

A History
of Diplomacy



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A History of Diplomacy □

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A History of Diplomacy □

An Introduction

The Video Series

This instructional package is one of a continuing series produced by the United States Department of State, in collaboration with a special committee of social studies educators from around the country. The purpose of the series is to help students understand the connection between world events and their own lives and those of others in their communities.

This series builds on the resources of the U.S. Department of State. The video, print, and other resources in the series are intended for use with middle school and high school courses. In producing instructional materials of this nature, the developers recognize that the audiences represent a vast range of interests and backgrounds, as well as local and state curriculum standards and requirements.

We hope that teachers find the series useful and will look forward to other programs. A response form is included with this package. Your comments and suggestions will be helpful in the development of future instructional packages.

A History of Diplomacy

A History of Diplomacy is an instructional package providing an overview of American diplomacy as it evolved from the colonial period through the present day. The video is presented in two parts: the first half ends with World War II, while the second half spans the period 1945 through the present day.

This package also includes the video script, a timeline, glossary, suggested lessons and extension activities, website links, and other support material. Lessons focus on history, civics, geography, economics, and culture, and support the thematic curriculum strands of *Expectations of Excellence: Curriculum Standards for Social Studies* of

the National Council for the Social Studies. Lessons and support materials were also designed to promote the literacy emphasis of “No Child Left Behind” by including oral, written, and visual communication activities.

These instructional materials were designed to provide a high degree of flexibility for classroom teachers. The video can be viewed in its entirety or in segments, and can be used to stimulate classroom discussion, as an introduction to a series of lessons on the topic, or as an overview of the topic of diplomacy. The video and print materials may constitute a complete instructional unit, or individual elements may be incorporated into existing units. The lessons and materials support American history, government, or modern world history courses.

Teachers are encouraged to enhance the content of this package with other instructional materials and information sources such as textbooks, newspapers, television, and the Internet. Suggestions for using additional resources are included with a number of the lessons. Teachers are encouraged to modify suggested lessons and other materials in ways that are appropriate for their students, courses, and other local circumstances.

Print materials in the package are provided in black-on-white format. They may be easily reproduced by electronic copying, or scanned into computer files to enable teachers to customize materials for their own classrooms. Some websites in the list of resources may have copyright restrictions, and teachers are advised to review and abide by those restrictions. All materials in this print package produced by the Department of State may be reproduced and disseminated without specific permission.

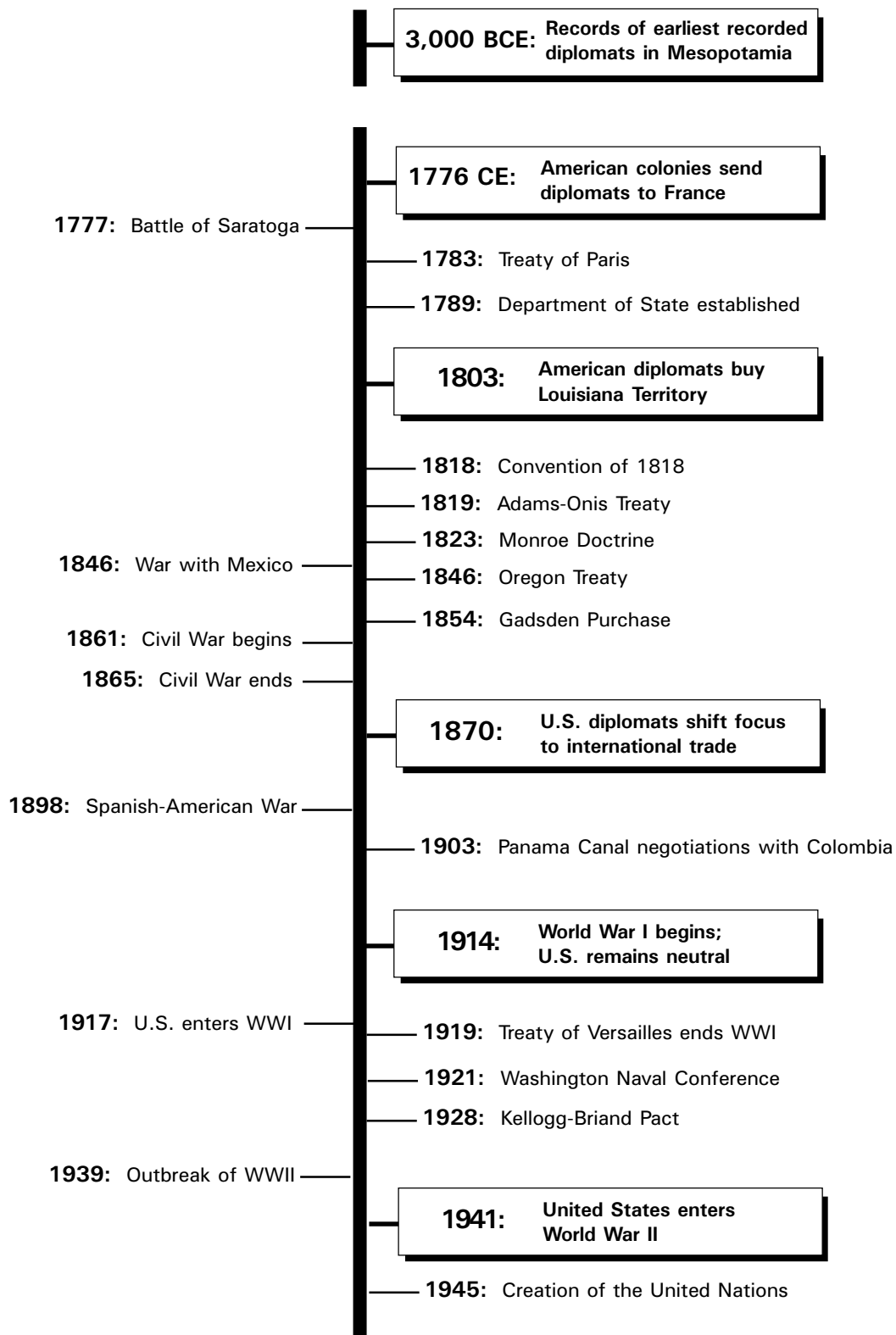
Points of Emphasis

The following points should be emphasized relative to the videotape and activities in this instructional packet.

- Foreign policy determines how the United States relates to other countries and addresses global issues.
- Diplomacy is the chief instrument of foreign policy.
- Negotiation is the key tactic of diplomacy.
- Modern diplomacy, foreign policy, and international law have their roots in ancient Greece and Rome.
- Our Constitution and the organization of the Federal Government formalize the place of foreign policy as a key function of the government.
- Beginning with George Washington, presidents throughout the history of the United States have developed policies and positions on matters relating to other nations.
- Treaties have contributed significantly to establishing the territory that became the United States as we know it today.
- In the latter half of the 19th century, U.S. foreign policy shifted its focus from non-involvement to trade and economic relations with other nations.
- During the 20th century, foreign policy often occurred in the venue of international organizations and multi-national alliances.
- U.S. foreign policy in the latter half of the 20th century was dominated by the Cold War, with its communist adversaries and the threat of nuclear conflict.
- The influence of the United States grew following World War II, and it often played the role of peacemaker and offered humanitarian aid.
- Since the break-up of the Soviet Union and the end of communist rule in many of its allied nations, U.S. foreign policy has become more concerned with global health and environmental issues, as well as terrorism around the world.
- U.S. foreign policy is fostered by many more people from various walks of life than just those in the diplomatic corps and members of the Foreign Service.

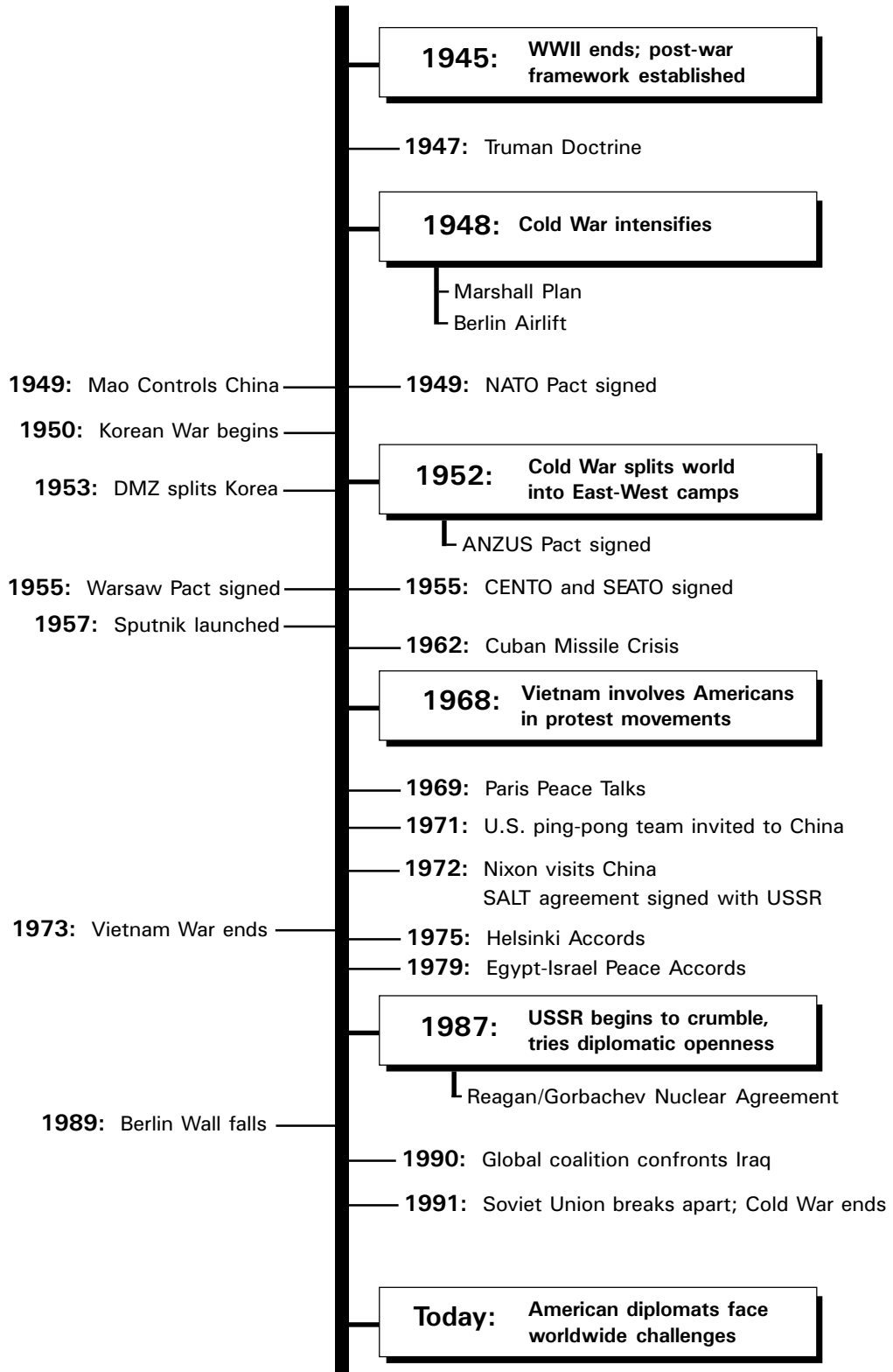
Timeline

A History of Diplomacy: Part I



Timeline

A History of Diplomacy: Part II



Script Outline

PART One:

- ① **Opening Sequence**
 - Ⓐ Introduction
 - Ⓑ Goals of Foreign Policy
 - Ⓒ Definition of Diplomacy
- ② **Historical Background**
 - Ⓐ Mesopotamia
 - Ⓑ Greece
 - Ⓒ Rome
- ③ **Revolutionary America**
 - Ⓐ Continental Congress/Secret Diplomacy/
Silas Deane
 - Ⓑ Benjamin Franklin & the Treaty of Alliance
 - Ⓒ Franklin, Adams, Jay/Treaty of 1783
 - Ⓓ Articles of Confederation
 - Ⓔ Constitution of 1789/Department of State/
Thomas Jefferson
 - Ⓕ Ministers, consuls defined
 - Ⓖ Washington's Farewell Address
 - Ⓗ European designs on Latin America/
Monroe Doctrine
- ④ **Westward Expansion & Civil War**
 - Ⓐ Louisiana Purchase
 - Ⓑ Treaties & Territorial Expansion
 - Ⓒ War With Mexico/Nicholas Trist
 - Ⓓ Gadsden Purchase/Seward's Folly
 - Ⓔ Consequences: Native Americans, Civil War
- ⑤ **Rise to Global Power**
 - Ⓐ New focus on business and exports
 - Ⓑ Spanish-American War/New territory
 - Ⓒ John Hay/Open Door
 - Ⓓ Panama Canal
 - Ⓔ WWI/Wilson/Fourteen Points/League of Nations
 - Ⓕ Harding/Washington Naval Conference/
Kellogg-Briand Pact
 - Ⓖ FDR/WWII conferences
 - Ⓗ Postwar Vision/United Nations

Script Outline

PART

Two:

①

Beginnings of the Cold War

- Ⓐ Introduction/Post-war growth
- Ⓑ Attitudes of Stalin/Eastern Europe is communist
- Ⓒ George Kennan/Containment Policy
- Ⓓ Truman Doctrine/Marshall Plan
- Ⓔ Berlin Airlift/Foundation of NATO
- Ⓕ Communist China/McCarthyism/Long-term effects
- Ⓖ Korean War
- Ⓗ ANZUS/CENTO/SEATO

②

Superpower Competition

- Ⓐ Emerging Nations/Non-Aligned Movement
- Ⓑ Khrushchev/Sputnik
- Ⓒ Cuban Missile Crisis
- Ⓓ New diplomats/satellite technology/Peace Corps

③

The Vietnam War and the New Activism

- Ⓐ Television/anti-war movement/pressure to negotiate
- Ⓑ Media scrutiny/secret diplomacy/Henry Kissinger

④

The Era of Détente

- Ⓐ Nixon/China/Ping-pong diplomacy
- Ⓑ USSR/SALT Agreement
- Ⓒ Kissinger/shuttle diplomacy
- Ⓓ Presidential summit diplomacy

⑤

New Pressures on Diplomacy

- Ⓐ New global issues emerge
- Ⓑ New public/private sector players
- Ⓒ Racial issues/South Africa/apartheid

⑥

The End of the Cold War

- Ⓐ Gorbachev/*perestroika*/*glasnost*
- Ⓑ Fall of Berlin Wall/USSR ends
- Ⓒ New Pressures/1990 Gulf War/Bosnia
- Ⓓ AIDS/SARS
- Ⓔ Environment
- Ⓕ Colin Powell talks about diplomacy
- Ⓖ Conclusion

Video Script

A History of Diplomacy: Part I

Narrator:

Every day, America's diplomats meet with foreign governments, help Americans abroad, talk to the press, and promote our country's interests. They evaluate information from around the world and must decide how to react. Are we facing a dangerous threat? How do we decide what to do?

(OPENING SEQUENCE)

Narrator:

The goal of foreign policy is to further our national interests, and diplomacy is the chief instrument of foreign policy.

Diplomacy can be defined as the art and practice of conducting negotiations between nations, and as skill in handling affairs without causing hostility.

One of the most reliable and successful tactics of diplomacy is negotiation. And it's a tactic with a very long history.

Diplomacy's
Origins

Timeline:
3,000 BCE

Map

Almost 5,000 years ago, messengers traveled to and from the city-states of Mesopotamia on missions of war and peace. Clay tablets discovered in Persia, now known as Iran, tell the story of these early diplomatic missions.

Our diplomatic tradition dates back to the cities of ancient Greece, where messengers known as "heralds" were the first diplomats. People believed the Greek gods protected these heralds, so no one dared to harm them as they carried messages between warring states. The Greeks were also the first to grant immunity to diplomatic representatives and their possessions, a practice still used throughout the world.

Video Script

Timeline:
1776 CE

Revolutionary
Diplomacy

The Romans later built on the Greek system of diplomacy. They were the first to apply the idea of the sanctity of contracts to treaties with foreign nations — and that idea is the foundation for international law today.

Diplomacy played a key role in America’s struggle for independence from England. The colonists declared their independence in 1776, but needed a powerful ally in the Revolutionary War. They looked to England’s traditional enemy, France, to be that ally. The Continental Congress sent one of its members as an undercover agent to France to try and gain support for the American Revolution — “Mr. Timothy Jones of Bermuda” was really Mr. Silas Deane of Connecticut.

Our first official diplomat in France, Benjamin Franklin, succeeded in winning French support for the Colonies. Franklin’s diplomatic skill, together with the American victory at the Battle of Saratoga, led to the Treaty of Alliance with France in 1778. These events marked a turning point in the Revolutionary War.

But Franklin and his colleagues, John Adams and John Jay, were worried that the French would use the American colonies as a bargaining chip in their own negotiations with the British. So, after defeating the British at the Battle of Yorktown, the Americans secretly negotiated with the British and signed a separate peace treaty in 1783. Diplomacy had helped win independence and establish the nation.

Map

Under the Articles of Confederation, which created our first form of self-government, each state ran its own affairs. This left the young nation vulnerable to threats from foreign powers. So the Constitution of 1789 established a strong Federal Government, and gave the President and Congress responsibility for foreign policy. Recognizing the importance of foreign policy, President

Video Script

George Washington created his first cabinet department in 1789 — the Department of State. He appointed Thomas Jefferson as the first Secretary of State.

In this new Department of State, two types of diplomats represented the United States abroad. Prominent Americans were appointed as Ministers to handle political affairs. Consuls handled business and trade. American diplomatic missions and trade spread around the world.

In his Farewell Address, President Washington laid the foundation of American diplomacy for the next century by warning against permanent alliances. He wanted us to stay out of Europe's problems — and hoped that the Europeans would stay out of ours. Washington's advice set the foundation for a policy of isolationism, which would last for decades.

Early American diplomacy also included the concepts of idealism, which emphasized the core principles of America's democracy, and realism, which emphasized the nation's vital interests and security.

But the Europeans were still interested in the Western Hemisphere. And so, to protect our interests there, in 1823 Secretary of State John Quincy Adams drafted what became known as the "Monroe Doctrine." Delivered by President James Monroe, it declared the Western Hemisphere off-limits to European meddling. The Monroe Doctrine was an important first step as the new nation asserted itself.

Timeline:
1803

Westward
Expansion

America's early diplomats were instrumental in the expansion of the United States during the 19th century. In fact, we gained more territory through peaceful treaty negotiations than we did through war. And sometimes, we got more than we expected. In 1803, American Minister Robert Livingston offered to buy New Orleans from France. He was astonished when Napoleon offered to sell all

Video Script

Map

of the Louisiana Territory for the bargain price of 15 million dollars. The Louisiana Purchase doubled the size of the United States. The move West had begun.

Later, Secretary of State John Quincy Adams, negotiating with the British, secured much of the territory of the present states of Idaho, Montana, and North Dakota in the Convention of 1818. And in the 1819 Adams-Onís treaty with Spain, the United States acquired the Florida territory and rights all the way to the Pacific Ocean. Peaceful negotiations with the British later set the 49th parallel as the northern boundary of the United States in the Oregon Treaty of 1846.

But sometimes, the quest for territory resulted in war. In 1846, the United States and Mexico fought over the U.S. annexation of Texas. Nicholas Trist, the Department of State’s number two official, acted alone when he secretly negotiated the Treaty of Guadalupe Hidalgo with Mexico in 1848. The treaty ended the war, and extended our borders south to the Rio Grande River, and west to the Pacific Ocean.

Map

In 1853 American Minister John Gadsden purchased from Mexico territory that would later become part of New Mexico and southern Arizona. The outline of the continental United States was complete. And in 1867, Secretary of State William Seward bought Alaska from Russia. Cartoonists made fun of his purchase, but as we know today, that 7 million dollars he spent turned out to be a very wise investment.

Diplomacy had succeeded — at least on paper. But the tremendous westward expansion had some devastating consequences—it led to the loss of Native American lands, and aggravated the violent debate over the spread of slavery, one of the causes of the Civil War.

Timeline:
1870

After the Civil War, abundant natural resources, a growing population, and rapid industrialization

Video Script □

enabled America to compete in the international marketplace. Diplomacy could now focus on helping American businessmen win customers overseas and on negotiating safe passage for their ships. But we needed island bases for refueling ships and protecting trade routes.

Map

That need was met in 1898 when expansionism, idealism, and national interest led the United States into war with Spain. As part of the diplomatic settlement ending this war, we gained control of the Philippines, Puerto Rico, and Cuba. We also acquired Guam and several small islands in the Pacific Ocean.

Map

U.S. interests in the Pacific region increased after we annexed the Hawaiian Islands in 1898. Secretary of State John Hay also used diplomacy to promote U.S. business. He proposed the “Open Door” policy to give everyone equal access to trade in China.

Then in 1903, Secretary Hay tried to negotiate with Colombia to build a canal through its territory of Panama to connect the Atlantic and Pacific Oceans. When the Colombians rejected his terms, realism prevailed and the U.S. backed Panama’s successful quest for independence from Colombia. Panama’s new Government agreed to U.S. plans for an American-controlled canal. When it was completed in 1914, the Panama Canal made American business competitive with its European rivals around the world.

By the early 20th century, we had met our objectives. Shipping routes had been secured, and trade was flourishing. The United States had become a global power.

Timeline:
1914

The World Wars

When World War I began in Europe in 1914, the United States remained neutral and continued to trade with all nations. And that made Americans a target for attacks by German submarines, known as U-boats, as early as 1915. The United States entered World War I in 1917, in part because of those attacks.

Video Script

After years of bitter fighting, world leaders gathered in France to find a diplomatic end to the war. Here America's idealism came to the fore, as President Woodrow Wilson was determined to make the world safe for democracy. He told his advisers, "Tell me what is right and I'll fight for it."

Newsreel Reporter:

"In January 1919, delegates from 32 nations met in Versailles to draw up a peace treaty. Wilson presented 14 points he wanted in the treaty so that wars could be prevented. Included were the abolition of secret diplomacy, reduction of armaments, freedom of the seas, and, most important, an association of countries from all over the world — a League of Nations."

Narrator:

The Treaty of Versailles formally ended the war in 1919, and established the League of Nations. But the U.S. Senate refused to ratify the Treaty, and we never joined the League.

President Wilson's successor, Warren G. Harding, also believed that American diplomats should look for ways to reduce the chance of future wars. In 1921, his Secretary of State, Charles Evans Hughes, hosted the Washington Naval Conference, which sought to limit the number and size of warships any one country could deploy. And, in 1928, Secretary of State Frank Kellogg promoted an agreement, known as the Kellogg-Briand Pact, to reject war as an instrument of national policy. Unfortunately, there was no way to enforce the Pact. Despite these efforts to prevent war, in September 1939, World War II broke out, and in December 1941, Japan's surprise attack on Pearl Harbor drew the United States into war.

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| Timeline: 1941 |
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Video Script □

President Franklin D. Roosevelt:

“We are now in this war. We are all in it . . . all the way. Every single man, woman, and child...”

Narrator:

Ironically, World War II gave diplomacy its greatest prestige and visibility ever.

President Franklin D. Roosevelt:

“We are going to win this war and we are going to win the peace that follows.”

Narrator:

President Franklin D. Roosevelt traveled the world to meet face-to-face with our wartime allies. The world leaders gathered in Casablanca, Cairo, Tehran, Yalta, and Potsdam to formulate war strategy, but they also tried to agree on a vision for the postwar world.

They let the diplomats work out the details. World economic and trade issues would be handled through the International Monetary Fund, the World Bank, and later, the General Agreement on Tariffs and Trade. A new international organization — the United Nations — would handle issues of world security. Like the League of Nations, the UN was based on idealistic principles, but it had two things that the failed League of Nations did not: U.S. participation, and the option of force to back up UN Security Council resolutions.

After the war ended, the United States emerged as a superpower. But with a whole new world came a whole new kind of war — the Cold War. And with the threat of nuclear weapons, both war and diplomacy would never be the same again.

[END OF PART I]

Video Script

A History of Diplomacy: Part II

Newsreel reporter:

“With peace, hundreds of thousands throughout the country left war plants for the last time. Civilian goods like ironers are already trickling from factories, and shortly washing machines and other luxuries we’ve missed will be pouring from the factories at 1942 prices. And soon you’ll be able to give that jalopy a well-earned rest with gas again plentiful and with new cars and new tires on the way, America will be rolling with a pre-war flourish. Yes, cars, radios, vacuum cleaners, nylons, juicy steaks—it sounds almost like a dream.”

Narrator:

The year is 1945 . . . the United States emerged from World War II stronger than ever, and the demand for our knowledge and technology changed diplomacy. In the postwar period, the size of U.S. embassies mushroomed, and, for the first time, agricultural technicians, business and financial experts, military attachés, and advisers often outnumbered professional diplomats. This expansion of the U.S. diplomatic presence provided the additional resources the United States needed when it confronted a new threat from an old ally — the Soviet Union.

During World War II, more than 20 million people had died in the Soviet Union. The Soviets were just as determined as the Americans never to let such a war happen again. But under Joseph Stalin, the Soviet Union chose a very different path to ensure its security—a path that brought it into direct confrontation with the United States. Stalin believed that the Soviet Union would be safe only if it was surrounded by nations that shared its ideology. After the war, he imposed communist governments on most of Eastern Europe.

Timeline:
1945

The Cold War

Map

Video Script □

President Harry S Truman:

“When I was at Potsdam, I thought I could get along with Stalin. How mistaken I was. He made 32 agreements and he broke every single one of them. What are you going to do with an outfit like that?”

Narrator:

No one wanted another war, but the West was uncertain how else to stop the spread of communism. George Kennan, an American diplomat in Moscow, provided the key. He argued that the United States had to be a leader and use diplomacy to firmly resist the Soviet challenge. This policy became known as “containment” — and President Harry Truman followed his advice.

President Harry S Truman:

“I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.”

Narrator:

In 1947, the Truman Doctrine offered American assistance to any nation directly threatened by communism. And in 1948, the Marshall Plan set in motion a massive economic aid program to assist European countries devastated by World War II.

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| Timeline: 1948 |
|---------------------------------|

Tension gripped the world as the West and the Soviet Union waged a new kind of war — a “cold” war. The Soviets made one of the first moves in this new war in 1948 by blocking access to the divided city of Berlin. Rather than fight, the United States organized an airlift to bring in desperately needed supplies to the blockaded city. Known as the “Berlin Airlift,” this humanitarian operation lasted for over a year.

To further discourage the Soviet Union, Secretary of State Dean Acheson and 11 other Western foreign ministers established a defensive military

Video Script

alliance, the North Atlantic Treaty Organization, or NATO, in April 1949.

Later that year, a new threat appeared when Mao Zedong’s communist forces took control of China. To many Americans, it was shocking that China would “go communist.” Some, like Senator Joseph McCarthy, blamed American diplomats for “losing” China. McCarthy claimed that he knew the names of 205 communists who worked at the Department of State. Although nothing was ever proven, the careers of many in the Department were destroyed, at a time when expertise on Asia became critical.

In June 1950, Communist North Korea invaded South Korea, and the U.S. took the issue to the United Nations. Twenty-one countries sent supplies, medical personnel, or combat units to South Korea. After three years of bitter fighting, diplomats arranged a cease-fire with no gains for either side. While fighting ended, peace was never officially declared. Today North Korea and South Korea remain separated by a demilitarized zone.

Timeline:
1952

Map

During the 1950s, diplomats played a key role in our national security by building military alliances with countries that opposed communism. In 1952, the existing Rio Pact and NATO were joined by the ANZUS Pact. The circle was completed in 1955, with the Southeast Asia Treaty Organization, and the Central Treaty Organization. That same year, the Soviet Union countered with its own defensive alliance with the nations of Eastern Europe, called the Warsaw Pact.

Meanwhile, a new and different front was operating in the Cold War — a diplomatic front that focused on public opinion and the prestige of the United States. Dozens of new nations emerged in Asia, Africa, and the Middle East as former

Video Script □

European colonies won their independence during the 1940s, '50s, and '60s. Decolonization provided an opportunity for both the United States and the Soviet Union, which tried to gain these countries as allies. But these new nations felt squeezed by the two superpowers and were alarmed by the possibility of nuclear war. In response, they formed the Non-Aligned Movement to address their common concerns and conduct international relations without interference by the superpowers. In 1961, the leaders of these new countries met for the first time in Yugoslavia at the invitation of President Josip Tito. Eventually, more than 100 nations joined the Movement.

The Soviets and the Americans used the lure of new technology to gain these countries as allies, but the Soviets seemed to have the advantage. Under Nikita Khrushchev, they led the space race with the launch of "Sputnik," the first space satellite, in 1957. Then, in 1962, the Cold War escalated. The Soviets ignored the Monroe Doctrine and began building missile bases in Fidel Castro's Cuba, just 90 miles from U.S. territory. The Cuban missile crisis brought the two superpowers to the brink of nuclear war.

President John F. Kennedy:

"This Government, as promised, has maintained the closest surveillance of the Soviet military build-up on the island of Cuba. Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere."

Narrator:

During 13 tense days in October, President John F. Kennedy and his closest advisers engaged in direct, personal diplomacy that ended the crisis and avoided a nuclear war.

Video Script

Under President Kennedy, the United States seemed young, modern, and dynamic. A new kind of diplomat reinforced that image. American astronauts — from John Glenn to the crew of Apollo XI — traveled the world as symbols of American technology. Along with popular entertainers who already toured the world, they brought American culture to millions. Satellites beamed news and entertainment from the United States around the world.

In 1961, President Kennedy founded the Peace Corps. American volunteers went to live and work in underdeveloped countries to help them overcome poverty, disease, and illiteracy. Americans were optimistic and self-confident.

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|---------------------------|
| <p>Timeline: 1968</p> |
|---------------------------|

But, just a few years later, the war in Vietnam changed the way we looked at ourselves, and the world.

On-camera television journalist:

“Supported by very heavy artillery, B Company are now moving in on what’s called a probe to the Lang Vei special forces camp which is now believed to be occupied by about a battalion of North Vietnamese army.”

Narrator:

Television beamed the horror of war into America’s living rooms for the first time, and ordinary citizens found themselves caught up in the debate over the war and our foreign policy. The growing anti-war movement put intense pressure on both Presidents Johnson and Nixon to negotiate with the North Vietnamese and to put an end to U.S. involvement.

Video Script □

In 1969, media attention surrounding the Paris Peace Talks on the conflict in Vietnam led President Nixon's National Security Advisor Henry Kissinger into secret negotiations with the North Vietnamese. Only a few people inside the White House had any idea that these talks were underway. These negotiations continued until January 1973, when we ended our involvement in the Vietnam War.

Detente

At the same time, President Nixon and Henry Kissinger adopted a new diplomatic approach to the diplomacy toward China and the Soviet Union. This policy, known as *détente*, was intended to ease tensions. Nixon and Kissinger signaled their willingness to open lines of communication with communist China. When the Chinese decided to respond, they chose some surprising diplomats. In April 1971, the Chinese invited a U.S. ping-pong team to Beijing. "Ping-pong diplomacy" opened the door for secret visits to Beijing by Kissinger, paving the way for President Nixon's historic visit in February 1972.

Détente also played a major role in our relations with the Soviet Union. Diplomatic negotiations led to the Strategic Arms Limitation Treaty in 1972, which limited the number of nuclear weapons on both sides.

During the 1970s and '80s, diplomacy was a high profile business. Kissinger, who was appointed President Nixon's Secretary of State in 1973, flew over 565,000 miles, making 213 visits to foreign countries. In fact, the phrase "shuttle diplomacy" was coined to describe his frequent Mideast missions. And President Nixon's highly visible face-to-face meetings with other world leaders became almost routine for American Presidents in later years. During this period, America also began to establish a unique role as a peacemaker. For example, President Jimmy Carter personally brokered the Egyptian-Israeli Peace Accord at

Video Script

Camp David in 1979. In 1987, President Ronald Reagan reached an agreement with Soviet leader Mikhail Gorbachev to eliminate an entire class of nuclear weapons from Europe.

As fears of war faded, other problems confronted American diplomats. Problems such as human rights abuses, drug trafficking, terrorism, and world hunger forced diplomats to use different tactics. In the 1975 Helsinki Accords, diplomats linked human rights and security issues, in the hope that this would lead to change in the Soviet Union. And Congressional lobbyists, private charities, and even popular entertainers pressured the White House, the Department of State, and Congress in an attempt to influence foreign policy on various issues.

Racial issues also entered the international diplomatic arena as pressure grew during the 1970s and '80s to end the apartheid policies of the white government of South Africa. In 1986, public opinion led Congress to pass a strong anti-apartheid bill. Global public pressure contributed to the release of activist Nelson Mandela from a South African jail where he was held for more than 26 years.

| |
|--------------------------|
| Timeline: 1987 |
|--------------------------|

Meanwhile, the once powerful Soviet Union was in trouble. Severe economic problems forced President Gorbachev to embrace economic restructuring, or perestroika, and to follow a policy of glasnost, or openness. The Soviet Union could not afford to compete with the United States and could no longer control Eastern Europe or its own ethnic groups.

In June 1987, President Reagan called on Gorbachev to tear down the Berlin Wall. In 1989, the Wall finally came down. In 1991, the Soviet Union itself broke apart, and the United States recognized the newly independent nations. Almost overnight, the Cold War was over.

**Global
Diplomacy**

The end of the Cold War also brought historic changes to other parts of the world. Democratic governments began to replace dictatorial leaders. U.S. diplomats helped to monitor elections, and introduce democracy in countries formerly under Soviet domination. Human rights gained increased importance. Some countries emerging from repression or civil war, such as South Africa and El Salvador, established truth commissions to investigate the abuses of prior authoritarian regimes.

But serious conflicts continued in many parts of the world. In 1990, when Iraqi leader Saddam Hussein invaded the neighboring state of Kuwait, President George H.W. Bush and Secretary of State James Baker used diplomacy to build a global coalition to force Hussein out of Kuwait. And under President Bill Clinton, the United States was involved in a multinational peacekeeping effort in Bosnia in the mid-1990s.

**Timeline:
Today**

Diplomacy is still the first line of defense for many of the most serious problems facing us today, and nations need to work together to solve these problems. For example, global health threats such as HIV/AIDS spread across borders and oceans. Between 1980 and 2000, HIV/AIDS killed more than 22 million people — and it's the number one cause of death in sub-Saharan Africa.

There is also increased diplomatic activity on environmental problems, like industrial pollution, global warming, the growing list of endangered species, and the loss of the world's rain forests and coral reefs. These are not just America's problems; they are global problems. And using a diplomatic forum, the world's major powers can pool their money and resources to meet these threats in a systematic and effective way.

Video Script

Secretary of State Colin Powell:

“And that’s what diplomacy really is about. Working with different nations throughout the world to find areas of common interest where we can work together — but not moving away from areas where there are differences. Explore those differences, discuss those differences, argue about those differences, and find ways forward.”

Narrator:

The job facing the diplomats of today — and those of tomorrow — is an enormous one. When Thomas Jefferson was Secretary of State, diplomacy was simple enough to require only a handful of men who followed only a handful of issues. Today, thousands of American men and women work as diplomats, handling thousands of issues worldwide. But despite the dangers and difficulties that confront them, America’s diplomats throughout the world persist in their task, doing real work for the American people, to secure peace, prosperity, and security.

Interesting Facts

- ☞ Silas Deane wrote the first diplomatic dispatches in invisible ink.
- ☞ Minister John Quincy Adams had to wait outside Berlin's gates while a guard checked to see if a country called the "United States" really existed.
- ☞ The route West took 4-6 months in a covered wagon; today you can fly the same distance in 4-6 hours.
- ☞ President Theodore Roosevelt's visit to the Panama Canal construction zone in 1906 was the first official Presidential trip outside of the U.S.
- ☞ During the Berlin Airlift, "Operation Little Vittles" used tiny parachutes to drop candy and gum into the blockaded city.
- ☞ During the Cold War, thousands of Americans built backyard bomb shelters and children had regular "duck and cover" drills in school.
- ☞ The anti-war movement's peace sign is one of the most widely recognized symbols in the world.
- ☞ In 1985, rock musicians from around the world staged the "Live Aid" concert to raise money for the famine victims in Ethiopia.

Video Activities

Listen Up!

Note:

Listening skills have been found to be essential in the process of learning. Active listening, coupled with note-taking, has a high impact on learning. This is a process that must be practiced in order to obtain mastery in retaining material that is heard.

These skills can be enhanced through guided listening activities. Selecting specific terms, events, or organizations can guide listening, so students focus on information and ideas that the teacher identifies as important for them to know. The content selected can be used as a springboard for later discussions or to help students with additional lessons.

The glossary included in this instructional packet provides a list of locations, historical figures, historical terms and events, and government and diplomatic terms, which are used throughout the videotape. A script of the video narration is also included as a resource. Both the glossary and script can be used to develop pre-video activities, pre- or post-video assessments, or an active listening assignment for the student to use while viewing the tape.

Standard: The Standard supported will depend on the content selected for the activity.

Grade Level: 7-12

Objectives: The student will:

- Develop listening and recognition skills
- Build vocabulary with names and terms related to the video content
- Identify key locations, people, events, treaties, and policies in the video
- Relate key names and terms to each other and to a larger context

Time: Variable

Materials: Video Script
Glossary
Video

Video Activities

Listen Up!

Procedures:

The glossary identifies important vocabulary necessary for understanding the events and concepts in the video. The entire video or any portion of it can be selected for a guided listening activity.

- ① Review the glossary to identify which locations, people, events, treaties, or policies will be included in a particular guided listening activity.
- ② Review the video script to identify other vocabulary that will be included in a guided listening activity.
- ③ Using the video script and the glossary, prepare a response sheet that lists the glossary terms or other vocabulary for a particular guided listening activity.
 - Ⓐ Place the terms and vocabulary in the same order as they appear in the video.
 - Ⓑ Leave sufficient space for students to write a definition or description, or to make notes about each item.
- ④ Clearly communicate to the students the purpose of the guided listening activity and the directions they are to follow.
- ⑤ Show the video and have the students complete the guided listening response sheet.

Note: More than one guided listening activity can be prepared, with each one having a different focus.

Video Activities

Listen Up!

Extension Activities:

- 1 Have the students identify, either orally or in writing, what they know about each of the glossary terms before watching the video. Make notes about what they report.
 - a Compare this to their responses after viewing the video.
 - b Have them describe in writing or discuss how the knowledge or perspective of a particular glossary term changed, and why it changed.

- 2 Instead of having all students doing the same guided activity, prepare several guided listening activities. Create a different focus for each one by using different terms and vocabulary. Distribute them to the class (randomly, by rows, or some other method). After viewing the video, have students with different guided listening activities:
 - a Form groups to share what they learned; or
 - b Share with the class what they learned, and compare and discuss responses.

- 3 Instead of a simple list, write open-ended questions related to glossary terms. Prepare a response sheet that lists the questions in the same order they appear in the video script, and leave appropriate space after each item.

Note: Instead of a response sheet, the list could be written on the chalk/white board or on a transparency.

- 4 Write compare/contrast or cause/effect questions that relate to two or more glossary terms. Give all students the entire list, or distribute different questions to individual students (randomly, by rows, or some other method). After viewing the video:
 - a Have students with the same questions form groups to share what they learned, and compare and discuss their responses; or
 - b Have students with different questions form groups to share what they learned, and compare and discuss their responses; or
 - c Have all students share with the class what they learned, and compare and discuss responses.

Video Activities



General Knowledge Assessment

Note: This activity may be used either as a way to assess general knowledge of U.S. diplomatic efforts or as an active listening worksheet. Select questions as is deemed necessary by time and class profile.

Fill in the blank

- ① The first official U.S. diplomat was _____.
- ② One of the most reliable and successful tactics of diplomacy is _____.
- ③ Our diplomatic tradition comes from this country.

- ④ Our first diplomatic efforts focused on gaining _____ from England.
- ⑤ George Washington created his first cabinet department in 1789. It was called the _____ of _____.
- ⑥ The first appointed Secretary of State was _____.
- ⑦ Through diplomatic efforts with France, this purchase doubled the size of the United States. We know it as the _____.
- ⑧ The _____ connected the Atlantic and Pacific Oceans.
- ⑨ This First Lady _____ was said to be an “unofficial ambassador” in the area of culture and fashion.
- ⑩ This team traveled to China as unofficial ambassadors and their visit was referred to as “ _____ Diplomacy.”

Video Activities

General Knowledge Assessment

Short Answer

- 11 What is an embassy?
- 12 What role did diplomats play in the expansion of the United States?
- 13 What was Seward's Folly?
- 14 The Oregon Territory was a result of what Treaty?
- 15 What role does diplomacy play in our everyday economic lives?
- 16 What branches of the Federal Government have a role in developing and implementing foreign policy?
- 17 What kinds of information can you gather from a political cartoon?
- 18 Identify non-traditional diplomatic efforts that have had a global impact.
- 19 Name at least five individuals who have served as Secretaries of State.

Essay

- 20 What role did diplomatic relations play in the Louisiana Purchase?
- 21 George Washington expressed his concern with regard to "permanent alliances." What do you believe he was warning us against? Do you agree or disagree? Use specific incidents to support your argument.
- 22 The United States has been called the "World's Policeman." What is meant by this statement? Is this a valid portrayal of U.S. policy? How does this policy differ from isolationism? Which foreign policy do you support and why?

Video Activities



The United States Expands Its Borders

Standard: II. Time, Continuity, and Change
 III. People, Places, and Environments
 IV. Individuals, Groups, and Institutions
 VI. Power, Authority, and Government
 IX. Global Connections

Grade Level: 9-12

Objectives: The student will:

- Utilize general map skills
- Identify specific areas of expansion of the United States
- Explore cause and effect relationships

Time: 1-2 class periods

Materials: Black-line map of the United States
[Teachers may choose to use the maps provided to make transparencies showing the various areas of expansion, or have the students complete the chart using their textbooks, video, other map transparencies, the Internet, or other resources.]
 Access to Internet and other resources for students

Procedures:

- ① Distribute copies of the outline map of the United States to students.
- ② Distribute copies of the chart “The United States Expands Its Borders” for the students to complete.
- ③ Have the students fill in the outline map, providing a key to each area of acquisition to correspond with the chart “The United States Expands Its Borders.”
- ④ The following can be done either as a class discussion or as an individual writing assignment.
 - Ⓐ Does there appear to be a pattern in the expansion of the United States? If so, describe that pattern. Why do you think that pattern occurred?
 - Ⓑ How did the expansion of the United States to its present borders have an impact on Native Americans and the West?

Video Activities



The United States Expands Its Borders

- Ⓒ How did the expansion of the United States to its present borders impact the debate over slavery and the admission of new states?
- Ⓓ What role did diplomats play in the expansion of the United States?
- Ⓔ In your opinion, which method of acquisition was most effective in the expansion of the United States?
- Ⓕ Why would U.S. citizens deem such expansion necessary? Consider social, political, and economic reasons.
- Ⓖ How does this expansion relate to the ways in which the United States interacts with other countries? How the U.S. Government interacts with its own citizens?

Extension Activities:

- 1 Students can compare the expansion of the United States with boundary changes in the imperial possessions of other nations during the same time periods.
- 2 Students can explore examples of products that we have now that we would not have if imperialism and expansion had never happened. For example, rubber, corn, oil, etc.


Video Activities

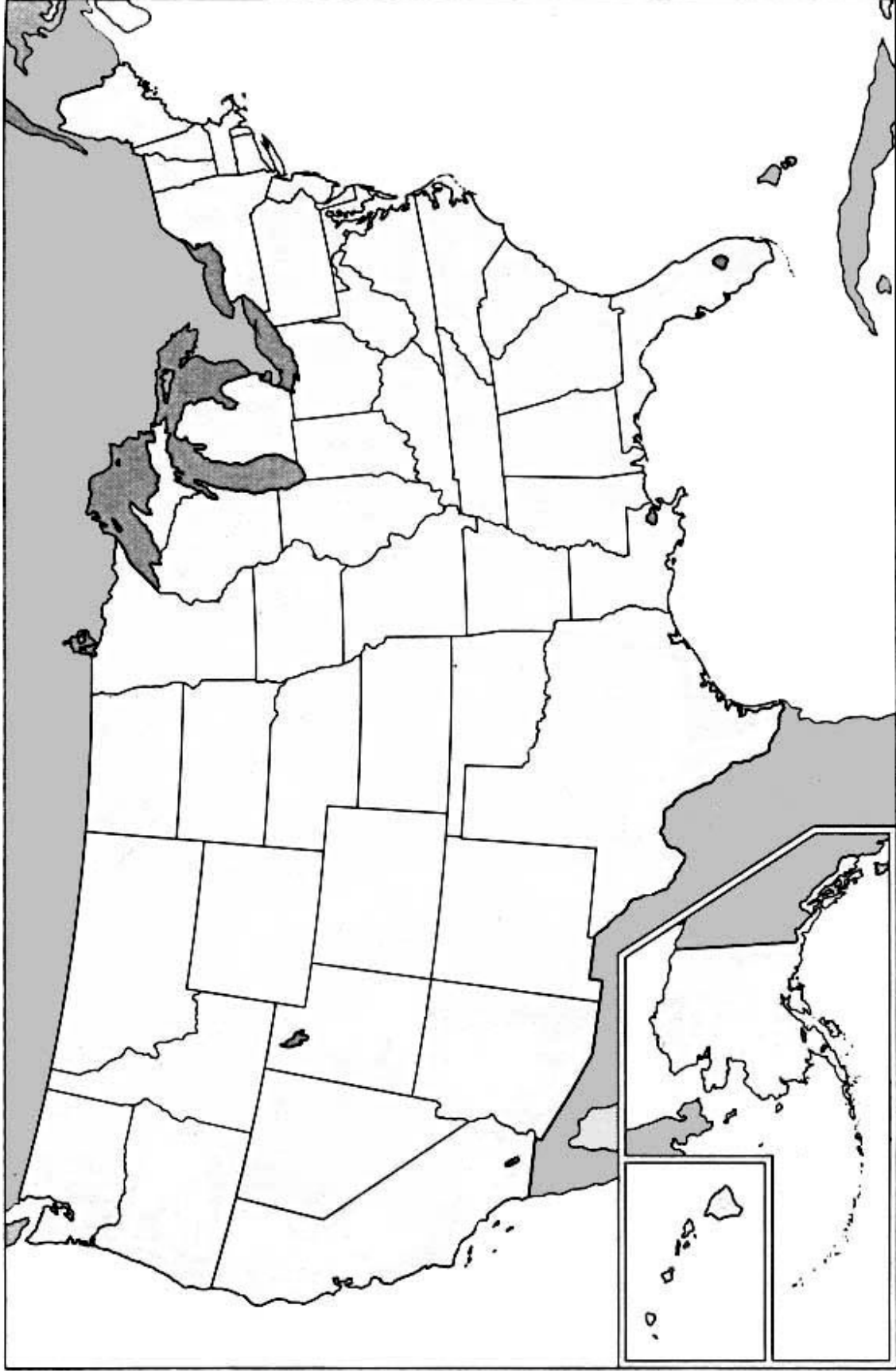


The United States Expands Its Borders

| Map Legend/ Key Symbols | Area of Acquisition | Method of Acquisition | Who were the prominent diplo- mats linked to this acquisition? | What strategies were employed? | How did this area contribute to U.S. growth socially, economically, and politically? | Were there any problems linked to the acquisition of this area? If so, what were they? |
|----------------------------|---------------------------------|--------------------------------|---|---|--|--|
| | The original 13 states | | | | | |
| | Louisiana Purchase | | | Diplomatic negotiations and payment | | |
| | Idaho, Montana, North Dakota | Treaty of Ghent | | | | |
| | | Adams-Onis Treaty | | | | |
| | | Oregon Treaty of 1846 | | | | |
| | | | Nicholas Trist | | | |
| | | | John Gadsden | | | |
| | Alaska | | | | | |
| | | Treaty of Guadalupe-Hidalgo | | | | |


Video Activities

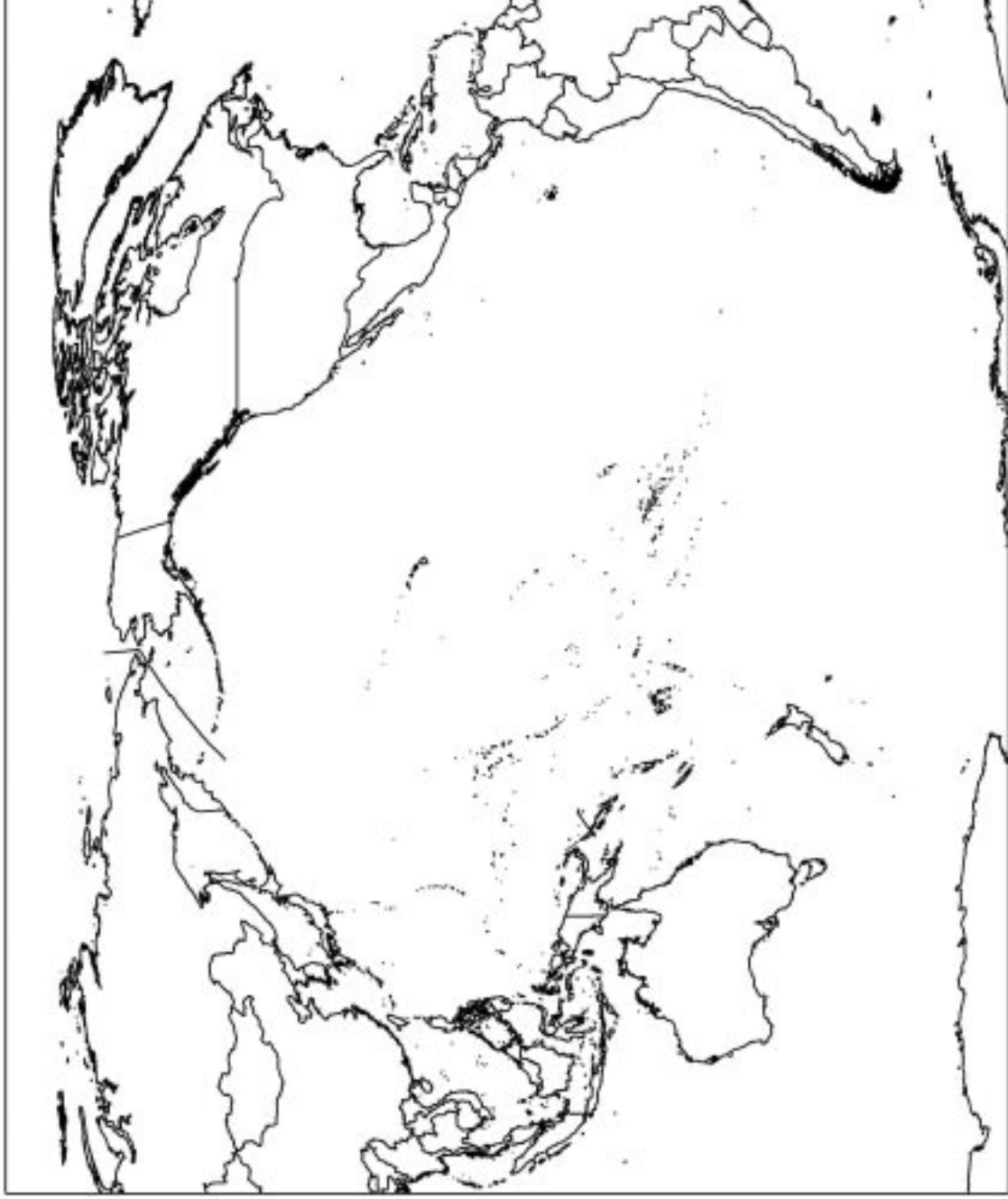
 The United States Expands Its Borders



A History of Diplomacy . . . A History of Diplomacy . . . A History of Diplomacy . . . A History of Diplomacy . . . A History of Diplomacy

Video Activities

 The United States Expands Its Borders



A History of Diplomacy A History of Diplomacy A History of Diplomacy A History of Diplomacy A History of Diplomacy

Video Activities

Trade: It's in the Label

Note: This activity may be used as a pre-video activity or later in the unit of study.

Standard: VI. Power, Authority, and Government
VII. Procedures, Distribution, and Consumption
IX. Global Connections

Grade Level: 9-12

Objectives: The student will:

- Use prior knowledge to understand global connections
- Use critical thinking skills in forming opinions

Time: 15 minutes or as long as teacher wishes for discussion to continue

Procedures: Trade is essential to the United States and to every other nation as well. Without trade agreements many of the goods we take for granted would not be available to us. Please select the option that is best suited for your students.

1

The day before the introduction of the unit or showing of the video tell the students that to be admitted to the classroom the following day they must have on clothing made ONLY in the United States. Additionally, they must not bring with them to class any article not made in the United States. Be sure to remind students that they are required to attend class and if they are not able to fulfill the requirement for coming into the classroom, they must wait in the hallway. The teacher may wish to set up a designated area in the classroom if having students in the hallway is not easily accomplished. Students will soon realize that almost everything, if not everything, they have on or with them is made outside the United States.

2

The day before the introduction of the unit or the showing of the video tell the students that their homework for the evening is to make a list of all of the articles of clothing they wear to school, and all articles they bring to school. For each item on their list they are to determine the country in which the item was made. Students will soon realize that most everything, if not everything, they wear and have with them is made outside the United States.

3

The day before the introduction of the unit or the showing of the video tell the students that their homework for the evening is to make a list of all of the items they can find in their house which they know for certain are "Made in the USA".

Video Activities



Trade: It's in the Label

4

Using a world map, have the students locate and mark the countries from which their clothing and articles come (post-its work very well for this).

In-Class Discussion:

- ① What goods are made in the United States?
- ② Why are so many of our goods made outside the United States? (consumption, manufacturing costs, etc.)
- ③ What diplomatic means are used to make the items manufactured outside the United States available to us? (treaties, trade agreements, etc.)
- ④ What role does diplomacy play in our everyday economic lives? (NAFTA, the negotiation process, etc.)
- ⑤ What conclusions can be drawn from the countries that the United States imports from? (natural resources, GDP, literacy rates, etc.)

Extension Activities:

1

Have the students explore any store (grocery store, appliance store, computer store, etc.) to determine imports we receive from other countries.

2

Have the students explore what companies in their local area, state, or the United States export to other countries. You may wish to include things such as fast food, etc.

3

The following can either be done as a class discussion or individual writing assignment.

- a) What do we learn about other countries from the imports we receive from them? This is a very interesting question, especially if you consider that many of the products we import are things that we are very familiar with and would consider to be "American."
- b) What do other countries learn about the United States from the things we export?
- c) How easy is it to "misinterpret" another country based on imports and exports?

Video Activities

Foreign Policy: Constitutionally Speaking

Note: This activity may be used as a pre-video activity or later in the unit of study.

Standard: V. Individuals, Groups, and Institutions
VI. Power, Authority, and Governance
IX. Global Connections




Grade Level: 7-12

Objectives: The student will:

- Identify the sections of the U.S. Constitution that address foreign policy
- Identify the branches of the Federal Government that have a role in developing and implementing foreign policy
- Describe the roles of elected and appointed officials who are responsible for developing and implementing foreign policy

Time: 1-2 Class periods suggested



Materials:

- *History of Diplomacy* video tape
- U.S. Constitution
-  White House website (<http://www.whitehouse.gov/government>)
-  U.S. Senate website (<http://www.senate.gov>) -- see "Committees"
-  U.S. House of Representatives website (<http://www.house.gov>) -- see "Committees"
- Encyclopedia or almanac
- American history or American government textbook

Procedures:

Formal communication between countries, treaties and international agreements, and matters of war and peace, all are related to foreign policy. The U.S. Constitution assigns these responsibilities to various branches of the government. This lesson will engage students in activities designed to help them understand the role of each branch of the Federal Government in foreign policy.

Teachers may assign these activities to either individual students or small groups. The activities can also be writing assignments, oral classroom reporting or discussions, or a combination of these formats.

- 1  Have students review Articles I, II, and III of the U.S. Constitution and identify responsibilities that are related to treaties, war, and relations with other countries.
 - a  Identify the responsibilities that belong exclusively to the President (Executive Branch).

Video Activities □



Foreign Policy: Constitutionally Speaking

- ⓑ Identify the responsibilities that belong exclusively to either or both houses of Congress (Legislative Branch).
 - ⓒ Identify the responsibilities that belong exclusively to the Supreme Court and other federal courts (Judicial Branch).
 - ⓓ Identify the responsibilities that are shared by two or more branches of the Federal Government. Specify which branches of government share each responsibility.
- ② Have students review a list of departments and agencies in the President's Cabinet and Executive Office and a list of Congressional committees for both the Senate and House of Representatives.
 - ⓐ Identify the departments and agencies that assist the President with foreign policy issues, and describe the role of each one in developing or implementing foreign policy.
 - ⓑ Identify the committees that have a direct responsibility for issues related to foreign policy, and describe the responsibilities of each one.
- ③ Using the video tape and other resources, identify some examples of the President exercising his Constitutional powers to develop or implement foreign policy.
- ④ Using the video tape and other resources, identify some examples of the Congress exercising its constitutional powers related to foreign policy.

Video Activities

Foreign Policy: Constitutionally Speaking

Extension Activities:

- 1 Foreign policy addresses more than just matters of war and peace. Have students review a list of departments and agencies in the President's Cabinet and Executive Office and a list of Congressional committees for both the Senate and House of Representatives.
 - a Identify the Cabinet departments and Executive Office agencies that address issues that could have international or global importance. Identify those issues and describe how each one could have a connection to foreign policy.
 - b Identify the Congressional committees that address issues that could have international or global importance. Identify those issues and describe how they could have a connection to foreign policy.

- 2 U.S. membership in the League of Nations is an example of the President and Congress having opposing views on a foreign policy issue.
 - a Research the position of the President and the opposing position of some members of Congress on joining the League of Nations. Describe the position of each side and explain the reasons for their positions.
 - b Defend the position of either the President or opposing members of Congress.
 - c Describe how the world might have been different if the United States had joined the League of Nations.

- 3 Select an historical event presented in the video tape that illustrates the President's role in foreign policy, and compare it to a recent event or situation.

- 4 Select an historical event presented in the video tape that illustrates the role of Congress in foreign policy, and compare it to a recent event or situation.

Video Activities □








Foreign Policy: Constitutionally Speaking

- 5 Identify an historical event that demonstrates the role of the Supreme Court or another federal court in an issue related to foreign policy. Describe how this event illustrates the role of the courts as specified by the Constitution.
- 6 While the formal pursuit of foreign policy is the responsibility of the President, the Secretary of State, and others in the Federal Government, many states, cities, and organizations are involved in activities that relate to and support the foreign policy of the United States. This is particularly true for educational, cultural, or economic relations with other nations.
- a Identify a department or agency in your state government that is involved with educational, cultural, or economic relations with other nations. Describe the activities of that department or agency, and explain how its activities have benefited your state.
 - b Do the same as above with a department or agency of your city government.
 - c Identify an organization in your state or community that is actively involved with promoting relations with another nation. Describe the activities of that organization, and explain how its activities have benefited your state or community.
- 7 Just as the United States has embassies and consulates in other countries, offices representing the governments of other countries can be found throughout the United States. Locate the nearest embassy, consulate, or other office representing a foreign government. Describe the purpose of its activities, and explain how it benefits both its own nation and your community.

Video Activities

Non-Traditional Diplomats: Pandas, Ping Pong, & People


- Standard:* V. Individuals, Groups, and Institutions
IX. Global Connections
- Grade Level:* 7-12
- Objectives:* The student will:
- Research well-known non-traditional diplomats
 - Identify non-traditional diplomatic efforts that have had global impact
 - Use critical reading skills
 - Create a study matrix
- Time:* 1-2 Class periods suggested
- Materials:*
- Worksheet (supplied)
 -  Jacqueline Kennedy
<http://www.jfklibrary.org/sitemap.html#content>
<http://www.womenshistory.about.com>
 -  Louis Armstrong
<http://www.npg.si.edu/exh/armstrong>
 -  Arthur Ashe
<http://www.cmgwww.com/sports/ashe/>
 -  Ping-Pong Diplomacy
www.smithsonianmag.com/smithsonian/issues02/apr02/diplomacy.html
 -  Panda Diplomacy
<http://nationalzoo.si.edu/Animals/GiantPandas/>
<http://www.cbsnews.com/stories/1999/11/28/breeds/main72033.shtml>
- Procedures:* Teachers may use the following activity in various ways. Some suggestions are:

- 1** Assign topics to individual students or groups.
- 2** Have students or groups of students work to fill in the matrix.
- 3** Have individuals or groups present findings to others.

Extension Activities:


Non-traditional diplomacy and diplomats are not confined to just the United States. Have students research other individuals such as Princess Diana of the United Kingdom, the Olympic Games, Russian ballet, and others in the world of art, music, fashion, food and beverage, or entertainment industry.

Video Activities

 Non-Traditional Diplomats: Pandas, Ping Pong, & People

| Who | Contribution (Known for) | When (Decade) | Where (Travel) | Diplomatic Impact (Lasting Effect) |
|---------------------|------------------------------------|-------------------------|--------------------------|--|
| Louis Armstrong | | | | |
| Arthur Ashe | | | | |
| Jacqueline Kennedy | | | | |
| Ping-Pong Diplomacy | | | | |
| Panda Bears | | | | |

Video Activities

 Non-Traditional Diplomats: Pandas, Ping Pong, & People

| Categories | Contribution (Known for) | When (Decade) | Where (Travel) | Diplomatic Impact (Lasting Effect) |
|-------------------------|------------------------------------|-------------------------|--------------------------|--|
| Industry | | | | |
| Culture / Art / Fashion | | | | |
| Olympic Games | | | | |
| Family Entertainment | | | | |
| Celebrities / Royalty | | | | |

Video Activities □



Who, What, Where, When?

Standard: □ II. Time, Continuity, and Change
VI. Power, Authority, and Governance
IX. Global Connections

Grade Level: □ 7-12

Objectives: □ The student will:

- Use prior knowledge to identify individuals, geographic locations, time periods, and other general information of specific diplomatic events
- Explore relationships between diplomatic events
- Use research skills in preparing class presentations
- Use presentation skills in reporting to the class

Time: □ 1-2 class periods

Materials: □ Newsprint
Markers: At least 4-5 different colors

Procedures:

- ① Write each one of the diplomatic efforts from the list below across the top of a sheet of the newsprint.
- ② Write the words, WHO, WHAT, WHERE, WHEN down the side. Hang the newsprint papers around the room.
- ③ Divide students into teams. Give each team a different color marker. Have student teams each choose one of the topics as a starting point.
- ④ Give each group approximately 3 minutes to brainstorm what they know about the topic they have chosen.
- ⑤ Each group writes as much information as they know on the newsprint poster.
- ⑥ Teams rotate to each poster, deciding if they agree with what the previous group has written. The agreement is indicated with a check mark.
- ⑦ If there is disagreement with the answers of previous teams, a new answer should be written on the newsprint in the group's chosen color marker.
- ⑧ Once all teams have been able to confer on each topic, have students take their initial contact newsprint and return to their group.
- ⑨ Each team then researches their chosen topic and reports to the class.

Louisiana Purchase
Open Door Policy
Shuttle Diplomacy
Pearl Harbor

Monroe Doctrine
Panama Canal
Truman Doctrine
Helsinki Accords

Seward's Folly
Ping-Pong Diplomacy
Revolutionary War

Video Activities



Tools & Applications of Foreign Policy

Standard: II. Time, Continuity, and Change
 III. People, Places, & Environments
 V. Individuals, Groups, & Institutions
 VI. Power, Authority, and Governments
 IX. Global Connections

Grade Level: 9-12

Objectives: The student will:

- Understand the different tools of foreign policy
- Understand that different tools are applied in different situations

Time: 15-20 minutes for introduction
 1 class period for presentations

Materials: Access to Internet and other resources for students


Procedures:

- ① Students will use newspapers, news magazines, or online news sources to find articles that illustrate the different tools of foreign policy (negotiations, embargos, threats, war, etc.). Attempt to find as many different types as possible.
- ② Using the articles the students will make a collage of their findings.
- ③ The students will plan and present a 5-minute presentation based on the collage explaining the use of different foreign policy tools.

Extension Activities:

- ① Students could continue the assignment, adding to the collage throughout the study of this unit or the semester.

Video Activities

 Tools & Applications of Foreign Policy

| Article Headline | Tools of Foreign Policy | Countries/ Persons Involved | Explanation of Article/Events |
|-----------------------------|--|--|--|
| | | | |
| | | | |
| | | | |

Video Activities

The U.S. Cooperates on the International Stage

Standard: II. Time, Continuity, and Change
 III. People, Places, and Environments
 IV. Individuals, Groups, and Institutions
 VI. Power, Authority, and Government
 IX. Global Connections

Grade Level: 9-12

Objectives: The student will:

- Utilize general map skills
- Identify specific areas of U.S. cooperation on the global stage
- Explore cause and effect relationships

Time: 1 class period

Materials: Black-line map of the world
 Transparencies of maps of international organizations
[Teachers may choose to use the lists provided to make transparencies showing the various organizations or have the students complete the chart using their textbooks, video, other map transparencies, internet, or other resources.]
 Access to Internet and other resources for students

Procedures:

- ① Distribute copies of the outline map to students.
- ② Distribute copies of the chart “The United States Cooperates on the International Stage” for the students to complete.
- ③ Have the students fill in the outline map, providing a key or map legend to correspond with the chart “The United States Cooperates on the International Stage.”
- ④ The following can be done either as a class discussion or as an individual writing assignment.
 - Ⓐ Does there appear to be a pattern in the creation of international organizations? If so, describe that pattern. Why do you think that pattern occurred?
 - Ⓑ Does there appear to be a pattern to membership by the United States in the international organizations? If so, then describe that pattern. Why do you think that pattern occurred?
 - Ⓒ What role did diplomats play in determining which organizations the United States joined?

Video Activities □



The U.S. Cooperates on the International Stage

- Ⓓ In your opinion, which of the international organizations is the most important (globally, nationally, locally)? Explain the reasoning behind your selection.
- Ⓔ In your opinion, which of the international organizations has been most effective in completing its purpose? Explain the reasoning behind your selection.
- Ⓕ In your opinion, why would U.S. citizens deem it necessary to join international organizations? Consider social, political, and economic reasons.
- Ⓖ How do the international organizations relate to the ways in which the United States deals with other countries? How the U.S. Government interacts with its own citizens?

Extension Activities:

1

Students research an international organization and present the following:

- Ⓐ Describe the original purpose of the organization.
- Ⓑ Evaluate the success of the organization in achieving its stated goals.
- Ⓒ Analyze the evolving role or nature of the organization and evaluate its viability.
- Ⓓ Describe the role of the United States in the organization.
- Ⓔ Describe the process by which U.S. foreign policy is made in regard to the organization.
- Ⓕ Cite incidents of disagreement between member nations in international organizations, and describe how these conflicts are resolved.

Video Activities



The U.S. Cooperates on the International Stage

Cold War Security Pacts & Alliances

Rio Pact (1947)

| | | |
|--------------------|------------------|-------------------|
| Argentina | Ecuador (1949) | Paraguay |
| Bolivia | El Salvador | Peru |
| Brazil | Guatemala | Trinidad & Tobago |
| Chile | Haiti | (1967) |
| Colombia | Honduras | United States |
| Costa Rica | Mexico | Uruguay |
| Cuba (suspended) | Nicaragua (1948) | Venezuela |
| Dominican Republic | Panama | |

NATO (1949)

| | | |
|-----------------------|----------------|----------------|
| Belgium | Germany (West) | Norway |
| Canada | 1955-90 | Poland (1999) |
| Czech Republic (1999) | Greece (1952) | Portugal |
| Denmark | Hungary (1999) | Spain (1982) |
| France | Iceland | Turkey (1952) |
| Germany (1990) | Italy | United Kingdom |
| | Luxembourg | United States |
| | Netherlands | |

ANZUS (1952)

| | |
|-------------|---------------|
| Australia | United States |
| New Zealand | |

CENTO (1955)

| | | |
|----------|-------------------|---------------|
| Turkey | United Kingdom | United States |
| Iran | Iraq (until 1959) | (after 1959) |
| Pakistan | | |

SEATO (1955)

| | | |
|-------------|-------------|----------------|
| Australia | Pakistan | United Kingdom |
| France | Philippines | United States |
| New Zealand | Thailand | |

Warsaw Pact (1955)

| | | |
|----------------|--------------|--------------|
| Albania | East Germany | Romania |
| Bulgaria | Hungary | Soviet Union |
| Czechoslovakia | Poland | |


Video Activities □

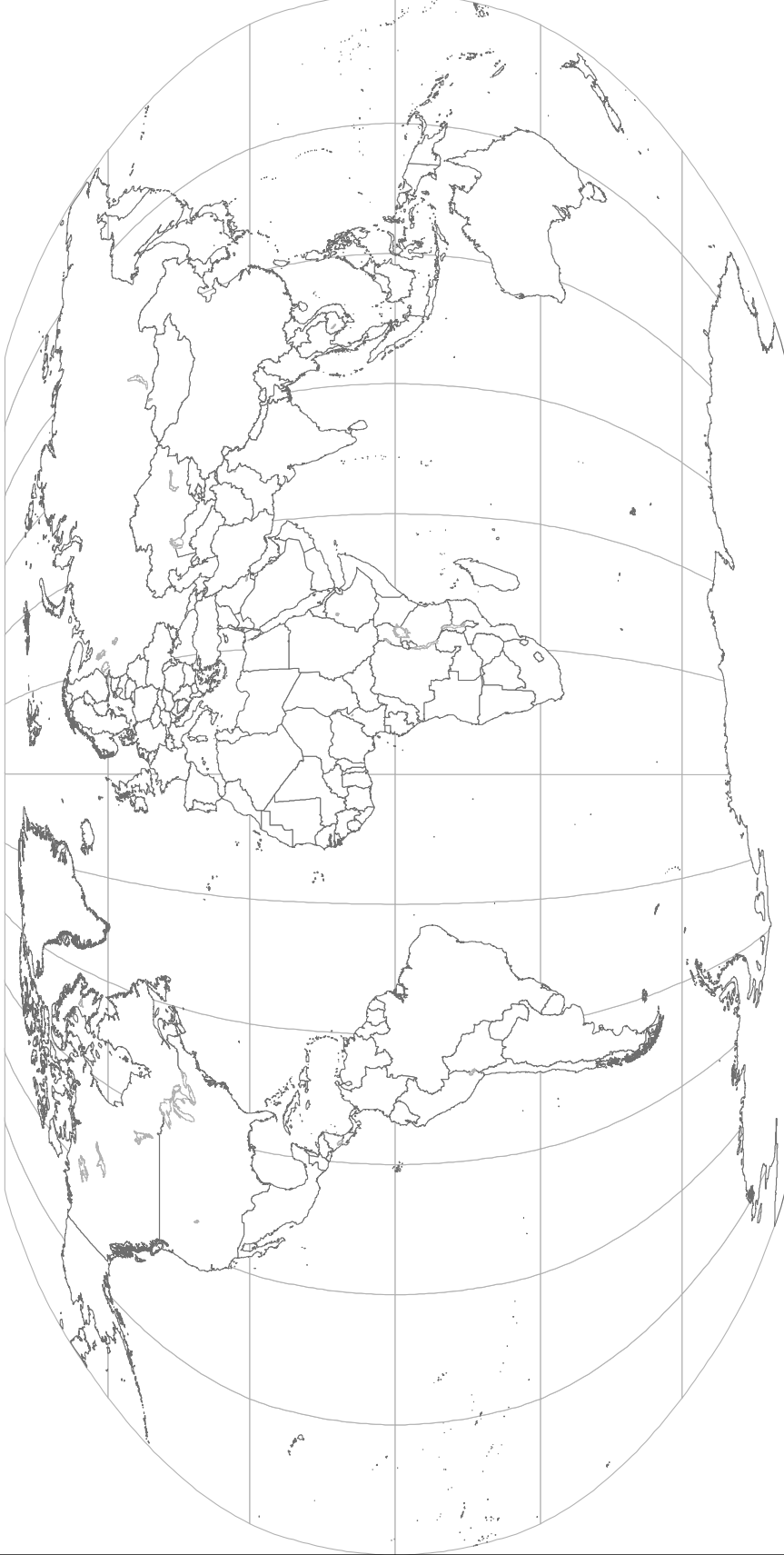


The U.S. Cooperates on the International stage

| Map Legend/ Key Symbols | International Organization/ Accord | Date Created | Purpose of the Organization | Member Nations |
|----------------------------|---|-----------------|---|--|
| | ANZUS | | | |
| | Central Treaty Organization (CENTO) | 1954 | | Iraq, Turkey, Pakistan, Iran, U.K. U.S. (1959) |
| | General Agreement on Trade & Tariffs (GATT) | | To encourage free trade between member states by regulating and reducing tariffs and by pro- viding a mechanism to resolve trade disputes. | |
| | International Monetary Fund (IMF) | 1945 | To promote international mon- etary cooperation; to foster high levels of growth and employ- ment; and to help ease balance of payments adjustment. | |
| | Kellogg-Briand Pact | | | |
| | League of Nations | | | |
| | North Atlantic Treaty Organization (NATO) | | | |
| | Non-Aligned Movement (NAM) | | | |
| | Rio Pact | 1947 | | |
| | Southeast Asia Treaty Organization (SEATO) | 1954 | To oppose further Communist gains in Southeast Asia. | Australia, France, New Zealand, Pakistan, the Philippines, Thailand, U.K., U.S. |
| | Strategic Arms Limitation Treaty (SALT) | | | |
| | United Nations | | | |
| | Warsaw Pact | | | |
| | Washington Naval Conference | | | |
| | World Bank | | | |

Video Activities

 The U.S. Cooperates on the International Stage



Boundary representation is not necessarily authoritative.

Video Activities



Who's Fooling Whom? Political Cartoons

Note:

Political cartoons have considerable influence on public opinion. Not only are they a source of entertainment, they provide information as well. To understand a political cartoon, the reader must have some basic information about the situation at hand. Each political cartoon provides a unique insight into the cartoonist's point of view. The cartoonist's use of satire, irony, and caricature help frame the understanding of the subject.

- Standard:** II. Time, Continuity, and Change
 III. People, Places, and Environments
 IV. Individuals, Groups, and Institutions
 VI. Power, Authority, and Government
 IX. Global Connections
- Grade Level:** 9-12
- Objectives:** The student will:
- Analyze political cartoons for tone, purpose, and theme
 - Link particular cartoons to specific historical events
 - Identify exaggeration, satire, irony, and caricature in political cartoons
- Time:** 1-2 class periods
- Materials:** Transparencies or copies of each political cartoon and the appropriate questions.
- Procedures:** Have students use the matrix with selected cartoons and/or use the questions designed for each cartoon.

Extension Activities:

- 1 Select a current event, foreign policy, or world situation and draw a political cartoon suggesting its view. Students will present their cartoon to the class.
- 2 Select a current event, foreign policy, or world situation, and collect cartoons from several different sources, including sources outside the United States. Students will compare and contrast the various cartoons they have collected and present their findings to the class.
- 3 Ask students to keep a long-term compilation of cartoons on a specific event, foreign policy, or world situation.

Video Activities

Who's Fooling Whom? Political Cartoons



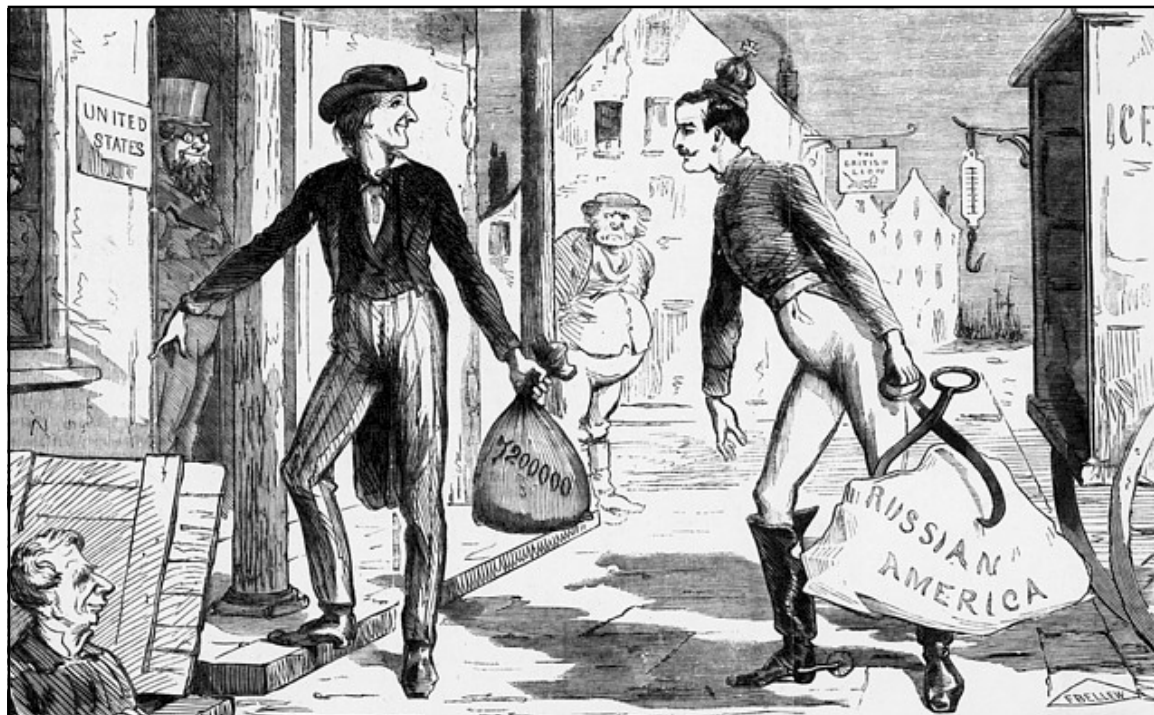
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"Carving the World"

- Who are the two men represented in this cartoon?
- What world powers do these men represent?
- During what time period was this cartoon drawn?
- What is the cartoonist suggesting by having these men "carve the globe"?
- What technique(s) was the cartoonist using?
(satire, irony, caricature)
- What effect do you think this cartoon would have on the reader?
- How could this cartoon be changed for use today?

Video Activities

Who's Fooling Whom? Political Cartoons



©Bettmann/Corbis

"Seward's Folly"

- What countries are represented in the cartoon?
- What are they carrying? What do the items represent?
- Who is the man in the cellar? Why is he there?
- During what time period was this cartoon drawn?
- What is the message or theme of the cartoon?
- What technique(s) was the cartoonist using?
(satire, irony, caricature)
- What effect do you think this cartoon would have on the reader?
- How could this cartoon be changed for use today?

Video Activities

Who's Fooling Whom? Political Cartoons



©Bettmann/Corbis

"Line in the Sand"

- Who are the men represented in this cartoon?
- What countries do these men represent?
- What is significant about what each man is holding in his hand?
- Why did Uncle Sam write the word, "Monroe Doctrine"?
- What is the message or theme of the cartoon?
- What technique(s) was the cartoonist using? (satire, irony, caricature)
- What effect do you think this cartoon would have on the reader?
- How could this cartoon be changed for use today?
- Compare and contrast this cartoon with the two previous cartoons. Compare and contrast the views expressed in the two previous cartoons.

Video Activities

Who's Fooling Whom? Political Cartoons



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"Home Light Oil"

- Who are the men represented in this cartoon?
- What countries do they represent?
- What does the barrel represent?
- Why is Uncle Sam in control of the barrel?
- During what time period was the cartoon drawn?
- What is the message or theme of the cartoon?
- What techniques(s) was the cartoonist using?
(satire, irony, caricature)
- What effect do you think this cartoon would have on the reader?
- How could this cartoon be changed for use today?

Video Activities

Who's Fooling Whom? Political Cartoons



©Bettmann/Corbis

"Open Door"

- Who is the man represented in this cartoon?
- What countries are represented?
- During what time period was this cartoon drawn?
- What do you think the cartoonist is implying by the text he has written for the cartoon?
- What is the message or theme of the cartoon?
- What techniques(s) was the cartoonist using? (satire, irony, caricature)
- What effect do you think this cartoon would have on the reader?
- How could this cartoon be changed for use today?

Video Activities

Who's Fooling Whom? Political Cartoons

"I'd Reconsider If I Were You"



"I'd Reconsider If I Were You"

- What countries are represented in this cartoon?
- Explain the symbols representing each country.
- What do the symbols tell you about the cartoonist's views?
- What U.S. foreign policy is discussed in this cartoon?
- During what time period was the cartoon drawn?
- What is the message or theme of the cartoon?
- What technique(s) was the cartoonist using?
(satire, irony, caricature)
- What effect do you think this cartoon would have on the reader?
- How could this cartoon be changed for use today?

Video Activities

Who's Fooling Whom? Political Cartoons

| Cartoon | Who is in the cartoon? (Name the characters.) | What countries do you recognize? | What is happening in the cartoon? | When was the cartoon drawn? | What historical incident is portrayed? | What is the tone of the cartoon? Poking fun (satire) Warning (serious) Exaggerated(caricature) The unexpected (irony) | Theme or message of the cartoon |
|------------------------|---|----------------------------------|-----------------------------------|-----------------------------|--|---|---------------------------------|
| "Carving the World" | | | | | | | |
| Seward's Folly | | | | | | | |
| "Home Light Oil" | | | | | | | |
| "Open Door" | | | | | | | |
| "Cuban Missile Crisis" | | | | | | | |

Video Activities



Diplomacy Over Time

Standard: II. Time, Continuity, and Change
 VI. Power, Authority, and Governance
 IX. Global Connections
 X. Civic Ideals and Practices

Grade Level: 9-12

Objectives: The student will:
 ● Compare and contrast foreign policy of different historical periods

Time: 2-3 class periods

Materials: Handouts of diplomats/presidents and historical events

Procedures:

- ① Assign roles to students based on list of diplomats/founding fathers.
- ② Students should research assigned diplomats to determine:
 - Ⓐ Diplomatic background, including work in, or with, specific countries.
 - Ⓑ Foreign policy decisions.
 - Ⓒ Methods and motives applied to specific events.
- ③ Assign remaining students specific historical events from the list. Students should determine the motives and methods of foreign policy involved in each event. This should include background, specific countries involved, key decision-makers, and how the situation was resolved.
- ④ Prepare seating for the “diplomats” in front or in the center of the room.
- ⑤ The remaining students should present descriptions of their more “modern” historical events to the “diplomats.” Using their background information, the diplomats “who have crossed time” should explain how and why they would react to each of the “new” situations. The diplomats should remain true to past convictions, applying them to the more modern experiences.
- ⑥ Assess the responses of the diplomats. Did they remain true to their beliefs and past actions? Did the other students accurately describe their historical events?

Video Activities

Diplomacy Over Time

Extension Activities:

- 1 Students should complete a written assessment of the roundtable discussion.
- 2 The activity could be a research/writing assignment rather than an oral event.

Diplomats

Benjamin Franklin
 Thomas Jefferson
 John Adams
 John Quincy Adams

Historical Events

Building of the Panama Canal
 Sinking of the *Maine*
 The Roosevelt Corollary to the Monroe Doctrine
 Unrestricted submarine warfare prior to
 U.S. involvement in WWI
 Rejection of the League of Nations
 Kellogg-Briand Pact
 Bombing of Pearl Harbor
 The use of atomic bombs on Hiroshima and
 Nagasaki
 The United Nations
 Truman Doctrine
 The Marshall Plan
 Berlin Airlift
 North Atlantic Treaty Organization (NATO)
 The Korean War
 Cuban Missile Crisis
 U.S. involvement in Vietnam
 Camp David Accords
 U.S. reactions to apartheid in South Africa
Glasnost and *perestroika*:
 U.S. relations with the Soviet Union
 Gulf War
 Conflict with Iraq

Video Activities



Conducting Foreign Policy: 1898-1915

Standard: II. Time, Continuity, and Change
VI. Power, Authority, and Governance
IX. Global Connections
X. Civic Ideals and Practices

Grade Level: 9-12

Objectives: The student will:

- Analyze different methods and motives involved in the development of foreign policy
- Assess primary documents

Time: Minimum 1 class period

Materials: Handouts of question and primary documents

Procedures: Use materials (Documents A-J) for a document-based question (DBQ) in Advanced Placement or other U.S. History classes.
Question for students to address:

“Analyze the methods and motives that led to increased U.S. involvement in world affairs between 1898-1915.”

Extension Activities:

- 1 Divide documents among students. Research assigned documents to explain the historic event(s) associated with each source.
- 2 As a class, determine the primary methods and motives used by William McKinley, Theodore Roosevelt, William Howard Taft, and Woodrow Wilson from 1898-1915. What characterizes U.S. foreign policy during this period?
- 3 Have students analyze the role of diplomacy during this era. Agree or disagree:
“Diplomacy was the primary method used to implement U.S. foreign policy during the years 1898-1915.”

Note to Teacher:

Documents “D” and “I” are the Platt and Teller Amendments, respectively.

Video Activities

Conducting Foreign Policy: 1898-1915

U.S. History Document-Based Question

Integrate your interpretation of Documents A-J and your knowledge of the period referred to in the question to construct a coherent essay.

Analyze the methods and motives that led to increased U.S. involvement in world affairs between 1898-1915.

Document A

Source:
Theodore Roosevelt's Annual
Message to Congress,
December 6, 1904

"It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. . . Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power. . . ."

Document B

Source:
"The White Man's Burden"
Rudyard Kipling
McClure's Magazine 12
February 1899

"Take up the White man's burden--
Send forth the best ye breed--
Go, bind your sons to exile
To serve your captives' need;
To wait, in heavy harness,
On fluttered folk and wild--
Your new-caught sullen peoples,
Half devil and half child."

"Take up the White Man's burden--
Ye dare not stoop to less--
Nor call too loud on Freedom
To cloak your weariness.
By all ye will or whisper,
By all ye leave or do,
The silent sullen peoples
Shall weigh your God and you.

"Take up the White Man's burden!
Have done with childish days--
The lightly-proffered laurel,
The easy ungrudged praise:
Comes now, to search your manhood
Through all the thankless years,
Cold, edged with dear-bought wisdom,
The judgement of your peers.

Video Activities



Conducting Foreign Policy: 1898-1915

Document C

Source:
Speech by Samuel Gompers
Chicago Peace Jubilee
October 18, 1899

“It is worse than folly, aye, it is a crime, to lull ourselves into the fancy that we shall escape the duties which we owe to our people by becoming a nation of conquerors, disregarding the lessons of nearly a century and a quarter of our national existence as an independent, progressive, humane and peace-loving nation. We cannot with safety to ourselves, or justice to others keep the workers and the lovers of reform and simple justice divided, or divert their attention, and thus render them powerless to expose abuses and remedy existing injustice. . . .

“Can we hope to close the flood-gates of immigration from the hordes of Chinese and the semi-savage races coming from what will then be part of our own country? Certainly, if we are to retain the principles of law enunciated from the foundation of our Government, no legislation of such a character can be expected. . . .”




Document D

Source:
Legislation passed by Congress
1901

“II. That the government of Cuba consents that the United States may exercise the right to intervene for the preservation of Cuban independence, the maintenance of a government adequate for the protection of life, property, and individual liberty, and for discharging the obligations with respect to Cuba imposed by the treaty of Paris on the United States, now to be assumed and undertaken by the government of Cuba.

“VII. That to enable the United States to maintain the independence of Cuba, and to protect the people thereof, as well as for its own defense, the government of Cuba will sell or lease to the United States lands necessary for coaling or naval stations at certain specified points to be agreed upon with the President of the United States.”

Document E

Source:
Open Door Note 
Submitted by U.S. 
Secretary of State John Hay 
September 6, 1899

“First. Will in no way interfere with any treaty port or any vested interest within any so-called “sphere of influence” or leased territory it may have in China.

“Second. That the Chinese treaty tariff of the time being shall apply to all merchandise landed or shipped to all such ports as are within said “sphere of influence” (unless they be “free ports”), no matter what nationality it may belong, and that duties so leviable shall be collected by the Chinese Government.

“Third. That it will levy no higher harbor dues on vessels of another nationality frequenting any port in such “sphere” than shall be levied on vessels of its own nationality, and no higher railroad charges over lines built, controlled, or operated within its “sphere” than shall be levied on similar merchandise belonging to its own nationals transported over equal distances.”

Video Activities

Conducting Foreign Policy: 1898-1915

Document F

Source:
New York Herald
Library of Congress
1914



Document G Article II

Source:
Hay-Bunau-Varilla Treaty
November 18, 1903

“The Republic of Panama grants to the United States in perpetuity the use, occupation and control of a zone of land and land under water for the construction, maintenance, operation, sanitation and protection of said Canal of the width of ten miles extending to the distance of five miles on each side of the center line of the route of the Canal to be constructed; the said zone beginning in the Caribbean Sea three marine miles from mean low water mark and extending to and across the Isthmus of Panama into the Pacific Ocean to a distance of three marine miles from mean low watermark with the proviso that the cities of Panama and Colon and the harbors adjacent to said cities, which are included within the boundaries of the zone above described, shall not be included within this grant. . . .”

Video Activities

Conducting Foreign Policy: 1898-1915

Document H

Source:
John T. McCutcheon
Chicago Tribune

1914



Document I

Source:
Congressional Legislation,
passed without opposition
April 20, 1898

“**First.** That the people of the Island of Cuba are, of right ought to be, free and independent.

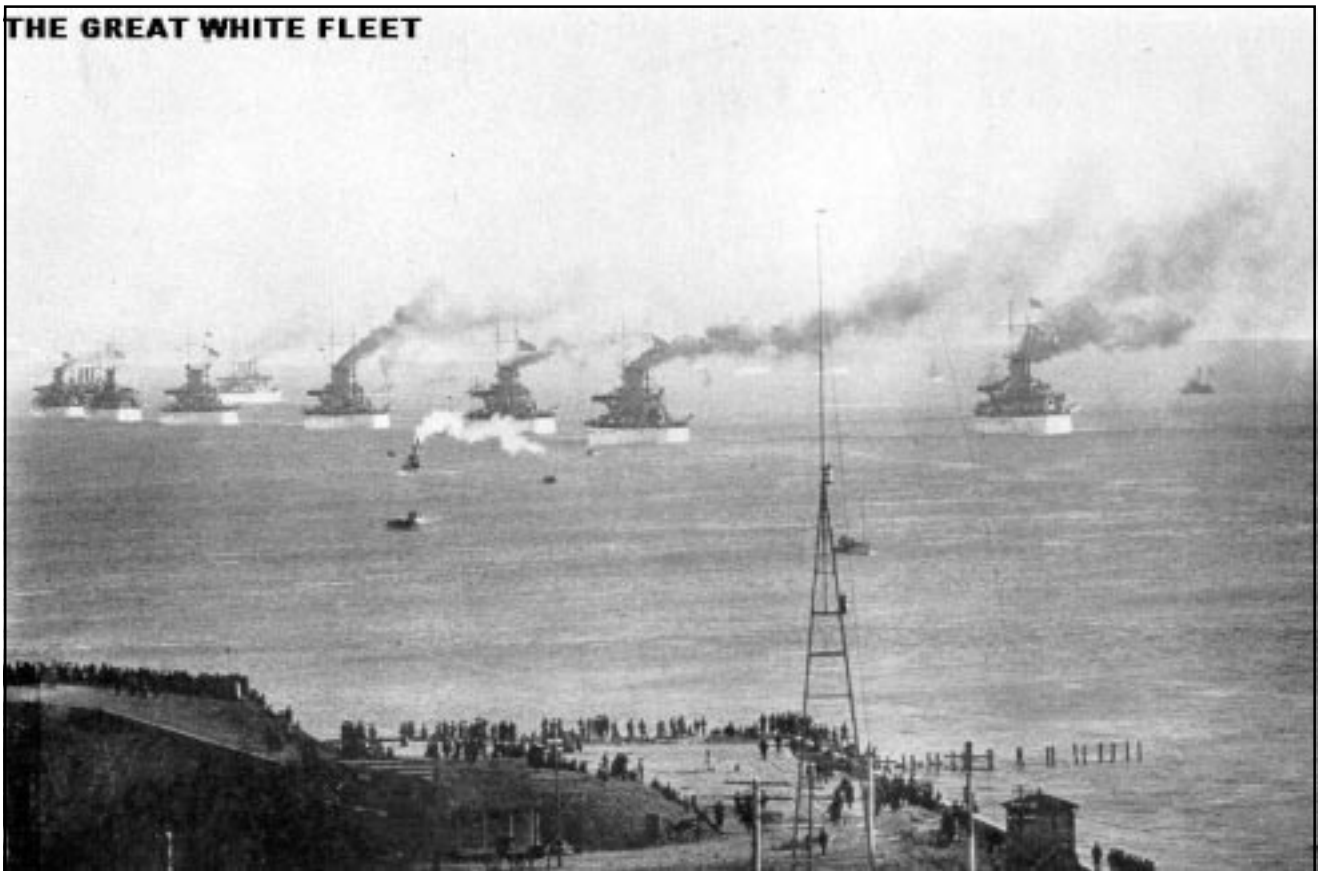
“**Fourth.** That the United States hereby disclaims any disposition or intention to exercise sovereignty, jurisdiction, or control over said Island except for the pacification thereof, and asserts its determination, when that is accomplished, to leave the government and control of the Island to its people.”

Video Activities

 Conducting Foreign Policy: 1898-1915

Document J

Source:
"The Great White Fleet"
Naval History Center
1907



Video Activities



Diplomatic Case Studies

Standard: II. Time, Continuity, and Change
 III. People, Places, and Environments
 V. Individuals, Groups, and Institutions
 VI. Power, Authority, and Governments

Grade Level: 8-12

Objectives: The student will:

- Use critical thinking skills to evaluate the situations
- Create possible reactions and outcomes to the incidents

Time: 2 class periods

Materials: Copies of case studies for students and questions

Procedures:

- ① Students are divided into groups.
- ② Each group is given a case study and questions.
- ③ The groups will evaluate the information given and answer the questions.
- ④ The groups will report the following:
 - Ⓐ A brief synopsis of events
 - Ⓑ A statement of the problem(s)
 - Ⓒ Their reaction to the incident(s)
 - Ⓓ Possible outcomes of the incident(s)
- ⑤ Students will discuss other possible solutions/ outcomes.
- ⑥ Teacher reveals the true incidents and responses/ outcomes.
- ⑦ Students will discuss whether or not they agree with the actual response and why.

Video Activities

Diplomatic Case Studies

Questions:

- ① What are the main facts of the case?
- ② What problems do you think are presented?
- ③ Explain the goals of the group(s) involved.
- ④ What do you think the reactions of the different
people involved might be?
- ⑤ What are the environmental, cultural, political, and
economic outcomes of the incidents?
- ⑥ How do you think the government responded?

Extension Activities:

- ① Groups do further research on their events and create a formal research presentation to the class.
- ② Students use visuals or draw a picture or political cartoon of the event to illustrate their presentation and help to identify the facts of the case.
- ③ Students create a storyboard of the events, reactions, and outcomes.
- ④ Students write a newspaper article or an editorial using the facts from their event.

Video Activities



Diplomatic Case Studies

Case Study: A

Student Page

Two nations are involved in an escalating conflict verging on all-out war. Diplomatic overtures by one nation are rejected by the other and the situation worsens. When agents of one government suggest that substantial sums of money might smooth relations between the two nations, diplomatic relations are severed, and preparations for war increase.

A citizen from one nation decides to attempt peace negotiations on his own, without the support of his government. He meets with members of the other government and opens the door for his government to negotiate a peaceful settlement to the conflict.

Teacher Page

Relations between the United States and France had been deteriorating since the end of the Revolutionary War, after the Americans negotiated a peace treaty with the British without French involvement. The French also viewed the signing of Jay's Treaty between the United States and Britain as a sign that the Americans supported the British in their war against France. French seizure of American ships, property, and citizens fueled the tension between the two nations.

France refused to receive American Minister Charles Pinckney or the first peace delegation. French Foreign Minister Charles Talleyrand sent three agents to meet the delegation and inform them

that he would not begin talks until he received \$250,000 for himself, and France received a \$12-million loan. Pinckney broke off diplomatic relations.

A Quaker named George Logan financed his own trip to Europe, and with letters of introduction from Thomas Jefferson, met with the French Foreign Minister and articulated American concerns.

The Response

While the U.S. Government disavowed Logan's mission, President John Adams took advantage of the diplomatic opening and sent another team to negotiate a peaceful settlement to the conflict. Congress was furious with Logan, but unable to punish him. Congress passed legislation, known as the

Logan Act, which prohibited private citizens from negotiating with foreign nations without government consent.

The Outcome

The second peace delegation was able to negotiate a solution to the conflict with the new French ruler, Napoleon Bonaparte. Known as the Convention of 1800, the agreement ended the 1778 alliance between France and the United States. French restrictions on U.S. trade were removed, and all prisoners captured during the conflict were released. The Logan Act remains in force to this day and its use has been threatened against Henry Ford, Jane Fonda, and former Attorney General Ramsey Clark, among others. There have been no convictions.

Video Activities

Diplomatic Case Studies

Case Study: B

Student Page

Employees of a multinational corporation want to end the use of one of their products by a repressive government. They stage protests and demonstrations in an attempt to convince their company to sever all business ties with the regime. After sending a corporate delegation to investigate conditions in the country, they decide to remain. The company begins implementing changes in the workplace that do not technically violate that country's laws. They also work with their home government to establish a set of guidelines for businesses operating in the region.

Teacher Page

A group calling themselves the Polaroid Workers Revolutionary Movement wanted their company to end its business involvement in South Africa. Polaroid film was used by the government in their passbook system, to monitor and control the movements and activities of non-white South Africans.

The company sent a four-man delegation to investigate the situation. The delegation recommended that the company remain in South Africa and implement changes to improve the lives of non-white workers. The company ended sales to the South African government but continued sales to the public. Salaries and benefits for non-white workers were increased, and Polaroid dedicated a portion of their profits in South Africa to

encourage black education.

The Department of State developed a strategy for American businesses in South Africa to improve the lives and working conditions of non-whites within the South African legal framework. This strategy also took into account the growing influence of civil rights, labor, and consumer groups in the United States.

The Response

The Polaroid Workers Revolutionary Movement was not satisfied with the company's response and vowed to continue their protests. The South African government did not oppose Polaroid's efforts, but informed the Department of State that they would not tolerate interference in South Africa's domestic affairs. Several

other multinational companies met with the Department of State to implement changes in their South African businesses.

The Outcome

The Polaroid episode marked the beginning of a new strategy toward the South African government. The Reverend Leon Sullivan, the only African American member of General Motors' board of directors, developed the Sullivan Principles in 1977, as a code of conduct for American businesses operating in South Africa. The Polaroid Workers Revolutionary Movement was in the vanguard of protests and boycotts that led many companies to pull out of South Africa.

Video Activities



Diplomatic Case Studies

Case Study: C

Student Page

A government official working in a foreign nation is under orders from his superiors to severely restrict the immigration of certain people to his home country. These people face hardship, persecution, and even death in their own land. The government official, ignoring official policy, begins issuing travel documents. He helps refugees escape and occasionally shelters them in his diplomatic residence.

Teacher Page

Hiram Bingham IV was a vice consul in Marseilles, France, in charge of visas. In June 1940, he began issuing visas to Jews and political refugees in direct violation of a policy by Breckinridge Long, Assistant Secretary of State in charge of the Visa Division. Long instituted policies making it increasingly difficult for refugees from Germany, Italy or Russia to obtain visas. He also circulated an intra-department memo in June 1940 instructing consuls to

“. . . put every obstacle in the way . . . and to resort to various administrative devices which would postpone and postpone and postpone the granting of the visas.” In spite of this directive, Bingham helped thousands to escape Nazi-occupied Europe.

The Response

Bingham’s efforts led to increased scrutiny by the Germans, who complained to the Department of State. Bingham was relieved of his post in 1941 and was transferred, first to Lisbon and later, to Argentina. His

career in the diplomatic service ended in 1945.

The Outcome

It is believed that Bingham either directly or indirectly saved the lives of over 2,000 people. On June 27, 2002, Secretary of State Colin Powell praised Bingham’s actions and recognized his efforts with a posthumous “courageous diplomat” award.

Video Activities

Diplomatic Case Studies

Case Study: D

Student Page

A group of people, opposed to their government's involvement in a war, engage in protests, demonstrations, and letter-writing campaigns. Several of them travel to a neutral country to meet with a group from the "enemy's" side. They listen to graphic descriptions of the impact of the war on the enemy. This encounter strengthens their resolve, and they return home more determined than ever to end their country's involvement in this war.

Teacher Page

As part of the movement against the war in Vietnam, a group of largely middle-class women (Women Strike for Peace or WSPers) began their own campaign to end the war. They handed out leaflets, sponsored letter-writing campaigns to the President and Capitol Hill, engaged in a nationwide phone-the-President campaign, raised humanitarian aid for war victims, picketed draft boards, and protested the sale of war toys. In July 1965, ten women traveled to Indonesia to meet with their Vietnamese counterparts. During that meeting, the American women heard

graphic descriptions of the impact of fragmentation bombs on the Vietnamese. Once back in the United States they increased their efforts to end the war.

The Response

The WSPers, like many other protest groups, were never able to secure a meeting with the President or his advisers. As American involvement in the war escalated and protests increased, opponents of the war were often branded as communists or "kooks."

The Outcome

The war's costs in both human and economic terms led President Richard Nixon to adopt Vietnamization—a plan to withdraw American forces slowly and replace

them with well-supplied Vietnamese troops. Peace talks were also begun, and in January 1973, the United States reached an agreement with the North Vietnamese to pull American combat forces out of Vietnam. The last combat troops left in March 1974. The war's impact on American society reverberates to this day and affects decisions to place U.S. troops in trouble spots around the globe.

Video Activities □



Diplomatic Case Studies

Case Study: E

Student Page

A popular movement against a national leader leads to his overthrow and exile. When this leader seeks medical attention in a country that had supported him in the past, there is a backlash. Followers of the new leader target citizens of that country, seizing them and holding them hostage. The government of the captives attempts a variety of diplomatic measures to secure their release. The top diplomat in the administration believes that the use of military force could jeopardize the lives of the hostages and lead to increased tensions in the region. Others in the administration begin looking into military options. When it appears that a hostage rescue mission is inevitable, the diplomat tenders his resignation.

Teacher Page

A popular movement to remove Muhammed Reza Pahlevi, the Shah of Iran, led to his ouster and exile in early 1979. Relations between Iran and the United States--already strained as a result of American support for the Shah--deteriorated even further when he entered the United States for medical treatment in October 1979. On November 4, 1979, thousands of Iranians seized American diplomats and held them as hostages in Tehran.

Secretary of State Cyrus Vance advocated the use of diplomacy to end the crisis, while others in the administration of President Jimmy Carter advocated a more aggressive response. Vance argued that the situation might actually deteriorate if military force was used. He

believed that as long as the hostages were unharmed and not in imminent danger, a strategy to build political, economic, and legal pressure on Iran was the best way to secure the release of the hostages.

The slow pace of these measures, coupled with Carter's plummet in the polls, led the administration to formulate a plan for a helicopter rescue mission. Vance's vehement opposition to this plan compelled him to submit his letter of resignation on April 21, 1980.

The Response

Carter's frustration with the crisis led him to sever diplomatic relations with Iran and impose a complete economic embargo. On April 24, 1980, Operation Eagle Claw (the mission to free the

hostages) ended in disaster. Three of the eight helicopters failed before reaching Tehran, causing Carter to abort the mission. During the withdrawal of U.S. forces, a plane and a helicopter collided, killing eight Americans.

The Outcome

The Iran hostage crisis ultimately cost Jimmy Carter the 1980 presidential election. Ironically, it was behind the scenes diplomatic negotiations during his administration that led to the release of the hostages on January 20, 1981--the day of Ronald Reagan's inauguration.

Video Activities

Diplomatic Case Studies

Case Study: F

Student Page

An adventurer organizes an expedition to conquer remote territory in another country. He meets little initial resistance, takes possession of the territory, and declares himself president. Emboldened by his success, he decides to seize even more territory. A shortage of supplies and men, coupled with increasing attacks by government troops, force the men to abandon their attempt and return to their own country.

Teacher Page

William Walker is considered the greatest of the American filibusters—men who attempted to seize control of territory in Central and South America in the mid-nineteenth century. In 1853 Walker organized an expedition to take control of portions of northern Mexico. He landed at La Paz in Baja California in November, proclaimed the area an independent republic and declared himself president. Several months later he set

his sights on Sonora. However, low on supplies and men and hounded by Mexican troops, Walker and his men abandoned the mission and returned to San Diego.

The Response

Upon his return, William Walker was tried in Federal court for violating U.S. neutrality laws. The United States was not at war with Mexico in 1853; therefore Walker had no right to “invade” the country. With public opinion firmly on his side, Walker was acquitted of the charge.

The Outcome

Within one year, Walker embarked on another expedition—this time to Nicaragua. While unsuccessful, Walker and other filibusters embodied the spirit of Manifest Destiny that defined the United States in the nineteenth century, and their missions beyond our natural borders presaged American expansion a half century later.



Case Study: G

Student Page

A young entrepreneur decides to build a passenger railroad in an undeveloped country. The project is costly, in both human and economic terms, and upon completion, the entrepreneur discovers that there are not enough passengers to enable him to pay off his debts. He starts shipping produce, and developing plantations to supply the produce. His business interests continue expanding, and he begins to encounter financial difficulties. In a shrewd business move, he joins forces with two other men, creating a multinational business conglomerate.

Teacher Page

In 1871, Minor Keith began building a railroad in Costa Rica. Conditions were so bad that about 5,000 men died during construction — including three of Keith’s brothers. Keith went on to complete the railroad, but found that there were not enough passengers to make the venture viable. He decided to ship the bananas that he had planted to feed workers.

This moneymaking venture proved so successful that soon Keith owned three banana export companies, used his trains to transport them, and established a number of plantations.

By 1899, Keith dominated the banana business in Central America, but the

bankruptcy of a New York broker left him penniless. Keith merged his business with the Boston Fruit Company and the new business was called the United Fruit Company.

The Response

The United Fruit Company’s extensive control over lands, markets, shipping, and banking, and its influence with its host governments, made the company a dominant force in several Latin American nations.

The Outcome

The Latin American press often referred to the United Fruit Company as “the octopus,” because of its pervasive influence. While the company brought much needed development in the form of schools and hospitals, and paid its

seasonal workers more than other companies, there was widespread resentment among the general population of the close relationship between the company and government.

So pervasive was United Fruit’s influence in some countries, that the countries were popularly known as “banana republics.”

In the wake of repeated allegations that it was a monopoly, United Fruit was sued by the U.S. Government under anti-trust provisions and dismembered. Its constituent parts were sold to other companies. By the early 1970s, what remained of the company fell into financial trouble before its sale to United Brands of Cincinnati, Ohio. In the 1990s, the company took on the name of its most popular brand—Chiquita.

Glossary

Locations

The following geographic locations are included in this video tape. Teachers are encouraged to develop either pre-video activities or geography lessons that incorporate these locations. For nations of the modern world, these Internet resources can be particularly useful.

-  U.S. Department of State Countries and Regions
<http://www.state.gov/countries>
-  U.S. Department of State Background Notes
<http://www.state.gov/r/pa/ei/bgn>
-  Central Intelligence Agency (CIA) The World Factbook
<http://www.cia.gov/publications/factbook/index.html>
-  Library of Congress Portals to the World
<http://www.loc.gov/rr/international/portals.html>

U.S. Locations, Cities, States, and Territories

| | | |
|-------------|---------------------|------------------|
| Alaska | Hawaiian Islands | North Dakota |
| Arizona | Idaho | Puerto Rico |
| Camp David | Louisiana Territory | Rio Grande River |
| Connecticut | Montana | Texas |
| Florida | New Mexico | Washington, D.C. |
| Guam | New Orleans | |

Continents and World Regions

| | | |
|----------------|----------------|--------------------|
| Africa | Eastern Europe | Pacific Ocean |
| Asia | Europe | Sub-Saharan Africa |
| Atlantic Ocean | Middle East | Western Hemisphere |

Ancient Cities and Civilizations

Greece
Mesopotamia
Persia
Rome



Glossary

Modern International Cities and Countries

| | | |
|------------|---------------------|---------------------|
| Beijing | Germany | Prussia |
| Berlin | Helsinki | Russia |
| Bermuda | Iran | South Africa |
| Bosnia | Iraq | South Korea |
| Cairo | Korea | Soviet Union (USSR) |
| Casablanca | Kuwait | Spain |
| China | Mexico | Tehran |
| Colombia | Moscow | United Kingdom |
| Cuba | North Korea | Versailles |
| England | Panama/Panama Canal | Vietnam |
| Ethiopia | Paris | Yalta |
| France | Philippines | Yugoslavia |
| | Potsdam | |

Historical Figures

The following world leaders, diplomats and other historical figures are included in this video tape. Teachers are encouraged to develop either pre-video activities or history/biography lessons that incorporate these historical figures. The following Internet resources can be useful for these lessons.

-  U.S. Department of State Principal Officers of the Department
<http://www.state.gov/r/pa/ho/po>
-  Library of Congress Virtual Reference Shelf
<http://www.loc.gov/rr/askalib/virtualref.html>
-  National Archives and Records Administration Research Room
http://www.archives.gov/research_room/alic/reference_desk/

World Leaders and Personalities

| | | |
|--------------------|-------------------|-----------------|
| Napoleon Bonaparte | Saddam Hussein | Joseph Stalin |
| Fidel Castro | Nikita Khrushchev | Josip Broz Tito |
| Mikhail Gorbachev | Nelson Mandela | Mao Zedong |


Glossary □

U.S. Presidents, Diplomats, & Personalities

| | | |
|-------------------|----------------------|-----------------------|
| Dean Acheson | Warren G. Harding | James Monroe |
| John Adams | John Hay | Richard Nixon |
| John Quincy Adams | Charles Evans Hughes | Colin Powell |
| James Baker | John Jay | Ronald Reagan |
| George H.W. Bush | Thomas Jefferson | William Rogers |
| Jimmy Carter | Lyndon Johnson | Franklin D. Roosevelt |
| Bill Clinton | Frank Kellogg | William Seward |
| Silas Deane | George Kennan | Nicholas Trist |
| Benjamin Franklin | John F. Kennedy | Harry S Truman |
| John Gadsden | Henry Kissinger | George Washington |
| John Glenn | Robert Livingston | Woodrow Wilson |
| | Joseph McCarthy | |

Historical Terms & Events □

The following historical events, treaties, policies, and organizations are included in this video tape. Teachers are encouraged to incorporate them into either pre-video activities or history lessons. The following websites can be useful resources for this purpose.

-  U.S. Department of State *Foreign Relations of the United States*
<http://www.state.gov/r/pa/ho/frus>
-  U.S. Department of State Timeline of U.S. Diplomatic History
<http://www.state.gov/r/pa/ho/time>
-  U.S. Department of State International Topics and Issues
<http://www.state.gov/internl/>
-  Library of Congress Virtual Reference Shelf
<http://www.loc.gov/rr/askalib/virtualref.html>
-  National Archives and Records Administration Research Room
http://www.archives.gov/research_room/alic/reference_desk/

Glossary

Treaties, Agreements & Organizations

| | | |
|---|--|---|
| Adams-Onís Treaty | Helsinki Accords | Strategic Arms Limitation Treaty (SALT) |
| ANZUS Pact | International Monetary Fund (IMF) | Treaty of Alliance |
| Central Treaty Organization (CENTO) | Kellogg-Briand Pact | Treaty of Guadalupe-Hidalgo |
| Convention of 1818 | League of Nations | Treaty of Versailles |
| Constitution of 1789 | North Atlantic Treaty Organization (NATO) | United Nations |
| Demilitarized Zone (DMZ) | Non-Aligned Movement | UN Security Council |
| Egyptian-Israeli Peace Accord | Oregon Treaty of 1846 | Warsaw Pact |
| 49th Parallel | Paris Peace Talks | Washington Naval Conference |
| General Agreement on Trade and Tariffs (GATT) | Rio Pact | World Bank |
| | Southeast Asia Treaty Organization (SEATO) | |

Domestic & Foreign Policies

| | | |
|--------------------------------------|------------------|---------------------|
| Apartheid | Fourteen Points | Perestroika |
| Cold War | Glasnost | Ping-Pong Diplomacy |
| Containment | Idealism | Realism |
| Decolonization | Isolationism | Shuttle Diplomacy |
| Détente | Marshall Plan | Truman Doctrine |
| Farewell Address (George Washington) | Monroe Doctrine | |
| | Open Door Policy | |

Other Historical Events & Terms

| | | |
|---------------------------|----------------------|-------------------|
| Anti-war movement | Global warming | Pearl Harbor |
| Articles of Confederation | HIV/AIDS | Rain forest |
| Battle of Saratoga | Industrial pollution | Revolutionary War |
| Battle of Yorktown | International Law | Shipping routes |
| Berlin Airlift | Island bases | Sputnik |
| Communism | Korean War | Trade routes |
| Continental Congress | Louisiana Purchase | Vietnam War |
| Coral reef | Nuclear weapons | World War I |
| Endangered species | Panama Canal | World War II |
| | Peace Corps | |

Glossary □

Government & Diplomatic Terms

The following government and diplomatic terms are used in this video tape. Their descriptions and definitions are drawn from a variety of sources, including dictionaries, textbooks, and official U.S. government websites.

Alliance(s) □ A formal pact or agreement between nations, especially for the purpose of supporting each other against military threats from other nations or in times of war.

Ally □ The general term used to describe a nation which has entered into an agreement or treaty with another nation for purposes of mutual support.

Annexation □ The term refers to that act of a government (nation, state, or city) to take control of territory outside of its borders. Annexation can occur by mutual agreement, treaty, or by economic or military force.

Cabinet Department □ A U.S. government department that is headed by a member of the President's Cabinet, which acts as the President's official body of advisers. Cabinet members are appointed by the President, with the approval of the Senate. There are currently 15 Cabinet departments that advise the President.

Camp David □ A retreat in Maryland often used by the President as a weekend or vacation residence, and also used for private meetings with other government leaders and foreign officials.

Cold War □ A state of tension between the United States and the Soviet Union that began after World War II and continued for more than 40 years. Unlike a traditional "hot war," the Cold War did not involve direct armed conflict between the two states. Rather, it was characterized by diplomatic, political, economic, technological, and cultural competition. It also involved a nuclear arms race, and some instances in which each superpower became engaged in armed conflict involving smaller nations.

Communism □ A theory and system of social and political organization that sought to overthrow capitalism through a workers' revolution and redistribute wealth in the hands of the proletariat, or working class.

Glossary

- Congress** The Legislative branch of the U.S. Government, made up of the Senate and the House of Representatives.
- Consul** A person appointed by the government to reside in a particular city of another country and represent the government's commercial interests and to provide assistance to other citizens who are living or travelling in that country. A consulate, the consul's office, may be located in several large cities of the country. The first consuls were authorized by Congress in 1792.
- Containment** A policy, first proposed by U.S. diplomat George Kennan, of applying diplomatic, military, and economic pressure on the Soviet Union, in order to limit the spread of communism and Soviet influence in the world.
- Department of State** The U.S. Government department responsible for advising the President on formulating foreign policy, implementing the President's foreign policy, and conducting foreign relations with other nations.
- Diplomacy** The term is used to describe the practice of conducting relations with other nations, such as negotiating treaties, alliances, or agreements.
- Diplomat** An individual who is appointed by the government to represent its interests and to conduct its relations with another government. An Ambassador is the highest ranking U.S. Department of State diplomatic representative to another nation. Ambassadors are appointed by the President, with the approval of the Senate. The title of Ambassador was first used in 1893. Prior to that, the highest ranking U.S. diplomats were Ministers.
- Diplomatic Corps** This term generally refers to those engaged in on-going or specific official diplomatic efforts. Included are the Secretary of State, ambassadors, and special envoys to other nations, and their staff members who support the work of diplomacy around the world.
- Diplomatic Mission** An individual or group sent by a government to conduct negotiations or establish relations with another country. A diplomatic mission can be temporary or permanent and is headed by a representative of various diplomatic ranks.

Glossary □

- Dispatches** Official messages sent with speed between a government and its foreign diplomats or between nations.
- Embassy(ies)** The official headquarters of a government's ambassador and other representatives to another country. It is usually located in the capital of the other country.
- Federal Government** The term refers to the national government of the United States that is made up of the executive, legislative, and judicial branches. It includes all of the departments and agencies that carry out the duties and responsibilities assigned to it by the Constitution to govern the whole country.
- Foreign Policy** The official views and policies of the government regarding its relations with other nations. In the United States, foreign policy is developed by the President, with the advice of the Secretary of State and others, and is implemented by the Department of State and any other officials designated by the President.
- Herald(s)** A term used to describe a messenger responsible for announcing official government proclamations or carrying official messages between nations or sovereign rulers.
- Idealism** A school of thought in which the primary focus of U.S. foreign policy is to serve as an example to the rest of the world, and to extend abroad America's core principles of democracy, individual freedom, and human rights.
- Ideology** The philosophy, principles, or ideas that reflect the needs and aspirations of individuals or groups, such as the communist ideology.
- Immunity** The term refers to an exemption from responsibility or prosecution for a particular action or crime. "Diplomatic immunity" is often provided to personnel from other countries serving in embassies and consular offices.

Glossary

- International Law** The body of rules that are generally regarded as binding in the relations between nations. They are often the result of treaties or agreements accepted by many nations, such as the Geneva Convention on the war-time treatment of prisoners and the sick or wounded.
- Lobbyist** A person who is employed to represent the interests and views of an individual or group who seeks to influence legislation or government decisions in a particular way.
- Military Attaché** A military officer on the official staff of an ambassador, consul, or minister to a foreign country, who serves as an adviser on military matters or a liaison with military officials of the foreign country.
- Minister** A high-ranking official appointed by the government to serve as its representative to another nation for the purpose of carrying out specific orders or duties. Prior to 1893, Ministers were the highest ranking official representatives of the United States to other nations.
- National Security Adviser** Appointed by the President as an adviser on matters of national security and foreign policy, the National Security Advisor is a member of the President's National Security Council, which was established by President Truman as one of the agencies of the Executive Office of the President.
- Negotiation** The term refers to discussions between individuals, groups, or nations that are conducted for the purpose of arriving at an agreement on a particular set of terms or actions.
- Neutral** In international affairs, the term refers to a nation that does not actively take sides in disputes involving other nations. For example, Switzerland has been a neutral nation for several centuries in wars involving its European neighbors.
- Peace Treaty** A treaty or agreement that brings an official end to a war, and includes the conditions for peace for both the victorious and defeated nations in the war.


Glossary □

- President** As the highest ranking elected official of the United States, the President is the leader of the nation and the chief of the executive branch of the U.S. Government.
- Realism** A school of thought in international politics in which the primary focus of foreign policy is to promote national interests and achieve national security.
- Secretary of State** Appointed by the President and confirmed by the Senate as an adviser on foreign policy and diplomacy. The Secretary of State is a member of the Cabinet and is the head of the Department of State.
- Superpower** A term used during the Cold War to refer to nations with large military forces and nuclear weapons. The United States and the Soviet Union were considered superpowers, and some considered the People's Republic of China to be a superpower.
- The West** A term used especially during the Cold War to refer to the United States and its allies, especially those in western Europe.
- Treaty** A formal agreement between two or more nations. A treaty may have a variety of purposes, such as to specify the terms of peace at the end of a war, establish trade or other economic relations between nations, or to establish controls and limits on certain types of weapons or activities.
- White House** This is official home of the President of the United States. The term is often used to refer to the President and his Administration.

Websites


FirstGov.gov

The United States Government's Official Web portal


 <http://www.firstgov.gov>

White House

Executive Office of the President


 <http://www.whitehouse.gov/government/eop.html>

Cabinet


 <http://www.whitehouse.gov/government/>

U.S. Department of State


Office of the Historian

 <http://www.state.gov/r/pa/ho/>


Information for Students & Teachers

 <http://future.state.gov/>


International Information Programs

 <http://usinfo.state.gov/>


International Topics and Issues

 <http://www.state.gov/interntl/>

Background Notes


 <http://www.state.gov/r/pa/ei/bgn/>

Countries and Regions

 <http://www.state.gov/countries/>


U.S. Congress


Senate Committees

 http://www.senate.gov/pagelayout/committees/d_three_sections_with_teasers/committees_home.htm
or

 <http://www.senate.gov/> and Committees button


House Committees

 <http://www.house.gov/> and "Committee Offices" button

 <http://www.house.gov/house/CommitteeWWW.html>

Library of Congress


Using Primary Sources

 <http://memory.loc.gov/learn/lessons/primary.html>


Lesson Framework

 <http://memory.loc.gov/learn/lessons/fw.html>


The Historian's Sources – Lesson Overview

 <http://memory.loc.gov/learn/lessons/psources/pshome.html>


Media Analysis Tools

 <http://memory.loc.gov/learn/lessons/media.html>

Ask a Librarian

 <http://www.loc.gov/rr/askalib/>

Virtual Reference Shelf

 <http://www.loc.gov/rr/askalib/virtualref.html>

A History of Diplomacy.

Websites □

Library of Congress (con't.)

Portals to the World

☞ <http://www.loc.gov/rr/international/portals.html>

American Memory: Historical Collections for the National Digital Library

☞ <http://memory.loc.gov/>

American Memory – Search Collections

☞ <http://memory.loc.gov/ammem/mdbquery.html>

The Federalist Papers

☞ <http://memory.loc.gov/const/fed/fedpapers.html>

Exhibit on Four Centuries of U.S.-British Relations

☞ <http://www.loc.gov/exhibits/british/britintr.html>

Special Exhibit on the Marshall Plan

☞ <http://www.loc.gov/exhibits/marshall/>

National Archives & Records Administration

Home Page

☞ <http://www.archives.gov/index.html>

Teaching with Documents

☞ http://www.archives.gov/digital_classroom/teaching_with_documents.html

Archives Library Information Center – Reference at your Desk

☞ http://www.archives.gov/research_room/alic/reference_at_your_desk.html

History Links

☞ http://www.archives.gov/research_room/alic/reference_desk/history_links.html

Geography / Maps / Flags Links

☞ http://www.archives.gov/research_room/alic/reference_desk/geographical_links.html

Biography Links

☞ http://www.archives.gov/research_room/alic/reference_desk/biography_resources.html

Diplomacy Links

☞ http://www.archives.gov/research_room/alic/reference_desk/foreign_affairs_links.html

Links to Presidential Libraries (includes links to those listed below)

☞ http://www.archives.gov/presidential_libraries/index.html

Franklin D. Roosevelt Library

☞ <http://www.fdrlibrary.marist.edu/>

Harry S Truman Library


☞ <http://www.trumanlibrary.org/>

Websites

Miscellaneous Websites


Top 100 Documents

Contains Links to 100 documents important in American history


 www.ourdocuments.gov

Avalon Website


Contains texts of many important documents in foreign relations (maintained by Yale University)

 <http://www.yale.edu/lawweb/avalon/avalon.htm>


Official Site of the Panama Canal

 www.pancanal.com


United Nations

 www.un.org


Milestones in UN History

 <http://www.un.org/aboutun/milestones.htm>


World Bank Official Site

 www.worldbank.org

International Monetary Fund Official Site

 www.imf.org


HyperHistory OnLine

 http://www.hyperhistory.com/online_n2/History_n2/a.html


An Outline of American History

 <http://usinfo.state.gov/usa/infousa/facts/history/toc.htm>

General Agreement on Tariffs and Trade

 www.gatt.org

SALT

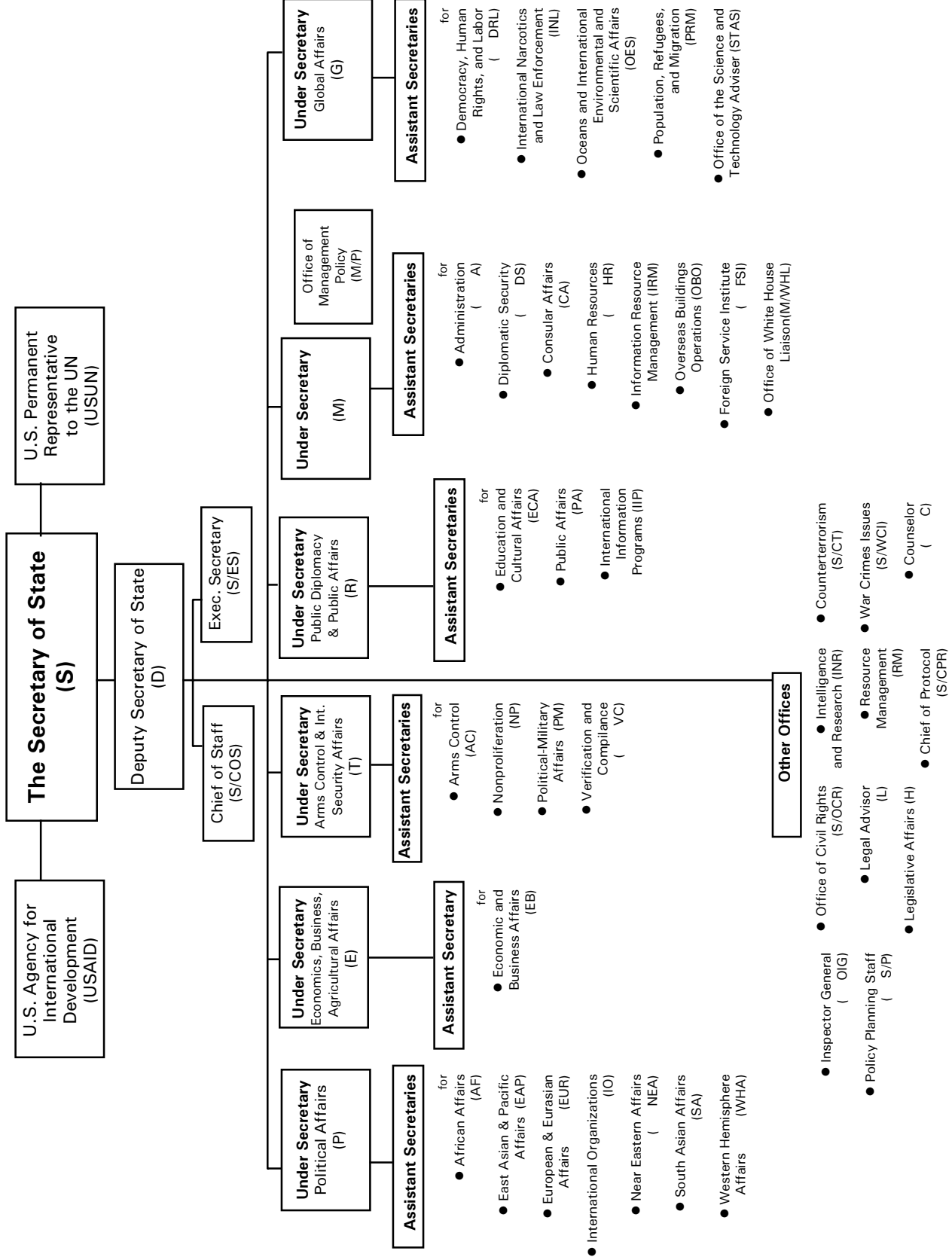
 www.state.gov/www/global/arms/treaties/salt1.htmlv

League of Nations

 www.indiana.edu/~league/nationalmember.htm

Note: Links to websites outside the U.S. Federal Government or the use of trade, firm, or corporation names within this publication are for the convenience of the user. Such links do not constitute an official endorsement of approval by the U.S. Department of State of any private sector website, product, or service.

U.S. Department of State Organizational Chart



PROGRAM EVALUATION AND COMMENTS

Please rate the quality and instruction value of *A History of Diplomacy* and instructional materials. 1 = "needs work" and 5 = "excellent job"

| VIDEO | Rating Scale |
|--------------------------------------|---------------------|
| ◆ Quality of format and presentation | 1 2 3 4 5 |
| ◆ Quality of content | 1 2 3 4 5 |
| ◆ Appeal to my students | 1 2 3 4 5 |

VIDEO AND PRINT MATERIALS

| | |
|---|-----------|
| ◆ Complements my course content | 1 2 3 4 5 |
| ◆ Reinforces key concepts and skills | 1 2 3 4 5 |
| ◆ Consistent with and supports school/district/state curriculum and performance standards | 1 2 3 4 5 |
| ◆ Appropriateness for the age, grade, and ability of my students | 12 34 5 |
| ◆ Encourages student interaction and discussion | 1 2 3 4 5 |
| ◆ Challenges students to apply critical thinking and reasoning skills | 1 2 3 4 5 |

PRINT MATERIALS AND RESOURCES

| | |
|---|-----------|
| ◆ Print and resource materials effectively support and expand the instructional value of the video | 1 2 3 4 5 |
| ◆ Provides a range of activities and resources that complement various learning styles and ability levels | 1 2 3 4 5 |
| ◆ Offers suggestions for enrichment activities | 1 2 3 4 5 |
| ◆ Includes varied use of print, visual, and electronic resources | 1 2 3 4 5 |

Please rate the quality and content of specific elements of this instructional package.

| ELEMENT | Rating Scale |
|----------------------------|---------------------|
| ◆ Video | 1 2 3 4 5 |
| ◆ Script | 1 2 3 4 5 |
| ◆ Timeline | 1 2 3 4 5 |
| ◆ Map(s) | 1 2 3 4 5 |
| ◆ Suggested lessons | 1 2 3 4 5 |
| ◆ Questions for discussion | 1 2 3 4 5 |
| ◆ Internet resources | 1 2 3 4 5 |

These materials are part of a continuing series. In order for the materials to be of high quality and effective for classroom use, you are invited to offer comments and suggestions on the overall quality and content of the *History of Diplomacy* instructional package.

1. Are there specific materials or activities that you would like to see included in future video and print instructional packages?

2. What suggestions do you have that would make the video and print materials in this instructional package more effective for your classroom?

3. Are there elements of this instructional package that you would eliminate in future packages?

General Information

I teach _____ Grade levels taught _____

Number of students who viewed video: _____

(Circle one of the following) I will/will not use this instructional package again.

(Circle one of the following) I have used/plan on using the following lessons:

- General Knowledge Assessment
- The U.S. Expands Its Borders
- Trade: It's in the Label
- Foreign Policy: Constitutionally Speaking
- Non-Traditional Diplomats
- Who, What, Where, When?
- Tools & Application of Foreign Policy
- Diplomatic Case Studies
- The U.S. Cooperates on the International Stage
- Primary Sources, 1889-1915
- Diplomacy Over Time
- Listen Up
- Who's Fooling Whom?

Thank you for your comments and suggestions. We hope that you found this instructional package a useful tool for your classroom and will make use of future programs.

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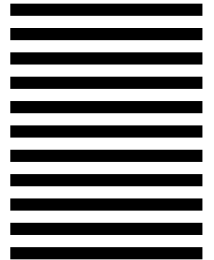
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