

Chapter 17

Section 3: American Foreign Policy Overview

Guiding Question: How has American foreign policy changed over time?

GET STARTED

Lesson Goals:

- ❑ Students will chronicle changes in American foreign policy throughout the nation's history.
- ❑ Students will understand current issues in United States foreign policy.

Bellringer Write the following on the board: **Cold War: period during which the United States and the Soviet Union were unfriendly toward each other. Why do you think it was called a "cold" war? Answer in your notebook.**

Vocabulary Have students look at the vocabulary words in the section. Read the definitions from the textbook and have them volunteer the correct word, either orally or by writing it on the board.

TEACH

Discuss students' responses to the Bellringer activity. Then read the first paragraph aloud to the class. Ask students to name one of the goals of today's foreign policy. (*to help the countries of the world remain at peace*) Tell students that in this section, they will learn about American foreign policy prior to World War I and how and why it has changed since that time.

Ask:

- Why did President Washington encourage isolationism? (*The United States was just beginning as a new nation and was busy with matters at home.*)
- What belief was behind Manifest Destiny? (*that it was this nation's mission to expand its boundaries; "manifest destiny" meant that the expansion was unavoidable—it was the nation's destiny*)
- What was the purpose of Franklin Roosevelt's Good Neighbor Policy? (*to reduce American military involvement in Latin America and win friends in the region*)

Learning Styles: Interpersonal/Group

Explain that the point of *historical fiction* is to give an audience an accurate idea of the events of a certain time and place using fictional but historically appropriate characters. Organize students into groups of five or so. Ask each group to research the history of the Panama Canal and create a short play of historical fiction that will give the audience an accurate picture of some aspect of the canal's history. Allow time for students to present their plays to the class. Close with a discussion about how the fictional pieces differed from the historical reality.

Other Strategies

Learning Styles: Logical/Mathematical
Learning Styles: Visual/Spatial (3)
Learning Styles: Auditory/Verbal
Learning Styles: Body/Kinesthetic
ELL/ESL Strategy

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. 260–261)

Section Quiz B (All-in-One, p. 266)

Audio support is available for this section.

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