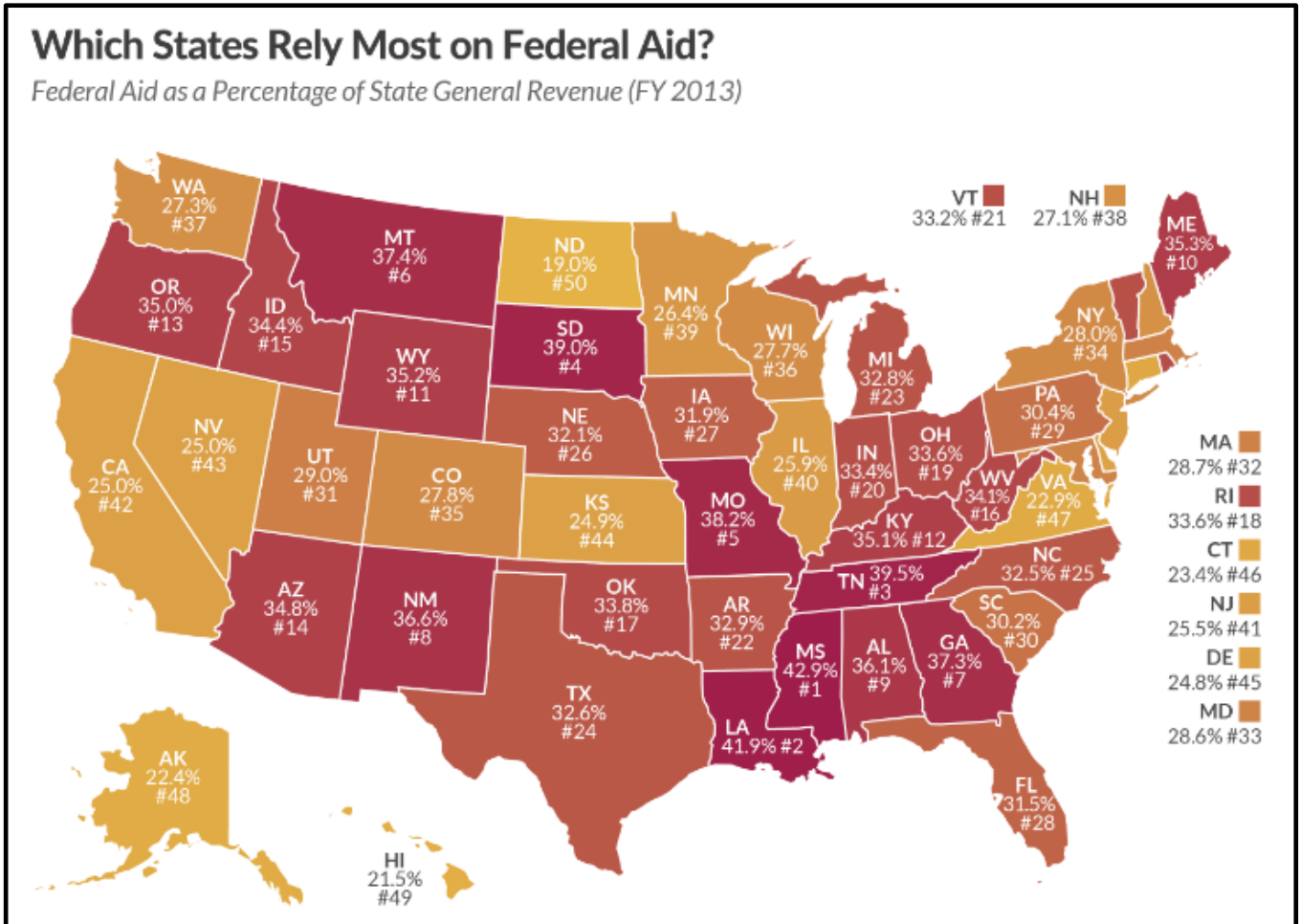




United States and Virginia History Inquiry (240-270 Minutes)

# How Much is too Much? Government Involvement in the U.S. Economy







Source: <https://taxfoundation.org/which-states-rely-most-federal-aid-0/>

### Supporting Questions- These are used to structure and develop the inquiry

1. In what ways is the U.S. government currently involved in the economy?
2. How did government measures in the 1960s and 1970s help or hurt the economy, both at that time and in later years?
3. Does government involvement overall foster or inhibit economic growth?




## Overview – Government Involvement in the U.S. Economy

<h3>How Much is Too Much?</h3> <h4>Government Involvement in the U.S. Economy</h4>	
<b>VA SOL Content Standard</b>	VUS.14 The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century. GOVT.14 The student will apply social science skills to understand economic systems. GOVT.15 The student will apply social science skills to understand the role of the government in the Virginia and U.S. economies.
<b>VA SOL Skills Standard 1</b>	1a synthesize evidence, 1c interpret images, 1d construct arguments, 1e compare and contrast, 1f cause and effect relationships, 1g connections across time and place, 1i rights and responsibilities of citizenship, 1j investigate and research
<b>Portrait of a Graduate Correlations</b>	   
<b>Introducing the Question</b>	<b>HOOK:</b> Students will analyze two political cartoons and compare them, indicating the overall point of each as well as the artists’ purpose in creating them.

• **Supporting Questions - These are Used to Structure and Develop the Inquiry**

Supporting Question 1	Supporting Question 2	Supporting Question 3
In what ways is the government currently involved in the U.S. economy?	How did government measures in the 1960s and 1970s help or hurt the economy, both at that time and in later years?	Does government involvement overall foster or inhibit economic growth?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
In small groups students review policies/goals in different sectors of the economy: Regulatory (Business, Labor, Environment) Fiscal (Taxing and Spending), Social Programs (Entitlement Programs and Education). Then share out to class; students take notes in chart or other graphic organizer	Students produce timelines of government economic policies in 1960s and 1970s, specifically targeting Environment, Entitlement, and Taxing policies  Students determine <i>possible</i> cause and effect relationships. Browse a collection of photos (or find on own) and choose two or more showing a possible cause and effect relationship, and be able to explain how and why it helped or hurt the economy; present informally to class	Watch videos and read an excerpt from two secondary sources  Barometer Activity: Taking a Stand on Controversial Issues
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>
A: ushistory.org, Social and Regulatory Policy <a href="http://www.ushistory.org/gov/11d.asp">http://www.ushistory.org/gov/11d.asp</a> B: ushistory.org, Economic Policy <a href="http://www.ushistory.org/gov/11c.asp">http://www.ushistory.org/gov/11c.asp</a>	A: Fiscal Policy in the 1960s and 1970s by U.S. Department of State; <a href="https://www.thoughtco.com/fiscal-policy-in-the-1960s-and-1970s-1147748">https://www.thoughtco.com/fiscal-policy-in-the-1960s-and-1970s-1147748</a> B: Marx, J.D. (2011). American social policy in the 1960s and 1970s. Social Welfare History Project. <a href="http://socialwelfare.library.vcu.edu/war-on-poverty/american-social-policy-in-the-60s-and-70s/">http://socialwelfare.library.vcu.edu/war-on-poverty/american-social-policy-in-the-60s-and-70s/</a> C: <a href="https://www.epa.gov/history">https://www.epa.gov/history</a> (Timeline)	A: Government Regulation: Crash Course Government and Politics #47 <a href="https://www.youtube.com/watch?v=sDqGzMdhL1M&amp;t=56s">https://www.youtube.com/watch?v=sDqGzMdhL1M&amp;t=56s</a> B: Visualizing the Growth of Federal Regulation since 1950 <a href="https://www.youtube.com/watch?v=p5-5a6Q54BM">https://www.youtube.com/watch?v=p5-5a6Q54BM</a> C: The Unintended Consequences of Federal Regulatory Accumulation <a href="https://www.mercatus.org/publication/unintended-consequences-federal-regulatory-accumulation">https://www.mercatus.org/publication/unintended-consequences-federal-regulatory-accumulation</a>



<p><b>Summative Performance Tasks</b></p>	<p><b>ARGUMENT:</b> Write a thesis and introductory paragraph answering Supporting Question #3, as well as an outline for an analytical essay, including three topic sentences and evidence.</p> <p><b>EXTENSION:</b> Write entire analytical essay or participate in a Structured Academic Controversy (SAC) on the compelling question.</p>
<p><b>Taking Informed Action</b></p>	<p>Participate in Socratic Seminar in class; Write a speech advocating for more or less government involvement in the economy and give speech in class; create a poster to inform public about the advantages or disadvantages of government involvement in the economy to be displayed in school.</p> <p><a href="#">EXPLORE THIS BLOG POST FOR MORE INFORMATION ON TAKING INFORMED ACTION</a></p>
<p><b>Taking Informed Action: UN Sustainable Development Goals</b></p>	 <p>Guide students to the <a href="#">UN Sustainable Development Goals (SDG)</a> website and explore the 17 goals. Discuss the implication government involvement in the economy can have on the ability for the United States to assist the UN in achieving the Sustainable Development Goals, whether positive or negative.</p> <p><b>SUSTAINABLE DEVELOPMENT GOALS</b></p>

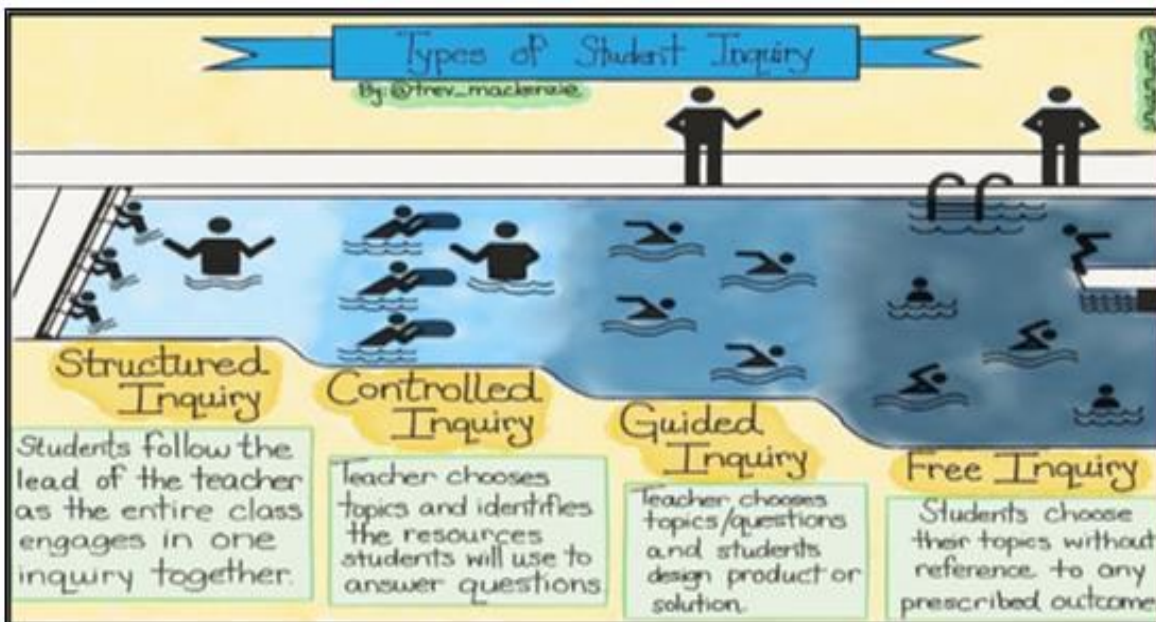
## Student Generated Questions (This is done throughout the Inquiry)

It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.

- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
- How can you further your understanding of this topic?
- Where can you access additional sources or information on this topic?
- Who could be an additional resource for your inquiry?

Record student questions in a “parking lot” (on a poster, white board, google doc) so that the class can readily access them. Throughout the inquiry, return to these questions and, if possible, weave them into your instruction and formative assessment. By intentionally soliciting and then addressing/using students’ questions, you develop their ability to ask questions, plan for future steps, and think about their thinking (metacognition).

**NOTE: It is possible to use these students’ questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.**



There are multiple types and levels of inquiry. As the teacher you must decide the level of student choice regarding:

1. Question formation
2. Resources
3. Product and Informed Action



## Optional Background Resources

### Websites:

- “Role of Government in the Economy,” Country Studies, Department of State  
<http://countrystudies.us/united-states/economy-6.htm>
- Gilder-Lehrman Institute of American History <https://www.gilderlehrman.org/>
- American History from Revolution to Reconstruction and Beyond  
<http://www.let.rug.nl/usa/outlines/economy-1991/a-historical-perspective-on-the-american-economy/government-involvement.php>
- Dollars and Sense: Real World Economics  
<http://www.dollarsandsense.org/>

## General Types of Supports

<p><a href="#">Graphic Organizers</a> – Over a dozen free styles you can customize and download.</p>	<p><a href="#">53 Ways to Check for Understanding</a></p> <p>A collection of formative assessments.</p>	<p>Document Analysis Tools from the <a href="#">National Archives</a> and <a href="#">Library of Congress</a></p>
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Sensory Support	Graphic Supports	Interactive Support	Linguistic Supports	Behavior Supports
<ul style="list-style-type: none"> <li>• Real life objects</li> <li>• Manipulatives</li> <li>• Pictures &amp; Photographs</li> <li>• Illustrations, diagrams, and drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Graphic organizers</li> <li>• Tables</li> <li>• Graphs</li> <li>• Slotted outlines</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit modeling</li> <li>• Think alouds</li> <li>• Pairs/partners</li> <li>• Triads or small groups</li> <li>• Cooperative learning</li> <li>• Shared reading</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence frames</li> <li>• Word walls</li> <li>• Pre-teach vocabulary within context of text or learning task</li> <li>• Read aloud</li> <li>• Leveled texts</li> <li>• Use of home language</li> </ul>	<ul style="list-style-type: none"> <li>• Clear behavior expectations</li> <li>• Explicit routines and procedures</li> <li>• Student self-regulation strategies</li> <li>• Coping and stress relief strategies</li> </ul>



Introducing the Compelling Question – The Hook (15-20 Minutes)	
<b>Compelling Question</b>	How Much Is Too Much? Government Involvement in the U.S. Economy
<b>Featured Source(s)</b>	<b>Source A:</b> Political Cartoon, “Meanwhile, On the Road to Recovery” <b>Source B:</b> Political Cartoon, “I Wonder If There’s Intelligent Life on Other Planets?”

**INSTRUCTIONS/PROCESS FOR INTRODUCING THE COMPELLING QUESTION:**

This hook is meant to get students thinking about the role the federal government plays in the U.S. economy.

“How Much Is Too Much? Government Involvement in the U.S. Economy” is meant to take 2-3 90 minute class periods.

To help get students warmed up for the inquiry, students will be asked to analyze two political cartoons.

Prior to showing the students the political cartoon, the teacher should get an idea of what students already know about the role of the government in the economy. Or students may be asked what they think are valid roles for the government in the economy.

Following the discussion the students should be shown Sources A and B. This can be passed out to students, projected, or viewed on Google Classroom or other LMS. The teacher guides the students toward finding the main idea of each cartoon, the author’s purpose in creating each, and comparing the overall messages of the two.

Discussion should include how the information about the cartoons links to the compelling question.

Students should then be asked to generate a hypothesis based on what they know at this point that answers the compelling question. Students should discuss their hypotheses either in a small group or with the whole class.





## Introducing the Compelling Question – Featured Sources

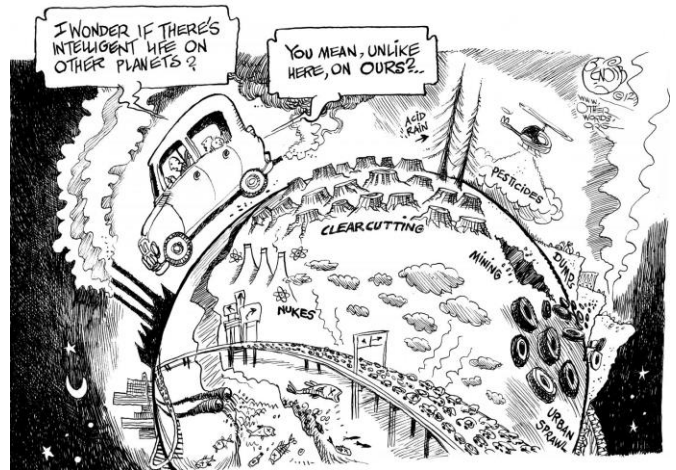
Featured Source(s)

Source A: Political Cartoon, “Meanwhile, On the Road to Recovery”

Source B: Political Cartoon, “I Wonder if There’s Intelligent Life on Other Planets?”



<https://www.scoopnest.com/user/BankableInsight/450278266364907520>



<http://www.bendib.com/environment/>

## Student Generated Questions (This is done throughout the Inquiry)

It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.

- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
- How can you further your understanding of this topic?
- Where can you access additional sources or information on this topic?
- Who could be an additional resource for your inquiry?

Record student questions in a “parking lot” (on a poster, white board, google doc) so that the class can readily access them. Throughout the inquiry, return to these questions and, if possible, weave them into your instruction and formative assessment. By intentionally soliciting and then addressing/using students’ questions, you develop their ability to ask questions, plan for future steps, and think about their thinking (metacognition).

**NOTE: It is possible to use these students’ questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.**



Supporting Question 1 (60 Minutes)	
<b>Supporting Question</b>	In what ways is the U.S. government currently involved in the economy?
<b>Formative Performance Task</b>	In small groups students review policies/goals in different sectors of the economy: Regulatory (Business, Labor, Environment) Fiscal (Taxing and Spending), Social Programs (Entitlement Programs and Education). Then share out to class; students take notes in chart or other graphic organizer
<b>Featured Source(s)</b>	<p><b>A:</b> ushistory.org, Social and Regulatory Policy  <a href="http://www.ushistory.org/gov/11d.asp">http://www.ushistory.org/gov/11d.asp</a></p> <p><b>B:</b> ushistory.org, Economic Policy  <a href="http://www.ushistory.org/gov/11c.asp">http://www.ushistory.org/gov/11c.asp</a></p>

### Process and Formative Performance Task

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The formative performance task asks students to first review a number of sources to get an overall picture of the different government policies affecting the U.S. economy today and take notes in a chart. This permits the students to gain the necessary background knowledge to consider, and be able to give an answer to, the compelling question.

Process:

1. Students are divided into small groups. Each group is assigned a sector of the economy and provided with the corresponding readings. Within the groups, students may divide the work in a way that suits them as long as each student is solely responsible for a part.
2. The chart (**Appendix A**) is handed out at this point. Students take notes on their parts within their groups.
3. Groups then share out their notes to the class, either by presenting them orally or participating in a Jigsaw. Each student takes notes in a chart or other graphic organizer.
4. After the chart is completed, each student writes a paragraph stating which three economic policies or goals of the government he or she thinks are most important to society, and why.
5. If time, teacher can tally student responses to determine which three most students chose, followed by a short discussion of why. Students should be reminded that there are no right answers and that any answer that can be defended is valuable.



## Featured Sources

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**FEATURED SOURCE A:** <http://www.ushistory.org/gov/11d.asp>

Social and Regulatory Policy

11d. Social and Regulatory Policy

Food stamps

Food stamps can mean the difference between getting by and going hungry. But the question of how to distribute them and other forms of welfare support has become a hotly contested issue. How much? For how long? And, most importantly, who is eligible?

Unalienable rights. Life, liberty, and the pursuit of happiness.

Does the right to pursue happiness include access to a free public education? Do all Americans have an unalienable right to health care under this happiness umbrella? Should the unemployed be assisted in their times of need?

Early American leaders did not interpret the "pursuit of happiness" this broadly. But 20th century Americans have continually expanded the notion of a pursuit of happiness to include these and an array of other social concerns. Consequently, much of the modern political agenda revolves around determining social policy.

Social Policy

Welfare currently has a bad name in American politics, often conjuring images of irresponsible recipients who take welfare payments from the government instead of working. Conservatives charged that continual government support for the unemployed provided a disincentive to find work and fostered a culture of dependency. Although most liberals opposed ending welfare payments outright, there was bipartisan agreement that reform was needed in the mid-1990s. The greatest myth about welfare is the amount the federal government actually spends on relief checks. Throughout the 1990s, payments of this nature typically comprised about 3 to 4% of the nation's annual budget.

President Lyndon Johnson signing the Medicare program into law

When President Lyndon Johnson enrolled former President Harry Truman as the first beneficiary of the Medicare program in 1965, he created an entitlement program that constitutes a significant chunk of the federal budget.





Actually, the most extensive single welfare program is Social Security — a social insurance plan for the elderly. Employees and employers contribute to a fund through payroll taxes, and virtually everyone who contributes for at least ten years is eligible for payments. Most Americans support the program as long as it's called "Social Security" and not "welfare." Other "entitlement" programs include Medicare, Medicaid, Aid to Families with Dependent Children, and food stamps.

One of the most nettlesome political issues of the 1990s was the health care controversy. Throughout the decade, between 30 and 40 million Americans were uninsured for medical fees in any given year. In 1993, Congress defeated President Bill Clinton's proposed plan to provide all citizens with basic insurance coverage for doctor fees, hospitalization, and prescription drugs. Conservatives deemed the plan as too expensive, with unforeseeable intrusion of the government into personal health care decisions. On the other hand, even most conservatives accept government's role in medical research and regulating food and drugs. The Public Health Service, headed by the Surgeon General, researches, gathers information, and monitors health care. The Food and Drug Administration regulates the labeling and processing of most foods, drugs, and cosmetics.

#### Who's who in U.S. vs. Microsoft

The government actively regulates business, as seen in the recent antitrust suit filed by the Department of Justice against Microsoft. In its case, the government has enlisted a number of Microsoft's competitors to testify about the company's business practices.

Public education is generally regarded as the responsibility of local communities, so the federal government's role in this area is limited. Today the majority of federal funds for education are directed to higher education, primarily in the form of student loans and grants. Since the 1950s, the federal government has provided funds for Grades 1-12, particularly for programs to upgrade science, language, and mathematics. Other programs, such as Head Start for preschoolers, focus on helping underprivileged children. Even so, the federal government today funds less than 10 percent of the total amount spent on education in the United States.

#### Oil drilling

The nation's natural resources are subject to government regulation. The Bureau of Land Management oversees the production and conservation of oil and gas, geothermal energy and helium (which is extracted from natural gas).



## Regulatory Policy

While most Americans are proud of living "in the land of the free," in reality their lives are regulated by the government in many inconspicuous ways. Consider the American who starts her day with a little breakfast. Her food is regulated for purity and freshness, and appliances such as her coffeepot, her microwave, and her toaster must meet federal safety requirements. Her car, her children's school, and her place of work must all meet federal standards, and state and local governments may impose additional regulations. Her whole schedule revolves around time, which is regulated by the government. Eastern, Central, Mountain, and Pacific Standard Times are determined by the federal government.

Federal regulations fall into three basic categories:

**Regulating business.** The national government began regulating business in the late 1800s in order to eliminate monopolies, businesses or groups that have exclusive control of an industry. Government now regulates a wide array of business practices, including the elimination of competition and fraudulent product offerings.

**Regulating labor.** Most labor policies have come about to protect the American worker. The government has promoted equal employment opportunities, safe and sanitary workplace standards, and fair bargaining practices between employer and workers.

**Regulating the environment and energy.** Environmental policy is the responsibility of many different government departments and agencies. Especially important is the Environmental Protection Agency, which enforces policies on water and air pollution, pesticides, radiation, and waste disposal. Energy policies, on the other hand, are coordinated by the Department of Energy, created in the late 1970s in the wake of worldwide oil and gas shortages.

"Promoting the general welfare," as prescribed in the Preamble to the Constitution, is a tall order for the United States government today. New developments — such as corporations, immense labor pools, and environmental and energy problems — call for new solutions. American leaders of the 21st century must be increasingly creative to meet these challenges.

**FEATURED SOURCE B:** <http://www.ushistory.org/gov/11c.asp>

Until the 20th century the country abided by the laissez-faire policy, which required a free market with little intervention from government. With the Great Depression came Keynesian economics, or the opposite belief that the government should manage the economy. Today, United States economic policy lies somewhere in between — government should regulate and sometimes manage, but should allow a free market whenever possible. Political and business leaders disagree on how much control is enough.



## Fiscal Policy

Fiscal policy affects the economy by making changes in government's methods of raising money and spending it.

**Raising money.** The most important way that the United States raises money is through taxation. About 40 percent of the government's total tax collections come from income taxes from individuals and businesses. Another 32% come from social insurance taxes, such as Social Security, Medicare, and unemployment compensation. Other sources of income are excise taxes on goods such as liquor, tobacco, and gasoline, estate and gift taxes, and tariffs. The government also may borrow money to finance its expenses. For example, it borrows money when it sells treasury bonds to citizens.

**Spending money.** The government now spends more than \$1.5 trillion a year, as provided in the federal budget. Each year, the President submits a federal budget for approval by Congress for money to be spent starting in October of that year. More money is spent in three categories than in any others. The largest amount of money goes to entitlement programs, such as Social Security pensions for older Americans, unemployment insurance, Medicare, and federal retirement pensions. The second largest amount goes for national defense. Today about 16 percent of the total budget goes for defense, in contrast to 28 percent in 1987, when the Cold War was still on. The third largest amount — about 15 percent — pays interest on the national debt. Other expenditures are highway construction, education, housing, and foreign aid.

Fiscal policy also can affect the money supply and can be used to stimulate spending or curb inflation. Tax cuts tend to stimulate consumer spending by leaving more money in the hands of American citizens. Tax hikes could be used to slow inflation by removing money from the hands of consumers. The government can also curb inflation by cutting government expenditures.

Some argue that government should be more "hands off" than it is and that taxes should be reduced. Others believe that the government should more actively control the economy and that taxes should be used to pay down the national debt. Many disagree on the amount of control that government should have, but no one questions the importance of government's setting a strong, effective economic policy.

## Student Generated Questions (This is done throughout the Inquiry)

It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.

- What questions came up during class?
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**NOTE: It is possible to use these students' questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.**



## Additional Support/Scaffolds/Extensions

“Role of Government in the Economy,” Country Studies, Department of State

<http://countrystudies.us/united-states/economy-6.htm>

Supporting Question 2 (60-90 Minutes)	
<b>Supporting Question</b>	How did government measures in the 1960s and 1970s help or hurt the economy, both at that time and in later years?
<b>Formative Performance Task</b>	Students produce timelines of government economic policies in 1960s and 1970s, specifically targeting Environment, Entitlement, and Taxing policies Students determine <i>possible</i> cause and effect relationships. Browse a collection of photos (or find on own) and choose two or more showing a possible cause and effect relationship, and be able to explain how and why it helped or hurt the economy; present informally to class
<b>Featured Source(s)</b>	<b>A:</b> Fiscal Policy in the 1960s and 1970s by U.S. Department of State; <a href="https://www.thoughtco.com/fiscal-policy-in-the-1960s-and-1970s-1147748">https://www.thoughtco.com/fiscal-policy-in-the-1960s-and-1970s-1147748</a> <b>B:</b> Marx, J.D. (2011). American social policy in the 1960s and 1970s. Social Welfare History Project. <a href="http://socialwelfare.library.vcu.edu/war-on-poverty/american-social-policy-in-the-60s-and-70s/">http://socialwelfare.library.vcu.edu/war-on-poverty/american-social-policy-in-the-60s-and-70s/</a> <b>C:</b> <a href="https://www.epa.gov/history">https://www.epa.gov/history</a> (Timeline)

## Process and Formative Performance Task

The formative performance task in this lesson asks students to produce timelines of government economic policies in the 1960s and 1970s, specifically targeting Environment, Entitlement, and Taxing policies, and to begin to think about possible cause and effect relationships between policies and results.

### Process:

1. Begin class by reviewing students’ responses prioritizing government economic policies and goals. Ask students to consider the flip side—how might these same policies and goals negatively affect the economy, if at all? Students share responses; teacher guides discussion.
2. Working in pairs, students read through sources related to their assigned topic—Environment, Entitlement, or Taxing. *Note: You may want to ascertain whether students understand the term “Entitlement” in this context.* A number of pairs will be working on each topic, but separately at this time. Each pair completes a timeline, on a worksheet with three timelines already labelled Environment, Entitlement, Taxing (**Appendix B**). Limit students to recording 5-7 of the most important policies, otherwise the amount of information can become overwhelming.



3. After timelines are completed, larger groups are formed by topic and timelines compared. Students fill in any important information they were missing.
4. The three timelines are shared on the board or walls, and students fill in the timeline for the remaining two topics.
5. Students begin to consider possible cause and effect relationships between government economic policies and effects. While some students may already have a grasp on economics, most will be making conjectures, which is the purpose. To do this, student pairs will be asked to browse a collection of photos (**Appendix C**)--or find on their own—and select two showing a possible cause and effect relationship, and be able to explain how and why it helped or hurt the economy.
6. Student pairs informally present to class both the photos (likely projected) and their ideas about cause and effect.
7. In the last five minutes, each student writes a paragraph stating which three government policies he or she thinks are most problematic for the economy, and why.

## Featured Sources:

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**FEATURED SOURCE A:** <https://www.thoughtco.com/fiscal-policy-in-the-1960s-and-1970s-1147748>

Fiscal Policy in the 1960s and 1970s

by U.S. Department of State

Updated March 27, 2017

By the 1960s, policy-makers seemed wedded to Keynesian theories. But in retrospect, most Americans agree, the government then made a series of mistakes in the economic policy arena that eventually led to a reexamination of fiscal policy. After enacting a tax cut in 1964 to stimulate economic growth and reduce unemployment, President Lyndon B. Johnson (1963-1969) and Congress launched a series of expensive domestic spending programs designed to alleviate poverty.

Johnson also increased military spending to pay for American involvement in the Vietnam War. These large government programs, combined with strong consumer spending, pushed the demand for goods and services beyond what the economy could produce. Wages and prices started rising. Soon, rising wages and prices fed each other in an ever-rising cycle. Such an overall increase in prices is known as inflation.

In the early 1970s, the nation was hit by a sharp rise in international oil and food prices. This posed an acute dilemma for policy-makers. The conventional anti-inflation strategy would be to restrain demand by cutting federal spending or raising taxes.

But this would have drained income from an economy already suffering from higher oil prices. The result would have been a sharp rise in unemployment. If policy-makers chose to counter the loss of income caused by rising oil prices, however, they would have had to increase spending or cut taxes. Since neither policy could increase the supply of oil or food, however, boosting demand without changing supply would merely mean higher prices.



President Jimmy Carter (1973-1977) sought to resolve the dilemma with a two-pronged strategy. He geared fiscal policy toward fighting unemployment, allowing the federal deficit to swell and establishing countercyclical jobs programs for the unemployed. To fight inflation, he established a program of voluntary wage and price controls. Neither element of this strategy worked well. By the end of the 1970s, the nation suffered both high unemployment and high inflation.

Deficits now seemed to be a permanent part of the fiscal scene. Deficits had emerged as a concern during the stagnant 1970s. Then, in the 1980s, they grew further as President Ronald Reagan (1981-1989) pursued a program of tax cuts and increased military spending.

*This article is adapted from the book "Outline of the U.S. Economy" by Conte and Carr and has been adapted with permission from the U.S. Department of State.*

**FEATURED SOURCE B:** <http://socialwelfare.library.vcu.edu/war-on-poverty/american-social-policy-in-the-60s-and-70s/>

American Social Policy in the 1960's and 1970's

by Jerry D. Marx, Ph.D., M.S.W., University of New Hampshire

The Affluent Society

As the decade of the 1960s began, the United States had the "highest mass standard of living" in world history.<sup>1</sup> The strong American postwar economy of the late 1940s and 1950s continued into the 1960s. In fact, from 1940 to 1960, the U.S. gross national product increased fivefold.<sup>2</sup>

...In 1966, the percentage of rural Americans in poverty was 19 percent, compared to 14 percent for urban Americans. In that same year, the percent of nonwhite Americans in poverty was 41 percent, in contrast to 12 percent of white Americans. Furthermore, 32 percent of poor families in 1967 contained a head of the household that worked full-time, and another 25 percent of poor "breadwinners" worked part-time. What is more, many poor female heads of households, because of child-rearing duties and lack of child care, could not work outside the home, leaving 11 million of the poor in 1963 in these families.

Kennedy and the New Frontier

Democrat John F. Kennedy won a close presidential election over the Republican candidate in 1960...

...The Manpower Development and Training Act of 1962 was the country's first major job training program. Also, the Kennedy Administration increased federal funding to local welfare departments for casework, job training, and job placement through passage in 1962 of the Public Welfare Amendments to the Social Security Act (also known as the "Social Service Amendments").

Once elected, Kennedy created the Area Redevelopment Agency in 1961.<sup>19</sup> This agency provided support in the form of loans, subsidies, and public works to local businesses in poverty areas such as Appalachia.

...The Community Mental Health Centers Act was passed in 1963.<sup>20</sup> This act provided federal funds to public or private nonprofit organizations for construction, and later staffing, of community mental health centers providing outpatient and prevention services.





## FAIRFAX COUNTY PUBLIC SCHOOLS - SOCIAL STUDIES – C3 INQUIRY LESSON FOR US/VA GOV

Another Kennedy legislative success was the Juvenile Delinquency and Youth Offenses Control Act of 1961.<sup>21</sup> This program, although small and less well known, became a model for many of the Great Society programs. It sought to reduce juvenile delinquency by providing federal funding for local demonstration projects (such as “Mobilization for Youth” in New York) that created opportunities for youth education and training.

Furthermore, in 1962, the Kennedy Administration passed tax credits for business investment...These policy changes, along with an income tax cut passed in 1964, contributed to the continued economic growth of the 1960s.

### Johnson and the Great Society

President Lyndon Johnson significantly expanded the federal partnership in American social welfare, a partnership of the federal government with private and other public institutions to promote social welfare. During the Great Depression, Roosevelt established a significant role for the federal government in maximizing social welfare throughout the country. The “Great Society,” as Johnson called his legislative agenda, greatly expanded this role...

...A major piece of legislation passed during the Johnson Administration was Medicare.<sup>34</sup> Medicare made health care more affordable for older Americans. The mandatory part of the program, Part A, covered various hospital costs and was financed by a payroll tax on employers and employees...

To assist the poor with health care, the Johnson Administration passed Medicaid....States had to provide emergency care and certain other basic services...It did not promote outreach and preventative services and there were few cost controls in the legislation.

The Johnson Administration also passed the Elementary and Secondary Education Act in 1965.<sup>36</sup> This act provided federal assistance to low-income public school districts.

Other Great Society programs included the Work Incentive Program and the Food Stamp Program. The Work Incentive Program was part of the welfare amendment of 1967. This program funded training programs and child care for women on welfare.<sup>37</sup> The Johnson Administration passed the Food Stamp Act, which established a Food Stamp Program to assist the poor in purchasing food.

The centerpiece of Johnson’s Great Society legislative agenda, however, was the “War on Poverty.” This antipoverty legislation, officially entitled The Economic Opportunity Act of 1965, consisted of several programs including Job Corps and the Neighborhood Youth Corps.<sup>38</sup> Job corps provided urban school dropouts with alternative educational and training programs, while the Neighborhood Youth Corps provided part-time jobs to youth in local agencies.

### Nixon and the Federal Social Welfare Partnership

Richard M. Nixon succeeded Lyndon Johnson as President of the United States in 1968. Although a Republican who was highly critical of Johnson’s Great Society, Nixon continued expanding the federal partnership in social welfare.<sup>46</sup> Nixon’s policy views on the Great Society reflected the anger and resentment of the middle class and many local community leaders with the concept of maximum feasible participation of the poor in local services.



Nixon...promoted legislation that helped the working poor and what America has historically viewed as the “deserving poor” – older Americans, people with disabilities, and children. Nixon pursued his strategy, to a considerable extent, by adding expansive amendments to Democratic policy proposals, by out-bidding them on certain pieces of legislation that assisted the working and/or deserving poor...The result was the passage of a considerable amount of health and human service legislation during Nixon’s presidency and a substantial addition to the federal government’s responsibility for social welfare.

Legislation enacted by the Nixon Administration included the Supplemental Security Income program in 1972.<sup>49</sup> This legislation brought Old Age Assistance, Aid to the Blind, and Aid to the Disabled under the sole administration of the Social Security Administration of the federal government. Most of the cost for the program was assumed by the federal government. Supplemental Security Income, better known as “SSI,” provided assistance to people with mental and physical disabilities.

Nixon also expanded the federal government’s role in the Food Stamp Program by passing reforms to the program in 1970 and 1973.<sup>50</sup> He made funding and administrative oversight of the program a responsibility of the federal government. In doing this, Nixon established national eligibility standards for Food Stamps which included the working poor. Nixon also made participation in the Food Stamp Program mandatory for all states.

During his first term, Nixon also approved a 20 percent increase in Social Security benefits and indexed Social Security to inflation.<sup>51</sup> This meant that as the cost of living went up, benefits would also rise. Unfortunately, the legislation did not include a corresponding increase in the payroll tax to fund the benefit increase. This, along with double digit inflation and an increase in retired people per worker, contributed to an eventual funding crisis in the Social Security Program.

Title XX of the Social Security Act, passed during the Nixon Administration...contributed federal funds to states for a broad array of social services – including critically needed services such as child care and domestic violence shelters.

Nixon was also the first president to pass legislation which used the tax system to give resources to the poor. This was the “Earned Income Tax Credit.”<sup>53</sup> The credit was a payment to the working poor with dependent children of up to \$400 based on a percentage of their earned income for the year.

Other legislation passed during the Nixon Administration included the Rehabilitation Act (1973), the Education for All Handicapped Act (1975), the Health Maintenance Act (1973), the Family Planning Services and Population Act (1974), the Occupational Safety and Health Act (1970), the Juvenile Justice and Delinquency Act (1974), and the Child Abuse Prevention Act (1974).<sup>54</sup> The Rehabilitation Act led to major efforts to make buildings, public transportation, and jobs accessible to people with disabilities, while the Education for All Handicapped Act subsequently “mainstreamed” students with disabilities in public schools. A bill that would lead to significant changes in the U.S. health care system, the Health Maintenance Act provided funding for the development of Health Maintenance Organizations. Another Nixon health bill, the Family Planning Services and Population Act helped low-income women obtain family planning services. And the Occupational Safety and Health Act provided federal oversight of safety standards in industry through the establishment of the Occupational Safety and Health Administration, better known as “OSHA.”



**FEATURED SOURCE C:** <https://www.epa.gov/history> (Timeline)

**Congress Creates the Superfund Program**

December 10, 1980

Congress creates the Superfund Program, holding polluters responsible for cleaning up most hazardous waste sites. The initial program designated \$1 billion for cleanup efforts.

[Learn more about Superfund](#)

**PCB Phase-out Begins**

April 19, 1979

EPA begins phasing out the production and use of PCBs, a family of synthetic chemicals used in paint, cement and other household and commercial products. Because of their toxicity and persistence in the environment, PCBs can pollute air, water and land, and are believed to cause cancer.

[Read the press release](#)

**Three Mile Island Nuclear Accident**

March 28, 1979

A severe meltdown of the Three Mile Island nuclear power plant near Harrisburg, Pennsylvania, raises awareness and provokes discussion about nuclear power safety. As a result, EPA and other agencies begin monitoring radioactive fallout and The White House chooses EPA to monitor radiation levels around Three Mile Island.

[Learn more about Three Mile Island](#)

**Clean Water Act of 1977**

December 28, 1977

President Jimmy Carter signs the Clean Water Act, amending the 1972 version. The Act stressed the importance of toxic pollutant control. A construction grant over five years created thousands of jobs, aided state and local planning, and encouraged experimentation with new water treatment methods.

[Learn more about the Clean Water Act](#)

**Safer Drinking Water**

June 25, 1977

National drinking water standards went into effect for the first time. For the first time, all public water suppliers were required to test their public water routinely and notify their customers if water was not up to EPA standards.

[Learn more about keeping drinking water safe](#)



**Toxic Substances Control Act (TSCA)**

October 11, 1976

President Gerald Ford signs the Toxic Substances Control Act to curtail environmental and health risks posed by the growing number of synthetic and organic chemicals in consumer products and the environment.

[Learn more about TSCA](#)

**Cancer-Causing Pesticides Banned**

July 30, 1975

Administrator Train orders the suspension of two lawn and garden pesticides, heptachlor and chlordane, after the chemicals caused cancer in mice and rats. New studies that led to Train's decision revealed that about 75% of dairy and meat products in the United States contained the chemicals and that virtually every person in the U.S. had residue of the chemical in their bodies, including unborn babies.

[Read the press release](#)

**Safe Drinking Water Act**

December 16, 1974

Congress passes the Safe Drinking Water Act, allowing EPA to regulate the quality of public drinking water.

[Learn more about the Safe Drinking Water Act](#)

**Leaded Gasoline Phase-Out**

December 28, 1973

On November 28, 1973 EPA released a study confirming that lead from automobile exhaust posed a direct threat to public health. On December 8 of that same year EPA issues regulations gradually reducing lead in gasoline.

[Read the press release](#)

**Transportation Controls**

October 15, 1973

EPA creates new transportation controls in some of the nation's largest cities, including Los Angeles, Boston, Dallas, and others. Measures included exclusive bus lanes, bypass lanes for carpools and buses, parking garages and restrictions, and a mass transit incentive plan for California employers.

[Read the press release](#)

**Oil Embargo**

July 1, 1973



The OPEC oil embargo triggers a spike in oil prices and scarcity of supply, stimulating conservation and research into alternative energy sources.

[Read the 1974 position paper on the energy crisis](#)

### **Auto Maintenance Regulations**

June 4, 1973

EPA sets regulations on car manufacturing and testing for compliance with Clean Air Act emissions standards. Car manufacturers were required to install malfunction warning systems in cars made in 1975 or later, and EPA specified conditions under which manufacturers could perform maintenance to cars during their 50,000-mile test for meeting emissions standards.

[Learn about how EPA controls emissions from cars and light trucks](#)

### **Ocean Dumping Act**

October 23, 1972

Congress enacts the Marine Protection, Research, and Sanctuaries Act, or Ocean Dumping Act, to reduce ocean water pollution. Within three years, EPA had denied 70 contracts, many of them for chemical dumping.

[Learn more about the Act](#)

### **Clean Water Act**

October 18, 1972

Congress passes the Federal Water Pollution Control Act, commonly known as the Clean Water Act. The purpose of the Clean Water Act is to restore and maintain our nation's waters by preventing pollution, providing assistance to publicly-owned wastewater treatment facilities, and maintaining the integrity of wetlands.

[Learn more about the Clean Water Act](#)

### **EPA Bans DDT**

June 14, 1972

After public concerns about the health effects of the widely-used pesticide DDT, EPA bans its use and requires extensive review of all pesticides.

[Learn more about DDT and the DDT ban](#)

### **Vehicle Fuel Economy Testing**

December 31, 1971

EPA begins testing the fuel economy of cars, trucks and other vehicles, the first step towards informing consumers about the gas mileage of their vehicles.

[Learn more about fuel economy](#)



### **EPA Takes National Action on Air Quality**

April 30, 1971

Administrator Ruckelshaus announces national standards on six common pollutants: sulfur oxides, particulate matter, carbon monoxide, photochemical oxidants, nitrogen oxides and hydrocarbons. This was four years ahead of the regulation deadline set by the Clean Air Act.

[Read the press release](#)

### **Lead-Based Paint Restrictions**

January 13, 1971

To protect children from developmental challenges, Congress restricts use of lead-based paint in homes and on cribs and toys in the Lead-Based Paint Poisoning Prevention Act.

[Learn more about lead](#)

### **Clean Air Act of 1970**

December 31, 1970

Congress authorizes EPA to set national air quality, auto emission, and anti-pollution standards. The standards led to the production of the catalytic converter in 1973 by New Jersey's Engelhard Corporation. In its first 20 years, the Clean Air Act prevented more than 200,000 premature deaths by significantly reducing the presence of lead, sulfur dioxide and other harmful pollutants in the air.

[Learn more about the Clean Air Act](#)

## **Student Generated Questions**

It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.

- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
- How can you further your understanding of this topic?
- Where can you access additional sources or information on this topic?
- Who could be an additional resource for your inquiry?

Record student questions in a “parking lot” (on a poster, white board, google doc) so that the class can readily access them. Throughout the inquiry, return to these questions and, if possible, weave them into your instruction and formative assessment. By intentionally soliciting and then addressing/using students’ questions, you develop their ability to ask questions, plan for future steps, and think about their thinking (metacognition).

**NOTE: It is possible to use these students’ questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.**





## Additional Support/Scaffolds/Options

“That ‘70s Crisis,” Dollars and Sense Real World Economics Website

<http://www.dollarsandsense.org/archives/2009/1109reuss.html>

*America in Revolt during the 1960s and 1970s*, edited by Rodney P. Carlisle, J. Geoffrey Golson

Supporting Question 3 (60-90 Minutes)	
<b>Supporting Question</b>	Does government involvement overall foster or inhibit economic growth?
<b>Formative Performance Task</b>	Watch videos and read an excerpt from two secondary sources Barometer Activity: Taking a Stand on Controversial Issues
<b>Featured Source(s)</b>	<p><b>A:</b> Government Regulation: Crash Course Government and Politics #47 <a href="https://www.youtube.com/watch?v=sDqGzMdhL1M&amp;t=56s">https://www.youtube.com/watch?v=sDqGzMdhL1M&amp;t=56s</a></p> <p><b>B:</b> Visualizing the Growth of Federal Regulation since 1950 <a href="https://www.youtube.com/watch?v=p5-5a6Q54BM">https://www.youtube.com/watch?v=p5-5a6Q54BM</a></p> <p><b>C:</b> The Unintended Consequences of Federal Regulatory Accumulation <a href="https://www.mercatus.org/publication/unintended-consequences-federal-regulatory-accumulation">https://www.mercatus.org/publication/unintended-consequences-federal-regulatory-accumulation</a></p>

## Formative Performance Task and Instructional Approach

The formative performance task in this lesson asks students to reflect on their thinking from the beginning of the unit and explain how their ideas developed over time.

**Process:**

1. Begin class by asking students to think about how they might answer Supporting Question #3. Have students jot down their initial, perhaps rough, ideas on paper.
2. Next have students jot down any evidence they might use to answer the question, without referring to their notes and handouts of the previous days. Some students will have less at this point, others more.
3. Ask students to review their notes and handouts and add any information they can as ideas and evidence. After, they should set this aside.
4. Students watch the two featured videos and read the one excerpted source. They should fill out the secondary source analysis worksheet for each (**Appendix D**); each student gets three.
5. After students finish, all participate in the Barometer Activity: Taking a Stand on Controversial Issues (**Appendix E**).



6. Students retain all written work for use in completing the Summative Performance Task.

## Featured Sources:

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### **FEATURED SOURCE A: Government Regulation: Crash Course Government and Politics #47**

<https://www.youtube.com/watch?v=sdqgzmdhl1m&t=56s>

### **FEATURED SOURCE B: Visualizing the Growth of Federal Regulation since 1950**

<https://www.youtube.com/watch?v=p5-5a6q54bm>

**FEATURED SOURCE C:** <https://www.mercatus.org/publication/unintended-consequences-federal-regulatory-accumulation>

The Unintended Consequences of Federal Regulatory Accumulation

By Patrick McLaughlin and Robert Greene

#### SUMMARY

The rapid growth in the number of federal rules has likely hindered the struggling labor market. An increasing regulatory burden can harm workers in various ways.

Federal regulators often have good intentions when proposing new rules, such as increasing worker safety or protecting the environment. However, policymakers typically view each regulation on its own, paying little attention to the rapid buildup of rules—many of them outdated and ineffective—and how that regulatory accumulation hurts economic growth.

The continuous accumulation of rules over the last several decades has not only slowed economic growth but has also reduced employment opportunities and disproportionately harmed low-income households. Unless Congress and agencies address this growing backlog, it will continue to stifle innovation and entrepreneurship.

#### BUILDUP OF RULES HARMS THE ECONOMY

According to the Mercatus Center’s RegData—a tool that uses text analysis to quantify the federal regulations targeting each industry in the United States—total regulatory restrictions have increased nearly 20 percent since 1997 to more than 1 million. Multiple studies have quantified how the growth of rules slows economic growth:

A recent study published in the *Journal of Economic Growth* found that between 1949 and 2005 the accumulation of federal regulations slowed US economic growth by an average of 2 percent per year. Had the amount of regulation remained at its 1949 level, 2011 gross domestic product (GDP) would have been about \$39 trillion—or three and a half times—higher, which translates into a loss of about \$129,300 for every person in the United States.

A 2005 World Bank study found that a 10-percentage-point increase in a country’s regulatory burdens slows the annual growth rate of GDP per capita by half a percentage point.<sup>1</sup> Based on this finding, an increase in regulatory burdens can translate to thousands of dollars in lost GDP per capita growth in less than a decade.



Other economists have estimated that a heavily regulated economy grows two to three percent slower than a moderately regulated one.

#### IMPROVING REGULATORY SYSTEMS SPURS ECONOMIC GROWTH

Conversely, large-scale efforts to reduce regulatory burdens can result in increased investment and economic growth.

According to a World Bank study, moving from the 25 percent most burdensome to the 25 percent least burdensome regulatory environment (as measured by the World Bank’s Doing Business index) can increase a country’s average annual GDP per capita growth by 2.3 percentage points.

When the United States and the United Kingdom reduced regulation in the utility, communications, and transportation industries in the late 1970s and early 1980s, investment in those sectors as a percentage of capital stock more than doubled—from 3.7 percent in 1975 to 8.15 percent in 1998. During that same time, investment rates decreased by 5 percent in continental European countries that did not implement large-scale deregulatory reforms, including Italy, France, and Germany.

#### HOW REGULATIONS HURT THE LABOR MARKET

The rapid growth in the number of federal rules has likely hindered the struggling labor market. An increasing regulatory burden can harm workers in various ways. As former Bureau of Labor Statistics Commissioner and Mercatus Center senior research fellow Keith Hall explains in a recent study:

Regulation adds to costs, increasing prices for regulated goods and services and reducing the final amount bought and sold. As production declines, so does the demand for workers engaged in production.

This shrinkage in the size of the market can decrease employment not only in these regulated industries but also in industries downstream that use the now more expensive goods and services.

More regulation also leads to a shift of workers from production to regulatory compliance jobs, which reduces overall economic efficiency.

Even if displaced workers eventually find new employment, they often face permanent losses in lifetime earnings, which can be as high as almost three years of the previous annual income. This is largely due to skill mismatches between the jobs lost and the new jobs created in the economy.

#### REGULATIONS CAN BE REGRESSIVE

Proponents of federal regulations often use the need to protect society as a whole, particularly lower-income individuals, to justify regulation despite potential economic costs. However, numerous regulations disproportionately burden poor Americans, who are least able to afford them.

Mercatus Center research finds that federal regulations often address small risks impacting a targeted group but spread costs uniformly. As a result, these rules cost up to six to eight times more as a share of income for low-income households than for high-income households.



In 2005 the Food and Drug Administration banned the use of chlorofluorocarbons as propellants in medical inhalers, such as asthma inhalers, for environmental reasons. Shortly thereafter, the price of asthma inhalers tripled. As Mercatus Center senior research fellow Patrick McLaughlin explained in a 2013 Senate testimony, this higher price disproportionately harms lower-income persons and may lead to the choice not to buy an inhaler or leave an asthma attack untreated.

The minimum wage acts as a regulation that prohibits the exchange of a service below a certain price. This also harms workers with the least skills and experience. A recent Mercatus Center study found that a proposed 13.8 percent increase in New Jersey’s minimum wage (from \$7.25 to \$8.25 per hour), which voters passed into law, would not directly affect the college-educated and presumably wealthier workers. However, the wage hike could increase unemployment by as much as two percentage points for young workers without high school diplomas...

## Student Generated Questions

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- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
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**NOTE: It is possible to use these students’ questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.**

## Additional Support/Scaffolds/Options

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“Government Economic Intervention Made America Great,” US News and World Report Website

<https://www.usnews.com/opinion/blogs/economic-intelligence/2012/04/19/government-economic-intervention-made-america-great>

“Government Intervention: A Threat to Economic Recovery,” Heritage Foundation Website

<http://www.heritage.org/testimony/government-intervention-threat-economic-recovery>



Summative Performance Task	
Summative Performance Task	<b>ARGUMENT</b> Write a thesis and introductory paragraph answering Supporting Question #3, as well as an outline for an <i>analytical</i> essay, including three topic sentences and two-three pieces of evidence for each topic sentence.
	<b>EXTENSION</b> Write entire analytical essay or participate in a Structured Academic Controversy (SAC) on the compelling question.


**Description**

In the Summative Performance Task, students construct an evidence-based argument specifically answering Supporting Question #3 “Does government involvement overall foster or inhibit economic growth?” which means they are generally responding to the compelling question “How Much Is Too Much Government Involvement in the U.S. Economy?” As this exercise is for a potential *analytical* essay, students are required not to use any further outside information; just the information they have used during this Inquiry. Teachers may want to modify the Summative Performance Task to suit their students’ needs. While the task here has specific components, in some cases, teachers may want students to write an essay that formally presents and supports their arguments, or they may want students to focus primarily on writing strong thesis statements.

Taking Informed Action	
Taking Informed Action	Participate in Socratic Seminar in class; Write a speech advocating for more or less government involvement in the economy and give speech in class; create a poster to inform public about the advantages or disadvantages of government involvement in the economy to be displayed in school hallway. <a href="#">EXPLORE THIS BLOG POST FOR MORE INFORMATION ON TAKING INFORMED ACTION</a>

**DESCRIPTION/NOTE TO TEACHER:** Taking informed action can manifest itself in a variety of forms and in a range of venues: Students may express action through discussions, debates, surveys, video productions, and the like; these actions may take place in the classroom, in the school, in the local community, across the state, and around the world.



Taking Globally Informed Action	
<p style="color: #1a3d54; font-weight: bold;">Taking Globally Informed Action</p>  <p style="color: #1a3d54; font-weight: bold;">SUSTAINABLE DEVELOPMENT</p>	<p>Directions</p> <ol style="list-style-type: none"> <li>1. Guide students to the <a href="#">UN Sustainable Development Goals (SDG)</a> website and explore the 17 goals. Discuss the implication government involvement in the economy can have on the ability for the United States to assist the UN in achieving the Sustainable Development Goals, whether positive or negative.</li> <li>2. In groups, have students rank their top ten Sustainable Development Goals with 1 being the goal that can be most impacted by government involvement and 10 being the goal least impacted by government involvement, providing a rationale for each ranking.</li> <li>3. Use these rankings to guide a class discussion.</li> <li>4. Further extensions could include:             <ol style="list-style-type: none"> <li>a. Students can create “How Do I Fit In?” or “What Can I Do?” poem, song, short video, etc. examining their ideas on their role in achieving, or how they are affected regarding, the UN Sustainable Development Goals through government involvement in the economy.</li> <li>b. Students can create multi-media campaigns (class newsletter, posters, short videos, article in school newspaper, etc.) to demonstrate how their school (or local community) can or does help achieve the UN Sustainable Development Goals through government involvement in the economy. Note: Here <i>government</i> and <i>economy</i> are necessarily on more local levels.</li> </ol> </li> </ol>

**Taking Informed Action: UN Sustainable Development Goals**

The [UN Sustainable Development Goals \(SDG\)](#) outline “[a supremely ambitious and transformational vision](#)” for humanity. These 17 goals, and their 169 targets, offer teachers and students an opportunity to frame their C3 Inquiry in a global context. By engaging classes with informed action that addresses the SDG, students nurture their global citizen competencies, disposition, and mindset.

Our decision to develop Informed Action tasks that are globally minded highlight both the benefits of social studies teaching and learning and addresses a gap in educational resources of this genre.

Ultimately, teachers who use a global scope better prepare students to navigate, understand, and act in a future that is increasingly complex and interconnected.

- Twitter: [@GlobalGoalsUN](#)
- Twitter: [@SustDev](#)



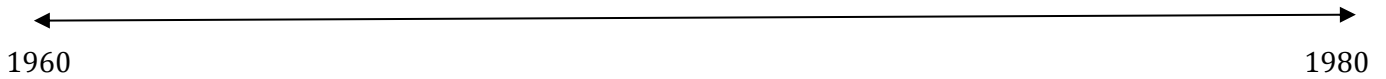


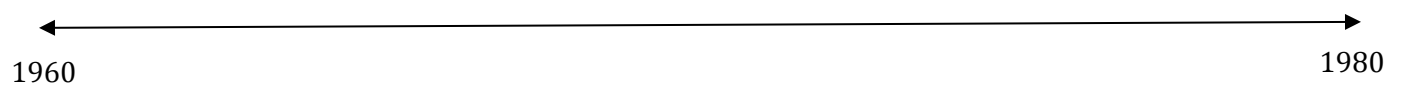
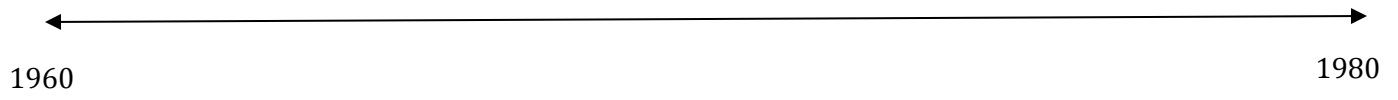
**Appendix A:** For Supporting Question #1

<b>In what ways is the U.S. government currently involved in the economy?</b>		
REGULATORY	BUSINESS	
	LABOR	
	ENVIRONMENT	
FISCAL	TAXING	
	SPENDING	
SOCIAL PROGRAMS	ENTITLEMENT	
	EDUCATION	

**Appendix B:** For Supporting Question #2

Three Timelines: Environment, Taxing, Entitlement



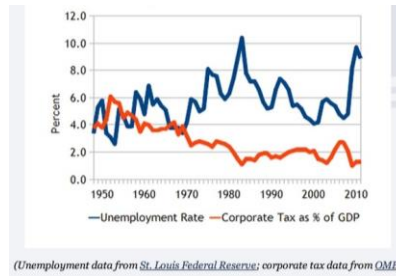




FAIRFAX COUNTY PUBLIC SCHOOLS - SOCIAL STUDIES – C3 INQUIRY LESSON FOR US/VA GOV

Appendix C:

Collection of Photos for Supporting Question #2 (Note: This is a sampling. Teacher may want to add more, use others, and/or have students find their own. Another possibility is for students to choose one for cause or effect and state what image they would like to use for the other.)



**Where's the wealth? THESE DOLLARS DON'T MAKE SENSE.**

One in three people live on less than \$2 a day. That's 2.4 BILLION people.

The average American lives on about \$130 a day. That's 65 times more!

30hourfamine.org



**61%** Retirees who rely on Social Security for at least half of their income.

**72%** Retirees age 80 or older who rely on Social Security for more than half of their income.





**Appendix D:** Supporting Question #3

### SECONDARY SOURCE ANALYSIS WORKSHEET

A **secondary source** of information is one that was created later by someone who **did not** experience first-hand or participate in the events.

**Directions:** As you read your document, remember that secondary sources do not just present facts—they provide an interpretation of events. Look for the ways that the author presents his or her interpretations.

What is the title of the document?	
Who is the author?	
Who is the author's intended audience?	
What topic is the author addressing in this work?	
What is the author's argument or main idea about this topic?	
What evidence is provided to support this argument or idea? Give specific examples.	
List facts presented by author:	List opinions presented by author:
Do you trust this source? Why or why not?	
What questions does this source/interpretation raise?	
Where could you find the answers to these questions?	



**Appendix E:** Supporting Question #3

**BAROMETER: TAKING A STAND ON CONTROVERSIAL ISSUES**

Rationale

The Barometer teaching strategy helps students share their opinions by asking them to line up along a continuum based on their position on an issue. It is especially useful when you want to discuss an issue about which students have a wide range of opinions. Because a Barometer activity gets many arguments out on the table, it can be an effective pre-writing exercise before an essay assignment.

Procedure

Prepare the Space

Identify a space in the classroom where students can stand in a line or a U-shape. Place "Strongly Agree" and "Strongly Disagree" signs at opposite ends of a continuum in your room. Alternatively, you can post any statement at one end and its opposite at the other end of the line.

Contract with Students

Set a contract for this activity. Since it deals with students literally putting themselves and their opinions on the line, it has the potential to promote outbursts that result from some individuals not understanding how classmates can hold whatever opinion they hold. Reiterate your class rules about respect for the opinions and voices of others, and call for students to be honest but not insulting. Re-address ways to constructively disagree with one another, and require that when students offer their opinion or a defense of their stance, they speak using "I" language rather than the more accusatory "you."

Students Formulate an Opinion

Give students a few minutes to reflect on a prompt or prompts that call for agreement or disagreement with a particular statement. You might have students respond to the prompt(s) in their journals.

Students "Take a Stand"

Ask students to stand on the spot along the line that represents their opinion, telling them that if they stand at either extreme, they are absolute in their agreement or disagreement. They may stand anywhere between the two extremes, depending on how much they do or do not agree with the statement.

Students Explain Positions

Once students have lined themselves up, ask them in turn to explain why they have chosen to stand where they are standing. Encourage students to refer to evidence and examples when defending their stance. It is probably best to alternate from one end to the middle to the other end, rather than allowing too many voices from one stance to dominate. After about three or four viewpoints are heard, ask if anyone wishes to move. Encourage students to keep an open mind; they are allowed to move if someone presents an argument that alters where they want to stand on the line. Run the activity until you think that most or all voices have been heard, making sure that no one person dominates.

Debrief

There are many ways you can debrief this exercise. You can have students reflect in their journals about how the activity changed or reinforced their original opinion. Or you can chart the main "for" and "against" arguments on the board as a whole-class activity.

*Taken from the Facing History and Ourselves Website* <https://www.facinghistory.org/>