

# CHAPTER 17

## Foreign Policy and National Defense

### Essential Question

How should the United States interact with other countries?

#### Section 1:

Foreign Affairs and Diplomacy

#### Section 2:

National Security

#### Section 3:

American Foreign Policy Overview

#### Section 4:

Foreign Aid and Alliances

### GOVERNMENT ONLINE

#### On the Go

To study anywhere, anytime, download these online resources at [PearsonSuccessNet.com](http://PearsonSuccessNet.com)

- Political Dictionary
- Audio Review
- Downloadable Interactivities

## 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.

“ . . . peace is the highest aspiration of the American people. We will negotiate for it, sacrifice for it; we will not surrender for it, now or ever.”

—Ronald Reagan, Inaugural Address, January 20, 1981

Photo: President Reagan escorts British Prime Minister Margaret Thatcher as she reviews the honor guard at the White House.

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## 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

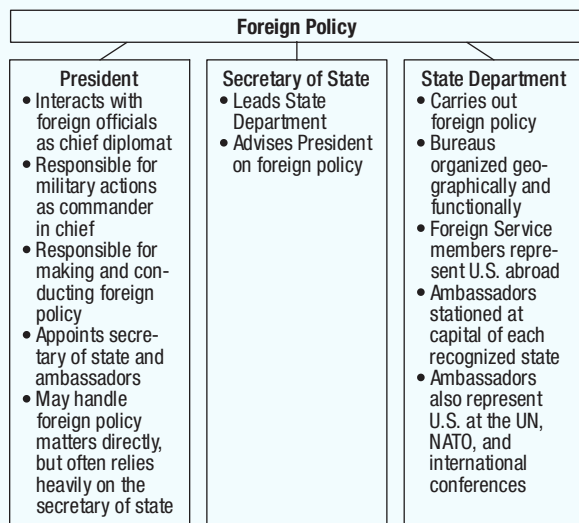
**LPR** Less Proficient Readers

**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 INFERENCES 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.

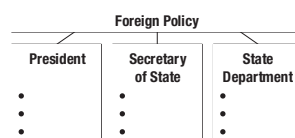
## SECTION 1

# 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.



### Political Dictionary

- domestic affairs
- foreign affairs
- isolationism
- foreign policy
- right of legation
- ambassador
- diplomatic immunity
- passport
- visa

### 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.

**Image Above:** Secretary of State John Foster Dulles meets with General Chiang Kai-Shek.

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 dangers, 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



► **Analyzing Political Cartoons** In an effort to bring peace to the region, several Presidents have brokered talks between Palestinian and Israeli leaders. **According to this cartoon, how successful have these diplomatic efforts been?**

**Checkpoint**  
What is foreign policy?

**fractured**  
adj. divided, split

**sanction**  
n. penalty imposed for some hostile act(s)

## 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.

**L2 Differentiate** Reading Comprehension Worksheet (Unit 4 All-in-One, p. 239)

## BELLRINGER

Write 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.**

**L2 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).

**L4 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**.

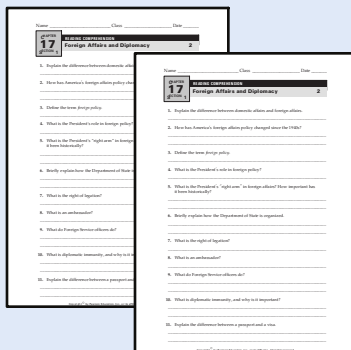
## REVIEW BELLRINGER

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.

## Differentiated Resources

The following resources are located in the All-in-One, Unit 4, Chapter 17, Section 1:

- L2** Prereading and Vocabulary Worksheet (p. 234)
- L3** Reading Comprehension Worksheet (p. 238)
- L2** Reading Comprehension Worksheet (p. 239)
- L3** Core Worksheets A and B (pp. 240, 241)
- L2** Extend Activity (p. 244)
- L3** Quiz A (p. 245)
- L2** Quiz B (p. 246)



## Answers

**Checkpoint** It is made up of all the stands and actions that a nation takes in every aspect of its relationships with other countries.

**Analyzing Political Cartoons** Not very successful. The cartoon portrays the peace deal as standing on a house of cards, which is not a firm foundation.

## 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 Zabrin. 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 Zabrin” (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.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**CHAPTER 17** CORE WORKSHEET A  
**Section 1** Foreign Affairs and Diplomacy **3**

Bailey Johan and Jessie Dorman are two college students spending part of their summer vacation in the small nation of Zabrin. In this activity, you will take part in a skit about a foreign incident involving Bailey and Jessie. Your teacher will assign a student to play each role listed below. Then your teacher will read the scenario aloud, pausing between events. When the teacher pauses, the actors involved in that event should act it out.

**Roles**

Bailey Johan, an American college student spending two weeks in Zabrin during summer vacation

Jessie Dorman, another American college student, who is traveling with Bailey

Morgan King, an employee of the State Department, working at the American embassy in Zabrin

Alex Mason, the American ambassador in Zabrin

David and Nina Johan, Bailey's parents

Dana Scheller, the Zabrin ambassador to the United States

Sam Overton, Secretary of State

Casey Boyd, President of the United States

Karel Obot, a Zabrin lawyer

Two police officers (one also serving as the police chief and the other as a judge)

Two protesters

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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.

## The State Department

# Implementing Foreign Policy

The State Department aims to achieve four major goals as it carries out America's foreign policies. It employs the methods outlined below. *How might achieving one of these goals relate to achieving the others?*

### Protecting America

- Maintaining and strengthening diplomatic ties with other nations
- Managing domestic and international travel and trade policies
- Promoting global stability

**Secretary of State Colin Powell arrives in Lebanon in 2002 to help ease the Arab-Israeli conflict.**



### Advancing Democracy

- Supporting newly established democracies
- Promoting fair voting practices and just legal systems
- Monitoring human rights issues globally

**An Afghan voter reviews the ballot in an election in her country.**



### Promoting American Values

- Using government-supported and other media to provide information on American values to other peoples
- Supporting cultural exchange programs

**A Voice of America radio journalist provides news and information on human rights to refugees in Burundi.**



### Supporting Diplomatic Officials

- Sending diplomats abroad to implement American foreign policy
- Protecting American diplomats and others abroad

**Following terrorist threats, the U.S. embassy in Indonesia increased security with the support of local police.**



looks for advice and assistance in both the formulation and the conduct of the nation's foreign policy.

**The Secretary of State** The secretary of state ranks first among the members of the President's Cabinet. That ranking speaks to the importance of the office, and also to the fact that the State Department was the first of the now 15 executive departments that Congress created.

A Department of Foreign Affairs had first been created in 1781 under the Articles

of Confederation. Congress re-created it in 1789 as the first major unit in the executive branch under the Constitution. Later that year, its name was changed to the Department of State.

President George Washington appointed Thomas Jefferson as the nation's first secretary of state, in 1789. Bill Clinton appointed the first woman to hold the post, Madeleine Albright, in 1997. Colin Powell, who served as secretary of state in George W. Bush's first term (2001 to 2005) became the first African American to occupy the office; and his

## Teacher-to-Teacher Network

**ALTERNATE LESSON PLAN** The U.S. Department of State Web site ([www.state.gov](http://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



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.<sup>1</sup>

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.

<sup>1</sup> The secretary does have some domestic responsibilities. Thus, when Richard Nixon resigned the presidency on August 9, 1974, his formal, legal announcement of that fact had to be submitted to Secretary of State Henry Kissinger. Over the years, the secretary and the department have had (and been relieved of) a fairly wide range of domestic functions—including publishing the nation’s laws, issuing patents, and supervising the decennial census.



▲ An architect’s conceptual drawing of the new U.S. embassy in Beijing, China. *Why do you think the design has the building set back and surrounded by water?*

## 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.<sup>2</sup> For some five

<sup>2</sup> See Chapter 14, Section 3. An ambassador’s official title is Ambassador Extraordinary and Plenipotentiary. When the office is vacant or the ambassador is absent, the post is usually filled by the next-ranking Foreign Service officer in the embassy. That officer, temporarily in charge of embassy affairs, is known as the *chargé d’affaires*.

**Checkpoint**  
How are ambassadors selected?

## 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.

**L2 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.

**Government**  
online

All print resources are available on the Teacher’s Resource Library CD-ROM and online at [PearsonSuccessNet.com](http://PearsonSuccessNet.com).

## 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.

## 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.

**L2 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**.

## Answers

**The Iran Hostage Crisis** Possible response: Diplomats can help work out our differences with these nations and promote better relationships.

## Diplomatic Immunity

### The Iran Hostage Crisis



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.

**accredit**  
v. to appoint as an official representative of his or her country

The United States now maintains over 260 diplomatic and consular offices abroad as well. There, Foreign Service officers promote American interests in a multitude of ways—for example, encouraging trade, gathering intelligence data, advising persons who seek to enter this country, and aiding American citizens who are abroad and in need of legal advice or other help.

Some ambassadorships are much desired political plums, and whenever a new President moves into the White House, he typically makes many new appointments. Too often, Presidents have appointed people to ambassadorships and other major diplomatic posts as a reward for those individuals' support—financial and otherwise—of the President's election to office. However, in many cases these ranks are filled with career diplomats in the Foreign Service.

President Harry Truman named the first African American, Edward R. Dudley, as an ambassador to Liberia, in 1949. Later that same year President Truman also appointed the first woman, Eugenie Anderson, as ambassador to Denmark.

**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.

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.

## Travel Documents

Some years ago, a valid passport was all one needed to travel abroad and enter most other countries. Today, most countries also require a visa. **Why do you think this is now the case?**

### Passports

- Issued by a government and identifies the bearer as a citizen or national of the issuing country



### Visas

- Issued by the country the individual requests permission to enter



- Entitles the bearer to consular protection abroad and to return to his or her country of citizenship

- Permits the traveler to remain in a country for a specified period of time, but does not guarantee entry

- Valid for 10 years

- Valid only for the time period stated

- Three types: diplomatic, official, tourist

- Of many types, including: transit, tourist, business, and student

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.

## SECTION 1 ASSESSMENT

### Essential Questions Journal

To continue to build a response to the chapter Essential Question, go to your Essential Questions Journal.

- Guiding Question** Use your completed chart to answer this question: How is foreign policy made and conducted?

#### Key Terms and Comprehension

- Why did the United States abandon a policy of **isolationism** and move to one of internationalism?
- (a) What is **foreign policy**? (b) List three examples of topics covered by American foreign policy.
- Why is it most often advisable that an **ambassador** come from the ranks of career diplomats?

#### Critical Thinking

- 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?
- 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?
- 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.

## REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
Describing how foreign policy is made and conducted (Question 1)	Work with students to create on the board the graphic organizer shown at the beginning of the section.
Explaining the U.S. move from isolationism to internationalism. (Questions 2, 5)	Have students brainstorm ways in which nations are tied together more closely today than ever before; for example, global trade, instant communication through the Internet, terrorist organizations operating across borders.
Identifying foreign policies (Question 3)	Have students look through newspapers or magazines to find images and articles on American foreign policies.
Analyzing the selection and roles of diplomats (Questions 4, 6)	Have pairs of students brainstorm the benefits of career diplomats and the reasons for stationing American diplomats abroad.
Understanding diplomatic immunity (Question 7)	Have students suggest scenarios about what might happen if diplomats did not have immunity in a foreign country.

## Answers

**Caption** Possible response: As visas are provided by the admitting country, that country's government can place limits on the number of people coming into the country and can control and keep track of those who are actually permitted to enter the country.

## Assessment Answers

- 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.
- 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
- (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

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

- 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.
- 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?

Protecting National Security	
Secretary of Defense	<ul style="list-style-type: none"><li>• President's chief advisor on defense policy</li><li>• Leads Defense Department</li></ul>
Joint Chiefs of Staff	<ul style="list-style-type: none"><li>• Military advisors to secretary of defense, President, and National Security Council</li></ul>
<b>Military Departments:</b>	
Department of the Army	<ul style="list-style-type: none"><li>• Military operations on land</li><li>• Defends the U.S. if attacked</li><li>• Protects American interests abroad</li></ul>
Department of the Navy	<ul style="list-style-type: none"><li>• Defends the nation through sea warfare</li></ul>
Marine Corps	<ul style="list-style-type: none"><li>• Provides support to navy and air force operations</li><li>• Carries out land operations to reinforce naval campaigns</li></ul>
Department of the Air Force	<ul style="list-style-type: none"><li>• Protects the U.S. from enemy air, ground, or sea forces</li><li>• Provides support for land and sea operations</li></ul>
Director of National Intelligence	<ul style="list-style-type: none"><li>• President's chief advisor on national security</li><li>• Directs and supervises intelligence agencies</li><li>• Gathers intelligence and dispenses it as necessary</li></ul>
Department of Homeland Security	<ul style="list-style-type: none"><li>• Protects U.S. against terrorism</li><li>• Conducts border and transportation security</li><li>• Protects national infrastructure</li><li>• Prepares for and responds to national emergencies</li><li>• Defends the nation against chemical, biological, radiological, and nuclear attack</li></ul>

## SKILLS DEVELOPMENT

### INNOVATE AND THINK CREATIVELY

To practice thinking creatively and innovating in this section, use the Chapter 17 Skills Worksheet (Unit 4 All-in-One, p. 253). You may teach the skill before the Opinion Line activity in this lesson. For L2 and L1 students, assign the adapted Skill Activity (Unit 4 All-in-One, p. 254).

## SECTION 2

# National Security



### 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.

Protecting National Security	
Secretary of Defense	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>

### 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.

**H**ow many federal agencies, in addition to the Department of State, are involved with the nation's foreign affairs? Dozens of them. Thus, the FBI combats terrorism and espionage here and abroad. The Public Health Service works with the United Nations and foreign governments to conquer diseases and meet other health problems in many parts of the world. The United States Agency for International Development (USAID) provides economic help to foreign countries. The Office of the United States Trade Representative promotes this country's interests in international trade.

A recitation of this sort could go on and on. But, as you will see, this section deals with those agencies most directly involved in the areas of foreign and defense policy.

## The Defense Department

Congress established what is today called the Department of Defense (DoD) in the National Security Act of 1947. It is the present-day successor to two historic Cabinet-level agencies: the War Department, created by Congress in 1789, and the Navy Department, created in 1798.

Congress created the Defense Department in order to unify the nation's armed forces. It wished to bring the then-separate army (including the air force) and the navy under the control of a single Cabinet department. Today, there are nearly 1.4 million men and women on active duty in the military, over one million in the National Guard and Reserves, and some 650,000 civilians employed by the Defense Department.

**Civil Control of the Military** The authors of the Constitution understood the importance of the nation's defense. They emphasized that fact clearly in the Preamble, and they underscored it in the body of the Constitution by mentioning defense more frequently than any other governmental function.

The Framers also recognized the dangers inherent in military power and the potential of its abuse. They knew that its very existence can pose a threat to free government. And, therefore, the Constitution is studded with provisions to make sure that the military is always subject to the control of the nation's civilian authorities.

## 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.<sup>3</sup>

**3** Recall that the Constitution makes defense a national function and practically excludes the States from that field. Each State does have a militia, which it may use to keep the peace within its own borders. Today, the organized portion of the militia is the National Guard. Congress has the power (Article I, Section 8, Clauses 15 and 16) to “provide for calling forth the Militia” and to provide for organizing, arming, and disciplining it. Congress first delegated to the President the power to call the militia into federal service in 1795, and the commander in chief has had that authority ever since. Today, the governor of each State is the commander in chief of that State’s units of the Army and the Air National Guard, except when the President orders those units into federal service.

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

**Checkpoint**  
Who are the nation’s civilian authorities?

## Get Started

### LESSON GOALS

Students will . . .

- explore the tension between security and personal liberty by analyzing a quotation.
- analyze possible government responses to potential security threats.

### BEFORE CLASS

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 4 All-in-One, p. 247) before class.

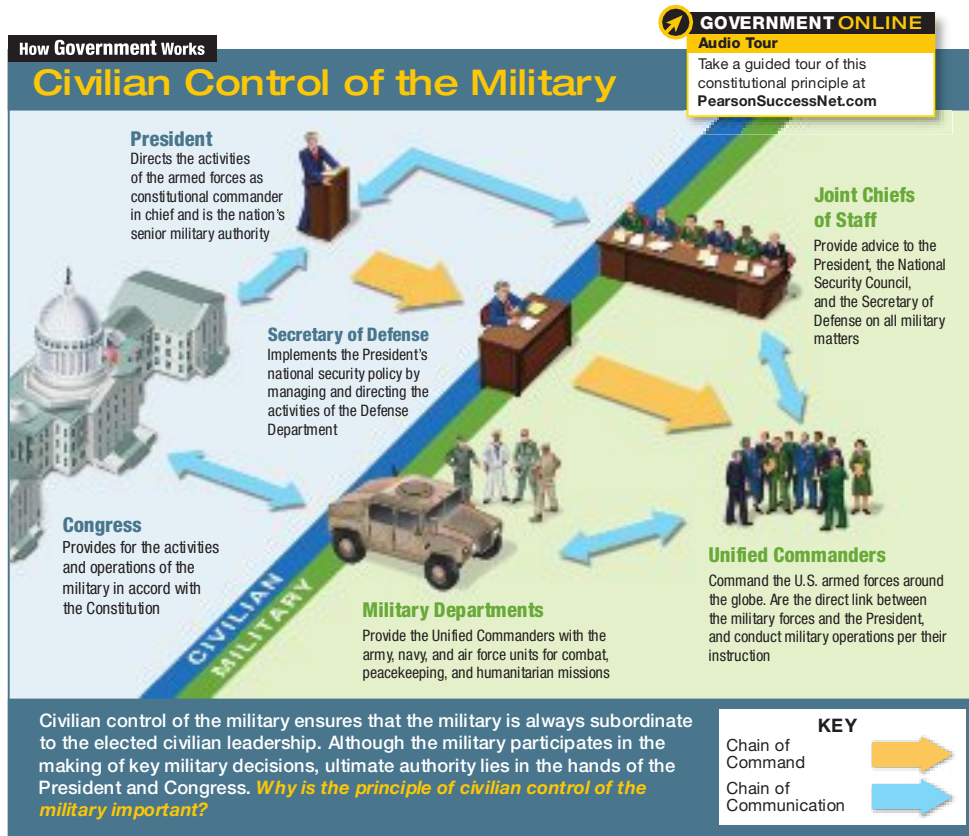
**L2 Differentiate** Reading Comprehension Worksheet (Unit 4 All-in-One, p. 249)

### BELLRINGER

Write on the board: **“Our history has shown us that insecurity threatens liberty. Yet, if our liberties are curtailed, we lose the values that we are struggling to defend.” Do you agree or disagree with this statement? Why or why not? Answer in your notebook.**

**L2 ELL Differentiate** For students who might have difficulty with some of the vocabulary in the Bellringer statement, provide definitions on the board for *insecurity* (the feeling of being unsafe or vulnerable) and *curtail* (reduce or restrict).

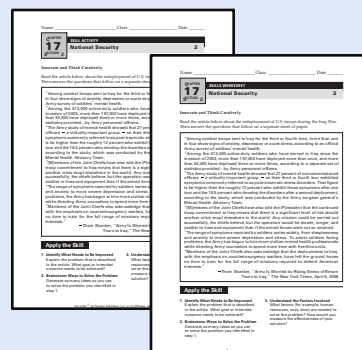
Tell students to go to the Audio Tour for a guided audio tour of the constitutional principle of civilian control of the military.



## Differentiated Resources

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

- L3** Reading Comprehension Worksheet (p. 247)
- L2** Reading Comprehension Worksheet (p. 249)
- L3** Core Worksheet (p. 251)
- L2** Core Worksheet (p. 252)
- L3** Skills Worksheet (p. 253)
- L2** Skill Activity (p. 254)
- L3 L4** Extend Worksheet (p. 255)
- L3** Quiz A (p. 256) **L2** Quiz B (p. 257)



## 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](http://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



pleasure, is charged with two major responsibilities. He is simultaneously (1) the President's chief aide and advisor in making and carrying out defense policy; and (2) the operating head of the Defense Department.

The secretary's huge domain is often called the Pentagon—because of its massive five-sided headquarters building in Virginia, across the Potomac River from the Capitol. Its operations regularly take a large slice of the federal budget every year for more than 70 years—and nearly a fourth of all federal spending today. The global war on terrorism has forced vast increases in expenditures for the military. The Department of Defense spent nearly \$300 billion in fiscal year 2001, the year of the September 11 attacks. The Department of Defense will almost certainly spend more than twice that amount in fiscal year 2009.

**Chief Military Aides** The six members of the Joint Chiefs of Staff serve as the principal military advisors to the secretary of defense, and to the President and the National Security Council. This collective body is made up of the chairman of the Joint Chiefs, the vice chairman, the army chief of staff, the chief of naval operations, the commandant of the Marine Corps, and the air force chief of staff. The highest ranking uniformed officers in the armed services, the members of the Joint Chiefs are named by the President, subject to Senate approval.

### The Military Departments

The three military departments—the Departments of the Army, the Navy, and the Air Force—are major units and sub-Cabinet departments within the Department of Defense. A civilian secretary, named by the President and directly responsible to the secretary of defense, leads each military department. The nation's armed forces—the army, the navy, and the air force—operate within that unified structure.

**The Department of the Army** The army is the largest of the armed services, and the oldest. The American Continental Army, now the United States Army, was established

by the Second Continental Congress on June 14, 1775—more than a year before the Declaration of Independence.

The army is essentially a ground-based force, and it is responsible for military operations on land. It must be ready (1) to defeat any attack on the United States itself, and (2) to take swift and forceful action to protect American interests in any other part of the world. To these ends, it must organize, train, and equip its active duty forces—the Regular Army, the Army National Guard, and the Army Reserve. Over 350,000 Army National Guard soldiers and reservists have been called to service since September 11, 2001, many of them for the wars in Afghanistan and Iraq. All of the army's active duty forces are under the direct command of the army's highest ranking officer, the army chief of staff.

The Regular Army is the nation's standing army, the heart of its land forces. There are now over a half million soldiers on active duty—officers and enlisted personnel, professional soldiers, and volunteers. The army has been downsized dramatically in the post-cold war era. At the time of the collapse of the Soviet Union in 1991, there were more than 700,000 men and women on active duty.

Women make up about 15 percent of the Army and now serve in all Regular Army units, except the Special Forces. Over recent years, women's roles have come to include many combat-related duties in the army and in each of the other armed services, as well.

The army trains and equips its combat units to fight enemy forces. The infantry takes, holds, and defends land areas. The artillery supports the infantry, seeks to destroy enemy concentrations with its heavier guns, and gives anti-aircraft cover. The armored cavalry also supports the infantry, using armored vehicles and helicopters to spearhead assaults and oppose enemy counteroffensives.

Other units of the army provide the many services and supplies in support of combat troops. Those soldiers could not fight without the help of members of the engineer, quartermaster, signal, ordnance, transportation, military police, and medical corps.

**The Department of the Navy** The United States Navy was first formed as the Continental Navy—a fledgling naval force created by

**spearhead**  
v. to lead a military force; to take the lead in

## 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).

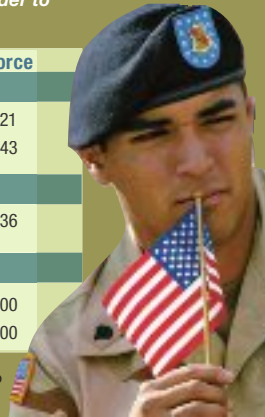
Find out where American troops are currently deployed at [PearsonSuccessNet.com](http://PearsonSuccessNet.com)

**The Armed Forces Overseas**

# Major Military Deployments

Protecting the nation's security does not end at the nation's borders. In fact, nearly one fourth of the armed forces of the United States is now stationed abroad. Today, the top five areas to which the men and women of the American military are deployed are in East Asia, Southwest Asia, and Europe. *Why is it necessary to post the armed forces overseas in order to protect national security?*

	Total	Army	Navy	Marine Corps	Air Force
<b>East Asia</b>					
Japan	33,164	2,483	3,734	14,226	12,721
South Korea	26,076	17,798	227	108	7,943
<b>Europe</b>					
Germany	57,155	42,023	277	319	14,536
<b>Southwest Asia</b>					
Afghanistan	25,700	19,700	800	400	4,800
Iraq	196,000	125,800	21,300	26,900	22,600



A soldier attends a farewell event prior to his deployment to Iraq.

SOURCE: Department of Defense, Personnel and Procurement Statistics, 2007

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

**CONDUCT AN OPINION LINE**

Write “Agree” on the left side of the board, “Disagree” on the right side, and “Not Sure” in the center. (For more direction on the Opinion Line strategy, see p. T26.) Then, hand out the Chapter 17 Section 2 Core Worksheet (Unit 4 All-in-One, p. 251). In this activity, you will read a series of statements, and students will stand on the side of the room that applies to their opinion of the statement you have read. Tell students that they should be prepared to explain why they chose their position and should write their explanations on their Core Worksheet next to each statement.

**L2 Differentiate** For these students, distribute the adapted Chapter 17 Section 2 Core Worksheet (Unit 4 All-in-One, p. 252).

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**CHAPTER 17 SECTION 2 CORE WORKSHEET National Security 3**

Read each statement and decide whether you agree or disagree. Below each statement, explain why you agree or disagree.

- In times of national crisis, such as war or an imminent terrorist attack, the news media should not report information that might be useful to the enemy, even if that information affects the rights of ordinary American citizens.  
\_\_\_\_\_
- The United States government should be allowed to tap your phone, read your mail, and read your e-mail in the interests of national security.  
\_\_\_\_\_
- The United States government should be allowed to hold persons believed to be terrorists or enemy spies without filing charges or holding a trial.  
\_\_\_\_\_
- When an intelligence agency acquires information that indicates a potential threat to the public, the public should be informed immediately.  
\_\_\_\_\_
- During times of civil unrest, the Federal Government should be allowed to impose curfews and deploy the military to implement martial law in the region affected.  
\_\_\_\_\_

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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



**Checkpoint**  
Why was the Office of  
the Director of National  
Intelligence established?

**shroud**  
v. to hide from view

**ideological**  
adj. having to do with  
the ideas or beliefs of  
a group

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.

of war, its major duties are to defend the United States; attack and defeat enemy air, ground, and sea forces; strike military and other war-related targets in enemy territory; and provide transport and combat support for land and naval operations.

Reduced by 150,000 since 1991, the air force now has about 340,000 officers and enlisted personnel, about 20 percent of whom are women. All who serve in the USAF are under the direct command of the chief of staff of the air force.

## The Director of National Intelligence

The Director of National Intelligence (DNI) heads the Office of the Director of National Intelligence, established in 2005. The Office was born out of the pre-9/11 failure of the government's several intelligence agencies to collect and share information that might have warned of al Qaeda's coming attacks.

The President, with Senate approval, appoints the DNI, who is now the President's chief advisor in all matters relating to intelligence. The DNI supervises the operations of the 16 separate agencies that make up the federal intelligence community and directs the work of the National Counterterrorism Center (NCTC). The NCTC's hundreds of specialists receive and evaluate all information gathered by the intelligence community and relay it to all those who have "the need to know." As the first DNI, John Negroponte, put it: "Our job is to integrate foreign, military, and domestic intelligence in defense of the homeland and of United States interests abroad."

Some of the agencies controlled by the DNI are fairly well known, among them the FBI, the DEA, and the CIA. Indeed, for more than half a century, one of them, the Central Intelligence Agency, was—as its title suggests—the government's principal, its central, intelligence gathering organization. The CIA remains a major "cloak and dagger" agency, but the DNI now holds its once leading role in the intelligence community.

Some of the agencies in the intelligence community are little known, however, including the National Geospatial Agency,

the Defense Intelligence Agency, and the world's largest spy organization, the National Security Agency. Much of their work involves **espionage**—spying—and is **shrouded** in deepest secrecy. Even Congress has generally shied away from more than a passing check on their activities, and their operating funds are disguised at several places in the federal budget each year.

Nearly all Americans agree that the work of the several agencies that comprise the intelligence community is absolutely essential to the security of the United States. At the same time, however, it is essential that both the policymaking leaders in the government and the American people clearly recognize the potential dangers of a complex of government agencies whose operations are conducted in utmost secrecy.

## Department of Homeland Security

The Department of Homeland Security (DHS) is charged with the awesome and complex task of protecting the United States against terrorism. **Terrorism** is the use of violence to intimidate a government or a society, usually for political or **ideological** reasons.

Congress created the department in 2002, and it became operational in 2003. It is responsible for the coordination and the direction of all antiterrorist activities of all of the public agencies that operate in the field of domestic security—including thousands of police departments, fire departments, emergency medical and search and rescue units, and other disaster response agencies across the country.

The Homeland Security Act of 2002 gives the department major operating responsibilities in five specific areas:

- border and transportation security
- infrastructure protection
- emergency preparedness and response
- chemical, biological, radiological, and nuclear defense
- information analysis (intelligence)

The department was built mostly of agencies transferred to it from other Cabinet departments. Those agencies include

## 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.

## Answers

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

To learn more about the Department of Homeland Security, visit [PearsonSuccessNet.com](http://PearsonSuccessNet.com)

## Department of Homeland Security

# Safeguarding the Nation's Security

The attacks of September 11, 2001 illustrated the vulnerability of this nation and its people. Since those tragic events, the Department of Homeland Security was created and charged with the large and complicated task of protecting the security of this vast country. Achieving this goal requires the coordinated effort of the department's several agencies, State and local governments, and the American people. *Why do you think coordinating the efforts of all levels of government is necessary in the safeguarding of the nation's security?*



San Francisco's Golden Gate Bridge

### Prevention

To detect and deter threats to the United States, the department

- Secures the nation's borders against terrorists, means of terrorism, illegal drugs, and other illegal activity
- Develops technology to detect and prevent the illegal possession and use of chemical, biological, radiological and nuclear materials
- Coordinates the collection and sharing of information
- Strengthens the security of the Nation's transportation system
- Enforces the nation's immigration laws

U.S. Border Patrol agent examines a pedestrian barrier in New Mexico.



### Protection

To safeguard the nation's infrastructure, economy, and citizens from acts of terrorism, or other emergencies, the department

- Implements a plan to protect both the nation's physical infrastructure and cyber infrastructure
- Combats financial and electronic crimes and identity theft
- Protects the President and other key government officials
- Works with other agencies to protect governmental activities
- Administers a unified preparedness strategy affecting all levels of government and the private sector

Secret Service agents ensure the President's safety.



### Response

To lead, manage, and coordinate the national response to acts of terrorism or other emergencies, the department

- Maintains catastrophic all-hazard plans focusing on the nation's most vulnerable communities
- Promotes response readiness through integrated planning to meet such crises as health and medical emergencies or acts of terrorism
- Provides emergency housing following major disasters
- Partners with other agencies and the private sector to assist mariners in distress and to protect property

A U.S. Coast Guard officer searches for survivors of Hurricane Katrina.



### EXTEND THE LESSON

**L3 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.

**L3 L4 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.

**L2 ELL 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.

**L4 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.

## 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.

## 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

**L3** Collect the Core Worksheet and assess students' work.

**L3** Assign the Section 2 Assessment questions.

**L3** Section Quiz A (Unit 4 All-in-One, p. 256)

**L2** 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**.

### REMEDIATION

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

## 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.

- secretary of defense, secretary of state, Director of National Intelligence, Joint Chiefs of Staff
- Army: land operations; Navy: sea warfare and defense; Air Force: air and aerospace
- Possible answer: Espionage can help uncover secret plots targeting the United States.
- the use of violence to intimidate a government or a society
- (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** Solutions should be realistic and student rankings well-reasoned.

The State of Alaska and DHS jointly protect this 800-mile pipeline that carries crude oil to a seaport. *Why is the integrity of the Alaska pipeline important to national security?*



**foment**  
v. to stir up, provoke

the Secret Service and the newly entitled U.S. Immigration and Customs Enforcement (ICE), from the Treasury Department; the Coast Guard and the Transportation Security Administration, from the Transportation Department; the renamed U.S. Citizenship and Immigration Services, from the Justice Department; and the independent Federal Emergency Management Agency (FEMA).

The threat of bioterrorism—the use of such biological agents as smallpox or anthrax as weapons—dramatizes the immensity of the problems facing the Department of Homeland Security. So, too, do these facts: There are nearly 600,000 bridges, 170,000 water systems, and more than 5,000 power plants (104 of them nuclear) in the United States. There are also 220,000 miles of rail lines, 1.5 million miles of natural gas pipelines, 25,000 miles of inland waterways, and 1,000 harbor channels. Additionally, there

are some 470 skyscrapers (each over 500 feet high), nearly 19,000 airports (including some 300 major facilities), thousands of stadiums and other large gathering places, and nearly 20,000 miles of international border.

Add to those fundamental facts such critical matters as the nation's food and water supply, its healthcare system, and its communications networks, and this point becomes clear: This country cannot be protected—completely and absolutely—against terrorist acts. Terrorism thrives on unpredictability and uses it as a weapon to **foment** fear and anxiety.

It seems quite apparent that the best that can be hoped for in current circumstances is that (1) most—nearly all—terrorist attacks will be thwarted or their impacts will at least be minimized; and (2) those responsible for the attacks will be rooted out and brought to justice.

## SECTION 2 ASSESSMENT

**Essential Questions Journal** To continue to build a response to the chapter Essential Question, go to your **Essential Questions Journal**.

1. **Guiding Question** Use your completed table to answer this question: How does the Federal Government safeguard this nation's security?

### Key Terms and Comprehension

- Who are the key advisors to the President on issues of defense?
- Describe the main duties of each military department.
- Why might **espionage** be considered an important tool in protecting national security?
- What is **terrorism**?

### Critical Thinking

- Identify Central Issues** (a) Why do you think the Framers thought civilian control of the military to be so important? (b) Do you think it remains a matter of valid concern today?
- Analyze Information** (a) What are the five areas of responsibility tasked to the Department of Homeland Security? (b) How might the supervision of those areas help prevent terrorist attacks in the United States?

### 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.



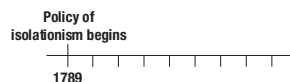
## SECTION 3

# American Foreign Policy Overview



### Guiding Question

**How has American foreign policy changed over time?** Use a timeline to keep track of the major changes in American foreign policy.



### Political Dictionary

- collective security
- deterrence
- cold war
- containment
- détente

### Objectives

1. Summarize American foreign policy from independence through World War I.
2. Show how the two World Wars affected America's traditional policy of isolationism.
3. Explain the principles of collective security and deterrence and their use during the cold war.
4. Describe American foreign policy since the end of the cold war.
5. Understand why the world remains a dangerous place.

**Image Above:** American diplomat Ben Franklin is received at the French court in Versailles in 1778.

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.”<sup>4</sup>

## 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.

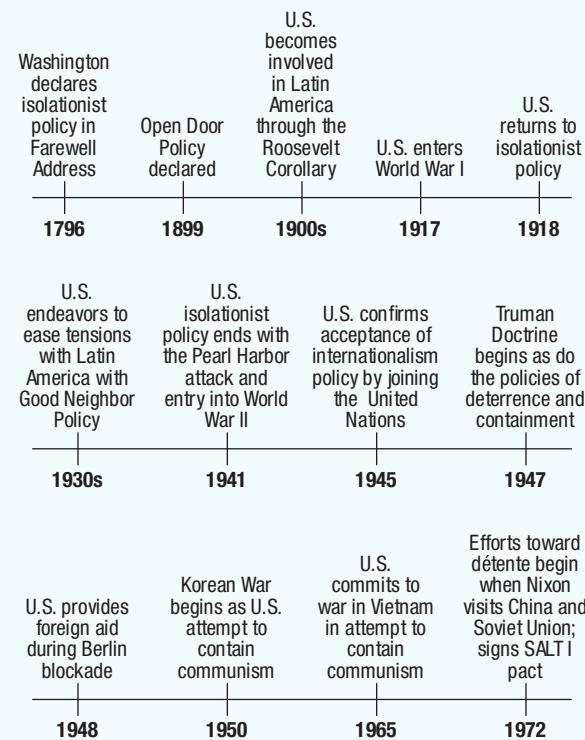
At the time, and for decades to come, isolationism seemed a wise policy to most Americans. The United States was a new and relatively weak nation with a great many problems, a huge continent to explore and settle, and two oceans to separate it from the rest of the world.

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

<sup>4</sup> *The Shaping of the American Past*, 2nd ed.

### GUIDING QUESTION

How has American foreign policy changed over time?



## SKILLS DEVELOPMENT

### ANALYZE TIMELINES

To help students learn to analyze timelines, have them turn to the Skills Handbook, p. S29, and use the information explained there to complete this lesson's Core Worksheet A.

## Focus on the Basics

**FACTS:** • The Monroe Doctrine and the concept of Manifest Destiny, which focused on isolationism and national growth, shaped American foreign policy through World War I. • The two world wars ended America's traditional policy of isolationism and led to a policy of internationalism. • Victory in World War II made the U.S. one of two world superpowers and led to the policies of collective security, deterrence, and containment.

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

**ENDURING UNDERSTANDINGS:** • Knowledge of the history of American foreign policy is essential to understanding the foreign policy issues facing the U.S. today. • Although the cold war is over, the world is still a dangerous place requiring continued vigilance.

# 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.

**Checkpoint**  
What was the intent of the Monroe Doctrine?

**doctrine**  
n. a rule or principle that forms the basis of a policy or belief

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?**

## Answers

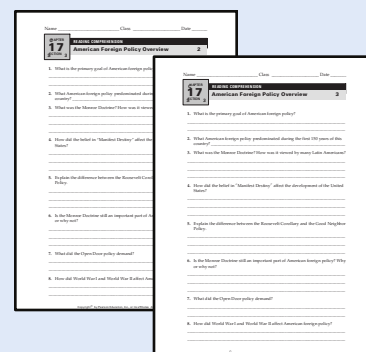
**Checkpoint** to advise foreign nations that although the U.S. will maintain a policy of isolationism it will take action against any nation that threatens the security of North and South America

**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.

## Differentiated Resources

The following resources are located in the All-in-One, Unit 4, Chapter 17, Section 3:

- L3** Reading Comprehension Worksheet (p. 258)
- L2** Reading Comprehension Worksheet (p. 260)
- L3** Core Worksheet A (p. 262)
- L3** Core Worksheet B (p. 263)
- L3** Quiz A (p. 265)
- L2** Quiz B (p. 266)



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.



▶▶ **Analyzing Political Cartoons** To prevent European intervention in Latin America, President Theodore Roosevelt proclaimed that the United States should be the only policeman in the western hemisphere. **According to this cartoon, what is involved in implementing this policy?**

**The Open Door in China** Historically, American foreign-policy interests have centered on Europe and Latin America. But America has also been involved in Asia since the mid-1800s. Forty-five years before the United States acquired territory in the Pacific, the U.S. Navy's Commodore Matthew Perry had opened Japan to American trade.

By the late nineteenth century, however, America's thriving trade in Asia was being seriously threatened. The British, French, Germans, and Japanese were each ready to take slices of the Chinese coast as their own exclusive trading preserves. In 1899, Secretary of State John Hay announced this country's insistence on an Open Door policy in China. That doctrine promoted equal trade access for all nations, and demanded that China's independence and sovereignty over its own territory be preserved.

The other major powers came to accept the American position, however reluctantly. Relations between the United States and Japan worsened from that point on, up to the climax at Pearl Harbor in 1941. Over the same period, the United States built increasingly strong ties with China; but those ties were cut when communists won control of the Chinese mainland in 1949. For nearly 30 years, the United States and the People's

**Checkpoint**  
How did the Good Neighbor policy differ from Roosevelt's Corollary?

**plague**  
v. to cause continuing trouble, distress

**quell**  
v. to put down

## Teach

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.



**Checkpoint**  
How did World War II change the foreign policy position of the United States?

**scourge**  
n. something that causes great trouble or suffering

## 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*)

**L2 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 defeat 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 newer 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 that very strength 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

## Political Cartoon Mini-Lesson

Display Transparency 17D, U.S. Foreign Policy, May 1941, when you discuss World War II as a turning point in U.S. foreign policy. Ask: **What is happening in this cartoon?** (*Nazi aggression has toppled many European nations.*) **What is the U.S. foreign policy toward these events?** (*isolationism*) **What is the cartoonist's view toward American isolationism?** (*The cartoonist suggests that isolationism is unrealistic. When the energetic Nazi bird finishes with the England tree, it will likely start on the U.S. tree.*) Explain that before the attack on Pearl Harbor on December 7, 1941, many Americans believed strongly that the U.S. should stay out of the conflict in Europe. Ask students if they can identify the cartoonist. Many students might recognize the style of Dr. Seuss (Theodor Geisel), the famous writer of children's books. Students may not realize that Geisel also drew political cartoons.

## Answers

**Checkpoint** The U.S. needed to discard the policy of isolationism and be an active participant in world affairs and accept the policy of internationalism.

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

**Checkpoint**  
What policy developed to deter the spread of communism?



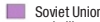

**posture**  
v. to adopt a pose, usually intended to deceive

**counter**  
v. to oppose, contradict

**GOVERNMENT ONLINE**  
Interactive  
Find out more about these conflicts during the cold war at [PearsonSuccessNet.com](http://PearsonSuccessNet.com)

## 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 battlefields 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?*

KEY			
	United States and allies		Other communist states
	Soviet Union and allies		Cold War hot spots (with dates)



### 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.

**L2 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.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**CHAPTER 17 SECTION 3 CORE WORKSHEET A**  
**American Foreign Policy Overview 3**

Place the numbers of the events from Column A in chronological order in the spaces above the timeline. Include the dates of the events. Then, in the spaces below the timeline, place the letters of the foreign policies from Column B that relate to each event. Note that there may be one or more policies for each event.

<b>Column A: Events</b>	<b>Column B: Foreign Policies</b>
1. Berlin Blockade	a. collective security
2. SALT I pact	b. containment
3. Cuban Missile Crisis	c. détente
4. French Invasion of Mexico	d. deterrence
5. Korean War begins	e. Good Neighbor Policy
6. Panama Canal authorized	f. isolationism
7. Spanish-American War begins	g. internationalism
8. Soviet invasion of Afghanistan	h. Monroe Doctrine
9. Operation Iraqi Freedom	i. Open Door Policy
10. Trade wars in China	j. Roosevelt Corollary
11. United Nations established	
12. U.S. enters World War I	
13. U.S. enters World War II	
14. U.S. commits to Vietnam War	

Timeline

Event: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Policy: \_\_\_\_\_

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Tell students to go to the Interactivity to find out more about cold war conflicts.

## 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.

## 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.

## DISTRIBUTE CORE WORKSHEET B

Distribute copies of the Chapter 17 Section 3 Core Worksheet B (Unit 4 All-in-One, p. 263). This worksheet contains passages from President Truman's speech outlining a foreign policy known as the Truman Doctrine. Assign students one of the excerpts to read. Then, in the space provided, have students rephrase the text in their own words. Have student volunteers read their version of the excerpt. Write these on the board so that students have a revised version of each excerpt.

**L2 ELL Differentiate** Assign Passage C. Before students read it, define the words *subjugation* (take-over), *assist* (help), *destiny* (fate or fortune), *primarily* (mainly), *essential* (important), *orderly* (organized).

**L4 Differentiate** Assign all four excerpts to advanced students and have them complete Core Worksheet B in its entirety.

## DISCUSS CORE WORKSHEET B

Tell students that this speech was President Truman's first major public presentation of a key change in American foreign policy, and remind the class that the Truman Doctrine, along with most U.S. foreign policy in the decades after World War II, was developed as a response to what was seen as the immediate threat of communism and the Soviet Union. Use the Think-Write-Pair-Share strategy (p. T22) to lead a discussion on Truman's speech by asking students whether they believe that the Truman Doctrine has any significance to U.S. foreign policy today. Student answers may vary, and good reasons can be offered on both sides. If students are having difficulty formulating a response, ask them to consider whether there are meaningful parallels to be drawn between the threat posed by communism and the threat posed by terrorism today.

## Answers

**Caption** The U.S. will live up to its policy of helping nations resist subjugation from outside pressures.



Grateful citizens of Berlin wave to an American plane delivering badly needed supplies during the Berlin airlift. **How did the Berlin airlift symbolize America's commitment to the Truman Doctrine?**

**armistice**  
*n.* an agreement to stop fighting for a time, a cease-fire

the Soviet Union. From mid-1947 through the 1980s, the United States followed the policy of **containment**. That policy was rooted in the belief that if communism could be kept within its existing boundaries, it would collapse under the weight of its own internal weaknesses.

The United States and the Soviet Union confronted one another often during the cold war years. Two of those confrontations were of major, near-war proportions. The first, the Berlin blockade, occurred in 1948–1949, when the Soviets tried to force the United States and its allies to abandon the German city of Berlin to Soviet domination. The other major incident, the Cuban missile crisis, arose in 1962. The United States threatened war over the placement of Soviet nuclear missiles on the island of Cuba. In both cases, the Soviets backed down in the face of determined American resistance.

Not all cold war conflicts ended peacefully, however. During the postwar period, the United States fought two hot wars against communist forces in Asia.

**The Korean War** The Korean War began on June 25, 1950. Communist North Korea (the People's Democratic Republic of Korea) attacked South Korea (the UN-sponsored Republic of Korea). Immediately, the UN's Security Council called on all UN members to help South Korea repel the invasion.

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 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



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 be seen in this light:

**Checkpoint**  
What led to the end of the cold war?

**divisiveness**  
*n.* disagreement, hostility, split



## EXTEND THE LESSON

**L2 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.

**L2 Differentiate** Have students make a poster explaining how U.S. foreign policy affects a country of their choosing.

**L3 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.

**L4 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.

## Myths and Misconceptions

**HOTLINE** 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.

## 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.

**L3** 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**.

**Checkpoint**  
What international concerns challenge the world today?

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 groundbreaking peace treaty, which became effective in 1979. That agreement, the Camp David Accord, 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.

U.S. Special Forces and Afghan National Army personnel travel from town to town working together to bring stability to Afghanistan. *Which American foreign policy does this effort illustrate?*



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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.

## Answers

**Checkpoint** terrorism, nuclear proliferation, civil wars, cultural and religious conflict

**Caption** collective security and the Truman Doctrine

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.

## REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
Describing the change in American foreign policy over time (Question 1)	Review with students the timelines created in class on Core Worksheet A.
Explaining the goal of American foreign policy (Question 2)	Write each key foreign policy mentioned in this section on the board and have students supply a one-line summary of each. Then have students identify the common element among them.
Describing how the UN reflects collective security (Question 3)	Write the definition of collective security on the board. Then have students brainstorm current UN activities that illustrate this principle.
Defining and analyzing deterrence (Question 4)	Have students read the chapter's Document-Based Assessment and lead a discussion on how deterrence may be used today.
Explaining the cold war policy of containment (Question 5)	Have students review the Cold War Conflicts map and lead a discussion on how the fear of communism affected American policy.
Analyzing the responsibility of the U.S. in maintaining freedom (Question 6)	Create a list of the places where the United States has fought to maintain freedom around the globe. Have students make inferences about how each location might be different today had the United States not become involved.

## SECTION 3 ASSESSMENT

### Essential Questions Journal

To continue to build a response to the chapter Essential Question, go to your Essential Questions Journal.

- Guiding Question** Use your completed timeline to answer this question: How has American foreign policy changed over time?

#### Key Terms and Comprehension

- What is the aim of American foreign policy?
- How did the creation of the United Nations reflect the principle of **collective security**?
- (a) What is the policy of **deterrence**? (b) Is it in force today?
- Why was **containment** a major American policy during the **cold war**?

#### Critical Thinking

- Recognize Ideologies** In 1947, President Truman said, "The free peoples of the world look to us for support in maintaining their freedoms. If we falter in our leadership, we may endanger the peace of the world, and we shall surely endanger the welfare of this nation." (a) Was that belief valid in 1947? (b) Do you think this belief remains valid in the world today? Why or why not?

#### Quick Write

**Expository Writing: Gather Evidence** Using your list of solutions from Section 2, select the one you believe is best suited to resolving the issue. Then, conduct research to find evidence that supports your proposed solution. Keep in mind which organizations you may need to carry out your solution and how your solution may affect the region concerned.

## 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.

- to protect the security of the U.S.
- The UN was intended to be a world community in which most nations would act together against any nation that threatened peace.
- (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?**

**L2 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.

**L2 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.



## America's Role in the World

### ▶ Track the Issue

**United States foreign policy** deals not just with military conflicts, but with humanitarian and economic matters as well.

1796

**George Washington**, in his Farewell Address, cautions the nation against any significant involvement in foreign affairs.

1899

With the "Open Door" policy, the United States insists that China be free to establish economic relationships with many nations.

1933

**President Franklin D. Roosevelt's** "Good Neighbor" policy cultivated diplomatic involvement in Latin America.

1948

Through the **Marshall Plan**, the United States takes an active role in the economic rebuilding of Europe.

2001

The **United States** finances humanitarian missions to many famine- and disaster-struck regions of the world.

The head of USAID with the first delivery of aid to cyclone-struck Myanmar ▼



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### ▶ Perspectives

**For the most part**, the main goal of American economic and humanitarian foreign aid programs is to better serve our foreign policy interests and ensure national security. However, some critics believe we expend too much money and human resources on international aid and place our domestic issues and concerns at risk.

"In today's world, America's security is linked to the capacity of foreign states to govern justly and effectively. . . . We have begun an effort to relieve the poorest countries of the crushing burden of debt and we have doubled our overseas development assistance. . . . America's taxpayers must know that we are using their hard-earned dollars efficiently and effectively to improve our own security, but also to improve people's lives around the world."

—**Secretary of State Condoleezza Rice, 2006**

"[N]o country has ever done as much for another. . . as the United States has done for Iraq. We have spent hundreds of billions rebuilding their infrastructure, providing police protection, . . . giving free medical care. . . . [T]here needs to be some limit to our generosity. . . . We need to start putting our own people first. If we do not, we are soon not going to be able to pay all the Social Security and. . . other things we have promised our own people. . . ."

—**Rep. John J. Duncan, Jr. (R., Tenn.), 2007**

### ▶ Connect to Your World

1. **Understand (a)** What is the intended goal of the economic development agenda described by Secretary Rice? **(b)** What is Congressman Duncan's main concern?
2. **Compare and Contrast (a)** How does Secretary Rice justify the costs of foreign aid? **(b)** How does Congressman Duncan justify cutting foreign aid? **(c)** Which argument do you find more convincing? Explain your answer.

### GOVERNMENT ONLINE

#### In the News

For updates about American foreign aid, visit [PearsonSuccessNet.com](http://PearsonSuccessNet.com)

## 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.

## SECTION 4

# Foreign Aid and Alliances



### Guiding Question

In what ways does the United States cooperate with other nations? Use a chart like the one below to keep track of the methods used in international cooperation.



### 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.

**D**o 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.

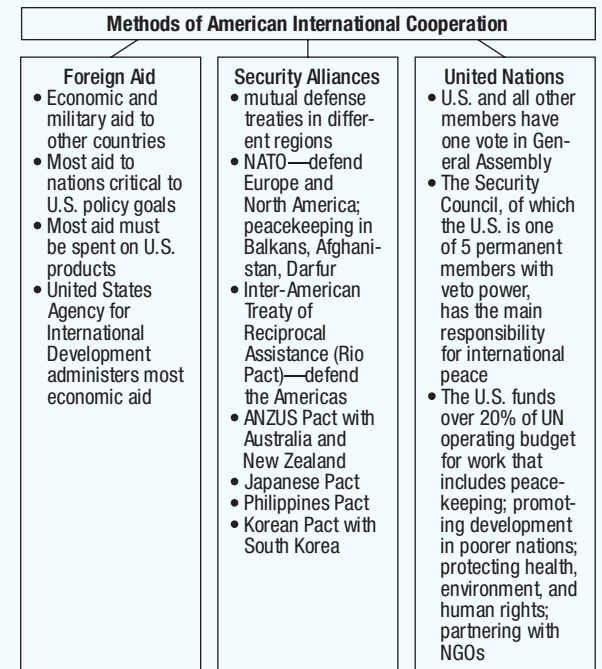
Foreign aid has taken several different directions over the years. Immediately after World War II, American aid was primarily economic. Since that time, however, military assistance has assumed a larger role in aid policy. Until the mid-1950s, Europe received the lion's share of American help. Since 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.

### GUIDING QUESTION

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



## 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. S14, to learn how to analyze sources.

## 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.

## Get Started

### LESSON GOALS

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.

### BEFORE CLASS

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 4 All-in-One, p. 267) before class.

**L2 Differentiate** Reading Comprehension Worksheet (Unit 4 All-in-One, p. 269)

### BELLRINGER

Write the following assignment on the board:

**Foreign aid programs and regional security alliances are ways that the United States can protect its own interests by helping other nations protect their interests. List one type of foreign aid program and one regional security alliance, and describe how each may benefit the region and the United States. Write your response in your notebook.**

**L2 Differentiate** Write this short list of key programs and alliances on the board, and have students choose one from the list for this activity: **Alliances: NATO, Rio Pact, Japanese Pact, ANZUS, Philippines Pact; Programs: economic, military, and humanitarian aid**

Tell students to go to the Audio Tour to find out more about the members of NATO.

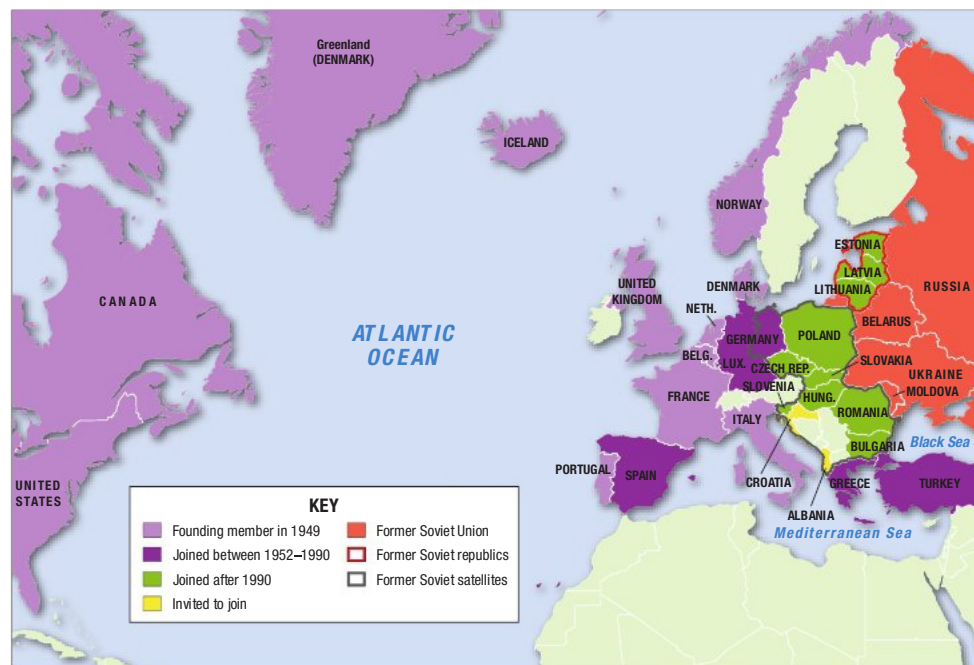
## Answers

**Analyzing Maps** Sample answer: Because there are still ideological differences between most NATO members and Russia, it seems unlikely that Russia will be invited to join NATO.

## The Expansion of NATO

**GOVERNMENT ONLINE**  
**Audio Tour**  
 To find out more about the members of NATO, visit [PearsonSuccessNet.com](http://PearsonSuccessNet.com)

► **Analyzing Maps** Membership in the North Atlantic Treaty Organization alliance has extended beyond western Europe with the addition of several nations that were once part of the Soviet-dominated Eastern Bloc. *Do you think an invitation to join will ever be extended to Russia?*



### 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).

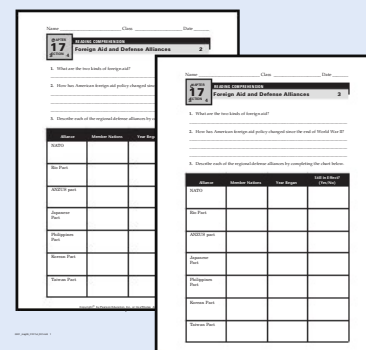
With the collapse of the Soviet Union, NATO's mutual security blanket was extended to cover much of Eastern Europe. Though it has grown in size, the alliance remains dedicated to the basic goal of protecting the freedom and security of its members through political and military action. Each of the now 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

## Differentiated Resources

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

- L3** Reading Comprehension Worksheet (p. 267)
- L2** Reading Comprehension Worksheet (p. 269)
- L3** Core Worksheets A and B (pp. 271, 272)
- L2** Extend Activities (pp. 275, 276)
- L3** Quiz A (p. 277)
- L2** Quiz B (p. 278)
- L3** Chapter Test A (p. 279)
- L2** Chapter Test B (p. 282)





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 Serbia’s 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

 **Checkpoint**  
How has NATO’s purpose changed?

**destabilize**  
*v.* to make something unstable, undermine, upset

**oust**  
*v.* to use force to remove someone from office

**resilience**  
*n.* ability to resume its original condition, bounce back

**genocide**  
*n.* the deliberate extermination of a people or nation

## 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.

**L2 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.

## BRAINSTORM

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 in that 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.

**L1 L2 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.

**L4 Differentiate** Have students do research to learn more about the issues and then complete the worksheet in greater detail.

Name _____ Class _____ Date _____			
CHAPTER 17 CORE WORKSHEET A			
SECTION 4 Foreign Aid and Defense Alliances			3
With your partner, identify current international issues, such as famine, political unrest, and deforestation. In the first row, write one issue for each category—environmental, humanitarian, and economic. Then complete the remaining rows by listing the region or country affected, any government or nongovernmental organization providing aid, and the type of aid (such as military, monetary, medical, or food). Then work with your partner to brainstorm how the aid benefits the region and the United States.			
Issue	Environmental	Humanitarian	Economic
Country or region			
Type of aid and organizations providing it			
Benefits to region affected			
Benefits to the United States			

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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.

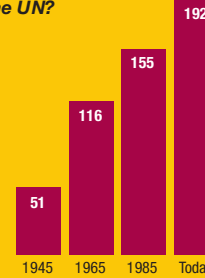
## The UN by the Numbers

Data can provide a great deal of insight into the structure and focus of an organization. *What insight does the information below provide about the UN?*

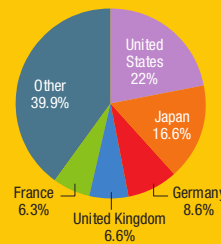
### Membership

192 Member countries

15 Security Council members



### Budget



\$4.19 billion

Current 2-year operating budget

22%

Operating budget share contributed by the United States

### UN Peacekeeping

\$7.1 billion

Current budget for UN peacekeeping operations

16

Peacekeeping operations in progress

88,000

UN troops deployed in peacekeeping missions around the world

SOURCE: The United Nations



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 Organization, which met in San Francisco from April 25 to June 26, 1945. There, the representatives of 50 nations—the victorious allies of World War II—drafted the United Nations Charter.<sup>5</sup> 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.**

—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

<sup>5</sup> 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.

## 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, able and 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 Security Council, 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.<sup>6</sup> 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.

<sup>6</sup> Except those matters currently under consideration by the Security Council.

**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 that *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

**Checkpoint**  
Which members of the Security Council have the veto power?

**organ**  
n. a unit of organization that performs a specific function

**abstain**  
v. to choose not to participate

## RESPOND TO READING

Distribute Core Worksheet B (Unit 4 All-in-One, p. 272) to the class. Have a volunteer read aloud the Preamble of the United Nations Universal Declaration of Human Rights from the first page of the worksheet. Ask: **According to the Preamble, how might people respond if their rights are not protected?** (*They might resort to rebellion against their oppressors.*) Have students create a list on their worksheet of what they believe to be essential human rights. (*Answers may include freedom of speech, freedom of religion, equality for all without discrimination, freedom from fear and want.*) After students have completed their lists individually, have them share their lists with the class.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

CHAPTER 17 SECTION 4 CORE WORKSHEET B Foreign Aid and Defense Alliances 3

The excerpt below is from the Preamble to the United Nations Universal Declaration of Human Rights. Read the excerpt and then answer the questions that follow.

“Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,  
“Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,  
“Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,  
“Whereas it is essential to promote the development of friendly relations between nations,  
“Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,  
“Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,  
“Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,  
“Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.”

1. According to the Preamble, how might people respond if their rights are not protected?  
\_\_\_\_\_  
\_\_\_\_\_

2. What rights do you consider essential for all human beings?  
\_\_\_\_\_  
\_\_\_\_\_

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## 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



## ANALYZE PRIMARY SOURCE

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.

**L4 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](http://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.

## Answers

**The Specialized Agencies** Possible response: These agencies work to solve international problems, such as poverty, hunger, illiteracy, and low living standards. Such problems often underlie regional conflicts. By alleviating these conditions, the agencies are contributing to the other UN goals of international peace and friendly relations.

bodies that have a working relationship with the world organization. There are several of these independent international bodies, including the World Health Organization (WHO), the International Monetary Fund (IMF), the World Bank Group, and the Food and Agriculture Organization (FAO). (See the feature below.)

**Trusteeship Council** The United Nations Charter requires each member to promote the well-being of the peoples of all "non-self-governing territories" as a "sacred trust." To that end, and for several decades, the Trusteeship Council monitored the way in which various UN members met that responsibility in their administration of (originally) eleven Trust

## GOVERNMENT ONLINE

### Update

To learn more about these specialized agencies, visit [PearsonSuccessNet.com](http://PearsonSuccessNet.com)

## The UN Economic and Social Council

# The Specialized Agencies

The UN was established to eliminate "the scourge of war." To that end, the Economic and Social Council coordinates the work of 15 specialized agencies—international organizations that seek to promote economic and/or social programs in many parts of the world. **How do these agencies reflect the goals of the United Nations?**

### The 15 Agencies

- 1 **FAO** Food and Agriculture Organization
- 2 **ICAO** International Civil Aviation Organization
- 3 **IFAD** International Fund for Agricultural Development
- 4 **ILO** International Labour Organization
- 5 **IMO** International Maritime Organization
- 6 **IMF** International Monetary Fund
- 7 **ITU** International Telecommunications Union
- 8 **UNESCO** United Nations Educational, Scientific, and Cultural Organization
- 9 **UNIDO** United Nations Industrial Development Organization
- 10 **UPU** Universal Postal Union
- 11 World Bank Group
- 12 **WHO** World Health Organization
- 13 **WIPO** World Intellectual Property Organization
- 14 **WMO** World Meteorological Organization
- 15 **WTO** World Tourism Organization



## 8 UNESCO

### United Nations Educational, Scientific, and Cultural Organization

Promotes education for all, cultural development, protection of the worldwide cooperation in the sciences, and freedom of the press and communication.

Left: Peru's Machu Picchu, a UNESCO World Heritage site

## 1 FAO

### Food and Agriculture Organization

Works to improve agricultural productivity and food quality, and to better the living standards of rural populations.

Below: An FAO expert teaches new farming techniques.

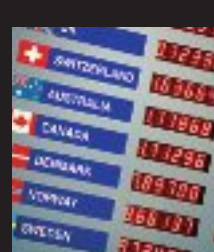


## 6 IMF

### International Monetary Fund

Promotes international monetary cooperation and financial stability and provides a forum for advice and assistance on financial issues.

Below: The IMF assesses exchange rates.



## 12 WHO

### World Health Organization

Coordinates programs aimed at solving health problems and the attainment by all people of the highest possible level of health.

Below: A WHO volunteer immunizes children against measles.



## 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 1994, 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.<sup>7</sup>

## 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 2 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

<sup>7</sup> The eight secretaries-general: Trigve Lie (Norway, 1946–1953), Dag Hammarskjöld (Sweden, 1953–1961), U Thant (Burma, 1962–1972), Kurt Waldheim (Austria, 1972–1982), Javier Pérez de Cuellar (Peru, 1982–1992), Boutros Boutros-Ghali (Egypt, 1992–1997), Kofi Annan (Ghana, 1997–2006), and Ban Ki-moon (South Korea, 2007–).

**Checkpoint**  
What is the secretary-general's role in the UN organization?

**jurisdiction**  
n. authority of a court to decide a dispute

## EXTEND THE LESSON

**L1 L2 ELL Differentiate** Have students select a region—Europe, Asia, South America, Africa, or the Middle East—and research one alliance that exists between the United States and countries of that region. Then, have students create a map of the region, highlighting the members of the alliance and noting when each nation became a member.

**L2 Differentiate** Distribute the Extend Activities “Foreign Aid” and “The United Nations” (Unit 4 All-in-One, pp. 275, 276), which have students research to learn more about foreign assistance and the role of the UN around the world.

**L3 Differentiate** Have students create an advertisement, commercial, jingle, or poster for the UN, promoting the need to guarantee one of the rights in the UN Declaration.

**L3 Differentiate** Have students visit the United States Agency of International Development Web site ([www.usaid.gov](http://www.usaid.gov)) and research the types of assistance provided by the agency. Then, students should create a poster to illustrate the work of this government agency.

**L4 Differentiate** Have students research, either online or in the library, the reactions to the United Nations Universal Declaration of Human Rights at the time the document was created and any issues relating to it today. Students should prepare a short oral presentation based on their research.

## Assess and Remediate

**L3** Collect the Core Worksheets and grade students' work.

**L3** Assign the Section 4 Assessment questions.

**L3** Section Quiz A (Unit 4 All-in-One, p. 277)

**L2** Section Quiz B (Unit 4 All-in-One, p. 278)

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

**Government**  
online

All print resources are available on the Teacher's Resource Library CD-ROM and online at [PearsonSuccessNet.com](http://PearsonSuccessNet.com).

## Background

**DOCTORS WITHOUT BORDERS** The nongovernmental organization Doctors Without Borders provides humanitarian medical assistance in nations where epidemics, malnutrition, conflict, and natural disasters threaten survival. It fields more than 27,000 health professionals and support staff of many nationalities, including more than 200 Americans. In recent years, medical teams have responded to pandemics of AIDS and tuberculosis. They have cared for victims of floods in Mexico and cyclones in Bangladesh. They have brought essential medical services to refugees, street children, and migrants who otherwise would have no access to healthcare. When their teams witness atrocities in the course of their work, they speak out to focus international attention on the situation. The group alerted the UN Security Council to the crisis in Darfur. In 1999, the group received the Nobel Peace Prize.

## Answers

**Checkpoint** heads the UN administrative staff, prepares the organization's budget, and is a major channel in the settlement negotiations of international disputes

## REMEDIATION

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

## Answers

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

## Assessment Answers

- 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.
- (a) military and economic aid to other nations (b) possible examples: providing food, medicines, funds, and military training and supplies
- (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** Thesis statements should clearly state the essay's purpose and goal.

**Checkpoint**  
What global issues are the focus of the work of the UN?

gases that destroy the ozone layer. The UN also helped establish the Intergovernmental Panel on Climate Change. That body was created to examine the large volume of information about climate change generated by the scientific community and to help provide government decision-makers with accurate, balanced analysis of this data.

Human rights have long been a leading priority for the United Nations. In 1948, the UN drafted the Universal Declaration of Human Rights, and it has sponsored more than 80 treaties that help protect specific rights. Various United Nations agencies work to aid and protect refugees and displaced persons, and the international organization raises more than \$1 billion a year for assistance to victims of war and natural disasters.

The UN also works closely with non-governmental organizations, NGOs, around the world. As the name suggests, NGOs are independent of governments, and the list of issues and topics that they exist to address is nearly endless. On issues ranging from public health to the environment to the status of women, these groups perform valuable work around the world. The United Nations actively seeks to partner with those organizations as a means of achieving its goals. A prime example is the International Committee of the Red Cross, a humanitarian NGO with which the UN works to assist victims of

disasters ranging from military conflicts to those inflicted by Mother Nature.

## 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 place 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.

## SECTION 4 ASSESSMENT

### Essential Questions Journal

To continue to build a response to the chapter Essential Question, go to your Essential Questions Journal.

- Guiding Question** Use your completed table to answer this question: In what ways does the United States cooperate with other nations?

#### Key Terms and Comprehension

- (a) What is **foreign aid**? (b) Cite two examples of that policy.
- (a) What is **NATO**? (b) How has it changed over the years?
- Summarize the organization and function of the UN **Security Council**.

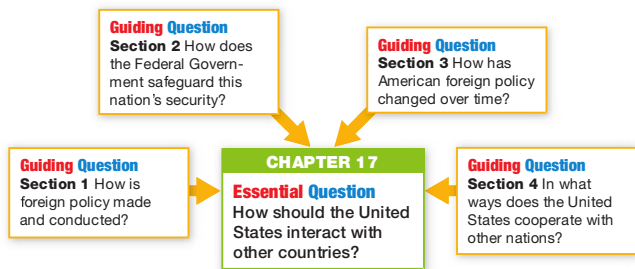
#### Critical Thinking

- Identify Central Issues** Why do you think the U.S. has formed regional security alliances around the globe?
- Demonstrate Reasoned Judgment** Do you think the United Nations General Assembly deserves to be called "the town meeting of the world"? Why or why not?
- Make Comparisons** (a) Compare the basic foreign policy of the United States early on to that of today. (b) How do this nation's alliances illustrate this change?

#### 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.





### Key American Foreign Policies

<b>Monroe Doctrine</b>	Isolates the U.S. from international affairs unless North or South America is threatened.
<b>Roosevelt Corollary</b>	Extends the Monroe Doctrine by giving the U.S. the authority to intervene in the affairs of Latin America.
<b>Good Neighbor Policy</b>	Reduces American political and military interference in Latin America.
<b>Deterrence</b>	Maintains that superior military strength will deter hostile powers from attacking the nation.
<b>Truman Doctrine</b>	Affirms that the U.S. will oppose any aggressor's attempt to control another nation and its people.
<b>Containment</b>	Prevents the spread of communism by assisting threatened nations.
<b>Détente</b>	Reduces tensions between the United States and other countries.
<b>Collective Security</b>	Unifies nations against any nation that threatens the peace.

### Political Dictionary

**domestic affairs** p. 482  
**foreign affairs** p. 482  
**isolationism** p. 482  
**foreign policy** p. 483  
**right of legation** p. 485  
**ambassador** p. 485  
**diplomatic immunity** p. 486  
**passport** p. 487  
**visa** p. 487  
**espionage** p. 492  
**terrorism** p. 492  
**collective security** p. 498  
**deterrence** p. 498  
**cold war** p. 498  
**containment** p. 500  
**détente** p. 501  
**foreign aid** p. 505  
**regional security alliance** p. 506  
**NATO** p. 506  
**United Nations** p. 508  
**Security Council** p. 509

### 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

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**

## For More Information

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

- L1** **Ross, Stewart.** *United Nations*. Heinemann, 2003.
- L2** **Kallen, Stuart A., ed.** *What Are the Most Serious Threats to National Security?* Greenhaven Press, 2005.
- L3** **Renehan, Edward J.** *The Monroe Doctrine: The Cornerstone of American Foreign Policy*. Chelsea House Publications, 2007.
- L4** **Kissinger, Henry.** *Does America Need a Foreign Policy?: Toward a Diplomacy for the 21st Century*. Simon & Schuster, 2002.

### 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

## Comprehension and Critical Thinking

### Section 1

1. **(a)** What is the difference between isolationism and internationalism? **(b)** When and why did the United States stop pursuing a largely isolationist foreign policy? **(c)** What are the advantages and disadvantages of an internationalist foreign policy?
2. **(a)** What is the major responsibility of an ambassador? **(b)** How are ambassadors appointed, and what qualifications do they usually have? **(c)** How does the work of an ambassador help advance American foreign policy?

### Section 2

3. **(a)** What does "civilian control of the military" mean? **(b)** How is civilian control of the military guaranteed in the United States? **(c)** What are the dangers of a military not under civilian control?
4. **(a)** Which executive branch agencies are primarily responsible for protecting the United States from terrorist attacks? **(b)** Why is it so difficult to protect this nation completely against terrorist attacks?

### Section 3

5. **(a)** What is the policy of deterrence? **(b)** How effective has it been as a tool in American foreign policy? **(c)** Do you think it is still an effective policy in today's world? Why or why not?
6. **(a)** What is the basic goal of American foreign policy? **(b)** How does the history of American foreign policy illustrate that goal? **(c)** What do you think should be the overall goal of American foreign policy?

### 7. Analyze Political Cartoons

- (a)** What is the cartoonist suggesting in this cartoon?
- (b)** Is it an accurate portrayal?
- (c)** Should the United States armed forces be more or less involved in the affairs of other nations? Explain.



### Section 4

8. **(a)** Cite three regional alliances and the countries associated with them. **(b)** What effect do you think a pact between the United States and countries in the Middle East would have on world affairs today?
9. **(a)** What is the main purpose of the United Nations? **(b)** What are the six main bodies of the UN and how do they support that purpose? **(c)** Do you think the United Nations should be a means of advancing American international policy? Why or why not?

### Writing About Government

10. Use your Quick Write exercises from this chapter to write a problem-and-solution essay on a current international issue. Make sure you clearly define the problem, explain your solution, and provide supporting details illustrating how your solution could succeed. See pp. S3–S5 in the Writing Handbook.

## Apply What You've Learned

11. **Essential Question Activity** Select a country to which the United States has provided humanitarian, military, or economic aid within the last 20 years. Conduct research and use the following questions to help you create a cause-and-effect chart:
  - (a)** What event led to U.S. involvement? For how long did the United States provide support?
  - (b)** Was American support military or humanitarian in nature? Did its purpose change over time?
  - (c)** Were other organizations involved? If so, which ones?
  - (d)** What were the results of American aid?

12. **Essential Question Assessment** Use the results of your research and the content of this chapter to write an editorial piece that helps express your opinion on the Essential Question: **How should the United States interact with other countries?** Remember that an Op-Ed is a form of persuasive essay. Your opinion should be well thought out and include accurate details that support the view you want to express.

**Essential Questions Journal** To respond to the chapter Essential Question, go to your **Essential Questions Journal**.

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.

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.

### SECTION 4

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,

# Document-Based Assessment

## Deterrence and Foreign Policy

The destructive force of a nuclear weapon is horrifying, not only in its actual detonation but in the mere possibility of its use. As illustrated by the following documents, having and stockpiling weapons with such destructive capabilities became the American foreign policy of deterrence that continues to this day.

### Document 1

The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. And the end is not yet. With this bomb we have now added a new and revolutionary increase in destruction to supplement the growing power of our armed forces. In their present form these bombs are now in production and even more powerful forms are in development. . . .

We are now prepared to obliterate more rapidly and completely every productive enterprise the Japanese have above ground in any city. We shall destroy their docks, their factories, and their communications. Let there be no mistake; we shall completely destroy Japan's power to make war.

—President Harry Truman,  
on the bombing of Hiroshima, 1945

### Document 2

Our reluctance for conflict should not be misjudged as a failure of will. When action is required to preserve our national security, we will act. We will maintain sufficient strength to prevail if need be, knowing that if we do so we have the best chance of never having to use that strength.

—President Ronald Reagan,  
first Inaugural Address, 1981

### Document 3

The effort to develop ballistic missile defenses is part of a broader effort to move beyond the Cold War and establish a new deterrence framework for the 21st century. . . .

We no longer worry about a massive Soviet first strike. We worry about terrorist states and terrorist networks that might not be deterred by our nuclear forces. To deal with such adversaries we need a new approach to deterrence. This approach combines deep reductions in offensive nuclear forces with new, advanced conventional capabilities and defenses to protect free people from nuclear blackmail or attack. . . .

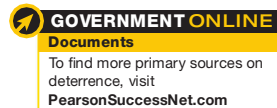
As we reduce our nuclear arsenal, we're investing in advanced conventional capabilities. . . . We're investing in the next generation of missile defenses—because these systems do more than defend our citizens, they also strengthen deterrence.

. . . [W]ith missile defenses in place, the calculus of deterrence changes in our favor. If [a] terrorist regime does not have confidence their missile attack would be successful, it is less likely to engage in acts of aggression in the first place.

—President George W. Bush,  
Global War on Terror speech, 2007

Use your knowledge of American foreign policy and Documents 1–3 to answer Questions 1–3.

1. What is the main point of both Documents 2 and 3?
  - A. Deterrence is not enough to deter aggression.
  - B. The United States should reduce military spending.
  - C. New methods of deterrence are necessary.
  - D. Military strength will ensure national security.
2. How might President Truman's comments in Document 1 have helped deter other nations from attacking the United States?
3. **Put It Together** Do you think that nuclear weapons and weapon stockpiling have helped the United States achieve its foreign policy objectives? Why or why not?



## DOCUMENT-BASED ASSESSMENT

1. D
2. If other nations believed that the United States would be able to use the new and immensely powerful atomic bombs against any nation that attacked it, they would not provoke the U.S. into retaliating against them.
3. Possible response: Arms stockpiling did help deter Soviet attack during the cold war and contributed to the collapse of the Soviet Union. Huge stores of nuclear and conventional weapons can still deter hostile nations. However, they will have little deterrent effect on terrorist organizations that are dispersed across many nations, not massed in one location where huge bombs can annihilate them and their war-making capabilities. Also, rogue states and terrorist groups might gain access to nuclear weapons and use them against us.

**L2 Differentiate** Students use all the documents on the page to support their thesis.

**L3 Differentiate** Students include additional information available online at [PearsonSuccessNet.com](http://PearsonSuccessNet.com).

**L4 Differentiate** Students use materials from the textbook, the online information at [PearsonSuccessNet.com](http://PearsonSuccessNet.com), and do additional research to support their views.

**Go Online to [PearsonSuccessNet.com](http://PearsonSuccessNet.com)** for a student rubric and extra documents.

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.



## ANSWERS TO ESSENTIAL QUESTION WARMUP

Before assigning these questions, distribute the Rubric for Assessing a Writing Assignment (Unit 4 All-in-One, p. 291). Use the criteria and the guidelines below to grade students' answers to the Essential Question Warmup questions. Then send students to the **Essential Questions Journal** to answer the unit Essential Question.

1. Students may point out that voters often judge candidates based on rather superficial characteristics such as speaking style and appearance. Voters should, however, judge candidates by such criteria as experience, vision, reaction to pressure, intelligence, leadership qualities, and how closely a candidate's views on the issues match those of the voter. Answers may differ on the relative importance students assign to these criteria.
2. The passage of time results in perspective. For example, what might have been seen as a crisis at one time may turn out to be a relatively minor event with little bearing on a President's entire term of office. In addition, decisions might result in unexpected consequences later on.
3. A President who is popular—has the will of the people behind him or her—will be more effective than an unpopular President. However, sometimes a President must make an unpopular decision if it is for the greater good of the country. Presidents who are overly concerned about their popularity will likely not make good long-term decisions.
4. Sample answer: Those Presidents who are considered "great," such as Washington or Lincoln, were tested by extraordinary events that allowed them to rise to the occasion and show heroism. Not every potentially "great" President governs under those circumstances, suggesting that one should look deeply into a presidency to see whether greatness in vision or decision making is evidenced under more ordinary circumstances.

# Perspectives



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## 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?

#### Essential Questions Journal

To continue to build a response to the chapter Essential Question, go to your **Essential Questions Journal**.

## 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

## In This Unit

**Chapter 18:**  
The Federal Court System

**Chapter 19:**  
Civil Liberties: First  
Amendment Freedoms

**Chapter 20:**  
Civil Liberties: Protecting  
Individual Rights

**Chapter 21:**  
Civil Rights: Equal  
Justice Under Law

Photo: Entrance to the Supreme Court

**Essential Questions Journal** To begin to build a response to the chapter Essential Question, go to your Essential Questions Journal.

# Unit 5

## The Judicial Branch

**Essential Question** What should be the role of the judicial branch?

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### 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

**L2 ELL Differentiate** Chapter 18 Prereading and Vocabulary Worksheet (Unit 5 All-in-One, p. 9)

### SUCCESSNET STUDENT AND TEACHER CENTER

Visit [PearsonSuccessNet.com](http://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.



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## 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).