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| SS.11.C.6      [Search](http://wveis.k12.wv.us/Teach21/public/ng_cso/NG_popup_search.cfm?xid1=2195) |  | examine to global challenges of the post 9/11 world and predict problems of the future (e.g., terrorism, weapons of mass destruction, demographic shifts, famine, natural disasters, climate change, and religious, cultural and ideological conflicts). |

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| SS.11.E.9      [Search](http://wveis.k12.wv.us/Teach21/public/ng_cso/NG_popup_search.cfm?xid1=2189) |  | identify various developed countries (MDC) and developing countries (LDC), evaluate their GDP to determine standard of living of their citizens (e.g., health care, education, military, industrial and agricultural capabilities). |

**What does it mean to be a good neighbor?**

**Lesson Objective:** Create a Good Neighbor Policy concerning the United States’ relations with Latin American countries.

**Part 1: Background information (Approximate time five to six- 45 minute class periods)**

Students will research these primary and secondary sources in pairs and complete Activity 1 and 2 Sheets (see attached Teacher and Student Resources) for each document:

1. **History**:
   1. Monroe Doctrine-
      1. Background information: <https://www.ourdocuments.gov/doc.php?flash=false&doc=23> ;
      2. Primary document: <https://www.ourdocuments.gov/doc.php?flash=false&doc=23&page=transcript>
   2. “White Man’s Burden” Rudyard Kipling and American Imperialism- <http://historymatters.gmu.edu/d/5478/>
   3. Roosevelt Corollary - <https://www.ourdocuments.gov/doc.php?flash=false&doc=56&page=transcript>
   4. Dollar Diplomacy- <https://history.state.gov/milestones/1899-1913/dollar-diplo>
   5. Good Neighbor policy- <http://www.emersonkent.com/speeches/good_neighbor_policy.htm>
      1. Analyze via google docs. Classroom share out
   6. Americans All- 1941 film released by the US Office of the Coordinator of Inter-American Affairs- <https://www.youtube.com/watch?v=RX-qLyokkMU>
   7. United Fruit Company, *The Brothers*, Allen and John Foster Dulles influence in Latin American policy post-WWII.
      1. <http://www.umbc.edu/che/tahlessons/pdf/historylabs/Guatemalan_Coup_student:RS01.pdf>
   8. Alliance for Progress- <https://www.jfklibrary.org/JFK/JFK-in-History/Alliance-for-Progress.aspx> ; <https://history.state.gov/milestones/1961-1968/alliance-for-progress>
   9. War on Drugs- <http://www.telesurtv.net/english/news/How-the-Failed-US-Led-War-on-Drugs-Ravaged-Central-America-20160419-0007.html> ;
   10. NAFTA- <https://www.citizen.org/our-work/globalization-and-trade/north-american-free-trade-agreement-nafta>

**Each of the historical documents and web page resources will have a link to a google survey. Students will analyze the documents using Document analysis worksheets and overviews and will answer google surveys. Their answers will be compiled and will be used for class discussion.**

1. **Economics questions**: What are more developed countries and less developed countries? GDP correlation to standard of living.
   1. <http://keydifferences.com/difference-between-developed-countries-and-developing-countries.html>
   2. Walking survey of Latin American countries- Students will determine the level of development in their assigned countries along a spectrum of development. Less Developed, emerging, more developed.

**Part 2 Diving into the standards (Approximate time five to six – 45 minute class periods):**

1. **What are global challenges?** Have a classroom discussion about the following topics, meanings and implications: terrorism, WMDs, demographic shifts, famine, natural disasters, climate change, religion, cultural and ideological conflicts.
2. Identify countries of Latin America and assign to students who will research (in pairs- one will play the role of US Diplomat, one will play the role of foreign diplomat).
   1. List of Latin American countries website: <http://lanic.utexas.edu/subject/countries/>
   2. Students will research their assigned country and complete questions on google survey spreadsheet. The survey will include the following topics:
      1. Focus on topics concerning global challenges and
      2. economic status (MDC or LDC)
      3. What type of relationship does the United States have with your assigned country?
      4. What relationship should the US develop with your country? What policies should be continued? Changed or terminated? Created?
      5. Students will be assigned one of the following issues on which to focus their report on modifying current US policy or creating new US policy: Immigration AND Migrant workers; Trade Agreements; Drug War; Civil Justice
3. Culminating activity: Students will complete a google documents concerning their answers to steps 1-5. Their documents will be compiled into a final document through LaTex, titled **The United States Good Neighbor Policy of the 21st Century**.
   1. Students (US Diplomat and Foreign Diplomat) will present their part of the published work to the class (the Senate). They will discuss their answers to steps 1-4, the policies they created for the US interactions with their countries, and why they chose those policies.

**Teacher and Student Resources**

**Generalized characteristics of developed countries:**

* Post-industrial economies
* High level of industrial development
* High level of affluent citizens
* Low levels of unemployment
* Higher education rates
* Technological advantages
* Better roads
* Stable governments
* Good health care
* Human and natural resources are fully utilized
* High level of per capita income
* High Human Development Index (HDI)
* Increased life expectancy
* Low birth rates
* Low death rates
* Good housing conditions
* Safe water supplies
* Abundant food supplies
* Easy to access advanced medical services

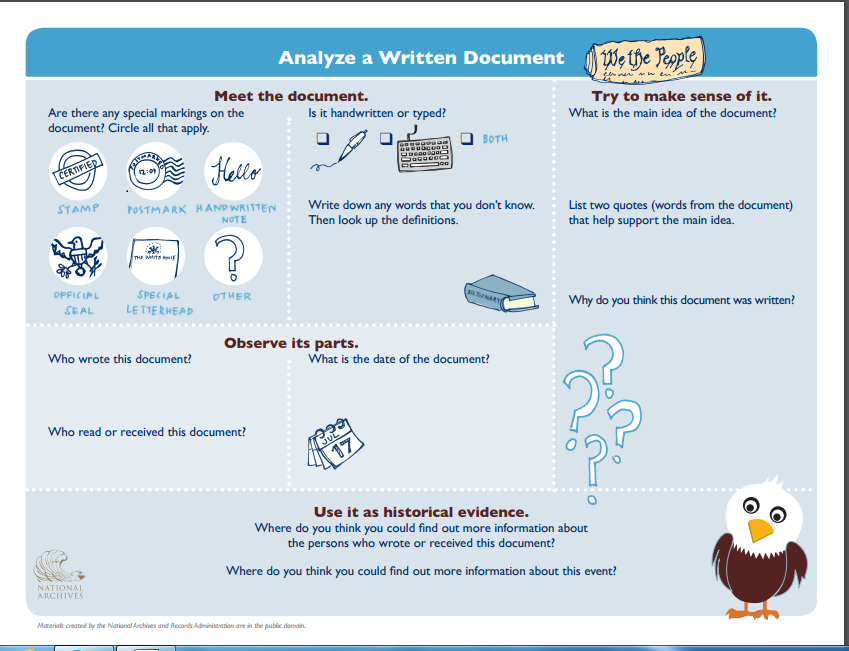
**Generalized characteristics of developing countries:**

* In the process of industrialization
* Low level of affluent citizens
* Higher levels of unemployment
* Lower education rates
* Often contain undeveloped rural villages
* Unstable governments
* High level of birth rates
* High level of death rates
* High infant mortality rate
* Dirty, unreliable water supplies
* Poor housing conditions
* Poor nutrition
* Diets that are short in calories and/or protein
* Poor access to medical services
* Endemic disease in some countries
* Low to medium standard of living
* Limited technological capacity
* Unequal distribution of income
* Factors of production are not fully utilized

Comparing country development lesson activity.

<https://ago-item-storage.s3-external-1.amazonaws.com/1324c0f2a18f490ab99fbf5c429195be/13_MeasuresDevelopment_APHG_GeoInquiry.pdf?X-Amz-Security-Token=FQoDYXdzEI7%2F%2F%2F%2F%2F%2F%2F%2F%2F%2FwEaDFg7FOLQRrCf9YB%2FViKcA7NnssbxxKkW134Pya4wKH1mfLbnnSu5entq%2FlEGVJmJiJ4fxebkeiYBwrEuQ2PxBKDmW0heTUWkfnl%2Fk6FMloJuzE5Cz%2F30IM2UmbOeFvgwxSOijIoAfwuzJMDUl0GCTQh7yQIZzH62vI7FDRAUTxyvZbNgH1nGIp4ricX7vGkvAba05uzmZi%2FpuZyMamtWFM8dlZGNsyuy03R4iuSy%2BVdlutLduSK2rMIYNS1h1uD6AWOS2sWMnGCkSHGYfE6cDFD4Iqp0ZEGGYqYE1GVW9XPRMDkm1LlqFR%2FCpFB%2B7T37%2BzXxxSLO%2B6Boz1WRSEvfpaPcNE1G1Gpy0UunowGgZUM9hF2a0m8l7xt2%2FAEoUzjnb2JJ%2BMoWybThfEqSwi03q1utF4Kj%2BE9e%2BewYlbHZTeSTBJUlONhUePZlfbtc1rWOEq4B4jOOx112KwwZX4h0DZWHrJ7o3Fo%2BLAU2mBMjKLCrc6s3EplX4sf%2Bn7QRfRsaSLuh%2BbL83PiAIBwTcleJw%2FWE2Z6GOW2vud0KIYizMm5W1iygirT58XVNuDQog4nZygU%3D&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20170630T141056Z&X-Amz-SignedHeaders=host&X-Amz-Expires=300&X-Amz-Credential=ASIAIM7LC4T6CTFK5G2Q%2F20170630%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Signature=c17bd5978870a24704f5da446b61fd390b9ee590fd627dcbffdf6c6f06bf5eab>

Activity Sheet 1



Activity Sheet 2

