

# Unit Three: Imperialism and Progressivism

Content Area: **Social Studies**  
Course(s): **Advanced Placement U.S. History II**  
Time Period: **October**  
Length: **4 weeks**  
Status: **Published**

## Enduring Understandings:

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- Big business was challenged by trust-busting presidents TR, Taft, and Wilson.
- Congress works more to protect the people through legislation and amendments 16-19
- Discrimination against ethnic groups was limited slightly by Progressives and settlement house workers in the cities.
- Immigration patterns changed as America conquered more land during the Progressive Era.
- In 1823, the Monroe Doctrine, a cornerstone of U.S. foreign policy, and the Roosevelt Corollary, stated that the Western Hemisphere was closed to further European colonization and that any attempt would be viewed as a hostile act against the United States.
- Progressive Era reformers tried to fix the issues of the preceding Gilded Age
- The impact of Imperialism on Americans and the world as America seeks to become a world power

## Essential Questions:

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- How did immigration from territorial acquisitions impact the US?
- How did reformers work to change the lives of everyday people.
- How did the Age of Imperialism impact the United States?
- How did the presidents of the early 1900s differ from the late 1800s?
- How does Monroe Doctrine and the Roosevelt Corollary align with the United States pursuit of territorial expansion into other hemispheres?
- How does the Constitution and amendments 16-19 change the role of government over time?

## Lesson Titles:

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- Ch 20 and 21 Annotations
- Ch 20 and 21 Notes/Lecture/Class Discussion
- Iolani Palace Virtual Tour
- Muckrakers Organizational Chart
- Panama Canal Analysis
- Roosevelt Corollary and Monroe Doctrine Venn Diagram Comparison
- Textbook comparison reading
- TR/Taft/Wilson Insert Learning Activity
- Triangle Shirtwaist Fire research
- Ultimate Guide to the Presidents Video Analysis

- Vocabulary Graffiti
- You are the President Group Activity

## **21st Century Skills and Career Ready Practices:**

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- Civics and government
- Global issues
- Economic and financial literacy
- Environmental Literacy
- Critical thinking and problem solving
- Information literacy
- Initiative and Self-direction
- Productivity and Accountability

PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.F.6	Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.
PFL.9.1.12.G.7	Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

## **Inter-Disciplinary Connections:**

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Language Arts Integration: Students will utilize reading and writing skills for understanding primary sources and secondary informational text.

Economics/Personal Financial Literacy: Students will analyze the boom and bust cycle of the American economy. Students will begin to analyze the concept of credit along with its pros and cons.

Math: Students will analyze graphs and charts demonstrating the changes of populations as a result of imperialism, election results, and numbers of people struggling through life prior and during the Progressive era.

Sociology: Progressives desire to use the government to address societal reforms.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting

	(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SCI.9-12.5.1.12.C.2	Use data representations and new models to revise predictions and explanations.
SCI.9-12.5.1.12.C.c	Science is a practice in which an established body of knowledge is continually revised, refined, and extended as new evidence emerges.
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
SOC.9-12.4.2.2	Social problems
SOC.9-12.4.3.1	Distribution of power through social institutions
SOC.9-12.4.4.2	Group responses to inequality such as social movements
	Statistics and Probability
	Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

Bloom's Taxonomy as students analyze, evaluate, and synthesize information about this era.

- Thematic thinking: Understanding the AP theme National Identity and Geography and Environment(Synthesis/DOK 4)
- Annotation writing of AMSCO book chapter 20 and 21 (Recall/ DOK 1)
- Lecture to present basic concepts on imperialism and Progressivism (Recall/DOK1)
- Linking historical events from one time period to another; imperialism to WWI, Gilded Age to Progressive reforms (Synthesis/DOK 4)
- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate,synthesize,analysis/DOK 4)
- You are the President decision making activity. (Analysis/DOK 3 and 4)
- DBQ prep and writing (Analysis/DOK 3 and 4)
- Iolani Palace Virtual Tour (Interpret information from artifacts/ DOK 2)
- Monroe Doctrine and Roosevelt Corollary Venn Diagram (Compare and contrast/DOK 2)
- Vocabulary Graffiti (Create images to define terms/ DOK 1 and 4)
- Delsea One
- SWAG

## **Modifications**

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## **Formative Assessment:**

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- Anticipatory Set: Current event analysis as needed to connect today to the past.
- Anticipatory set: Triangle Shirtwaist Fire clip from America: The Story of Us
- Anticipatory set: Ultimate Guide to the Presidents Video Analysis
- CH 20 and 21 Annos
- Class discussion on Imperialism and Progressivism
- Closure: Turn to your partner and discuss: How did immigration shape the United States?
- Closure: Kahoot to demonstrate retention of class activity
- Warm Up: Imperialism Map
- Warm up: Q&A about the impact of imperialism

## **Summative Assessment:**

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- Chapter 20 and 21 SBMC test
- Imperialism DBQ from the 2018 AP Exam
- Imperialism Map quiz
- Insert Learning on TR, Taft, and Wilson. The presidents who are the focal points of this unit.
- Monroe Doctrine and Roosevelt Corollary Venn Diagram
- Vocab Graffiti
- You are the President Group Project

## **Benchmark Assessment**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments  
Presentations  
Reflective pieces  
Concept maps  
Case-based scenarios  
Portfolios

## **Resources & Materials:**

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AMSCO text book

American Pageant textbook

Annotations Chart

Ultimate Guide to the Presidents (purchased on Amazon Prime for \$18.99)

You are the President book by Nathan Aaseng published by the Oliver Press 1994

Imperialism DBQ from the AP Audit site

Markers, paper, and art supplies for the Vocabulary Graffiti

[19th Amendment PBS](#)

[Teddy Roosevelt](#) establishes American gender norms

[Booker T. Washington](#) and African American Schooling