Lesson Goals

SECTION 1
Students will . . .
• list examples of internationalist policies and discuss whether these policies have benefitted or harmed U.S. interests.
• explore the State Department's role in protecting Americans by role-playing and writing a newspaper article on an incident involving American travelers abroad.

SECTION 2
Students will . . .
• explore the tension between security and personal liberty by analyzing a quotation.
• analyze possible government responses to potential security threats.

SECTION 3
Students will . . .
• describe foreign policies from U.S. history, using a transparency.
• understand U.S. foreign policies as they relate to historic events by creating a timeline.
• analyze primary source passages from the Truman Doctrine, using a worksheet.

SECTION 4
Students will . . .
• describe how foreign aid programs and defense alliances promote U.S. interests.
• evaluate current international issues and how foreign aid benefits the region affected as well as the United States.
• compare and contrast the rights delineated in the UN Universal Declaration on Human Rights with those in the U.S. Constitution.

Pressed for Time

Divide the class into six groups and assign each group one of the following: the State Department, the army, the air force, the navy, the Department of Homeland Security, or the Director of National Intelligence. Have students use the textbook and other sources to research each of these groups, focusing on how they are involved in the formulation and implementation of foreign policy. Then, review the history of American foreign policy using Section 3 and have students correlate the appropriate policy with the research they conducted on their assigned department or organization. Have each give a brief summary of their findings to the class.

FOLLOW UP Have students create a list of the key foreign policies of the United States and provide examples and/or summaries of what methods the Federal Government used or uses in exercising these policies.

DIFFERENTIATED INSTRUCTION KEY
Look for these symbols to help you adjust steps in each lesson to meet your students' needs.

[ L1 ] Special Needs

[ L2 ] Basic

[ ELL ] English Language Learners

[ LPR ] Less Proficient Readers

[ L3 ] All Students

[ L4 ] Advanced Students
GUIDING QUESTION

How is foreign policy made and conducted?

Get Started

LESSON GOALS

Students will . . .

- list examples of internationalist policies and discuss whether these policies have benefitted or harmed U.S. interests.
- explore the State Department’s role in protecting Americans by role playing and writing a newspaper article on an incident involving American travelers abroad.

SKILLS DEVELOPMENT

DRAW INFERENCE AND CONCLUSIONS

To help students learn to draw inferences and conclusions, have them turn to the Skills Handbook, p. S19, and use the information there to write a newspaper article about the Core Worksheet activity in this lesson.

SECTION 1

Foreign Affairs and Diplomacy

Guiding Question

How is foreign policy made and conducted? Use a chart like the one below to keep track of the main themes in the conduct of American foreign policy.

<table>
<thead>
<tr>
<th>Political Dictionary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• domestic affairs</td>
</tr>
<tr>
<td>• foreign affairs</td>
</tr>
<tr>
<td>• isolationism</td>
</tr>
<tr>
<td>• foreign policy</td>
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<tr>
<td>• right of legation</td>
</tr>
<tr>
<td>• ambassador</td>
</tr>
<tr>
<td>• diplomatic immunity</td>
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<tr>
<td>• passport</td>
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<tr>
<td>• visa</td>
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</tbody>
</table>

Objectives

1. Explain the difference between isolationism and internationalism.
2. Define foreign policy.
3. Understand that a nation’s foreign policy is composed of its many foreign policies.
4. Describe the functions, components, and organization of the Department of State.

In The Federalist No. 72, Alexander Hamilton noted that the “actual conduct” of America’s foreign affairs would be in the hands of “the assistants or deputies of the chief magistrate,” the President. Today, most of the President’s “assistants or deputies” in the field of foreign affairs are located within the Department of State.

Foreign affairs have been of prime importance from the nation’s very beginnings, more than a dozen years before Hamilton penned his comment in The Federalist. Indeed, it is important to remember that the United States would have been hard pressed to win its independence without the aid of a foreign ally, France.

Isolationism to Internationalism

With the coming of independence, and then for more than 150 years, the American people were chiefly concerned with domestic affairs—with events at home. Foreign affairs, the nation’s relationships with other nations, were of little or no concern to them. Through that period, America’s foreign relations were very largely shaped by a policy of isolationism—a purposeful refusal to become generally involved in the affairs of the rest of the world.

The period from the 1940s onward, however, has been marked by a profound change in the place of the United States in world affairs. The coming of World War II finally convinced the American people that neither they nor anyone else can live in isolation—that, in many ways, and whether we like it or not, the world of today is indeed “one world.” The well-being of everyone in this country—in fact, the very survival of the United States—is affected by much that happens elsewhere on the globe. If nothing else, the realities of ultra-rapid travel and instantaneous communications make it clear that we now live in a “global village.”

Wars and other political upheavals abroad have an impact on the United States and on the daily lives of the American people. Five times over the past century, the United States fought major wars abroad; and in several other instances, the nation has committed its armed forces to lesser, but significant, foreign conflicts. Terrorists in Europe, Asia, and at home; racial strife in southern Africa; Arab-Israeli conflicts in the Middle East; and other events in many

Focus on the Basics

Here is the information that your students need to learn in this section.

FACTS: • Foreign policy consists of all stands and actions a nation takes in its relationships with other nations. • The President is responsible for making and conducting foreign policy. • The State Department is led by the secretary of state appointed by the President. • State Department officials promote U.S. interests abroad.

CONCEPTS: enumerated powers, limited government, separation of powers

ENDURING UNDERSTANDINGS: • The United States has been moving away from isolationism toward more involvement in world affairs. • U.S. internationalist foreign policy reflects the belief that world events affect the well-being of Americans.
places around the globe have threatened this nation’s security.

Economic conditions elsewhere also have a direct and often immediate effect on and in this country. The American economy has become part of a truly global economy, linked by international banking, multinational corporations, and worldwide investments that transcend national boundaries.

Clearly, today’s world cannot be described as “one world” in all respects, however. The planet remains, in many ways, a very fractured and dangerous place. Acts of terrorism, various civil wars, the threat of “rogue states”—these and more, make the point abundantly clear. In the interconnected yet divided world of today, only those policies that protect and promote the security of all nations can assure the security and well-being of the United States.

Foreign Policy Defined

Every nation’s foreign policy is actually many different policies on many different topics. It is made up of all of the stands and actions that a nation takes in every aspect of its relationships with other countries—diplomatic, military, commercial, and all others. To put the point another way, a nation’s foreign policy includes everything that that nation’s government says and everything that it does in world affairs.

Thus, American foreign policy consists of all of the Federal Government’s official statements and all of its actions as it conducts this nation’s foreign relations. It involves treaties and alliances, international trade, the defense budget, foreign economic and military aid, the United Nations, nuclear weapons testing, and disarmament negotiations. It also includes the American position on oil imports, grain exports, human rights, immigration, climate change, space exploration, fishing rights, cultural exchange programs, economic sanctions, computer technology exports, and a great many other matters.

Some aspects of foreign policy remain largely unchanged over time. For example, an insistence on freedom of the seas has been a basic part of American policy from the nation’s beginnings. Other policies are more flexible. Two decades ago, resisting the ambitions of the Soviet Union was a basic part of American foreign policy. Since the fall of the Soviet Union, the United States and Russia have built close, if not always friendly, political, military, and economic ties; the United States has also developed close relations with other former Soviet republics.

The President is both the nation’s chief diplomat and the commander in chief of its armed forces. Constitutionally and by tradition, the President bears the major responsibility for both making and conducting foreign policy. The President depends on a number of officials and agencies—Hamilton’s “assistants or deputies”—to meet the immense responsibilities that come with this dual role. Here we will examine the President’s diplomatic support. In the next section, we will look at the defense and military departments.

The State Department

The State Department, headed by the secretary of state, is the President’s right arm in foreign affairs. The President names the secretary of state, subject to confirmation by the Senate. It is to the secretary of state and to the Department of State that the President

BEFORE CLASS

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 4 All-in-One, p. 238) before class.

DIFFERENTIATE

Reading Comprehension Worksheet (Unit 4 All-in-One, p. 239)

BELLRINGER

Before writing the following on the board: After World War II, American foreign policy shifted from an isolationist position to an internationalist one. What types of foreign policy activities demonstrate internationalism? Answer in your notebook.

DIFFERENTIATE

For students who might have difficulty with some of the vocabulary in the Bellringer statement, write these terms and definitions on the board: internationalism (active involvement with the concerns and interests of other nations) and isolationism (staying out of the concerns and interests of other nations).

DIFFERENTIATE

Have higher-level students complete the Bellringer activity, but add the following to the statement on the board: Has the policy of internationalism been helpful or harmful to the United States?

TEACH

To present this topic using online resources, use the lesson presentations at PearsonSuccessNet.com.

REVIEW BELLRINGER

Read the Bellringer question aloud and ask for student volunteers to read their responses. Encourage a classroom discussion of students’ opinions; any students who strongly disagree with the responses that are read out loud should read their own responses, as a way of stimulating discussion.
PERFORM A GUIDED SKIT

Distribute the Chapter 17 Section 1 Core Worksheets A and B (Unit 4 All-in-One, pp. 240, 241). Explain that Core Worksheet A lists roles that students will play in a skit about an incident involving Americans in the fictional country of Zabin. Assign a student to each role. Then explain that students without acting roles are reporters who will write a newspaper article about the incident. Instruct them to use Core Worksheet B to take notes as they watch the skit to help them write their article.

The teacher-only worksheet “Scenario: Incident in Zabin” (Unit 4 All-in-One, p. 242) provides the sequence of events as the incident unfolds. Have students who are playing roles stand up and take their positions around the room. Explain that as you narrate the unfolding incident, you will pause after each event for the actors to act it out. Explain that the actors should move around as needed to play the scenes.

Tell students to go to the Audio Tour to learn more about implementing foreign policy.

Answers

Implementing Foreign Policy  Possible response: Promoting American values helps to advance the other goals of advancing democracy, protecting America, and supporting the efforts of diplomatic officials. If people in other nations gain a better understanding of American values, hopefully they will become allies rather than adversaries.

Teacher-to-Teacher Network

ALTERNATE LESSON PLAN  The U.S. Department of State Web site (www.state.gov) has a wealth of information that can give students a first-hand glimpse into State Department affairs, including biographies, videos, press releases, virtual tours, and information about careers. Ask students to explore the site and choose an area of interest to describe to the class through a poster, brochure, or oral report.

To see this lesson plan, go to Teacher Center at PearsonSuccessNet.com
successor, Condoleezza Rice, who is both a woman and an African American, served from 2005 to 2009.

Today, the duties of the secretary relate almost entirely to foreign affairs. That is, they center on the making and conduct of policy and on the management of the department, its many overseas posts, and its workforce of more than 20,000 men and women.1

Some Presidents—most famously, Woodrow Wilson and Franklin Roosevelt—have tended to ignore their secretaries of state and have handled many foreign policy matters personally and quite often directly. Others, notably Richard Nixon, Gerald Ford, and George H.W. Bush, have chosen instead to rely on their national security advisors (whose formal title in the Executive Office of the President is, recall, Assistant to the President for National Security Affairs). Some chief executives—in particular, the earlier ones—have chosen to delegate a large share of the responsibility for matters of foreign policy to the secretary. Whatever the relationship between this Cabinet officer and the President, the secretary of state has been an important figure in every administration.

Organization and Components. The State Department is organized along both geographic and functional lines. Some of its agencies, such as the Bureau of African Affairs and the Bureau of Near Eastern Affairs, deal with matters involving particular regions of the world.

Other agencies have broader missions—for example, the Bureau of International Narcotics and Law Enforcement Affairs, sometimes called “Drugs ’n Thugs.” Most bureaus are headed by an assistant secretary and include several offices. Thus, both the Office of Passport Services and the Office of Visa Services are found in the Bureau of Consular Affairs.

Overseas Representatives

Some 12,000 men and women now represent the United States as members of the Foreign Service, many of them serving abroad. Under international law, every nation has the right of legation—the right to send and receive diplomatic representatives. International law consists of those rules and principles that guide sovereign states in their dealings with one another and in their treatment of foreign nationals (private persons and groups). Its sources include treaties, decisions of international courts, and custom. Treaties are the most important source today. The right of legation is an ancient practice. Its history can be traced back to the Egyptian civilization of 6,000 years ago.

The Second Continental Congress named this nation’s first foreign service officer in 1778. That year, it chose Benjamin Franklin to be America’s minister to France. He served in that capacity for nearly eight years.

Ambassadors. An ambassador is the official representative of a sovereign state in the conduct of its foreign affairs.2 For some five

Debate

“An ambassador is an honest man sent to lie abroad for the good of his country.”—Henry Wotton

Use this quote to start a classroom debate on the role of diplomacy in implementing foreign policy. Prompt students to consider situations in which an ambassador (or other diplomat or foreign service official) might feel a conflict between the best interests of his or her home country and the country in which he or she is stationed.

DISCUSS THE GUIDED SKIT

Conduct a brief discussion with the class about the guided skit activity. Ask students to describe their reactions to the events that occurred, and ask them whether the actions of the characters in the skit illustrated the qualities needed to be a good diplomat.

WRITE A NEWSPAPER ARTICLE

Divide students into small groups, making sure that each group has some students who played roles in the guided skit and some students who were observers. Tell them that they are reporters for the local newspaper and that they have been assigned to write an article on the incident in Zabrin. They should work as a group to produce their newspaper article. Group members should share their notes on Core Worksheet B to help the group identify significant moments to include in the article. Encourage students to include quotes from the characters in the skit in their articles.

Differentiate Before students begin writing their articles, have students who observed the skit (rather than acting in it) recap the major events. Use their descriptions to write a timeline on the board.

Answers

Caption. The construction of an embassy needs to take into consideration the security of those working inside. Setting it back from the street or providing a protective moat can supply a subtle defense system against possible attacks or infiltration.

Checkpoint. Ambassadors are appointed by the President with the consent of Congress. Although they are now being selected more frequently based on their background, they are sometimes chosen for their support of the President.
EXTEND THE LESSON

L1 L2 Differentiate Have each student bring in one article involving U.S. foreign policy. Students can find the article in print or online resources. Display Transparency 17A, Implementing Foreign Policy. Have a volunteer read aloud the State Department’s goals listed. Then ask students to summarize the foreign policy actions described in their article. After each summary, have the class identify the foreign policy goals that the actions promote.

L1 L4 Differentiate Distribute the Extend Activity “U.S. Foreign Relations” (Unit 4 All-in-One, p. 244), which has students research the media for reports about U.S. involvement in foreign countries.

L3 L4 Differentiate Have students choose a nation and research, either online or in the library, the United States ambassador to that nation. Ask students to write a short biography of their research subject.

Assess and Remediate

L3 Collect the Core Worksheet and assess students’ class participation using the Rubric for Assessing a Newspaper Article (Unit 4 All-in-One, p. 290).

L3 Assign the Section 1 Assessment questions.

L3 Section Quiz A (Unit 4 All-in-One, p. 245)

L2 Section Quiz B (Unit 4 All-in-One, p. 246)

Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.

An American hostage is paraded in front of the media by Iranian militants in 1979.

Although an embassy serves a specific diplomatic function, it is also a symbol of the nation it represents. Occasionally, tensions between nations can cause citizens of one country to protest or even attack another country’s embassy to express their anger at that country. In 1979, Iranian students occupied the U.S. embassy in the capital, Tehran, and held embassy staff hostage for 444 days. The Iran Hostage Crisis was an unusual and unprecedented assault against both a nation and international diplomatic law. Why does the United States send diplomats to posts where political conditions are unstable?

For the first time, yellow ribbons were tied to trees to symbolize public support for the hostages.

centuries now, most of the formal contacts between sovereign nations—that is, most of their diplomatic relationships—have been conducted through their duly appointed ambassadors.

In this country, ambassadors are appointed by the President, with Senate consent, and they serve at his pleasure. Today, the United States is represented by an ambassador stationed at the capital of each sovereign state this nation recognizes. Thus, American embassies are now located in more than 180 countries around the world.

Special Diplomats Those persons whom the President names to certain other top diplomatic posts also carry the rank of ambassador. Examples include the United States representative to the UN and the American member of the North Atlantic Treaty Council. The President also often assigns the personal rank of ambassador to those diplomats who take on special assignments abroad—for example, representing the United States at an international conference on arms limitations or Arab-Israeli relations.

Diplomatic Immunity In international law, every sovereign state is supreme within its own boundaries. All persons or things found within that state’s territory are subject to its jurisdiction.

As a major exception to that rule, ambassadors are regularly granted diplomatic immunity—they are not subject to the laws of the state to which they are accredited. They cannot be arrested, sued, or taxed. Their official residences (embassies) cannot be entered or searched without their consent, and all official communications and other properties are

Myths and Misconceptions

AMBASSADORS Most Americans are surprised to learn that the United States did not have ambassadors for nearly half of its history. The Constitution called for the establishment of embassies abroad, and the United States did send diplomatic representatives to many countries. But these representatives were ministers or consulate officials, not ambassadors. Why the delay? In the early years of the country, ambassadors were associated with monarchies, and anything viewed as a tool of the monarchy was something the United States understandably tried to stay far away from.

Answers

The Iran Hostage Crisis Possible response: Diplomats can help work out our differences with these nations and promote better relationships.
protected. All other embassy personnel and their families receive this same immunity.

Diplomatic immunity is essential to the ability of every nation to conduct its foreign relations. The practice assumes that diplomats will not abuse their privileged status. If a host government finds a diplomat’s conduct unacceptable, that official may be declared persona non grata and expelled from the country. The mistreatment of diplomats is considered a major breach of international law.

Diplomatic immunity is a generally accepted practice. There are exceptions, however. The most serious breach in modern times occurred in Iran in late 1979. Militant followers of the Ayatollah Khomeini seized the American embassy in Tehran on November 4 of that year; 66 Americans were taken hostage and 52 were held for 444 days. The Iranians finally released the hostages moments after Ronald Reagan became President on January 20, 1981.

**Passports** A passport is a legal document issued by a state that identifies a person as a citizen of that state. It grants that person a right of protection while traveling abroad and the right to return to the homeland. Passports entitle their holders to the privileges accorded to them by international custom and treaties. Few countries will admit persons who do not hold valid passports.

The State Department’s Office of Passport Services now issues more than ten million passports to Americans each year. Do not confuse passports with visas. A visa is a permit to enter another state and must be obtained from the country one wishes to enter. Trips to most foreign countries require visas today. Most visas to enter this country are issued at American consulates abroad.

### Critical Thinking

5. Demonstrate Reasoned Judgment: Do you think it would be possible for the United States to return to a policy of isolationism? Why or why not?

6. Draw Conclusions: Why do you think it is necessary that an American representative be assigned to work and live in each state the United States recognizes?

7. Draw Inferences: Why is diplomatic immunity considered essential to relationships between and among nations?

### Quick Write

**Expository Writing: Define a Problem** In order to write a problem-and-solution essay, you need to define the problem you intend to solve. Think about the types of issues the world struggles with today—economic instability, environmental destruction, famine, political unrest—and so on. What issue do you think is most important? Write a brief description of the problem you select.

### Assessment Answers

1. Foreign policy goals and agendas are set by the President, who relies on the secretary of state and the State Department to determine the best ways to implement them.

2. because the nations of the world have become increasingly interconnected, both politically and economically, and it is now clear that the problems in other nations can directly affect our safety and well-being.

3. (a) all stands and actions that a nation takes in relationships with other countries—diplomatic, military, commercial, and all others (b) possible examples: treaties, alliances, nuclear weapons agreements, import and export policies, economic sanctions, economic aid, military aid.

4. A career diplomat would have the skills and experience needed for the job.

5. Yes. Foreign conflicts are costing the lives of American soldiers and economic resources that could be better used at home. Economic globalization is costing American jobs. No. Globalization is happening and cannot be stopped. What happens in one country affects us all, whether we like it or not. Isolationist policy is simply putting our heads in the sand.

6. Possible response: Foreign relationships are complex. The people implementing foreign policy can better assess the diplomatic situation when they are present in the foreign country.

7. Diplomatic immunity allows diplomatic officials to act as official representatives of their home nations without fear of harassment or coercion.

**QUICK WRITE** Students should clearly describe the problem they selected.
GUIDING QUESTION

How does the Federal Government safeguard this nation's security?

<table>
<thead>
<tr>
<th>Protecting National Security</th>
</tr>
</thead>
</table>
| Secretary of Defense | • President's chief advisor on defense policy
• Leads Defense Department |
| Joint Chiefs of Staff | • Military advisors to secretary of defense, President, and National Security Council |

Military Departments:

| Department of the Army | • Military operations on land
• Defends the U.S. if attacked
• Protects American interests abroad |
| Department of the Navy | • Defends the nation through sea warfare |
| Marine Corps | • Provides support to navy and air force operations
• Carries out land operations to reinforce naval campaigns |
| Department of the Air Force | • Protects the U.S. from enemy air, ground, or sea forces
• Provides support for land and sea operations |
| Director of National Intelligence | • President's chief advisor on national security
• Directs and supervises intelligence agencies
• Gathers intelligence and disperses it as necessary |
| Department of Homeland Security | • Protects U.S. against terrorism
• Conducts border and transportation security
• Protects national infrastructure
• Prepares for and responds to national emergencies
• Defends the nation against chemical, biological, radiological, and nuclear attack |

Guiding Question

How does the Federal Government safeguard this nation's security? Use a table like the one below to keep track of the methods used to safeguard the nation.

<table>
<thead>
<tr>
<th>Protecting National Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary of Defense</td>
</tr>
</tbody>
</table>

Political Dictionary

• espionage
• terrorism

Objectives

1. Summarize the functions, components, and organization of the Department of Defense and the military departments.
2. Explain how the Director of National Intelligence and the Department of Homeland Security contribute to the nation's security.

Image Above: Two members of the Joint Service Color Guard present the colors at a military ceremony.

Focus on the Basics

FACTS: • The secretary of defense is the President's chief advisor on military matters.
• The military departments protect the U.S. domestically and internationally. • The DNI advises the President on national security issues. • The Department of Homeland Security coordinates public and private organizations on issues related to national emergencies.

CONCEPTS: role and purpose of government

ENDURING UNDERSTANDINGS: • The Constitution ensures civilian control of the military by making the President the commander in chief and granting broad military powers to Congress. • U.S. intelligence agencies covertly acquire information to help secure the nation. • The size and extensive infrastructure of the U.S. makes it nearly impossible to protect against all terrorist activities.
Thus, the Constitution makes the elected President the commander in chief of the armed forces. To the same end, it gives broad military powers to Congress—that is, to the elected representatives of the people. The principle of civilian control has always been a major factor in the making of defense policy and in the creation and staffing of the various agencies responsible for the execution of that policy. The importance of civilian control is clearly illustrated by this fact: The National Security Act of 1947 provides that the secretary of defense cannot have served on active duty in any of the armed forces for at least 10 years before being named to that post.

The Secretary of Defense The Department of Defense is headed by the secretary of defense, whose appointment by the President is subject to confirmation by the Senate. The secretary, who serves at the President's

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**CheckPoint**

Who are the nation's civilian authorities?

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**Differentiated Resources**

The following resources are located in the All-in-One, Unit 4, Chapter 17, Section 2:

- Reading Comprehension Worksheet (p. 247)
- Reading Comprehension Worksheet (p. 249)
- Core Worksheet (p. 251)
- Core Worksheet (p. 252)
- Skills Worksheet (p. 253)
- Skill Activity (p. 254)
- Extend Worksheet (p. 255)
- Quiz A (p. 256)
- Quiz B (p. 257)

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**Answers**

**Checkpoint** the President and Congress

Civilian Control of the Military Military power can pose a threat to free government. Civilian control reduces the risk that the military might overpower the civilian government.
Teach

To present this topic using online resources, use the lesson presentations at PearsonSuccessNet.com.

REVIEW BELLRINGER

Ask volunteers to read their responses to the Bellringer activity. Guide a class discussion of the quotation by asking students to consider the statement in the context in which it was published, as part of the 9/11 Report, an analysis of the attacks on the United States on September 11, 2001. It may help to separate some of the premises behind the statement: that freedom and security are necessarily in conflict with each other, that giving up some measure of freedom can increase our security, and that giving up some measure of security is one of the prices we pay for living in a free society. Remind students that there are no easy or right answers here—no society yet, ours included, has found an easy balance between freedom and security.

DISCUSS

The security of the United States is monitored and guarded by a variety of government agencies. These agencies endeavor to keep the nation secure to the best of their ability, but sometimes security and freedom conflict. Tell students that a good example of this tension between freedom and security is flying on commercial airplanes.

Use the Think-Write-Pair-Share strategy (p. T22) to lead this class discussion. Tell students a few of the ways that commercial airline travel has changed since September 11, 2001. Specifically, explain that the Federal Government put in place much stricter security procedures for airline passengers. Passengers are now required to present a government-issue ID before flying, and must take off shoes, belts, hats, jackets, and other personal items for a security screening. Also, passengers cannot carry more than three ounces of liquid through the security checkpoints, and cannot have sharp objects with them on the plane.

Remind students that all of these measures represent some degree of a loss of privacy, but the government implemented them in response to specific threats to the security of aircraft and passengers. Then, for the Think-Write-Pair-Share activity, ask: Can we safeguard the nation without giving up too much personal freedom?

Answers

Checkpoint the secretary of defense and the Joint Chiefs of Staff

Background

THE COST OF DEFENDING THE NATION

The cost of supplying our armed forces is enormous. In fiscal year 2007 alone, the U.S. Government spent nearly $90 billion on weapons systems and supplies for the armed forces. If Pentagon procurement were a Cabinet agency, it would rank fifth, with a budget about $15 billion less than that of the Department of Agriculture. Navy procurement ($32.6 billion) and Air Force procurement ($33.4 billion) combined exceed the budget for the Department of Transportation ($61.4 billion). Army procurement, at nearly $20 billion, was closest to the budget for the Department of Energy ($20.3 billion).
the Second Continental Congress on October 13, 1775. Ever since, its major responsibility has been sea warfare.

The chief of naval operations is the navy’s highest ranking officer and is responsible for its preparations and readiness for war and for its use in combat. Similar to the army, the navy’s ranks also have been thinned in the post–cold war period. Today, some 330,000 officers and enlisted personnel serve in the navy, with women making up about 15 percent of the force.

The Second Continental Congress established the United States Marine Corps (USMC) on November 10, 1775. Today, it operates as a separate armed service within the Navy Department, but it is not under the control of the chief of naval operations. Its commandant answers directly to the secretary of the navy.

The marines are a combat-ready land force for the navy. They have two major combat missions: (1) to seize or defend land bases from which the ships of the fleet and the air power of the navy and marines can operate, and (2) to carry out other land operations essential to a naval campaign. Today, about 180,000 people serve in the USMC. The proportion of women in the marines is lower than it is in the other service branches—about 6 percent.

The Department of the Air Force The air force is the youngest of the military services. Congress established the United States Air Force (USAF) and made it a separate branch of the armed forces in the National Security Act of 1947. However, its history dates back to 1907, when the army assigned an officer and two enlisted men to a new unit called the Aeronautical Division of the Army Signal Corps. Those three men were ordered to take “charge of all matters pertaining to military ballooning, air machines and all kindred subjects.”

Today, the USAF is the nation’s first line of defense. It has primary responsibility for military air and aerospace operations. In time

### Checkpoint

What are the main responsibilities of each of the military departments?

**campaign**

n. a series of military actions taken toward a specific goal

Tell students to go to the Online Update to find out where American troops are currently deployed.

### Background

**ORIGIN OF THE NATIONAL SECURITY ACT** The National Security Act of 1947, widely considered to be one of the most important pieces of defense legislation ever passed, was born at the end of World War II. America’s experience in that war pointed to the need for more coordinated and efficiently-run armed forces. President Harry Truman spearheaded the effort to devise a plan that would not only coordinate all branches of the armed forces, but would also ensure that the executive branch and Congress were given powers equal to those of the military. The act created the National Security Council to coordinate domestic, foreign, and military policies relating to national security, and the CIA to fill the need for gathering and disseminating intelligence. Additionally, the act merged the War Department and Navy Department with the newly created Department of the Air Force into a single Department of Defense.

**Answers**

**Major Military Deployments** Overseas bases position American forces to protect our national interests abroad and to counter threats arising from other nations or extremist groups within other nations.

**Checkpoint** Army: responsible for military land operations domestically and where American interests lie abroad; Navy: responsible for warfare at sea and national defense; Air Force: responsible for military air and aerospace operations.
Read the statements aloud one at a time and give students time to think about their answers, write their explanation in the space provided on their worksheet, and then move to the appropriate part of the room. After each statement, call on one student from each position and ask him or her to explain his or her choice. For statements 2 and 3, ask students if their opinions would vary if the country were facing a major security crisis.

After one student from each side has explained his or her reasoning, ask the class to take a moment to think about what they have just heard and to consider whether they would like to change their own positions. If students do change positions, ask one or two of these students what new information persuaded them to change their minds. At the end of the activity, have students revise their written explanations as needed.

**OPINION LINE REVIEW**

Tell students that each decision they made about the statements in the Opinion Line activity represents the type of decisions made regularly by members of the Office of the Director of National Intelligence and the Department of Homeland Security. Many important decisions about protecting our nation's security involve the possibility of compromising individual liberties. Conduct a brief class discussion about why these types of decisions are difficult, and have students use their experiences in the Opinion Line activity as the basis for the discussion.

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**Answers**

**Checkpoint** to ensure that intelligence is received, evaluated, and shared in a timely and efficient manner among government agencies

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**Myths and Misconceptions**

**THE NATIONAL GUARD** The National Guard, part of U.S. reserve forces, is in many ways a direct descendent of the colonial-era State militias. The oversight and training of National Guard forces are under the direction of the individual States in addition to the Federal Government. Throughout their history, Guard forces have played a major role in military campaigns. National Guard units deployed overseas in both World War I and World War II; in World War I, nearly 40 percent of the American units stationed in France were National Guard rather than Regular Army. More recently, many Americans came to think of the National Guard primarily in terms of domestic service, as Guard units were often deployed both for defense and emergency response, but National Guard units also make up a significant percentage of the combat troops deployed in Iraq and Afghanistan.
Debate

“This concept of ‘national defense’ cannot be deemed an end in itself, justifying any exercise of legislative power designed to promote such a goal. Implicit in the term ‘national defense’ is the notion of defending those values and ideals which set this Nation apart.”

—Chief Justice Earl Warren, 1967

Use this quote to begin a classroom debate. Explain that this was part of a Supreme Court ruling, and the heart of the issue was whether national security should be more important than personal liberty. In that context, Warren argued that the core values expressed in the Constitution were more important than the immediate problems of defense and security. Ask students to think about the quotation in that context, and to debate whether they agree with Warren that security is less important than liberty.

EXTEND THE LESSON

**Differentiate** Display Transparency 17B, U.S. Overseas Troop Deployment by Country, which shows the U.S. overseas troops’ changing demographics in specific locations over time. Explain that armed forces overseas defend and protect the national security of the United States. Have students analyze the graph and then write a brief paragraph utilizing their historical knowledge to determine why those locations were the focus of American troop deployment and buildup. Have them discuss their reasoning.

**Differentiate** Distribute the Chapter 17 Section 2 Extend Worksheet (Unit 4 All-in-One, p. 255), which asks students to answer questions about the Department of Homeland Security and come up with examples of how the government meets its security responsibilities.

**Differentiate** Ask students to review the text material under “Department of Homeland Security” while you distribute the Chapter 17 Section 2 Extend Worksheet (Unit 4 All-in-One, p. 255). Help students identify the five areas of responsibility of the Department of Homeland Security to write in the first column of the worksheet. (1. border and transportation security; 2. infrastructure protection; 3. emergency preparedness and response; 4. chemical, biological, radiological, and nuclear defense; 5. information analysis) Define difficult words in this list: infrastructure (important structures and systems serving a society, such as dams, power plants, and subways); radiological (radioactive substances, or things that give off waves that could be harmful). Have students work in pairs to complete the worksheet. Discuss their responses as a class.

**Differentiate** Have students write a letter to one of their senators or representatives that expresses their opinion on the questions of security and freedom covered in this chapter.

Tell students to go to the Online Update to learn more about the Department of Homeland Security.

**Answers**

**Safeguarding the Nation’s Security** The United States is a vast nation. No centralized agency could hope to protect it all. However, reasonable security can be achieved by enlisting the help of local public and private organizations to gather intelligence, secure key structures, and respond to emergencies.
Assess and RemEDIATE

L5 Collect the Core Worksheet and assess students’ work.
L5 Assign the Section 2 Assessment questions.
L5 Section Quiz A (Unit 4 All-in-One, p. 256)
L5 Section Quiz B (Unit 4 All-in-One, p. 257)
Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.

REMEDIZATION

<table>
<thead>
<tr>
<th>If Your Students Have Trouble With</th>
<th>Strategies For Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing how the Federal Government safeguards security (Question 1)</td>
<td>Have students create a concept web of the main ideas of the section.</td>
</tr>
<tr>
<td>Identifying key defense advisors (Question 2)</td>
<td>Review with students the content under the Defense Department heading.</td>
</tr>
<tr>
<td>Describing the main duties of the military departments (Question 3)</td>
<td>Create a graphic organizer of the military departments on the board.</td>
</tr>
<tr>
<td>Explaining why espionage is a tool in protecting national security (Question 4)</td>
<td>Ask students for another word for espionage (spying) and have them brainstorm the kinds of information spies might discover.</td>
</tr>
<tr>
<td>Defining terrorism (Question 5)</td>
<td>Have students list examples of recent terrorist acts and help them determine the similarities between these actions.</td>
</tr>
<tr>
<td>Understanding civil control of the military (Question 6)</td>
<td>Review the Civilian Control of the Military Infographic with students.</td>
</tr>
<tr>
<td>Describing the duties and responsibilities of the Department of Homeland Security (Question 7)</td>
<td>Have students complete the Extend Worksheet.</td>
</tr>
</tbody>
</table>

Answers

Caption to guard against threats of bioterrorism and to protect the nation’s oil supply

Assessment Answers

1. America’s defense consists of federal agencies and military departments under civilian control. The President makes defense policy and the Defense Department implements it. The Joint Chiefs of Staff advise the President, National Security Council, and secretary of defense. The military departments are responsible for protecting the United States domestically as well as its interests and citizens in other parts of the world. The Office of the Director of National Intelligence oversees the nation’s intelligence agencies. The Department of Homeland Security coordinates efforts against terrorism and other national emergencies.
2. Secretary of defense, secretary of state, Director of National Intelligence, Joint Chiefs of Staff
3. Army: land operations; Navy: sea warfare and defense; Air Force: air and aerospace
4. Possible answer: Espionage can help uncover secret plots targeting the United States.
5. The use of violence to intimidate a government or a society
6. (a) to prevent a powerful military from taking control of the government (b) Possible response: Yes. Military coups still occur today.
7. (a) Border and transportation security; infrastructure protection; emergency preparedness and response; chemical, biological, radiological, and nuclear defense; information analysis (b) by reducing risk of terrorists entering the country, guarding critical targets; preparing local groups for quick response; developing technology to detect chemical, biological, radiological, and nuclear weapons

Quick Write

Expository Writing: Brainstorm Possible Solutions Recognizing that a problem exists may be quite simple, but coming up with a solution is often a difficult task. Using the description you wrote in Section 1, brainstorm ideas for possible solutions to the problem you selected. Then, organize your list to rank the solutions from most effective to least effective.
The basic purpose of American foreign policy has always been to protect the security and well-being of the United States—and so it is today. It would be impossible to present a full-blown, detailed history of America’s foreign relations in these pages, of course. But we can review its major themes and highlights here.

Why should you know as much as you can about the history of the United States? Because history is not “bunk,” as automaker Henry Ford once described it. Let Robert Kelly, a leading historian, tell you what history really is: “History is our social memory. Our memories tell us who we are, where we belong, what has worked and what has not worked, and where we seem to be going.”

**Foreign Policy Through World War I**

From its beginnings, and for 150 years, American foreign policy was very largely built on a policy of isolationism. Throughout that period, the United States refused to become generally and permanently involved in the affairs of the rest of the world.

Isolationism arose in the earliest years of this nation’s history. In his Farewell Address in 1796, George Washington declared that “our true policy” was “to steer clear of permanent alliances with any portion of the foreign world.” Our “detached and distant situation,” Washington said, made it desirable for us to have “as little political connection as possible” with other nations.

At the time, and for decades to come, isolationism seemed a wise policy to most Americans. The United States was a new and relatively weak nation with a great many problems, a huge continent to explore and settle, and two oceans to separate it from the rest of the world.

The policy of isolationism did not demand a complete separation from the rest of the world, however. From the first, the United States developed ties abroad by exchanging diplomatic representatives with other nations, making treaties with many of them, and building an extensive foreign commerce. In fact, isolationism was, over time, more a statement of our desire for

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4 The Shaping of the American Past, 2nd ed.
Get Started

LESSON GOALS
Students will . . .
• describe foreign policies from U.S. history
• understand U.S. foreign policies as they relate to historic events by creating a timeline.
• analyze primary source passages from the Truman Doctrine, using a worksheet.

BEFORE CLASS
Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 4 All-in-One, p. 258) before class.

L2 Differentiate Reading Comprehension Worksheet (Unit 4 All-in-One, p. 260)

BELLRINGER
Write the following on the board: isolationism, Monroe Doctrine, Manifest Destiny, Roosevelt Corollary to Monroe Doctrine, Good Neighbor Policy, Open Door Policy, internationalism, collective security, deterrence, containment, détente. Write brief descriptions of three of these policies in your notebook.

L2 ELL Differentiate Allow students to choose two policies to describe.

L4 Differentiate Challenge students to describe as many policies as they can in the allotted time.

Noninvolvement outside the Western Hemisphere than a description of United States policy within our own hemisphere.

The Monroe Doctrine James Monroe gave the policy of isolationism a clearer shape in 1823. In a historic message to Congress, he proclaimed what has been known ever since as the Monroe Doctrine.

A wave of revolutions had swept Latin America, destroying the old Spanish and Portuguese empires there. The United States viewed the prospect that other European powers would now help Spain and Portugal to take back their lost possessions as a threat to this country’s security and a challenge to its economic interests.

In his message, President Monroe restated America’s intentions to stay out of European affairs. He also warned the nations of Europe to stay out of the affairs of both North and South America. He declared that the United States would look on

Primary Source
any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety.
—Speech by President James Monroe to Congress, December 2, 1823

At first, most Latin Americans took little notice of this doctrine. They knew that it was really the Royal Navy and British interest in Latin American trade that protected them from European domination. But in 1867, the Monroe Doctrine got its first real test. While Americans were immersed in the Civil War, France invaded Mexico. The French leader, Napoleon III, installed Archduke Maximilian of Austria as Mexico’s puppet emperor. In 1867, the United States backed the Mexicans in forcing the French to withdraw, and the Maximilian regime fell.

Later, as the United States became more powerful, many Latin Americans came to view the Monroe Doctrine as a selfish policy designed to protect the political and economic interests of the United States, not the independence of other nations in the Western Hemisphere.

A World Power Following its victory in the Revolutionary War, the United States began to expand across the continent almost at once. The Louisiana Purchase in 1803 doubled the nation’s size in a single stroke and the Florida Purchase Treaty in 1819 completed its expansion to the south.

Through the second quarter of the nineteenth century, the United States pursued what most Americans believed was this nation’s “Manifest Destiny”: the mission to

Remember the Maine
Images of the sunken battleship and the “Remember the Maine” battle cry led to American intervention in Cuba.

The battleship U.S.S. Maine was sent to Cuba to protect American interests there during Cuba’s struggle for independence from Spain. Its mysterious sinking in 1898 caused American outrage and demand for action. With its victory in the Spanish-American War, the United States itself became a colonial power by acquiring Guam, Puerto Rico, and the Philippines. How are these events examples of the application of the Monroe Doctrine?

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Differentiated Resources
The following resources are located in the All-in-One, Unit 4, Chapter 17, Section 3:
L7 Reading Comprehension Worksheet (p. 258)
L7 Reading Comprehension Worksheet (p. 260)
L7 Core Worksheet A (p. 262)
L7 Core Worksheet B (p. 263)
L7 Quiz A (p. 265)
L7 Quiz B (p. 266)

Checkpoint to advise foreign nations that although the U.S. will maintain a policy of isolationism it will take action against any nation that threatens the security of North and South America

Remember the Maine The Monroe Doctrine was intended to prevent European domination in the Western Hemisphere. The U.S. applied this doctrine when American forces became involved in Cuba’s struggle for independence from Spain.

Answers

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expand its boundaries across the continent to the Pacific Ocean. By 1900, the nation had not only accomplished that task, it had spread its influence beyond the continental boundaries to become both a colonial and a world power. The nation’s interests now extended to Alaska, to the tip of Latin America, and across the Pacific to the Philippines.

The Good Neighbor Policy The threat of European intervention in the Western Hemisphere that troubled President Monroe declined in the second half of the nineteenth century. That threat was replaced by problems within the hemisphere. Political instability, revolutions, unpaid foreign debts, and injuries to citizens and property of other countries plagued Central and South America.

Under what came to be known as the Roosevelt Corollary to the Monroe Doctrine, the United States began to police Latin America in the early 1900s. Several times, the marines were used to quell revolutions and other unrest in Nicaragua, Haiti, Cuba, and elsewhere in Latin America.

In 1903, Panama revolted and became independent of Colombia, with America’s blessing. In the same year, the United States gained the right to build a canal across the Isthmus of Panama. In 1917, the United States purchased the Virgin Islands from Denmark to help guard the canal. Many in Latin America resented these and other steps. They complained of “the Colossus of the North,” of “Yankee imperialism,” and of “dollar diplomacy”—and many still do.

This country's Latin American policies took a dramatic turn in the 1930s. Theodore Roosevelt’s Corollary was replaced by Franklin Roosevelt’s Good Neighbor Policy, a conscious attempt to win friends to the south by reducing this nation’s political and military interventions in the region.

Today, the central provision of the Monroe Doctrine—the warning against foreign encroachments in the Western Hemisphere—is set out in the Inter-American Treaty of Reciprocal Assistance (the Rio Pact) of 1947. Still, the United States is, without question, the dominant power in the Western Hemisphere, and the Monroe Doctrine remains a vital part of American foreign policy.

To present this topic using online resources, use the lesson presentations at PearsonSuccessNet.com.

Review Bellringer
Go through the list of foreign policies. Ask volunteers to describe each policy. Discuss the policies with the class. (Isolationism: purposeful refusal to become generally involved in the affairs of the rest of the world; Monroe Doctrine: warning to Europe to stay out of affairs of North and South America; Manifest Destiny: mission to expand U.S. boundaries across the continent to the Pacific Ocean; Roosevelt Corollary to Monroe Doctrine: U.S. would police Latin America to quell revolutions and other unrest; Good Neighbor Policy: attempt to win friends in Latin America by reducing U.S. political and military intervention in the region; Open Door Policy: equal trade access to China for all nations and preservation of China’s independence and sovereignty; Internationalism: greater involvement with other nations, due to the recognition that events in other parts of the world affect the well-being of the United States; collective security: acting together with other nations against any nation that threatens world peace; deterrence: strategy of maintaining military might so great that no nation would dare to attack; containment: prevent communism from expanding beyond its existing boundaries, leading to its eventual collapse; détente: purposeful attempt to improve relations with the Soviet Union and China)

Ask: Up to World War II, U.S. foreign policy was based on which broad concept? (isolationism) After World War II, which foreign policy concept dominated? (internationalism)

Background

Monroe Doctrine The Monroe Doctrine was initially intended as a warning to European nations, particularly Spain and Russia, but appears to have had little effect on the actions of those nations. The United States was not generally recognized as a military force to be reckoned with at the time of President Monroe's proclamation. While aimed at a European audience, the Monroe Doctrine’s real impact was felt domestically, since it outlined a general belief that the political affairs on this side of the Atlantic Ocean should be kept separate from affairs on the European side.

Answers

Analyzing Political Cartoons Possible answer: The United States had to act as intermediary between Europe and Latin America as well as arbitrate what needs are addressed for both sides.

Checkpoint It reduced American interference in Latin America and encouraged a more diplomatic and less forceful relationship.
DISCUSS
Tell students that in order to understand the foreign policy issues of today, they must understand the historical evolution of U.S. foreign policy. The foreign policy of the United States has changed dramatically over time and, subsequently, so have its relationships with other nations. Remind students that after the American Revolution, our political relationship with Great Britain was tenuous at best, but in the years since then that country has become one of our closest allies.

To illustrate foreign policy evolution further, ask: How would you describe the relationship between the U.S. and Soviet Union following World War II? (tense, competitive, dangerous) What foreign policy toward the Soviet Union did the U.S. adopt at that time? (containment) After the Vietnam War, what was the American policy on handling the Soviet Union? ( détente ) What major event ended the cold war relationship between the U.S. and Soviet Union? (the fall of the Soviet Union) What is our relationship with Russia today? (relatively friendly, but cautious)

ELL Differentiate To help students understand the key terms used in this section, review the definitions with them. Have students write down the definition and then, next to the definition, include a drawing that helps them understand the concept.

Republic of China refused diplomatic recognition of one another.

World At War
Germany's submarine campaign against American shipping in the North Atlantic forced the United States out of its isolationist cocoon in 1917. America entered World War I “to make the world safe for democracy.” However, with the involvement of Germany and the Central Powers, America pulled back from the involvements brought on by the war. The United States refused to join the League of Nations, and many Americans strongly believed that problems in Europe and the rest of the world were no concern of ours.

America’s historic commitment to isolationism was finally ended by World War II. The United States became directly involved in the war when the Japanese attacked the American naval base at Pearl Harbor in Hawaii on December 7, 1941. From that point on—along with the British, the Russians, the Chinese, and our other Allies—the United States waged an all-out effort to defeat the Axis Powers (Germany, Italy, and Japan).

Under the direction and leadership of President Franklin Roosevelt, the United States became the “arsenal of democracy.” American resources and industrial capacity supplied most of the armaments and other materials we and our Allies needed to win World War II. Within a very short time, the United States was transformed into the mightiest military power in the world—and it has remained so ever since.

Two New Principles
The coming of World War II brought a historic shift from a position of isolationism to one of internationalism. This nation’s foreign policy has been cast in that new direction for more than 60 years now. Even so, the overall objective of that policy remains what it has always been: the protection of the security and well-being of the United States.

Collective Security Following World War II, the United States and most of the rest of a war-weary world looked to the principle of collective security to keep international peace and order. America hoped to forge a world community in which at least most nations would agree to act together against any nation that threatened the peace.

To that end, this country took the lead in creating the United Nations in 1945. The organization’s charter declares that the UN was formed to promote international cooperation and so "to save succeeding generations from the scourge of war... and to maintain international peace and security.”

It soon became clear, however, that the UN would not shape the future of the world. Rather, international security would depend largely on the nature of the relations between the two superpowers, the United States and the Soviet Union. Those relations, never very close, quickly deteriorated—and for the next 40 years, American foreign policy was built around that fact.

With the breakup of the Soviet Union, the United States became the only superpower in today’s world. Still, collective security remains a cornerstone of American policy. The United States has supported the United Nations and other efforts to further international cooperation. This country has also taken another path to collective security: the building of a network of regional security alliances.

Deterrence The principle of deterrence has also been a part of American foreign policy since World War II. Basically, deterrence is the strategy of maintaining military might at so great a level that any very strong will deter—discourage, prevent—an attack on this country by any hostile power.

President Harry Truman initiated deterrence as U.S.–Soviet relations worsened after World War II. Every President since President Truman’s day has reaffirmed the strategy, and deterrence was a key factor in the collapse of the Soviet Union.

Resisting Soviet Aggression
One cannot hope to understand either recent or current American foreign policy without a knowledge of the long years of the cold war. The cold war was a period of more than 40 years during which relations
between the two superpowers were at least tense and, more often than not, distinctly hostile. It was, for the most part, not a “hot war” of military action, but rather a time of threats, posturing, and military buildup.

At the Yalta Conference in early 1945, Soviet Premier Josef Stalin had agreed with President Franklin Roosevelt and British Prime Minister Winston Churchill to promote the establishment of “democratic governments” by “free elections” in the liberated countries of Eastern Europe. Instead, the Soviets imposed dictatorial regimes on those countries. The Soviets also looked to exploit postwar chaos in other nations, as well. In 1946, Churchill declared that “an iron curtain” had descended across the continent.

**The Truman Doctrine** The United States began to counter the aggressive actions of the Soviet Union in the early months of 1947. Both Greece and Turkey were in danger of falling under Soviet control. At President Harry Truman’s urgent request, Congress approved a massive program of economic and military aid, and both countries remained free. In his message to Congress, the President declared that it was now

**Primary Source**

> the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.

---Speech by President Harry S. Truman to Congress, March 12, 1947

The Truman Doctrine soon became part of a broader American plan for dealing with

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**GOVERNMENT ONLINE**

Find out more about these conflicts during the cold war at PearsonSuccessNet.com

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**Cold War Conflicts, 1947-1991**

The ideological differences and competition for power between the two superpowers became the source of political tension worldwide. Many nations chose to side with one or the other. Several became battlegrounds and others political flashpoints where Soviet aggression and the U.S. desire to contain communism clashed. What do most of these locations have in common?

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**Background**

**TURNING POINTS IN FOREIGN POLICY** Only a few single events in U.S. history have brought about major and lasting changes to our foreign policy. The attack on Pearl Harbor was one of those events. The same can be said of the attacks of September 11, 2001. Addressing Congress nine days after the terrorist attacks on the World Trade Center and the Pentagon, President George W. Bush said, “Americans have known the casualties of war—but not at the center of a great city on a peaceful morning. Americans have known surprise attacks—but never before on thousands of civilians. All of this was brought upon us in a single day—and night fell on a different world, a world where freedom itself is under attack.” The September 11 attacks led the Bush administration to develop a policy aimed at defeating global terrorism.

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**CREATE A TIMELINE**

Distribute a copy of the Chapter 17 Section 3 Core Worksheet A (Unit 4 All-in-One, p. 262) to each student. In this activity, students will create a timeline of specific historical events and determine which American policy applied to that event.

When students have completed the timeline, divide them into small groups to share their answers. Ask them to discuss events that marked changes in foreign policy. Explain that some disagreement is possible, since foreign policy changes often happen gradually rather than in response to any single event. Then come together as a class to discuss ways in which U.S. foreign policy changed over time.

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**ELL Differentiate** Display Transparency 17C, which contains a blank version of the timeline for this activity. Have students work as a class to place the events and policies from Core Worksheet A in their proper locations on the transparency timeline.

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**Answers**

**Checkpoint** containment

**Cold War Conflicts, 1947-1991** Each conflict is near a communist-controlled region or an ally of the U.S.S.R.
The war lasted for more than three years. It pitted the United Nations Command, largely made up of American and South Korean forces, against Soviet-trained and Soviet-equipped North Korean and communist Chinese troops. Cease-fire negotiations began in July 1951, but fighting continued until an armistice was signed on July 27, 1953. The long and bitter Korean conflict did not end in a clear-cut UN victory. Still, the invasion was turned back, and the Republic of Korea remained standing. For the first time in history, armed forces of several nations fought under an international flag against aggression. There is no telling how far the tide of that aggression might have been carried had the United States not come to the aid of South Korea.

The War in Vietnam In the years following World War II, a nationalist movement arose in French Indochina—today, Vietnam. Vietnamese nationalists were seeking independence from their French colonial rulers. Made up mostly of communist forces led by Ho Chi Minh, the nationalists fought and defeated the French in a lengthy conflict. Under truce agreements signed in 1954, the country was divided into two zones. The communist-dominated North Vietnam, with its capital in Hanoi, and an anticommunist South Vietnam, with its capital in Saigon.

Almost at once, communist guerrillas (the Viet Cong), supported by the North Vietnamese, began a civil war in South Vietnam. Because President Dwight Eisenhower and other foreign policy experts believed that South Vietnam was critical to the security of all of Southeast Asia, the Eisenhower administration responded with economic aid and then military aid to Saigon. President John Kennedy increased that aid, and President Lyndon Johnson committed the United States to full-scale war in early 1965.

In 1969, President Richard Nixon began what he called the “Vietnamization” of the war. Over the next four years, the United States gradually pulled troops out of combat. Finally, the two sides reached a cease-fire agreement in early 1973, and the United States withdrew its last units.

### Debate

During the 2008 election campaign, the views of candidates Barack Obama and John McCain differed significantly on continuing the Iraq War. Use the quotes below to start a debate. Ask: Would continued involvement in Iraq promote U.S. security?

"[F]ighting in a war without end will not make the American people safer. . . . I will end this war . . . because it is the right thing to do for our national security. . . ."

—Barack Obama

"It would be a grave mistake to leave before Al Qaeda in Iraq is defeated. . . . The best way to secure long-term peace and security is to establish a stable, prosperous, and democratic state in Iraq. . . ."

—John McCain

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**Answers**

**Caption** The U.S. will live up to its policy of helping nations resist subjugation from outside pressures.
The ill-fated war in Vietnam cost the United States more than 58,000 American lives. As the war dragged on, millions of Americans came to oppose American involvement in Southeast Asia—and traces of the divisiveness of that period can still be seen in the politics of today.

**American Policies Succeed**

As the United States withdrew from Vietnam, the Nixon administration embarked on a policy of détente. The term is French, meaning “a relaxation of tensions.” In this case, the policy of détente included a purposeful attempt to improve relations with the Soviet Union and, separately, with China.

**Improving Relations**

President Richard Nixon flew to Beijing in 1972 to begin a new era in American-Chinese relations. His visit paved the way for further contacts and, finally, for formal diplomatic ties between the United States and the People’s Republic of China. Less than three months later, Mr. Nixon journeyed to Moscow. There, he and Soviet Premier Leonid Brezhnev signed the first Strategic Arms Limitations Talks agreement, SALT I—a five-year pact in which both sides agreed to a measure of control over their nuclear weapons.

Relations with mainland China have improved in fits and starts since the 1970s. Efforts at détente with the Soviets, however, proved less successful. Moscow continued to apply its expansionist pressures and provided economic and military aid to revolutionary movements around the world.

In 1979, an effort by the Soviet Union to impose a communist regime in Afghanistan was met by unexpectedly stiff resistance of armed groups of Afghans and their supporters around the region. The United States, acting largely in secret through the CIA, provided support to some of the groups resisting communist expansion. This type of war by proxy between the United States and the Soviet Union became common during the cold war. After the aggression against Afghanistan, the Carter and then the Reagan administrations placed a renewed emphasis on the containment of Soviet power.

**The Cold War Ends**

Relations between the United States and the USSR improved remarkably after Mikhail Gorbachev came to power in Moscow in 1985. He and President Reagan met in a series of summit conferences that helped pave the way to the end of the cold war. Those meetings, focused on arms limitations, eased long-standing tensions.

Certainly, Mikhail Gorbachev deserves much credit for the fundamental change in the Soviets’ approach to world affairs. But, just as certainly, that historic change was prompted by deepening political and economic chaos in Eastern Europe and within the Soviet Union itself—by conditions that ultimately brought the collapse of the Soviet Union in late 1991.

The fact that the cold war is now a matter of history should also been seen in this light:

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**Myths and Misconceptions**

**HOT LINE** The Cuban missile crisis shook the U.S. and Soviet leaders. Both realized that the incident brought them to the brink of nuclear war and mutual annihilation. After the crisis, the leaders agreed to set up a hot line for emergency communication. Contrary to popular myth, the hot line is not two red telephones connecting the White House to the Kremlin. At first, it was a set of teletype machines, on which operators punched in messages. In the 1970s, the two superpowers became linked by satellite and undersea cable. The American end is located in the Pentagon, not in the White House. Messages are transmitted by coded text, not voice or video. Despite the fall of the Soviet Union, the hot line remains in effect. It is tested hourly, with operators on each side sending a test message. The operators practice their translation skills by deciphering recipes and book excerpts sent in the other’s native language.

**EXTEND THE LESSON**

**Differentiate** Have students use print or online resources to research the current administration’s foreign policies and find images that correspond to them. Then, have students create a collage of the current U.S. foreign policies.

**Differentiate** Have students make a poster explaining how U.S. foreign policy affects a country of their choosing.

**Differentiate** Divide the class into groups of three or four, and have each group choose one foreign policy discussed in this section. Ask the groups to draw a political cartoon that represents some aspect of that foreign policy. Display the cartoons on the classroom wall.

**Differentiate** President Truman’s address to Congress in 1947 included the following statement: “One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion.” Have students write a brief essay in response to this statement as it relates to American foreign policy today.

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**Answers**

**Checkpoint** the collapse of the Soviet Union
Assess and Remediate

L3 Collect the Core Worksheets and grade students’ work.
L3 Assign the Section 3 Assessment questions.
L2 Section Quiz A (Unit 4 All-in-One, p. 265)
L2 Section Quiz B (Unit 4 All-in-One, p. 266)

Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.

The American policies of deterrence and containment, first put in place in 1947, finally realized their goals. As President Reagan put it, the Soviet Union was left “on the ash heap of history.”

**Today’s Dangerous World**

The sudden collapse of the Soviet Union and, with it, the end of the cold war, did not mean that the world had suddenly become a peaceful place. Far from it. The planet is still plagued by conflicts and it remains a very dangerous place. Osama bin Laden, al Qaeda and other terrorist groups, and the global war against them certainly testify to that daunting fact.

Then, too, there is the worrisome fact that Iran, Iraq’s neighbor in the Middle East, appears bent upon becoming a nuclear power. North Korea’s nuclear aspirations may also threaten worldwide security. And there are a number of seemingly endless quarrels elsewhere in today’s world—not the least of them are protracted civil wars in Africa, and repeated clashes between India and Pakistan, both nuclear powers.

In our own neighborhood, the rise of Venezuela’s president Hugo Chávez raises concerns. A vocal critic of American policy, Chávez has managed to win wide support in the region. Many consider him the prime source of much anti-American feeling in Latin America today.

**The Middle East** The Middle East is both oil rich and conflict ridden. America’s foreign policy interests in the Middle East have, for decades, been torn in two quite opposite directions: by its long-standing support of Israel and by the critical importance of Arab oil.

The United Nations created Israel as an independent state on May 14, 1948, and the United States recognized the new Jewish state within a matter of minutes. The day after it was established, Israel was invaded by Egypt, Jordan, Syria, Lebanon, and Iraq. The Israelis won that first Arab-Israeli war, decisively. Over the years since then, they have been engaged in countless other large and small military conflicts with various Arab states.

The United States has been Israel’s closest friend for more than 60 years now. At the same time, however, this country has attempted to strengthen its ties with most of the Arab states in that volatile region.

With the active involvement of President Carter, Israel and Egypt negotiated a ground-breaking peace treaty, which became effective in 1979. That agreement, the Camp David Accords, ended more than 30 years of hostilities between those two countries. Israel and Jordan signed a similar pact in 1994.

Israel and the Palestine Liberation Organization (PLO) took a huge, but so far unfulfilled, step toward peace in 1993. In the Oslo Accords, the PLO at last recognized Israel’s right to exist. Israel recognized the PLO as the legitimate agent of the Palestinian people, and it also agreed to limited Palestinian self-rule under an autonomous Palestinian Authority.

The promise of the Oslo Accords remains to be realized. Both the United States and the UN have tried to bring the two parties together in a continuing dialogue. But, recurring cycles of violence and reprisal continue to characterize the Israeli-Palestinian relationship.

**Afghanistan** The Soviet Union’s invasion of Afghanistan in 1979 introduced an era of war and devastation to that Central Asian country.

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**Background**

**NUCLEAR PROLIFERATION** The cold war arms race raised concern among the world’s nuclear powers about how to control the spread of the fearsome weapons they had created. Negotiations led to the Nuclear Non-Proliferation Treaty (1970). The nuclear powers—the U.S., Britain, Russia (and now France and China)—agreed not to give nuclear weapons or the technology to make them to any state without nuclear capability. Non-nuclear signers would receive help in developing nuclear power, but must accept on-site monitoring to verify peaceful use only. Nearly all nations have joined the treaty. Recent concern has focused on Iran and North Korea. In 2003, North Korea withdrew from the treaty and returned to weapons development. International pressure persuaded North Korea to begin dismantling its nuclear program in 2007.

Iran continued its program, insisting on peaceful intent.
Although the Soviets left Afghanistan in defeat in 1989, fighting in the country continued. The groups that had defeated the Soviets now competed for power. Among the factions to emerge from this civil war was an Islamic fundamentalist movement, the Taliban. By the late 1990s, the Taliban had gained control over most of Afghanistan.

In 2001, following the terrorist attacks of September 11, the United States moved to topple the Taliban regime, which had sheltered Osama bin Laden and the al Qaeda terrorists who had carried out the attack. Initially, the war was a marked success. After a few short weeks of fighting, the Taliban took flight. The United States and its allies helped orchestrate the creation of a new democratically chosen government. Eventually the United States removed many of its forces, and a NATO force took the lead in providing security for the fledgling Afghan government.

Yet, while the Taliban had been forced from power, it had not been destroyed. Since 2002, in fact, the Taliban has mounted an increasingly effective insurgency in Afghanistan.

**Iraq** The situation in Iraq is particularly troubling for the United States. At the end of the first Gulf War in 1991, Iraq’s president, Saddam Hussein, agreed to destroy his country’s stock of chemical and biological weapons and to abandon his efforts to acquire a nuclear capability. He also agreed to allow UN inspectors to monitor his regime’s compliance with those commitments.

Convinced that Hussein had not honored those promises and that Iraq had secretly amassed large stores of weapons, President George W. Bush sought to hold Iraq to account in 2002. Efforts to persuade the UN Security Council to support that move proved unsuccessful. But, at his urging, both houses of Congress did adopt a joint resolution authorizing the President to take those actions “necessary and appropriate” to eliminate Iraq’s “continuing threat to the national security of the United States and to international peace.” In March 2003, the United States and Great Britain, supported by a number of smaller nations, launched the second Gulf War. Iraq was conquered and Saddam Hussein’s regime toppled in less than six weeks.

The ongoing efforts to stabilize and rebuild Iraq, and to establish a democratic government there, have proven to be more than difficult. Much of the country faced violence bordering on civil war, and the Iraqi government, led by Prime Minister Nouri al-Maliki, has been hard put to contain it. It is quite apparent that the United States—and, it is hoped, the UN and a large number of other countries—will be engaged in the huge task of reconstructing Iraq for some years to come.

**Assessment Answers**

1. U.S. foreign policy has shifted from isolationist to internationalist over time. In the 19th century, the U.S. focused on territorial expansion as the nation’s “Manifest Destiny.” Using the Monroe Doctrine, the U.S. protected its own security by opposing European domination in Latin America. World War I briefly brought the U.S. out of isolation, but it returned to that policy after the war. Entry into World War II ended isolationism and began a policy of internationalism that continues today. Since World War II, the U.S. has pursued collective security through the UN and regional alliances. Today the U.S. and its allies work to oppose global terrorism.

2. to protect the security of the U.S.

3. The UN was intended to be a world community in which most nations would act together against any nation that threatened peace.

4. (a) strategy of maintaining such military might that no nation will risk attacking (b) The policy is still useful in preventing attacks from other nations, but is less useful against terrorist attacks or rogue states.

5. The cold war was a period of tension between the U.S. and Soviet Union. Containment was intended to prevent the Soviet Union from expanding communism.

6. (a) In 1947, the U.S. was seen as the defender of freedom against communist aggression. (b) Possible response: Yes. Our actions in Afghanistan and Iraq reflect a belief that establishing democratic governments there will bolster world peace and U.S. security.

**Quick Write** Students should consider groups needed to carry out the solution and effects on the region.
LESSON GOAL

• Students will examine the U.S. role in the world by debating whether foreign aid undermines domestic programs.

Teach

DEFINE FOREIGN AID

Ask: What is foreign aid? (economic and military aid to other countries) Have students brainstorm where and what type of foreign aid is currently being supplied by the United States around the world. Ask: How important is this aid to the security and well-being of the United States?

Differentiate Provide news articles or have students search the Internet to list the types of foreign aid supplied by the United States.

SUMMARIZE THE ISSUE

Have students read the feature and summarize the issue and the views expressed in the quotes.

ELL Differentiate Write these terms and their definitions on the board: capacity (ability to do something), burden (heavy responsibility), infrastructure (large-scale public systems, services, and facilities of a country).

DEBATE THE ISSUE

Divide the class into small groups and assign one quote to each group. Allow the groups time to discuss the position assigned and to come up with ways to defend that opinion. Then, divide the class by those defending Secretary Rice and those defending Congressman Duncan. Lead a short debate. Ask: Is foreign aid worth the expense?

Assess and Remediate

Have students summarize the argument made during the debate that they felt was the strongest and explain why.

Answers

1. (a) To improve U.S. security by improving people’s lives and promoting just governance around the world (b) We are spending so much on foreign aid that we will not be able to fulfill the needs of our own people.

2. (a) Foreign aid improves American security (b) by listing key domestic programs that he believes will suffer due to lack of funds (c) Students should support their position.

Background

HUMANITARIAN AID The United States has historically been the world’s largest provider of emergency food aid during international disasters. For example, after Hurricane Mitch destroyed food supplies and the food distribution system in Honduras in 1998, the U.S. provided $67 million of food aid from the U.S. Agency for International Development, along with $63 million of commodity surpluses from the U.S. Department of Agriculture. As a result of such actions by the U.S., there is an assumption that, especially in the case of emergencies, the U.S. will make the largest contribution. However, there is often strong competition for U.S. food aid resources. After the 2004 Indian Ocean tsunami, the U.S. pledged millions of dollars in aid but was also faced with large demands for food resources in response to other emergencies in Sudan, Chad, and the Caribbean.
Do you know this ancient saying: “Those who help others help themselves”? You will see that that maxim underlies two basic elements of present-day American foreign policy: foreign aid and regional security alliances.

**Foreign Aid**

**Foreign aid**—the economic and military aid given to other countries—has been a basic feature of American foreign policy for more than sixty years. It began with the Lend-Lease program of the early 1940s, through which the United States gave nearly $50 billion in food, munitions, and other supplies to its allies in World War II. Since then, this country has sent more than $500 billion in aid to more than 100 countries around the world.

Foreign aid became an important part of the containment policy beginning with American aid to Greece and Turkey in 1947. The United States also helped its European allies rebuild after the devastation of World War II. Under the Marshall Plan, named for its author, Secretary of State George C. Marshall, the United States poured some $12.5 billion into 16 nations in Western Europe between 1948 and 1952.

Foreign aid has taken several different directions over the years. Immediately after World War II, American aid was primarily economic. Since that time, however, military assistance has assumed a larger role in aid policy. Until the mid-1950s, Europe received the lion’s share of American help. Since then, the largest amounts have gone to nations in Asia, the Middle East, and Latin America.

Most aid, which makes up less than 1 percent of the federal budget, has been sent to those nations regarded as the most critical to the realization of this country’s foreign policy objectives. In recent years, Israel, Egypt, the Philippines, and various Latin American countries have been the major recipients of American help, both economic and military.

Most foreign aid money must be used to buy American goods and services. So, most of the billions spent for that aid amounts to a substantial subsidy to both business and labor in this country. The independent United States Agency for International Development (USAID) administers most of the economic aid programs, in close cooperation with the Departments of State and Agriculture. Most military aid is channeled through the Defense Department.

**Focus on the Basics**

**FACTS:** - The United States sends economic and military foreign aid to countries regarded as critical to American interests. - The U.S. belongs to several regional security alliances, including NATO. - The U.S. is a permanent member of the UN Security Council and provides a large portion of UN funding.

**CONCEPTS:** role and purpose of government, democratic values, and principles

**ENDURING UNDERSTANDINGS:** - The United States works with other nations for peace and political stability around the world. - Security alliances seek to deter aggression. - The purpose of the United Nations is to promote peace among nations and to improve living conditions around the world.

**GUIDING QUESTION**

In what ways does the United States cooperate with other nations?

**Political Dictionary**

- foreign aid
- regional security alliance
- NATO
- United Nations
- Security Council

**Objectives**

1. Identify two types of foreign aid and describe the foreign aid policy of the United States.
2. Describe the major security alliances developed by the United States.
3. Examine the role and structure of the United Nations and the problems it addresses.

**Image Above:** Marshall Plan funding helps in the rebuilding of West Berlin.

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**SKILLS DEVELOPMENT**

**ANALYZE SOURCES**

Core Worksheet B in this section asks students to analyze excerpts from the United Nations Universal Declaration of Human Rights. Have students turn to the Skills Handbook, p. 514, to learn how to analyze sources.
Security Alliances

Since World War II, the United States has constructed a network of regional security alliances built on mutual defense treaties. In each of those agreements, the United States and the other countries involved have agreed to take collective action to meet aggression in a particular part of the world.

NATO  The North Atlantic Treaty, signed in 1949, established NATO, the North Atlantic Treaty Organization. The alliance was formed initially to promote the collective defense of Western Europe, particularly against the threat of Soviet aggression. NATO was originally composed of the United States and 11 other countries (see map above).

With the collapse of the Soviet Union, NATO’s mutual security blanket was extended to cover much of Eastern Europe. Though it has grown in size, the alliance remains dedicated to the basic goal of protecting the freedom and security of its members through political and military action. Each of the now 26 member countries has agreed that “an armed attack against one or more of them in Europe or in North America shall be considered an attack against them all.”

What has changed with NATO since its founding? Clearly, the threat of Soviet (if not Russian) aggression has lessened, yet the
basic function of the alliance is the same. NATO was formed for defensive purposes and—if defense includes military intervention in conflicts that may destabilize Europe, and with it, the prevention of humanitarian disasters—defense remains its basic charge.

Increasingly, however, NATO is focused on what it calls “crisis management and peacekeeping.” Its involvement in the Balkans provides a leading illustration of this role. First in Bosnia in 1995 and then in Kosovo in 1999, NATO air and ground forces, drawn mostly from the United States, Great Britain, and Canada, brought an end to years of vicious civil war in what was once Yugoslavia. Those military interventions also put an end to the horrific campaigns of “ethnic cleansing,” directed by Serbian President Slobodan Milosevic. NATO troops continue to maintain a fragile peace in the Balkans today.

In mid-2003, NATO took command of the International Security Assistance Force (ISAF) in Afghanistan. The United Nations established this multinational peacekeeping force in late 2001 in the wake of the American-led war that ousted Afghanistan’s Taliban regime.

Today, ISAF is composed of over 40,000 combat and support troops drawn from 37 nations. The ISAF includes almost half of the American troops in the country. The American units now operating under NATO command battle stubborn Taliban resistance in eastern Afghanistan, in remote areas near the Pakistani border. The ISAF has assumed the leading role in rebuilding war-shattered Afghanistan. There has been disagreement within NATO, however, about how many troops member nations will commit to military operations in the country. This conflict has flared as the Taliban has shown surprising resilience.

Since 2005, NATO has also played a small peacekeeping role in Darfur. This conflict-plagued region of the African nation of Sudan has been the scene of what observers have described as a campaign of genocide, with government-backed militia targeting rival ethnic groups. NATO forces have helped train and transport troops taking part in a multinational peacekeeping mission to end the bloodshed in Darfur.

Alliances Around the World

The Inter-American Treaty of Reciprocal Assistance, the Rio Pact, was signed in 1947. It pledges the United States, Canada, and now 32 Latin American countries to treat any “armed attack . . . against an American state . . . as an attack against all the American states.” The treaty commits those nations to the peaceful settlement of their disputes. Cuba is not a party to the agreement.

Beyond NATO and the Rio Pact, the United States is party to several other regional alliances. Thus, the ANZUS Pact of 1951 unites Australia, New Zealand, and the United States to ensure their collective security in the Pacific region.

The Japanese Pact also dates from 1951. After six years of American military occupation, the allies of World War II (with the exception of the Soviet Union) signed a peace treaty with Japan. At the same time, the United States and Japan signed a mutual defense treaty. In return for American protection, Japan permits the United States to maintain land, sea, and air forces in and around its territory.

The Philippines Pact was ratified in 1951 as well. It, too, is a mutual defense agreement. The pact remains in force, but disagreements over its redrafting prompted the withdrawal of all American military forces from the Philippines in 1992. The Korean Pact, signed in 1953, pledges the United States to come to the aid of South Korea should it be attacked again.

The Taiwan Pact was in effect between the United States and Nationalist China from 1954 to 1980. When the United States and the People’s Republic of China established full diplomatic relations in 1979, the United States withdrew its recognition of the Nationalist Chinese government, and the Taiwan pact became obsolete.

The United Nations

You know that a fundamental change occurred in American foreign policy during and immediately after World War II. That dramatic shift from isolationism to internationalism, is strikingly illustrated by this country’s participation in the United Nations. Remember, the United States refused to join the League of Nations

Teach

To present this topic using online resources, use the lesson presentations at PearsonSuccessNet.com.

REVIEW BELLRINGER

Group students into pairs and have each student read his or her partner’s response to the Bellringer. Then call on four or five students to read and explain one of their partner’s answers, either a foreign aid program or a regional security alliance. List the answers on the board, including the name of the program or alliance and a short description of its benefits. When you have recorded the answers, ask students if they see any patterns or commonalities between the answers, such as the proximity of aggressive nations near nations with whom the U.S. has security alliances.

Differentiate

Direct students to the world political map at the back of the textbook. As you review the Bellringer activity, use the map to help students locate the regions or nations involved so they can more easily visualize locations and influences.

Background

MARSHALL PLAN

In June 1947, Secretary of State George Marshall unveiled a large-scale plan for American aid to war-torn Europe. The Marshall Plan achieved several strategic goals at one time. By providing humanitarian aid during a time of severe economic and agricultural crisis, the Marshall Plan helped ensure that America’s allies would not fall prey to political chaos. By encouraging recipients to spend the aid money on American-made goods, the plan also benefited the domestic economy.

Finally, Marshall attached a significant condition to the aid package: Before they could receive any financial support, recipient nations had to work together to develop a plan for spending the money. This required European nations to cooperate with each other at a time when relations on the continent were under severe pressure, and may have helped ensure peace during the turbulent decades that followed.

Answers

Checkpoint

Originally created to promote collective defense of Western Europe, NATO has extended its focus to assisting in peacekeeping around the world.
Distribute the Chapter 17 Section 4 Core Worksheet A (Unit 4 All-in-One, p. 271), which is a graphic organizer in which to categorize different types of aid. Divide the class into pairs and have each reflect on current international issues. Have pairs identify one issue for each category on the organizer: environmental, humanitarian, or economic. Then they should determine the region or country affected, any government or nongovernmental organization providing aid, and the type of aid. Then, have pairs brainstorm how the aid benefits the region and the United States. (some benefits to region: alleviates potential political or civil unrest or war, ensures the continuation of democratic governments, improves standard of living, assists economic development, reduces the spread of disease; some benefits to the U.S.: aid money often spent on U.S. products, new markets for U.S. trade, safeguards access to critical resources that in region such as oil, strengthens foreign relations, friendly governments more likely to partner with the U.S. in fighting terrorism) Have volunteers share their answers with the class.

**Differentiate** Display Transparency 17E, Foreign Aid, which is a blank version of the graphic organizer used in this activity. As a class, brainstorm international issues and the benefits of the aid provided and write students’ answers on the transparency as they complete their worksheet.

**Differentiate** Have students do research to learn more about the issues and then complete the worksheet in greater detail.

Tell students to go to the Audio Tour to learn more about the United Nations and its programs.

**Answers**

**The UN by the Numbers** Sample answer: Peacekeeping is a major focus and expenditure of the UN.

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After World War I. With the end of World War II, however, the American people realized that America was a world power with worldwide interests and responsibilities.

The United Nations (UN) came into being at the United Nations Conference on International Organizations, which met in San Francisco from April 25 to June 26, 1945. There, the representatives of 51 nations—the victorious allies of World War II—drafted the United Nations Charter. The charter is a treaty among all of the UN’s member-states, and it serves as the body’s constitution.

The United States became the first nation to ratify the UN Charter. The Senate approved it by an overwhelming vote, 89–2, on July 24, 1945. The other states that had taken part in the San Francisco Conference then ratified the charter in quick order, and it went into force on October 24, 1945. The UN held the first session of its General Assembly in London on January 10, 1946.

**Charter and Organization** The UN’s charter is a lengthy document. It opens with an eloquent preamble which reads in part:

**Primary Source**

We, the peoples of the United Nations

Determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and . . .

To practice tolerance and live together in peace with one another as good neighbors, and

To unite our strength to maintain international peace and security . . .

Have resolved to combine our efforts to accomplish these aims.

—it is the Charter of the United Nations

The body of the document begins in Article I with a statement of the organization’s purposes: the maintenance of international peace . . .

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5 Fifty nations attended the San Francisco conference. Poland did not attend, but it did sign the charter on October 15, 1945, and is considered an original member of the UN.

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**Background**

**COUNTERING TERRORISM WITH AID** From the end of the cold war until the early 1990s, the major focus of U.S. foreign aid programs was the defeat of communism. During the presidency of George W. Bush, the majority of U.S. foreign aid was directed toward the global fight against terrorism. Toward this end, foreign aid programs were organized around three core principles or “strategic pillars”: (1) encouraging economic growth through boosting agriculture and trade, (2) global health initiatives, and (3) humanitarian aid and peacekeeping support in the service of encouraging democracy. The State Department and other agencies overseeing foreign aid programs believe that this multi-layered approach is the most promising for combating global terrorism.
and security, the development of friendly relations between and among all nations, and the promotion of justice and cooperation in the solution of international problems.

The UN has 192 members today. Membership is open to those “peace-loving states” that accept the obligations of the charter and are, in the UN's judgment and without any other condition, willing to carry out those obligations. New members may be admitted by a two-thirds vote of the General Assembly, upon recommendation by the Security Council.

The charter sets forth the complicated structure of the UN. It is built around six principal organs: the General Assembly, the Economic and Social Council, the Trusteeship Council, the International Court of Justice, and the Secretariat.

The General Assembly The UN's General Assembly has been called "the town meeting of the world." Each of the UN's members has a seat and a vote in the Assembly. It meets once a year, and sessions take place at the UN's permanent headquarters in New York City. The secretary-general may call special sessions, at the request of either the Security Council or a majority of the UN's members.

The Assembly may take up and debate any matter within the scope of the charter, and it may make whatever recommendation it chooses to the Security Council, the other UN organs, and any member-state. The recommendations it makes to UN members are not legally binding on them, but these recommendations do carry some considerable weight, for they have been approved by a significant number of the governments of the world.

The Assembly elects the 10 nonpermanent members of the Security Council, the 54 members of the Economic and Social Council, and the elective members of the Trusteeship Council. In conjunction with the Security Council, it also selects the secretary-general and the 15 judges of the International Court of Justice. The Assembly shares with the Security Council the power to admit, suspend, or expel members. But the Assembly alone may propose amendments to the charter.

The Security Council The UN's Security Council is made up of 15 members. Five—the United States, Britain, France, Russia (originally the Soviet Union's seat), and China—are permanent members. The General Assembly chooses the 10 nonpermanent members for two-year terms; they cannot be immediately reelected. The council meets in continuous session.

The Security Council bears the UN's major responsibility for maintaining international peace. It may take up any matter involving a threat to or a breach of that peace, and it can adopt measures ranging from calling on the parties to settle their differences peacefully to placing economic and/or military sanctions on an offending nation. The only time the Security Council has undertaken a military operation against an aggressor came in Korea in 1950. It has, however, provided peacekeeping forces in several world trouble spots, with varying degrees of success.

On procedural questions—routine matters—decisions of the Security Council can be made by the affirmative vote of any nine members. On the more important matters—substantive questions—at least nine affirmative votes are also needed. However, a negative vote by any one of the permanent members is enough to kill any substantive resolution. Because of the veto power, the Security Council is effective only when and if the permanent members are willing to cooperate with one another.

The veto does not come into play in a situation in which one or more of the permanent members abstains. When, on June 25, 1950, the Security Council called on all UN members to aid South Korea in repelling the North Korean invasion, the Soviet delegate was boycotting sessions of the Security Council and so was not present to veto that action.

Economic and Social Council The Economic and Social Council (ECOSOC) is made up of 54 members elected by the General Assembly to three-year terms. It is responsible to the Assembly for carrying out the UN's many economic, cultural, educational, health, and related activities. It coordinates the work of the UN's specialized agencies—a number of independent international organs that perform a specific function.

Excep those matters currently under consideration by the Security Council.

Debate

"Instead of breaking the ‘endless cycle of poverty,’ foreign aid has become the opiate of the Third World. [Foreign aid agencies] have encouraged Third World governments to rely on handouts instead of on themselves for development."

—James Bovard, Cato Institute

"The Continuing Failure of Foreign Aid

Use this quote to provoke a classroom debate. Ask: Can foreign aid help poor nations rise out of poverty?

Answers

Checkpoint U.S., Britain, France, Russia, and China
The next page of Core Worksheet B contains excerpts from the UN's Universal Declaration of Human Rights. Have each student read aloud one passage from the Declaration. As the passages are read aloud, students should mark each with a Y (if they think the right is guaranteed by the U.S. Constitution) or an N (if they do not think the right is guaranteed by the U.S. Constitution). After all passages have been read aloud, go through the list again, this time asking students to raise their hand to indicate whether they marked a Y or an N for each item.

Keep a tally on the board. If students are having difficulty correctly identifying any passage as a Y or an N, have them consult the U.S. Constitution in their text. Point out that some rights that we take for granted, such as the right to move from State to State, may not actually appear in the Constitution.

**Differentiate** If time allows, you may wish to have students analyze the full text of the Universal Declaration of Human Rights, which is available at the United Nations Web site (www.un.org).

**DISCUSS**

Conduct a class discussion of the rights in the UN Declaration. Ask: *What distinguishes some rights contained in the UN Declaration from rights found in the U.S. Constitution? (For example: the Declaration refers to some economic and social rights not mentioned in the Constitution, such as the right to hold a job, the right to form a union, the right to education, and so on.) Are you surprised by any of the rights listed in the Declaration? (Rights such as the ability to move around the country or to hold a job appear so universal that it seems unnecessary to list them; however, the fact that these rights are listed indicates that they are not universally available.) Then have students reflect on this section's activities. Ask: *Why is foreign aid vital to the well-being of the United States? (Possible response: Oppression and lack of the basic necessities of life in parts of the world breed violence that can endanger the security and interests of all nations in the global community.)

Tell students to go to the Online Update to learn more about specialized agencies of the UN.

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**Background**

**UN at Work** Many diplomatic observers have noted a “renaissance” of the United Nations. Of the 63 UN peacekeeping operations set up since 1948, nearly three quarters have been established since 1991. In that time, the UN has played a key role in shaping the Gulf War coalition and in aiding Kurdish refugees after the war. In the early 1990s, the UN also helped Namibia achieve independence and mediated civil strife in Angola, Nicaragua, El Salvador, and Yugoslavia. As of 2008, the United Nations was involved in 16 active peace missions with more than 100,000 people serving worldwide. The UN election support missions in nations such as Afghanistan, Burundi, Iraq, Liberia, and the Democratic Republic of Congo have contributed to over 56 million voters having the opportunity to exercise their right to vote.
Territories. Those entities included (1) several colonies that had been mandates under the League of Nations in the years between World War I and World War II, (2) colonial possessions taken from enemy nations in World War II, and (3) some colonial areas voluntarily placed under the UN’s trusteeship system by UN members. By 1944, however, the last of those Trust Territories had achieved self-governing status and so, today, the Trusteeship Council exists in name only.

**International Court of Justice** The International Court of Justice (ICJ), also known as the World Court, is the UN’s judicial arm. All members of the UN are automatically parties to the ICJ Statute. Under certain conditions, the services of the court are also available to nonmember states. A UN member may agree to accept the court’s jurisdiction over cases in which it may be involved either unconditionally or with certain reservations (exceptions that may not conflict with the ICJ Statute).

The ICJ is made up of 15 judges selected for nine-year terms by the General Assembly and the Security Council. It sits in permanent session at the Peace Palace in The Hague, the Netherlands, and handles cases brought to it voluntarily by both members and nonmembers of the UN. The ICJ also advises the other UN bodies on legal questions arising out of their activities. If any party to a dispute fails to obey a judgment of the court, the other party may take that matter to the Security Council.

**The Secretariat** The civil service branch of the UN is the Secretariat. It is headed by the secretary-general, who is elected to a five-year term by the General Assembly on the recommendation of the Security Council.

The secretary-general heads a staff of some 9,000 persons who conduct the day-to-day work of the UN. Beyond his or her administrative chores, the charter gives to the secretary-general this hugely important power: He or she may bring before the Security Council any matter he or she believes poses a threat to international peace and security.

The secretary-general prepares the UN’s two-year budget, which must be approved by the General Assembly. For 2008–2009, the operating budget totals $4.19 billion. The Assembly apportions the UN’s expenses for each two-year period among its member-states.

Early on, the secretary-general was seen as little more than the UN’s chief clerk. The post amounts to much more than that, however, because the eight men who have thus far held it transformed the office into a major channel for the negotiated settlement of international disputes.7

**The Work of the UN**

The purpose of the United Nations can be summed up this way: to make the world a better place. To that end, the UN is involved in a wide variety of activities.

Peacekeeping is a primary function of the United Nations. More than 100,000 military and civilian personnel provided by some 120 member countries are currently engaged in 16 UN global peacekeeping operations.

The UN’s specialized agencies spend some several billion dollars a year for economic and social programs to help the world’s poorest nations. Those monies are beyond that loaned by the World Bank, the International Monetary Fund, and the other UN agencies that further development in poorer countries.

Health is the major concern of several UN agencies. A joint program of UNICEF and WHO has immunized 80 percent of the world’s children against six killer diseases, and it is estimated that this program saves the lives of more than 3 million children a year. Smallpox, which plagued the world for centuries, has now been all but eliminated by a WHO-led campaign. Today, that organization coordinates a massive global effort to control the spread of AIDS.

The health of the environment is also a significant concern of the world organization. United Nations environmental conventions have helped reduce acid rain, lessened marine pollution, and phased out the production of

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Remediation

<table>
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<th>If Your Students Have Trouble With</th>
<th>Strategies For Remediation</th>
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<td>Describing how the U.S. cooperates with other nations (Question 1)</td>
<td>Create a version of the section’s graphic organizer on the board and review the answers with the class.</td>
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<td>Defining and providing examples of foreign aid (Question 2)</td>
<td>Have students look through newspapers and magazines to find examples of the types of foreign aid.</td>
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<td>Explaining how NATO has changed over time (Question 3)</td>
<td>Have students re-read the text material on NATO and create a concept web of the main ideas.</td>
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<td>Summarizing the function of the UN Security Council (Question 4)</td>
<td>Have students write a summary of each Security Council paragraph in the text.</td>
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<td>Understanding the purpose of regional alliances (Question 5)</td>
<td>Use the world political map at the back of the book to review the regional alliances mentioned in the section.</td>
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<td>Analyzing the General Assembly (Question 6)</td>
<td>Define a “town hall meeting” and discuss the similarities and differences.</td>
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<tr>
<td>Comparing American attitudes on foreign policy (Question 7)</td>
<td>Define the terms isolationist and internationalist on the board and have students create a list of reasons why the U.S. has become more involved with other nations today.</td>
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Answers

Checkpoint: international peace, economic development, solving health and environmental problems, protecting human rights

Assessment Answers

1. The U.S. provides economic and military aid to other countries. The U.S. belongs to several regional mutual defense alliances, including NATO, the Rio Pact, ANZUS, and pacts with Japan, the Philippines, and South Korea. The U.S. is a founding member of the UN, which aims to maintain global peace and security through international cooperation.

2. (a) military and economic aid to other nations (b) possible examples: providing food, medicines, funds, and military training and supplies

3. (a) an alliance for the collective defense of Europe and North America (b) The original goal was to protect Western Europe, the U.S., and Canada against Soviet aggression. Since the collapse of the Soviet Union, NATO has expanded to include Eastern European nations. It now focuses on peacekeeping around the world.

4. The Security Council has five permanent members (the U.S., Britain, France, Russia, and China), and ten elected nonpermanent members. It is mainly responsible for maintaining international peace. It evaluates security threats and can take actions such as placing economic or military sanctions and sending UN forces to stop aggression or keep the peace.

5. to promote U.S. security by partnering with other nations for mutual defense

6. Possible response: Yes, because each member nation has one seat and one vote

7. (a) Early American policymakers were more isolationist than policymakers now. (b) American alliances illustrate how the U.S. has become more active in international affairs.

Quick Write

Expository Writing: Write a Thesis Statement. A thesis statement can summarize the focus of your problem-solution essay. To help you determine your thesis statement, use the problem you identified in Section 1, the solution you selected, and its supporting research to determine how best to summarize your findings. Then, write a sentence that clearly states the purpose and goal of your essay.

The UN and the U.S.

The United States has a long and close relationship with the UN. It was President Franklin Roosevelt who, with Britain’s Winston Churchill, first proposed the formation of the UN. The United States occupies a permanent seat on the Security Council. Though the United States is one of 192 members of the UN, it funds some 22 percent of the UN budget. (Each member’s contribution is roughly equal in proportion to its share of the world’s gross domestic product.)

The relationship with the UN is complex, however. The United States has at times been critical of the UN. In fact, the United States has even withheld payment of funds to the institution. Also, the United States has not always agreed with some formal policy positions taken by the UN. In 2003, for example, the Bush administration was frustrated in its efforts to win UN support for military action against Iraq. Yet, the United States often works closely with the UN on a variety of issues to further policies that are important to both, including environmental and humanitarian causes. For example, the UN is now closely involved with American efforts to bring peace and stability to Iraq.
Have students download the digital resources available at Government on the Go for review and remediation.

**STUDY TIPS**

**True/False Tests** There are a few concrete strategies students can use when taking true/false tests. First, point out that every part of a statement must be true in order for the answer to be “true.” If any part of the statement is false, the answer is “false.” Words that qualify a statement, such as sometimes, often, generally, and most, often indicate a true answer because they make a statement more accurate. Conversely, qualifiers such as never, always, all, and every often indicate a false answer because they are too broad. If a sentence uses negatives, try dropping the negative and re-reading it. Decide if that answer is true or false, and then choose the opposite for your real answer. Finally, be sure students realize they should guess at answers they don’t know on a true/false test. They have a 50 percent chance of being right.

**ASSESSMENT AT A GLANCE**

**Tests and Quizzes**
- Section Assessments
- Section Quizzes A and B, Unit 4 All-in-One
- Chapter Assessment
- Chapter Tests A and B, Unit 4 All-in-One
- Document-Based Assessment
- Progress Monitoring Online ExamView Test Bank

**Performance Assessment**
- Essential Questions Journal Debates, pp. 485, 493, 500, 509
- Assessment Rubrics, All-in-One

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**Key American Foreign Policies**

| Monroe Doctrine | Maintains the U.S. as a major power in international affairs unless North or South America is threatened.

| Roosevelt Corollary | Extends the Monroe Doctrine by giving the U.S. the right to intervene in the affairs of Latin America.

| Good Neighbor Policy | Reduces American political and military interference in Latin America.

| Containment | Prevents the spread of communism by opposing threatened nations.

| Détente | Reduces tensions between the United States and other countries.

| Collective Security | Maintains security in the world by accommodating the interests of other nations.

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**U.S. Foreign Policy Positions**

**Isolationism**
- American foreign policy until World War II
- Purposeful detachment from world affairs
- Domestic affairs are primary focus
- Allows for some ties with foreign nations
- Extended by the Monroe Doctrine to include regions of North and South America

**Internationalism**
- American foreign policy since World War II
- Economic and political involvement in international affairs
- Focuses on collective security
- Acknowledges impact of global events on the United States
- Embodied in the Truman Doctrine

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**For More Information**

To learn more about foreign policy and national defense, refer to these sources or assign them to students:


Chapter Assessment

COMPREHENSION AND CRITICAL THINKING

SECTION 1
1. (a) Isolationism is the purposeful refusal to become generally involved in the affairs of the rest of the world. Internationalism is a policy to become involved with the problems of other nations. (b) during and after World War II, because it became clear that the problems of other nations affected U.S. security and prosperity (c) possible advantages: promotes U.S. security by promoting political and economic stability around the world, increases markets for U.S. products; possible disadvantages: foreign aid reduces funds available for domestic programs, interfering in the affairs of other nations can involve us in armed conflicts

2. (a) to represent the U.S. in diplomatic matters (b) Ambassadors are appointed by the President with Senate consent. Appointees may have experience as career diplomats, but often their only qualification is their support for the President. (c) Ambassadors are located in foreign nations, so they can promote policy goals by negotiating with foreign governments and monitoring U.S. programs within those nations.

SECTION 2
3. (a) The ultimate authority over the military lies with civilian branches of government. (b) The Constitution makes the President, a civilian, commander in chief, and gives broad military powers to Congress, the civilian elected representatives of the people. The Department of Defense implements the President’s national security policies, and the department head cannot have served on active military duty for at least ten years before being named to the post. (c) The military might use its power to overthrow the civilian government.

4. (a) mostly the Office of the Director of National Intelligence and the Department of Homeland Security (b) The U.S. has a vast number of potential terrorist targets that could not be fully secured.

SECTION 3
5. (a) the strategy of maintaining such military might that no nation would risk attacking (b) Deterrence is believed to have been a key factor in the downfall of the Soviet Union. (c) Deterrence is still useful now in preventing attacks from other nations, but is less useful as a strategy against terrorist attacks or rogue states.

6. (a) to protect the security and well-being of the U.S. (b) Originally, isolationist policies were designed to keep the U.S. safe by staying out of foreign conflicts. Over time, more internationalist policies were designed to keep the U.S. safe by entering into collective security agreements. (c) Some students might agree with the current goal of protecting U.S. security and well-being. Others might suggest that humanitarian aid should be part of the overall goal of U.S. foreign policy.

SECTION 4
7. (a) that the U.S. military bears the burden of supporting the world (b) Possible response: Yes; the U.S. military is involved in so many actions around the globe. (c) Possible response: The armed forces should be less involved in the affairs of other nations unless the security of the U.S. is genuinely at risk.

8. (a) Answers may include: NATO (Canada, the U.S., and most European nations), the Rio Pact (nations of North, South, and Central America), the ANZUS Pact (Australia,
New Zealand, and the U.S.), the Japanese Pact (Japan and the U.S.), the Philippines Pact (the Philippines and the U.S.), and the Korean Pact (South Korea and the U.S.).

(b) The Middle East is a potentially explosive region. If the U.S. forms a pact with some nations there, resentment could lead to war.

9. (a) to maintain international peace and security, develop friendly relations, and promote justice and cooperation (b) General Assembly: representatives from all member nations discuss issues; Security Council: responsible for maintaining peace;

Economic and Social Council: helps solve international economic, cultural, educational, and health problems; Trusteeship Council: intended to assure just treatment of non-self-governing territories; International Court of Justice: tries cases involving international law; Secretariat: secretary-general alerts Security Council to threats to peace and helps settle international disputes

(c) Possible response: Yes. As the UN’s major funder and a permanent member of the Security Council, the U.S. can influence UN actions. For example, a UN mandate supported the extended presence of U.S. troops in Iraq. This helped advance U.S. policy to reshape Iraq into a democracy.

WRITING ABOUT GOVERNMENT

10. Essays should define a problem and give a viable solution with supporting details.

APPLY WHAT YOU’VE LEARNED

11. Charts should show causes leading to U.S. foreign aid and the results of that aid.

12. Students should state their opinion clearly and support it with well-reasoned details.
Essential Question
What makes a good President?

Familiarizing yourself with the variety of viewpoints on the success of a presidency can help you identify the factors that define a good President.

ON THE QUALITIES OF A GREAT PRESIDENT:

. . . [R]esearch indicate[s] that great presidents, besides being stubborn and disagreeable, are more extraverted, open to experience, assertive, achievement striving, excitement seeking and more open to fantasy, aesthetics, feelings, actions, ideas and values. Historically great presidents were low on straightforwardness, vulnerability and order.

—American Psychological Association, August 2000

ON HISTORY’S JUDGMENT OF THE PRESIDENT:

In a pun on the names of cars and Presidents, Gerald Ford joked during his presidency that he was “a Ford, not a Lincoln.”

ON THE OPPORTUNITY TO BECOME A GREAT PRESIDENT:

All our great presidents were leaders of thought at times when certain ideas in the life of the nation had to be clarified.

—Franklin D. Roosevelt

Essential Question Warmup

Throughout this unit, you studied the job and the office of the President. Use what you have learned and the quotations and opinions above to answer the following questions. Then go to your Essential Questions Journal.

1. How do voters judge candidates?
2. Why does history often judge a President differently from how they were judged in their own time?
3. Should a President strive to be popular or strive to be effective?
4. Can a President be great if there is no clear opportunity to show greatness?

Assessment Resources

Unit 4 AYP Monitoring Assessment
ExamView Test Bank CD-ROM
SuccessTracker Assessment
Online Student Self-Tests
Chapter Tests
Section Quizzes
Chapter-level Document-Based Assessment
Unit 5
The Judicial Branch

ESSENTIAL QUESTION PERSPECTIVES

Essential questions frame each unit and chapter of study, asking students to consider big ideas about government. The question for this unit—What should be the role of the judicial branch?—demands that students ask further questions. What is the role of the judicial branch? Is an independent judiciary essential to the success of our government? Should the Supreme Court have the final word in interpreting the Constitution? How should the courts make judgments when presented with two or more equally valid points of view?

To begin this unit, assign the Unit 5 Warmup Activity on page 148 of the Essential Questions Journal. This will help students start to consider their position on the Unit 5 Essential Question: What should be the role of the judicial branch?

Show the Unit 5 American Government Essential Questions Video to help students begin thinking about the unit Essential Question and designate a classroom bulletin board for students to post news articles related to the unit Essential Question. Use the Conversation Wall strategy (p. T27) to encourage students to post articles and comments on other students’ postings.

Later, students will further explore the chapter-level essential questions:

Chapter 18: Does the structure of the federal court system allow it to effectively administer justice?

Chapter 19: How can the judiciary balance individual rights with the common good?

Chapter 20: To what extent has the judiciary protected the rights of privacy, security, and personal freedom?

Chapter 21: Why are there perpetual struggles for civil rights?

Use the Essential Questions Journal throughout the program to help students consider these and other big ideas about government.

Government Online Resources

Government Online Teacher Center at PearsonSuccessNet.com includes
- Online Teacher’s Edition with lesson planner and lecture notes
- Teacher’s Resource Library with All-in-One Resources, Color Transparencies, Adequate Yearly Progress Monitoring, and an alternative lesson plan for each chapter
- SuccessTracker Assessment

Government Online Student Center at PearsonSuccessNet.com includes
- Interactive textbook with audio
- American Government Essential Questions Video
- Chapter-level WebQuests
- Guided Audio Tours and Interactivities
- Student Self-Tests
Introduce the Chapter

**Essential Questions:**

**UNIT 5**
What should be the role of the judicial branch?

**CHAPTER 18**
Does the structure of the federal court system allow it to administer justice effectively?

**ACTIVATE PRIOR KNOWLEDGE**
Have students examine the image and the quotation on these pages. Ask: **What do the photo and quotation suggest about the federal court system? (that the judicial branch has the power to “say what the law is”)** In this chapter, students will learn about the structure of the federal court system. Then tell students to begin to explore the federal court system by completing the Chapter 18 Essential Questions Journal. Discuss their responses as a class.

**BEFORE READING**

**ELL Differentiate** Chapter 18 Prereading and Vocabulary Worksheet (Unit 5 All-in-One, p. 9)

**SUCCESSNET STUDENT AND TEACHER CENTER**
Visit PearsonSuccessNet.com for downloadable resources that allow students and teachers to connect with government “on the go.”

**DIGITAL LESSON PRESENTATION**
The digital lesson presentation supports the print lesson with activities and summaries of key concepts. Activities for this chapter include:
- Types of Jurisdiction: Which Court?
- Who Is on the Court Today?

**SKILLS DEVELOPMENT**

**DECISION MAKING**
You may wish to teach decision making as a distinct skill within Section 3 of this chapter. Use the Chapter 18 Skills Worksheet (Unit 5 All-in-One, p. 41) to help students learn the steps in making a decision. The worksheet asks students to read an excerpt from the *Plessy v. Ferguson* decision of 1896, and to answer questions about it. For L2 and L1 students, assign the adapted Skill Activity (Unit 5 All-in-One, p. 42).

The chapter WebQuest challenges students to answer the chapter Essential Question by asking them about the federal court system.

### Block Scheduling

**BLOCK 1:** Teach these parts of Section 1 lesson: Analyze the Framers’ Intentions (Transparency 18A), Differentiate Types of Federal Courts, Chart Federal Court Jurisdiction, Core Worksheet 18.1 and Extend Worksheet 18.1. Discuss Transparency 18B. Have students complete first two Strategies for Remediation.

**BLOCK 2:** Teach the Section 2 lesson, including Core Worksheet 18.2. Allow time for students to prepare courtroom skits. Skip to Section 4 and teach Chart Special Courts’ Jurisdiction and Trace Appeals Through Special Courts.

**BLOCK 3:** Have students perform their courtroom skits. Allow one hour for Core Worksheet 18.3A discussion. Distribute Core Worksheet 18.3B for groups to comprise majority opinions. Conclude by assigning the second Remediation activity in Section 3 (writing a booklet), and the Assess activity in Section 4 (pyramid chart).