e.g., achieving a religious vision, glorifying the state, enhancing economic prosperity, providing for a nation's security), and knows examples of past and present governments that serve these purposes
- Understands how the purposes served by a government affect relationships between the individual and government and between government and society as a whole (e.g., the purpose of promoting a religious vision of what society should be like may require a government to restrict individual thought and actions, and place strict controls on the whole of the society)

Economics

[Understands basic concepts about international economics](#)

Grades 6-8

- Knows that exports are goods and services produced in one nation but sold to buyers in another nation
- Knows that imports are goods and services bought from sellers in another nation

Grades 9-12

- Knows that public policies affecting foreign trade impose costs and benefits on different groups of people, and that decisions on these policies reflect economic and political interests and forces

STANDARDS ADDRESSED

United States History

Understands how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state

Grades 5-6

- Understands the background and leadership styles of depression-era presidents (e.g., Herbert Hoover, Franklin D. Roosevelt)

Grades 7-8

- Understands the personal and political reasons for Herbert Hoover's and Franklin Roosevelt's responses to the depression

Grades 9-12

- Understands the significance and ideology of FDR and the New Deal (e.g., whether the New Deal was able to solve the problems of depression, who the New Deal helped the most and the least; how the New Deal changed the relationship between state and federal government)

Geography

Understands the nature, distribution and migration of human populations on Earth's surface

Grades 6-8

- Understands demographic concepts and how they are used to describe population characteristics of a country or region (e.g., rates of natural increase, crude birth and death rates, infant mortality, population growth rates, doubling time, life expectancy, average family size)

Grades 9-12

- Understands population issues (e.g., the ongoing policies to limit population growth, the policy in the former Soviet Union to encourage ethnic Russians to have large families, economic considerations such as a country's need for more or fewer workers)
- Knows how international migrations are shaped by push and pull factors (e.g., political conditions, economic incentives, religious values, family ties)
- Understands the impact of human migration on physical and human systems (e.g., the impact of European settlers on the High Plains of North America in the nineteenth century, impact of rural-to-urban migration on suburban development and the resulting lack of adequate housing and stress on infrastructure, effects of population gains or losses on socioeconomic conditions)

Mathematics

Understands and applies basic and advanced concepts of statistics and data analysis

Grades 6-8

- Reads and interprets data in charts, tables, plots (e.g., stem-and-leaf, box-and-whiskers, scatter), and graphs (e.g., bar, circle, line)
- Organizes and displays data using tables, graphs (e.g., line, circle, bar), frequency distributions, and plots (e.g., stem-and-leaf, box-and-whiskers, scatter)

Grades 9-12

- Selects and uses the best method of representing and describing a set of data (e.g., scatter plot, line graph, two-way table)

Standards addressed from:

Kendall, J.S. & Marzano, R.J. (2000). Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education. (3rd ed.). Reston, VA.: Association for Supervision and Curriculum Development.

MATERIALS

Videos:

- *ABC News: Classroom Edition* “The World Economy” videos
 - “Part 1: Depression and Recovery”
 - “Part 2: Our Crowded Planet”
 - “Part 3: Global Interdependence”
- Student Activity, [“Conservatism and Liberalism, Part 1”](#)
- Student Activity, [“Conservatism and Liberalism, Part 2”](#)
- Student Activity, [“Conservatism and Liberalism, Part 3”](#)
- Student Activity, [“Conservatism and Liberalism, Part 4”](#)
- Student Activity, [“Our Crowded Planet Descriptive Pattern Organizer”](#)
- Student Activity, [“Immigration Data”](#)
- Student Activity, [“Immigration Perspectives”](#)
- Student Activity, [“Political Diamond”](#)
- Student Activity, [“Assessment”](#)
- Teacher Guide, [“Assessment Answers”](#)
- Graph paper or spreadsheet program
- Optional: Chart paper and markers

PROCEDURE

Explore: Students will explore why government is necessary by investigating the functions of the federal, state and local governments. During this exploration, they will identify some of the institutions that have the authority to direct or control their behavior and how those institutions accomplish that goal. They will also learn about conservatism and liberalism by studying two speeches that were given by Herbert Hoover and Franklin Roosevelt during the Great Depression.

1. Begin the unit by asking students to identify the governmental institutions that have the authority to direct or control their behavior (e.g., state legislatures set speed limits on highways to make travel safer; city councils establish zoning laws to improve and maintain quality of life; Congress passed a law requiring young men to register with the Selective Service System to ensure America’s readiness in a time of war). Make a list of these institutions on the board, flip chart paper or on an overhead transparency. Encourage students to think about the institutions at the federal, state, and local levels. Referring to the list of governmental institutions, ask students to discuss what these institutions do and why what they do is necessary. Students may disagree with specific actions taken by a government.
2. Introduce the idea that there are differing opinions about what governments should do to accomplish their intended purposes. Note that in the United States, two of the most common political philosophies are conservatism and liberalism. Discuss the meanings of each philosophy (see Student Activities, [“Conservatism & Liberalism, Part 2”](#) and [“Part 3”](#) for examples) and discuss current examples of how these philosophies differ. (A common theme involves the federal budget. Conservatives typically argue for lower taxes and less social spending, while liberals generally favor more spending for social spending that requires maintaining or increasing tax revenues.) Note that the differences between the two philosophies were evident in the policies of Presidents Herbert Hoover and Franklin Roosevelt in reaction to the Great Depression.
3. Divide students into pairs. Hand out copies of Student Activity, [“Conservatism & Liberalism, Part 1,”](#) [“Part 2,”](#) and [“Part 3.”](#) Review the instructions and decide which student will investigate conservatism and which student will explore liberalism. The student studying conservatism will read

an excerpt of a speech given by Herbert Hoover during the 1936 Presidential Campaign (“Part 2”) and record examples of conservatism. The student studying liberalism will read a speech given by Franklin Roosevelt (“Part 3”) and record examples of liberalism.

4. After both students have finished studying the speeches, have them complete the chart (“Part 1”) by providing examples of conservatism and liberalism. Ask students to identify any areas of agreement between the two speeches.
5. Introduce the video “The World Economy: Depression and Recovery.” Distribute copies of Student Activity, [“Conservatism and Liberalism, Part 4.”](#) Ask students to record the examples of conservatism and liberalism that they see in the video. Have them compare notes with their partners to ensure that they have as complete a set of examples as possible. Discuss any items about which there is disagreement. Remind students to keep these materials because they will refer to them later in the unit.
6. Ask students to review the items recorded on Student Activity, [“Conservatism and Liberalism, Part 4,”](#) and write a paragraph defining conservatism and liberalism.

Alternate Strategy Tip

For less experienced students, review part of one or both of the speeches together to help them identify the conservative and liberal viewpoints. Another option would be to review one speech together and have them complete the second on their own. A third strategy would be to review both speeches as a class.

Apply: Students will further examine conservative and liberal philosophies and apply them to the issue of population growth. After viewing the video “The World Economy: Our Crowded Planet,” students will research the issue of population growth in the United States and investigate conservative and liberal perspectives on immigration.

1. Revisit the issue of conservatism and liberalism. Emphasize that the purpose of studying these philosophies is to understand that there are different opinions about the functions of government. Indicate that in this section of the unit, students will investigate the issue of population growth in the United States and investigate conservative and liberal perspectives on immigration.
2. Introduce the video “The World Economy: Our Crowded Planet,” and distribute copies of the [“Our Crowded Planet Descriptive Pattern Organizer.”](#) Ask students to record key information surrounding the central issue of overpopulation as they watch the video. Afterwards, review and generalize the key information, narrowing the types of information recorded about specific subtopics, such as causes of overpopulation or impacts of continued population growth. Relate the issue to conditions in the United States. Note that the population growth of the United States is a result of more births than deaths and more people immigrating to the United States than are emigrating to other countries. Note that immigration has been a topic of debate throughout American history.
3. Distribute copies of the Student Activity, [“Immigration Data.”](#) Explain that students will use historical data to understand immigration trends in the United States. Distribute graph paper to students. Using the data in the table provided, have students make a graph that

Alternate Strategy Tip

You may, or may not, want to specify that students use a line graph to chart the historical data on immigration trends in the United States. Students might elect to use a bar graph, although a line graph is preferable because it does the best job of showing trends over time. Allowing students to use a computer spreadsheet program to create the graphs would give students an opportunity to learn about different types of graphs and what kinds of graphs are best for what purposes.

shows the historical trend in the number of immigrants coming to the United States and the foreign-born population as a percentage of total population. Ask students to write a paragraph describing immigration trends since 1850. Discuss their theories about why there are periods of high and low numbers of immigrants.

4. Explain to students that immigration continues to be an important issue in American politics. Distribute copies of Student Activity, "[Immigration Perspectives](#)." Have students review the planks from the 2000 party platforms on immigration from the perspectives of the Democratic Party, Green Party, Republican Party, and Pat Buchanan. Ask them to pick out the conservative and liberal perspectives and add them to the chart in Student Activity, "[Conservatism and Liberalism, Part 4](#)." Review their observations with them to help clarify their understanding of the concepts.

Extend: Students' understanding of political ideology will be extended beyond conservatism and liberalism to include three additional philosophies: Centrist, Libertarian, and Authoritarian. Students will also gain an understanding that individuals can adhere to different philosophies depending on the topic. For example, someone might be a libertarian when it comes to gun control, yet conservative on school choice.

1. Distribute copies of Student Activity, "[Political Diamond](#)." Introduce the concept of centrists, libertarians, and authoritarians using the political diamond. Review what they have already learned about conservatives and liberals. Explain that authoritarianism is a political philosophy that relies on government action to advance society and individuals through central planning. In contrast, libertarians believe in minimizing the role of government and maximizing individual rights. The centrist perspective is typically mixed, looking to reforming or revising institutions and policies rather than creating something new.
2. Introduce the video "The World Economy: Global Interdependence" by asking students what they know about global interdependence. You can do this by asking them about current events and how those events are influencing their lives. Another option would be to have them think about the consumer goods they own and where they were made. Ask students to take notes about the differing perspectives they see on the video and to think about what political philosophy they represent. After showing the video, debrief with students on what they saw.
3. Assign students, or let them choose, an American political figure to create a profile of their views on globalization. Options include the President and Vice-President, their Representatives in the United States Congress, Representatives from other states, and political candidates. Have students research that person's perspectives on globalization, free trade (North American Free Trade Agreement), and foreign aid. Have students identify where they think their person's perspectives would fit on the political diamond and provide a rationale. Have students report to the class on their person's perspective and provide citations that support their analysis.

Alternate Strategy Tip

Create a large political diamond on the wall and have students write their politician's name in the appropriate location.

Assess: Students will apply what they've learned about liberalism and conservatism to domestic and international economic issues. Students will identify both liberal and conservative perspectives on each issue. The intensity of the activity can vary depending on student knowledge, the length of time students have to work on it, and the resources they have access to.

1. Explain to students that the purpose of this section is to determine their understanding of conservative and liberal philosophies about the purposes of government in relation to the world economy. Answer any questions that students have.
2. Distribute copies of the Student Activity, "[Assessment](#)." Review the instructions noting the scenario options students would have to complete. Provide students with adequate time to complete the assessment. Have students turn in papers.
3. After grading papers, review responses with students.

Alternative Assessment Strategy

Assign students an economic issue and have them write a short research paper that explains the issue and the conservative and liberal perspectives.

URLs

<http://abcnews.go.com/>

A good source for current events information and political news

<http://plato.stanford.edu/contents.html>

Information on political philosophy maintained by the staff of Stanford University

<http://plato.stanford.edu/entries/liberalism/>

Several articles on liberalism from the Stanford Encyclopedia of Philosophy

<http://www.bartleby.com/65/li/liberali.html>

Definition of liberalism

<http://www.bartleby.com/65/co/conservatism.html>

Definition of conservatism

<http://www.conservatism.com/>

A clearinghouse of information relating to the conservative way of thinking

<http://www.democrats.org/>

Information on issues from the Democratic Party perspective

<http://www.fdrlibrary.marist.edu/>

Information on the life and political views of President Franklin D. Roosevelt

<http://www.gop.org/>

Information on issues from the Republican Party perspective

<http://www.greenpartyus.org/>

Information on issues from the Green Party perspective

<http://www.hoover.archives.gov/>

Information on the life and political views of President Herbert Hoover

<http://www.hooverassoc.org/challengelibrary.htm>

Full text of Herbert Hoover's *Challenge to Liberty* speech

<http://www.yale.edu/lawweb/avalon/presiden/inaug/froos1.htm>

Franklin Roosevelt's First Inaugural Address