

Chapter 17

Section 1: Foreign Affairs and Diplomacy

Guiding Question: How is foreign policy made and conducted?

GET STARTED

Lesson Goals:

- Students will discuss the policies of isolationism and internationalism.
- Students will understand the foreign policy goals of the State Department.
- Students will describe the role of ambassadors as representatives of the United States abroad.

Bellringer Write the following on the board: **After World War II, American foreign policy shifted from an isolationist position to an internationalist one. Use a dictionary to find the meaning of the word *isolation*. Based on that definition and your understanding of the word *international*, write a few sentences in your notebook to explain the difference between these two foreign policies.**

Vocabulary On the board, write fill-in-the-blank sentences for each vocabulary term in the section. Have students write the answers on a sheet of paper.

TEACH

First, review the Bellringer activity. Next, tell students that in this section, they will learn about the State Department and how it carries out U.S. foreign policy. Photocopy the section and have students use their copies to underline the main idea in each paragraph. Students can then use this information as a guide as they create an outline of the section.

Ask:

- What changed when the United States entered World War II? (*the U.S. policy of isolationism ended.*)
- What effect does the global economy have on U.S. foreign policy? (*Because today's world is interconnected, the United States now practices internationalism.*)
- How many executive departments does the President have under his leadership? (15)
- When was the State Department created? (1789)

ELL/ESL Strategy

Language Objective: *To identify and discuss vocabulary specific to the content area*

Non-English speakers may be confused about the meanings of terms such as *domestic affairs*, *isolationism*, and *diplomatic immunity*. Pair ELL/ESL students with native English-speaking partners to make sure that all students feel comfortable with the key terms in this part of the lesson. Have student pairs locate a sentence in the text using each word, review its definition in the margin, and read the sentence aloud. Next, have pairs write a new sentence using each term.

Other Strategies

Learning Styles: Interpersonal/Group Learning
Learning Styles: Logical/Mathematical
Learning Styles: Visual/Spatial

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Prereading and Vocabulary Worksheet
(All-in-One, p. 234)

Chapter 17 Outline (All-in-One, pp. 235–237)

Other Resources

Reading Comprehension Worksheet
(All-in-One, p. 239)

Extend Activity (All-in-One, p. 244)

Section Quiz B (All-in-One, p. 246)

Audio support is available for this section.

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