

Hannah Bailey

Historical Investigation

1. Primary Investigative Question

How has economic policy strengthened or weakened a country as it tries to compete in the global economy?

2. Contextual Essay – See Research and Scholarship Document

3. Annotated Bibliography – See Research and Scholarship Document

4. Teaching Thesis and Guiding Questions

When nations make fiscal policy decisions, the responses have national and international implications.

What is fiscal policy?

What are the consequences of fiscal policy decisions?

Historically, how has fiscal policy strengthened a country? Weakened a country?

Is the power to tax a legitimate power of government?

What are the purposes of taxes collected by the government?

How does the government impact the economy?

Should the government invest in private business?

5. Significance and Relevance

When individual governments make fiscal policy decisions in a global economy, implications are both national and international. Changes may occur that impact the economic welfare of the citizens of the country making the decision and the citizens of a country half way around the world. Students will see the ramifications of participating in a global economy by examining two nations, the United States under the Articles of Confederation and Scotland during the 1700's. Each of these is an extreme case. One country, the USA, made decisions that established a prominence in the global economy. The other, Scotland, made fiscal policy decisions that destroyed its national identity and role in the global economy. Eventually, Scotland became part of the United Kingdom, losing its independence, as a result. The students will analyze the impact of decisions while viewing the changes that occurred both internally and to that country trying to become a player on the world stage.

United States Government Standards – 12th grade

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.

National Standards of Historical Thinking

1. Chronological Thinking
2. Historical Comprehension
3. Historical Analysis and Interpretation
4. Historical Research Capabilities
5. Historical Issues- Analysis and Decision Making.

National Standards – NCSS Standards

Era 1 – Three Worlds Meet, Beginnings to 1620 How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples

Era 3 – Revolution and the New Nation - The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

6. The Suggested Grade Level

12th grade US Government

7. Lesson Objectives (the OAH skills are in parenthesis)

Lesson 1:

- Students will define debt.
- Students will use a political cartoon to get more information about the national debt (historical comprehension)

Lesson 2:

- Students will analyze the cause and effect of debt. (historical analysis and interpretation)
- The students will be able to identify weaknesses in the Articles of Confederation (Historical Research).
- The students will be able to evaluate and understand why the decision was made to write the US Constitution. (Historical Analysis)
- The student will be able to identify the consequences in regards to the national debt, the writing of the US Constitution had on federal power.(Historical Analysis and Interpretation)
- The students will write and answer questions based on historical letters. (Historical Comprehension and Research)

Lesson 3.

- Students will think chronologically to examine how Scotland, in an effort to become rich, lost her national identity (Chronological Thinking)
- Students will identify what made the colony of Darien fail by analyzing the perspectives of some of the people involved. (Historical Research)
- Students will evaluate why the decision to unionize with England was made by Scotland (Historical Research)
- Lastly, students will understand that there are risks associated with investment. (Historical Issues – Analysis and Decision making)

Lesson 4

- 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.)