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## Approaches to Foreign Policy: Introduction | Lesson Plan

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### Materials

- World101 - [How Do Governments Approach Foreign Policy?](#) (3:35 video)
- World101 - [Isolationism Versus Engagement](#) (550 words/ 2 pages)
- World101 - [Idealism Versus Realism](#) (650 words/ 2 pages)
- World101 - [Unilateralism Versus Multilateralism](#) (600 words/ 2 pages)
- World101 - [How Did the United States Approach the Tiananmen Square Crackdown?](#) (7:15 video)
-  Approaches to Foreign Policy: Introduction | Guided Reading Handout
-  Approaches to Foreign Policy: Introduction | Presentation
-  Approaches to Foreign Policy: Introduction | Discussion Guide
-  Approaches to Foreign Policy: Introduction | Vocabulary

### Learning Objectives



- Students will be able to explain isolationism and engagement, idealism and realism, and unilateralism and multilateralism.
- Students will be able to identify these approaches to foreign policy in real-life examples and apply them in foreign-policy scenarios.

### Overview

- Length: one 45-minute periods
- Grade level: High school
- Courses: Civics, Global Issues

### Homework Due - None Introduction

### Class Plan:

1. **(5 Minutes) Watch** World101 - [How Do Governments Approach Foreign Policy?](#) (3:35 video) and fill out part 1 of the  Approaches to Foreign Policy: Introduction | Guided Reading Handout
2. **(10 Minutes) Read in Groups:** Divide the class into three groups, and have each group read and fill out the  Approaches to Foreign Policy: Introduction | Guided Reading Handout for ONE of the following
  - a. Group 1: World101 - [Isolationism Versus Engagement](#) (550 words/ 2 pages)
  - b. Group 2: World101 - [Idealism Versus Realism](#) (650 words/ 2 pages)
  - c. Group 3: World101 - [Unilateralism Versus Multilateralism](#) (600 words/ 2 pages)
3. **(15 Minutes) Jigsaw:** Rearrange the students into groups of six students, two from each of the groups in the previous steps. Let students take turns explaining the foreign policy approach they read about in step 2.
4. **(15 Minutes) What Would You Do Activity:** Project the What Would You Do Activities and complete them as a class, asking students to make arguments in keeping with the foreign policy approaches they have learned about.

**Homework:**

1. Watch World101 - [How Did the United States Approach the Tiananmen Square Crackdown?](#) (7:15 video) and complete [Approaches to Foreign Policy: Introduction | Guided Reading Handout](#)
2. Ask students to select a foreign policy topic currently in the news and write a paragraph identifying the approaches that the United States is using to address that topic

**Extension:**

- Assign (or have students choose) a national political [party platform](#). (The American Presidency Project has party platforms available going back to 1840.) Ask students to annotate the party platform, identifying the foreign policy approach or approaches the platform espouses.
- If you have additional time, check out the [Approaches to Foreign Policy: Introduction | Discussion Guide](#) for connections and more in-depth extension.

**Standards**

Educating for American Democracy Roadmap:

- What political, economic, and cultural ideas have informed our foreign policies and debates? (HSGQ6.4D)
- When, where, how, and why has the United States played a leading role in building a peaceful and lawful international order in world affairs? (HSGQ6.4F)
- What is the relationship between the core founding ideals of the U.S. and its role in world affairs? (CSGQ6.4B)
- How does the U.S. relate to the United Nations and other global governance institutions (e.g., WTO, IMF, WorldBank, NATO, WHO)? (CSGQ6.4E)

C3 Framework:

- D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- D4.1.9-12. Construct arguments using precise
- and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.