

***Unit 3, Activity 1, United States Foreign Policy***

<b>Date:</b>	<b>United States Foreign Policy</b>
National Security	
Economic Growth	
World Peace	
Promoting Democracy	
Human Rights	

### ***Unit 3, Activity 1, United States Foreign Policy with Answers***

Date:	<b>United States Foreign Policy</b>
National Security	<ul style="list-style-type: none"><li>• <i>Protecting United States territory, citizens and allies</i></li><li>• <i>United States maintains a large number of military bases at home and abroad to discourage attacks by foreign governments</i></li><li>• <i>MAD (Mutual Assured Destruction)</i></li><li>• <i>War on Terror</i></li></ul>
Economic Growth	<ul style="list-style-type: none"><li>• <i>Promoting free trade and ensuring American industries access to raw materials</i></li><li>• <i>Working with other nations to lower trade barriers and securing favorable trade deals for raw materials</i></li><li>• <i>NAFTA</i></li></ul>
World Peace	<ul style="list-style-type: none"><li>• <i>Settling conflicts and using American military resources to promote and keep peace between nations</i></li><li>• <i>Using political, economic, and military pressure to end conflicts and prevent them from spreading</i></li><li>• <i>United States Peacekeepers in Bosnia</i></li></ul>
Promoting Democracy	<ul style="list-style-type: none"><li>• <i>Promoting the development of new democracies and protecting democracy around the global</i></li><li>• <i>Lending other democracies material resources and sometimes military might to ensure development and existence.</i></li><li>• <i>Operation Enduring Freedom; United States support of Britain and France in World War I and World War II.</i></li></ul>
Human Rights	<ul style="list-style-type: none"><li>• <i>Seeking humane treatment of all people around the world</i></li><li>• <i>Distributing foreign aid to countries in need, negotiating with trading partners to enact human rights reform, and applying political pressure to bring about improved conditions</i></li><li>• <i>Aid to people of Somali; United States pressuring the Chinese to end Child Labor</i></li></ul>

### ***Unit 3, Activity 2, Dividing Up the Job of Foreign Policy***

<b>Dividing Up the Job of Foreign Policy</b>		
<b>Task</b>	<b>President</b>	<b>Congress</b>
Making Treaties	<i>Negotiates the conditions of the treaty with other nations</i>	<i>Senate ratifies treaties by 2/3 majority vote</i>
Appointing Ambassadors		
Distributing Foreign Aid		
International Trade		
Use of Military Force		

***Unit 3, Activity 4, Ways Nations Interact Vocabulary Checklist***

<b>Word</b>	<b>+</b>	<b>√</b>	<b>-</b>	<b>Example</b>	<b>Definition</b>
diplomacy					
normal trade relations					
treaty					
alliance					
international organizations					
tariff					
quota					
trade					
summit meeting					
ambassador					
embassy					
foreign aid					

***Unit 3, Activity 4, Ways Nations Interact Vocabulary Checklist***

<b>Word</b>	<b>+</b>	<b>√</b>	<b>-</b>	<b>Example</b>	<b>Definition</b>
embargo					
sanctions					
trade deficit					
balance of trade					
imports					
exports					
free trade agreement					
trade surplus					
isolationism					
protectionism					
globalization					

### *Unit 3, Activity 4, Ways Nations Interact Quiz Cards*

Terms		Definitions	
Diplomacy	Summit meeting	the management of communication and relationships between nations by members and employees of each nation's government	a meeting or conference of heads of state, especially to conduct diplomatic negotiations and ease international tensions
Normal trade relations	Ambassador	status given to a U.S. trading partner who is eligible to receive low tariffs and other concessions in exchange for similar benefits	a diplomatic official of the highest rank sent by one country as its long-term representative to another country
Treaty	Embassy	agreement between states: a formal contract or agreement negotiated between countries or other political entities	the residence and place of business of an ambassador in a foreign nation in which diplomatic relations have been established
Alliance	Foreign aid	an association of groups, people, or nations who agree to cooperate to achieve a common goal	economic and other assistance given by one country to another country to encourage good will between nations
International organizations	Embargo	an international alliance involving many different countries to improve international relations and solve global problems	a government order restricting or prohibiting commerce, especially trade in a given commodity or with a particular nation

***Unit 3, Activity 4, Ways Nations Interact Quiz Cards***

Tariff	Sanctions	a duty levied by a government on imported or exported goods from another country to protect domestic producers	a measure taken by one or more nations to apply pressure on another nation to conform to international law or opinion
Quota	Trade	a maximum number or quantity that is permitted to enter a nation to protect domestic producers	the activity of buying and selling, or sometimes bartering goods between nations
Trade deficit	Balance of trade	amount of goods and services that a country imports that is in excess of the amount of goods and services it exports	difference between the value of a country's imports and exports during a specific period of time
Imports	Exports	good or service brought into a country from another country and offered for sale	goods produced in one country and sold to a customer in another country
Trade agreement	Trade surplus	commercial treaty between two or more nations explaining the conditions of trade	difference in value between the total exports and total imports of a nation during a specific period of time

***Unit 3, Activity 5, Impacts of Historic American Foreign Policies***

<b>Historic American Foreign Policies</b>			
<b>Foreign Policy</b>	<b>Description</b>	<b>Nations Affected</b>	<b>Impact of Foreign Policy</b>
Monroe Doctrine			
Manifest Destiny			
Open Door Policy			
Roosevelt Corollary to the Monroe Doctrine			
Wilsonianism			
Marshall Plan			



***Unit 3, Activity 5, Impacts of Historic American Foreign Policies***

Truman Doctrine			
Eisenhower Doctrine			
MAD Mutual Assured Destruction			
Bush Doctrine			

### *Unit 3, Activity 5, Impact of Foreign Policy RAFT*

Directions: Select a historic American foreign policy from the Impact of American Foreign Policy BLM to write an article from the perspective of a newspaper editor from a foreign nation impacted by the selected policy. The article should describe the positive and negative effects of the policy, your opinion of the policy (good or bad), and what reaction you expect the foreign nation's government to take. This article should be a minimum of three paragraphs.

**Role:** newspaper editor from a foreign nation

**Audience:** general public of that foreign nation

Form: newspaper article

**Topic:** The impact of United States foreign policy on another nation

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

### ***Unit 3, Activity 5, Impact of Foreign Policy Rubric***

<b>Impact of American Foreign Policy Article Rubric</b>	
<b>Score</b>	<b>Description</b>
<b>0</b>	<ul style="list-style-type: none"><li>• Editorial not submitted.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• The editorial contains an issue which impacts only a few people in the society.</li><li>• The editorial lacks creativity and fails to encourage the reader to continue.</li><li>• The editorial lacks background information about the issues being discussed.</li><li>• The editorial lacks a clear depiction of the writer's opinion on the issue</li><li>• The editorial lacks valid reasons for the stated opinion.</li><li>• The editorial fails to address the intended audience.</li><li>• The editorial lacks logical order and appropriate paragraph form.</li><li>• The editorial lacks appropriate transitions between ideas.</li><li>• The editorial lacks an appropriate summary.</li><li>• The editorial lacks an appropriate ending which includes recommendations for the reader to take action.</li><li>• The editorial contains numerous grammar and spelling errors.</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• This editorial is written with a lead.</li><li>• This editorial contains very little background information about the issue at hand.</li><li>• This editorial has an opinion which is somewhat confusing.</li><li>• The editorial contains one really valid reason for the opinion given.</li><li>• The editorial contains one reason that would concern the intended audience.</li><li>• The editorial's reasons are not written in distinct paragraphs.</li><li>• The editorial uses only a couple of transitions between ideas.</li><li>• The ending of the editorial restates one of the reasons.</li><li>• The writer ends the editorial giving at least 1 recommendation for the reader.</li><li>• The editorial contains several grammar and spelling mistakes.</li></ul>

### ***Unit 3, Activity 5, Impact of Foreign Policy Rubric***

<b>3</b>	<ul style="list-style-type: none"><li>• This editorial is written with an interesting lead to bring the reader into the story.</li><li>• The editorial contains some background information about the issues being debated.</li><li>• The editorial has an identifiable opinion</li><li>• The editorial contains at least 3 reasons for the stated opinion with 2 being very distinct from each other and logical for the argument.</li><li>• The editorial contains two reasons that would concern the intended audience.</li><li>• In an editorial, each reason is written in a separate paragraph.</li><li>• The editorial has a transition between each idea.</li><li>• The ending of the editorial restates most of the reasons.</li><li>• The editorial ends giving at least 2 specific recommendations for the reader.</li><li>• The editorial contains mostly correct grammar and spelling.</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>• The editorial is written with an interesting lead to bring the reader into the story.</li><li>• The editorial contains an abundant amount of background information about the issue.</li><li>• The editorial has a clearly stated opinion toward the beginning of the article.</li><li>• The editorial contains at least 3 different, but logical reasons for the stated opinion.</li><li>• The editorial's reasons are well written to convince the appropriate audience.</li><li>• Each reason is written in a topic sentence of separate paragraphs.</li><li>• The editorial uses effective words throughout the article to make transitions between ideas.</li><li>• The ending of the editorial restates all the reasons in one sentence.</li><li>• The editorial ends by giving at least 3 specific recommendations for the reader to take action.</li><li>• The editorial uses all correct grammar and spelling.</li></ul>

### ***Unit 3, Activity 6, Foreign Influence on the United States***

#### **“Do Foreign Governments Influence the United States?” Anticipation Guide**

Instructions: Using your prior knowledge about the impact of historical and current events on changes in foreign policy, distinguish the following statements as either being true or false by circling T for true and F for false. Be prepared to discuss and defend your answer.

1. An increase in tariffs by China on American products would negatively affect the United States economy. T or F
2. A famine in Mexico would decrease the number of immigrants coming into the United States illegally from Mexico. T or F
3. An attack on Israel by Iran would cause the United States to become entangled in another foreign war. T or F
4. The discovery of new oil deposits in Canada would not benefit the United States.  
T or F
5. The collapse of the Japanese currency, the Yen, would be beneficial to the United States’ economy. T or F

As you discuss the impact foreign governments have on the United States, review your responses. If your responses change, explain what caused your position to change below.

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_