CURRICULUM CONNECTIONS
This lesson fits in perfectly with units that address curriculum standards in language arts, social studies, civics, economics, thinking and reasoning, and media studies.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LESSON PREPARATION

- Prepare a monitor with Internet access to screen the short film, “The Foreign Aid Paradox” at www.wetheeconomy.com/films (TRT 8:20)
- Prepare half a class set of each of the student handouts - Student Handout: Pro and Student Handout: Con for distribution.

KEY WORDS AND PHRASES

Economy, foreign aid, donor, unintended consequences, humanitarian aid, subsidize, economic policy, destabilization, paradox

STUDENT OBJECTIVES

- Students will begin to understand the various perspectives on the complicated issue of foreign aid.
- Students will work in groups to discuss, negotiate, and debate the topic of foreign aid.
- Students will analyze the various costs and benefits of U.S. foreign aid policies.
- Students will evaluate how U.S. foreign aid policies help and hinder less wealthy countries.
- Students will examine how foreign aid relates to other political and economic issues.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/projector, and computer with Internet access
- Student Handouts: Pro: Foreign Aid and Con: Foreign Aid

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, reading comprehension, large group discussion, small group work, working in pairs, problem solving, critical and analytical thinking, supporting ideas with examples, comparing and contrasting information sources, research skills, listening skills, expository, creative, and responsive writing
PROCEDURES

1. Ask the class what they know about foreign aid. Elicit associations and definitions from the group. Use some or all of the following questions as a guide:
   - What is foreign aid?
   - What are some of the ways we provide aid to other countries?
   - What is a specific example of U.S. foreign aid?
   - What do you think would be an argument against providing aid to other countries?
   - What do you think would be an argument for providing aid to other countries?

2. Divide the class into two equal groups. Instruct students to sit in their groups, and position groups to sit on opposite sides of the classroom.

3. Tell one group that they are “pro foreign aid.” The other is “anti-foreign aid.” Distribute Student Handout: Pro to the pro side and Student Handout: Con to the con side. Allow students 15 minutes to prepare an argument that they can use in a debate.

4. After 15 minutes have elapsed, tell the class that they will be seeing a film that examines the pros and cons of foreign aid. Instruct the students to create a T-chart on a piece of paper and to take notes as they watch. On one side of the “T” they should collect examples in favor of foreign aid as they appear in the film. On the other side, they should collect examples against foreign aid as they appear in the film. Tell students they should be prepared to cite these examples in a post-viewing discussion.

5. Direct their attention to the monitor or screen, and play the film “The Foreign Aid Paradox” (TRT 8:20).

6. After the film, allow a few minutes for groups to revisit their arguments and adjust them based on information gathered from the film. Then, moderate a debate between the two sides. Students should use their prepared arguments in the debate.

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7. After a reasonable amount of time, conduct a short, whole group discussion about the film and the debate, using some or all of the following questions as a guide:

- What are some of the goals of foreign aid? According to the video, how were these goals either met or not met in Haiti?
- How can foreign aid be destructive for poor nations? What are some examples of this from the video and/or from our class activity?
- What is the foreign aid paradox?
- What are some examples from the film that support your group’s position?
- What did you learn about foreign aid, and economics at large, from the activity we completed in class today?
- In your opinion, how can we successfully aid other countries without destabilizing their markets?

8. For homework, instruct students to write a one page persuasive speech either in favor of or against foreign aid, or presenting alternative ideas. Tell students that some of them may have the opportunity to present their speeches in class the next day. Remind students that their information should be based on what they learned in “The Foreign Aid Paradox” video and in today’s class activity. If students would like to watch the film at home, direct them to visit the website www.wetheeconomy.com/films. In addition, everyone’s speech should reference, include, or allude to the following quote:

“Modern civilization has become so complex and the lives of civilized men so interwoven with the lives of other men in other countries as to make it impossible to be in this world and out of it.”

– Franklin Delano Roosevelt
STUDENT HANDOUT PRO: FOREIGN AID

Foreign aid is good for the United States and for the entire world. To begin, as one of the wealthiest countries in the world, we have an obligation to help impoverished countries. It’s a matter of human rights. If our citizens have access to clean water, food, shelter, clothing, education, healthcare – and there are children in other countries dying because they don’t have access to clean water, or are starving to death – it is our moral obligation to assist. In addition, a healthier, wealthier Earth is better for everyone. When other countries are poor and struggling, they can’t participate in global trade, and there is less of a market for U.S. goods and services, which bring money into our economy. The more countries that can contribute to a global marketplace, the stronger the marketplace, and the more trade opportunities available to all the countries involved. It also makes the world safer for all its citizens. When countries are poor, there’s more of a likelihood of instability, violence, and war – and therefore more of a likelihood of international terrorism, and more room for dictators to take over. When we help other countries, they become allies, sometimes in very unstable areas. This keeps us safe. Lastly, the planet has become so interwoven, it is almost impossible to isolate one country from the others. With international travel as it is today, if there is an outbreak of a communicable disease such as Ebola, smallpox, or a new strain of the flu, it puts the entire planet at risk for a pandemic. We need to provide aid to other countries to keep us all healthy, wealthy, and safe.

STUDENT HANDOUT CON: FOREIGN AID

Charity begins at home. Why should we spend money helping foreign citizens when we have citizens right here who are hungry, unemployed, living in squalor, exposed to random violence, without access to a good education? We need to get our own country in order, and then we can start helping others. In addition, our country is carrying a national debt of over $16 trillion. Will these impoverished countries ever be able to pay us back? Plus, sending money and food to poor countries only increases their dependence on foreign aid. They should be working to create sustainable economies and infrastructures so that they can care for their own citizens instead of being dependent on other countries to survive. Lastly, providing foreign aid is a dangerous proposition – what if we give money to a country thinking they are our ally and it turns out the government is corrupt, or worse, violates its citizens’ human rights? Also, by giving aid to certain countries, we involve ourselves in the region’s politics – and this is something that we should not do. We need to focus on our own problems – political, economic, and the rest, and not interfere with other regions’ issues. Once we have our house in order, we can begin to provide aid to other countries.