Teacher’s Guide

Foreign Policy: War, Peace, and Everything In-between

**Time Needed:** One Class Period

**Materials Needed:**
- Student worksheets
- Projector

**Copy Instructions:**
- Notes (1 page; class set)
- Response Card (1 page; class set)
- Activity (2 pages; class set)

**Learning Objectives.** Students will be able to:
- Define the terms “foreign” and “domestic.”
- Distinguish between foreign and domestic policy.
- Identify the three main tools the executive branch uses for foreign policy.
- Determine how the executive and legislative branches share foreign policy powers.
- Categorize current and historical examples of foreign policy in action.

---

**STEP BY STEP**

- **ANTICIPATE** by writing the words “foreign” and “domestic” on the board. Ask students where they have heard these words before, and ask them to give any examples they can think of. Help students arrive at a definition of these words.

- **DISTRIBUTE** one Notes page to each student

- **PROJECT** the projection masters. Use them to discuss the concepts, emphasizing the role of the president and executive branch in developing and carrying out foreign policy.

- **GUIDE** students through filling out the notes page as you discuss the projection masters.

- **CHECK** for understanding using the Military/Treaty/Foreign Aid informal assessment.

- **DISTRIBUTE** the activity pages to the class.

- **ASSIGN** students to complete the activity pages. Review the answers if you wish.

- **DISCUSS** part D of the activity pages with the class.

- **CLOSE** by asking student to choose *either* Military, Treaty, or Foreign aid and think of one fictional situation when the action they chose might be appropriate. Have students share the situation with a partner.

---

This lesson plan is part of the *Executive Branch* series by iCivics, Inc., a nonprofit organization dedicated to advancing civic education. For more resources, please visit www.icivics.org/teachers, where you can access the state standards aligned to this lesson plan. Provide feedback to feedback@icivics.org.

©2011 iCivics, Inc. You may copy, distribute, or transmit this work for noncommercial purposes if you credit iCivics. All other rights reserved.
Military Treaty Foreign Aid
U.S. Foreign Policy...
... is this country’s actions, words, and beliefs towards other countries.

The main goals of our foreign policy are to:
- protect America and Americans
- support economic growth and human rights around the world
- increase support for American values like democracy and freedom

Most often, the President and executive branch initiate our foreign policy responses to world events and work with the legislative branch to carry out those responses.

Foreign Aid...
... is the help or assistance that we give to other countries, usually through our Department of State.

The main goal of our foreign aid is to create friendships abroad and foster future trading partners.

Foreign aid comes in many forms. The most common are
- economic, like money
- military, like soldiers helping after a disaster
- advice, like how to create a democracy
Military...

... is this country’s troops, led by our President who is called the Commander-in-Chief.

The main goal of our military is to prevent war and protect the United States.

The Department of Defense is made up of the following branches:

- Army
- Navy
- Air Force
- Marines

Treaties...

... are a formal agreement between countries that, like laws, must be followed.

The President is responsible for negotiating and signing treaties. All treaties must be approved by 2/3rds of the Senate.

An example:
Countries form an alliance through signing a treaty. This treaty says that if one of the countries is attacked, the others will step in to protect each other.
A. Foreign vs. Domestic. Read each example and select the correct word to fill in the blank.

1. Americans often refer to a country that is not the United States as a ________ country
   - [ ] domestic
   - [x] foreign

2. A language that is not English and comes from a country outside the United States is called a ________ language.
   - [x] domestic
   - [ ] foreign

3. Someone who is really good at chores and maintaining a home might be described as a ________ person.
   - [x] domestic
   - [ ] foreign

4. If you get on an airplane and take a flight that doesn’t leave the country it is called a ________ flight.
   - [x] domestic
   - [ ] foreign

Looking at the examples you answered above, complete the following definitions and draw a symbol that represents the term to you in each box.

"Foreign" refers to things that happen ____________________ of the United States.

"Domestic" refers to things that happen ____________________ of the United States.

B. Which is which? Read each example below and decide if it is a domestic policy—addresses issues at home—or a foreign policy—addresses issues around the world. Label each with a “D” or and “F.”

_____ 1. The government wants to make sure students are learning what they should be, so it requires standardized testing in certain grades.

_____ 2. The government operates national parks in different parts of the country.

_____ 3. The United States is allied with countries around the world, which means they are partners and look out for each other’s interests.

_____ 4. The United States provides help to other countries when natural disasters, like earthquakes, occur.

_____ 5. The countries of the world meet to decide how to handle climate change, and the United States plays a role in the talks.

_____ 6. The United States is attacked, and the President, in his role as Commander-in-Chief, calls on the U.S. military to defend the U.S. by attacking the other country.

_____ 7. The government decides how much money Americans must pay in federal taxes.

_____ 8. The government makes an agreement with specific countries that none of them will attack each other.

_____ 9. The government cleans up land and water areas that are severely polluted.

_____ 10. The government enforces federal laws and sends convicted criminals to jail.
C. Who does what? The Constitution, the rulebook for the government, says who has which foreign policy powers. Using your notes, see if you can figure out who is responsible for which power and write them in the correct places in the chart below.

<table>
<thead>
<tr>
<th>Negotiates and signs</th>
<th>2/3’s of the Senate must approve</th>
<th>Makes recommendations on and signs or vetoes bills into law</th>
</tr>
</thead>
<tbody>
<tr>
<td>As Commander-in-Chief, can send troops around the world</td>
<td>Writes and passes bills</td>
<td>Declares war</td>
</tr>
</tbody>
</table>

Foreign Aid | Military | Treaties

<table>
<thead>
<tr>
<th>President</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Congress</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. What do you think? Read the questions below carefully and check the answer that best reflects your opinion.

1. Who do you think has the most difficult job when it comes to foreign policy?
   
   - President
   - Congress

2. Why do you think the writers of the Constitution gave Congress a voice in most foreign policy decisions?
   
   - so the President can make decisions on his own and not listen to Congress
   - to make it really difficult for our country to respond in a war
   - to make sure that not just one person had all the power in making these important decisions, like whether or not to go to war

Why? List two reasons that you think that branch has the hardest job when it comes to foreign policy.

1) 

2)