TEACHER’S GUIDE to GREAT DECISIONS

2024 edition

GREAT DECISIONS

Mideast realignment
Climate technology
Science across borders
U.S.-China trade rivalry
NATO’s future
Understanding Indonesia
High Seas treaty
Pandemic preparedness

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www.fpa.org/great_decisions
# 2024 Teacher’s Guide

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ACKNOWLEDGMENTS

The Great Decisions 2024 Teacher’s Guide was edited by Karen Rohan and written by: Lara Maupin, Leah Graham McFarlane, and Andrew Haemker.

The Foreign Policy Association gratefully acknowledges The Hurford Foundation’s generous support for the publication of this guide.

In keeping with the goals for global studies instruction that promote civic competence, the lessons in this guide are designed to expand students’ awareness and comprehension of:

- the multiplicity of connections linking American society and the larger world,
- the historic context of America’s international linkages, and
- the global policy issues and ethical questions confronting American citizens.

The lessons direct students to examine issues from multiple perspectives. They prod students to explore various policy options. Students hone skills in sharing information with others, in exchanging ideas and responding to differing and previously unconsidered perspectives and viewpoints.

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SOME SECONDARY SCHOOLS THAT USE GREAT DECISIONS EDUCATIONAL MATERIALS

Arvada West H.S., CO • Bellevue H.S., WA • Brewer Academy, NH • Blue Valley North H.S., KS • Chaminade College Preparatory School, MO • Chippewa Valley H.S., MI • Danbury H.S., OH • Deuel School, SD • Elkhart Lake H.S., WI • Evans-Brant (Lake Shore) Central School, NY • Farmington H.S., MI • Frank W. Cox H.S., VA • George C. Marshall H.S., VA • Granville H.S., OH • Great River School, MN • Gwinnett School of Mathematics, Science & Technology H.S., GA • Hamilton Southeastern H.S., IN • Heights H.S., KS • Holy Cross H.S., NY • Horace Greeley H.S., NY • Housatonic Valley Regional H.S., CT • Hudson Catholic H.S., NJ • Hurst - Euless - Bedford Independent School Dist., TX • Jasper H.S., TX • Kettle Run H.S., VA • Lake Region H.S., ME • Leonardtown H.S., MD • Marina H.S., CA • Marshall School, MN • Milford High School & ATC, NH • Milton Hershey School / EXECS, PA • Montgomery Blair H.S., MD • Mountain Lakes H.S., NJ • Mt. Lebanon H.S., PA • Mt. Lebanon Senior H.S., PA • Newton South High S.H., MA • North Central H.S., IN • Notre Dame Cathedral Latin School, OH • Orville City School District, OH • Parkway School District, MO • Petoskey H.S., MI • Providence Day School, NC • Pulaski Community School District, WI • Radford H.S., HI • Ramsey H.S., NJ • Rutherford B. Hayes H.S., OH • Saint Edward’s School, FL • Saucon Valley School District, PA • Savannah Country Day School, GA • Scarsdale H.S., NY • School Art League, NY • Seacrest County Day School, FL • Shaker H.S., NY • Social Studies School Service, CA • Somerset Berkley Regional H.S., MA • Summit Christian Academy, MO • Tabor Academy, MA • Tallwood H.S., VA • Teays Valley H.S., OH • The Mount Academy, NY • Tullahoma H.S., TN • Twin Valley School District, PA • Viewpoint School, CA • Warren Central H.S., IN • Wells Ogunquit Community School District, ME • Yarmouth H.S., ME

SOME COLLEGES AND UNIVERSITIES THAT USE GREAT DECISIONS EDUCATIONAL MATERIALS

College of Sequoias, CA • Middlesex Community College, CT • Sacred Heart University, CT • Florida Atlantic University, FL • Hodges University, FL • Monmouth College, IL • Webster University, MO • Wichita State University, KS • Jefferson Community & Technical College, KY • Madonna University, MI • Elon University, NC • Hartwick College, NY • State University of New York, NY • Mount Saint Mary College, NY • Marietta College, OH • Willett University, OR • Lafayette College, PA • Rhodes College, TN • Richland College, TX • Virginia Tech, VA • Shenandoah University, VA • Nicolet College, WI • Shepherd University, WV
1. The U.S. and the Middle East

KEY TERMS

**al-Qaeda** – a militant Islamist group of Sunni jihadists founded by Osama bin Laden; responsible for the September 11, 2001 attacks on the United States

**Global War on Terrorism** – a multinational military campaign led by the United States after the September 11 attacks waged primarily against militant Islamist groups (often abbreviated as GWOT)

**hegemony** – dominance, leadership, or control

**Hezbollah** – a militant Shiite Muslim group based in Lebanon with close ties to Iran

**Saddam Hussein** – the president of Iraq from 1979 until his capture during the U.S. invasion of Iraq in 2003

**Islamic State** – jihadist movement also known as the Islamic State of Iraq and Syria (ISIS), the Islamic State of Iraq and the Levant (ISIL), or Daesh; conquered territory in Northern Iraq in 2014 – 2015; self-proclaimed worldwide Muslim caliphate; considered a terrorist organization by the United Nations

**jihadist** – a Muslim who struggles or strives in the name of Islam or engages in holy war; a term often used to refer to Islamists willing to engage in violence against the West or non-Muslims to achieve their aims

**Levant** – the region of West Asia along the Eastern Mediterranean Sea that currently includes Israel and Palestine

*Lara Maupin, M.Ed., educator and freelance writer based in Minneapolis, MN, wrote the lessons for this topic. She formerly taught history and AP U.S. & Comparative Government in Fairfax, VA, and currently serves as the Executive Director of the Minnesota Academy of Science.*
LESSON ONE

Student Objectives
Upon completion, students will be able to:
- Identify key events in the Middle East since World War II
- Describe U.S. roles, interests, and policies in the Middle East since World War II.

Materials
- Classroom set of Student Worksheet #1-A
- Great Decisions article, “The United States and the Middle East” by Marc Lynch
- Computers or other devices (such as tablets or smartphones) with internet access
- Classroom walls or hallway where a large timeline can be created -- or computer access to a shared slide presentation (optional, see adaptations under Additional Suggestions)

Time
90 minutes

Lesson Development
1. Introduction: Let students know this activity will provide historical context that will help them understand the complex history of the Middle East since World War II, the current conflict between Israel and Hamas, and the changing role of the U.S. in the region. Make connections to any prior coursework on European colonialism in the Middle East after World War I and the creation of Israel following World War II and the Holocaust.

2. Give students the Great Decisions article and Student Worksheet #1-A. Ask students to read the first section of the article (“The United States in the Middle East: A brief history,” pp. 6 – 14) and fill in what they can on the chart as they read, in class or for homework. Reassure students that they do not need to make sure the chart is complete. They will have the opportunity to fill in any missing information in future steps.

3. Next, assign each of the 22 events on the chart to at least one student. Give students time to conduct internet research on their assigned events. Let them know the goal is to learn about these events well enough to explain them to others.

4. Ask students to present their research on a sheet of paper that they post on one or more classroom walls (or in a hallway) to create a timeline—or in a slide as part of a shared presentation (Google slides, PowerPoint, Prezi, etc.). Student posters or slides should mirror the information required on the student worksheet and include:
   - the name(s) of the event or conflict
   - year(s)
   - a brief description or explanation of what happened
   - any role or involvement of the United States
   - key outcomes or results
   - a relevant visual or photo, if possible

5. Have students present their posters or slides orally, if desired, or allow students to view the finished timeline or slideshow independently while completing their charts.
6. Have students present their posters or slides orally, if desired, or allow students to view the finished timeline or slideshow independently while completing their charts.

7. Conclusion / exit slip: Ask students to share something new they learned, something that surprised them, or a question they now have.

Additional Suggestion

This lesson may be adapted as needed according to class size, student age, available time and materials, and course objectives. Examples of adaptations include:

- Instead of asking students to create posters or slides, have them explain their assigned events orally while their classmates fill in missing information on their charts.
- The student worksheet can be completed in small groups with students working together to find missing information.
- Students use the student worksheet as a reading guide and then select one event to learn and write more about.
- Divide students into six groups. Combine the 22 events listed on the student worksheet into groups as listed below. Assign each group of events to a group of students to research and present orally with visual aids. (Skip Algerian War.)
  - Arab-Israeli Wars, Camp David Accords & Egypt-Israel Peace Treaty
  - Iranian Coup, Iranian Revolution, Iran Hostage Crisis, Iran Nuclear Deal
  - Iraqi Coup, Iran-Iraq War, First Gulf War
  - 9/11, Iraq War
  - Arab uprisings, intervention in Libya, Syrian Civil War, Benghazi
  - Qatar Blockade, Khashoggi Assassination, Abraham Accords
LESSON TWO

Student Objectives

Upon completion, students will be able to:
- Identify U.S. policy goals in the Middle East during the Obama, Trump, and Biden administrations.
- Analyze the current U.S. role in the Middle East.

Materials

- Classroom set of Student Worksheet #1-B
- Great Decisions article, “The United States and the Middle East” by Marc Lynch

Time

45 minutes

Lesson Development

1. Warm-up / formative assessment: Ask students what they know about U.S. interests in the Middle East.

2. Have students read the last section of the Great Decisions article (“Today’s Middle East: Biden and the next administration,” pages 14 – 15) and complete #1a and #1b on Student Worksheet #1 -B as they read. Allow students to share and discuss their responses with a partner, in small groups, or as a class discussion.

3. Next, ask students to consider the key question posed at the beginning of the Great Decisions article about the role of the U.S. in the Middle East. Have students respond in writing to question #2 on the worksheet and turn in their essays.

Additional Suggestions

- Consider extending this lesson by having students find, read, and summarize a recent news article on the current Israel-Hamas conflict or the U.S. response to the war.
- Ask students to write a letter to Congress on what they think the appropriate U.S. response to the Israel-Hamas conflict should be.
# The U.S. & the Middle East: Timeline of Key Events Since World War II

<table>
<thead>
<tr>
<th>Event / Conflict</th>
<th>Year(s)</th>
<th>Description</th>
<th>U.S. Role</th>
<th>Outcomes / Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Arab-Israeli War</td>
<td>1948</td>
<td></td>
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<tr>
<td>Iranian Coup</td>
<td>1952</td>
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<tr>
<td>Algerian War</td>
<td>1954–1962</td>
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<tr>
<td>Suez Crisis (Second Arab-Israeli War)</td>
<td>1956</td>
<td></td>
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<td></td>
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<tr>
<td>Iraqi Coup (14 July Revolution)</td>
<td>1958</td>
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</tr>
<tr>
<td>Year(s)</td>
<td>Event / Conflict</td>
<td>Description</td>
<td>U.S. Role</td>
<td>Outcomes / Impact</td>
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<tr>
<td>Event</td>
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<tr>
<td>Invasion of Iraq / Iraq War</td>
<td>2003–2011</td>
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<tr>
<td>Arab uprisings (First Arab Spring)</td>
<td>2011</td>
<td></td>
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<tr>
<td>NATO intervention in Libya</td>
<td>2011</td>
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<tr>
<td>Syrian Civil War</td>
<td>2011–present</td>
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<tr>
<td>Benghazi Attack</td>
<td>2012</td>
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<tr>
<td>Iran Nuclear Deal (JCPOA)</td>
<td>2015</td>
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<tr>
<td>Qatar Blockade</td>
<td>2017</td>
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<tr>
<td>Jamal Khashoggi Assassination</td>
<td>2018</td>
<td></td>
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<tr>
<td>Abraham Accords</td>
<td>2020</td>
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</tbody>
</table>
STUDENT WORKSHEET #1 – B
The U.S. Role in Today’s Middle East
NAME: _______________________

1. Read “Today’s Middle East: Biden and the next administration” (pages 14 – 15).
   a. In what ways did President Biden continue or build on Trump administration policies in the Middle East? In what ways has U.S. foreign policy in the region shifted under Biden?

   b. What are the top U.S. policy interests in the Middle East, according to the author? How have U.S. priorities changed under the last three administrations?

2. Consider the key question posed at the beginning of the Great Decisions article (page 5), “Can the U.S. continue to defend its interests in the Middle East with a lower level of military and political involvement, or should it recommit to a leading role in regional order?” What do you think? Why? Support your choice.
2. Global Trade and Green Energy

KEY TERMS

**bauxite** – a rock containing high amounts of aluminum that is mined to produce aluminum; larger deposits are found in tropical regions

**climate crisis** – the threat of global warming and climate change

**fossil fuels** – non-renewable energy resources such as coal, gas, and oil that cause harmful greenhouse gas emissions when burned

**green energy** – energy produced from natural, renewable sources that do not pollute or cause harm to the environment

**International Energy Agency (IEA)** – an forum of 29 industrialized nations that provides data and policy recommendations and facilitates international cooperation to help the world transition to clean energy

**net zero** – a target that will be reached when the amount of greenhouse gases produced by human activity is balanced by the amount removed from the atmosphere; achieved through reductions in carbon emissions and removal of emissions from the atmosphere

**rare earth metals** – 17 metallic elements with unusual properties; necessary to produce many high-tech products

**renewable energy (“renewables”)** – natural sources of energy that are constantly replenished, such as wind, sunlight, and the movement of water

**semiconductor** – a material that can conduct electricity; a key component of electronic devices

*Lara Maupin, M.Ed., educator and freelance writer based in Minneapolis, MN, wrote the lessons for this topic. She formerly taught history and A.P. U.S. & Comparative Government in Fairfax, VA, and currently serves as the Executive Director of the Minnesota Academy of Science.*
LESSON ONE

Student Objectives
Upon completion, students will be able to:
- Identify green energy options and their requirements.
- Describe technical, economic, and geopolitical obstacles to achieving a global transition to clean energy.

Materials
- Classroom set of Student Worksheet #2 -A
- Great Decisions article, “Global trade and green energy” by Bud Ward

Time
45 – 60 minutes, plus time to read the article

Lesson Development
1. Warm-up / formative assessment: Ask students what they know about renewable energy. Brainstorm and list clean energy sources. Ask students if they use any of these sources or have seen them in use. What do they know about the challenges of implementing green energy sources?

2. Provide students with the article and worksheet. Ask students to complete the chart on the worksheet as they read the article (in class if time permits or for homework). Note that additional information about solar geoengineering can be found in topic 3, Risky Science Across Borders.

3. Once students have completed the reading and chart, ask them to check off or highlight items that apply to more than one energy source and then to summarize what they learned about the challenges of transitioning to clean energy (worksheet questions #2 and #3). Students may work individually, in pairs, or in small groups, as desired.

4. Finally, have students consider policy options the U.S. should prioritize in response to the climate crisis (worksheet question #4). If students are working individually, have them share and discuss their proposed priorities with a partner or in a small group. If students are working in groups, have each group discuss student suggestions and select three to share with the class. Ask students to explain and support their recommendations.

Additional Suggestions
- Consider extending this lesson by having students:
  - Research any local or state-level initiatives to transition to green energy. Have students present their findings and discuss any controversies surrounding the local or state plans they found.
  - Explore a science, technology, engineering, or math (STEM) topic related to green energy. Provide students with the following questions as a guide. What green energy STEM topic interests you? Why? How can you learn more about this topic? If you were to complete a science or engineering project on this topic, what would you do? If you wanted to pursue a career related to this topic, what kinds of jobs could you do?
LESSON TWO

Student Objectives

Upon completion, students will be able to:

- Identify ways in which reliance on fossil fuels is currently interwoven into daily life.
- Analyze ways in which a transition to clean energy may impact daily life.

Materials

- Great Decisions article, “Global trade and green energy” by Bud Ward
- Classroom set of Student Worksheet #2-B
- Colored pens, pencils, or markers or access to computers.

Time

30–40 minutes

Lesson Development

1. Ask students to read the inset on page 24, “How two of the U.S.’s most highly respected climate scientists view clean energy geopolitics.” Did anything these experts asserted in their remarks surprise students? Why or why not? Discuss.

2. Brainstorm ways in which we currently get our energy from fossil fuels and how this looks in our daily lives (gas stations to fuel cars, clothing made from petroleum-based fibers, air travel, toys made from oil-based plastics, petroleum used in agriculture, heat and electricity in our homes, etc.).

3. Give students Student Worksheet #2-2 and have them select one of these ways fossil fuels are interwoven into our daily lives to draw in the first box.

4. Next, ask students to research how their selected aspect of daily life might change with a transition to green energy and draw a picture of what this might look like in 2050 if we achieve net zero emissions.

5. Have students share their drawings with a partner or in small groups.

Additional Suggestion

- This activity may be completed and shared digitally by having students sketch out their ideas on the worksheet and then create “before and after” slides, graphic posters, or social media memes to share.
STUDENT WORKSHEET #2 - A TRANSITION TO CLEAN ENERGY: OBSTACLES & IMPACTS

NAME:_______________________

1. Complete the chart on the following page using the article and additional resources as needed.

Highlight or check off any items listed in the chart that can apply to more than one strategy (or clean energy in general).

Using your completed chart, briefly summarize the global challenges of transition to clean energy or reaching “net zero” by 2050.

2. Consider how the U.S. should address the obstacles to — and possible impacts of — a transition from fossil fuels to green energy. Identify three policy priorities you would like to see the U.S. government pursue in response to the climate crisis. Discuss.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition</th>
<th>Possible Adverse Impacts</th>
<th>Technical Challenges</th>
<th>Economic Barriers</th>
<th>Geopolitical Obstacles</th>
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</thead>
<tbody>
<tr>
<td>Solar Energy</td>
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<td>Wind Energy</td>
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<td>Nuclear Power</td>
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<td>Carbon Capture &amp; Sequestration</td>
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<td>Geoengineering</td>
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<td>2024</td>
<td>2050</td>
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<tr>
<td>Illustrate one aspect of daily life that shows how fossil fuels are currently “woven into our communities, our economies, and our politics.” (p. 24)</td>
<td>Illustrate how this same aspect of daily life might look in 2050 if we successfully transition to clean energy / net zero emissions.</td>
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</tr>
</tbody>
</table>
3. Risky Science across Borders

KEY TERMS

1.5 degrees Celsius – the increase in average temperature above pre-industrial levels that 195 nations agreed to as a goal in the 2015 Paris Agreement; exceeding this level is referred to as climate overshoot

carbon emissions – carbon dioxide emissions created from human use of fossil fuels make up most of the greenhouse gas emissions currently responsible for global warming

Conference of the Parties (COP) meetings – annual meetings of the United Nations Framework Convention on Climate Change, the parent convention of the 1997 Kyoto Protocol and the 1995 Paris Agreement, aimed at stabilizing global greenhouse gas emissions through international cooperation

fossil fuels – non-renewable energy resources such as coal, gas, and oil that cause harmful greenhouse gas emissions when burned

geoengineering – large-scale manipulation of the Earth’s climate processes to mitigate global warming by reflecting solar radiation back into space (solar radiation modification) or removing carbon dioxide from the atmosphere (carbon capture or sequestration)

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LEARN ONE

Student Objectives

Upon completion, students will be able to:

- Identify potential risks and benefits of solar geoengineering.
- Describe the ethical and geopolitical implications of developing solar geoengineering technologies.

Materials

- Classroom set of Student Worksheet #3 - A
- Great Decisions article, “Risky science across borders” by Mila Rosenthal

Time

45–60 minutes, plus time required to read the article

Lesson Development

1. Warm-up: Ask students if they have heard of any technologies other than renewable energy that scientists are developing to confront the challenge of global warming. List student responses.

2. Tell students they will now learn more about one such technology: Solar Radiation Modification (SRM), a type of geoengineering that raises ethical and foreign policy questions. Give students the article and student worksheet. Ask them to read the article and complete the chart (#1) on the student worksheet as they read, in class or for homework.

3. Once students have completed the article and chart, form groups of 4 – 8 students for a roleplay activity. Randomly assign students roles from the chart below, using strips of paper, index cards, etc., ensuring that each group has approximately the same number of students with odd numbered roles as even. Tell students not to reveal their roles to other group members until asked to do so.

<table>
<thead>
<tr>
<th>1. climate scientist with expertise and research interest in solar geoengineering</th>
<th>2. university climate scientist with expertise and research interest in green energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. oil company executive</td>
<td>4. environmental activist</td>
</tr>
<tr>
<td>5. philanthropist investor in experimental SRM project</td>
<td>6. African climate scientist / policy advisor</td>
</tr>
<tr>
<td>7. average citizen of high-income nation</td>
<td>8. average citizen of low-income nation</td>
</tr>
</tbody>
</table>

- Give students 10 – 20 minutes to discuss the questions at the bottom of the student worksheet (#2) while maintaining the perspectives of their assigned roles.

- Ask each group to report on how their discussions went. Were they able to agree or come to any conclusions? Why or why not? Discuss. Then allow students to reveal their roles to their group members.

- Conclude the activity by asking students to reflect on what they learned through a brief written response to the student worksheet (#2) questions.
Additional Suggestions

- Consider allowing students to meet for 5 - 10 minutes in “expert groups” of students with the same assigned roles to prepare for the roleplay activity. Using their completed charts, students can work together to determine what the perspective on solar geoengineering of a person with their assigned role might be before returning to their “home groups” for the roleplay.

- This activity can be modified from a group roleplay activity to an individual writing assignment by asking each student to respond to the #2 questions on the student worksheet from the perspective of one of the roles in a 1- to 2-page essay. Assign students to roles or allow them to select a perspective from which to argue.

- Consider extending this lesson by having students select a country and researching their official policies and perspectives on solar geoengineering. Ask students to share their findings.
LESSON TWO

Student Objectives

Upon completion, students will be able to:
- Identify and describe policy recommendations on solar geoengineering made by leading national and international science policy organizations.
- Summarize recent efforts to regulate solar geoengineering research.

Materials
- Classroom set of Student Worksheet #3 - B
- Computers or other devices (such as tablets or smartphones) with internet access

Time
45 – 60 minutes

Lesson Development

1. Have students go directly to the statements and policy recommendations made by leading climate science organizations discussed in the Great Decisions article. (Students can find these statements online by entering the name of each group and the term “geoengineering” into an internet search engine.) Give students Student Worksheet #3-B to record their findings. Students may work individually, in pairs, or in small groups as desired. If students work individually or outside of class, provide 5 – 10 minutes for students to compare their notes in small groups or with a partner before proceeding to the next task.

2. Note that as students were conducting their internet research they likely saw articles on national and international efforts to regulate or respond to solar geoengineering research. Ask students to read one such article posted in the last five years by a reputable news source or a science journal or magazine and record their findings on page 2 of the Student Worksheet.

3. Conclude with a discussion (in small groups or as a class) of how solar geoengineering research or experiments should be regulated or controlled. Ask students to use evidence from what they read to support their views.

Additional Suggestions
- Extend this lesson by asking students to learn more about one specific project, attempted or planned experiment, researcher/lab, funder, or NGO related to solar geoengineering and share what they learned.
- See Topic 2 in this guide for more lessons on international responses to climate change.
STUDENT WORKSHEET #3 - A
GEOENGINEERING IMPACTS

NAME: ______________________

Complete the following chart.

<table>
<thead>
<tr>
<th>Solar Radiation Modification (SRM)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROS</strong> (potential benefits, arguments for)</td>
</tr>
<tr>
<td><strong>CONS</strong> (potential risks, arguments against)</td>
</tr>
<tr>
<td>Ethical questions &amp; issues raised</td>
</tr>
<tr>
<td>Geopolitical / foreign policy questions &amp; issues raised</td>
</tr>
<tr>
<td>Other possible impacts / consequences</td>
</tr>
</tbody>
</table>

Should SRM research be pursued and funded? Outdoor experiments? Or should an international moratorium be enforced? Is investment in geoengineering a wise use of resources – or a dangerous distraction from the global challenges of reducing CO2 emissions and transitioning away from dependence on fossil fuels?
**STUDENT WORKSHEET #3 – B**

**SCIENCE DIPLOMACY: EFFORTS TO REGULATE THE CLIMATE EMERGENCY**

**NAME:** ________________________

**Online:** Find the most recent statements, policies, or recommendations on solar geoengineering by each of the following organizations. Summarize below.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Summary of most recent position, statements, or recommendations on climate intervention (solar geoengineering). Include year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intergovernmental Panel on Climate Change (IPCC)</td>
<td></td>
</tr>
<tr>
<td>Asilomar International Conference on Climate Intervention Technologies</td>
<td></td>
</tr>
<tr>
<td>UN Convention on Biodiversity</td>
<td></td>
</tr>
<tr>
<td>National Academies of Sciences, Engineering and Medicine</td>
<td></td>
</tr>
<tr>
<td>White House Office of Science and Technology Policy (OSTP)</td>
<td></td>
</tr>
<tr>
<td>Global Commission on Governing Risks from Climate Overshoot</td>
<td></td>
</tr>
<tr>
<td>AGU</td>
<td></td>
</tr>
</tbody>
</table>
Continue your internet research by reading an article published in the last five years on national or international efforts to regulate or respond to solar geoengineering research. Report on what you learned.

Source (Title, Author, Publication/Source, Date):

Topic / subject of article:

Summary of article:

Your response to what you read:
4. Technology Denial and Sino-American Rivalry

**KEY TERMS**

1989 Tiananmen Square protests: a series of student-led protests for political and economic reform that led to a forcible shutdown by the Chinese Communist Party in which over 240 people were killed and 7,000 injured.

2008 Global Financial Crisis: the most severe worldwide economic crisis since the Great Depression, caused by the subprime mortgage crisis in the U.S.

big data: extremely large data sets that may be analyzed computationally to reveal patterns, trends, and associations, especially relating to human behavior and interactions.

Chips and Science Act: U.S. federal statute providing funding to boost domestic research and manufacturing of semiconductors.

export controls: U.S. laws and regulations that restrict the flow of certain materials, devices, and technical information related to such materials and devices outside the United States or to foreign persons in the United States.

foreign direct investment (FDI): an ownership stake in a foreign company or project made by an investor, company, or government from another country.

foreign investment enterprises (FIE): a legal structure under which a company can participate in a foreign economy.

mercantilism: the economic theory that trade generates wealth and is stimulated by the accumulation of profitable balances protected by the government.

Military Civil Fusion (MCF): the elimination of barriers between China’s civilian research and commercial sectors.

quantum computing: emerging technology that harnesses the laws of quantum mechanics to solve problems too complex for classical computers.

semiconductors: a substance—especially silicon—that serves as an essential component for computers and other electronic appliances.

special economic zones (SEZs): an area in which the business and trade laws are different from the rest of the country.

This lesson was written by Leah Graham McFarlane, M.Ed., certified to teach English and social studies. She is a high school teacher and a freelance curriculum writer in Arlington, Virginia.
LESSON ONE

Student Objectives

Upon completion, students will be able to:

- Describe the role that technological innovations have had on China’s economic growth in the economy, military, and stance on Taiwan.
- Evaluate the impact of China’s priorities on the United States and the Sino-American rivalry.

Materials

- Great Decisions article: “Technology denial and Sino-American rivalry” by Jonathan Chanis
- Classroom set of Worksheet #4-A: The Role of Technology in China

Time

60–90 minutes

Lesson Development

1. Warm-up: Before assigning students to read the article, assess prior knowledge of technological advances that drive the rivalry between the U.S. and China. Present the following list to the class and have students check off items they can explain, then define the remaining items.
   - 5G
   - nuclear technology
   - AI
   - semiconductors
   - microchips
   - quantum computing

2. Reading assignment: Instruct students to read the first half of Great Decisions: “Technology denial and Sino-American rivalry?” As they read, they should note key factors that have shaped China’s policies since the 1970s.

3. Group discussion: Have students complete Worksheet #4-A: The Role of Technology in China. They should identify and evaluate China’s priorities that have led to Sino-American tensions today for the economy, military, and Taiwan. Allow time for students to share their notes in small groups or with the class, then make revisions based on what they hear.

4. Closing assessment: Assign students to consider the evidence and write an essay about the impacts of China’s priorities on United States diplomacy.

Additional Suggestions

- To build background knowledge about the role of semiconductors in global politics, have students listen to an interview of Chris Miller, author of The Chip War, in the Ezra Klein Show podcast episode: “The Most Amazing — and Dangerous — Technology in the World”.
- To extend learning, invite students to recent tech developments from major news outlets, such as the BBC updates on U.S.-China relations.
LESSON TWO

Student Objectives
Upon completion, students will be able to:
- Explain current U.S. policies on technology in the Sino-American rivalry.
- Debate the significance of China as a national security concern or business opportunity.

Materials
- Great Decisions article: “Technology denial and Sino-American rivalry” by Jonathon Chanis
- Classroom set of Worksheet #4-B: U.S. Policies in the Sino-American Rivalry

Time
60–90 minutes

Lesson Development
1. Warm-up: To begin the lesson, instruct students to stand on one side of the room based on the statement they most agree with: China is a national security concern. OR China is a business opportunity. Once students form groups, have them form smaller groups of 2–4 to explain their views. Next, have them find a partner from the opposite side and exchange ideas.

2. Reading assignment: Assign students to consider their initial position as they read the last section of the article and take notes on Worksheet #4-B: U.S. policies in the Sino-American rivalry about the conditions and results of technology denial. Next, have small groups discuss their observations.

3. Debate: Divide the class into two even groups, assigning each to argue for one side: Should policies focus more on China as a national security threat or a business opportunity? Facilitate a debate in which representatives from each side present arguments and a rebuttal. Invite students to share ways in which their views changed or stayed the same as a result of their work.

4. Closing assessment: Have students consider the arguments that were made on both sides and propose policy revisions for the U.S. and China citing evidence from the article and other sources as support.

Additional Suggestions
- To enhance understanding of policies on semiconductors and microchips, direct students to the site for the UN Department of Economic and Social Affairs “World Economic Situation and Prospects: July 2023 Briefing, No. 173.”
- As an extension, students can analyze and integrate the text of the Executive Order on Addressing United States Investments in Certain National Security Technologies and Products in Countries of Concern and other primary sources into their analysis.
WORKSHEET #4-A
THE ROLE OF TECHNOLOGY IN CHINA

NAME:_______________________

Context: Trace the role of technology in China’s economic, military, and geopolitical growth from the 1970s to the present.

<table>
<thead>
<tr>
<th>Economic Developments</th>
<th>Military and Defense</th>
<th>Taiwan</th>
</tr>
</thead>
</table>

Analysis: How do China’s priorities impact the U.S.? Base your response on your notes above.
**WORKSHEET #4-B**  
**U.S. POLICIES IN THE SINO-AMERICAN RIVALRY**  

**NAME:** ______________________

**Evaluate the Policies:** Assess the U.S. denial strategy to determine the effectiveness of recent policies.

<table>
<thead>
<tr>
<th>Policy</th>
<th>Conditions of the Policy</th>
<th>Effects on U.S.-China Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chips and Science Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Export controls</td>
<td></td>
<td></td>
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<tr>
<td>Investment restrictions</td>
<td></td>
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</tbody>
</table>

**Debate:** Is China more a national security threat than a business opportunity or vice-versa? How should this distinction shape U.S. policies on China? Represent one side of the debate:
- **National Security Threat?**  
- **Or Business Opportunity?**

Evidence to support your position:

Anticipate the opposing argument:

Plan your rebuttal:

Debate Notes:

**Reflection:** After the debate, consider the points made on both sides and write a proposal for or against economic integration. Cite evidence from the article and additional sources as support.
5. NATO’s Future

KEY TERMS

**Article 5 of the North Atlantic Treaty** – This section of the agreement forming the North Atlantic Treaty Organization (NATO) commits each member country to consider an armed attack against one member country to be an armed attack against them all.

**North Atlantic Treaty Organization (NATO)** – Organization formed shortly after World War II by a dozen Western European and North American countries to ensure collective security for member countries. After the end of the Cold War in 1991, the organization expanded to 31 countries throughout Europe.

**“Out-of-area” strategy** – Guiding principle that transformed the North Atlantic Treaty Organization (NATO) from the Western European focused organization during the Cold War to one concerned about more complex current global threats.

**2% rule** – Commitment made by all members of the North Atlantic Treaty Organization (NATO) to spend a minimum of two percent of their GDP annually on defense.

This lesson was written by Andrew Haemker, currently a social studies teacher at Portsmouth High School in Portsmouth, New Hampshire. He holds a Master’s of Science in Education from Old Dominion University and is a National Board Certified Teacher.
LESSON ONE

Student Objectives

Upon completion, students will be able to:

n Explain how the North Atlantic Treaty Organization’s has evolved from its founding in 1949 to the present day.

n Evaluate to what extent the North Atlantic Treaty creates a united, mission-oriented alliance.

Materials

n Great Decisions article

Time

40 minutes for pre-reading activity and reading, 30 minutes for discussion

Lesson Development

1. Warm-up: Prior to reading the Great Decisions article “5. NATO’s Future,” the teacher will ask students to share their background knowledge of the North Atlantic Treaty Organization (NATO). The teacher is encouraged to use maps and images to prompt student discussion.

2. Students will then read the Great Decisions article. While reading, students should highlight phrases they believe are key to the author’s purpose laid out in the last paragraph of the introduction.

3. Once students have completed the reading, they will be instructed to participate in a “have the last word” activity. To do this, students are placed into groups of three. Within these smaller groups, students are labeled a different letter, A to C. Student A is then invited to read one of their highlighted statements from the reading to their group. Then, the other students in the group take turns sharing what they think the statement means or why it might or might not be important. After the other group members shared their thoughts on the statement, student A then explains why they picked that statement; thus having “the last word.” This process should be repeated until each student has had one or two opportunities to share a selected reading excerpt.

4. Conclusion / Assessment: Ask students to report on their discussions. They should then reflect in writing or through class discussion.

Additional suggestions:

n Consider extending the lesson by having students write a position paper recommending policy and / or organizational structures that NATO should maintain or change to address contemporary challenges. This paper maybe written individually or in groups.
LESSON TWO

Student Objectives

Upon completion, students will be able to:

- Explain how the North Atlantic Treaty Organization (NATO) mission has continued and changed over time.
- Evaluate the ability of the North Atlantic Treaty Organization (NATO) to remain a cohesive alliance as it addresses contemporary issues.

Materials

- Great Decisions article
- Classroom set of Handout #5-A
- Access to internet

Time

40 minutes to research, 40 minutes for class discussion or presentation

Lesson Development

1. Warm-up: Prior to reading the Great Decisions article “5. NATO’s Future,” students will examine political and thematic maps that portray the growth and diversity of the North Atlantic Treaty Organization (NATO). After examining the maps, students will brainstorm difficulties NATO may face as they work to address global threats as a cohesive alliance.

2. Students will then read the Great Decisions article as homework. They should be instructed to annotate with the purpose of identifying strengths and weaknesses of the alliance.

3. Following the reading, the teacher should lead a class discussion on evidence of the alliance’s ongoing strengths and challenges found in the article.

4. Once the teacher is confident students grasp NATO’s current situation, they will ask students to research a current member country’s perspective of NATO. Among the issues student may consider are current member countries’ military spending, support for Ukraine, the “Out-of-area” strategy, and Finland and Sweden’s recent admittance into the alliance.

Students should use handout #5-A to organize their notes. Research can be completed individually or in groups.

5. After students have been given an adequate amount of time for their research, they should present their findings to the class. The class should be encouraged to look for similarities and differences amongst the countries researched.

6. Conclusion / Assessment: Students should write a reflection on the article, their research, and the class presentations. Emphasis should be placed on the students’ perspective of NATO’s policies and organization as the alliance navigates contemporary issues.

Additional suggestions:

- Consider extending the lesson by having students participate in a mock NATO summit. In the conference, students can represent their researched countries as the “summit” negotiates NATO’s future.
HANDOUT #5-A
RESEARCHING CURRENT ISSUES FACED BY NATO

NAME: _______________________

**Directions:** Use the chart below to organize the information from the reading and your research. During the presentations, use the additional rows to jot down notes concerning other NATO member countries.

<table>
<thead>
<tr>
<th>Country</th>
<th>What benefits does this country receive from NATO?</th>
<th>What issues or concerns does this country have concerning NATO?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
6. Invisible Indonesia

KEY TERMS

**Abangan (Red) group** – Indonesian political constituency that consists largely of citizens in rural areas that mix local village cultures and Islam. These were later combined with Marxist ideas.

**Asia-Africa Conference** – Organized by the Indonesia government, the 1955 conference was attended by representatives from 29 third-world Asian and African countries that sought to remain non-aligned in the Cold War. Indonesia’s foreign policy has been guided by the conference’s agreement that encouraged economic and cultural cooperation, protection of human rights, self-determination, and the right of peaceful coexistence. Also known as the Bandung Conference.

**Pancasila (Five Principles)** – The practical application of the concept of “Bhinnekka Tunggal Ika” or “Unity in Diversity.” It sought to unify Indonesia after independence through the adoption of monotheism, humanism, national unity, consultative democracy, and social justice.

**Priyayi group** – Indonesian political constituency that originates from the country’s dynastic families and has formed the core of “modern” Indonesia. They are traditionally urban, more highly educated, and connected to the country’s military power.

**Santri group** – Indonesian political constituency that consists of the more modern Muslim groups traditionally found in urban areas.

**“Satu Nusa, Satu Bahasa, Satu Bahasa”** – Nationalist motto developed during the 1920s to encourage the vision of a unified Indonesia independent from Dutch colonial control. Each element of the motto, “One Archipelago, One People, One Language, has been a continual thread in Indonesia’s politics since its independence in 1949.

This lesson was written by Andrew Haemker, currently a social studies teacher at Portsmouth High School in Portsmouth, New Hampshire. He holds a Master’s of Science in Education from Old Dominion University and is a National Board Certified Teacher.
LESSON ONE

Student Objectives

Upon completion, students will be able to:

- Describe significant periods in Indonesia’s history.
- Explain how Indonesia has worked to unite its many islands and cultures into a single nationality.

Materials

- Great Decisions article
- Classroom set of Handout #6-A

Time

40 minutes for pre-reading activity and reading, 40 minutes for Socratic seminar

Lesson Development

1. Warm-up: Prior to reading the Great Decisions article “6. Invisible Indonesia” the teacher will ask students to share their background knowledge of Indonesia. This discussion should include an opportunity to brainstorm possible benefits and problems created by its geographic location.

2. After receiving a copy of the Great Decisions article, students will read and annotate the article. The article can be read as homework or during class time.

3. After reading the article, students will prepare for the Socratic seminar by completing Handout #6-A. Students should be encouraged to use specific evidence from the reading to support their answers.

4. Once each student is sufficiently prepared for the Socratic seminar, the teacher will organize the students into smaller groups. Each group will appoint a facilitator responsible for keeping the discussion moving forward.

OR BY

Holding a whole class Socratic seminar with the teacher as the facilitator.

5. Conclusion / Assessment: Ask students to report on their discussions. They should then reflect in writing or through class discussion. The teacher will assess student preparation, participation, and reflection.
LESSON TWO

Student Objectives

Upon completion, students will be able to:

- Identify and explain significant events in Indonesian history.
- Evaluate the role of the nationalist slogan “One Archipelago, One People, One Language” on Indonesian politics.

Materials

- Great Decisions article
- Classroom set of Handout #6-B
- Access to internet access

Time

40 minutes to research, 40 minutes for class discussion or presentation

Lesson Development

1. Warm-up: Prior to reading the Great Decisions article “6. Invisible Indonesia,” students will examine political and thematic maps that portray the array of islands, languages, and ethnicities that make up Indonesia. The teacher should encourage students to brainstorm strengths and challenges of the geography and diversity evident in the maps.

2. Once students demonstrate an understanding of the unique challenges created by Indonesia’s geography and diversity, the teacher will introduce how Indonesian nationalists used the slogan “One Archipelago, One People, One Language” to unite the country in resistance to Dutch imperialism during the 1920s.

3. Students will then be assigned Handout #6-B and the Great Decisions’ article “6 – Invisible Indonesia.” The teacher will instruct students to complete the handout but identifying evidence from the reading of Indonesia’s continued focus on “Unity in Diversity.”

4. Once students have had adequate time to complete the reading, in either small-groups or as a class, students should share out evidence of Indonesia’s effort to unify a diverse archipelago throughout its history.

5. Conclusion / Assessment: Student understanding will be assessed during the class discussion or written response. Emphasis should be placed on the student’s ability to evaluate Indonesia’s success in celebrating its diversity while strengthening unity.

Additional Suggestions

- Consider extending the lesson by having students search online for news articles discussing an event or policy decision involving Indonesia. In a written paper, students can summarize the event and, then, evaluate how the event fits into the broader Indonesian theme of “One Archipelago, One People, One Language.”
HANDOUT #6-A
SOCRATIC SEMINAR – INVISIBLE INDONESIA

NAME: _______________________

Directions: To prepare for the class’ Socratic seminar, complete the questions below using specific evidence from the Great Decisions’ article “#6 – Invisible Indonesia”.

1. At the end of the introduction, the author states “When [Indonesian politician] General Luhut Penjaitan said that Americans simply don’t ‘understand’ Indonesia’s actions, he meant that [Americans] don’t generally have the context to rationalize Indonesia’s decisions…”

Do you feel that this is a fair assessment of the United States? Explain using evidence from the article and your background knowledge.

2. The author emphasizes the role of “Unity in Diversity” in Indonesian politics and foreign policy. How is this evident in the article? In your opinion, has Indonesia successfully used its diversity as a strength?

3. The last section of the article explains Indonesia’s relationships with other countries while maintaining a policy of non-alignment. Based on your interpretation of the reading, has this benefited Indonesia? Would you recommend Indonesia continue this policy of non-alignment in current world affairs?
Directions: Indonesia’s geography and many ethnicities creates a unique challenge. In 1920, Indonesian nationalists sought to overcome this by developing a single nationality on the premise of “One Archipelago, One People, One Language.” Find evidence of this theme in the Great Decisions article “6 – Invisible Indonesia.” Then, organize the information into the chart below.

<table>
<thead>
<tr>
<th>Evidence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>One Archipelago</td>
<td></td>
</tr>
<tr>
<td>One People</td>
<td></td>
</tr>
<tr>
<td>One Language</td>
<td></td>
</tr>
</tbody>
</table>

Reflection: Based on the reading, how successful has Indonesia been in balancing its celebration of its diversity and while maintaining its unity?
7. The High Seas Treaty

**KEY TERMS**

**UN Convention on the Law of the Sea (UNCLOS):** an international agreement between 168 countries and the European Union establishing a legal framework for all marine and maritime activities.

**Exclusive Economic Zone (EEZ):** an area of the ocean, generally extending 230 miles beyond a nation's territorial sea.

**High Seas Treaty:** also known as the Beyond National Jurisdiction (BBNJ) agreement, it is a legally binding instrument under the 1982 UN Convention on the Law of the Sea (UNCLOS) and is intended to ensure the conservation and sustainable use of marine biodiversity in areas beyond national jurisdiction.

**North Pacific Marine Science Organization (PICES):** an intergovernmental science organization, was established in 1992 to promote and coordinate marine research in the North Pacific and its adjacent seas.

**International Council for the Exploration of the Seas (ICES):** a leading multidisciplinary scientific forum for the exchange of information and ideas on all aspects of marine sciences about the North Atlantic for the coordination of marine research by scientists within its member nations.

**Truman Declaration of 1945:** an executive order that gave the U.S. unilateral rights to resources on its continental shelf.

This lesson was written by Leah Graham McFarlane, M.Ed., certified to teach English and social studies. She is a high school teacher and a freelance curriculum writer in Arlington, Virginia.
Lesson Development

1. Warm-up: Before assigning students to read, activate prior knowledge by having them examine the series of images from the article. Students should discuss the following questions in small groups before sharing their ideas with the class:
   - In what ways are ocean ecosystems integral to our planet?
   - What conditions currently compromise the health of Earth’s oceans, and what effect do they have on human life?
   - What obstacles do we face in protecting oceans around the world?

2. Reading assignment: Have students read the first half of Great Decisions: “The High Seas.” Instruct them to collect evidence on Worksheet #3-A about significant ocean features. Next, have students trace the phases of legal action on Earth’s seas by completing the timeline.

3. Closing assessment: Assign students to write an argument for U.S. policies in response to the evolution of global agreements on ocean protections. In addition to ocean resources, challenge them to propose how U.S. policies might balance environmental needs with national security concerns.

Additional Suggestions

- To build background knowledge about ocean resources, have students watch the National Geographic video: Why the Oceans Matter and review the U.N. Sustainable Development Goal #14: Life Below Water.
- To extend learning, invite students to incorporate ideas from the U.S. State Department statements on the ocean in their closing assessment.
LESSON TWO

Student Objectives

Upon completion, students will be able to:

- Describe the key objectives and obstacles of the High Seas Treaty.
- Propose strategies that will promote the efficacy of the High Seas Treaty.

Materials

- Great Decisions article: “The High Seas Treaty”
- Classroom set of Worksheet #7-B: The Future of the High Seas Treaty

Time

60–90 minutes

Lesson Development

1. Warm-up: Before having students read, lead the class in a review of the preamble to the International High Seas Treaty. Ask them to consider what they learned about the history of protecting the oceans and share their observations and questions about the language used in the primary source.

2. Jigsaw Activity: Divide the class into fourths or “expert groups,” each to focus on the four major parts of the treaty. First, they should read the second half of the article and take notes on Worksheet #5-B: for their assigned category. Expert groups should discuss the objectives and the obstacles that they researched and design a presentation for the class that explains the conditions of the treaty and the strategies for implementation. As students listen to the presentations, they should take notes on the three treaty parts they did not research themselves.

3. Closing assessment: Have the class revisit the preamble alongside their summary notes and discuss their confidence in the fulfillment of the High Seas Treaty’s goals. After the discussion, assign students to write a reflection on the future of ocean protections.

Additional Suggestions

- For additional context about the language of the High Seas Treaty, students can compare language used in other primary sources named in the article, including the Truman Declaration and UNCLOS.

- To enhance achievement of the lesson objectives, have students browse supplemental sources about the High Seas Treaty, such as the U.S. Department of State timeline on the Law of the Sea Convention, U.N. Global Issues, Oceans and the Law of the Sea, and UN News, “Beyond Borders: Why the High Seas Treaty is Critical for the World.”
WORKSHEET #7-A
STATE OF THE OCEANS

NAME: _______________________

Directions: Review the key components of ocean resources that make them integral to our planet’s well-being. For each feature, note their benefits and assess the risks. Read about the history of resource management and describe efforts to manage risks over time.

<table>
<thead>
<tr>
<th>Features &amp; Benefits</th>
<th>Risks</th>
<th>Resource Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Food source</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Shipping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Mineral and oil deposits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Absorption of CO2</td>
<td></td>
<td></td>
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<tr>
<td>5. Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### WORKSHEET #7-B

**HISTORY OF OCEAN MANAGEMENT**

**NAME:** ____________________

**Directions:** Trace the evolution of international ocean management from WWII to the present.

<table>
<thead>
<tr>
<th>Year</th>
<th>Initiatives</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940s</td>
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<tr>
<td>1950s</td>
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<td>1960s</td>
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<td>1970s</td>
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<td>2010s</td>
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<tr>
<td>2020s</td>
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</tr>
</tbody>
</table>
Treaty Jigsaw: Take notes on the objectives and the obstacles of your assigned part. With your expert group, design a presentation explains conditions of the treaty and strategies for implementation. As you listen to the other presentations, take notes on the remaining categories.

1. Marine genetic resources
2. Areas-based management tools
3. Environmental impact assessments
4. Capacity-building / technology transfer

Discussion and Reflection: Do you think the High Seas Treaty will be more successful than past agreements on the environment? If not, what negotiations or innovations would increase your confidence in the ocean’s protection?
8. Pandemic Preparedness

KEY TERMS

**Covid-19** – an infectious human disease caused by the coronavirus SARS-CoV-2; first identified in China in 2019; became a global pandemic in 2020

**COVAX** – a global initiative to ensure equitable access to Covid-19 vaccines

**Ebola** – a serious and often fatal human illness caused by the Ebola virus; first identified in 1976 in Congo and Sudan; the most serious recorded outbreak occurred in 2013-16.

**pandemic** – an outbreak of an infectious disease that becomes widespread

**personal protective equipment (PPE)** – protective clothing and equipment used by healthcare workers and emergency responders to protect them and those they have contact with from harm or contagion, such as surgical masks

**polycrisis** – a time when several simultaneous crises interact to create increased global peril

**public health emergency of international concern (PHEIC)** – a serious disease outbreak that mandates a coordinated international response; declared by the World Health Organization

**World Health Organization (WHO)** – an agency of the United Nations responsible for responding to public health emergencies and improving global public health

**zoonotic disease** – an infectious illness that can be transmitted between animals and humans, such as Ebola

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LESSON ONE

Student Objectives

Upon completion, students will be able to:

- Identify global health, economic, scientific, ethical, and political impacts of the Covid-19 pandemic.
- Describe recent international efforts to respond to disease outbreaks and prevent pandemics.

Materials

- Classroom set of Student Worksheet #8 -A
- Great Decisions article, “Pandemic preparedness: ending the deadly cycle of panic and neglect” by Carolyn Reynolds
- Computers or other devices (such as tablets or smartphones) with internet access

Time

60–90 minutes

Lesson Development

1. Warm-up: Note that we have all felt the impact of the Covid-19 pandemic. Ask students to think globally and brainstorm effects of the pandemic. List student responses.

2. Give students the Great Decisions article and Student Worksheet #8 – A. Ask them to read the first part of the article (“The global fallout of Covid-19,” pages 81 – 84) and list Covid-19 impacts discussed in the article on their worksheet (#1), in class or for homework.

3. Give students a few minutes to discuss the global impact of Covid as a class or with a partner. What surprised them? Note that each time a major disease outbreak or pandemic occurs, there are renewed calls for global preparedness.

4. Ask students to read the next section of the article (“How did we get here?” pages 84 – 86) and complete the second chart on the handout (#2). Students will find some information about each program listed in the article but will also need to conduct internet research to complete the chart. Encourage students to go directly to the official websites of each program to find the required information.

5. Conclusion / exit slip: Ask students to make summary statements, generalizations, or conclusions about recent international efforts to improve pandemic preparedness.

Additional Suggestions

- Have students finish the article with Lesson Two and Student Handout #8 – B.
- Consider extending this lesson by assigning students to learn more about past pandemics such as those mentioned in the article (Black Death, Spanish Flu, HIV/AIDS, SARS, H1N1, and Ebola).
LESSON TWO

Student Objectives

Upon completion, students will be able to:

- Describe ways to improve global pandemic preparedness.
- Design a public policy issue advertisement.

Materials

- Classroom set of Student Worksheet #8 – B
- Great Decisions article, “Pandemic preparedness: ending the deadly cycle of panic and neglect” by Carolyn Reynolds
- Poster paper and markers or computers with software that enables graphic design

Time

45 minutes

Lesson Development

1. Students read/review the first two paragraphs of the third and final section of the article (“How do we prevent the next pandemic?” pages 86 – 89). Note that a “broad consensus” on ways to prepare for and prevent another deadly pandemic has emerged from international panels and reports. Tell students they will now look more closely at the five areas for global action described in the article.

2. Divide students into five groups and give them Student Worksheet #8 – B (and large sheets of poster paper or newsprint and markers or access to computers). Assign each group to one of the five areas of global action and have students check off their assigned area on their worksheet.

3. Tell students to read the section of the article that corresponds to their assigned action area.

4. Task students with designing a public policy advocacy campaign to garner public support for one of the recommendations they read about and pressure decision makers to act. Start by giving students time in their groups to discuss what they read and sketch out ideas for how to promote their assigned recommendations to the public and policymakers. Each group should then select one idea from the student sketches to develop together into a poster, ad, or social media campaign. Encourage students to design issue ad campaigns that balance compelling graphics with minimal text. Students can draw their ads on large poster paper or use computers to design them, according to the time and materials available.

5. Have each group share their campaigns and explain their assigned action areas.

Additional Suggestions

- Consider showing students examples of issue ads created by NGOs available online so they can see the power of design that pairs strong, simple graphics with minimal text.

- This lesson can be modified into an individual activity by asking each student to design an issue ad on their student worksheets and then share in pairs or small groups.

Extend this activity by having students practice interpretation of maps, charts, and graphs by drawing one conclusion from each graphic on page 83.
STUDENT WORKSHEET #8 - A
PREVENTING THE NEXT GLOBAL PANDEMIC

NAME:_______________________

1. Use pages 81 – 84 of the “Pandemic Preparedness” article to list global impacts of the Covid-19 pandemic (fill in on chart on next page).
<table>
<thead>
<tr>
<th>Covid-19 Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>human health</td>
</tr>
<tr>
<td>economic</td>
</tr>
<tr>
<td>scientific</td>
</tr>
<tr>
<td>ethical</td>
</tr>
<tr>
<td>political</td>
</tr>
</tbody>
</table>
2. Learn more about recent international efforts to respond to disease outbreaks and prevent pandemics. Begin with pages 84 – 86 and then explore the websites listed to complete the chart.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WHO? (founder, parties)</th>
<th>WHY? HOW? (goals, targets, tasks)</th>
<th>WHEN? (year began)</th>
<th>WHAT? (describe)</th>
<th>ORG/WEBSITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHRs</td>
<td>who.int</td>
<td></td>
<td></td>
<td></td>
<td>who.int</td>
</tr>
<tr>
<td>PIP</td>
<td>who.int</td>
<td></td>
<td></td>
<td></td>
<td>who.int</td>
</tr>
<tr>
<td>GHSA</td>
<td>global health security agenda.org</td>
<td></td>
<td></td>
<td></td>
<td>who.int</td>
</tr>
<tr>
<td>WHO Emergency Programme</td>
<td>cepi.net</td>
<td></td>
<td></td>
<td></td>
<td>cepi.net</td>
</tr>
<tr>
<td>CEPI</td>
<td>africacdc.org</td>
<td></td>
<td></td>
<td></td>
<td>africacdc.org</td>
</tr>
<tr>
<td>GMPB</td>
<td>gpmb.org</td>
<td></td>
<td></td>
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<td>gpmb.org</td>
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</tbody>
</table>
LESSONS LEARNED FROM COVID-19 – CONSENSUS RECOMMENDATIONS FOR GLOBAL ACTION

LESSONS LEARNED FROM COVID-19 – CONSENSUS RECOMMENDATIONS FOR GLOBAL ACTION

Lessons learned from Covid-19 – consensus recommendations for global action (pp. 86 – 89):

[ ] Elevate and sustain **political leadership** on pandemics at the highest levels.
[ ] Ensure every country has the **capacity** to stop outbreaks at their source.
[ ] Provide timely, **equitable access** to lifesaving medical countermeasures and tools.
[ ] Strengthen **global governance** and accountability for pandemic threats.
[ ] Scale up **investments** in pandemic preparedness and have resources ready to flow in a crisis.

Sketch out a poster, ad, or social media graphic urging global action and implementation of the recommendation selected above. Use a simple, compelling graphic or image with minimal text.