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ABSTRACT

This is one unit of the series described in SO 000 378. It is necessary for the students to understand that the seeds of international cooperation must be cultivated, and that the methods of peaceful solution to world conflict must be constantly re-evaluated and supported. Several specific objectives are listed: 1) to understand the basic foreign policies and the philosophic foundations that have dominated the history of our relations with other nations; 2) to understand the role each individual may play in influencing present United States policy; 3) to seek an understanding of other people, their history, culture, economics aims, philosophy, etc.; 4) to develop an awareness of the growing interdependence of man; 5) to discover the American image abroad by exploring our past and present relations with the world; 6) to explore the fact that American actions have had many casual factors --economic, social, moral, political, religious, etc.; 7) to understand the demands of current world conditions on the individual --taxation, military service, shortages of materials, etc.; 8) to realize that we owe something to other nations for the success of our programs; and, 9) to understand the purpose, function, and responsibility of the many agencies of government that formulate and implement our foreign policy. (SBE)

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FOREIGN AFFAIRS

Prepared by

Ocean County Title III
Social Studies Project

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Sp 000 385

A FACILITATING ENVIRONMENT FOR
A MEANINGFUL PROGRAM IN
UNITED STATES HISTORY

Project Members

David Oxenford, Point Pleasant Beach High School, Director
Carolyn Campbell, Helping Teacher, N.J. State Department of Education
Charles Crowley, Jackson Junior-Senior High School, 1963-1968
Rosalind Gertner, Lakewood High School
Lyn Hartwick, Helping Teacher, N.J. State Department of Education, 1969
Peter Hnottavange, Southern Regional High School, 1963-1967
Peryl King, Central Regional High School
Arthur Leask, Point Pleasant Beach High School, 1969
Charles Moffett, Southern Regional High School, 1967-
David McTague, Point Pleasant High School
Robert Sparks, Brick Town High School
George White, Jackson Junior-Senior High School, 1968-
Charles Wood, Toms River High School

Consultants

Art	William King, Illustrator, Asbury Park Press
Audio-Visual	Frank Uhl, Point Pleasant High School
Curriculum	Dr. Dorothy Fraser, Coordinator of Social Sciences, Hunter College
General	Dr. Charles S. Whilden, Ocean County Superintendent of Schools, 1963-1968 William F. White, Ocean County Superintendent of Schools, 1968-
Library	Sally Gerloch, Point Pleasant Beach High School

PREFACE

This is one unit of the series of ten in preparation for use in the two-year study of United States history required in the secondary schools of New Jersey.

An eleventh booklet, a teacher's guide, is also available in which skills to be taught, maintained and/or extended are suggested, and some ideas for evaluating both teacher and student performance are listed in a checklist format.

These materials may be copied or used in any way desired. They have been compiled in a form that will permit their constant revision and updating by anyone using them.

The most desirable physical environment for students using this curriculum is the learning laboratory or center described in the Teacher's Guide.

The proposed curriculum includes these units:

- Agriculture
- American Mind, The
- American People
- Business
- Comparative Ways of Life
- Contemporary Problems
- Foreign Affairs
- Government
- Labor
- Politics

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This series of curriculum guides has been developed in order to actively involve students in the learning process. Trends in society and in the field of education make it necessary for teachers

1. to arouse student interest in history so that he feels a relevancy between the curriculum and himself
2. to create an environment where pupils by working together on a common venture experience the three areas of interaction - conflict, competition, and cooperation
3. to encourage a greater degree of thought and creativity
4. to choose learning experiences that emphasize the development of skills, concepts and attitudes
5. to acquaint students with a variety of media as sources of information
6. to individualize their programs and in so doing, capitalize on their abilities, talents, and interests
7. to encourage pupils to make decisions not only in their selection of activities but also in the methods they will use to carry it to its completion.

In order to facilitate the use of each curriculum unit in this series, the following should be considered:

1. The activities are related directly to the objectives of each unit. The teacher and students need to select those objectives they feel are of greatest importance and then choose learning activities which will develop them.
2. The guide is intended to be open-ended. The utilization of the suggested activities will vary. They may be a means of individualizing instruction by having students or groups of students select their own activities to explore the unit; or as a program for the entire class with the students and the teacher selecting only one or two activities for the entire class to develop. The method chosen may vary with the class and with the teaching style of the instructor. The first method is recommended by the project members.
3. Many traditional learning activities relevant to the study of a particular topic have been omitted. The extent to which they are employed along with the activity approach may vary dependent upon the objectives of each teacher.

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4. By consulting the skill development listing in the Teacher's Guide, activities may be recommended which will help overcome student weaknesses.
5. The activities may be used in any order and are constructed in such a way that they can be easily up-dated or adjusted to suit local situations.
6. The content area has been included as a guide for those who wish to use it. Its role in the entire unit is as a means to an end rather than being an end in itself. Skill development, understanding and attitudinal and behavioral change are more important than the acquisition of unrelated bits and pieces of information.
7. For evaluation purposes, refer to the Teacher's Guide, a separate booklet containing an overview of the program with many suggestions for its use.

FOREIGN AFFAIRS

Table of Contents

- I. Overview
- II. Objectives
- III. Suggested Evaluation
(Also see Teacher's Guide re: Skill Development)
- IV. Learning Activities and Student Direction Sheets
- V. Suggested Content Guide
- VI. Suggested Resources

FOREIGN AFFAIRS

I. Overview

For years after the establishment of the Republic, domestic affairs held the center stage in our history. Foreign relations, guided by the advice of Washington and limited by our own strength, were to take a back seat. The nation did discover, however, that its growth and the performances of the other powers on the world stage, would not permit it at any time to forget its membership in the family of nations.

Our early years, although dominated by problems at home, were influenced by the complicated procedure of securing the benefits provided in our treaty of independence. Settlement of its provisions was to involve or test diplomatic efforts for over a century. The establishment of our nation's boundaries, poorly defined in the Paris treaty, were not firmly established until the twentieth century. This provision and others in the treaty were to bring this new nation constantly into contact with many of the world's powers. Our major domestic crisis, the Civil War, found both sides deciding many political, economic and military questions on the basis of their effects on foreign powers. The economy of the nation, with its world wide investments from the earliest period, required the protection of our national government.

FOREIGN AFFAIRS

I. Overview (Cont'd)

By the time the census of 1890 indicated that the American frontier was fast closing, an influential number of Americans were probing the possibilities of extending the nation's power and influence to the remote corners of the globe. These "expansionists" justified their position on grounds that seemed to be a corollary to the "Manifest Destiny" of former times. At the turn of the century the emergence of the communications revolution, the need for markets and raw materials, national security requirements, and the idea that America's destiny was "ordained" by her rich resources and industrious people, placed demands on the objectives of American foreign policy theretofore not experienced by the young nation. In addition to competing economic interest, this period of overt nationalism led to ideological conflicts with other nations that intensified as the new century developed. To say that the first World War proved the culminating experience of imperialism is to simplify the subtle undercurrents that created the power struggle of the last fifty years.

The twentieth century marked a sharp reorientation of American foreign policy. Precedents were established and an image projected that, to a great extent, determined the fate of the United States in her relations with other nations in the second half of the century. This is particularly true of our relationships with Latin America and the Far East.

FOREIGN AFFAIRS

I. Overview (Cont'd)

Events have moved forward so swiftly in the past fifty years that long established policies and terms have become outmoded and bypassed in short order. The Monroe Doctrine changed from a unilateral to a multilateral approach and then changed complexion completely with the advent of the new technology and Castro in Cuba.

The Industrial Revolution has created a paradox of competition and similarity. All nations, while competing for markets and influence, employ similar methods and experience similar needs; so that while they compete fiercely they grow more structurally alike. While industrialization and changes in transportation and communication have created competition and conflict, they also contain seeds of cooperation and the means to settle international problems. A more sophisticated view of foreign affairs has encouraged the growth of internationalism. The idea of collective security grew to mean more than the old "balance of power." Out of the ashes of the League of Nations, a sometimes feeble, sometimes negligent, but frequently indispensable United Nations emerged. It is necessary for the students to understand that these seeds of cooperation must be cultivated, and that the methods of peaceful solution to world conflict must be constantly re-evaluated and supported.

FOREIGN AFFAIRS

II. OBJECTIVES: To help students

- A. Understand the basic foreign policies and the philosophic foundations that have dominated the history of our relations with other nations.

Why --- To enable the students to see the many basic changes that have taken place in our relations with other nations and to understand that our country's policies were a product of the prevailing American philosophy of the time.

- B. Understand the role each individual may play in influencing present United States policy.

Why --- As a participant in a democratic society, where government is responsible to the people, students must be aware of their role in helping to shape public policy.

- C. Seek an understanding of other people of the world, their history, culture, economic aims, philosophy, etc.

Why --- Only by understanding other people do we have any basis for judging their actions in the past or present.

- D. Develop an awareness of the growing interdependence of man.

Why --- To enable the student to realize that the shrinking world, resulting from the modernization of communication and transportation, is bringing man into a much closer relationship. The needs resulting from the higher standard of living of modern nations increases their interdependency.

- E. Discover the American image abroad by exploring our past and present relations with other areas of the world.

Why --- To enable the students to see our nation and its actions through the eyes of other people of the world.

- F. Explore, in our relationships with other nations, the fact that American actions in the past had many causal factors: economic, social, moral, political, religious, etc.

Why --- Student understanding of these causal factors can provide for certain expectations and can aid in forming a basis for future independent judgment.

- G. Develop an interest in the current relations of the United States to other nations of the world.

Why --- The student needs knowledge of current world conditions as a basis for understanding some of the demands which may be made of him in the areas of taxation, military service, shortages of materials, etc.

FOREIGN AFFAIRS

II. OBJECTIVES: To help students (cont'd)

- H. Discover the many contributions of other nations to the the origin, implementation and success of many of our basic policies.

Why --- To help the student realize that the association of the United States with other nations is not a new policy, and that we owe a debt to many nations for the success of our programs.

- I. Understand the purpose, function, and responsibility of the many agencies of government that formulate and implement our foreign policy.

Why --- The student needs to understand the complexity of forming such policies and that there is an organizational structure to carry out these policies.

FOREIGN AFFAIRS

III. SUGGESTED EVALUATION

A. What should be evaluated?

1. Student effort

- a. Number of sources used
- b. Variety of sources used
- c. Number of activities explored
- d. Quality of activity reports

2. Information gained. To what extent:

- a. Do students understand some of the basic policies that the United States has developed in the past in her relations with other nations of the world?
- b. Do students recognize the many factors that have influenced the shaping of United States policy?
- c. Have students explored the mechanics of United States foreign policy and do they understand the means that are open to individuals to help shape its direction?
- d. Have students investigated the involvement of the United States in current world problems?
- e. Are students aware of the growing interdependence of people of the world today?

3. Skills gained. To what extent:

- a. Have the students improved their ability to interpret and understand the foreign policy of the United States through the use of novels?
- b. Have students improved their listening skills?
- c. Have the students practiced their use of the formal form of presenting historical research?
- d. Have students exercised their ability to use information on the abstract and creative level?
- e. The Teachers Guide Booklet suggests many other areas of skill development.

FOREIGN AFFAIRS

III. SUGGESTED EVALUATION (Cont'd)

4. Attitudes developed. To what extent:

- a. Do students realize the complexity of the problems facing the United States in foreign affairs?
- b. Do students appreciate the value of lessons of the past in forming judgements concerning today's foreign policy questions?
- c. Are students empathetic toward the people of other lands?

B. What methods should be used to conduct these evaluations?

1. Student effort

- a. Checklist of pupil activity - sources used, equipment used, learning activities employed, types of activities, etc.
- b. Evaluation of activity reports - evaluation of progress and final activity reports for their depth and creativity.
- c. Activity Summary Sheet - written pupil reports prepared at the end of the unit summarizing all activities of the student during the unit.
- d. Student Interest Survey - Student written response to interest questions will indicate student effort to gather information during the unit.

2. Information gained

- a. Evaluation of learning activity reports for information gained.
- b. Evaluation of Interest Survey answers for information gathered.
- c. Objective test - Test might evaluate student's ability to identify and explain basic policies adopted by the United States in the past toward other nations. For example: Monroe Doctrine, Open Door policy, Good Neighbor policy, etc.

FOREIGN AFFAIRS

III. SUGGESTED EVALUATION (Cont'd)

- d. Essay test - Questions might be phrased so as to determine the student's ability to recognize the factors that have influenced U.S. foreign policy. For example: "How did the Monroe Doctrine come into being? Was it effective as the cornerstone of early U.S. policy?"
- e. Students might be asked to select a controversial position in United States foreign policy on which they have strong feelings. They then should be asked to write a description of one method that they believe would be effective in bringing about a change in this policy or expressing support for it. The entire class might evaluate these methods in terms of the choices open in a free society to influence policy. The teacher might evaluate them in terms of their reflection of knowledge of mechanics of U.S. policy.
- f. Current events tests - Current event quizzes are available from national news publications as well as school materials. These test a variety of skills and information and can be used in all units. They are particularly useful in foreign affairs as they usually stress this material.
- g. The student's ability to understand the growing interdependence of peoples of the world might be judged by asking them to use magazines and newspapers from different periods of history. From these sources they should find references that would illustrate this interdependence and should explain, in written form, this relationship, (The micro-film reader-printer is very helpful in this project)

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III. SUGGESTED EVALUATION (Cont'd)

3. Skills gained

- a. Ability to use historical novels - Student's ability to use novels to interpret United States foreign policy might be judged by a teacher in individual interview. This skill might also be evaluated as groups of students who have read the same book hold a discussion on its value as a tool in interpreting United States policy. The teacher could request this discussion be held in his presence or that it be placed on tape for his evaluation.
- b. Historical research paper - Teacher should review research techniques and a topic should be selected. Preliminary outline and preliminary check of note taking techniques might prove valuable in guiding the student in this activity. Final formal paper will reveal student progress in research and in formal writing. Note: This paper might be a yearly project and its subject might be selected from any unit. The paper should be assigned after students have prepared position papers and other learning activities. The cooperation of the English teacher in this activity is extremely valuable.
- c. Listening skills - Regular checks of a student's note taking practices and comparison with earlier samples will reveal his strengths, weaknesses, and progress in listening to and recording information.
- d. Using information - Much of the research and reporting in this unit requires use of factual material on an abstract of creative level. Learning activities such as use of the novel or research papers reveal progress in this area. Students might be given a copy of the checklist found in the Teachers Booklet of elements of this use of information and asked to rate their own progress during the unit.

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III. SUGGESTED EVALUATION (Cont'd)

4. Attitudes

- a. Student appreciation of the complexity of world problems could be revealed by the construction and discussion of the attitude survey. Students might also be asked for a written analysis of different responses to controversial questions as a measure of their ability to see all sides of the issues.
- b. Evaluation of methods used by students in activities such as Buzz groups, That Was The Week That Was, Mock Senate, etc., should reveal the extent to which pupils use history.
- c. Student empathy for people of other lands might be discovered by a student written or taped foreign newscast reacting to U.S. policy.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - ATTITUDE SURVEY

A. Purpose

1. To explore the wide variety of value judgments of United States policy governing other nations.
2. To examine the views of others on current United States policy.
3. To help the student identify his own opinions on present United States policy.
4. To explore the attitudes of people of other lands toward United States policy.

B. Procedure

1. Introduction

- a. Students may read a compilation of sources such as American Foreign Policy by Cummings and White, expressing differing opinions of present day United States policy. Discussion of these opinions should follow.
- b. Teacher presentations may be used describing the changing attitudes, which have existed throughout history, toward such topics as the following:
 - (1) United States intervention in Latin America
 - (2) United States cooperation with other nations
 - (3) United States expansion
- c. Student Research - Students using current materials may seek to identify controversial questions dealing with present United States foreign policy.

2. Development

- a. Basic issues of current United States foreign policy should be identified and discussed.
- b. Questions for a poll should be formed requiring yes or no answers to basic questions of the day dealing with United States foreign policy.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - ATTITUDE SURVEY (cont'd)

- c. This questionnaire should be answered by the students.
- d. This poll could be given to a group of adults.
- e. Poll might also be answered by students, as if they were citizens of another nation. Students should be able to justify their answers.
- f. Results of survey can be studied and evaluated for meaning.

3. Evaluation:

- (1) To test the student's ability to identify the wide range of views on current questions they might be required to respond to five new questions dealing with foreign affairs as a typical student, as an "average adult" or as a foreign student, and to justify their answers.
- (2) A checklist of materials used by the students to prepare the questionnaire and to analyze the responses could be compiled to evaluate the extent of pupil activity.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - TV SHOW #1

TV SHOW

Note: Both TV shows are closely related activities. The teacher may wish to select one based on the ability level of the individual class.

"This Is The Week That Was" Presentation

A. Purpose

1. To enable students to view the far reaching effects of a single incident in the area of foreign relations.
2. To initiate research in the effects of a single event on the economic, social, and political phases of American society.
3. To understand that satirical presentations can be used as either a weapon to destroy or as a method of constructive criticism.

B. Procedure

1. Introduction

- a. Teacher plays tape version of show, "This Is The Week That Was."
- b. Teacher explains history of TV show.
- c. Teacher explains that in order to write a satirical show of this type there must be a great deal of insight. The students must be aware that satire is a two edged sword. This necessitates sound research. Satire should be taught in English classes previous to this activity, or the teacher could illustrate satire by reading something of Art Buckwald or by playing a record of Bill Cosby for the class.

2. Development

- a. Students choose a current week or a week of the past which they believe can be critically examined.
- b. Students should research this period thoroughly.
- c. Students should then organize and present a presentation of "That Was The Week That Was."

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IV. LEARNING ACTIVITY - TV SHOW #1 (Cont'd)

3. Evaluation

- a. Students can be evaluated by asking each student at the end to prepare an Activity Summary Report. This report should contain a statement of the value of the activity in learning about the unit and a listing of sources of information used.
- b. Each student participation in the presentation can also be judged on one of the following:
 - (1) Research demonstrated.
 - (2) The ability to communicate this research (manner of presentation).
 - (3) The ability of the students to see far ranging influences of events presented.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - TV SHOW #2

Note: Both TV shows are closely related activities.
The teacher may wish to select one based on the ability level of the individual class.

"You Are There" Presentation

A. Purpose

1. To develop an interest in the current relations of the United States with other nations of the world.
2. To explore American actions in the past which have influenced American foreign relations.
3. To discover the American image abroad by exploring the past and present relations with other areas of the world.
4. To provide an opportunity for improvement of listening skills.

B. Procedure

1. Introduction: Play record, "I Can Hear It Now" or "You Are There."
2. Development
 - a. Student should choose an important event of the past.
 - b. Student should research thoroughly all aspects of this event.
 - c. Student should then organize and present "You Are There."
3. Evaluation
 - a. Activity Summary Report may be used for evaluation. See "That Was The Week That Was."
 - b. Report "You Are There" can be evaluated on the basis of:
 1. The importance of event selected
 2. Depth of research
 3. Historical accuracy of presentation
 4. Method of presentation

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IV. LEARNING ACTIVITY - IN DEPTH STUDY

A. Purpose

1. To stimulate interest in historical research.
2. To encourage a critical evaluation of materials.
3. To have pupils engage in the selection of materials that are related to a specific topic.
4. To demonstrate the cause and effect relationship in history.

B. Procedure

1. Introduction

- a. Select a chapter from a text to illustrate the characteristics of a research paper.
- b. Stress that all material in the chapter must be related. Emphasize the problem the author had in making that selection from all the material he read on the topic. Explain and identify his introduction, the body of materials, supporting evidence and conclusion, if there is one.
- c. Point out the bibliography, its organization, and explain the reasons for same. Do the same with footnotes.

2. Development

- a. Have pupils suggest topics which they would be interested in studying in depth.
- b. Have pupils select any topic related to foreign affairs and write same on two sheets of paper, one to be given to the librarian to check for material and one to be used by the teacher during the teacher-pupil conference.
- c. Class time would be used in the library to have pupils work on this in depth study. If possible, teacher-pupil conference should be arranged to provide the pupil with the necessary guidance.

FOREIGN AFFAIRS**IV. LEARNING ACTIVITY - IN DEPTH STUDY (Cont'd)**

3. **Evaluation: Research paper to be evaluated for content, relationship of content to topic, organization, and variety of source materials.**

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - THE NOVEL

A. Purpose

1. To humanize history so that the student can identify emotionally with other human beings.
2. To present a different and unusual view and, by this very difference in technique and material, to motivate interest.
3. To provide depth to a unit by supplementing, not replacing other information.
4. To introduce a new source of information that might make the study of history more exciting.
5. To make the student aware that a novel may be used as a subtle form of propaganda.

B. Procedure

1. Introduction

- a. It is suggested by many advocates of the use of the novel that a directed reading approach is superior to the "supermarket" technique. The less structured activity on the novel is described in the unit on the American Mind.
- b. In line with the directed or structured approach the teacher may present a typed synopsis of each novel, or the one selected novel, and give concrete suggestions for its use.
- c. Teacher reference could be made to books like Cochran's Historical Fiction and the Teaching of History, which not only defines historical fiction and what it means to the student but annotates novels of special interest in the various fields of study.
- d. The teacher should make the student aware that writers of historical fiction take liberties with verified facts and, therefore, both facts and characters may be distorted. The better the historical writer, the more accurate his work is liable to be.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - USE OF THE NOVEL (Cont'd)

- e. An English teacher might indicate the difference between historical fiction and pure fiction on topics of historical interest.

2. Development

- a. Give out typed overview which would point out concepts to understand and material to look for.
- b. Include questions to be answered either through discussion or in a prepared book report.
- c. The culminating activity depends on whether a choice of novels was offered or if the entire class concentrated on one novel. If the class has read various novels, oral or taped reports, panel discussions, etc., may be used. If one novel was read, open discussion or written reports may be used.

3. Evaluation

- a. Should be based on the culminating activity.
- b. A test should not be used as it distracts from the enjoyment of the novel and defeats the objectives sought.

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IV. LEARNING ACTIVITY - TELE-LECTURE WITH A MEMBER OF THE STATE DEPARTMENT

This activity may only be used if your Social Studies Learning Center or some area in the school is equipped for tele-lecture. If such equipment is not available, use the idea of this activity in some other way.

A. Purpose

1. To secure from specialists in the State Department first hand information on the methods used to develop our foreign policy.
2. To secure information about the functional organization of the State Department.
3. To secure information on the problems involved in developing foreign policy.
4. To show how specialists are used by the State Department in the development of foreign policy.

B. Procedure

1. Introduction

- a. Through your Congressman, make arrangements to have members from the State Department, who are specialists, speak to your high school class by tele-lecture. Secure a short biographical sketch on each speaker.
- b. Make arrangements with the Telephone Company to have tele-lecture installation made.
- c. Instructor may ask of the class, "If you could talk to members of the State Department, what questions would you ask about our foreign policy?"
- d. Have the class list the questions they are interested in and then have them classified under major headings.
- e. Mail to the speakers an overall view of what you are doing in class, a topic for him to discuss, and a list of the questions the pupils may ask in order to familiarize themselves with the program.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - TELE-LECTURE WITH A MEMBER OF THE STATE DEPARTMENT (Cont'd)

- f. Secure a tape recorder to record the program for other classes and for future use in the Social Studies learning center.

2. Development

- a. Class discussion
- b. Tele-lecture
- c. Resume of conference

3. Evaluation

- a. From the questions, discussion and the tele-lecture the teacher may evaluate the student's interest and knowledge.
- b. From the pupil's resumé's, the teacher can ascertain his knowledge of the subject.

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IV. LEARNING ACTIVITY - MOCK SENATE

A. Purpose

- 1. To develop an understanding of the role of the United States Senate in formulating foreign policy.
- 2. To explain how the individual can play a part in influencing the formulation of foreign policy.

B. Procedure

1. Introduction

- a. Teacher can show filmstrips or movies on the organization of Congress. Student should research role of the Senate in foreign affairs.
- b. Tapes or records of a Senate debate on some aspect of foreign affairs may be used.
- c. Use excerpts from Congressional Record dealing with a crisis.

2. Development

- a. The class should be divided so that some assume the role of Senators and others that of the public.
- b. Student Senators divide themselves into appropriate Senate committees involved information of foreign policy. These committees could be foreign relations, armed forces, and finance.
- c. Topics that can be discussed are:
 - (1) Extending economic aid
 - (2) Joint-defense treaty
 - (3) Building a military base in a foreign nation
 - (4) Appointment of an ambassador
- d. Student public will attempt to influence Senate action.
- e. Senate action.

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IV. LEARNING ACTIVITY - MOCK SENATE (Cont'd)

3. Evaluation

- a. A checklist can be used to evaluate the conduct of the activity.

Items that can be included are:

- (1) Sources used
- (2) Organization of material
- (3) Method of presenting material
- (4) Student participation
- (5) Demonstration of students knowledge of the Senate's role.

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IV. LEARNING ACTIVITY - BUZZ GROUPS - "WHAT IF _ _ _?"

A. Purpose

1. To make students understand that major international decisions are made by human beings and that minor circumstances may change the entire course of history.
2. To have the students, through research of the lives of leading characters, project themselves into another period of history and react accordingly.
3. To create an informal educational environment placing the responsibility of content and direction for topic on pupil.
4. To develop behavior patterns such as cooperation, open-mindedness, accepting group decisions and the ability to listen and express oneself verbally.

B. Procedure

1. Introduction: Many people have been intrigued with the question, "What if _ _ _?" What if the bombing attempt on Hitler's life had been successful? What if Goldwater had been elected in 1964? What if Russia had not removed the missiles from Cuba? These are only a few of many such questions pertaining to foreign affairs which have either originally or eventually involved us. Have the students consider a question with which they are familiar. Then, under the teacher's direction, they should compile a list of "What if's?" in which they are interested. Divide the class into buzz groups, each of which will choose a question, research it, and discuss it within their group.
2. Development: To introduce the activity the teacher could refer to a current news story and ask for opinions from the class as to how the event might have ended differently. (A sort of Monday morning quarterbacking) Or choose an event that has not yet ended. The teacher would try to direct this discussion toward major crises in our foreign affairs.
3. Evaluation: Teacher establishes a simulated situation. Have each group write a solution based on the period of history they studied in their buzz group.

POLITICS

IV. LEARNING ACTIVITY - PUBLIC OPINION POLLS

A. Purpose

1. To have students understand the functions, influence, and contributions of public opinion polls in politics.
2. To have students understand the procedure that is followed in modern public opinion poll taking.
3. To investigate the reliability of public opinion polls.
4. To understand that polling public opinion is an expeditious method of securing the views of the public on certain issues.
5. To realize that public opinion polls are also used by other than political organizations.

B. Procedure

1. Introduction

- a. Teacher may secure the results of a public opinion poll and show them to the class on a transparency or the chalk board.
- b. After showing the class the public opinion poll and its results start class disaussion by asking a question such as "What is the value of a public opinion poll?"

2. Development

- a. Have pupils research the procedure in conducting a public opinion poll.
- b. Have pupils organize under a class chairman and conduct a poll to secure student opinion on a political question.
- c. Have the class or member in the class write an article on the poll for the school paper.

3. Evaluation: Evaluate the total process of the public opinion poll on the bases of selection of the subject, the wording of the question, the pretesting, the representative sampling, the interviewing, tabulating, and analyzing the results, and the writing of the article for the school paper.

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FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - A POSITION PAPER

A. Purpose

1. To explore the basic foreign policies and philosophic foundations that have dominated the history of our relations with other nations. (Isolationism, neutrality, imperialism, etc.)
2. To discover the religious, political, social and economic factors that have influenced the relations of the United States with other nations.
3. To encourage the use of many sources of information necessary to properly develop understandings of basic chronology in United States foreign policies and activities.

B. Procedure

1. Introduction

- a. Student Interest Survey may be used to identify the basic policies that the students wish to explore in the history of United States policy.
- b. The teacher may present an explanation of major controversies in the history of American foreign relations.

2. Development

- a. Students will select a subject that has prompted a difference of opinions.
 - b. The student will determine his own view and conduct research to justify his position.
 - c. The student will present his point of view in a position paper of approximately 2,000 words.
 - d. Emphasis should be placed on securing a wide variety of source material.
3. Evaluation: The position paper will serve as the basis for evaluating the student's knowledge of the subject.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - FOREIGN NEWSPAPERS

A. Purpose

1. To help students understand that foreign countries have views of the United States and its policies that may differ from our own.
2. To provide the students with a situation that would cause them to gather information, compare sources, make generalizations, and draw conclusions.
3. To reinforce with students the idea that many sources, rather than one alone, are necessary in order to have a more complete understanding of any problem or situation.
4. To appreciate that world opinion does influence our decision on action to be taken.
5. To help students see that there is not just one right way or one point of view, but many.

B. Procedure

1. Introduction: Look with the class at some event - historical, current, local, or worldwide - and think of as many different reactions to it and opinions about it as possible.
2. Development
 - a. Obtain copies of newspapers from Montreal, London, Paris, Buenos Aires, Moscow, Tokyo, Havana, for the 3 - 4 weeks preceeding the teaching of this unit or during the time of the study. Perhaps a magazine from another country comparable to Time or Newsweek such as the London Illustrated News might be obtained.
 - b. Seek the assistance of the Foreign Language Department teachers and students (or anyone else in the community) in translation of selected items.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - FOREIGN NEWSPAPERS

- c. Have the students list any references to the United States in the paper or magazines and study the topics being reported to determine whether the author is agreeing, disagreeing or reporting. Class will select one or two topics of particular current interest to follow.
3. Evaluation: Select a topic from the news of the day and ask students to write an editorial expressing some viewpoint about United States action and explain why that viewpoint was taken. The student writer may assume the role of a foreign editor, foreign reporter in the United States, or whom ever he chooses.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - STUDENT INTEREST SURVEY

A. Purpose

1. To encourage student interest by involving them in the planning of the unit.
2. To form a unit guide based on areas of student interest.

B. Procedure

1. Introduction

- a. The teacher may pose the question, "What is foreign affairs?"
- b. The students may be asked their opinion on a topic of current foreign affairs interest. From this the teacher can pose such questions as "What is the policy of government in this area?" "How was this policy developed and decided?" and "Who determined it?"
- c. Students may be asked to read in current magazines any topics that concern the area of foreign affairs.

2. Development

- a. Students suggest topics they would like to explore in depth.
- b. A student committee may compile these topics into areas of common concern and interest.
- c. After the topics have been selected the teacher should hand out the Student Direction Sheets for the Learning Activities and with the students select those they feel would help them explore the topics chosen. Students should be encouraged to add activities to the list.

3. Evaluation:

1. Student interest may be judged on a subjective analysis of the extent of pupil interest in material. It may be objectively measured by a checklist of pupil activity.
2. The value of this unit guide may be evaluated by teacher examination of its effectiveness in exploring the topic of foreign affairs in the light of the objectives of the unit.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - MAP MAKING AND INTERPRETATION

A. Purpose

1. To use maps to show where changes have taken place in other nations which have subsequently affected our foreign policy.
2. To show relationship of environment to foreign affairs.
3. To explore the significance of changes that have come in time-space relationships in terms of their influence on foreign policy.
4. To develop the skill of using maps to interpret foreign affairs.

B. Procedure

1. Introduction

- a. Teacher may review purposes and value of maps as a means of presenting information and as sources of information.
- b. Bring in several examples of various types of maps.
- c. Invite the geography teacher to explain map types.

2. Development

- a. Plan for research on selected foreign affairs topics.

Examples:

United States expansion and territorial acquisition.
Alignment of nations (Free vs. Communist)
Territorial changes as a result of war.

- b. Construct or prepare maps in transparency form or on large paper for display.
- c. Collect and display variety of maps related to foreign affairs.
- d. Use maps as tools for discussion and explanation.

FOREIGN AFFAIRS**IV. LEARNING ACTIVITY - MAP MAKING AND INTERPRETATION (Cont'd)****3. Evaluation**

- a. Display one map or several in transparency form for students to use as a source of information in order to explain verbally or in writing certain aspects of foreign affairs.
- b. Students prepare and maintain a bulletin board display of maps and other information which help to explain a specific incident in our foreign relations

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - DRAMATIZATION

A. Purpose

- 1. To help students see United States policy regarding an occupied territory through the eyes and actions of a group of foreigners being directly affected by that policy in a fictional setting.
- 2. To help students understand that other cultures are different and have worth and that values that we hold are not held by all people.
- 3. To have students understand that opinions about foreign affairs can be expressed through drama.

B. Procedure

- 1. Introduction: Teacher will present to the class, through use of a film, pictures, or lecture, an insight into what happens to the people in an occupied territory. This should include effects on both the occupied and occupiers. Israeli occupation of Arab territory in 1967, British occupation of Boston in the colonial period, the years after World War II in Japan are possible areas to explore with the students.
- 2. Development
 - a. Students will read the play or view the film of 'Teahouse of the August Moon.' Any other suitable play may be used such as The Moon Is Down or A Bell For Adano.
 - b. Select portions for dramatization and present these to an audience.
 - c. Culminating activities may be class discussion and written review of the play.
- 3. Evaluation
 - a. The teacher should try to assess with each student his interest in this project, his contributions in the discussion to select parts to be dramatized, his ability to work with other students, and his ability to assume the responsibility for his own particular part in the total project.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - DRAMATIZATION (Cont'd)

- b. Have students write a review of this play with emphasis on the author's message. Such questions as: "How is America pictured in this play?" "Has the author correctly interpreted our country's image?" "What are the conflicting values that are portrayed by the author?"

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - ROLE PLAYING

Role Playing: The Function of The United States Ambassador In Foreign Affairs

A. Purpose

1. To demonstrate some of the duties which an ambassador of the United States and his staff must assume and discharge in conducting our relations with a foreign country.
2. To give students practice in carrying out ambassadorial tasks by simulating United States ambassadors and staff members in various foreign countries.

B. Procedure

1. Introduction

- a. Teacher may ask some questions to discover what students know concerning the duties of the Secretary of State of the United States and the department which he heads.
- b. Teacher may ask how our President would communicate with the head of a foreign government on a routine matter, i.e., how would President Nixon communicate with Prime Minister Wilson on a matter relating to the British port of Hong Kong.
- c. Teacher might distribute a list of all United States ambassadors with the number of secretaries on each staff and see what students know concerning the work of of these officials.

2. Development

- a. Class will choose from their members those who are to be ambassadors and indicate the foreign countries to which they are assigned. Class will decide the number of secretaries in each embassy and limit the number of ambassadors accordingly. Ambassadors will pick their own staffs by lot.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - ROLE PLAYING

- b. Each ambassadorial group will consider an area of concern between the country in which they are stationed and the United States. For example, if the country were Bolivia, the matter of concern could be the Cuban instigated guerrilla warfare in that country.
 - c. In each case the problem or condition is to be studied from different aspects by the ambassador and his staff. All information to be given to the ambassador in writing.
 - d. Information to be gathered should deal with economic conditions, internal politics, foreign relations, military strength, sociological conditions and attitude toward the United States.
3. Evaluation: Present the class with one or more problems in the field of foreign relations together with a set of pertinent data relating to each problem. Each student will select one problem and attempt to formulate a diplomatic policy or solution for the United States.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - USE OF QUOTATIONS IN A STUDY OF THE FOREIGN AFFAIRS OF THE UNITED STATES

A. Purpose

- 1. To study American foreign policy at various periods in our history by examining quotations of statements made by the principle figures involved--secretaries of state, Presidents, Senators, editors, etc.

B. Procedure

1. Introduction

- a. Teacher might read several quotations taken from different periods in our history to discover whether students can relate these to foreign affairs.

b. Some examples are:

(1) "The Communists in the Kremlin are engaged in a monstrous conspiracy to stamp out freedom all over the world. If they were to succeed, the United States would be numbered among their principle victims. It must be clear to everyone that the United States cannot and will not - sit idly by and await foreign conquest."

President Harry Truman

April 1951 - Explaining why we entered the Korean conflict and the Communist threat to freedom.

(2) "The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them."

Woodrow Wilson's speech, The Aims of the War Against Germany - presented to a joint session of Congress on April 2, 1917. In this speech he asked for a declaration of war against Germany.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - USE OF QUOTATIONS IN A STUDY OF THE FOREIGN AFFAIRS OF THE UNITED STATES (Cont'd)

- (3) "Let every nation know whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty... So let us begin anew - remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate..."
John F. Kennedy's inaugural address
January 20, 1961.
- (4) "It was two years ago that we were... forced to make a decision between major commitments in defense of South Vietnam or retreat... We chose a course in keeping with American traditions, in keeping with the foreign policy of at least three administrations, with the expressed will of the Congress of the United States, with our solemn obligations under the Southeast Asia Treaty and with the interests of 16 million South Vietnamese who had no wish to live under Communist domination..."
President Lyndon B. Johnson - March 15, 1967
- (5) "The Philippines are ours, not to exploit but to develop, to civilize, to educate, to train in the science of self-government. This is the path of duty which we must follow."
President McKinley announcing his Philippine policy in January 1899.
- (6) "The Great Rule of Conduct for us, in regard to foreign nations is in extending our commercial relations to have with them as little political connections as possible. So far as we have already formed engagements let them be fulfilled, with perfect good faith. Here let us stop..."
President George Washington's farewell address.

FOREIGN AFFAIRS

IV. LEARNING ACTIVITY - USE OF QUOTATIONS IN A STUDY OF THE FOREIGN AFFAIRS OF THE UNITED STATES (Cont'd)

2. Development

- a. Students will decide on certain periods of United States history as areas to be studied. (Some guidance from teacher may be needed.)
- b. Quotations dealing with the foreign affairs of the United States will be collected by individual students. The most suitable quotations from the standpoint of defining foreign affairs will be arranged according to the periods to which they relate in United States history.
- c. The quotes belonging to particular periods will be given to student committees. The chairman of each group will distribute quotations to each member. The committee will then research the historical background of their quotations to be presented to the entire class.

- 3. Evaluation: Students will be given a list of quotations dealing with foreign affairs. They will be required to indicate the general period in United States history from which the quote was taken and explain the circumstances under which the quote occurred. The student should also attempt to relate the meaning of the quotations to problems existing in foreign policy actions of today.

FOREIGN AFFAIRS

STUDENT DIRECTION SHEET - ATTITUDE SURVEY

PARTICIPANTS - Groups and class

PURPOSE - To examine the variety of values expressed in reference to the foreign policies of the United States.

POSSIBLE PROCEDURE

1. Decide whether you wish to work in groups or as an entire class.
2. Collect questions
 - a. Look through newspapers and magazines to observe expressions of public opinion concerning the foreign policy of the United States.
 - b. Use microfilm materials for gathering information.
 - c. Form "yes" or "no" questions which seek value judgments.
3. Attitude Survey
 - a. A committee of students should be formed to prepare a composite questionnaire.
 - b. A total number of questions to be asked should be decided.
 - c. The questions could be categorized.
 - d. The sample population to be tested should be decided.
4. Explanation of major issues
 - a. Analyze the opinions expressed by the sample population.
 - b. See if some of the attitudes expressed would warrant your attention.

FOREIGN AFFAIRS

STUDENT DIRECTION SHEET - TV SHOW #1

- NAME OF ACTIVITY - "This Is The Week That Was"
- PARTICIPANTS - Small group
- PURPOSE - To critically evaluate one historic week in American foreign affairs.

PROCEDURE

1. On the basis of research choose one week containing important events in the history of United States foreign relations.
2. Research in depth, events of the week selected.
3. Select the events which you believe can be the subject of critical thinking.
4. Present these events in satirical form.
- Note: Remember that satire can be both constructive or destructive and that to have lasting value it should make a constructive appraisal of situation.
5. Presentation can be either taped or live. The manner of presentation will be determined by your group in conjunction with your teacher.

FOREIGN AFFAIRS**STUDENT DIRECTION SHEET - TV SHOW #2**

- ACTIVITY** - "You Are There".
- PARTICIPANTS** - Small Group
- PURPOSE** - To research in depth an important event having great influence on United States foreign affairs.

PROCEDURE

1. Select one important event in the history of United States foreign affairs.
2. Research this event as thoroughly as possible using all sources available.
3. Present this event in tape form or as a class presentation in a manner to be worked out by your group.

Note: Use the many materials available to you which will make this event alive to the other members of the class.

FOREIGN AFFAIRS

STUDENT DIRECTION SHEET - IN-DEPTH STUDY

PARTICIPANTS

- Individual

PURPOSE

- To conduct historical research into a topic related to American foreign affairs and present a paper showing evidence of such research.

POSSIBLE PROCEDURE

1. Select a topic that you wish to explore in depth.
2. Research the topic using all available materials.
3. Present in a written paper the ideas you have researched. Show evidence of as many varieties of source material as possible.

FOREIGN AFFAIRS

STUDENT DIRECTION SHEET - THE NOVEL

PARTICIPANTS

- Individual, Group, Class

PURPOSE

- To help you realize that the novelist uses historical situations as a basis for his theme. To have you realize the influence the novelist has on foreign policy.

POSSIBLE PROCEDURE

1. Select a novel related to foreign policy, such as The Ugly American, Immortal Wife, Fail Safe, For Whom The Bell Tolls, Northwest Passage, Sarkhan, Shade of Difference, Hawaii, Tales of the South Pacific, etc.
2. The overview of the novel given to you includes the background and synopsis of the story. When you read the novel selected and in studying the overview, keep the following questions in mind. What image of America is projected in the novel? Is this image justified by our present actions in Southeast Asia? Is this the image we think of as ourselves? What requirements should be mandatory for any official representing America in a foreign country? How may an individual influence foreign policy either positively or negatively?
3. After reading the novel selected, your teacher will divide the class in small groups, based on the novel read. Be prepared to discuss, with the other members of your group, all phases of the novel. Keep in mind the questions in part 2.

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FOREIGN AFFAIRS

STUDENT DIRECTION SHEET - TELE-LECTURE WITH A MEMBER OF THE STATE DEPARTMENT

PARTICIPANTS

- Groups, Class

PURPOSE

- To secure from specialists in our government information concerning the development of foreign policy, problems connected with it, and the organization of our Department of State.

POSSIBLE PROCEDURE

1. Formulate questions to be asked of speakers on the tele-lecture.
2. Classify questions under major areas such as treaties, loans, military action, food shipments, etc.
3. Research general materials in the major areas you have already classified.
Some materials are:
 - a. Current newspaper articles
 - b. Journals on foreign affairs found in the library
 - c. News magazines
 - d. Any books written on the chosen topics
4. Listen and ask questions of speaker on the tele-lecture.
5. Write a resumé of the program stressing how the program was important to you in understanding more about our foreign policy.

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FOREIGN AFFAIRS

STUDENT DIRECTION SHEET - MOCK SENATE

PARTICIPANTS - Group

PURPOSE - To understand the role of the United States Senate in the formation of American foreign policy.

POSSIBLE PROCEDURE

1. You will be assigned as a member of a Senate committee or as a member of the public. You may do so by lot or personal choice.
2. You may be assigned to one of the following committees:
 - a. Foreign relations
 - b. Armed forces
 - c. Finance committee
3. Senators will draft a bill in each committee and conduct public hearings.

Examples:

- a. Building a military base in a foreign country.
 - b. A treaty involving our commitment of forces in a foreign nation.
 - c. A treaty to extend a loan to a foreign government.
 - d. The confirmation of an ambassador's appointment.
4. Members of the student public should research materials relating to one of the items under consideration.
 5. Members of the student public should determine the best way to influence the Senate committees during the public hearings.
 6. After conducting hearings the Senate committees will vote on the issue.

FOREIGN AFFAIRS

STUDENT DIRECTION SHEET - BUZZ GROUPS - "WHAT IF ___?"

PARTICIPANTS

- Class - group

PURPOSE

- To provide the opportunity to investigate a variety of topics in foreign affairs and to share this information with others.

POSSIBLE PROCEDURE

1. Compile a list of "What if?" questions for possible study.
2. Form "buzz groups" with no more than six in a group.
 - a. Each group selects a question in which the majority is interested.
 - b. Individuals in each group research the question by studying the writings and biographies of people of the period and other materials.
 - c. Individuals return to their groups and discuss how they would answer their question.
 - d. Each group will report to class. The method of reporting may vary using tapes, visuals, etc.

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POLITICS

STUDENT DIRECTION SHEET - PUBLIC OPINION POLLS

PARTICIPANTS - Individual - groups - class

PURPOSE - Through conducting a public opinion poll on a political issue you will gain understanding of the functions, influence, and contributions of political polls.

POSSIBLE PROCEDURE

1. Investigate the procedure used by research companies in conducting public opinion polls.
2. Conduct a public opinion poll on a political issue in your school.
3. Tabulate and analyze the results.
4. Write an article on the poll for your school newspaper.

FOREIGN AFFAIRS

STUDENT DIRECTION SHEET - A POSITION PAPER

PARTICIPANTS

- Individual

PURPOSE

- To explore basic foreign policies of the United States and to examine the many different points of view relating to them.

POSSIBLE PROCEDURE

1. Identify basic policies in American foreign relations that you wish to explore.

Examples:

- a. Failure of the United States to join the League of Nations was the major factor in the League's ineffectiveness.
 - b. The United States should or should not recognize Red China.
 - c. Germany must assume the guilt for World War I.
 - d. The United States should not have gone to War with Spain in 1898.
2. Examine the various controversies and opinions relative to these policies.
 3. Select a topic and the point of view you wish to defend through research.
 4. Research the topic to select material valid to your argument.
 5. Write a position paper of approximately 2,000 words to defend your point of view.

FOREIGN AFFAIRS

STUDENT DIRECTION SHEET - FOREIGN NEWSPAPERS

PARTICIPANTS

- Class - group - individual

PURPOSE

- To view a topic through the eyes of a foreigner and to be aware that others may view a subject from a point of view different from our own.

POSSIBLE PROCEDURE

1. Obtain copies of foreign newspapers and magazines.
2. List and discuss the various views that may be presented on any given topic.
3. Research these topics in the foreign newspapers. Seek help from the language department in translation of the necessary items.
4. Analyze the topics being covered in the news.
5. If possible, compare two papers from a single country. Do they reflect the same viewpoint?
6. List papers that support the United States sometimes, never, always.

FOREIGN AFFAIRS

STUDENT DIRECTION SHEET - STUDENT INTEREST SURVEY

PARTICIPANTS

- Class

PURPOSE

- To give you the opportunity to investigate and suggest areas of study in the field of foreign affairs that interest you. To help the teacher in planning the unit of study.

POSSIBLE PROCEDURE

1. Read about topics of foreign affairs in current newspapers and magazines.
2. Investigate the background of the current problems.
3. Suggest topics you wish to explore in greater depth.
4. Review and select the appropriate learning activity that will help you explore the selected topics.

FOREIGN AFFAIRS

STUDENT DIRECTION SHEET - MAP MAKING AND INTERPRETATION

PARTICIPANTS - Group - individual

PURPOSE - To develop skills so that you can use maps as a tool to show, explain, and interpret foreign affairs.

POSSIBLE PROCEDURE

1. Select either a historical or current problem.
2. Gather examples of maps from newspapers and other sources showing influences of geography on foreign affairs. Such areas as location, environment, resources, and population might be investigated.
3. Do research on various foreign affairs pertinent to the topic. Relate the geographic factors to the problem to be investigated.
4. Prepare map transparencies, large size maps, or bulletin boards depicting information researched. Geo-political, historical, economic, population, and climatic maps and could be included.
5. Discuss, explain, and draw conclusions based on information presented.

FOREIGN AFFAIRS

STUDENT DIRECTION SHEET - DRAMATIZATION

PARTICIPANTS - Class

PURPOSE - To examine some facets of United States policy in an occupied country through the eyes of the people whose country is being occupied.

POSSIBLE PROCEDURE

1. Read and/or view Teahouse Of The August Moon.
2. Discuss and select portions of the book that best show the policies being promoted by the American and the affects on and reactions of the Okinawans.
3. Decide which sections to dramatize and assign roles.
4. Decide what costuming tasks and prop preparation will be necessary. (You may want special groups formed to handle this.)
5. Write a narration giving the setting for the section to be dramatized.
6. Present the performance to the class.
7. After the class presentation discuss with you teacher the possibility of presenting your work to other classes, clubs, or some other group in your school.

FOREIGN AFFAIRS

STUDENT DIRECTION SHEET - ROLE PLAYING: The Function Of The United States
Ambassador In Foreign Affairs

PARTICIPANTS

- Group - Class

PURPOSE

- To demonstrate the duties of an
ambassador in conducting relations
with a foreign country.

POSSIBLE PROCEDURE

1. You will choose three to five members of your class to serve as ambassadors to foreign countries.
2. The remainder of the class will serve as staff members to ambassadors. Each staff member will be given specific responsibility for an area of interest, i.e., banking, commerce, agriculture, industry, military, social or political.
3. Each staff member will consult references to determine how each of the alternative policies, if adopted, will affect his area of concern.
4. Each ambassadorial group will discuss alternatives for a possible suggested policy.
5. The ambassador will relay this information, in writing, to the United States Secretary of State.

FOREIGN AFFAIRS

STUDENT DIRECTION SHEET - USE OF QUOTATIONS IN A STUDY OF THE FOREIGN
AFFAIRS OF THE UNITED STATES

PARTICIPANTS

- Individuals - groups

PURPOSE

- To assist you in understanding our foreign affairs during various periods in history by examining quotations and determining the principle involved.

POSSIBLE PROCEDURE

1. Decide on the periods of United States history you wish to examine.
2. Collect quotations dealing with foreign affairs.
3. Arrange the quotations according to periods of history.
4. Establish committees and select committee chairmen.
5. Each committee will be responsible for a particular period of history.
6. The chairmen will distribute quotations to each member of the committee.
7. The committee will then research the historical background of their quotations to be presented to the entire class.

FOREIGN AFFAIRS

V. SUGGESTED CONTENT GUIDE

I. The meaning of policy

A. Physical factors influencing policy

1. The issue of coastlines and oceans
2. Climatic conditions
3. Neighboring countries
4. The abundance of Western land

B. Psychological factors influencing policy

1. Culture and background of early America
2. The immigrant experience
3. The affluence of natural resources and abundant land

C. Complexities of U.S. foreign policy

1. Objectives
2. The broadening perspective

II. The formative years

A. The entangling alliances necessitated by the Revolution

B. Washington's policy sets pattern for future years

C. Jefferson and the issue of neutrality

D. The Monroe Doctrine - Policy for yesterday and today

1. The effects of Revolution in Latin America
2. The aftermath of napoleonic wars - The Concert of Europe and its threat to U.S. security
3. Unilateral and multilateral interpretation of the Doctrine
4. The theory of continental protection - Is this isolation?

FOREIGN AFFAIRS

V. SUGGESTED CONTENT GUIDE (Cont'd)

E. Continental Expansion

1. Manifest Destiny
2. Polk's policy toward Mexico
3. The "justification" for the war
 - a. Is it valid today
 - b. Are we adequately able to judge climate of 1845 opinion?

F. Domestic Issues override foreign concerns

1. The issue of race and Civil War
2. Expansion westward
3. Growth of industry and technology
 - a. Surplus capital and the search for investments
 - b. The competition for world markets

III. America's horizons turn outward

- A. The philosophy of "mission"
- B. The Cuban problem
- C. The Open Door in China
- D. Relations in the Pacific
- E. New policies for the Caribbean
- F. The Issue of Sea Power
- G. The new Imperialism of the western world
 1. Comparison of British Policy in Africa and Asia with U.S. in Latin America and Pacific
 2. Are we a part of the New Imperialism or do motive and reluctance make us different?

FOREIGN AFFAIRS

V. SUGGESTED CONTENT GUIDE (Cont'd)

IV. 1898 - A turning point in U.S. affairs

- A. The Spanish American War
- B. Problems in maintaining an overseas empire
- C. The Insular Cases
 - 1. Does the flag follow trade?
 - 2. Does the Constitution follow the flag?
- D. The emergence of Japan and the treaty of 1905
- E. The Panama Canal
 - 1. The two-ocean commitment
 - 2. Our Latin American involvement deepens and changes

V. 1914 - A turning point in world affairs

- A. The issue of neutrality
 - 1. Given the economic, political, and social factors of the era how inevitable was American intervention in World War I?
 - 2. Did the U.S. fully comprehend its role in World Affairs? Does it now?
 - 3. Is neutrality ever a possibility for us?
- B. The Great War and its aftermath
 - 1. The changing role of Europe in world affairs
 - 2. The issue of self-determination
 - 3. The search for collective security and a lasting peace
 - a. Were they doomed to failure?
 - b. Did Wilson kill the Treaty?
 - c. Did the Versailles Treaty set the stage for further bloodshed?

FOREIGN AFFAIRS

V. SUGGESTED CONTENT GUIDE (Cont'd)

VI. The Critical Twenties - A revisionist concept

- A. The Kellogg - Briand Pact - the initial committment
- B. Disarmament issues
- C. The blunder of a return to "normalcy"
- D. The Rise of Dictators in a changing Europe

VII. The Second World War

- A. Isolation and the national interest again the issue of neutrality
- B. The policy of appeasement and the meaning of Munich
- C. The arsenal of democracy concept
- D. The war years and America's new committment

VIII. The nature of the post war years

- A. The advent of the cold war
- B. The polarization of the globe
- C. The Marshall Plan and the Truman Policy of Containment
- D. Genesis of the total involvement of U.S. in world affairs
 - 1. Are we the new world's policeman-the psychological aftermath of Munich
 - 2. Our decisions in Korea and Vietnam
 - 3. Our new policy of alliance - Containment, collective security or provc_eation

IX. Present problems for the shaping of future policy

- A. The issue of nuclear power
- B. Communist China - recognition and co-existence in Asia
- C. The U.S. and U.S.S.R. after Czechoslovakia
- D. The emerging nationalism of underdeveloped nations - the issues of morality procedure and oil

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V. SUGGESTED CONTENT GUIDE (Cont'd)

E. Finding the Balance

1. The twenties brought a return to isolation
2. The fifties brought total commitment
3. Can the U.S. play either role effectively?

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