

Chapter 17

Section 2: National Security

Guiding Question: How does the federal government safeguard this nation's security?

GET STARTED

Lesson Goals:

- ❑ Students will list the duties of the Department of Defense, including all the military branches.
- ❑ Students will understand how the Director of National Intelligence heads up various intelligence-gathering agencies.
- ❑ Students will summarize the history and role of the Department of Homeland Security.

Bellringer Write on the board:

Terrorist attacks kill nearly 3,000 people: September 11, 2001

War on terror begins: October 2001

Department of Homeland Security established: November 2002

How are these events connected? Which of them are examples of American foreign policy? Answer in your notebooks.

Vocabulary Have students look up the vocabulary words *espionage* and *terror* in a dictionary and find out how each word came into the English language. Discuss the meaning of each word in terms of its origins.

TEACH

Ask students what *security* means to them. (*Answers will vary.*) Read the first line of the first paragraph so students can see how close they came to the definition in the text. Next, finish reading the first paragraph aloud. Discuss students' responses to the Bellringer activity as a way to demonstrate to students that American foreign policy is directly related to events here and abroad. Explain that the departments and agencies described in this section are the way that the nation carries out its foreign policy. Have students list these components of national defense as they read the section.

Ask:

- Which branch of government has the power to declare war? (*Congress*)

Learning Styles: Visual/Spatial

Divide the class into three groups and assign each group one of the military departments. Have each group create a cardboard "Plaque of Honor." The plaques should include the date that their branch was established, official logos, emblems, or slogans, and the names of any friends and/or family members who are serving or who have served in that branch along with the general time period in which they served. Circulate the plaques among the groups so that each plaque includes names from all the groups. Display the finished plaques in the classroom.

Other Strategies

ELL/ESL Strategy

Learning Styles: Logical/Mathematical

Learning Styles: Interpersonal/Group Learning

Learning Styles: Auditory/Verbal

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

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

Other Resources

Reading Comprehension Worksheet
(All-in-One, pp. 249–250)

Skill Activity (All-in-One, p. 254)

Section Quiz B (All-in-One, p. 257)

Audio support is available for this section.

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