

## Chapter 14

### Section 3: Diplomatic and Military Powers

**Guiding Question:** What tools are available to the President to implement foreign policy?

#### GET STARTED

##### Lesson Goals:

- ☐ Students will summarize the President's diplomatic and military powers.
- ☐ Students will identify the checks on the President's diplomatic and military powers.

**Bellringer** Write on the board: **The U.S. embassy in Country X has been attacked and several Americans have been taken hostage. How should the President respond to this situation?**

**Vocabulary** On the board, write a sentence using each word, but leave a blank where the vocabulary word should be. Invite students to come to the board to fill in the blanks with the correct words.

#### TEACH

Review with students the presidential powers they learned about in Section 2. Ask: **Would any of these powers apply to the situation described in the Bellringer?** Explain that in addition to executive powers, Presidents also have diplomatic and military powers. Then draw the outline of the section graphic organizer on the board. Read the section aloud together, pausing to complete the graphic organizer and answer the guiding questions at appropriate points in the reading.

##### Ask:

- Why do you think it is necessary to establish diplomatic relations with other countries? (*Having good relations allows the United States to work peacefully and to create favorable agreements with countries around the world.*)
- What is one main difference between a treaty and an executive agreement? (*A treaty must be approved by the Senate, but an executive agreement does not need congressional approval.*)

##### Learning Styles: Visual/Spatial

As students have read, G8 summits are regular meetings between the United States and seven other nations. Have students research the countries that are part of the Group of Eight (or provide information to them). Also have them find some of the issues this group discusses. Assign students to create a graphic organizer that visually portrays the countries in this group, their mission, and recent events. Post the organizers for others to view.

##### Other Strategies

ELL/ESL Strategy

#### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

##### Chapter Resources

**Essential Questions Journal**

**Chapter 14 Outline** (All-in-One, pp. 70–72)

##### Other Resources

**Reading Comprehension Worksheet**  
(All-in-One, p. 91)

**Skill Activity** (All-in-One, p. 95)

**Section Quiz B** (All-in-One, p. 97)

**Audio support is available for this section.**

**Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.**