

# Unit #1: Emergence of the Americas in Global Affairs (1880–1929)

Content Area: **Social Studies**  
Course(s): **IB History of the Americas**  
Time Period: **First Marking Period**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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This section focuses on modernization in the region, and its impact on foreign policy. It explores the involvement of the nations in the First World War. Modernization shaped the new nations and its effects created the basis for a major shift in the foreign policies of the region. By the end of the century, for example, the United States played a more active role in world affairs and in the affairs of Latin America in particular, thus transforming inter-American relations. When the First World War broke out in Europe, several American countries were involved in the conflict. When the war ended, its impact was felt in the economic, social and foreign policies of the participating countries.

## STAGE 1- DESIRED RESULTS

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### 2016 New Jersey Student Learning Standards- Social Studies

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SOC.6.1.12.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
SOC.6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
SOC.6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
SOC.6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
SOC.6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
SOC.6.2.12.B.3.a	Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
SOC.6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
SOC.6.2.12.C.3.e	Compare the impact of imperialism on economic development in Africa, Asia, and Latin

	America regarding barriers or opportunities for future development and political independence.
SOC.6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.D.4.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

## **Essential Questions**

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- Can nations act responsibly in a peaceful way if they compete with each other?
- In what ways do nations act in concert with each other?
- Do nations have the ability to compete AND avoid conflict?
- In what ways are nations connected?
- Is conflict between competing countries avoidable?

## **Enduring Understanding**

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- Countries interact with each other with varying degrees of success and failure.
- American foreign policy greatly affected the entire Western Hemisphere.
- Consequences of various actions were a direct result of international competition.
- Competition is not always good or bad but can have outcomes that are unpredictable.

## **Students will know...**

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### **Key Ideas and Concepts**

- Reasons for the United States interest in extending their influence and expanding overseas.
- Where and how the United States intervened in foreign countries to extend their economic influence.
- The causes of the Spanish-American War

- The consequences of the Spanish-American War on the US role in global affairs.
- The foreign policies of Presidents Teddy Roosevelt, Woodrow Wilson, and FDR as well as their application and impact in the region. (Venezuela, Cuba, Panama, Nicaragua, Mexico, or Haiti)
- The reasons for US neutrality at the onset of the fighting in Europe.
- The developments that led to more US involvement and the role of the US military.
- Wilson's personal ideals for the postwar order and the controversies surrounding the passage of the Treaty of Versailles.
- Canada's role within the British Empire at the beginning of World War I and the role Canada played in war effort
- The reasons for and against the participation of Latin American countries in the First World War and the contributions of Latin American countries in the First World War.

### **Possible Misunderstandings**

- Canada played no role in the First World War
- The United States was involved from the beginning in the First World War

### **Identify key terms and specific information that students will know at the end of the unit.**

- United States:

(Spanish American War)-- De Lome letter, USS Maine, sensationalism, "yellow journalism" Big Stick policy, "jingoism", Teller Amendment, Platt Amendment, Reciprocity Act, Roosevelt Corollary, Dollar Diplomacy, Protectorate, annex, Monroe Doctrine, Moral Diplomacy, Good Neighbor Policy

(Wilson's domestic and foreign policies)-- Critics Eugene Debs, Pacifist Carnegie and Ford, Underwood-Simmons Tariff, Federal Reserve Act, Clayton Anti-Trust Act, Keating-Owen Act, Treaty of Versailles, League of Nations, Zimmerman Telegraph, submarine warfare, Russian Revolution,

- Canada:

John MacDonald, conscription crisis, khaki election of 1917, Robert Borden, Arthur Meighen. Mackenzie King, One Big Union, Winnipeg Strike, Canadian Military Service Act 1917, Halibut Treaty 1923, Balfour Report (1926), Statue of Westminster (1931)

## **Students will be able to...**

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- Identify the political, social, and economic reasons for the United States interest in extended their influence and expanding overseas.
- Identify where and how the United States intervened in foreign countries to extend their economic influence.
- Examine the causes of the Spanish-American War.
- Discuss the consequences of the Spanish-American War on the US role in global affairs.
- Examine the foreign policies of Presidents Teddy Roosevelt to Woodrow Wilson and FDR.
- Discuss how these policies applied to the region.
- Explain the impact of these policies on the region.
- Examine the reasons for US neutrality at the onset of the fighting in Europe.
- Discuss the developments that led to more US involvement.
- Evaluate the role of US military involvement.
- Examine Wilson's personal ideals for the postwar order.
- Examine the controversies surrounding the passage of the Treaty of Versailles.
- Examine Canada's role within the British Empire at the beginning of World War I and evaluate the role Canada played in war effort.
- Examine the reasons for or against the participation of Latin American countries in the First World War.
- Examine the contributions of Latin American countries in the First World War.

## **STAGE 2- EVIDENCE OF LEARNING**

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### **Formative Assessment During Lesson**

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- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response

- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

## **Authentic Assessments**

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- Students will complete Group Discussion Assignments and presentations related to each unit theme.
- Portfolios of various countries and their roles
- Class role play of decisions made by various governments
- Skits/News Broadcasts
- -various unit topics
- Students will complete a kahoot or an online folder comparing documents
- Student created presentations on the impact of industrialization on various social groups.
- An iBook is created for each unit theme. As students gain information and research materials it will be added to these iBooks for an all-encompassing iBook textbook to be completed by June.
- Historical sources will be provided and the students will analyze and draw conclusions from the supplied sources.
- Students will conduct mock government cabinet meetings regarding historical decisions.
- The class as a whole will develop the procedures and parameters for mock cabinet meetings.

As a class they will conduct the cabinet meetings and record their decisions and reasoning.

- Small class groups will develop a newspaper focused on major events.
- Students will create political cartoons using ToonDoo website
- Group of students will record audio presentations of historical documents.
- Graphic organizer of various historical events will be maintained throughout the presentations of dramatizations.

## **Benchmark Assessments**

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## **STAGE 3- LEARNING PLAN**

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## **Instructional Map**

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- Outline an instructional plan from introducing to assessing the unit.

## **Modifications/Differentiation of Instruction**

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## **Modification Strategies**

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- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct

- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## **Differentiation Strategies**

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### **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

### **Low Preparation Differentiation**

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- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student

- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

### **Horizontal Integration- Interdisciplinary Connections**

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Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

### **Vertical Integration- Discipline Mapping**

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The United States History I course is typically offered during the Sophomore year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History- Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and United States History II HS (Imperialism through Contemporary Issues). The skills outlined in the Common Core State Standards



have been developed and expanded upon so that students reaching the 9th and 10th grades can successful address the demands required of them.

## **Additional Materials**

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