

Why Can't We Be Friends?

Nixon Diplomacy

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Grade Level	9th – 12th Grade	**Time Frame**	60-90 minutes
Subject	Social Studies	**Duration**	2 class periods
Course	U.S. History		

Essential Question

What makes for effective diplomacy?

Summary

Students will begin this lesson by establishing their current understanding of diplomacy tactics by discussing Magnetic Statements independently and collaboratively. Students will learn about President Richard Nixon's diplomatic ventures by reading and annotating articles, then filling out a graphic organizer. They also will watch an interview with Lester Asamoah, who works at the American Embassy in Jakarta, Indonesia. Finally, students' understanding will be evaluated using the "Give, Get, Reflect" strategy, in which they will summarize the Essential Question, "What Makes for Effective Diplomacy," and examine an additional question, "How Has Diplomacy Changed in the Last 50 Years?" An optional extension enables students to build on their responses by discussing with peers.

Snapshot

Engage

Students participate in Magnetic Statements to discuss their current understanding of diplomacy tactics.

Explore

Students Jigsaw articles to better understand Nixon's foreign policy affairs with the USSR and China.

Explain

Students watch an animated video which summarizes the Strategic Arms Limitations Treaty (SALT) and use the instructional strategy "Give, Get, Reflect" to summarize what they have learned.

Extend 1

Students watch an ICAP interview with Lester Asamoah, an American Embassy employee in Jakarta, Indonesia, and continue filling in their Give, Get, Reflect handout.

Extend 2 (optional)

Students analyze a series of images from President Nixon's trip overseas to try to answer the question, "What makes for effective diplomacy?"

Evaluate

Students summarize what they have learned from the articles, videos, and images in their "Give, Get, Reflect" handout to answer the question, "How has diplomacy changed in the last 50 years?"

Standards

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.6.4: Analyze the political and economic impact of President Nixon's foreign policies including détente and the opening of China.

Attachments

- C.R.U.S.H. & Smush—Why Can't We Be Friends - Spanish.docx
- C.R.U.S.H. & Smush—Why Can't We Be Friends - Spanish.pdf
- C.R.U.S.H. & Smush—Why Can't We Be Friends.docx
- C.R.U.S.H. & Smush—Why Can't We Be Friends.pdf
- Give, Get, Reflect—Why Can't We Be Friends - Spanish.docx
- Give, Get, Reflect—Why Can't We Be Friends - Spanish.pdf
- Give, Get, Reflect—Why Can't We Be Friends.docx
- Give, Get, Reflect—Why Can't We Be Friends.pdf
- Lesson Slides—Why Can't We Be Friends.pptx
- Magnetic Statements Posters—Why Can't We Be Friends.pptx
- Painting a Picture With Descriptions—Why Can't We Be Friends - Spanish.docx
- Painting a Picture With Descriptions—Why Can't We Be Friends - Spanish.pdf
- Painting a Picture With Descriptions—Why Can't We Be Friends.docx
- Painting a Picture With Descriptions—Why Can't We Be Friends.pdf
- Painting a Picture With Images—Why Can't We Be Friends - Spanish.docx
- Painting a Picture With Images—Why Can't We Be Friends - Spanish.pdf
- Painting a Picture With Images—Why Can't We Be Friends.docx
- Painting a Picture With Images—Why Can't We Be Friends.pdf

Materials

- Lesson Slides (attached)
- Magnetic Statements Posters (attached)
- "Nixon Announces Visit to Communist China" article (linked; 1 per group of 3 students)
- "Détente" article (linked; 1 per group of 3 students)
- "Ping-Pong Diplomacy" article (linked; 1 per group of 3 students)
- C.R.U.S.H. & Smush (attached; 1 per student)
- Give, Get, Reflect (attached; 1 per student)
- Painting a Picture (optional; attached; 1 per student)

20 minutes

Engage

Teacher's Note: Entrance Song

To make connections between the lesson title, popular culture of the time, and lesson content, consider playing War's song "Why Can't We Be Friends?" as students enter class each day.

Teacher's Note: Day 1 Lesson Preparation

Before class, print out the attached **Magnetic Statements Posters** and hang them around the classroom.

Introduce the lesson using the attached **Lesson Slides**. Display **slide 3** and present the definition of diplomacy to students. Have a brief discussion about what diplomacy is and why it is important.

Move to **slide 4** and share the instructional strategy Magnetic Statements with students. Provide them with time to read each of the statements around the room and instruct them to select the one they are most ***attracted to***. Once students have chosen a quote, have them discuss with the others who choose the same quote their reasons for choosing it. Use the quotes on **slides 5-8** to hold a whole class guided discussion. Have each group share why they were most attracted to their quotes.

Move to **slide 9** and, this time, instruct students to select the one they are most ***repelled by***. Once students have chosen a quote, have them discuss with the others at the quote their reasons for choosing it. Use the quotes on **slides 10-13** to hold a whole class guided discussion. Have each group share why they were most repelled by their quotes.

Display **slide 14** and **slide 15** and review the Essential Question and Learning Objectives with students to the extent you feel necessary.

45 minutes

Explore

Teacher's Note:

For this activity, be prepared to provide each student with at least one of the following articles. You may print out the articles ahead of time or have students access them on their personal devices. Depending on time, you may choose to have students read more than one article during this section. For students whose first language is not English, they may use Google Translate to translate the webpage into the language of their choice. To do so, have students right-click on the page and then select "Translate to [language]."

1. Détente
2. Nixon Announces Visit to Communist China
3. Ping-Pong Diplomacy

Assign students to groups of three (3); then have them number off from 1 to 3 within each group. Distribute the above news articles as prepared to each student and have them read the article corresponding to their number. There should be three (3) students per group, with each group member reading a different article ("ones" reading article one, "twos" reading article two, etc.).

Move to **slide 16** and share the instructional strategy C.R.U.S.H. & Smush with students. Pass out the attached **C.R.U.S.H. & Smush** handout and walk students through what they are expected to do as they are reading. When students get to the *"Smush"* part of the strategy, instruct them to write their summary in the appropriate place on the table at the bottom of their reading.

Once students have finished reading, ask groups to temporarily reshuffle so that those who read the same article are now grouped together. Depending on the size of the class, you may have more than one group of students who have read the same article. A good number to keep in mind is five, any more than five (5) students may be too much for an authentic conversation to occur. Encourage students to discuss *why* they highlighted certain things and collaborate within their groups to gain a thorough understanding of what they read. As groups work, circle the room and listen to students' conversations. As necessary, clarify information and prompt further questions.

Once students are grouped, move to **slide 17** and introduce the Jigsaw reading strategy to the class. The purpose of the Jigsaw strategy is to have each student, who has become an expert on their assigned reading during the activity, reveal their acquired knowledge with their classmates. Students share responsibility for each other's learning while developing group communication and close-reading skills. Invite students, now that they are the experts about their assigned documents, to return to their original group and teach what they've learned. Ask group members to fill out the corresponding portion of their tables as each student discusses their reading.

45 minutes

Explain

Display **slide 18**, pass out the attached **Give, Get, Reflect** handout and share the instructional strategy Give, Get, Reflect with students.

Move to **slide 19** and share the following video which explains former President Richard Nixon's motivations for visiting the leaders of communist China, Chairman Mao Zedong, and Leonid Brezhnev of the Soviet Union and the time spanning the next ten years, which led to the Strategic Arms Limitation Talks, better known as SALT I & II.

Embedded video
https://youtube.com/watch?v=-Tn6lQwA4IE

When the video is over, move to **slide 20** and instruct students to answer the Essential Question, "*What actions make for effective diplomacy?*" in the "Give" section of their handouts. Once students have had enough time to complete this, move to **slide 21** for "Get Round 1." Instruct students to partner up with a classmate and share their responses to the Essential Question and summarize their partner's response in their handout under the section labeled "Get Round 1." The slide has a 5-minute timer on it; however, if you believe students need more or less time for each round, feel free to change it. You can find a variety of timers on the K20 YouTube Channel. Use **slides 22-24** to move students through the next 3 rounds.

30 minutes

Extend #1 ICAP

Move to **slide 25** and share the linked ICAP interview with Lester Asamoah. Lester is an American who works in the U.S. Embassy in Jakarta, Indonesia. As students watch the video, instruct them to take notes in the "Get Round 5 with Lester Asamoah" box.

Embedded video
https://youtube.com/watch?v=bT_W-xcqblY

Move to **slide 26** and instruct students to share their notes with their peers.

Move to **slide 27** and instruct students to take the information from the lesson and the talks they had with their peers to write a summary statement. This summary statement should best reflect their understanding of the Essential Question at this time in the "Reflect Round 1" box.

10 minutes

Evaluate

Teacher's Note:

Slides 28-33 reflect a series of images from 1972-1973 depicting the Nixon trip to China and Soviet leader Leonid Brezhnev's visit to the White House on June 19, 1973. Use these slides for Optional Extend #2 described below. If you choose to omit this section, go directly to slide 34 for a final reflection.

Display **slide 34** and have students reflect one more time on their Give, Get, Reflect handout using evidence from the lesson to answer the following question in the "Reflect Round 2" box: "*How has diplomacy changed in the last 50 years?*"

Optional Extend #2

Teacher's Note: Painting a Picture

You will find an attached Painting a Picture handout; however, if you'd like to minimize the number of copies and handouts you are passing out, consider modifying this activity to a Gallery Walk. To do this, print each of the pictures on slides 29-33 and attach them to the top of chart paper. Create a simple T-Chart below the picture with the following labels, "Observations (What do you see?)" and "Inferences (Based on what you see, what can you conclude?)." Provide students with enough time to walk around and add any thoughts or notes to the charts around the room.

Display **slide 28**, pass out the attached **Painting a Picture** handout (you may choose between the handout with and without images), and share the instructional strategy Painting a Picture with students. Distinguish the difference between observations and inferences for students and instruct them to make both for each of the pictures as they are displayed. Share the images on **slides 29-33**, pausing for a few minutes on each picture and allowing students to write down their thoughts. Consider having students discuss with an Elbow Partner what they wrote down and then call on some partners to share their thoughts with the larger group.

Some discussion questions to consider asking are:

- What do you think is the significance of Nixon's trip to China?
- What do you think is the significance of the SALT summits?
- Explain the concept of *detente* and how it applies to Nixon's style of diplomacy.

Resources

- *Détente*.
  History.com. Retrieved August 2, 2022, from https://www.history.com/topics/cold-war/detente
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- Leffler, W. K. (n.d.). President Richard Nixon with (left to right) Soviet leader Leonid Brezhnev, Soviet Minister of Foreign Affairs Andrei Gromyko, and Secretary of State William P. Rogers, toasting the signing of agreements between the two countries on oceanography, transportation and cultural exchange / Wkl. Library of Congress. Retrieved August 2, 2022, from https://www.loc.gov/item/2015647013/.
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- This day in History. (15 July 1971). *Nixon announces visit to Communist China*. History.com. Retrieved December 5, 2022, from https://www.history.com/this-day-in-history/nixon-announces-visit-to-communist-china.
- Wikimedia. (1972). President Nixon meets with China's Communist Party Leader, Mao Tse- Tung, 02-29-1972 - Nara - 194759. Wikimedia. Retrieved August 2, 2022, from https://commons.wikimedia.org/wiki/File:President_Nixon_meets_with_China%27s_Communist_Party_Leader,_Mao_Tse-_Tung,_02-29-1972_-_NARA_-_194759.tif