THE CHOICES PROGRAM
CURRICULUM RESOURCES FOR HIGH SCHOOL SOCIAL STUDIES TEACHERS
WWW.CHOICES.EDU
Welcome to the Choices Program at Brown University. Since 1988, Choices has been developing curricula on a wide range of current and historical international issues.

Our resources and programs bring groundbreaking research on critical turning points in history and pressing contemporary issues to secondary classrooms. Students explore complex international issues—both past and present—from multiple perspectives.

We hope you will join the many thousands of teachers nationwide who are using our resources to help young people think critically about global issues and find their voice in the public arena.

Susan Graseck
Director, Choices for the 21st Century Program
Brown University

The Choices Program seeks to empower young people with the skills, knowledge, and participatory habits to be engaged citizens who are capable of addressing international issues through thoughtful public discourse and informed decision making.

www.choices.edu
40 Curriculum Units Available

You’ll find a variety of features in our curriculum units!

Choices materials incorporate the latest scholarship from Brown University and beyond to draw connections between historical events and contemporary international issues. Put Choices in your classroom and your students will never say that Social Studies is “boring” again!

Maps
Primary Source Documents
Teaching with the News
Lessons
Political Cartoons
Timelines
Graphic Organizers
Online Supplemental Lessons
Flexible Assessment Guide
Scholars Online Videos

SERIES GUIDE

Use Scholars Online

- As a hook at the beginning of a unit
- To establish context prior to readings or lessons
- To address multiple learning styles and abilities
- To help students gain a deeper understanding of content
- To explore multiple perspectives presented by different scholars
- To reinforce important concepts or check for understanding
- To supplement professional development

Scholars Online brings university scholars into high school classrooms. Each video features a leading scholar answering a specific question in his or her field of expertise. Brief and informative, these videos are designed to supplement Choices curricula. Scholars Online videos are designed as an online extension aligned with student readings or for use with lessons.

WWW.CHOICES.EDU/SCHOLARS
Choices Curricula Promote 21st Century Skills

Students are best able to understand and analyze complex content if they are actively engaged with the material. The Choices Program uses a problem-based approach to make complex international issues accessible and meaningful for students of diverse abilities and learning styles. All of our units address these 21st century skills:

CRITICAL THINKING
Students examine contrasting policy options and explore the underlying values and interests that drive different perspectives.

MEDIA AND TECHNOLOGY LITERACY
Students critique editorials, audio and video sources, maps and other visuals for perspective and bias. They watch video clips to gather and assess information from leading scholars.

GLOBAL AWARENESS
Readings and primary source documents immerse students in multiple perspectives on complex international issues.

COLLABORATION
Students work in groups to make oral presentations, analyze case studies, and develop persuasive arguments.

CREATIVITY AND INNOVATION
Creating political cartoons, memorializing historical events artistically, or developing original policy options are some of the innovative ways that students express themselves.

CIVIC LITERACY
Choices materials empower students with the skills and habits to actively engage with their communities and the world.
What Makes Choices Different?

At the center of each Choices unit is a set of policy options that challenge students to consider multiple viewpoints on a contested issue. Students examine the historical, cultural, and political background of the issue to prepare a coherent presentation. Follow-up discussion demands analysis and evaluation of the conflicting values, interests, and priorities reflected in the options.

Structure of Choices Units

<table>
<thead>
<tr>
<th>Current Issues</th>
<th>Historical Turning Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1 &amp; 2</strong> Introduction to the Issue and its Historical Background</td>
<td>Students analyze policy options considered at a moment in history</td>
</tr>
<tr>
<td><strong>Day 3 &amp; 4</strong> Students consider multiple perspectives on a contested current issue.</td>
<td>Students review the choices made at the time and reflect on their significance for today.</td>
</tr>
<tr>
<td><strong>Options Role Play and Deliberation</strong></td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Day 5</strong> Students develop their own options that reflect their views.</td>
<td></td>
</tr>
</tbody>
</table>

“As both a teacher and resource specialist, I am always on the lookout for materials that “raise the bar” with a balanced, non-biased perspective on timely topics yet still encompass the essentials of state standards. The Choices units do that in spades!”
—Virginia teacher
What should be the role of human rights in U.S. policy?
Over the past several decades, discussion about human rights has permeated international relations, creating a surge in treaties, institutions, and social movements. Yet while the general principle of human rights has been broadly accepted, human rights abuses persist and questions about the subject remain hotly contested.
Using readings, case studies, and primary sources, students examine the evolving role that human rights has played in international politics and explore the current debate on U.S. human rights policy.

LESSONS IN DETAIL

Human Rights in Action
This introductory exercise helps students define human rights. Students assess the role of human rights in cases from around the world, and are challenged to consider whether human rights are being violated and who is responsible for protecting them.

Key Concepts in Human Rights
Utilizing short videos of human rights scholars and practitioners, students explore fundamental concepts in human rights and analyze the challenges of prioritizing rights.

Expressing Human Rights in Social Movements
Students use primary sources to consider the role of social movements in promoting human rights. Documents include songs from the African-American civil rights movement, poems from the Landless Workers’ Movement in Brazil, Twitter updates from the 2009 Iranian protests, and artwork of women opposed to Pinochet’s military dictatorship in Chile.

Human Rights Controversies
Students utilize primary source documents to explore in greater depth the controversies and fundamental questions about human rights presented in the five case studies in the reading.

Role-Playing the Four Options
Students engage in a simulation that brings the debate on U.S. human rights policy to life. Students assume the roles of advocates for four different policy options, members of the Senate Committee on Foreign Relations, and human rights experts.

Joining the Debate on U.S. Policy
Students articulate their personal recommendations for U.S. human rights policy and apply their policy recommendations to real-life scenarios.

Assessment Using Documents
Students use primary sources to consider how U.S. exceptionalism has affected U.S. human rights policy.

ONLINE EXTENSION
In Joining the Debate on U.S. Policy students consider the implications of their own views on human rights. The lesson includes videos of scholars and policy makers from around the world presenting their views on these issues.
How should the United States balance its priorities at home with its involvement abroad?

The dawn of the twenty-first century has brought new challenges for the United States. Terrorism, security, a changing global economy, the threat of climate change, and the spread of HIV/AIDS are all on the list. Readings, primary sources, and simulations draw students into the promise and uncertainty of this era. Armed with an understanding of the issues, students role-play a debate set in the U.S. Senate about the future of U.S. policy.

Scholars Online Videos Available
www.choices.edu/scholars

ONLINE EXTENSION
The Futures and Beyond asks students to weigh their own concerns and beliefs and articulate their views on U.S. foreign policy. In preparation, they watch a range of scholars addressing specific issues.

Confronting Genocide: Never Again?
www.choices.edu/genocide

How should the United States respond to genocide?

Atrocity marked the twentieth century on a massive scale: nearly 170 million people were killed by governments, over 40 million of them in genocides. An investigation into genocides across the globe helps students grasp the interconnected nature of the world, the effect of international law, and the difficulties inherent in dealing with a complex and morally charged problem. Students use readings, case studies, and primary sources to understand this recurring problem as they prepare to role-play a debate in the U.S. Senate about how the United States should respond to genocide.

Scholars Online Videos Available
www.choices.edu/scholars

ONLINE EXTENSION
The Teaching with the News activity, Darfur: Violence and the Media, helps students explore events in Sudan, develop media literacy skills, and evaluate the effectiveness of different online resources.
The United States in Afghanistan

What role should the United States have in Afghanistan?

www.choices.edu/afghanistan

United States military forces entered Afghanistan in late 2001, a few months after the September 11th terrorist attacks on the United States. Nearly ten years later, the United States and its allies remain in the country battling an insurgency led by the Taliban. The U.S. relationships with two key countries in the region, Pakistan and Afghanistan, are complicated by a history of mistrust and misgivings. Students use primary source documents, readings, and new media sources to explore these and other issues as they consider the future of U.S. policy in Afghanistan.

Scholars Online Videos Available
www.choices.edu/scholars

FEATURED LESSON

In Exploring Connections students use a series of maps to explore the connection between geography, history, and contemporary politics in Afghanistan.

Unit will ship Summer 2011.

Shifting Sands: Balancing U.S. Interests in the Middle East

What factors should shape U.S. policy in the Middle East?

www.choices.edu/middleeast

Using primary sources, readings, maps, and simulations, students examine the history of U.S. involvement in the Middle East from the early twentieth century to the present. Students explore how the oil resources of the Persian Gulf, the U.S. attachment to Israel, the rise of political Islam, and fears of terrorism have made the Middle East so important to the United States.

Scholars Online Videos Available
www.choices.edu/scholars

ONLINE EXTENSION

In Using Google Earth - Views from the Middle East students use Google Earth to explore how geography affects politics in the Middle East and apply that information in a group presentation about the goals and concerns of prominent Middle Eastern leaders.

“The writing is clear and concise and the content impressive. This is the best resource I have found to stimulate both honors level students and students needing more structure. The students love the simulations! There is no greater joy for a teacher than to hear, ‘That was really fun!’”
—Virginia teacher
The Challenge of Nuclear Weapons

How do we keep the world safe in a nuclear age?

www.choices.edu/nuclearweapons

While public anxiety about nuclear weapons has diminished since the days of the Cold War, nukes continue to threaten global security. The remaining Cold War arsenals, proliferation of new weapons, and threats of nuclear terrorism present the international community with a new set of concerns. Readings, lessons, and simulations introduce students to the history of nuclear weapons and the pressing challenges of today. Equipped to wrestle with the political, military, and moral questions that surround the future of nuclear weapons, students role-play a simulation in the U.S. Senate and advocate for policies.

Scholars Online Videos Available
www.choices.edu/scholars

The United Nations: Challenges and Change

What role should the UN play in international politics?

www.choices.edu/un

Today, the United States must consider its role within the UN. Behind this debate lies a more fundamental question—what role should the UN play in international affairs? Using readings, case studies, and simulations, students examine the historical origins of the UN, explore its internal structure, and consider its role in peacekeeping and human rights. Each of these activities fosters thoughtful consideration of the UN’s achievements and shortcomings. Students advocate for different roles for the UN in a simulated debate set in the U.S. Senate.

Scholars Online Videos Available
www.choices.edu/scholars

FEATURED LESSON

In Role-Playing a UN Decision students take on the roles of the Security Council member nations and weigh in on possible responses to a hypothetical situation. They then evaluate the UN decision-making process from multiple perspectives.

FEATURED LESSON

In Portrayals of the Soviet Threat students examine multiple sources including a comic book, civil defense posters, fictional news articles, and an article by U.S. diplomat George Kennan to get a sense of how people in the United States viewed the Soviet threat during the Cold War.
Dilemmas of Foreign Aid: Debating U.S. Policies

What factors should drive U.S. decisions about foreign aid?

www.choices.edu/foreignaid

Countries suffering from natural disasters or other crises often need foreign aid from the United States and other countries. Limited resources force U.S. policy makers to choose whom, how, and when to help. Readings, case studies, simulations, and primary sources allow students to examine U.S. aid policy and explore some of the ethical dilemmas policy makers face everyday. Students consider a range of foreign-aid policy options in a role play set in the U.S. Senate.

FEATURED LESSON

In U.S. Aid Policy Today students analyze and interpret four graphs to assess the status of U.S. aid policy. The graphs enable students to compare U.S. aid to that of other nations. Each graph is followed by questions that help students to read the graph and challenge them to think critically about the information presented.

Global Environmental Problems: Implications for U.S. Policy

How should the United States respond to global environmental issues?

www.choices.edu/environment

With the pace of industrialization gathering steam throughout the world, scientists are increasingly concerned about environmental problems. Using readings, primary sources, and simulations, students assess global environmental problems and contrasting perspectives on environmental policy from different regions of the world. Students grapple with the same tough questions that confront U.S. policy makers in a role play set in the U.S. Senate. The unit also contains an optional science-focused reading.

Scholars Online Videos Available
www.choices.edu/scholars

ONLINE EXTENSION

In Exploring the Amazon Using Google Earth students deepen their understanding of competing environmental concerns in the Amazon Basin. Students investigate the intersection of geography, ecology, and economic development.
Russia’s Transformation: Challenges for U.S. Policy

What priorities should drive U.S. policy toward Russia?

www.choices.edu/russia

Since the end of the Cold War, Russia and the United States have moved much closer together. While Russia is no longer the United States’ primary foreign policy concern, its nuclear weapons, vast natural resources, and uncertain political development make it very important to the United States. Using primary sources, readings, and simulations, students consider the history of the United States’ relationship with Russia. The materials prepare students to role-play a debate in the U.S. Senate about what principles and policies should govern U.S.-Russia relations.

Scholars Online Videos Available
www.choices.edu/scholars

FEATURED LESSON

In Examining the Principles of U.S. Cold War Policy students analyze George Kennan’s 1947 Foreign Affairs article “The Sources of Soviet Conduct” in order to identify the key beliefs that came to form the cornerstone of U.S. policy toward the Soviet Union during the Cold War.

China on the World Stage: Weighing the U.S. Response

How should the United States relate to an emerging China?

www.choices.edu/china

China is on track to become the world’s largest economy and rapidly increase its military strength in the twenty-first century. At the same time, the ever-changing social, political, and economic landscape presents new challenges for Beijing. Readings, simulations, and primary sources explore the history of U.S. relations with China, and prepare students to advocate for different U.S. policies towards China in a debate set in the U.S. Senate.

Scholars Online Videos Available
www.choices.edu/scholars

FEATURED LESSON

In China’s Transformation Through Popular Music students compare the political values of the Maoist era with those of today by reading song lyrics from popular music. To help make connections between history and the present, students consider how people from contemporary China might react to the changes and sentiments reflected in the songs.
U.S. Immigration Policy in an Unsettled World

What factors should determine U.S. immigration policy?

www.choices.edu/immigration

Since the first European settlers set foot in North America, immigration has shaped U.S. society. Besides Native Americans, the vast majority of people in the United States can trace their family history to immigrant ancestors. Despite this common past, immigration remains a highly contentious topic within the United States. The ongoing debate about immigration incorporates domestic concerns about the economy, ethnic relations, social services, and national security as well as a broad range of foreign policy issues including U.S. relations with Latin America, human rights, international trade, and the worldwide refugee crisis. Readings and lessons engage students in the current immigration debate and prepare them to formulate their own ideas about U.S. immigration policy.

Scholars Online Videos Available
www.choices.edu/scholars

International Trade: Competition and Cooperation in a Globalized World

What should be the priorities of U.S. trade policy in a globalized world?

www.choices.edu/trade

Today, the struggling global economy makes trade policy particularly relevant and important. International Trade: Competition and Cooperation in a Globalized World introduces students to the terms and concepts essential to a basic understanding of trade, globalization, and the effects of economic change around the world. Using readings, statistics, and simulations, students consider the questions faced by policy makers today and simulate a debate about trade policy in the U.S. Congress.

Scholars Online Videos Available
www.choices.edu/scholars

ONLINE EXTENSION

As students explore incentives for trade between nations in Why Nations Trade, they watch a scholar answer the question, “Do some countries benefit more from trade than others?”

FEATURING LESSON

The lesson, Immigration Profiles, challenges students to compare the stories of seven fictional immigrants to the United States. Students explore the different reasons why people immigrate to the United States, the hurdles immigrants face, and how U.S. immigration policy affects individuals.
Responding to Terrorism: Challenges for Democracy

How should the United States respond to the threat of terrorism?

www.choices.edu/terrorism

On the morning of September 11, 2001, people around the world watched in horror as al Qaeda launched terrorist attacks against the United States. The initial questions of who would execute such an attack and why were soon followed by broader questions: How should the United States respond to the threat of terrorism? How could it protect U.S. citizens from future attacks? Ten years later, these questions remain just as pressing.

Responding to Terrorism: Challenges for Democracy engages students in the issues surrounding the threat of terrorism and promotes constructive dialogue about future policy directions.

LESSONS IN DETAIL

Defining Terrorism
Students develop a working definition of terrorism by determining whether several groups described in case studies should be called “revolutionaries” or “terrorists.”

Interpreting Political Cartoons
Students review political cartoons from the domestic and international press about topics like civil liberties, responsibility for the 9.11 attacks, and the U.S. response to terrorism. The range of viewpoints helps students to understand the different values present in the debate about the response to terrorism.

Role-Playing the Four Options
Working cooperatively to develop and present different U.S. policy options to U.S. senators, students clarify and evaluate alternative policy recommendations. An additional group serves as representatives from several UN countries who voice their concerns.

Joining the Debate on U.S. Policy
Armed with historical knowledge and a sense of their own values, students deliberate the options presented and articulate coherent recommendations. They then apply their policy recommendations to three hypothetical crises.

ONLINE EXTENSION

In Defining Terrorism students explore the debate over legitimate and illegitimate uses of force and listen to several scholars discuss the phrase, “One man’s terrorist is another man’s freedom fighter.”

Scholars Online Videos Available
www.choices.edu/scholars
A Forgotten History:
The Slave Trade and Slavery
in New England

What role did New England play
in history of slavery?

www.choices.edu/slavery

The fact that thou-
sands of enslaved
people lived in
New England rarely
makes it into U.S.
history textbooks.
This curriculum
unit explores New
England's essential
role in the trian-
gular trade and the
extent of slavery in
New England. Using
readings, primary
sources, and simula-
tions, students
uncover the effects of the slave trade and explore how the
history of slavery—and the way people tell this history—
affects us today.

Scholars Online Videos Available
www.choices.edu/scholars

A More Perfect Union:
American Independence and
the Constitution

How did early political debates
shape the United States?

www.choices.edu/constitution

Students revisit the events of 1763-88 to gain a deeper
understanding of the political climate of the era and the
values that contributed to the foundation of the United
States. By exploring the parallels between the debates of 1776
and 1788 and the United States’ current political discourse,
students will gain insight into the political questions that
people in the United States have faced throughout history.

Scholars Online Videos Available
www.choices.edu/scholars

FEATURED LESSON

In Rethinking the Purpose of Government students
develop the foundations of a new society. In so doing
they analyze the sources of political conflict in the late
colonial period and make connections to today.

“The Choices Program materials are invaluable to my teaching. They are a trusted
source of information. They bring together the research materials and critical thinking
skills needed by today’s high school students.” —Oklahoma teacher
Westward Expansion: A New History

How did different groups in the West understand and experience U.S. expansion?

www.choices.edu/westwardexpansion

At the dawn of the nineteenth century, North America was home to diverse Native American, European, and African groups. Over the course of the century, European groups would come to dominate the continent. During this transformation, the diverse North American populations not only fought and betrayed one another, but also worked to understand each other across a chasm of cultural difference. In later years, people in the United States would tell a story of U.S. expansion that left out the violence, racism, and complex cultural exchange that accompanied this conquest. Readings, primary sources, and an in-depth case study explore U.S. westward expansion from multiple perspectives.

Scholars Online Videos Available
www.choices.edu/scholars

FEATURED LESSON
In Indian Records from Arizona students analyze the records of nineteenth century “calendar sticks”—sticks on which the O’odham people of present-day southern Arizona recorded their yearly history—to consider the ways in which local communities viewed the broader history of U.S. expansion.

Challenge to the New Republic: The War of 1812

Why was the fledgling United States threatened by war between Britain and France?

www.choices.edu/1812

Between 1787 and 1812, the United States faced a series of foreign policy challenges that threatened its survival as a constitutional republic. The nearly continuous series of wars between Britain and France engulfed the European continent, disrupted ocean-going trade, and caused conflict on the U.S. frontier. Students use primary sources, readings, and simulations to immerse themselves in the struggle to establish the new federal government’s role in determining foreign policy.

FEATURED LESSON
In The War and its Consequences students develop graphic organizers that explain the multiple causes and effects of the War of 1812. Students are encouraged to draw from many sources and to consider far-reaching events related to the war.
Beyond Manifest Destiny: America Enters the Age of Imperialism

**Why was overseas expansion controversial?**

www.choices.edu/imperialism

The jarring economic, technological, and social changes of the late 1890s compelled people in the United States to reexamine their national identity and their country's role in the world. The war against Spain marked the beginning of an ever-increasing international role for the United States. Using readings, primary sources, and simulations students explore the values, beliefs, and issues that roiled the United States in the 1890s. Students recreate the public debate in the United States over what to do with Spain's former colonies in the fall of 1898.

**FEATURED LESSON**

In The African-American Community in the Age of Imperialism students analyze editorials about the war with Spain and the U.S. presence in the Philippines printed in African-American newspapers. This exercise shows the breadth of views within the black community at the turn of the century.

To End All Wars: World War I and the League of Nations Debate

**Why did Woodrow Wilson want to change the international system?**

www.choices.edu/leagueofnations

In 1917, President Wilson called for a “just and secure peace.” His vision for a new world order following World War I was far-reaching and radical at the time. Using reading, simulations, and primary sources, students explore the causes and effects of World War I both domestically and abroad, the Paris Peace Conference, and the debate in the U.S. Senate about whether to join the League of Nations.

**ONLINE EXTENSION**

In Political and Ethnolinguistic Maps of Europe students use Google Earth to overlay ethnolinguistic and political maps of Europe in 1914 with a political map of Europe in 1919.
Between World Wars: FDR and the Age of Isolationism

How did the United States move from isolation to international leadership in a generation?

www.choices.edu/isolationism

Today it is difficult for many students to imagine the tremendous debate in the United States about how to respond to Nazi Germany and Imperial Japan. Using primary sources and readings, students consider the impact of World War I, the Great Depression, and the challenges to liberal democracy from international socialism and fascism. Students recreate the debate in Congress over the Lend-Lease Act.

FEATURED LESSON

In The Great Depression students gain a broad understanding of the period’s economic crisis by examining photographs, a Robert Frost poem, one of FDR’s Fireside Chats, and a series of graphs. With this information in hand, students consider the connection between domestic and international events.

Ending the War Against Japan: Science, Morality, and the Atomic Bomb

Why did the Truman administration drop the atomic bomb?

www.choices.edu/atomicbomb

Perhaps no presidential decision has generated more lasting controversy than President Truman’s decision to drop atomic bombs on Hiroshima and Nagasaki. Although over sixty years have passed, the subject still sparks heated debate. Readings, simulations, and primary sources help students assess the complex political, moral, and military dilemmas at the end of World War II.

FEATURED LESSON

In the Options Role Play students work cooperatively to advocate for the different options the Truman administration considered at the time. Students draw upon primary sources to recreate this critical moment in history.
The Cuban Missile Crisis: Considering its Place in Cold War History

Why was the Cuban missile crisis one of the most dangerous moments of the Cold War?

www.choices.edu/missilecrisis

The Cuban missile crisis stands out as the most dramatic confrontation between the superpowers during the nuclear age. Students explore the complex Cold War relationships between the United States, Russia, and Cuba, and examine the crisis that brought the world to the brink of nuclear war. Students simulate the discussion among President Kennedy and his advisors about how to respond to the presence of missiles in Cuba.

Scholars Online Videos Available

www.choices.edu/scholars

ONLINE EXTENSION

Lessons for Today includes videos that enable students to hear scholars of the missile crisis answering questions such as, “How close did we come to nuclear war?”

Complete  U.S.
The Limits of Power: The United States in Vietnam

Why was the United States involved in Vietnam?

www.choices.edu/vietnam

The Vietnam War was one of the most controversial events in U.S. history. Using readings, primary sources, and simulations, students evaluate how successive U.S. administrations perceived the situation in Vietnam and implemented policy decisions. Students examine the effects of the U.S. involvement on the lives people in Vietnam and the United States, and recreate the debate about Vietnam within President Johnson’s administration in the summer of 1965.

FEATURED LESSON

Applying the Lessons of Vietnam offers students the opportunity to investigate several of the lessons from Vietnam that historians and politicians have identified over the years. Students determine for themselves which lessons are valid and how they should inform foreign policy today.

A Global Controversy: The U.S. Invasion of Iraq

Why did the United States invade Iraq in 2003?

www.choices.edu/iraq

Perhaps no governmental decision requires more public scrutiny than the decision to go to war. The U.S. invasion of Iraq in 2003 had monumental effects on both countries and fundamentally altered the relationship between the United States and the rest of the world. In the years since the invasion, the cost in lives and money has been higher than expected, the initial justifications for the invasion have been found false, and the future of Iraq remains uncertain. Students use readings, primary sources, and video to analyze the decision to invade and assess the impacts of the war on the people of Iraq, the United States, and international politics.

Scholars Online Videos Available www.choices.edu/scholars

FEATURED LESSON

Iraqi Refugee Voices has students view testimonials by Iraqi refugees. In the lesson students analyze the evolution of U.S. policy toward people displaced by the war.

Unit will ship Summer 2011.

Teacher’s Guide for The Fog of War

What kind of world do we want for the twenty-first century?

www.choices.edu/fogofwar

The film, a conversation with former U.S. Secretary of Defense Robert McNamara, traces McNamara’s experiences and memories from the end of World War I through World War II, the Cuban missile crisis, and Vietnam. The Teacher’s Guide for The Fog of War challenges students to assess the film’s portrayal of U.S. history and to consider the complicated moral and political issues that surround the use of force. $12.00
The French Revolution

What social, political, and economic conditions led to the end of the Old Regime?

www.choices.edu/frenchrevolution

The profound effects of the French Revolution stretch across borders and time. In France, it transformed the relationship between the people and the government. It ended an absolute monarchy, and challenged the power of the church and hereditary nobles. Over the next century, these ideas would begin to take root in other parts of Europe and across the world. This unit traces the history of France during this epoch. Students explore France’s political and social organization, its competition for empire, its financial crises, and the efforts to reshape French society. An exciting central activity helps students bring to life the debate in France in 1789 and 1790.

LESSONS IN DETAIL

French Society Under the Old Regime

Students explore the idea of social class. They work cooperatively in groups to create and present a dramatic fictional representation of French society in the eighteenth century.

The Fall of the Bastille

Students examine the cause and effect relationships leading to the taking of the Bastille.

Role-Playing the Options

Students participate in a simulation in which they assume the roles of members of the National Constituent Assembly and the French people debating their future.

Illustrating the French Revolution

Students create a graphic short story by identifying and illustrating critical events of the Revolution.

The Trial of Louis XVI

Students use primary sources to consider the arguments and issues around the trial of Louis XVI.
Colonialism in the Congo: Conquest, Conflict, and Commerce

How did European imperialism affect central Africa?

www.choices.edu/congo

This unit explores the history of precolonial Congo and European imperialism. Students examine Congo’s independence and the major events that followed. The curriculum helps students understand the impact of colonialism on indigenous people and the debate that grew in Europe about widespread abuses by colonial authorities. Using readings, primary sources, and simulations students recreate the international debate about the future of the Congo Free State.

FEATURED LESSON

Hyde Park Corner highlights the international response to “the Congo Question.” Students take on the roles of historical figures involved in the Congo Free State or members of the press. The figures meet at Hyde Park Corner, a traditional spot in London for airing views in public.

Freedom in Our Lifetime: South Africa’s Struggle

How did the people of South Africa overcome apartheid?

www.choices.edu/southafrica

This unit provides background on precolonial and colonial South Africa and explores the development of the most complex system of racial discrimination ever designed. Using readings, primary sources, and simulations, students consider the effects of apartheid on individuals, and the options that anti-apartheid groups debated at the time.

Scholars Online Videos Available
www.choices.edu/scholars

ONLINE EXTENSION

Scholars Online videos that accompany Colonial South Africa: Moshoeshoe, the Boers, and the British introduce students to African resistance to white colonization.
Brazil: From Colony to Democracy

Why did Brazil’s transition from military dictatorship to democracy succeed?

www.choices.edu/brazil

This unit traces Brazil’s history from the precolonial era through democratization, examining the country through lenses of race, inequality, and political leadership. The lessons and readings prepare students to consider the complexities of Brazilian society as they assume the roles of Brazilians debating their country’s future in 1984.

Contesting Cuba’s Past and Future

What do Cubans want for their future?

www.choices.edu/cuba

In this unit, students step into the shoes of ordinary Cubans and consider Cuba’s future in the post-Castro era. Readings, simulations, and primary sources trace Cuba’s history from the country’s precolonial past to its recent economic, social, and political changes. A central activity helps students role-play the discussions Cubans are having about their future.

Scholars Online Videos Available

www.choices.edu/scholars

FEATURED LESSON

In Looking at Brazil students act as anthropologists and formulate hypotheses about contemporary Brazil by examining photographs.

Scholars Online videos that accompany Role Playing the Three Options bring current issues for Cubans to life for students.

ONLINE EXTENSION

Complete  Current  World
The Haitian Revolution

www.choices.edu/haitianrevolution

How did enslaved people in Saint-Domingue lead a successful revolution?

In the late eighteenth century, the enslaved people in Saint-Domingue, the French colony that became Haiti, rose up against their colonial masters and gained independence. Understanding the Haitian Revolution is crucial to understanding the course of world history and the history of the Americas. Through readings, maps, digital activities, and simulations, students consider the development of the American colonial world and the legacies of the only successful slave revolt in history.

Scholars Online Videos Available
www.choices.edu/scholars

ONLINE EXTENSION

The interactive timeline, Europe and Saint Domingue, explores the relationship between events in Europe and events in Saint Domingue from the 1600s to 1804.

Caught Between Two Worlds: Mexico at the Crossroads

How do Mexicans view their political and economic future?

www.choices.edu/mexico

Mexico’s rich precolonial past, mestizo heritage, and long border with the United States make it unique within the Americas. Readings, primary sources, and simulations help students to see the world through Mexican eyes, and contemplate contemporary Mexican choices in the areas of economic development, political reform, and foreign relations. Students take part in a role-play simulation of the debate Mexicans are having about their country’s future.

FEATURED LESSON

In Expressing Political Views Through Art students explore the styles and techniques of Mexico’s leading muralists and consider the connections between art and politics. They then draw sketches of their own murals, conveying the hopes and concerns of Mexicans.
The Russian Revolution

Why did democracy fail to take root in Russia in 1917?

www.choices.edu/russianrevolution

Russia’s revolution has had a profound and lasting impact on the course of history. The study of Lenin’s effort to create a new socialist society allows students to understand the birth of an ideological system that would eventually compete directly with the United States for world primacy. Using primary source documents, readings, and simulations, students explore the historical opportunities that allowed Lenin and the Bolsheviks to assume power. In a role play set in Petrograd, students recreate the furious debate Russians had over their future.

Scholars Online Videos Available
www.choices.edu/scholars

Weimar Germany and the Rise of Hitler

Why did democracy fail and Nazism triumph in Germany?

www.choices.edu/weimar

This unit challenges students to ponder one of the twentieth century’s most troubling political legacies. Students explore why democracy failed to take root, and consider how the carefully crafted parliamentary system of the Weimar Republic led to the triumph of Nazism in Germany. Primary source documents, readings, excerpts from literature, and political art immerse students in the spirit of the Weimar Republic. The materials prepare students to simulate the debate that surrounded the Reichstag elections of 1932.

FEATURED LESSON

In Children’s Literature in Weimar Germany students read selections from three stories that were written to shape the political and social values of young readers during the Weimar period.

ONLINE EXTENSION

Scholars Online videos that accompany Lenin Takes Power include two scholars answering the question, “Why was Lenin a successful politician?” Students listen before they develop skits on Lenin’s rise to power.
Indian Independence and the Question of Pakistan

Why do India and Pakistan regard each other with hostility and suspicion?

www.choices.edu/india

The partition of India in 1946 provides insight into the historical dynamics that continue to shape India and Pakistan today. Using readings and primary sources, students examine the origins of independence and the resulting political systems. Students explore the many cultural and social factors, including the role of religion, in the region, and simulate the historical debate about partition.

FEATURED LESSONS

In Understanding India's Early History students compare the religious beliefs of Hindus, Muslims, and Sikhs and evaluate the role of religion in Britain's colonial policies.

Iran Through the Looking Glass: History, Reform, and Revolution

Why did Iran become an Islamic republic in 1979?

www.choices.edu/iran

In 1978, millions of Iranians risked their lives to protest against the shah. Marching in the streets, Iranians sought to end repressive rule, bring justice and opportunity to the people, and rid Iran of the influence of foreign powers. But Iranians were not unified about how to achieve these goals nor were they sure what kind of government they wanted. Using readings, primary sources and simulations, students trace the history of Iran and recreate the debate among the Iranian people in 1979.

Scholars Online Videos Available
www.choices.edu/scholars

ONLINE EXTENSION

In an online lesson, Women in Iran, students explore their own perceptions of women in Iran, watch three scholars address women's issues in Iran, and then consider the role of gender issues in international relations.

“I was hungry for lesson ideas that bring our curriculum to life and make big concepts accessible to my students. A sense of relevancy is critical in motivating my students not only to learn, but to think and care about the content of their learning.” —Wisconsin teacher
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