

Mr. Howard F. Jeter - May

Month/Honoree(s): **Mr. Howard F. Jeter**

Lesson Title: **Exploring Diplomacy: People, Places & Issues**

Grade Level/Course: **9th-12th/Government and/or Geography**

Subject: **Social Studies**

SC Academic Standards and Skills Addressed:

USG-3.2 Evaluate the formal and informal structure, role, responsibilities, and authority of the legislative, executive, and judicial branches of the national government as the embodiments of constitutional principles.

WG-5.2 Classify and describe the spatial distribution of major economic systems, including traditional, command, and market economic systems (e.g., North Korea's command economy as opposed to Germany's market economy).

WG-7.2 Explain the causes of boundary conflicts and internal disputes between culture groups (e.g., the ongoing Israeli-Palestinian conflict).

WG-7.4 Explain how the size, shape, and relative location of a country or a nation can be an advantage or a disadvantage to it (e.g., the natural-resource potential of Russia as opposed to its ability to protect its immense landmass from outside aggression).

Introductory Statement/Lesson Overview:

This lesson will utilize various sources to explore and understand the roles and functions of the U.S State Department and those that Mr. Jeter specifically took part in. Specifically, it will focus on the purpose of the State Department, ambassadors, and how one becomes an ambassador as well as the relationship between the State Department and the Legislative Branch. Activity 2 is a geography activity specifically.

Goals/Lesson Objectives:

- Understand the basic structure of the State Department
- Understand how Ambassadors are appointed and selected
- Analyze how the State Department's roles and functions support the U.S Government and people world-wide
- Understand how a U.S Embassy works and how you can work in one (be a diplomat)

Instructional Materials:

1. Copy of the Calendar Page for Mr. Jeter
2. Textbook on U.S Government or Digital
3. Access to electronic devices or copies of the requisite pages
 - a. US State Department
<http://diplomacy.state.gov/discoverdiplomacy/diplomacy101/>
 - b. “Diplomacy at Work” document:
<http://www.state.gov/documents/organization/46839.pdf>
 - c. Bureau of African Affairs: <http://www.state.gov/p/af/index.htm>
 - d. What is Diplomacy?:
<http://diplomacy.state.gov/discoverdiplomacy/diplomacy101/places/170537.htm>
4. Atlas
5. Blank copies of Map of Africa with Country Outlines
https://www.eduplace.com/ss/maps/pdf/afr_asia_polnl.pdf
6. CIA World Factbook™ <https://www.cia.gov/library/publications/the-world-factbook/>

Lesson Progression and Time Frame:

Time: Approximately one or two 90 minute classes, depending on degree of difficulty desired or needed.

Activity 1: “People Places & Issues” (Government/Geography)

- Students will read over Mr. Jeter’s biography in the calendar to understand his life and roles in the state department.
- On a sheet of paper, students will write down the terms “*Department of State*”, “*Ambassador*”, “*Foreign Service*”, “*Special Envoy*”, “*Embassy*”, “*Diplomat*” “*Secretary of State*”
- Using the state department resources listed above students will then read each major topic under “people” (such as “what is a diplomat? What are the roles of a diplomat?”) to define the major terms above and answer the Essential Questions.
 - **Essential Questions to Answer:**
 - What does a diplomat do?
 - How does an Ambassador serve the U.S President?
 - What steps do you take to become an Ambassador or Diplomat?
 - What does an Embassy do?
 - How does an Embassy help me as a U.S Citizen?
 - What is a passport and how do I get one?
 - How do the State Department & Congress relate to each other?
 - What is the mission and purpose of the State Department?
 - What part of the Constitution allows the State Department to exist and grow?
 - What tools and skills must a diplomat have to be successful?

Activity 2: African Affairs (optional/alternative)

This part of the activity, which is optional, specifically focuses on the areas Mr. Jeter served in Africa.

1. Utilizing an Atlas locate the countries
2. Utilizing the World Factbook, identify the types of government, economy and overview/issues facing the countries Mr. Jeter represented
3. In a short paper/essay, explain why you believe it is important and necessary for the U.S to be represented in these countries.
4. Essential Questions:
 - What Push-Pull factors might affect migration?
 - What types of cultural diffusion (religion, economic and ethnic) might be affecting these regions current conflicts and issues?
 - How does spatial location of these countries effect their economic and political situation?
 - What types of resources do these countries have that are vital and important to both them and the US?

Extensions/Differentiation:

Activity 1:

You may decide to have students write a summary of descriptive paper themed around various topics using the above websites. Suggested topics may be: 1) Describe the soft skills and knowledge necessary to work as a diplomat 2) Analyze how the State Department supports and defends the United States from all enemies abroad

Assessment:

Teacher directed quiz, completion or essay assignment based on teacher insight and belief.

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