

# Capitol Forum on America's Future Curriculum Resource Book



## THE **CHOICES** PROGRAM

*Explore the Past... Shape the Future*

*History and Current Issues for the Classroom*

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WATSON INSTITUTE FOR INTERNATIONAL STUDIES  
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## CHOICES for the 21st Century Education Program

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The Choices for the 21st Century Education Program develops curricula on current and historical international issues and offers workshops, institutes, and in-service programs for high school teachers. Course materials place special emphasis on the importance of educating students in their participatory role as citizens.

The Choices for the 21st Century Education Program is a program of the Thomas J. Watson Jr. Institute for International Studies at Brown University.

Thomas J. Biersteker  
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## Capitol Forum on America's Future

The Capitol Forum on America's Future is a civic education initiative that engages high school students in civic practice and consideration of current international issues. The program involves students both within their social studies classroom and beyond the classroom at their state capitol.

The Capitol Forum is a program of the Choices for the 21st Century Education Program at the Watson Institute for International Studies at Brown University. It is offered in participating states as a partnership among the Choices Program, the offices of the Secretaries of the State, state Departments of Education, and statewide organizations whose mission support civic participation and youth development.

The program is endorsed by the National Council for the Social Studies (NCSS), the National Association of Secretaries of State (NASS), and the National Association of Secondary School Principals (NASSP).

THE CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM is a program of the Watson Institute for International Studies at Brown University. CHOICES was established to help citizens think constructively about foreign policy issues, to improve participatory citizenship skills, and to encourage public judgement on policy issues.

The Watson Institute for International Studies was established at Brown University in 1986 to serve as a forum for students, faculty, visiting scholars, and policy practitioners who are committed to analyzing contemporary global problems and developing initiatives to address them.



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# Introduction

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- **The Choices Program and the Capitol Forum**
- **History of the Choices Approach**
- **Skills Developed through Participation in the Capitol Forum**
- **What students are saying**
- **The Year at a Glance**

## The Choices Program and the Capitol Forum

**C**hoices for the 21st Century is a national Education program that supports the development of informed, engaged, and globally aware students by providing well-researched, interactive educational materials and experiences for students and professional development for teachers. Based at Brown University's Watson Institute for International Studies, the Choices Program provides a bridge between the scholarship of the university and secondary education nationwide. The program is grounded in a core concern that if America's youth do not know about international issues—and do not care—they will be ill prepared for the world of the 21st century.

The Capitol Forum on America's Future is an initiative of the Choices Program. The program engages high school students in civic practice and consideration of current international issues. It involves students both within their social studies classroom and beyond the classroom at their state capitol. The Capitol Forum seeks to raise awareness on critical international issues and to help develop a foundation for long-term civic engagement.

The content base for the Capitol Forum grows out of the curricular work of the Choices Program. Choices published units make current scholarship and policy questions on international issues relevant and accessible to high school students. All units draw connections between history and current issues and help students think about how to address and to solve fundamental problems in the world. Choices' Teaching with the News online resources connect the content of the classroom to the headlines in the news. Today, teachers in one third of the nation's high schools are using the Choices Program curricular materials in their classrooms. Choices curriculum

resources are used as the foundation of the Capitol Forum program.

The program in each participating state begins with a professional development workshop for teachers in the fall and involves classroom preparation within the context of the participating teachers' regular courses. The centerpiece of the program in each state takes place in the spring when 80 to 100 high school students from 20 schools come to their state capitol as representatives of the participating classrooms for an all-day forum. They deliberate about the role the nation should play in an increasingly complex international environment and join in an open forum to share their views with elected officials and policymakers. Following the spring forum at the state capitol, the student representatives return to their classrooms to lead their fellow students in a dialogue on international issues. The program culminates each year in a national online balloting activity in which all students in the participating classrooms vote. The results of these ballots are compiled into a published report that is disseminated to elected officials, to schools in participating states, and to local media.

The Capitol Forum is offered in participating states as a partnership among the Choices Program, the offices of the Secretaries of the State, state Departments of Education, and statewide organizations whose mission support civic participation and youth development. The program is endorsed by the National Council for the Social Studies (NCSS), the National Association of Secretaries of State (NASS), and the National Association of Secondary School Principals (NASSP) has placed this program on the NASSP National Advisory List of Contests and Activities for 2006-2007.

## The History of the Choices Approach

The Choices methodology has its origins in research begun in 1982 by the Watson Institute's Center for Foreign Policy Development at Brown University in collaboration with the Public Agenda Foundation. The methodology was used in 1985-1988 as a research tool to understand public thinking on U.S.-Soviet relations. This methodology has been adapted over the past nine years by the Institute's Choices for the 21st Century Education Program for use in the classroom and in community-based civic dialogue.

**Choices as a research tool:** In 1985-88, to understand public attitudes toward the Soviet Union and nuclear arms, researchers at the Watson Institute's Center for Foreign Policy Development at Brown University, in collaboration with the Public Agenda Foundation, developed a research approach designed to engage the American public in consideration of complex public policy issues in terms appropriate to the non-expert. As a central component of the research conducted during *The Public, The Soviets, and Nuclear Arms*, a framework of "alternative Futures" was developed and then presented to "Citizen Review Panels"<sup>1</sup> and to general audiences for consideration. This public research was conducted in five major American cities during 1988. Under the title, Public Summit '88, newspapers and television stations in four of these cities—Baltimore, Nashville, San Antonio, and Seattle—provided information and sponsored programs on the four futures and the issues they raised, over a four-week period. The campaigns culminated in a balloting process in which more than 76,000 people from the four cities voted for the future and the policies they felt would best ensure U.S. security. In five cities (the above four plus Chicago) the research team conducted "Citizen Review Panels" in order to gain a more in-depth understanding of public opinion than is possible with any ballot or traditional survey approach. Almost 1,000 citizens, chosen to be broadly representative

of the population as a whole, participated in these review panels.<sup>2</sup>

**Theoretical Foundation—Public Choices vs. Expert Choices:** The research that forms the foundation of the Choices approach is grounded in an understanding that, in a democracy, the public and the experts have interrelated roles to play in the framing of public policy. As Richard Smoke, former Research Director at Brown's Center for Foreign Policy Development explained, experts can clarify the goals and trade-offs the nation must consider and lay out specific policy choices along with their costs and risks. Experts, however, have no special insight into which goals should have priority and which risks are worth taking. These are decisions of national scope—public choices—which all Americans must make together. The experts' attention to the consequences and feasibility of various policies acts as a counter to wishful thinking. The public, on the other hand, can criticize policies that seem contrary to public priorities. In this way, citizens can counter any tendency toward "tyranny of the experts." Finally, putting public priorities into practice requires expertise that the public-at-large cannot provide. These narrower policy decisions can be appropriately considered expert choices.<sup>3</sup>

**Applying the Choices Approach to Classroom and Community Education:** Following Public Summit '88, the Center for Foreign Policy Development launched the Choices for the 21st Century Education Program. Choices is a multifaceted educational program that seeks to engage the American public—student and adult—in consideration of international issues and strengthen the quality of public life in the United States. Choices focused initially on the development of curricular materials for the classroom. Adapting the research approach developed during *The Public, The Soviets, and Nuclear Arms*, the Choices approach to classroom learning places special emphasis

<sup>1</sup> Citizen Review Panels were first used in 1987 by the Public Agenda Foundation to gauge public reactions to reforms of the social welfare system.

<sup>2</sup> Update, (Providence, RI: Center for Foreign Policy Development, Affiliated with the Institute for International Studies, Brown University, Vol 3, No 1, July, 1988), p. 2-4.

on understanding the role of values in the development of public policy. Choices course materials challenge students to consider multiple perspectives on current and historical international issues, identify the values that drive contrasting perspectives, weigh the risks and trade-offs of alternative policies, and come to their own considered judgments, reflecting their own values and priorities. More than 25 units have now been published on topics such as *China on the World Stage: Weighing the U.S. Response*, *Global Environmental Problems: Implications for U.S. Policy*, and *The Limits of Power: The United States in Vietnam*. Choices also develops online resources that connect the classroom with world events and engage students in responsible deliberation on the news of the day. “Teaching with the News” resources are developed quickly to respond to very current issues and posted to the web where they can be downloaded for use in classrooms. Choices course materials are used in one third of high schools nationwide.

Drawing on the earlier research and the experience of Choices in the classroom, in 1992 Choices launched a new initiative to bring consideration of contested international

issues to local communities across the country. Applying the Choices methodology to public discussion, Choices public programs engage general audiences in deliberation on our changing international role and the implications for domestic policy, and help the public participate constructively in the policymaking process.<sup>4</sup> With support from the National Endowment for the Humanities, the Choices Library Program has conducted more than 450 series in libraries in 32 states since 1992. Choices is also exploring ways to adapt the program for use in other community-based venues and to add an Internet component to the current program.

In 1997, Choices launched the Capitol Forum on America’s Future, a program drawing on previous work with schools and community programs to engage high school students and teachers from a range of school districts statewide in consideration of the future direction of U.S. policy. The Capitol Forum is a collaboration among the Choices Education Program, the Secretary of State in participating states, and other statewide organizations whose missions support service learning, youth development, and civic participation.

3 Richard Smoke, *The Public, The Soviets, and Nuclear Arms: Four Futures: Alternatives for Public Debate and Policy Development* (Providence, RI: Center for Foreign Policy Development at Brown University & the Public Agenda Foundation, 1987), pp. 5-7. Daniel Yankelovich, president of the Public Agenda Foundation and a member of the Executive Committee of the National Council of “The Public, The Soviets, and Nuclear Arms,” writes about ‘public choice’ in *Coming to Public Judgment: Making Democracy Work in a Complex World* (Syracuse, NY: Syracuse University Press, 1991). An earlier reference appears in an article by Yankelovich in *Kettering Review* (Dayton, OH: Kettering Foundation, 1985).

4 The Choices approach, as applied to public programming, is described in a working paper written by Susan Graseck and Marta Daniels. *The Choices Approach to Community-based Public Policy Discussion* (Providence, RI: Choices for the 21st Century Education Program, Watson Institute for International Studies, Brown University, 1995).



# Skills Developed through Participation in the Capitol Forum

## Background Preparation

- Reading & Discussion
- Understanding relevant concepts
- Understanding the history of an issue
- Relating history to the present

## Group Preparation—Global Issue

- Understanding multiple perspectives
- Understanding the internal logic of a viewpoint
- Analyzing the impact of an option and considering the merits and tradeoffs of it
- Providing supporting evidence—connecting to history
- Anticipating questions
- Communicating with group members
- Negotiating responsibilities
- Organizing a presentation
- Preparing a visual representation of a viewpoint

## Role-play—the Futures Framework

- Communication skills—oral & visual
- Listening skills
- Thinking on the spot—defending a viewpoint
- Extrapolating from a viewpoint
- Articulating challenging questions and responses
- Comparing and contrasting
- Presenting alternative perspectives

## Debriefing from the Role-play

- Understanding multiple perspectives
- Analysis: comparison & contrast, pros & cons, values analysis & clarification
- Evaluating contrasting perspectives

## Developing a Vision for the Future

- Identifying & prioritizing personal values
- Linking policies to outcomes
- Articulating an original viewpoint on an issue (written, oral, visual)
- Offering supporting evidence
- Anticipating criticisms and responding to them
- Participating in a democracy

## What Students Are Saying About the Program

- The forum has made me more aware of the process of constructing foreign policy. I will be less cavalier in my attitudes toward voting.
- I realize now that issues that are being addressed in the U.S. not only affect the U.S. but the whole world, and that world issues affect the U.S. in many ways.
- It has made me think more and analyze topics as opposed to just taking them at face value.



- Being able to debate in a professional setting on important political issues really sparked my interest. ...I loved voicing my opinions and views with others—and actually having my words matter.
- People stereotype teenagers as not caring, but from today, I think the adults realized we are actually thinking about world issues.
- The senator and representatives present emphasized the importance of our vote. It redefined just what voting is in our democratic society and made me a believer that my vote counts.
- I'm excited to be able to vote in two years because I believe now I will research a lot more.

- Some day we will be running this country and if we do not begin to become interested in our government and world issues now, it will be very dangerous to our democracy in the future.
- I have become more aware of the issues affecting the world. Because of this, the voting process has become much more important to me.
- I believe I will have more of an opinion on what's happening. Before, I didn't think I would even vote, but now I look at things in a totally different way.
- It isn't often that students get to talk about these things and even less often that we can talk to the people who make our policy.
- I felt very prepared. Due to the preparation involved, I began reading and watching more news and information on foreign policy.
- It was great to have real legislators listen and respond to our comments. After today, I want to pay more attention to what's happening...
- I enjoyed working with students from around the state who I might not have had a chance to work with otherwise.
- I'm really proud that my school took part today. I think it says a lot that schools will offer this and want to promote more political efficacy among students.



## The Year at a Glance

<b>Teacher Application, Acceptance, and Commitment</b>	<b>Summer/Early Fall</b>
<b>Introductory Workshop</b> <ul style="list-style-type: none"> <li>• Overview of the Capitol Forum</li> <li>• Introduction to Choices approach and materials</li> <li>• Selection of two additional Choices units for use prior to pre-forum planning meeting</li> </ul>	<b>Early Fall</b>
<b>In the Classroom</b> <ul style="list-style-type: none"> <li>• Introduce key concepts</li> <li>• Use curriculum unit(s)</li> </ul>	<b>Fall</b>
<b>Pre-Forum Planning Meeting</b> <ul style="list-style-type: none"> <li>• Review details of the Capitol Forum day</li> <li>• Review goals and guidelines for breakout session leaders</li> </ul>	<b>January/February</b>
<b>In the Classroom</b> <ul style="list-style-type: none"> <li>• Complete pre-forum lesson, “class statement” and class poster</li> <li>• Select and prepare student representatives</li> </ul>	<b>February/March</b>
<b>Capitol Forum</b>	<b>March/April</b>
<b>In the Classroom (within two weeks of the forum)</b> <ul style="list-style-type: none"> <li>• Complete post-forum lesson, online ballot, and Future 5 statements</li> </ul>	<b>March/April</b>
<b>Ballot Report</b>	<b>May/June</b>



# **Chapter 1: The Curriculum of the Capitol Forum**

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- **Curriculum Overview**
- **Four Futures: A Framework For Discussion**
- **Global Issues**
  - Terrorism
  - Global Environment
  - Nuclear Weapons
  - International Trade
  - Immigration

## Curriculum Overview

For effective participation in the classroom and at the Forum, students will be engaged over the course of the year in rigorous classroom discussion of current and historical international issues. The content for the Capitol Forum is drawn from the curriculum work of the Choices Program.

### Program Content

The curriculum for the program introduces a variety of teaching resources and strategies for addressing the issues, concepts, and skills essential to informed deliberation about the role of the United States in the international arena within the context of a range of courses.

This section of the *Capitol Forum Resource Book* includes information on the Futures framework and an overview of the global themes and issues covered at the forum.

### Four Futures: A Framework for Discussion

At the heart of the Capitol Forum program is a framework of four divergent “Futures” for America’s role in today’s changing international environment. Each Future is framed in stark terms to highlight significant differences in perspective. Each is driven by different underlying values. These Futures serve as the centerpiece of deliberation at the Forum at state capitols and of the post-Forum lesson and ballot activities that take place in the classroom. The Futures are revised annually to maintain currency.

### Global Issues: A Foundation for Informed Discussion

To lay the foundation for student discussion of the U.S. role in the changing world, the Capitol Forum highlights five distinct

themes—international security, environmental concerns, global economics, and migration. Within each theme specific issues are addressed each year.

The current Capitol Forum issues are terrorism, global environment, nuclear weapons, trade, and immigration. Understanding these issues—their manifestations in history and implications for present day international relations—will prepare students for their part in the Capitol Forum and for the balloting that will take place afterwards. Participating teachers are asked to introduce these issues within the context of their courses prior to the Forum. For each of these international issues there is a corresponding curriculum unit from the Choices Program. Each unit includes background readings and a role-play focused on divergent policy alternatives.

### Developing the Skills and Habits of Responsible Citizenship

The core goals of the Capitol Forum are to develop in students the skills for informed, analytical consideration of international issues and the habits of responsible participation in public policy. The best preparation for participation in the deliberations that will take place as part of the Capitol Forum can be found in the Policy Options role-plays and deliberation that are the centerpiece of the curriculum units developed by the program’s national sponsor, the Choices Program. Engaging students in participating classes in one or more of the Choices Program’s curriculum units prior to the Forum at the state capitol will develop in students the critical thinking and discussion skills that are the heart of the Capitol Forum and the classroom activities associated with it.

## Four Futures: A Framework for Discussion

At the heart of the Capitol Forum program is a framework of four divergent “Futures” for America’s role in today’s changing international environment. Each Future is framed in stark terms to highlight significant differences in perspective. Each is driven by different underlying values. These Futures serve as the centerpiece of deliberation at the Forum at state capitols and of the post-Forum lesson and ballot activities that take place in the classroom. The Futures are revised annually to maintain currency. What follows is a brief overview of the four Futures.

### **Future 1: Lead the World to Democracy**

The United States is the most powerful nation in the world. The world depends on us to maintain peace and order and to support liberal democratic principles. Today’s international system was built around American ideals and power. Neither collective security nor the United Nations can be counted on to deal with the threats to this system. We must devote the necessary resources to build an international moral order and a vigorous international economy grounded in American political and economic principles and we must protect this international system from any threats, even if pressuring other governments to adopt American democratic principles may spark international criticism that the United States is ushering in a “Pax Americana.”

### **Future 2: Protect U.S. Global Interests**

We live in a dangerously unstable world. U.S. foreign policy must strive for order and security. International terrorism, chaos in the Middle East, rising poverty in the developing world, and global economic competition have created an international minefield for U.S. leaders. We need to focus our energies on protecting our own security, cultivating our key trade relationships, ensuring our access to crucial raw materials, and stopping the spread of nuclear weapons to unfriendly nations or to terrorist networks. We must be selective in our involvement in international affairs but we must be prepared to protect ourselves—at home and abroad—against any threats to our security and prosperity, even if this policy may breed resentment and lead to an angry backlash against us.

### **Future 3: Build a More Cooperative World**

We live today in an interdependent and interconnected world. We cannot stand alone. National boundaries can no longer halt the spread of AIDS, international drug trafficking, terrorism, and other global scourges. We must take the initiative to bring the nations of the world together and play a leadership role in strengthening the UN’s role in maintaining international security and responding to other global problems such as environmental pollution, financial crises, refugees, and AIDS. We must be willing to give up a portion of our independent authority, or sovereignty, to the UN and offer our military, intelligence, and economic support to UN-led initiatives, even if this may limit our ability to use military force unilaterally outside of North America.

### **Future 4: Protect the U.S. Homeland**

The attacks of September 11, 2001 have made us feel a vulnerability not felt in more than fifty years. We have spent hundreds of billions of dollars a year defending our allies in Western Europe and East Asia and distributed tens of billions more in foreign aid to countries throughout the developing world. These high-profile foreign policy programs have only bred resentment against us and made us enemies. It is time to sharply scale back our foreign involvement and turn our attention to the real threats facing Americans: a sagging economy, decaying schools, a shaky health care system, and inadequate resources to protect against terrorism, even if this may upset the worldwide balance of power and cause insecure countries to seek nuclear, biological, and chemical weapons.

## Global Issue #1: Terrorism

On the morning of September 11, 2001, Americans watched in horror as an unthinkable drama unfolded. Terrorist attacks had been successfully launched against the United States on American soil. The initial questions of who would execute such an attack and why were soon followed by other questions: How should we respond to the terrorists? Are there more attacks planned, and what will be their nature? How do we protect ourselves against future attacks?

Today, the word terrorism inevitably conjures up images of the World Trade Center, the Pentagon, and angry encounters in the Middle East fueled by Islamic extremism. But terrorism is neither new nor confined to the Middle East or Islamic extremism. Throughout history, terrorists have come from many places with many motivations. States, groups seeking self-determination or the end of colonial rule, left and right wing ideologues—all have used terror to advance their goals. In almost all of these cases, groups have acted out of political motivations, not merely out of a desire for senseless acts of violence. While terror has of-

ten been a weapon of the less powerful against the state, states have also used it as a weapon to intimidate populations and to weaken and destroy political opponents. Whether wielded by states or by individuals, terror has been a means to a political end.

Terrorism, generated from abroad, on the scale experienced on September 11 is new to the United States. Many people felt that the events of September 11 represented the beginning of a “new world” that would redefine the nature and goals of international relations. Whether or not this is true, Al Qaeda and other terrorist organizations scattered in small cells around the globe present new challenges and priorities for the U.S. and the international community. It seems likely that addressing terrorism will be a long-term effort, requiring policy makers to reexamine the posture of U.S. foreign and domestic policy and the allocation of resources. In order to explore these issues at the Capitol Forum, it is important for students to develop an understanding of how the issue of terrorism fits into our nation’s security policies.

### Key Terms

Cold War  
Globalization  
United Nations  
State-sponsored terrorism  
Intelligence information  
Money laundering

Sovereignty  
Civil defense  
Checks and balances  
Infrastructure  
Weapons of mass destruction  
National Security

Corresponding Curriculum Unit—*Responding to Terrorism: Challenges for Democracy* invites students to consider the same questions facing U.S. policymakers: What are the potential threats against the United States? What is the best way to respond? What must be done overseas? What should be done here at home? Part I of the reading traces the history and evolution of terrorism, showing how tactics and objectives have changed from the French Revolution to the present. Part II looks specifically at al Qaeda and the events of September 11. The role of political Islam is examined, as is U.S. foreign policy in the Middle East. Finally, Part III looks at responding to terrorism, with consideration of why we are targets, what the possible threats are, and what issues complicate the response. After considering these issues, students evaluate U.S. options in the course of a two-day simulation. Finally, they apply what they have learned to developing their own recommendations for U.S. policy.



## Global Issue #2: Global Environment

From the earliest stages of civilization, humanity has been forced to cope with limits imposed by the earth's environment. Since the Industrial Revolution gained momentum in the nineteenth century, environmental issues have increasingly come to be viewed from a global perspective. Today, environmental problems compel us to ponder the limits to which human activity can exploit natural resources. Underlying this new perspective are the issues of population growth, consumption patterns, and the need for economic development.

Since the earliest days of international diplomacy, states have generally come together to discuss matters of war and trade. The health of the environment, if considered at all, was thought of strictly in a local context. Recent years, however, have witnessed a conceptual leap. Not only have scientific terms such as greenhouse gases and the ozone layer entered the vocabulary of public policy, but environmental problems are increasingly seen as global in scope. Because greenhouse gases are dispersed throughout the atmosphere, nations of the world recognize that climate change and

the resulting environmental destruction need to be addressed in the international arena.

As in other international matters, the United States occupies a pivotal position in determining the world's response to global environmental problems and balancing the trade-offs of economic growth. Should we use our influence to promote international cooperation to protect the planet's ecosystem? Or should we reject strategies that strengthen the power of the UN and other international organizations? How will international environmental agreements affect economic growth and development? Who bears the greatest responsibility to foot the bill for cleaning up the global environment? What sacrifices should developed and/or developing countries make to secure a healthy global environment for future generations? In order to explore these issues at the Capitol Forum, it is important for students to develop an understanding of the issues involved and to consider the relationship among American foreign and economic policies and the health of the planet.

### Key Terms

Economic Development  
Sustainable Development  
International Diplomacy  
International Law  
Ecosystem

Climate Change  
Ozone Depletion  
Acid Rain  
Deforestation and Desertification  
Decline of Biodiversity

Corresponding Curriculum Unit —*Global Environmental Problems: Implications for U.S. Policy* explores the relationship between public policy in our country and the ecological health of the planet. Part I outlines the causes and effects of climate change, ozone depletion, acid rain and water pollution, deforestation and desertification, the decline of biodiversity, and biosafety. Part II explains resources, their consumption, and how the developed world, the former Soviet bloc, newly industrializing countries, and developing nations each pose distinct threats to the global environment. Part III discusses the environmental agenda of the international community and examines key components of the controversy over environmental policy in the United States. After studying the scientific causes and international ramifications of global environmental problems, students evaluate U.S. options in the course of a two-day simulation. Finally, they apply what they have learned to developing their own recommendations for U.S. policy.

## Global Issue #3: Nuclear Weapons

October 11, 2001. Exactly one month after the terrorist attacks on the United States, the White House received a report that a nuclear weapon had been smuggled into New York City. The news came from a CIA source, code-named Dragonfire, who said that Al-Qaeda terrorists had stolen a ten-kiloton nuclear weapon from the Russians and brought it into New York.

No nuclear weapon had been used against a military target since the United States had dropped two on the Japanese cities of Hiroshima and Nagasaki more than half a century earlier. The weapon that Dragonfire reported had slightly less explosive power than the bomb dropped on Hiroshima, but experts knew the potential consequences would dwarf what had happened on 9/11 at the Twin Towers. A nuclear weapon detonated in the heart of New York City would kill half a million people instantly and completely flatten every building within one third of a mile from the blast site. Buildings up to three-quarters of a mile would be damaged and destroyed, hundreds of thousands more people would die as these buildings collapsed or burned. Radiation and more fires would extend out to one and a

half miles from the blast site.

Dragonfire's report turned out to be wrong, but government officials had taken it very seriously. Many experts believe that nuclear weapons are the greatest threat to national security. Some believe that they are simply too dangerous and that countries should agree to give them up. Others believe that they are essential for our defense. Some also worry that it is simply a matter of time before one is used against the United States.

Although the Cold War ended almost two decades ago, thousands of U.S. and Russian nuclear weapons remain on hair-trigger alert, ready to be launched within fifteen minutes if the president gives the order. Though both Russia and the United States have reduced their arsenals, there is debate about what, if anything, needs to be done about these weapons. There is also the issue of other countries acquiring nuclear weapons: proliferation. Finally, there is the threat of terrorists acquiring nuclear weapons. In order to explore these issues at the Capitol Forum students need to develop an understanding of the issues surrounding nuclear weapons today.

### Key Terms

Deterrence  
Terrorism  
Cold War  
Proliferation  
Treaty

Security  
Diplomacy  
State  
Strategic Defense Initiative  
Weapons of Mass Destruction

Corresponding Curriculum Unit—*The Challenge of Nuclear Weapons* explores the complex issues surrounding the various questions about nuclear weapons. Why are there nuclear weapons? How dangerous are these weapons? Who has them and how many are there? Do they make the world safer or less safe? How do we know? Should we continue to rely on nuclear weapons as part of our security policy? If so, how? If not, what should we do about them?

After considering these issues, students evaluate U.S. options in the course of a two-day simulation. Ultimately, students will be asked to formulate their own opinion about what the United States should do.

## Global Issue #4: International Trade

For its first century and a half, the United States shielded fledgling manufacturing industries from foreign competition while assertively seeking out new markets overseas. U.S. leaders felt at the time that the country's economy would require decades of protectionist measures to catch up with British industry and consequently saw few benefits in free trade. The stock market crash of 1929, World War II and the Marshall Plan, the emergence of Japan as an economic power, the success of East Asia's "four tigers," GATT, NAFTA, and the EU—the economic landscape today would be unrecognizable to our nation's founders. Today's economy reflects the growing interdependence of peoples, economies, nations, and issues. In this era of increasing globalization, an American citizen's economic well-being is inextricably linked to international trade relationships and international financial markets.

The U.S. economy is currently among the world's largest. The U.S. dollar serves as the accepted currency of international trade. The United States leads the world in exports. The United States also maintains a lead in many of the future's most promising industries, including biotechnology, telecommunications, and

environmentally friendly products. However, in the past few years the U.S. economy has slowed significantly with many companies, particularly high tech ones, announcing layoffs that are causing major tremors on Wall Street. The economic uncertainty was exacerbated by the events of September 11, 2001. Additionally, the recent exposure of accounting scandals and corporate mismanagement has led to reduced confidence in the American economy. Meanwhile, there are rifts over trade policy both within the American public and between developed nations and the developing world.

Ultimately, the question of the U.S. economy's health hinges on perspective. Many economists view the 1980s as a pivotal decade, when American firms recognized the trend towards globalization and improved their efficiency. Others recognize the last two decades as a period of decreasing expectations for many Americans. In order to explore these issues at the Capitol Forum, it is important for students to develop an understanding of the issues involved in setting trade policy and the global context in which it operates.

### Key Terms

Globalization

Free trade

Trade barriers and protectionism

Import tariff

Free market system

Trading bloc

Budget deficit

Trade deficit

Interdependence

Sovereignty

Corresponding Curriculum Unit—*U.S. Trade Policy: Competing in a Global Economy* engages students in consideration of a series of important questions facing policymakers today. Do our trade policies help or harm our workers? Does our global economic presence make us a target of resentment? Does membership in the WTO impinge upon our right to make our own rules and to govern ourselves or does it help us fight the unfair trading practices of other countries? And what of the connection between international trade, immigration, and foreign policy? Part I discusses the expansion of international trade and the globalization of the economy in the decades after World War II. Part II reviews the key items on today's U.S. trade policy agenda and looks at their impact on ordinary Americans. After considering these issues, students evaluate U.S. options in the course of a two-day simulation. Finally, they apply what they have learned to developing their own recommendations for U.S. trade policy.

## Global Issue #5: Immigration

To say that we are a nation of immigrants is more than an acknowledgment of our history. It reflects how many Americans perceive our country's place in the world—shining a beacon of freedom and opportunity to all. Since records were first kept in 1820, more than sixty-five million immigrants have entered the United States. Nearly 40 percent of that total were admitted between 1881 and 1920. After a lull of almost half a century, immigration rates turned upward again in the late 1970s. The 9.5 million newcomers who arrived in the 1980s surpassed the previous peak decade of 1901-1910. In 2001, more than one million immigrants (legal and illegal) came to the United States.

Today, immigrants are drawn to a life in the United States in record numbers. The United States continues to lure many with the promise of a better future. More than 12 percent of the U.S. population was born in another country. And yet, as the number of immigrants coming into the United States has increased, so has the scope of the immigration debate. In early 2006, Congress began debating reform of the immigration

laws. Concerns about the economic security of American workers fuels the debate, just as it has throughout our history. The terrorist attacks of September 11, 2001 have also added another dimension to the questions surrounding immigration. In the foreign policy arena, immigration has left a mark on human rights, international trade, the worldwide refugee crisis, and U.S. relations with Latin America. The question to answer at the end of this reading is: What should U.S. immigration policy be?

As the number of immigrants coming into the United States has increased, so has the scope of the immigration debate. Many Americans contend that the United States does not have the room for more immigrants. Others argue that we cannot afford to close our door to the skills and energy brought by newcomers.

One of the issues considered at the Capitol Forum will be the role of immigration policy in defining who we are as a nation. In preparation, it is important for students to develop an understanding of the history and current status of U.S. immigration policy and the values that drive this issue.

### Key Terms

Immigration  
Naturalization  
Assimilation  
Refugee  
Illegal alien  
Undocumented worker  
Quotas

Visa  
Political asylum  
Amnesty  
Constitutional rights  
Human rights  
Sovereignty  
Territorial integrity

Corresponding Curriculum Unit—*U.S. Immigration Policy in an Unsettled World* confronts students with the same questions facing U.S. policymakers. How does immigration affect our economy? How much immigration does the United States need? What is the impact of immigration policy on families and communities? How should we balance national security and our historical tradition of immigration? Part I reviews how the course of economic development, immigration trends, and foreign policy concerns has left an impact on the history of immigration law. Part II examines the most pressing immigration-related issues—economic challenges, population trends, illegal aliens, refugees, national security. After considering these issues, students evaluate four contrasting perspectives on immigration policy in the course of a two-day simulation. Finally, they apply what they have learned to developing their own recommendations for U.S. immigration policy.

## **Chapter 2: The Program Year**

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### **The Program Year - What's Ahead?**

- **Introductory Workshop**
- **In the Classroom**
- **Pre-Forum Planning Meeting**
- **Pre-Forum Lesson, Resources, and Class Statement**
- **Post-Forum Lesson and Ballot**

## The Program Year—What’s Ahead?

The Capitol Forum offers a unique opportunity for students to consider the role of the United States in the changing international environment and to engage with others in the authentic setting of your state capitol. While teachers will be bringing representatives from their classroom to their state capitol for the Capitol Forum in the spring, the program is designed to engage all of the students in the classroom in extended deliberation on the role of the United States in today’s changing world.

### Introductory Workshop

The introductory workshop is designed to familiarize teachers with the goals of the Capitol Forum on America’s Future and with the Choices Program approach to teaching international issues. The Capitol Forum is grounded in this approach. It is important that students have experienced the Choices Program approach to consideration of alternative perspectives prior to the Capitol Forum and the in-class activity that follows it.

At the Introductory Workshop, teachers who participate in the Capitol Forum are provided with the Choices curriculum unit, *U.S. Role in a Changing World*, and two additional curriculum units on topics of their choice. (See Chapter 3: Capitol Forum Resources for a list of available topics. The most current list is available online at [www.choices.edu](http://www.choices.edu).) There is time during this workshop to review sample copies of the full list of units available.

### In the Classroom

Teachers select unit topics that can be appropriately integrated into their course curriculum. An annotated list of publications with descriptions is included in the teacher workshop packet.

The units selected at the introductory workshop are shipped to teachers following the workshop to use prior to the Pre-Forum Planning Meeting.

*NOTE: It is not necessary to select curriculum units that are specific to the global issues that are addressed at the forum.*

### Pre-Forum Planning Meeting

The purpose of the Pre-Forum Planning Meeting is to review the work to date, preview plans for the spring forum, and make final preparations. At the meeting:

- Teachers will have an opportunity to discuss classroom experiences using the teaching approach and resources presented at the fall workshop.
- A leader from the business and policymaking communities in the state is on hand to discuss the specific international themes to be addressed at the forum and to consider their local connections.
- Teachers review the details of the forum day schedule, focusing on the logistics of the two breakout sessions, the hearing on the Four Futures, and the dialogue with elected officials.
- The duties of a breakout session facilitator are explained. The lead teacher will outline what to expect and will offer guidelines for facilitating effective student deliberation leading to the dialogue with elected officials.
- The lead teacher reviews the pre-forum lesson and forum preparation with participants. The pre-forum lesson is to be completed two weeks prior to the forum. This lesson engages students in exploration of links between current international issues, historical events, and public values. As part of this lesson, all students in the participating class(es) complete an exercise in which they articulate their concerns about international issues, develop a “class statement,” and create a poster expressing the top concerns of the class.

## Classroom Connections Before the Forum

The Capitol Forum is not a single extracurricular event. It is a program that begins and ends in the classroom. The content of the Capitol Forum is designed to be embedded in the core social studies curriculum. What follows is an overview of the ways in which the Capitol Forum program is integrated into the curriculum prior to the meeting at the state capitol. Additional boxes in this chapter spell out the connections during the forum and after the forum.

- **Ballot Report & Value Exercise**

*Ballot Report* (previous year): The Capitol Forum Ballot Report provides an opportunity for students to review and analyze the views of students participating in last year's Capitol Forum. It also provides a preview of the program that they will be involved in this year. The full report and state breakdowns are available as pdf documents from the Capitol Forum web site at [www.choices.edu](http://www.choices.edu). Printed copies of the full report are available from the state organizer.

*Values Exercise*: This exercise can be integrated into course(s) throughout the year and serves as a useful tool to remind students of the role of values in public policy.

- **Curriculum Units**

Teachers are provided with three different curriculum units prepared by the Choices Program, the national sponsor of the Capitol Forum, to use with their classes.

- **Pre-Forum Lesson and Class Statement**

The pre-forum lesson and "class statement" provide opportunities for students to consider a range of international issues, discuss these issues as a class, and then articulate the thinking of the class in a short statement that is posted to the Capitol Forum web site and shared with other students in their state and in other participating states as well as with elected officials who will be participating in the Capitol Forum.

*Poster* (class project): Each participating class develops a poster as a visual representation that reflects the thinking of the class. More specific directions are available online.

*Selection of student representatives*: There are a variety of ways to select the representatives from the class to attend the forum at the capitol. This can be a class decision or a decision made by the teacher. In either case, teachers should ensure that the students selected consider it their responsibility to bring the views of others in the class to the forum, including a presentation of the poster.

The class statement is posted to the Capitol Forum web site prior to the forum. Student representatives present the poster and their class' concerns at the forum. Posters are placed on display at the state capitol following the forum.

- At the Pre-Forum Planning Meeting, teachers will receive one copy each of the Choices Program student text on the five global issues to be considered at the forum. These provide the background reading that student representatives are expected to read prior to the

forum. [Each of the student representatives attending the forum is to be assigned one of these global issues prior to the forum. It is recommended that teachers incorporate this background material into the class(es) as appropriate. Consideration of these issues will be the basis of the first breakout session at the forum.]

- Participating teachers have received a copy of *The U.S. Role in a Changing World* at the Introductory Workshop. This text includes the Futures Framework that is the

basis of the second breakout session and the afternoon plenary session at the forum. Students attending the forum are to be familiar with the Futures prior to the forum. [It is up to the teacher to decide how much to do with this framework with the full class prior to the forum. However, because the Futures are the basis of the post-forum lesson, some familiarity is recommended for all students prior to the forum.]

## Pre-Forum Lesson, Resources and Class Statement

Prior to the Capitol Forum, all students in participating classes engage in a one to two-day lesson on current international issues. During this lesson students:

- Examine a variety of current topics and concerns on the international agenda.
- Relate these topics and concerns to the global issues of this program.
- Using the issues and related concepts, make connections between history and present day international issues.
- Articulate their own concerns on international issues.

The pre-forum lesson culminates in a “class statement” and a poster, developed by students from the class. The class statement and the poster are intended to communicate the class’ concerns and values. Class statements are posted to the Capitol Forum website where they can be shared with others prior to the forum. Posters are presented by student representatives at the opening of the forum in order to give voice to student views at the outset, to communicate that this is a day for students to be heard. Specific guidelines for the pre-forum lesson are available in Chapter 3 (pages 31-35) of this *Capitol Forum Resource Book*. These guidelines are reviewed at the pre-forum planning meeting.

### Background Readings: Global Issues

Background readings are provided on each of the global issues addressed at the forum. Each student attending the forum is responsible for one of these issues. More details are provided on page 36 of this resource book., *Preparing Student Representatives for the Forum Day*. This is reviewed at the pre-forum planning meeting.

## Classroom Connections During the Forum

Class statements are printed and provided to elected officials who attend.

*Presentation of posters:* The forum begins with the presentation by the class representatives of class posters that were developed by the class.

*5th Student:* In some states, a “5th student” is charged with serving as the team facilitator with primary responsibility for organizing the work that student representatives will do to engage the rest of the class when they return from the forum. This student can also be assigned the role of reporter or photographer to take the story back to the class and the school.

*Telecast or taping:* In some states, sessions at the forum have been broadcast live for viewing by students back in the classroom or taped to be viewed later.



## Post-Forum Lesson and Ballot

The post-forum lesson is introduced at the pre-forum planning meeting. This is a one to two-day activity engaging all of the students in the class. In the week following the forum, students who attended the forum report to their classmates what fellow students in other schools think about the U.S. role in international issues and introduce them to the four Futures that provided the framework for the afternoon at the forum. Drawing on their understanding of the international issues that they have considered during the school year and on their understandings of the four Futures, all students in the class craft their own Futures. Their Future 5 should be grounded in informed judgments about what values and beliefs underlie their vision of the role

the United States should play in the changing international environment. (Students need not limit themselves to addressing only the global issues highlighted at the forum.) Samples of the students' "Future 5" are posted to the Capitol Forum website. Finally, at the conclusion of the lesson all students in the class have an opportunity to express their views with an online ballot that is tabulated and summarized. In May/June, teachers receive the published ballot results from all states participating in the Capitol Forum. This ballot is disseminated to elected officials, to schools in participating states, and to local media.

The post-forum lesson plan and handouts are available in Chapter 3 (pages 46-54) of this *Capitol Forum Resource Book*. This lesson is reviewed at the pre-forum planning meeting.

### Classroom Connections After the Forum

- **Post-Forum Lesson**

In the week following the forum, the student representatives will lead their classmates through a deliberative exercise based upon the discussion that took place at the forum.

- **Ballot**

After completing the post-forum lesson, all students complete an online ballot. Completed ballots are tabulated by the Choices Program staff and a report is shared with state officials, the news media, and all high schools in participating states.

- **Future 5**

As part of the post-forum lesson, all students articulate their own "Future 5"—a Future that describes their own views of the role the United States should play in world affairs in the coming years. Students are encouraged to frame their Future 5 as a letter to an elected official or a letter to the editor of a local paper. Samples of these Future 5s are posted on the Capitol Forum web site to be shared with others in their state and beyond.

- **Ballot Report**

Ballot Report: The National Ballot Report and state breakdowns are posted to the Capitol Forum web site as pdf documents. Printed reports are sent to teachers by their state organizer.



## Chapter 3: Capitol Forum Resources

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### Curriculum Resources for the Classroom

#### Pre-Forum Lesson Plan

- Lesson Plan
- Handout 1: Connecting International Issues with Values and History
- Handout 2: Poster Guidelines
- Preparing Student Representatives for the Forum

#### Guides Used at the Forum

- Overview of the Capitol Forum Day [Lead Teacher's Guide]
- Breakout Session I: Leader's Guide
- Breakout Session II: Leader's Guide
- Senate Foreign Relations Panel: Preparation
- How Do the Breakout Sessions Work at the Forum? [Chart]

#### Post-Forum Lesson Plan

- Lesson Plan
- Handout 1: Critiquing the Futures
- Handout 2: Confronting Risks and Trade-offs
- Capitol Forum Student Ballot [Sample of Online Ballot]
- Handout 3: Creating Your Future Five

[See Chapter 4 for additional classroom resources.]

## Curriculum Resources for the Classroom

The Capitol Forum draws on the curriculum work of the Choices Program. At the core of the Capitol Forum is a framework of four Futures for U.S. policy in the world in the 21st century. These Futures are at the core of the Choices unit, *The U.S. Role in a Changing World*. The Futures in this unit are used as a sample during the Introductory Workshop. The full unit is provided to all participating

teachers at the Introductory Workshop.

During the Introductory Workshop participating teachers will also select two additional curriculum units that they will integrate into their curriculum prior to the Pre-forum Planning Meeting. Titles need not be those that will be considered at the Capitol Forum. A set of samples is available for teachers to preview during the Introductory Workshop.

### Curriculum Units Available from the Choices Program

#### U.S. History

- *A Forgotten History: The Slave Trade and Slavery in New England*
- *A More Perfect Union: American Independence and the Constitution*
- *Challenges to the New Republic: The War of 1812*
- *Reluctant Colossus: America Enters the Age of Imperialism*
- *Wilson's Vision and the League of Nations Debate*
- *Between the Wars: FDR and the Age of Isolationism*
- *Ending the War Against Japan: Science, Morality, and the Atomic Bomb*
- *The Cold War Origins: U.S. Choices after World War II*
- *The Cuban Missile Crisis: Considering its Place in Cold War History*
- *The Limits of Power: The United States in Vietnam*

#### World History and Area Studies

- *The Russian Revolution*
- *From Colony to Democracy: Considering Brazil's Development*
- *Shifting Sands: Balancing U.S. Interests in the Middle East*
- *Charting Russia's Future*
- *Russia's Uncertain Transition: Challenges for U.S. Policy*
- *Indian Independence and the Question of Pakistan*
- *Freedom in Our Lifetime: South Africa's Struggle*
- *Colonialism in the Congo: Conquest, Conflict, and Commerce*
- *Weimar Germany and the Rise of Hitler*
- *China on the World Stage: Weighing the U.S. Response*
- *Caught Between Two Worlds: Mexico at the Crossroads*

#### Global Studies

- *The Challenge of Nuclear Weapons*
- *The United Nations: Challenges and Change*
- *U.S. Immigration Policy in an Unsettled World*
- *Confronting Genocide: Never Again?*
- *Responding to Terrorism: Challenges for Democracy*
- *Global Environmental Problems: Implications for U.S. Policy*
- *U.S. Trade Policy: Competing in a Global Economy*
- *Dilemmas of Foreign Aid: Debating U.S. Priorities, Policies, & Practices*
- *The U.S. Role in a Changing World*

NOTE: The most complete list of curriculum units is available online at [www.choices.edu](http://www.choices.edu).

## Pre-Forum Lesson Plan: Connecting International Events with Values and History

The pre-forum lesson is the opportunity to involve the entire class in the Capitol Forum day. While only four or five students go to the forum itself, they go as representatives of their classmates. It is therefore necessary for the whole class to be familiar with the global themes of the forum and with the ways in which international issues are discussed there.

An essential part of this lesson is a “Class Statement” written by the class articulating its views on the international issues with which it is most concerned. The class will submit its Class Statement on the Choices website. Students thus have a “public” forum for voicing their concerns and can compare their interests with those of other students in the state and in other Capitol Forum states.

Students create a visual representation of their interests and concerns as they relate to the global themes in the form of a poster. This poster is presented by their classmates at the forum.

The pre-forum lesson is completed two weeks prior to the Capitol Forum in the spring.

### Lesson Plan

#### Objectives—Students will:

- Examine a variety of current topics and concerns on the international agenda.
- Relate these topics and concerns to the global themes of this program.
- Using the issues and themes, make connections between historical and current international issues.
- Write a Class Statement articulating their concerns, to be posted on the Choices website.
- Develop a creative visual representation of their class’s top international interests.

#### Handouts

- Handout 1: Connecting International Issues with Values and History
- Handout 2: Poster Guidelines

#### Homework

1. Students review the global themes (international conflict, immigration, trade, the global environment, and proliferation) examined during the year/semester before assigning the homework that precedes this lesson. In this homework assignment and class discussion to follow, students use their knowledge of these themes to consider current international issues.
2. Students use newspapers and other current events resources to examine a range of international events and issues. Choices has a variety of resources related to the four global themes of the forum posted on its website, [www.choices.edu](http://www.choices.edu), which students may find useful. Each student should come to class prepared to report on at least two different current international issues. Students should use Handout 1 to prepare their report and to help guide their class discussion. (*The number of issues brought to class by each student, as well as the format for preparing the reports, can be revised as the teacher sees fit for his/her particular class needs.*)

#### In the Classroom

1. A list is generated of the different international events and issues that students examined for homework. Students should add to their list of issues at this time. (*Various procedures can be used. For example, students could work in groups of two or three to pool the results of their homework notes and then share the group’s summaries with the class as a whole. A general class list of significant events or issues would then be generated to complete the rest of the class work. Alternatively, you*

*could tack easel paper around the room with headings based upon each of the global themes. Students could volunteer which of the events or issues they examined for homework seemed to relate to each global theme. Whatever format you choose, it should result in a collection of students' issues creating a common base for further discussion.)*

2. Discussion of the students' issues should continue using the following questions.
  - On which of these issues is the U.S. acting?
  - On which issues is the U.S. not acting in a significant way? Why?
  - What values appear to be shaping U.S. policy?
  - Do you agree with these values?
  - Are there values and interests important to you that are not reflected in U.S. policy?
  - Which issues should be of greatest concern to the American public?
  - Which issues are of greatest concern to you as an individual?

*NOTE: Students need to clearly differentiate between issues/events and values in order to complete this exercise in a meaningful way. You may find it useful to use the exercise, "Considering the Role of Values in Public Policy," as an introduction/refreshers. A copy is included in Chapter 4: Additional Resources.*

3. As a group, students in the class should identify their top concerns using the following questions to help guide their decisions.
  - Of the issues raised in the previous discussion, which ones are of most concern to the class? Why?
  - What do students in the class believe the U.S. should do on these issues?
  - What values do your students feel are reflected in these issues?
  - What values are reflected in their policy recommendations?

- Do the students think that their values are shared by the country as a whole?
4. At the conclusion of the discussion (which could range from one to several days, depending upon the course, class, etc.), the class should reach consensus about its top international concerns, e.g., destruction of rain forests. Students should be able to articulate how these concerns reflect certain values, e.g., preserving earth's resources versus national sovereignty and economic development.

Students should also relate their issues of interest to one or more of the global themes of immigration, trade, environment, terrorism, and proliferation. For example, if your students are concerned about global warming and pollution from fossil fuel emissions, encourage them to make connections to the themes of trade and conflict: How could a change in America's oil consumption affect our trade relationships with oil-producing nations? With developing nations? If America were less dependent on foreign oil, how might our foreign policy toward the Middle East change? The aim is to get students to think beyond the headlines and to see connections among various issues.

*NOTE: Students need not come to an agreed position on the issues they discuss. They may even agree to disagree about which issues are most important. If this is the case, the class's "consensus" can involve identifying the reasons for their disagreement, exploring how their different values and priorities influence their policy views.*

## Writing a Class Statement

Once students have reached consensus on the issues of concern to the class, the class should write a "Class Statement" articulating its concerns, values, and analysis in terms of the global themes. In other words, students are putting into writing the outcome of the discussion outlined above. You may wish to designate a few students as "reporters" who together can synthesize the class discussion into the *one-half to one-page* Class Statement.

These statements are posted on the Capitol Forum section of the Choices website at [www.choices.edu](http://www.choices.edu) two weeks before the forum day. This is a special area for submitting the Class Statements. It asks the class to answer several questions about its views and then provides space for further explanation.

### Sharing Class Statements

The Class Statement from each participating class is posted on the website, arranged by state and listed by school. This gives students an opportunity to compare their concerns and views with those of other students in their state and in other Capitol Forum states. A printed copy of the Class Statements is presented to each of the public officials participating in the discussion on the Capitol Forum day, giving them a written record of students' concerns.

### Creating Posters

The poster is thought of as a visual expression of the class statement. A group of students should create a poster which communicates the class's concerns and values. In order to involve as many students as possible, these students should not be the same students who attend the Capitol Forum. Those

attending the forum, however, do need to be prepared to present and explain the poster. See Handout 2: Poster Guidelines for details.

Student posters should:

- Express the current international concerns of the students in a creative visual statement.
- Show how these concerns relate to the global themes to be addressed at the forum.
- Reflect the values at stake in these international concerns.
- Present the students' opinions on the values that they believe should shape U.S. policy.
- Reflect serious analysis and expression of careful student reflection on values and priorities in U.S. foreign policy.

Student posters should not:

- Resemble a bulletin board of current events articles.
- Limit in any way students' creativity in expressing themselves.

Any format on the poster is acceptable if it:

- Conveys the students' concerns,
- Demonstrates their deeper understanding of the values underlying these concerns, and
- Shows how these concerns relate to the issues they have been discussing.

## Handout 1: Connecting International Issues with Values and History

You have been assigned to come to class prepared to talk about one or more international issues that are of interest or concern to you. In order to be ready for class discussion, please answer the following questions about your issue. If you have more than one issue to discuss, complete a separate sheet for each one.

1. What current international issue concerns or interests you?
2. What interests you about this issue?
3. What countries or areas of the world are involved or affected by this issue?
4. What is the current U.S. policy or view on this issue?
5. What values are at the foundation of the debate on this issue?
6. How does this issue relate to one or more of the global themes (terrorism, environment, immigration, trade, proliferation)?
7. How does this issue relate to the history of the countries or areas involved? Is it similar to any other historical events elsewhere in the world?



## Handout 2: Poster Guidelines

As a class you will receive a tri-fold display board to use for your class poster. These boards will be displayed on table tops during the forum. Following the forum, they will be hung for public display. The following suggestions are made to ensure that we can display each project easily and fairly.

- The panels will not be returned. Please make sure that all materials used are considered disposable—i.e., no family heirloom photos.
- The panels need to fold out to stand on tables during the Forum. Please make sure when constructing the posters that the folds still close enough to allow the panel to stand without additional support.
- Your school's name should appear somewhere on the front of the panel.
- On separate sheet(s) please include any written materials (essays, quotations, explanatory writing) that you feel will help viewers understand your visual presentation.

### Checklist for Completed Posters

1. International concerns of students in the class are clearly portrayed. \_\_\_\_\_
2. These concerns are related to some (or all) of the global themes. \_\_\_\_\_
3. Underlying values associated with these concerns are clearly portrayed. \_\_\_\_\_
4. Values that students have agreed should shape foreign policy are also shown. \_\_\_\_\_
5. Final product is creative. \_\_\_\_\_
6. Each student attending the Forum knows exactly what he/she is contributing to the poster presentation on the day of the Forum. \_\_\_\_\_

*NOTE: Your creativity need not end with the completion of the poster itself. Think also about the manner in which your class representatives will present your class poster to the other students at the forum.*

## Preparing Student Representatives for the Forum Day

The students selected to participate in the forum at the state capitol will go as representatives of their classmates. They complete the background readings and preparation in addition to the pre-forum lesson that the entire class completes. Students should come to the forum familiar with the global themes and the four Futures.

### Background Readings

Background readings on the global themes of the forum are provided at the pre-forum planning meeting. The student text of Choices units on each topic provide the core readings. While all students should be familiar with all global themes, one student is to be the “expert” on one of the topics, focusing his/her preparation on the background reading for that topic. Additional resources related to each topic are listed on the Choices website at [www.choices.edu/online\\_resources.cfm](http://www.choices.edu/online_resources.cfm). Students may find these supplemental resources useful in preparing their topic areas. On the forum day, students are divided in the morning into one of the breakout groups, each to discuss one of the themes. Each student will attend the group for the theme on which she/he has prepared to be an expert.

### Four Futures

In the second breakout session, students discuss the four Futures. Students are recombined from the morning sessions to form four new groups, each assigned to one Future and consisting of “experts” on each of the global themes. Because students are not given their Future assignment until the forum day, we recommend that students are familiar with all four Futures. However, it is not necessary for students to “prepare” for the Futures as they do for the global themes.

*NOTE: Student representatives also present their class's poster at the forum.*

### Suggested Criteria for Selecting Students to Participate in the Forum

While participants should be articulate, intelligent students, they need not be the top performers. In fact, the quality of discussion at the forum may be hindered by a room full of know-it-alls who already have their views cemented in their minds. The Capitol Forum is not a competition. The day should provide students with a forum in which to thoughtfully refine or formulate some of their views; it should not be a competitive battlefield.

Following are some guidelines for selecting students to attend the forum. Students should possess the following characteristics:

- Ability and motivation to participate effectively in discussion of international topics
- Ability to listen to others, respond thoughtfully, and formulate challenging questions
- Comfort and inclination to work effectively with others in small groups, even if other group members are not close friends
- Willingness to follow directions well
- Displays attentive and appropriate behavior in educational settings
- Can wait for his/her turn to talk without interrupting others or disrupting class
- Will responsibly attend to background readings and assignments in preparation for the forum

## Overview of the Capitol Forum Day [Lead Teacher's Guide]

What follows is an annotated guide to the forum day. This serves as an overview for all participating teachers and as the Lead Teacher's Guide.

Handouts that are used during the forum day are provided by the State Organizer. Copies of most materials are also available online at [www.choices.edu/capitol\\_forum/resources.cfm](http://www.choices.edu/capitol_forum/resources.cfm). Background readings and policy options are provided to all participating teachers at the Pre-Forum Planning Meeting.

### Goals of the Day at the Capitol

- Bring students from different schools together to deliberate about the role of the United States in the changing international environment.
- Provide an opportunity for these students to express their convictions and their concerns to elected and public officials.
- Prepare these students to return to their classrooms and lead their classmates in a similar deliberative process culminating in a ballot to be shared with elected officials.
- Engage these students in an authentic experience with government officials so that they will want to remain active in civic affairs in the future.

*The times in the following guide correspond with those in the sample agenda. Though actual times may differ, we recommend that time allocations remain the same.*

### 8:30-8:45—Welcome & Introduction

Following the welcomes by the Secretary of the State and the State Organizer, the Lead Teacher introduces the day and gets the pro-

gram started. In his/her introduction, the lead teacher should establish the importance of the Forum topic — the role of the United States in today's changing international environment — and “charge” the students with their important task as responsible citizens. Students should emerge from this introduction energized, empowered, and ready to add their voices to the development of public policy now and in the future.

### 8:45-9:00—Poster Presentations (Part I)

Posters should already be on display. The first half is presented now. School teams are invited up in the order established to give their presentations to the group. Let them know in advance that each team has one minute for their presentation.

At the end of these introductions and poster presentations, the topic and logistics of the Session I breakouts are introduced to let the students know how this breakout session fits into the overall program for the day.

### Capitol Forum Sample Agenda State House

8:00-8:30	Registration
8:30-8:45	Welcome & Introduction to the Day and Forum Topic
8:45-9:00	Presentation of Posters: Part I
9:00-10:15	Breakout Session I—Deliberating on Global Issues
10:15-10:30	Break
10:30-10:50	Presentation of Student Posters: Part II
10:50-12:15	Breakout Session II—Four Futures
12:15-1:00	Lunch
1:00-1:15	Introduction to the Afternoon
1:15-2:15	Hearing on the Four Futures
2:15-2:45	Open Forum—Part I: Sharing Student Views
2:45-3:30	Open Forum—Part II: Elected Officials & Policymakers
3:30-3:45	Wrap-Up and Dismissal

### 9:00-10:15—Breakout Session I: Addressing Global Issues

[See Session I: *Breakout Leader's Guide*.]

During this session, the lead teacher meets with all participating teachers who are not facilitating the breakout session to review the post-Forum lesson and balloting. Emphasis should be placed on the importance of each student completing an online ballot soon after the Capitol Forum in order to be included in the ballot report.

After reviewing the post-forum lesson, the lead teacher should meet with the Session II breakout leaders for a last minute review. [Teachers who are not leading a Session II breakout choose a Session I breakout to observe.]

After meeting with the Session II breakout leaders, the Lead Teacher should stop in on each of the breakout I sessions.

### 10:15-10:30—Break

#### Breakout Session I

Students will be assigned to global issue groups according to the topic they were assigned by their teacher prior to the forum. Global issues groups will meet by topic in separate rooms. Students prepare for this segment of the forum by reading their background materials on their assigned topic. Any additional readings, news articles, etc., are optional.

#### Global Issue Topics

Trade	Environment
Terrorism	Nuclear Weapons
Immigration	

At the end of Breakout Session I, one student is selected from each breakout group to serve on the Senate Foreign Relations Panel during the afternoon session. These students meet during Breakout Session II to prepare for their role.

### 10:30-10:50—Presentation of Student Posters: Part II

Posters should already be on display. The remaining posters are presented now. Following the presentations, the Lead Teacher briefs the students on the purpose and structure of the next breakout session and then send them to their session.

### 10:50-12:15—Breakout Session II— Four Futures

[See Session II: *Breakout Leader's Guide*.]

During this session, the Lead Teacher meets with the Senate Foreign Relations Panel—four or five students, one from each Session I breakout. These students will prepare clarifying questions to ask the presenters of each of the Futures during the presentations in the session directly after lunch. [See *Senate Foreign Relations Panel: Preparation*.]

These students serve as chairpersons during the Hearing on the Futures. In this role they will invite presentations from each of the Futures groups and then direct clarifying questions to the group (drawing where possible on the global themes from Session I) in order to ensure that the distinctions among the four Futures are clear to all. If time is available after all four Futures have been presented, the Senate Foreign Relations Panel should give Futures group members an opportunity to question other groups.

[See Breakout Session II diagram on the following page.]

### 12:15-1:00—Lunch

### 1:00-1:15—Introduction to the Afternoon

The lead teacher draws everyone back together after lunch and introduce the topic and format of the afternoon. This should include a restatement of the purpose of the Futures—to present divergent policy directions, each driven by different sets of values and assumptions, and a review of the idea of Future 5—a Future that may draw on aspects of one or more of the Futures presented and represents

each participant's considered judgment on the topic. She/he should include in this introduction the idea that we are looking to articulate consistent policy directions, grounded in values and beliefs that will guide us as events and challenges present themselves. This may also be an appropriate time to remind students of the "charge" presented to them during the morning introduction.

The lead teacher should instruct students on the use of the "What I think about the Futures" part of their Reflection Log. This should be used during the Futures presentations.

### 1:15-2:15—Hearing on the Four Futures

The lead teacher will assemble the room for the presentations and then place the leadership of it in the hands of the Senate Foreign Relations Panel. However, the lead teacher should be presiding so that she/he can step in if needed.

#### Objectives—Students will:

- Present their assigned Future from the perspective of an advocate.
- Identify the values driving their assigned Future.
- Articulate policy positions consistent with their assigned Future.
- Address challenges to their assigned Future.
- Listen to and understand alternative Futures.

### Procedure

Students assemble in the large meeting room. The Futures groups are seated in four blocks across the auditorium. The Senate Foreign Relations Panel is seated at microphones at the front of the room.

1. Two presenters from each Future group are given three minutes to present an overview of their Future. They are not expected to address what their Future would do about the global issues considered in Breakout I as this will be the focus of question from the Panel to the rest of the group following this initial presentation.

*NOTE: Remind the students that, although they are speaking in the present, they should emphasize long-term goals for the United States. Remind them about the need for a consistent policy, grounded in values and beliefs, that can guide us as events and challenges present themselves.*

2. At the end of each Future's presentation, the Senate Foreign Relations Panel has an opportunity to question the Futures group. This should include specific questions on each of the global issues.

*NOTE: The "experts" on the global issues should have the first shot at responding to these questioners, but all students should be ready to respond.*

### Breakout Session II Diagram

Students will be "jigsawed" from their Breakout Session I groups into four new groups, each assigned to a Future. Thus, each Future group will contain "experts" on the themes discussed in Breakout Session I. Each group will prepare a presentation advocating its assigned Future.

Future 1	Future 2	Future 3	Future 4
Trade	Trade	Trade	Trade
Terrorism	Terrorism	Terrorism	Terrorism
Immigration	Immigration	Immigration	Immigration
Environment	Environment	Environment	Environment
Nuclear Weapons	Nuclear Weapons	Nuclear Weapons	Nuclear Weapons

Two students from each group will be selected to introduce their Future at the afternoon session. Remaining students will prepare to address questions from the Senate Panel drawing particularly on their area of expertise on the global issues.

The Senate Foreign Relations Panel will meet during Session II to prepare for the afternoon.

Limit this to 10 minutes per Future or less. When each Future is finished, it should be clear:

- a) what the problem is that this Future is most concerned with,
  - b) what values underlie this Future,
  - c) what the strongest arguments in favor of this Future are,
  - d) from the perspective of this Future, what our policy should be concerning the global issues considered in Break-out Session I.
3. In the time remaining after all of the Futures have been presented, the floor is open for the Senate Foreign Relations Panel to address questions to any of the Futures groups, comparing the responses of one Future to those of another. Some very exciting dialogue can occur if the floor is open to discussion among the Futures groups.

### Goals of the Forum with Elected Officials

The goals of this session are to have students express their convictions and concerns to their elected officials and other policymakers and to give elected officials an opportunity to hear from young people. You want to keep these goals in mind as it is easy for both to fall back into more familiar patterns in which students ask questions and elected officials respond.

## 2:15-2:45—Open Forum: Part I Sharing Student Views

*This activity, led by the lead teacher, is an extension of the Futures presentation session. It provides an opportunity for students to let go of the Futures they have been assigned to present and to begin to articulate their own views prior to their discussion with elected officials and policy makers.*

### Objectives—Students will:

- Draw on the Futures presented to begin to identify the components of their own preferred Future 5.
- Take control of the forum conversation so that it is about what they think and not a Q&A session with elected officials.

### Student Discussion

Identify this moment as the transition from the Hearing on the Futures in which students were assigned a position to present to the forum with elected officials. This is their opportunity to express their own views and listen to the views of others. Ask for a volunteer to make a brief statement about what s/he really thinks. Select one person and then ask for others to respond to this person with their own views on the statement. In this way you're asking not just for a series of statements, but preparing the students to listen to one another and make connections from one person or thought to another. The time spent with students talking to each other in this set-

## Helping Students Transition to Speaking Their Own Minds

It can be difficult for students to move from a presentation of assigned Futures to a discussion with elected officials in which they are expressing their own views. "Sharing Student Views" is an opportunity to help students find their own voice and connect with one another before the forum with elected officials. One way to initiate this is with a "paired share" in which students pair off and share what they are thinking. Refer to the "Reflections Log" where they have noted "advantages" and "costs/tradeoffs" of each of the Futures. Then ask student to share with their partner what they have recorded or what they think now. After students have had time to talk about their views in a "paired share," open the broader discussion by asking for a volunteer to make a brief statement about what s/he thinks about the role of the United States on one or more of the issues discussed.

ting can help students make that transition to voicing their opinion with the elected officials and other invited panelists.

*NOTE: While students are doing this, organizers will be seating the public officials and setting up for the next part of the open forum to follow.*

## **2:45-3:30—Open Forum: Part II Elected Officials and Policy Makers**

The Lead Teacher will serve as the panel chair. This should be a natural continuation of the “Open Forum—Part I” as students begin to share their views with elected officials and to engage the officials in dialogue on the issues. Introduce the officials. Then start not with the officials but with the students. Ask a student to lead with a statement about what s/he thinks about one of the issues raised during the day and then to turn this into a question to one or more of the panelists. Suggest, likewise, that panelists should feel they can give an opinion but they too should think in terms of turning to the students with a question. The intent is to create a dialogue among the students and the panel and to give students a voice in front of their legislators and policy maker. This will take work on the part of the panel chair. It is natural for students to ask questions and for elected officials or content experts to provide answers.

*NOTE: The panelists should be prepped so that they understand why the leader is not turning to them at the outset but getting the students involved up front. Once the pattern is established, the lead teacher should be able to continue with statements/questions back and forth. If it is not possible to get through all four Futures before general discussion begins to flow, the lead teacher remains mindful of giving time to all of them before the session is over.*

## **3:30-3:45—Wrap Up**

The Lead Teacher wraps up the session with officials, thanking them for their participation but paying particular attention to the students.

This is an opportunity for one more shot at the “charge” to students issued in the morning. The Lead Teacher reminds students that they are returning to their own classrooms to lead their peers in a similar process, culminating in a ballot. Students are encouraged to go back to the sections of their Reflection Log that were not completed during the day. This is a useful tool for them when they return to their classrooms.

The Lead Teacher lets students know that ballot results from all participating states will be tabulated and a report developed and distributed to elected officials and to the media. After the wrap up, the program is turned over to the Secretary of State and State Organizer for formal closure.

## Session I: Breakout Leader's Guide

### Materials

- News clip, news headline, news photo, or cartoon (chosen by breakout leader)
- “Options in Brief” handouts
- Extra background and full Options handouts
- Futures in Brief
- Flip chart and markers (in breakout room)
- List of breakout participants

### Objectives—Students will:

- Explore the history and current status of one of four or five global issues,
- Consider how an issue currently in the news fits into this larger context,
- Identify the values at play in the issue and analyze how these values may influence public policy decisions on this issue.

**Required Reading:** Background and Options on the global issue assigned

**Procedure:** The core of this session should be a deliberative discussion focused on the merits and tradeoffs involved in each of the policy options presented in the readings.

- **Introductions (5-10 minutes)**

Have students introduce themselves to one another.

Provide an overview of the session and its goals.

Ask if students have recorded something on this topic in their Reflections Log. If not, do.

- **Making the Topic Real (15 minutes)**

Use a recent headline, photo, or cartoon as a “hook” into the topic. Look for something that will be familiar and meaningful to the students. Ask a few opening questions appropriate to the issue in order to engage them in consideration of the issues raised by the “hook” and then to make some initial connections to the larger topic that they have prepared. What do they think? How does the background reading that they did affect their reactions to the statement?

- **Considering the Merits and Tradeoffs of a Range of Views (30 minutes)**

Using “Options in Brief,” ask for volunteers to present each option (one at a time) and explain how that option would respond to the issue or event you have been discussing. Volunteers need not be supporters of the option, but people willing to make a fair presentation as a platform for deliberation on its merits and tradeoffs. While students are presenting, write the headings for each option on flip chart pages (one for each), leaving plenty of room to write under each.

After each option is presented, invite reactions. You are looking for “supporting arguments” and for “concerns and trade-offs.” Record these in two columns under the option headings. Remind students to relate the options to the specific current event.

Ask what students think we should do about the specific current issue or event with which you opened the session as well as what overall policy(s) we should be pursuing on the issue. Be conscious of rewarding uncertainty and collaborative thinking as much as fully formed conclusions.

- **Making the Transition to Session II (10-15 minutes)**

Ask the students how this issue is addressed by each of the four Futures that will be the focus of Breakout II and the Hearing.

*NOTE: A “human statues” activity is one way to approach this. This activity is available from the Capitol Forum resources page on the web.*

- **Reorient the Students to the Day (2-5 minutes)**

Review the agenda of the day and tell them what’s next.

Give students a moment to record their thoughts following this session in their Reflections Log.

*NOTE: One student from your group should be designated to serve on the Senate Foreign Relations Committee during Breakout Session II and the Futures Presentation session.*



## Session II: Breakout Leader's Guide

### Materials

- Student Worksheet (in student packets) (includes guiding questions and Futures in Brief)
- Assigned “Future” (in full — one copy per student)
- Flip chart paper and markers (in the rooms)
- List of breakout participants

### Objectives—Students will:

- Understand their assigned Future, including its merits and tradeoffs and the values that drive it,
- Apply their Future to the policy issues addressed in the Session I breakouts,
- (Presenters) Prepare a presentation advocating the Future,
- (Policy Experts) Anticipate questions that will be addressed to them; prepare reasoned responses,

**Procedure:** This session is focused on preparation for a presentation of an assigned Future.

This Future (and 3 others) will be presented at the Futures Hearing after lunch as preparation for deliberative dialogue on the role of the U.S. in the world. Students in this breakout will work together to understand their assigned Future and then work in small groups on specific preparatory tasks.

- **Introductions (5 minutes)**

Have students introduce themselves to one another.

Provide an overview of the session and its goals.

- **Overview of Four Futures (5 minutes)**

Review the Futures in Brief and the matrix as a reminder of what the four Futures are.

- **Introduction to the Assigned Future (15-20 minutes)**

Explain that it is going to be their job to present this Future to the rest of the group in the afternoon session. Use the two questions and the activity below to focus discussion and establish a basic understanding of the Future.

1. What is the problem in the world that this Future is most concerned with? How will your Future address this? [This is not, “What is the problem with this Future?” They are expected to present this Future in a positive light.]

2. What values underlie this Future?

Using the “values” cards that students should be familiar with, have students identify which values are most closely associated with this Future.

*NOTE: A “human statues” activity can also be helpful at this point as a way to help students visualize what the U.S. role would look like under this Future and what it might mean for each of the global issues addressed. This activity will also provide a measure of how well the students understand the Future before they make plans to present it in the larger forum. This activity is available from the Capitol Forum resources page on the web.*

- **Preparing for the Presentation of this Future (35-40 minutes)**

*Using the Student Worksheet to prepare for questions on global issues:* Divide your students into working groups according to their Breakout I issues. In the human statues activity they will have begun to look at how their issue is addressed by this Future. Using the “policy experts” section of the “Student Worksheet” they should continue discussion, identifying questions that they are likely to be asked and the responses they will give. They may also find the “Futures in Brief” helpful.

*Introducing the Future (after about 15 minutes of discussion):* Select two students to serve as the initial presenters of the Future. They should work together to prepare a succinct two-minute presentation on their Future, highlighting the world view it reflects and the values it is based on. They are not responsible for addressing how this Future addresses the global issues considered in Breakout I. (They should use their section of the “Student Worksheet” in their presentation.)

- **Dry Run (10):**

Bring the whole group back together to do a quick practice presentation, making sure that all of the parts together present a coherent package.

1) “Presenters” should run through their opening statement for the group. 2) “Policy experts” should exchange clarifying questions they have identified, each having another group ask theirs and they respond.

- **Reorient the Students to the Day (2-5 minutes)**

Review the agenda of the day and tell them what’s next. (See Lead Teacher’s Guide.)

## Expressing Student Views

Let the students know that this is a role play. Following these presentations, they will be not only able but expected to present their own views to the elected officials and policymakers in the final session of the day.

# Senate Foreign Relations Panel: Preparation

*(Handout to be used by Senate Foreign Relations Panel during Breakout Session II)*

During the presentations of Futures, you will serve as the Senate Foreign Relations Panel. Your job during this preparatory session is to prepare questions to ask each of the Futures groups during the Hearing on the Futures. Your questions should be clarifying questions rather than attacks on the Futures. Your goal is to make sure each Future has been explained clearly and that all students at the forum understand the distinctions among the four Futures.

When each Future presentation and Q&A is finished, it should be clear:

- what problem this Future is most concerned with,
- what values underlie this Future,
- what, from the perspective of this Future, our policy should be concerning the global issues considered in Session I.

## Preparation

Review each of the four Futures thoroughly. Then work as a group to frame questions that you will address to the Futures groups following each of their presentations. Attention should be given to how each Future addresses the global issues considered in Breakout Session I.

## Organization of the Futures Presentation Session

You will call each Future group in turn, giving each group a total of 13 minutes. This should be three minutes for presentation and ten minutes to respond to clarifying questions. Remind all students in the room that, as each Future is being presented, they should use the “What I think about the Futures” section of their “Reflections Log” to make note of one thing that they find appealing about the Future and one thing that concerns them.

### • Presentation of a Future (3 minutes):

Each Future will be presented by two presenters serving as advocates introducing their assigned Future. The two presenters of the Future will be addressing the following questions:

1. What is the problem this Future is most concerned with? How will your Future address this?
2. What values underlie this Future?

### • Clarifying questions from the Senate Panel (10 minutes):

Following this initial introduction to a Future, the Senate panel will address clarifying questions to the full Future group. Remember that these questions should not turn into challenges to the Future being presented. This is a time to understand the Future being presented, not to challenge it.

For responses to your questions you should look first to students who did not present the introductory remarks. These students have prepared for the presentation session by considering the following questions:

1. What recommendations would your Future make for policy concerning the global issue you worked with in Breakout I?
2. Are there lessons from history to support the policy recommendations you are making? How do those lessons support your policy recommendations?

*NOTE: If time remains after all four Futures have been presented (total of 13 minutes per Future), you can address questions to any of the Futures groups, comparing the responses of one Future to those of another. Here too, remember that these should be clarifying questions designed to help differentiate among the Futures.*

## How Do the Breakout Sessions Work at the Forum?

### Breakout Session I

Students are assigned to global issue groups according to the topic they were assigned by their teacher prior to the forum. Students prepare for this segment of the forum by reading their background materials (see page 36, “Background Readings.”). Any additional readings, news articles, etc., are optional. *NOTE: Some states will be using all five global issues; others will select four. This decision is made on a state program basis and not by individual classrooms.*

Trade	Terrorism	Immigration	Environment	Nuclear Weapons
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At the end of Breakout Session I, one student will be selected from each breakout group to serve on the Senate Foreign Relations Panel during the afternoon session. These students will meet during Breakout Session II to prepare for their role.

### Breakout Session II

Future 1: Lead the world to democracy

Future 2: Protect America’s global interests

Future 3: Build a more cooperative world

Future 4: Protect America’s homeland

Students are “jigsawed” from their Breakout Session I groups into four new groups, each assigned to a Future. Thus, each Future group contains “experts” on the themes discussed in Breakout Session I. Each group prepares a presentation advocating its assigned Future.

Future 1	Future 2	Future 3	Future 4
Trade	Trade	Trade	Trade
Terrorism	Terrorism	Terrorism	Terrorism
Immigration	Immigration	Immigration	Immigration
Environment	Environment	Environment	Environment
Nuclear Weapons	Nuclear Weapons	Nuclear Weapons	Nuclear Weapons

Two students from each group are selected to introduce their Future at the afternoon session. Remaining students prepare to address questions from the Senate Panel drawing particularly on their area of expertise on the global issues.

The Senate Foreign Relations Panel meets during Session II to prepare for the afternoon.

### Hearing on the Four Futures

Students present and advocate the four Futures discussed in Breakout Session II. Each group gets 3 minutes to present its Future, emphasizing the beliefs and values that underlie the Future. The Senate Foreign Relations Panel has 10 minutes to question the groups. Questions focus initially on the Future’s position on each of the global themes.

### Open Forum

The lead teacher moderates a dialogue among students and panelists. (This should be a conversation among the group, rather than a Q & A session with students questioning officials and officials answering.)

## Post–Forum Lesson Plan (2 days)

*(This lesson is to be done with the whole class following the forum)*

### Objective:

- Participating students will inform fellow classmates of student views expressed at the forum.
- All students will engage in deliberation on divergent policies on international issue.
- All students will participate in an online ballot expressing their views.
- All students will develop their own “Future 5” reflecting their own considered judgement on the issues.
- Students will send a letter that is based on their Future to their federal legislators, the President, and/or a local newspaper.

### Materials:

- Four Futures [*The U.S. Role in a Changing World*, pages 34-42]
- Handout 1: Critiquing the Futures
- Handout 2: Confronting Risks and Tradeoffs
- Student Ballot (Paper copy is included in this Resource Book for use as needed in class. However, all ballots must ultimately be submitted online, one per student. The online ballot is available from [www.choices.edu/capitol\\_forum/](http://www.choices.edu/capitol_forum/))

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## Day 1—Procedure

### Report from the Forum (10 minutes)

Student representatives convey to their classmates the issues that are of most concern to fellow students in other schools participating in the Capitol Forum.

### Presenting the Four Futures (30 minutes)

Student representatives will present the four Futures to the rest of the class. They should be encouraged to use their creativity as they develop their own approach to this task. Allow time after each presentation for clarifying questions from students, but do not let these questions turn into challenges to the Future being presented. This is a time to understand the Future being presented, not to challenge it.

### Considering Underlying Beliefs and Values (10 minutes)

During the Capitol Forum, values and beliefs have been stressed as important determinants in the development of public policy. To illustrate the role of values in public deliberation on policy issues and to help students come to terms with the priorities they hold, have students take 5 to 10 minutes to respond independently to the statements on the handout “Confronting Risks and Trade-offs”.

### Homework: Critiquing the Futures

Distribute “Critiquing the Futures” along with the handouts of each of the Futures. Ask students to identify two things they like and two things that concern them about each of the Futures.

## Day 2—Procedure

### Deliberating the Pros and Cons of Four Alternative Futures (20 minutes)

The “fishbowl” activity found online at [www.choices.edu/fishbowl.cfm](http://www.choices.edu/fishbowl.cfm) is designed to engage students in deliberative dialogue in small groups. Alternatively you could have the class as a whole consider the pros and cons, risks and tradeoffs of each of the Four Futures (one at a time). Whether this activity is done as one group or as a rotating fishbowl activity, it is recommended that you share with students the “Guidelines for Deliberation” found on the web at [www.choices.edu/deliberation.cfm](http://www.choices.edu/deliberation.cfm). Students will find that a review of their responses to “Critiquing the Futures” provides a useful beginning for this exercise. Encourage students to add to their worksheets as they consider the contributions of their classmates.

### Complete the Online Ballot (15 minutes)

The online ballot for Capitol Forum is available from the Capitol Forum home page at [www.choices.edu/capitol\\_forum](http://www.choices.edu/capitol_forum). Click on “ballot” from the menu at the top of the page.

*NOTE: A paper copy of the online ballot is available in the Capitol Forum resources section of the Choices website <[www.choices.edu/capitol\\_forum/resources.cfm](http://www.choices.edu/capitol_forum/resources.cfm)>. The paper copy is provided so that, if necessary, students can complete the ballot on paper before submitting online. However, students must re-enter paper ballots online after completing them. Only online ballot submittals are included in the ballot report. Completion of ballots online is an expectation of the Capitol Forum program. Stress to students that the ballot results will be sent to Congressional representatives and the media.*

### Preparation for Developing a Future 5 (10 minutes)

The homework assignment will be to develop their own Future 5. This is their Future and as such it should represent their vision for our country’s role in the world. Remind them that in a democracy the citizens together define the parameters within which policy is made, and so their Futures need not be constrained by what is politically viable today. It should, however, be possible if we have the will as a nation; this is not a time for fantasy. Begin a preparatory discussion in class asking the students what components they will want to include in their Futures. Note that as they start to think about their Futures, they may find that the notes they have recorded on “Critiquing the Futures” serve as useful building blocks.

### Homework: Developing a Future 5

Using “Creating your Future Five” (worksheet), students should draft the components of their Future 5. At the end of the worksheet they are asked to draft a paragraph about their Future 5. Ask them to expand upon this by writing a formal essay or a letter to an elected official or writing a letter to the editor of a paper.

### A note about ballot tabulation & analysis

Individual student ballots are tabulated from those entered through the website. Please do not submit a composite ballot. You will be given specific instructions by your state organizer. If you are unable to

### Goals of the Post-Forum Lesson and Ballot

The Capitol Forum is a program that engages all of the students in a class—not just those who attend the forum. The post-forum lesson and the balloting activity that is a part of it are designed to give all students an opportunity to wrestle with the issue of our country’s future in the changing international environment and to have their voices heard by their elected representatives. It is also an opportunity for those who attended the forum to take a leadership role with their classes. These activities are best if done within the first week after the forum.

Handout 1: Critiquing the Futures

The four Futures are designed to highlight starkly different directions for U.S. policy, grounded in different assumptions and different values. In the end, you will need to go beyond the four Futures presented and develop your own Future based on your beliefs and values. As a starting point for developing your own Future Five, review the four Futures and identify two things that you like and two things that concern you about each.

Things I like	Things that concern me
<div>Future 1</div> <div>1</div> <div>2</div>	<div>1</div> <div>2</div>
<div>Future 2</div> <div>1</div> <div>2</div>	<div>1</div> <div>2</div>
<div>Future 3</div> <div>1</div> <div>2</div>	<div>1</div> <div>2</div>
<div>Future 4</div> <div>1</div> <div>2</div>	<div>1</div> <div>2</div>

## Handout 2: Confronting Risks and Trade-offs

Weighing risks and trade-offs is central to the development of public policy. Beliefs almost always come with trade-offs. We may, for example, believe in peace, but we also must ask ourselves what we are willing to do in the name of peace. Are we willing to turn a blind eye to egregious violations of human rights to avoid international confrontations? Are we willing to grant the United Nations new powers to slap down potential aggressors at the expense of our own sovereignty? Are we willing to scale back research on high-tech weaponry in hopes that other countries might follow a similar course?

Take a few minutes by yourself to think about and respond to the statements below. Rate each according to your beliefs. After each, reflect on your response in light of the possible trade-offs cited. This is just for you — to help you focus your thoughts as you prepare to critique the four Futures and then figure out what you think. Rate each:

1 = Strongly Support      2 = Support      3 = Oppose      4 = Strongly Oppose      5 = Undecided

\_\_\_\_ The interests of the United States can be maintained only if we are willing to consistently exercise our power and influence in international affairs.

*Would you support this statement even if it means that...*

- We must use military force and risk American lives for less than admirable causes?
- We will anger our allies and trading partners by acting independently?
- We must maintain high military spending to deter our potential enemies?

\_\_\_\_ Problems in the international arena are far less important for Americans than the challenges we face at home, such as poverty, crime, and budget deficits.

*Would you support this statement even if it means that...*

- we will sit on the sidelines as the next Adolf Hitler gains strength?
- Global problems, such as international terrorism, degradation of the environment, AIDS, and drug trafficking, will worsen?
- The international alliance system will break down, endangering world peace?

\_\_\_\_ The United States should oppose countries that grossly abuse the human rights of their citizens.

*Would you support this statement even if it means that...*

- We will anger some of our key trading partners and military allies, especially in the Middle East?
- We will aggravate tensions with other great powers, such as China and Russia?
- The cohesion and effectiveness of the UN and other international organizations will be undermined?



\_\_\_ The United States should be willing to give up some of its own sovereignty to promote international cooperation.

*Would you support this statement even if it means that...*

- The United States will be obliged to live by the decisions of the UN and other international bodies even when they run counter to U.S. interests?
- American taxpayers will have to support expensive new programs and powerful bureaucracies created by the international community?
- The United States will be able to take military action only with the approval of the UN?

\_\_\_ The United States cannot afford to give other nations a say in policies by which Americans must live.

*Would you support this statement even if it means that...*

- The United States will find itself isolated in the international arena?
- The UN, the international trading system, and other global institutions will unravel without U.S. participation?
- Other great powers, such as China or Russia, will emerge as leaders in the international community?

\_\_\_ International stability and order should be protected because they are vital to the interests of the United States.

*Would you support this statement even if it means that...*

- We must always defend the international status quo, regardless of its fairness and legitimacy?
- We will have to respond to every threat to international order and stability?
- We will be expected to aid governments that are fighting insurgents within their countries, regardless of the reasons for civil conflict?

\_\_\_ U.S. foreign policy should be directed toward promoting American values in other countries.

*Would you support this statement even if it means that...*

- Tension will escalate with countries that reject our values?
- New divisions will arise within the international community centered on questions of values?
- Anti-Western forces, such as Islamic fundamentalism, will gain greater prominence in cultures that do not share our values?

\_\_\_ We should rely less on military force and other conventional foreign policy tools to solve the problems of today's interconnected world.

*Would you support this statement even if it means that...*

- Regional aggressors will be convinced that the United States will not block their efforts to expand their influence by force?
- Global problems will remain unresolved because the United States lacks clout in the international arena?
- The international system that has evolved in the 20th century will grow increasingly fragmented and chaotic?

## Capitol Forum Student Ballot *[Sample of Online Ballot]*

NOTE: This is a sample of the online ballot. Only online ballots can be included in the ballot report that will be disseminated to elected officials and the media. To access the online ballot, click on “ballot” at <[www.choices.edu/capitol\\_forum](http://www.choices.edu/capitol_forum)>.

### Part I: Ranking the Futures

Rank the statements below from 1 to 4, assigning 1 to the statement with which you most agree and 4 to the statement with which you least agree.

- \_\_\_ **Future 1: Lead the World to Democracy**—The United States is the most powerful nation in the world. The world depends on us to maintain peace and order and to support liberal democratic principles. Today’s international system was built around American ideals and power. Neither collective security nor the United Nations can be counted on to deal with the threats to this system. We must devote the necessary resources to build an international moral order and a vigorous international economy grounded in American political and economic principles and we must protect this international system from any threats, even if pressuring other governments to adopt American democratic principles may spark international criticism that the United States is ushering in a “Pax Americana.”
- \_\_\_ **Future 2: Protect U.S. Global Interests**—We live in a dangerously unstable world. U.S. foreign policy must strive for order and security. International terrorism, chaos in the Middle East, rising poverty in the developing world, and global economic competition have created an international minefield for U.S. leaders. We need to focus our energies on protecting our own security, cultivating our key trade relationships, ensuring our access to crucial raw materials, and stopping the spread of nuclear weapons to unfriendly nations or to terrorist networks. We must be selective in our involvement in international affairs and be prepared to protect ourselves—at home and abroad—against any threats to our security and prosperity, even if this policy may breed resentment and lead to an angry backlash against us.
- \_\_\_ **Future 3: Build a More Cooperative World**—We live today in an interdependent and interconnected world. We cannot stand alone. National boundaries can no longer halt the spread of AIDS, international drug trafficking, terrorism, and other global scourges. We must take the initiative to bring the nations of the world together and play a leadership role in strengthening the UN’s role in international security and responding to other global problems such as environmental pollution, financial crises, refugees, and AIDS. We must be willing to give up a portion of our independent authority, or sovereignty, to the UN and offer our military, intelligence, and economic support to UN-led initiatives, even if this may limit our ability to use military force unilaterally outside of North America..
- \_\_\_ **Future 4: Protect the U.S. Homeland**—The attacks of September 11, 2001 have made us feel a vulnerability not felt in more than fifty years. We have spent hundreds of billions of dollars a year defending our allies in western Europe and East Asia and distributed tens of billions more in foreign aid to countries throughout the developing world. These high-profile foreign policy programs have only bred resentment against us and made us enemies. It is time to sharply scale back our foreign involvement and turn our attention to the real threats facing Americans: a sagging economy, decaying schools, a shaky health care system, and inadequate resources to protect against terrorism, even if this may upset the worldwide balance of power and cause insecure countries to seek nuclear, biological, and chemical weapons.

*Continue to Part II*

## Part II: What most concerns you? Please check only three.

- ☐ 1. A clash of ideologies and political values will fuel conflict and instability in the world.
- ☐ 2. The gulf between the developed and developing worlds will widen, making it increasingly difficult to address common problems.
- ☐ 3. Increasing immigration will worsen strains in our society.
- ☐ 4. U.S. jobs will be lost to other countries.
- ☐ 5. Loose border controls will threaten our security.
- ☐ 6. The United States will act unilaterally and the international community will turn against us.
- ☐ 7. Nuclear, biological, and chemical weapons will proliferate and end up in the hands of terrorists.
- ☐ 8. The United States will drain its resources trying to solve other countries' problems.
- ☐ 9. The United States will lose access to oil and other key resources abroad.
- ☐ 10. U.S. troops will get bogged down in conflicts abroad.
- ☐ 11. Damage to the global environment will become irreparable.
- ☐ 12. More Americans will die at the hands of terrorists.
- ☐ 13. Participation in international organizations will force the U.S. to follow costly or risky policies.

## Part III: What beliefs drive your thinking?

Rate each of the statements below according to your personal beliefs:

1 = Strongly Support; 2 = Support; 3 = Oppose; 4 = Strongly Oppose; 5 = Undecided

- ☐ In today's interconnected world, many serious problems can be addressed only through international cooperation.
- ☐ We will always have to compete with the world's other nations for power.
- ☐ Any nation acting alone has neither the moral authority nor the capacity to right the world's wrongs.
- ☐ The United States should not do business with countries that grossly abuse the human rights of their citizens.
- ☐ Our resources should be focused on addressing poverty, crime, and budget deficits at home.
- ☐ We have no right to decide on our own to pressure another country to behave in a certain way.
- ☐ The greatest threat to our civil liberties comes from the limits we put on ourselves because of our fear of others.
- ☐ Using our economic and military power around the world creates more enemies than friends.
- ☐ Trying to make deep changes in the way the world works is naive and dangerous.
- ☐ As Americans, we have a responsibility to spread democracy around the world.
- ☐ Free trade and open economies are the best way to foster economic growth at home and around the world.

*Continue to Part IV*

## Part IV: What should we do?

Rate each of the statements below according to your beliefs:

1 = Strongly Support; 2 = Support; 3 = Oppose; 4 = Strongly Oppose; 5 = Undecided

- \_\_\_ The United States should spend what is necessary to remain a military superpower, even if this means having less domestic spending, larger deficits, or higher taxes than we would like.
- \_\_\_ The United States should support broadening the mandate of the UN and other international organizations, even if this means we are bound by the decisions of this community of nations and cannot act unilaterally except to defend our homeland.
- \_\_\_ The United States should use military force to protect access to oil and other important raw materials, even if this places us in opposition to our traditional allies and the broader international community.
- \_\_\_ The United States should commit itself to the elimination of nuclear weapons, even if this means that we will need to rethink our defense strategy.
- \_\_\_ The United States should impose trade sanctions on countries that threaten their neighbors with aggression or contribute to the proliferation of nuclear weapons, even if such sanctions harm U.S. trade relations.
- \_\_\_ The United States should increase financial aid to countries where poverty and despair are creating the breeding grounds of discontent, even if money needs to be diverted from domestic programs.
- \_\_\_ The United States should help negotiate strict international standards to address global warming and other environmental threats, even if compliance forces us to pay more for cars, gasoline, and other products that contribute to pollution.
- \_\_\_ The United States should accept fewer immigrants, in addition to cracking down on illegal immigration, even if this deprives the American work force of the talent and ambitions of newcomers and fuels anti-American sentiment abroad.
- \_\_\_ The United States should use its military—alone if necessary—to stop gross human rights violations, even if this may isolate us from our traditional allies or the broader international community.

**After completing this paper ballot, students should go to the Capitol Forum web site to use the online ballot. Click on “ballot” at <[www.choices.edu/capitol\\_forum](http://www.choices.edu/capitol_forum)> and log in as a Capitol Forum student. Only online ballots can be included in the ballot report that will be disseminated to elected officials and the media.**

## Handout 3: Creating Your Future Five

Instructions: Having completed your U.S. Role in the World Student Ballot and submitted it online at <[www.choices.edu/capitol\\_forum](http://www.choices.edu/capitol_forum)>, you are ready to offer your own recommendations for U.S. foreign policy. In this exercise you will create a Future that reflects your own beliefs and opinions. You may borrow heavily from one Future, combine ideas from two or three Futures, or take a new approach altogether. Be careful of contradictions, keep in mind that policies should logically follow beliefs, and remember that the economic cost of your Future must be factored into your thinking. There are no right or wrong answers. Rather, you should strive to craft a Future that is logical and persuasive.

**Your Future Five:**\_\_\_\_\_ (your title)

1. What do you believe are the most important problems facing the United States?
2. What steps in the foreign policy arena should the United States take over the next ten years?
3. How would your Future affect the lives of Americans?
4. What are the two strongest arguments opposing your Future?
  - a.
  - b.
5. What are the two strongest arguments supporting your Future?
  - a.
  - b.

*Like the Future that you've constructed? Now you get to let other people know what you think. Use your responses to the questions above to write a paragraph or two describing your Future 5. Then write your "Future 5" in the form of a letter to your federal legislators, the President, or your local newspaper.*

*Make your voice heard!*



## **Chapter 4: Additional Resources**

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**Considering the Role of Values in Public Policy**  
[classroom activity]

**Guidelines for Deliberation**

**Deliberating “Pros” and “Cons” of Policy Alternatives**  
[classroom activity]

**Foreign Policy Tool Box**

## Considering the Role of Values in Public Policy

Consideration of values is central to the discussions at the forum and during the post-forum lesson. Although we probably do not all work from the very same value system, we do tend to share some values or beliefs. It is because we prioritize those we have in common differently, and mix them with others that we do not share, that we often disagree on policy steps. Thus, beneath our disagreements on public policy choices we can often find areas of common ground. Identifying this is helpful as we try to understand the views of others and work together to find ways to move forward despite our seeming disagreement.

*The following values exercise is intended as a way to raise the issue of values in public policy. This should not take more than 10 minutes.*

### Procedure

Each student should have a set of 10 cards with one of the words below printed on each of the cards: freedom, justice, tolerance, self-reliance, equality, community, cooperation, stability, security, democracy.

Read the first two words from the box and instruct them to put these two cards in order with the one they consider most important on top. Read a third. Now have them reorder their list. And so on until each student has a stack of ten organized in order of priority to him or her. (They will be arranging them as they might a hand of cards.) Pause to let them reorder if they wish. You may also want to invite them to add one or two that were not on the list.

When they have finished, ask the students if they found this easy or hard. What was hard? Some of these values will be easy to prioritize. Others will involve trade-offs that make prioritizing very difficult. This is the point of the exercise. Different students will probably have difficulty with different choices. You may want to ask for a couple of volunteers to tell about their lists. On what basis did they make their decisions? Did others see it differently? What lies behind these values? Take one or two and carry them back to core values. e.g., What is it about democracy that you value? You may find that, for some students, one or two of these are core values. For others, those

### Considering Values

Freedom	Justice
Tolerance	Self-reliance
Equality	Community
Cooperation	Stability
Security	Democracy

same values may be secondary to other, more foundational values.

You will find that some of these words can mean different things to different students. Some students may want to argue over meaning. Since the object of the exercise is to get students thinking about the values they hold, the words can carry different meanings for different people and still hold together as an exercise. Don't let this bog you down. The purpose of this short exercise is only to raise the issue of values in foreign policy and demonstrate that making choices among values is not always easy.

*NOTE: A pdf of this activity is posted to the Choices for the 21st Century Education Program web site <[www.choices.edu](http://www.choices.edu)>. It is located in the "Faculty Room." The pdf includes a reproducible sheet of values.*



# Guidelines for Deliberation

## What is deliberation?

Deliberation is actually very familiar to us all. When we have to make an important decision we deliberate. We will consider the merits of a range of alternatives and weigh the advantages as well as the tradeoffs of each. After thinking the issue through, we will try to make the best possible choice, the one that best answers our particular needs. It may not be perfect, but it is informed by all of the information that we can bring to the decision at that time.

When we deliberate with others the process is collaborative and involves more than just one person's needs and perspectives. At its best, this is what a jury is expected to do. Deliberation requires a commitment on the part of all who enter into the process to listen to the perspectives and the knowledge of all who are participating and to try to learn from one another.

## How is deliberation different from debate?

In a deliberation everyone expects to end up in a different place as a result of the discussion. You contribute your knowledge and perspectives to the whole, listening to one another and building on the contributions of others. By engaging in shared ideas, everyone grows in his or her knowledge and understanding. In a debate, you hold onto your position with the intent that you will “win” the argument and everyone else will end up in a different place. Debate is a competitive process in which there are winners and losers and ideas are not built; rather, they are contested. Deliberation is a collaborative process. The aim of deliberation is to share perspectives and knowledge and to build ideas, not to defend them.

## Why is it important to know how to deliberate?

We all know why debate skills are useful. We use these skills when we want to persuade another of the merits of our ideas. But what if our ideas are not fully formed? What if the issue is complex and involves multiple interests? How do you generate new approaches that address multiple needs? This calls for careful listening and an openness to the ideas of others. It requires building new ideas and new approaches together. This is deliberation. Deliberation is a cornerstone of democracy. Learning these skills increases the capacity of students to participate fully in democracy.

## Guidelines for Deliberation

- Speak your mind freely, but don't monopolize conversation.
- Listen carefully to others. Try to really understand what they're saying and respond to it, especially when their ideas are different from your own.
- Avoid building your own argument in your head while others are talking. If you are afraid you will forget a point, write it down.
- Remember that deliberation is about sharing ideas and building new ones. It is not a contest to see whose ideas are best.
- Try to put yourself in someone else's shoes. See if you can make a strong case for an argument with which you disagree. Are there things you appreciate about that perspective?
- Help to develop one another's ideas. Listen carefully and ask clarifying questions. For example, “Can you explain further what you meant by ...”
- Paraphrase each other to confirm understanding of others' points. For example you may say, “So are you saying...”

- Build off of each other. Refer specifically to other deliberators and their ideas. For example you might start your comment by saying, “Like \_\_\_\_\_ said, I think we need to look at the issue of...”
- Be open to changing your mind. This will help you really listen to others’ views.
- When disagreement occurs, don’t personalize it. Keep talking and explore the disagreement. Look for the common concerns beneath the surface.
- Be careful not to discredit another person’s point of view. For example you may raise a new concern by asking, “I see your point, but have you considered...”
- Remember that, although you are trying to listen to and build on each other’s ideas, that doesn’t mean that everyone has to end up in the same place.
- Do not be afraid to say you don’t know or to say you’ve changed your opinion.

### Tips for Facilitators

- Listen actively.
- Engage everyone in the discussion.
- Don’t speak after each comment or answer every question.
- Encourage participants to talk to each other, not to you.
- Help the group to look at the issues from many different points of view.
- If one or more perspectives are not getting a fair hearing, ask if someone in the group can make a case for that view.
- Help the group to identify and summarize commonality as the discussion moves forward but don’t force it; you don’t want to unwittingly silence more reticent contributors.

See [www.choices.edu/fishbowl.cfm](http://www.choices.edu/fishbowl.cfm) for “Deliberating “Pros” and “Cons” of Policy Alternatives.”

This is a classroom activity that highlights deliberation.

# Deliberating the “Pros” and “Cons” of Policy Alternatives

## Objective—Students will:

- Be able to explain the merits and the trade-offs of each Option.
- Be prepared to craft a policy Option that reflects their own views on the issue.
- Practice deliberative dialogue in a small group.

## Preparation

- Prior to this activity, students should have participated in an Options role-play from a Choices unit.
- Students should also have an understanding of deliberation. [See “Guidelines for Deliberation” handout.]

## Handouts

- Policy Options for the topic addressed
- “Pros and Cons” worksheet
- “Student Rubric for Deliberative Dialogue”

*NOTE: These handouts are available on line at <[www.choices.edu/fishbowl.cfm](http://www.choices.edu/fishbowl.cfm)>.*

## In the Classroom

1. **Introducing the “Fish Bowl”**—Explain that students will discuss the merits and the trade-offs of each of the Options presented during the Options role-play and that, following this activity, students will have an opportunity to develop their own Option reflecting their own views. If necessary, review with students the nature of deliberative dialogue. Explain that this discussion will take place in a “fish bowl.” This means that at any one time some of the class will participate in a discussion while others are observing silently from the outside. Those on the outside will be looking for ideas about the Options that resonate with them. After each Option is

considered, the roles will rotate until everyone has had the opportunity to speak.

2. **Breaking Students Into Groups**—Form three or four groups depending on how many Options were originally presented. The new groups should be “jigsawed” from the Options groups so that each new group contains students from each of the original Options groups. If needed, assign one student to facilitate in each group.
3. **Inside the “Fish Bowl”**—Ask students in the first of the new groups to move to the center while the others remain outside the circle. This group will discuss Option 1. Ask students to identify the arguments in support of this Option. Then students should talk about the risks and the trade-offs involved in taking this approach, drawing on the knowledge they acquired during the role play. They should understand that this is not a time to dismiss the Option before it has gotten a full airing. Even if no one in the group personally supports this Option, it may be supported by some of those observing. After an allotted time groups should switch until all Options have been discussed.
4. **Outside the “Fish Bowl”**—Students on the outside of the circle should be listening carefully to the issues raised, considering other ideas or concerns that they might raise if they were in the circle, and thinking about their own views on this Option in light of the discussion. Students should complete the “Pros and Cons” handout while their classmates are deliberating.

*NOTE: Some teachers include a “hot seat” on the inside circle so that observing students can enter the discussion individually to make one point and then return to the outside of the circle. There are advantages and disadvantages to this approach.*

## Assessment

The following resources are available online at [www.choices.edu/fishbowl.cfm](http://www.choices.edu/fishbowl.cfm).

- \* **Student Rubric for Deliberative Dialogue** is a self-assessment form for students to reflect on their participation in the fish bowl exercise.
- \* **Rubric for Deliberative Dialogue** is designed for use by the teacher.

## Homework

Using the handouts from the relevant Choices unit, ask students to complete their own Option. Remind students to take into consideration what they learned from the readings, in the role play, and in the fish bowl discussion.

## Extra Challenge

Encourage students to write a letter to an elected official or to the editor of the local paper or the school newspaper expressing their views.

## Foreign Policy Tool Box

- **alliance:** An agreement among nations, often to protect one another in case of attack. The United States is allied with most of the countries of Western Europe and Latin America, Canada, Japan, Israel, Kuwait, Saudi Arabia, the Philippines, Turkey, Indonesia, and several other nations.
- **arms control agreements:** Treaties in which two or more countries limit the type and number of weapons they can possess.
- **boycott:** A refusal to trade with a nation or organization. Boycotts are used to force countries to change their policies. The United States has imposed boycotts against Cuba, North Korea, Libya, Iraq, Yugoslavia, and other countries.
- **conflict resolution:** The involvement of an outside party to bring peace to an area of conflict. Approaches to conflict resolution generally fall into three broad categories—diplomacy, sanctions, and use of force. They are discussed in chapters VI and VII of the UN Charter.
- **diplomacy:** An outside party arranging negotiations or offer itself as an impartial arbitrator. A peaceful settlement may lead to the introduction of peacekeeping forces by the outside party.
- **foreign aid:** Assistance given by one country to another. Economic and military aid are the most common forms of foreign aid. Another form of aid is for one country to forgive the debt owed by another country.
- **human rights:** The individual liberties and freedoms that are considered to be beyond the legitimate control of the state. The authors of the Declaration of Independence considered “life, liberty and the pursuit of happiness” to be fundamental human rights. Governments that murder, torture, or abuse their citizens, or imprison them without a fair trial are said to have poor human rights records.
- **international organizations:** Organizations in which nations work together to achieve a common goal. The United Nations was designed to promote peace and provide a forum for countries to address global issues. The International Monetary Fund (IMF) and the World Bank loan money to poor countries. Individual countries contribute money to the multilateral assistance programs of the IMF and World Bank.
- **interdependence:** Mutual reliance for material and security needs. Countries are interdependent when they do not meet all their needs on their own. For example, Japan is dependent on the Middle East for oil. The Middle East is dependent on the United States for oil drilling technology. The United States is dependent on Japan for a variety of consumer products. In addition, both Japan and the Middle East rely on the U.S. military for protection.
- **minority rights:** The concept of special set of laws to protect a minority group. Minority rights differ from individual rights in that they typically apply to an ethnic or religious community, not to individual citizens. Minority rights may allow a group to operate its own schools, promote its language and culture through the media, or take responsibility for the functions of local government.
- **national budget:** The national budget outlines the money a country plans to spend each year. This total amount of money is divided among various categories. The main categories of the U.S. federal budget include: social security, defense, Medicare, education, training and social services, protection of natural resources and the environment, research in science, space and technology and foreign aid. The percentage of funding allocated to each category fluctuates from year to year depending on national priorities. (See <[www.whitehouse.gov/omb/budget/fy2003/guide.html](http://www.whitehouse.gov/omb/budget/fy2003/guide.html)>.)

- **sanctions:** A nonmilitary action taken by one or more nations to influence the behavior of another nation. Sanctions typically include economic embargoes, boycotts, and other trade restrictions aimed at crippling a country's military power.
- **self-determination:** The right of a people to govern its own affairs. During the 19th century, the cause of self-determination inspired small nations to challenge the rulers of the Austro-Hungarian, Russian, and Ottoman Turkish empires. At the close of World War I, President Wilson declared that self-determination should be a guiding principle in drafting the peace settlements. Self-determination, however, often conflicts with the principles of state sovereignty and territorial integrity.
- **sovereignty:** The absolute authority of the state to govern itself. The UN Charter prohibits external interference in the internal affairs of a sovereign state. Traditionally, governments—whether headed by democratically elected officials or self-imposed dictators—have strongly defended the principle of sovereignty. In practical terms, sovereignty has never been absolute. Strong countries have always influenced the policies of weaker countries. In recent decades, sovereign states have faced pressure from two directions. From the outside, the principle of sovereignty has been eroded by forces and institutions that extend beyond national boundaries. The growth of world trade, multinational corporations, and even international terrorist organizations has forced governments to acknowledge and accept limits on their sovereignty. Meanwhile, state sovereignty has increasingly been challenged from within by minority groups and regional interests.
- **territorial integrity:** The principle that national borders should not be forcibly changed. The framers of the UN Charter believed that territorial disputes had been a root cause of past wars (Ex. World War I). Consequently, world leaders since 1945 have upheld the principle of territorial integrity as a means of maintaining peace and stability. On the other hand, the principle of territorial integrity has left much of Africa and Asia with borders drawn by Britain, France, and other European colonial powers in the 19th century, often without consideration of local economic conditions or ethnic divisions.
- **superpower:** A country able to project its power around the world. After World War II, the United States and the Soviet Union were considered superpowers. Due to its economic problems, Russia is no longer viewed as a superpower. Other countries that are leading powers, but not referred to as superpowers, are China, Japan, Germany, Britain, and France.
- **trade:** The buying, selling, or exchange of goods and services. The leading U.S. exports include office and computer equipment, agricultural commodities, chemicals, machinery, auto parts, and airplanes. In turn, the United States imports electronic goods, automobiles, oil, clothing, fabric, watches, and other products. The three leading trading partners of the United States are Canada, Japan, and Mexico. During the last two decades, Americans have imported more merchandise than they have exported.
- **rebel groups:** People seeking to overthrow their country's government by force. In the 1980s, the United States aided rebel groups fighting in Afghanistan, Nicaragua, Angola, and Cambodia.
- **weapons of mass destruction (WMD):** Nuclear weapons are the most powerful weapons ever made, creating massive explosions and long-lasting, deadly aftereffects. Biological weapons spread deadly diseases. Chemical weapons poison their victims. In 1988, Iraq's dictator, Saddam Hussein, used chemical weapons against his Kurdish citizens. The United States has sought to control the spread of these types of weapons.

## Appendix

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- **Educational Standards Addressed**
- **Adaptations of Capitol Forum—Other Venues**
- **Curriculum Units Order Form**

## Standards Addressed by the Capitol Forum

The resources and pedagogical approach of the Capitol Forum fit in well with the need of classroom teachers to address state standards. Lesson plans and forum activities emphasize higher order thinking skills, including the ability to understand multiple perspectives and competing interpretations; to differentiate among fact, opinion, and interpretation; to weigh the importance and reliability of evidence and explain its significance; to understand and use primary sources; and to formulate rational conclusions.

### National Standards for U.S. History

Era 10: Contemporary United States

- Standard 1 Recent development in foreign policy

### National Standards for World History

Era 9: The 20th Century since 1945: Promises & Paradoxes

- Standard 2 The search for community, stability, and peace in an interdependent world.
- Standard 3 Major global trends since World War II

### National Standards on Economics

Standard 16: Role of Government

- Understand that there is an economic role for government. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.

### National Standards for the Social Studies

**Strand IX:** Provide for the study of global connections and interdependence.

- Analyze the relationships and tensions between national sovereignty and global interests (e)

**Strand X:** Provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

- Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic. (d)
- Construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern. (i)

### National Standards for Civics and Government

**Topic 2:** What are the foundations of the American political system?

- Fundamental values and principles: Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy.
- Conflicts among values and principles in American political and social life: Evaluate, take, and defend positions on issues in which fundamental values and principles may be in conflict.
- Disparities between ideals and reality in American political and social life: Evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities.

**Topic 4:** What is the relationship of the United States to other nations and to world affairs?

- The ends and means of United States foreign policy: Evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.

**Topic 5:** What are the roles of the citizen in American democracy?

- Civic responsibilities: Students should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.

See [www.choices.edu/state\\_standards.cfm](http://www.choices.edu/state_standards.cfm) for additional alignments with state standards.



## Alternative School-Based Capitol Forum Models

NOTE: Alternative models allow for any content topics that fit the curriculum and inform the ultimate question of the role of the United States in the world. All programs culminate in participation in the U.S. role ballot activity. Students should also be encouraged to communicate their own views, their “Future 5”, beyond the classroom.

### • In-Class Field Trip

Students work in groups to study selected issues in-depth within their classroom and then engage in conversation with community panelists as a culminating activity. Each group presents its findings to the panelists who are selected for their expertise on one or more of the topics. Following the presentations, the panelists are invited to converse with the students about their views and to enter into a deliberative dialogue on the topic. Parents can also be invited to attend the panel presentations as “Important Guests” and teachers can engage them in the deliberative dialogue as well.

### • School-based Interdisciplinary Model

Teachers from a range of disciplines coordinate their preparation work on selected topics, each appropriate to their own discipline. Teachers from different disciplines are likely to approach their chosen topics differently. However, all should make sure to stress content and all should engage their students in deliberation on the trade-offs of each of the “Options” presented in their chosen unit(s). During the Inter-Disciplinary Capitol Forum, all students from participating classes join together to focus on the central question of the U.S. role in the world. At the forum students share their areas of expertise as they prepare in small multi-disciplinary groups to present their assigned Future in a hearing on the Futures. Following the hearing, students can work as one large group or be “jigsawed” into smaller groups (each containing students from each of the Futures groups and from multiple disciplines) to deliberate on the merits and trade-offs of each of the Futures presented. After discussion, students write reflections on the Future they would advocate (their own Future 5). The forum culminates in a facilitated larger group discussion of the role students feel the U.S. should play in the world.

### • School or District-based Departmental Model

Teachers from several classrooms within a school or district coordinate for an in-school or in-district Capitol Forum. This approach could build on the “in-class field trip” model or the “school-based interdisciplinary model.”

### • School-wide Model

The School-wide Capitol Forum takes place over a full day. Each grade level (9-12) is assigned a topic (immigration, terrorism, nuclear proliferation, etc.), corresponding with the social studies course at each grade-level. After students complete their grade-level work (as preparation in class or as the first session of the day), they move into multi-level heterogeneous groups for consideration of the Futures and deliberation on the U.S. role. In order to keep group sizes small enough, in most schools several Capitol Forums would need to be taking place simultaneously. Every four years, the program could be focused around the presidential election and candidates’ foreign policy platforms could be discussed. Mid-term elections could be incorporated as well. Variations on this approach would involve grade levels in different roles. Ex: 9th grade—“press corp” observing and reporting, 10th grade—charged to compare and contrast with another 10th grade experience and reflect on deliberation vs. debate, 11th grade—serve as delegates, 12th grade—selected students leading small groups.

### • Community Forum Model

Organize a symposium involving community members and students in a deliberation on the U.S. role in a changing world. Community members should be selected based on their ability to bring real life experiences involving the issues under consideration into the deliberation. It might include leaders of international corporations, representatives of business that relies mainly on an immigrant workforce or deal with environment issues or recycling, Town Council members, or local attorneys or judges. Students would prepare using selected Choices resources in order to develop “expertise” on several issues that bear on the overall topic and gain experience in deliberation on the merits and trade-offs of divergent perspectives. At the Community Forum, students and community members work together in small groups focused on specific topics. Then students (prepared in advance) present the Futures to the assembled group. In breakout sessions, students and community members deliberate on the merits and trade-offs of each of the Futures, then participate in the online ballot on the U.S. role. Finally students and community members meet as one large group to debrief and to begin to articulate their own views.

*These are possible adaptations. They have been framed by teachers who have participated in statewide Capitol Forum programs or similar initiatives. Descriptions for each model will be available on the web by fall 2006. The Choices Program is interested in hearing about experiences with these and other models.*

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## Capitol Forum on America's Future

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The Capitol Forum on America's Future is a civic education initiative that engages high school students in civic practice and consideration of current international issues. The program involves students both within their social studies classroom and beyond the classroom at their state capitol.

The Capitol Forum is a program of the Choices for the 21st Century Education Program at the Watson Institute for International Studies at Brown University. It is offered in participating states as a partnership among the Choices Program, the offices of the Secretaries of the State, state Departments of Education, and statewide organizations whose mission support civic participation and youth development.

The program is endorsed by the National Council for the Social Studies (NCSS), the National Association of Secretaries of State (NASS), and the National Association of Secondary School Principals (NASSP).

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