

Teacher Candidate Name: Michael Reed, Andy Rhiel, Joel Phillips

Lesson Title: Foreign Policy and the 3 branches of government.

Grade Level: 11/12 American Government

Essential Question: What is the value of an historian’s perspective when making foreign policy decisions?

### Lesson Foundations

Content Standards	Ohio standard for American Government #21. A variety of entities within the three branches of government, at all levels, address public policy issues, which arise in domestic and international affairs.  CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.		
Learning Objective(s)	LO.1: Make connections between and the Syrian Civil War and the value of an historian’s perspective. LO.2: Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.	Assessment(s)	A.1: Picture pass: Diagnostic A.2: Discussion 1: LO.1 A.3: DBQ: LO.2 A.4: Discussion 2: LO.1 & 2 A.5: Exit Slip: LO.1 & 2
Materials & Resources	Keynote slides, copies of Obama’s letter to congress, DBQ worksheets, markers.		

### Instructional Procedures/Steps

*Note when you are addressing a learning objective and when enacting an assessment.*

	Teacher will...	Student will...
Opening ___15___ Minutes	Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of culturally responsive teaching practices.  1.) Picture Pass: (A.1) Display “Picture Pass” activity pictures. Instruct students to write 1 sentence in response to the image, giving them 2 minutes to do so. X3 <i>What do you see in these pictures? What do you know about these images? How are these images connected?</i>  2.) Discussion: Hold a discussion about the students’ responses.	What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/opportunities for practice and application.  Students will take seats, listen to directions, pull out a piece of paper and write responses to the pictures displayed X3. <i>ISIS, Refugees, Poor treatment of Refugees in Europe, Putin and Assad. These are all issues, which have arisen out of the Syrian Civil War.</i>

<p>Instruction  _____55_____ Minutes</p>	<p>1.) Keynote Presentation: Introduce Syrian Civil War background, statistics, and implications for America. Obama’s letter for AUMF against ISIL. (5 minutes)</p> <p>2.) Discussion 1: (A.2, LO.1) Make connections between the value of an historian’s perspective when considering foreign policy issues. <i>Who should the government consult?</i>  <i>What factors should we consider?</i>  <i>How might we connect the (podcast) homework to the threat of ISIL?</i>  <i>Who else might the government seek for advice on these issues?</i>  <i>Whose would be more valuable?</i>  <i>Why might the government not seek the advice of an historian?</i>  <i>Can the president act alone? Should he/she?</i>  <i>Which branch of government can declare war?</i>  <i>Does the president have to declare war to act against ISIL?</i> (15 minutes)</p> <p>3.) DBQ: (A.3, LO.2) Handout out Obama’s letter to the U.S. Congress for the AUMF and the DBQ worksheet. Work in pairs to answer the questions. 5 minutes of silent reading to begin. Everyone must read letter alone first. (15 minutes)</p> <p>4.) Discussion 2: (A.4, LO.1 &amp; 2) Hold a discussion with students’ answers from their DBQ activity and questions for extended understandings. <i>Which branches of government are involved here?</i>  <i>How might the Judicial branch become involved?</i>  <i>Why might Obama seek to build consensus instead of acting alone?</i>  <i>What justification does Obama use in his letter to congress?</i>  <i>Is there a reference to dysfunction among the branches</i></p>	<p>1.) Students will pay attention to Keynote slides.</p> <p>2.) Students will participate in discussion by raising their hands and sharing answers with the class. <i>The government should consult a historian. We should consider the cultural, historical background of conflicts. An historian’s perspective can be very valuable when making high stakes foreign policy decisions. The government might seek the advice of diplomats, congressional committees, foreign leaders, military generals, ect. An historians would be most valuable. The government may have different motives, or motives not to be shared. The president may act alone. He/She should not. Congress has the power to declare war. Obama does not need to declare war on ISIS</i></p> <p>3.) Students will work in pairs to answer the questions pertaining to Obama’s letter to congress for the AUMF.</p> <p>4.) Students will participate in class discussion by raising their hands and sharing their answers with the class. <i>The Executive and the legislative branches. The judicial branch may become involved if either branch engages in unconstitutional activities. Obama needs congress for many other goals domestic and foreign. It is in his best interest to build consensus. Obama tells Congress he does not need them but he will ask them anyway. He does seek the use of ground troops in emergency situations (rescue missions)</i></p>
--	--	---

	<p><i>of government in Obama's letter?</i>  <i>Does the document seek the use of ground troops?</i>  <i>Where? For what reasons?</i> (15 minutes)</p> <p>5.) Keynote Presentation: Closing, show slides final slides (bombing map, Yazidi rescue) According <i>to Obama's letter, how did he describe this activity? (rescue missions).</i> (5 minutes)</p>	<p>5.) Students will pay attention to the final slides and consider the implications of Obama's letter.</p>
<p>Closure      ___10___ Minutes</p>	<p>1.) Exit Slip: (A.5, LO.1 &amp; 2) Why might we consider an historian's perspective(s) when considering foreign policy concerning the Syrian Civil War?</p>	<p>1.) Students will write 3-4 sentences to answer the essential question drawing from the podcast and the day's discussions and activity.</p>