

Lesson Title: Writing A Foreign Policy

Lesson Design By: Lisa Daugherty, Chillicothe High School,
Chillicothe, MO, SPED Self-Contained, 10th/11th English

June 2006

Teaching Traditional American History Program

Funded by the U.S. Department of Education

Mike Lair, Project Director

<http://www.chillihistoryproject.com/>

Lesson Overview: The lesson is intended to be part of a historical writing unit in a self-contained English class (10th or 11th grade). The lesson is for students to write a modified "foreign policy" between their own high school and a rival school in the conference. Students will have prior knowledge of foreign policies from the WWII era. This lesson could easily be adapted to other eras in history.

Essential Questions: What is the significance of a foreign policy? How can a foreign policy benefit a country, school, or individuals?

Objectives: After completing this lesson the student will be able to:

1. Describe the significance of a foreign policy from the World War II era. (United States History:GLE'S-2a.D.4)
2. Write a modified "foreign policy," between their home school, and a rival school for sportsmanship. (United States History: GLE'S- 2a. D.4)

Assessment: Foreign policy papers will be graded according to the following scoring guide.

Scoring Guide:

5 pts- The purpose of the "foreign policy" must be identified.

5 pts- Identify the allies involved.

5 pts- List stated consequences if the policy is broken.

5 pts- The policy must be typed.

20 pts total

Materials:

- paper
- pencils/pens
- computers for typing
- List of rival schools (for students who do not know, this will vary from school to school, list not included)
- Foreign policy documents from the WWII era for students to assess. (Students will assess these policies to identify the allies involved, the purpose of the policy, and the consequences if broken.)

Class Time: This lesson will take approximately 2-3 days of class time, depending on class size, functioning levels, computer availability, etc.

Teacher Input: The first day will be spent defining foreign policy. Then the students will be asked to work with a partner to identify three key factors in a foreign policy: the allies involved, the purpose of the policy, and the consequences if the policy is broken. Next students will be working with partners or independently (teacher choice) to create a modified "foreign policy," between their school and another rival school from their conference. The students should focus on sportsmanship for the policy. After creating a rough draft of the policy, students will be ready to type a final copy.

Activities: Writing a foreign policy between the student's home school and a rival school.

Questions for Review: The teacher will lead discussion questions after all policies have been turned in. The teacher will read aloud policies created by class members and the students will be asked to identify the three key components.

Questions might include:

Q- What is the intended purpose of this policy? **A-** Answers will vary according to the different types of policies that are created.

Q- Who are the involved allies? **A-** The answer should include the student's home school and a rival school. **Q-** What are the consequences for allies if the policy is broken? **A-** Answers will vary

but should be related to the topic of consequences.

Closure: The teacher led questions stated above will serve as the closure to the lesson.

Extension: Students could work in groups of 4 to create a foreign policy for our country.

References:

www.ibiblio.org/pha/policy/pre-war/361125a.html or
www.ibiblio.org (foreign policies to assess)