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|  |  | **Establishing the New Nation** |
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| **Grade Level** |  | 9-12, appropriate for a United States History class, a Global Studies class, a current events class, and a Civics or Government class |
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| **Introduction** |  | The United States was a new nation in 1789. Many of its Revolutionary leaders had successfully waged a rebellion against the British colonial masters, and had set up a government of loosely joined "nations" who reluctantly ceded some of their powers to a central entity under what was called "The Articles of Confederation." Unfortunately, many disputes over territory, trade and commerce began to reveal that the newly emerged Confederation was not working well. In 1787, a Constitutional Convention was called to address this quandary, but, contrary to their instructions, the convention members devised and sent a constitution to the people for their approval of "a new nation" consolidated under a central, or Federal, government. The powers of creating and administering this new governmental entity were to be shared between the consenting states and the Federal government. When the leaders finally agreed, they took charge to establish priorities as to the political, social and economic directions the new nation would take. This process of developing priorities, and a plan to carry them out, is loosely called allocating the country's resources to enable it to grow. |
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| **Teacher/Student Objective** |  | The goal of this lesson is to lead students to understand how a new, or newly developing, nation grapples with the task of establishing itself and its place among the nations of the world. Students should be able to relate how they allocate their own resources for their personal life's plan and how this relates to the larger notion of national resource allocation. Included in that understanding will be political, social, economic and global influences. |
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| **Gauging Student Understanding** |  | The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.  By engaging in a simulated nation building exercise, students should demonstrate their ability to examine a body of data, grapple with its meanings and implications, and both individually and as part of a team, create an action plan. Observing students do this successfully, will allow the teacher to test whether that learning strategy is carried over into other situations, both personal and educational. |
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| **Materials** |  | Copies of the Handout: The Five-Year Development Plan |
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| **Initial Data for Consideration and/or Process** |  | Distribute the Handout: The Five-Year Development Plan. Instructions on the handout will outline the procedure.  Alert students that allocation choices are mandatory, and must be made now; there are not sufficient resources to do everything and, therefore some kind of priority setting must take place; the nation will not receive assistance from other countries, and in order to succeed the people must plan to become self-sufficient as soon as possible. Remind the students that choices made at any one time will inevitably have a future effect upon subsequent choices. |
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| **Other Possible Activities** |  | This lesson is an exercise in setting priorities; given multiple opportunities in the actual classroom situation to set priorities related to their own learning styles and performances, students may be encouraged to carry out a similar task. School-wide situations might also be handled in a similar *manner*. The transference of methods and reasoning from exercises such as The New Nation to everyday situations would provide for real learning. |

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**Establishing the New Nation**

**The Five-Year Development Plan**

**You are a government official in charge of designing a Five-Year Development Plan for your new nation.**

**Your Nation**

Your nation (give it a name!) is located somewhere in the Southern Hemisphere and is, by general agreement, a technologically underdeveloped area. The majority of your people are engaged in producing an agricultural product that is processed and sold outside of your nation. The remainder of your people are subsistence farmers, small scale fishermen or craftsmen producing wood and leather products for your small tourist trade.

At one time your nation was governed by a European colonial power. Your political system, education system, and to some degree, your present cultural patterns, all reflect this fact. The majority of your people are illiterate, although a few have received their education overseas. Most adults speak the language of the colonial power that once ruled your country in addition to one of the three languages native to your people. Your nation's elementary and secondary schools can only accommodate less than half of the children. You have one, small four-year college that is mainly concerned with preparing teachers for the schools.

Your nation has significant mineral resources, but they are almost totally undeveloped. You do have several potentially useful seaports, but as with your road and rail systems, they are only partially developed at the present time. Ideologically, you have been neutral for years and have received limited foreign military and technical assistance from all major industrial nations. The present government seems reasonably stable, but is shaky because of its newness to governing. Your borders touch upon several other nations, two of which are extremely unstable and have experienced military takeovers during the past year.

**Allocation Plan**

You have been instructed to prepare an allocation plan for your nation's well being and progress. Given the preceding description of your nation, this plan will deal with the major areas of the national concern.

You will act in a double capacity. First, as an individual preparing to meet with your government colleagues, you will consider the problems described in the Five-Year Plan and make an allocation (equaling 100%, and not to exceed 25% in any one of the categories) of the nation's resources to the various categories given. (See the chart following.)

Secondly, when you and your team colleagues have completed individual allocations, you will meet as a team and discuss all personal allocations.

Through the process of negotiation arrive at a composite list of allocations that all members of the team are willing to support.

Finally, each team will prepare a brief, written report that lists your team allocation percentages, and at least two reasons for each choice.

**Allocation Chart for the New Nation**

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|  |  | **Your PERSONAL Allocation** |  | **Your TEAM'S Allocation** |
|  | | |  |  |
| 1. Agriculture |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | | |  |  |
| 2. Communications |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | | |  |  |
| 3. Consumer Goods |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | | |  |  |
| 4. Education |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | | |  |  |
| 5. Foreign Trade Facilities (docks, ports, etc.) |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | | |  |  |
| 6. Health Care |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | | |  |  |
| 7. Industry |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | | |  |  |
| 8. National Defense |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | | |  |  |
| 9. Population Control |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| 10. Transportation (roads, airports, etc.) |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |