

Lesson 4: Recommendations – Now What?

Objective

In this lesson, students will synthesize the information they have learned into a letter to their US Representative or Senator arguing for or against government investment as part of a broader fiscal policy. They will recommend fiscal policy that will strengthen the US in the global economy.

Time Allotment: 1 block period of ninety minutes, possibly a little shorter

Subject and Grade level appropriateness: 12th grade Government students.

Learning Objectives. OAH Skills in parenthesis

Students will write an essay recommending fiscal policy to the US government using the knowledge acquired during the instructional module. (Historical Issues- Analysis and Decision Making)

Materials

Paper, pencils and computers for students who may wish to word process.

Related State Standards

GOVT.1 The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to

- a) analyze primary and secondary source documents;
- b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- d) distinguish between relevant and irrelevant information;
- e) evaluate information for accuracy, separating fact from opinion;
- f) identify a problem and prioritize solutions;
- g) select and defend positions in writing, discussion, and debate.

GOVT.16 The student will demonstrate knowledge of the role of government in the Virginia and United

States economies by

- a) analyzing the impact of fiscal and monetary policies on the economy;
- b) describing the creation of public goods and services;
- c) examining environmental issues, property rights, contracts, consumer rights, labor management relations, and competition in the marketplace.

Procedure:

Do Now

What fiscal policy do you recommend to the US Government to begin to pay our national debt and restore our role in the global economy?

(Taxes, Print more money (monetary policy), use tax money to create jobs, tax luxury items, invest in a private business/energy/fuels/ environmentally sound industry)

Students will use notes from teaching module and chart from previous day's lesson. Students will create a T Chart or other graphic organizer of their choice in order to organize thoughts and notes to compare/contrast the fiscal policy decisions made in each case study. This T chart can also be used as a pre-writing strategy or brainstorm.

Discuss, answers will vary.

Final Assessment and Rubric

Students will write a letter to their US Senator or Congressman explaining what they believe is a sound response to the national debt. Letters will include the following.

1. A recommendation that includes a reference to both of the case studies we have examined. Specifically the fiscal policy they recommend.
 - a. Taxes – what should be taxed? How much? Lowered? How much?
 - b. Investment – what steps should the government take to minimize risk and insure returns.
2. What global implications exist with this policy? How will it impact the United States place in the global economy?

Summative Assessment – This writing assignment will be the summative assessment for students. It will illustrate to extent to which they gained the desired information. Teachers will grade the assessment based on the rubric below and re-teach or remediate where necessary.

Grading Rubric

Mastery Learning Model

An A Essay will include a recommendation about how the US should respond to the national debt and will include.

1. Taxes – specific recommendation about what will be taxed/lowered and why.
2. Investments – specific recommendation about where the government will invest and why.
3. Global implications – what will happen to the US as a result? How will our place in the world economy change?
4. A clear reference to the case studies in the recommendation

A B Essay will include a recommendation about how the US should respond to the national debt and will include.

1. Taxes –some recommendation about what will be taxed/lowered and why.
2. Investments –some broad recommendation about where the government will invest and why.

3. Global implications –limited information about what will happen to the US as a result? How will our place in the world economy change?
4. Some reference to the case studies.

A C Essay will include a recommendation about how the US should respond to the national debt and will include.

5. Taxes –limited information recommendation about what will be taxed/lowered and why.
6. Investments –limited and unclear recommendations about where the government will invest and why.
7. Global implications –limited or little information about what will happen to the US as a result? How will our place in the world economy change?
8. Little or unclear reference to the case studies.

Any essay score lower than a C will be rewritten until it meets the Mastery Criteria.

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Extensions – Have students research and read an article about the current US investment in the auto industry. Students can add information specific to the governments investment in the auto industry or the bailout of the nations big banks.