





## U.S. Foreign Policy: Introduction | Lesson Plan

### Materials

- World101 - [What is Foreign Policy?](#) (2:26)
- World101- [What Roles Do Congress + the Executive Branch Play in U.S. Foreign Policy?](#) (2,000 words/ 6 ½ pgs)
- World101- [What is the National Security Council?](#) (1,600 words/ 5 ½ pages + 2:28 video)
- World101- [How Do Forces Outside Government Influence Policymaking?](#) (1,200 words/ 4 pages + 4:00 video)
- World101- [What is the Relationship Between Domestic and Foreign Policy?](#) (1,200 words/ 4 pages)
- World101- [How Do Treaties Get Made?](#) (4:52 video)
-  U.S. Foreign Policy: Introduction | Guided Reading Handout
-  U.S. Foreign Policy: Introduction | Presentation
-  U.S. Foreign Policy: Introduction | Discussion Guide
-  U.S. Foreign Policy: Introduction | Vocabulary

### Learning Objectives


- Students will be able to explain the basic principles of U.S. foreign policy.
- Students will be able to discuss the role of the President, Congress, and the National Security Council in shaping U.S. foreign policy.

### Overview

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

### Homework Due - None Introduction

### Class One Plan:

1. **(5 Minutes) Think-Pair-Share:** Have students turn to neighbors and discuss examples of U.S. Foreign Policy issues that they have seen in the news.
2. **(25 Minutes) Complete:** Parts 1+2  U.S. Foreign Policy: Introduction | Guided Reading Handout
  - a. **Watch:** World101 - [What is Foreign Policy?](#) (2:26)
  - b. **Read:** World101- [What Roles Do Congress + the Executive Branch Play in U.S. Foreign Policy?](#) (2,000 words/ 6 ½ pgs)
3. **(10 Minutes)** Have students complete the attached *U.S. Foreign Policy: Congress and the Executive Branch -Worksheet* with a partner
4. **(5 Minutes)** Wrap Up/ Introduce Homework
  - a. **Ask:** *What is Foreign Policy? How are foreign and domestic policy related? What are the benefits/drawbacks of the division of power between the executive branch and the legislative branch?*
  - b. **Intro HW:** Students will look at how foreign policy is made by looking at the National Security Council as well as what influences policymaking. They will do mini-simulation during the next class where they will consider the options that the U.S. NSC had in response to 9/11.

### Homework Class One:

1. Students read and complete Part 3+4 of [U.S. Foreign Policy: Introduction | Guided Reading Handout](#) :
  - a. Part 3: World101- [What is the National Security Council?](#) (1,600 words/ 5 ½ pages + 2:28 video)
  - b. Part 4: World101- [How Do Forces Outside Government Influence Policymaking?](#) (1,200 words/ 4 pages + 4:00 video)

### Class Two Plan:

1. **(5 Minutes)** Debrief/ Discuss HW
  - a. What is the NSC? Why was it created? What forces influence policymaking? What is the relationship between domestic and foreign policy?
2. **(15 Minutes) Complete:** Part 5+6 of the [U.S. Foreign Policy: Introduction | Guided Reading Handout](#)
  - a. **Part 5** = World101- [What is the Relationship Between Domestic and Foreign Policy?](#) (1,200 words/ 4 pages)
  - b. **Part 6** = World101- [How Do Treaties Get Made?](#) (4:52 video)
3. **(15 Minutes) Take A Stand:** [Model Diplomacy Mini-Simulation: U.S. Response to 9/11](#)
  - a. **Read:** “Overview”, “The Situation”, and “Policy Options” as a class.
  - b. **Take a Stand:** Assign three corners of room for the policy options. Students will move to the corner they agree with.
    - i. *Option #1: Do not take military action*
    - ii. *Option # 2: Implement targeted military action against al-Qaeda leadership responsible for 9/11*
    - iii. *Option #3: Launch a war against al-Qaeda and those who support the group in and outside Afghanistan.*
  - c. Give students a couple minutes to discuss why they picked that option in their corner groups (Each corner supports a different policy). Share and discuss as a class.
  - d. Consider using some of these questions: *Why might the U.S. not want to take military action? What are some of the problems that may be associated with taking direct military action against al-Qaeda? Why might launching a war against al-Qaeda and those who support it be problematic?*
4. **(10 Minutes) Debrief:** What did the simulation show students about foreign policy? Why is foreign policy so important to what goes on INSIDE a country? Why might making foreign policy decisions be so difficult?

### Homework Two:

1. Choose one of the policy options from the mini-simulation and support your choice with at least three arguments.

**Extension:** If you have additional time, check out the [U.S. Foreign Policy: Introduction | Discussion Guide](#) connections and more in-depth extension.

## **Standards**

### Educating for American Democracy Roadmap:

- CSGQ4.2.B Why do our governments not decide all issues by elections or majority popular vote?
- HSGQ6.4.A How has war shaped the formation and growth of the United States?
- HSGQ6.4.D. What political, economic, and cultural ideas have informed our foreign policies and debates?
- HSGQ6.4.E. How do economic policy and foreign policy interact with each other?

### C3 Framework:

- D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
- D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.2.9-12. Analyze change and continuity in historical eras.
- D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

## U.S. Foreign Policy: Congress and the Executive Branch -Worksheet

After reading the scenario, identify who has a role in that scenario. If the executive branch has a role, place a check in the Executive box. If Congress has a role, place a check in the Congress box. If both have a role, check both boxes. Then explain what role they play

Scenario	Executive	Congress	Explain
<i>Increasing the budget for the department of state</i>			
<i>Declaring war against another country</i>			
<i>Launching missiles at a military installation in another country</i>			
<i>Making someone the new secretary of defense</i>			
<i>Negotiating a treaty with a group of other countries</i>			
<i>Levying sanctions against a particular country</i>			
<i>Joining a treaty in order to make it legally binding</i>			
<i>Giving orders to the military</i>			