

Seeing the Big Picture: U.S. Foreign Policy 1920-2020

Center for Legislative Archives

Worksheet 1: Timeline Analysis

Name: _____

Instructions:

1. Work collaboratively to answer the Introductory Activity questions at the station that you visit first. Each student should record their answer to each question on this sheet.

A. Introductory Activity: Analyzing the Timeline

a. How was U.S. foreign policy different after World War II than before?
b. What were three actions done by non-governmental groups that affected U.S. foreign policy? 1. 2. 3.
c. What were three U.S. domestic events that were responses to foreign policy actions? 1. 2. 3.
d. What were two general areas of activity where the United Nations has been engaged? 1. 2.



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Worksheet 2: Document Analysis Questions

Instructions: Complete at Station A – Use this Table to Analyze ONE of the Documents you studied at this station.

Station:	
Document number	Document Date
Where it best fits in the Timeline: Row Dates ____ and Column Label ____	
Who preserved this primary source document as a National Archives Record?	
Does any evidence suggest why it was created?	
1. What people, place, or organization is shown acting in this document:	
2. How did the action shown in this document relate to earlier actions in U.S. foreign policy? (For example, actions listed higher in timeline from where you placed it.)	
3. How did the action in this document relate to other actions occurring at the same time? (For example, actions listed on the same row of the timeline?)	
4. How did the action in this document relate to later actions? (For example, actions listed lower in timeline from where you placed it.)	
5. What hypothesis can you make about U.S. Foreign policy at the time this document was created based on your interpretation of the document?	

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Worksheet 2: Document Analysis Questions

Instructions: Complete at Station B – Use this Table to Analyze ONE of the Documents you studied at this station.

Station:	
Document number	Document Date
Where it best fits in the Timeline: Row Dates ____ and Column Label ____	
Who preserved this primary source document as a National Archives Record?	
Does any evidence suggest why it was created?	
1. What people, place, or organization is shown acting in this document:	
2. How did the action shown in this document relate to earlier actions in U.S. foreign policy? (For example, actions listed higher in timeline from where you placed it.)	
3. How did the action in this document relate to other actions occurring at the same time? (For example, actions listed on the same row of the timeline?)	
4. How did the action in this document relate to later actions? (For example, actions listed lower in timeline from where you placed it.)	
5. What hypothesis can you make about U.S. Foreign policy at the time this document was created based on your interpretation of the document?	

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Worksheet 2: Document Analysis Questions

Instructions: Complete at Station C – Use this Table to Analyze ONE of the Documents you studied at this station.

Station:	
Document number	Document Date
Where it best fits in the Timeline: Row Dates ____ and Column Label ____	
Who preserved this primary source document as a National Archives Record?	
Does any evidence suggest why it was created?	
1. What people, place, or organization is shown acting in this document:	
2. How did the action shown in this document relate to earlier actions in U.S. foreign policy? (For example, actions listed higher in timeline from where you placed it.)	
3. How did the action in this document relate to other actions occurring at the same time? (For example, actions listed on the same row of the timeline?)	
4. How did the action in this document relate to later actions? (For example, actions listed lower in timeline from where you placed it.)	
5. What hypothesis can you make about U.S. Foreign policy at the time this document was created based on your interpretation of the document?	

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Worksheet 2: Document Analysis Questions

Instructions: Complete at Station D – Use this Table to Analyze ONE of the Documents you studied at this station.

Station:	
Document number	Document Date
Where it best fits in the Timeline: Row Dates ____ and Column Label ____	
Who preserved this primary source document as a National Archives Record?	
Does any evidence suggest why it was created?	
1. What people, place, or organization is shown acting in this document:	
2. How did the action shown in this document relate to earlier actions in U.S. foreign policy? (For example, actions listed higher in timeline from where you placed it.)	
3. How did the action in this document relate to other actions occurring at the same time? (For example, actions listed on the same row of the timeline?)	
4. How did the action in this document relate to later actions? (For example, actions listed lower in timeline from where you placed it.)	
5. What hypothesis can you make about U.S. Foreign policy at the time this document was created based on your interpretation of the document?	

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Worksheet 3: Reflection Questions

1. Which document studied in this lesson best illustrated a moment in history or a foreign policy issue?
2. In general, how did UNICEF affect the lives of people in the decades shown in the Timeline?
3. In general, what military role did the United Nations play in foreign policy during the decades shown in the Timeline?
4. Which document best suggested how U.S. foreign policy issues can affect the lives of people in the U.S.?
5. Which document best suggested ways in which individuals can influence U.S. foreign policy?
6. Which one foreign policy issue do you think had the greatest impact on U.S. foreign policy? Why?
7. Based on these documents, identify one significant change in the relationship of the United States to the world since World War II.

