

LESSON TEN

Core Learning Goal: 2

The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.

Expectation: 1

The student will evaluate the interdependent relationship of United States politics and government to world affairs.

Indicator 2.1.1

The student will analyze the effects of networks that link nations to the United States economic, political, social, and foreign policy.

Assessment Limits:

- ✍ *Policies of United States government which promote or fail to promote relationships with other countries include **national defense (military), arms control, security of other nations, trade, human rights, economic sanctions, and foreign aid.***
- ✍ *Contemporary concerns and goals which affect international relationships include **national security, economic well-being, the spread of democracy, developing nations, weapons of mass destruction, terrorism, global economic conditions, and private agencies.***

Overview:

This lesson can be utilized as a review activity at the conclusion of a unit on United States foreign policy.

Lesson Objective:

Students will analyze how the United States' political, economic and social goals directly affect our foreign policy.

Materials:

Student Handout: **United States Foreign Policy**

Teacher Resource: **United States Foreign Policy**

Procedures:

1. Ask students the following discussion question:
Why does the United States provide foreign aid to other nations?
2. Have students list on their own paper any policies or goals that they associate with American foreign policy. Write student responses on the chalkboard. Students may come up with concepts that are not in the assessment limits. Include any legitimate foreign policies or goals.
3. Distribute the handout **United States Foreign Policy** and have students categorize their responses into political, social or economic goals. This can be done as a class or in small groups and then shared. See the Teacher Resource Sheet for possible responses. Many terms may be listed under more than one category.
4. Ask students these summary questions:
Which foreign policy goal seems most important to the United States right now? Why?
How can the United States carry out that particular foreign policy goal?

Assessment of Indicator:

Have students answer this Brief Constructed Response item:

Country X has annoyed the world community by bullying neighbors and developing weapons of mass destruction. After ten years of sanctions against Country X, the world community is proposing to end the sanctions. The United States disagrees with this proposal.

- ? What actions could the United States take to convince other countries to maintain the sanctions?
- ? Which action would be the most effective? Justify your choice.
- ? Include details and examples to support your answers.

Use the Social Studies Rubric to score student responses.

United States Foreign Policy

Directions:

Using the list of foreign policy concepts on the board, place each under the appropriate category below. Some may be listed under more than one category.

Political	Economic	Social

Teacher Resource Sheet

United States Foreign Policy

Directions:

Using the list of foreign policy concepts on the board, place each under the appropriate category below. Some may be listed under more than one category.

Political	Economic	Social
National defense (national security)	Security of allies	Human rights concerns
Arms control	Free trade	Spread of democracy
Security of allies	Economic sanctions	Aid to developing nations
Foreign aid	Foreign aid	Private aid agencies
Human rights concerns	U.S. economic well-being	
Spread of democracy	Aid to developing nations	
Aid to developing nations	Global economic stability	
Weapons of mass destruction		
Terrorism		