



## US History L2 - Unit 4 - American Foreign Policy

### Unit Focus

As American society developed throughout the 20th century, the country's position in the world substantially changed. Inevitably, like all nations, the United States continues to balance its global interests while holding true to its founding principles. With the rapidly changing dynamics of the 21st Century information age, the intricacies of diplomacy, collective security, and globalization challenge the US government and its interests and actions around the globe. A major dilemma, which has become more apparent with global extremism and polarization, is that of determining a particular approach or course of action and the potential impacts of that action. Included in the evaluation of foreign policy is the importance of geographic reasoning and its influence on diplomatic decision-making. This unit encourages students not only to develop a clarity in their underlying beliefs about foreign policy at specific "decision points" in the 20th century, but also to understand the impact of the various foreign policy tools available to preempt, respond to, and influence contemporary global issue and conditions. Continued reading, research, opinion/argumentative writing, and historical thinking skills will also be of focus during several workshop sessions as students further develop their thesis statement and outline, make deeper connections to the themes from unit 4, and begin working with peers and the instructor to draft a paper and reflect on the process.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Common Core Standards</b> <i>History/Social Studies : 12</i> <i>919843 Reading History</i> <i>919844 Key Ideas and Details</i> <i>919852 Integration of Knowledge and Ideas</i> <ul style="list-style-type: none"><li>• CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</li></ul> <i>919858 Writing History &amp; Science</i> <i>919859 Text Types and Purposes</i> <i>CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on discipline-specific content.</i> <ul style="list-style-type: none"><li>• CCSS.ELA-LITERACY.WHST.11-12.1E Provide a concluding statement or section that follows from or supports the argument presented.</li></ul> <i>919872 Production and Distribution of Writing</i> <ul style="list-style-type: none"><li>• CCSS.ELA-LITERACY.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li></ul> <b>Performance Standards</b> <i>Social Studies : 12</i> <i>1011321 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS &amp; TOOLS</i> <i>1011342 Economics</i>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue. <b>T2</b> Pose and pursue question(s) to better understand an issue and draw conclusion or seek patterns based on a synthesis of evidence.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts. <b>U2</b> The outcome of any historical event may not be intended or predicted. <b>U3</b> Geographic reasoning requires using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations. <b>U4</b> Rules, laws, and processes help people make decisions on issues to balance individual freedoms and common good. <b>U5</b> The validity and strength of a claim, counterclaim, and an argument are based on the effective use of evidence from multiple sources and alternate perspectives.	<i>Students will keep considering...</i> <b>Q1</b> How did this event occur? Why did this event occur? <b>Q2</b> How do historians recognize past problems and apply their understandings to present issues? <b>Q3</b> How can geographic reasoning be applied to infer useful information and make decisions? <b>Q4</b> What are the challenges and potential impacts of taking action? <b>Q5</b> Why do I need to develop claims and use evidence from multiple sources?

## Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<ul style="list-style-type: none"> <li>• ECO.9--12.9 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment and resource and income distribution in different nations. <i>1011352 Geography</i></li> <li>• GEO.9--12.12 Evaluate how globalization, competition for scarce resources and human migration contribute to conflict and cooperation within and among countries. <i>1011365 History</i></li> <li>• HIST.9--12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> <li>• HIST.9--12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> <li>• HIST.9--12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. <i>1011383 DIMENSION 3: EVALUATING SOURCES &amp; USING EVIDENCE</i></li> <li>• INQ.9--12.9 Refine claims and counterclaims attending to precision, significance and knowledge conveyed through the claim while pointing out the strengths and limitations of both. <i>1011388 DIMENSION 4: COMMUNICATING CONCLUSIONS &amp; TAKING INFORMED ACTION</i></li> <li>• INQ.9--12.16 Assess options for individual and collective action to address local, regional and global problems by engaging in self-reflection, strategy identification and complex causal reasoning.</li> <li>• INQ.9--12.13 Critique the use of claims and evidence in arguments for credibility.</li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>• Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)</li> </ul>	<p><i>Students will know...</i></p> <p><b>K1</b> The definition, key elements, and American foreign policy classification based on Barron's continuum</p> <p><b>K2</b> Historical turning points in U.S. foreign policy and the role of the State Department</p> <p><b>K3</b> Post WWII/Cold War elements which influenced U.S. foreign policy and the examples of economic, political, and military foreign policy actions</p> <p><b>K4</b> Globalization, Extremism, and the foreign affairs agenda of the U.S. government in a post 9/11 world</p> <p><b>K5</b> The future of U.S. Foreign Affairs and the various perspectives and viewpoints which influence international relations</p> <p><b>K6</b> Content Vocabulary: foreign policy, diplomacy, alliance, independence, sovereignty, interdependence, annexation, imperialism, empire, regime, isolationism, containment, collective security, deterrence, interventionism, detente, domino theory, preemptive war, preventive war, Four Freedoms, Truman Doctrine, Democratization, Communism, Socialism</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> evaluating the context of historical events</p> <p><b>S2</b> analyzing and evaluating interpretations of past events based on historical sources and perspectives</p> <p><b>S3</b> integrating evidence from multiple sources and interpretations into an argument</p> <p><b>S4</b> explaining how globalization affects economic elements in different nations</p> <p><b>S5</b> evaluating how globalization contributes to international conflict and cooperation</p> <p><b>S6</b> refining claims and counterclaims</p> <p><b>S7</b> critiquing the credibility of claims and evidence in arguments</p> <p><b>S8</b> assessing options for individual and collective action</p> <p><b>S9</b> providing a concluding statement which supports the argument</p> <p><b>S10</b> developing and strengthening writing through planning</p>