

## Diplomacy & Foreign Policy

**Time Needed:** One Class Period

**Materials Needed:** Student worksheets and overhead projector with 2 transparencies or projector with Power Point

**Copy Instructions:**

Anticipation half-sheet (*class set*)

Reading page (*class set, double-sided*)

Activity Manipulative (*class set, double-sided*)

**Learning Objectives.** Students will be able to:

- Define foreign policy
- Distinguish between isolationism and internationalism
- Explain the relationship between the national interest and U.S. foreign policy
- Explain the role of the three branches of government in foreign policy
- Make judgments about the effectiveness of various diplomatic strategies in a variety of situations
- Distinguish between aid, sanctions, and military force as foreign policy tools

### STEP BY STEP

- 1) **ANTICIPATE** by distributing the half-page anticipation activity. Ask students to fill out only Column A—Interpersonal Relations. Call on students to share their answers and discuss how effective these different interpersonal strategies are. Tell students that when countries have problems with each other, they use similar strategies.
- 2) **DISTRIBUTE** one reading page (double-sided) to each student
- 3) **READ** the reading page with the class
- 4) **REVIEW** concepts from the reading by doing the active participation activity with the class
- 5) **DISTRIBUTE** one activity manipulative to each student
- 6) **EXPLAIN** that you will be reading several scenarios together as a class and that you will be asking the students to make decisions about the scenarios. They will use the activity manipulative to show you what decision they make.
- 7) **READ** the words and definitions on each side of the activity tool with the class. Point out that one side is *Diplomatic Strategies* and the other side is *Take Action*.
- 8) **READ** the “Thousands Starving in Isolatia!” scenario with the class using either overhead transparencies you made from the transparency masters or by running the PowerPoint presentation. Read and explain the hypothetical U.S. foreign policies.
- 9) **UNCOVER** the News Flashes one at a time. Read the news flash and ask students to show you their answers (opinions) by holding up their manipulative so the answer they choose is pointing up. Students will probably have a variety of answers. Ask students to explain their choices and use this to discuss the possible effects of the different choices, as well as what the most appropriate actions might be.
- 10) **REPEAT** this activity with the second scenario, “Smalland Under Attack!”
- 11) **DISTRIBUTE** one worksheet to each student.
- 12) **ASSIGN** the worksheet to reinforce the concepts from the lesson.
- 13) **CLOSE** by having students use what they have learned in the lesson to fill out Column B—Foreign Relations on the half-sheet anticipation page.

# Thousands Starving in Isolatia!



Isolatia has been ruled by a cruel dictator for decades. Only one country in the world, Popula, has diplomatic relations with Isolatia. The dictator in Isolatia spends all of the country's money on the military while the citizens live in poverty. The world doesn't know much about Isolatia because the dictator won't let reporters into the country. However, a few people have escaped and are telling stories about thousands of people dying of starvation because of a horrible famine inside Isolatia.



## United States Foreign Policy:

- Support countries with democracies.
- Cut diplomatic relations with countries that violate human rights.
- Help countries that are having a humanitarian crisis.
- Do not take military action unless it is absolutely necessary.



Isolatia's dictator reaches out to the world to ask for help. However, the U.S. and other countries worry that any food they donate will be given to the military. What diplomatic strategy should the U.S. use to solve this problem?



The world learns that Isolatia's dictator has put 50 people in jail without a trial because they said they didn't think the dictator was doing enough to help the situation. What should the U.S. do now?



Originally, the world thought the number of dead might be close to 20,000. Now the news leaks out that there are closer to 200,000 people dead of starvation in Isolatia. What should the U.S. do?

# Smalland Under Threat of Attack!



Smalland is a small, poor country that is friendly to the United States. Smalland is a democracy. Last year, Smalland discovered it is sitting on top of a huge oil reserve. Drilling this oil could raise tons of money for Smalland. But one of Smalland's neighbors, Greedia, is ruled by a dictator who wants Smalland's oil for his own country even though Greedia already has a lot of oil. The United States learns that Greedia is preparing its military to invade Smalland.



## United States Foreign Policy:

- Support countries with democracies.
- Support countries using their own natural resources to help themselves.
- Build good relationships with countries that have oil.
- Do not take military action unless it is absolutely necessary.



The U.S. thinks Greedia might be building a biological weapon to use against Smalland, but there's not enough evidence to be sure. What diplomatic strategy should the U.S. use to solve this problem?



The president of Smalland went on television and made a speech that enraged the dictator of Greedia. Greedia has fired a missile across the border into Smalland. What should the U.S. do about this problem?



Opportunia, a huge oil-producing country and a neighbor of both Greedia and Smalland, has announced it will help Greedia if there is a war. What should the U.S. do?



The U.S. elects a new President, who changes American foreign policy. Under the new policy, 1) the U.S. won't talk to dictators, and 2) the U.S. will use any means to stop dictators from increasing their power. Now what might the U.S. do?

# Foreign Policy & Diplomacy

Name: **\*\* Teacher Key \*\***

## COLUMN A—Interpersonal Relations

Which of these strategies have you used when you have had a problem with another person?

- Talk it over with the person and try to compromise
- Find someone who can help the two of you solve the problem
- Make a deal or agreement with the person
- Have a fight with the person
- Stop talking to the person

When other people you know are having a problem, do you...

- Get involved and try to help
- Stay out of it and let them work it out on their own

## COLUMN B—Foreign Relations

In foreign relations, this strategy is called...

⇒           *negotiation*          

⇒           *mediation*          

⇒           *treaty*          

⇒           *military force*          

⇒           *sanctions*          

In foreign relations, this policy is called...

⇒           *internationalism*          

⇒           *isolationism*          



---

# Foreign Policy & Diplomacy

Name: \_\_\_\_\_

## COLUMN A—Interpersonal Relations

Which of these strategies have you used when you have had a problem with another person?

- Talk it over with the person and try to compromise
- Find someone who can help the two of you solve the problem
- Make a deal or agreement with the person
- Have a fight with the person
- Stop talking to the person

When other people you know are having a problem, do you...

- Get involved and try to help
- Stay out of it and let them work it out on their own

## COLUMN B—Foreign Relations

In foreign relations, this strategy is called...

⇒ \_\_\_\_\_

⇒ \_\_\_\_\_

⇒ \_\_\_\_\_

⇒ \_\_\_\_\_

⇒ \_\_\_\_\_

In foreign relations, this policy is called...

⇒ \_\_\_\_\_

⇒ \_\_\_\_\_



# Foreign Policy & Diplomacy

Name: **\*\* Teacher Key \*\***

**Is This in the National Interest?** Imagine you are the President. On your desk is a list of 5 actions that might be in our national interest. Choose the top three actions that you think would be in our national interest. Then rank your top three with 1 as your highest priority and 3 as your lowest.

\_\_\_\_\_ Stop a dictator from developing nuclear weapons


**Answers will vary.** \_\_\_\_\_ Give money to a poor country so it can vaccinate its citizens against deadly diseases

\_\_\_\_\_ Spend money to develop a better stealth airplane for our military

\_\_\_\_\_ Pressure another country to strengthen its laws against internet hacking

\_\_\_\_\_ Run television ads supporting a candidate in another country's presidential election

**Circle** your #1 priority above. You are about to go on television to explain your choice. Give three reasons why your #1 priority action is in the national interest:



*PRESS CONFERENCE NOTES*

1. *This is in our national interest because* \_\_\_\_\_

**Answers will vary.**

2. *And because* \_\_\_\_\_

3. *And because* \_\_\_\_\_

**Vocabulary Synonyms.** Below are six vocabulary words. Draw a line to match each word with its pair of synonyms.

- |                   |                          |                          |                         |
|-------------------|--------------------------|--------------------------|-------------------------|
| Isolationism      | <input type="checkbox"/> | <input type="checkbox"/> | Agreement, Deal         |
| Policy            | <input type="checkbox"/> | <input type="checkbox"/> | Separation, Aloneness   |
| National interest | <input type="checkbox"/> | <input type="checkbox"/> | Penalties, Punishment   |
| Negotiation       | <input type="checkbox"/> | <input type="checkbox"/> | Strategy, Guideline     |
| Sanctions         | <input type="checkbox"/> | <input type="checkbox"/> | Bargaining, Make a deal |
| Treaty            | <input type="checkbox"/> | <input type="checkbox"/> | Beneficial, Useful      |

**What could happen** that would make you change your third priority to your first? Brainstorm something that would make you feel your third priority is very important to the national interest and write it here:

\*\*\* BULLETIN \*\*\* BULLETIN \*\*\* BULLETIN \*\*\*

This just in! The world has learned that

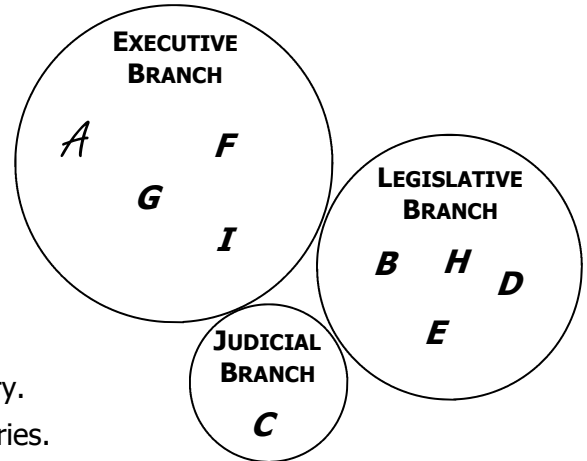
**Answers will vary.**

# Foreign Policy & Diplomacy

Name: **\*\* Teacher Key \*\***

**Who Gets To Do That?** Read each action on the list. Decide which branch of government gets to take that action. Write the letter of the action in the correct circle.

- A. Negotiate a treaty with another country.
- B. Approve the treaty once it has been negotiated.
- C. Decide that the treaty is unconstitutional.
- D. Refuse to pass a bill to send aid to a country in need.
- E. Declare war on a country.
- F. Send someone to a foreign country to talk.
- G. Decide that the U.S. should send aid to a country after an earthquake.
- H. Pass a bill authorizing the money to be sent to that country.
- I. Decide not to participate in a conference with other countries.

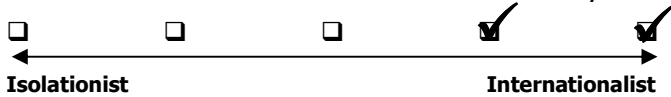


**Isolationist, Internationalist, or In Between?** Below are two situations and three possible ways for a country to react to that situation. Read what happened. Then decide whether each reaction reflects an isolationist policy, internationalist policy, or something in between. Check a box to show what you think.

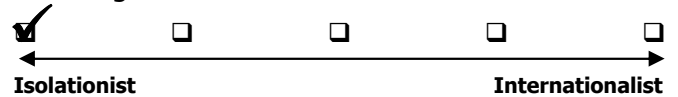
**\*\* Answers may vary; all acceptable answers are marked here**

1. After a huge earthquake, a tsunami hit Country B and killed 200,000 people. Entire towns on the coastline were washed away. Country B is very poor and cannot feed all the people made homeless by the disaster.
2. Most of the world's rainforest is located in Countries F, G, and H. Country R has no rainforest, but it believes the rainforest is very important to the world for many reasons. A lot of people in Countries F, G, and H do not have jobs. They are cutting down the rainforest in order to plant crops. Country R is worried that the rainforest will soon disappear forever.

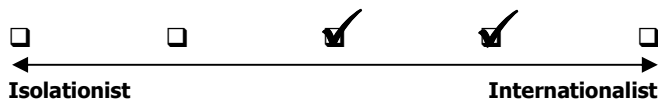
A) Country Y sends thousands of military troops to build temporary houses, clear roads, and serve tons of food to homeless citizens in Country B.



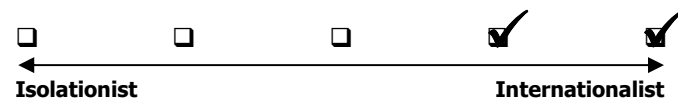
A) Country G works to save its own forest without talking to Countries F and H.



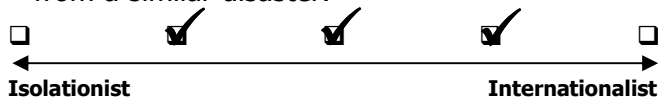
B) Country Y does not send any people, but does send a large amount of money.



B) Countries F, G, and H research new crops that their citizens could grow without cutting down the rainforest.



C) Country Y sends a few experts to advise Country B about what to do and begins developing a tsunami warning system to protect Country Y from a similar disaster.



C) Country R sends scientists to collect rare plant species out of the rainforest before it is all gone and bring the plants back to Country R for use in developing new medicines.

