

# Unit 2 Imperialism (The US Becomes a New World Power)

Content Area: **Social Studies**  
Course(s): **U.S. History II**  
Time Period: **September**  
Length: **1**  
Status: **Published**

## Unit Overview

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Global competition led the United States to acquire influence and territories outside its continental borders. The United States was abandoning isolationism and emerging as a new world power.

## Enduring Understandings

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- An expanding market for international trade promoted policies that resulted in America's emergence as a world power.
- American imperialism was inspired by the need for new markets for its goods and more natural resources for production of these goods
- The United States' quick and convincing victory (destroying the entire Spanish fleet) forced the Spanish to sign a treaty giving the United States Cuba, Guam and the Philippines. The Roosevelt Corollary was issued by the United States to keep Europeans out of Latin America and to justify American intervention in Latin American issues.
- Big Stick, Dollar and Moral Diplomacy set the course for foreign policy during this 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.

## Essential Questions

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- How does geography play a role in America's foreign policy as relates to finding new sources of raw materials and new global markets?
- What are the causes and justification of territorial expansion?
- How does territorial expansion impact foreign policy?
- How does Monroe Doctrine and the Roosevelt Corollary align with the United States' pursuit of territorial expansion into other hemispheres?

## Standards/Indicators/Student Learning Objectives (SLOs)

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Write an argument evaluating the extent to which the national interests and foreign policies of Presidents McK

Roosevelt, Taft, and Wilson adhered to or conflicted with American ideals of freedom and self-determination (American War, Roosevelt Corollary to Monroe Doctrine, Panama Canal Dollar Diplomacy (Latin America), Open Door Policy (Asia)).

Compare and contrast the global marketing practices of United States factories and farms with American public government policies that favored isolationism.

Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

Explain how global competition by nations for land and resources led to increased militarism.

SOC.6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
SOC.6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.

## Lesson Titles

- Review Game
- Roots of Imperialism
- The Panama Canal
- The Spanish American War
- The U.S. and East Asia in an Age of Imperialism
- The US and Latin America

## 21st Century Skills and Career Ready Practices

- Critical Thinking and Problem Solving
- Information Literacy
- Communication and Collaboration
- Global Perspectives

PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.

PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
PFL.9.1.12.F.2	Assess the impact of emerging global economic events on financial planning.
PFL.9.1.12.F.3	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
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.

## Inter-Disciplinary Connections

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Economics: Cost of war

Sociology: Societal norms and perspectives

English Language Arts

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.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
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.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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.
SOC.9-12.2.2.4	American values
SOC.9-12.4.1.2	Power

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

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- Outline the reasons for territorial expansion.
- Analyze the role territorial expansion plays in foreign diplomacy in a written response.
- Conclude how the United States became a world power through territorial expansion in open ended.
- Debate the possibilities of world-wide acceptance of democracy.
- Compare and contrast 'Big Stick', 'Moral' and 'Dollar' Diplomacies.
- DBQ Writing and Analysis
- Thematic Thinking
- Syntax Strategies
- Deductive Analysis
- Political Cartoons and Analysis
- Video - View, analyze and appraise
- Power Point Presentations
- Map Analysis and recognition
- Teacher Handouts
- SWAG
- Delsea One

## **Modifications**

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### **ELL Modifications**

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- Word Bank
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use visuals such as maps of North America, the Caribbean Sea and the Pacific as it relates to Imperialism
- Use graphic organizer to structure the reasons behind imperialism
- SWAG
- Delsea One

### **IEP&504 Modifications**

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Testing modifications:

- higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other

questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content

- DBQs and RAFTs will include highlighted segments
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Read tests aloud

#### Instructional modifications/accommodations:

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- direct teaching and/or assistance for organization, social skills/peer interactions
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- breaking larger assignments/projects into shorter tasks with clear deadlines for each
- monitoring student moods/behavior fluctuation patterns to report to caseworker
- Preferential Seating
- Use visuals
- Tap prior knowledge
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Repetition of key concepts through varied methods
- SWAG

- Delsea One

## **G&T Modifications**

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- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Document Based Questions (DBQs)
- Student led/directed discussions Inquiry based learning Modeling Jigsaw Generating and testing hypotheses about why countries are imperialistic
- Argumentation and debate about the morality of imperialism
- Annotating Evaluation and creation of thesis statements in DBQs relating to first encounters.
- Graph/political cartoon/map analysis / interpretation/creation (Maps will focus on the imperialistic conquests)
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources (use of videos, websites, and documents to correlate information. see resources section)
- Thematic learning
- SWAG
- Delsea One

## **At Risk Modifications**

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- Meetings or tutoring during Delsea One
- SWAG
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances

## **Benchmark Assessment**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessment**

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

## **Formative Assessment**

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### **Warm Up**

- Current Event Connection Activity
- Group Activity/Colloboration
- Overview of the Week
- Reading Prompt
- Review Previous Info and Bridge to Lesson
- Writing Prompt

### **Anticipatory Set**

- Witnessing History - "Eyes on Hawaii"
- Political Cartoon and Sond Analysis - "Remember the Maine"
- Read "Why it Matters" (Open Door Policy)
- Big Stick Diplomacy - Political Cartoon Analysis
- Focus on Geography Activity (Panama Canal)

### **Closure**

- Concept Map
- Debriefing
- Exit Ticket
- Index Summary Card
- Oral Questions and Review
- Whip Around
- Journal Entry/Writen Summary

## **Summative Assessment**

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- DBQ

- Essays
- Independent Assignment/Project
- Notebook Check
- Quizzes
- Unit Test

## Resources & Materials

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- US History Textbook Prentice Hall - Chapter 18 An Emerging World Power
- Spanish American War video clip (Media Rich Learning)
- Panama Canal Documentary (History Channel)
- Primary Source - The DeLome Letter
- Outline Notes and Collected Historical Maps
- Rand McNally Historical Maps
- Teddy Roosevelt Political Cartoons (Google Images)

## Technology

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Spanish American War Video : <https://www.youtube.com/watch?v=IU5l4yQCpMM>

Modern Marvels-The Panama Canal : <https://www.youtube.com/watch?v=o29DpoX8oFA>

Wartime Propaganda : <http://library.thinkquest.org/C0111500/>

Smart Board to project maps, outline notes and related images

Google Classroom

Google Images for Political Cartoons and Maps

TECH.8.1.12.D

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.D.CS1

Advocate and practice safe, legal, and responsible use of information and technology.