Unit 09: The U.S. Looks Overseas

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 32**
Length: **3 Weeks**
Status: **Published**

Unit Overview

Within this unit, students will explore how the United States interacted with other countries at the turn of the twentieth century. Students will compare America's earlier isolationist policies with the developing imperialistic spirit that takes hold of the United States.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
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.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.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.

Essential Questions

- Why did the American government favor isolationism for most of the nineteenth century?
- Was the United States justified in going to war with Spain in 1898?
- To what extent was the imperialism of the United States a reaction to the aggressive foreign policies of other nations?

Application of Knowledge and Skills...

Students will know that...

- 1. Hawaii, Guam, and Alaska are non-contiguous U.S. lands. Also, the Philippines and Panama were once U.S. possessions.
- 2. American farmers took control of the Hawaiian government in 1893, and Hawaii became an official U.S. territory in 1898.
- 3. In 1898, the U.S. went to war with Spain and defeated the Spanish by the end of the same year.
- 4. The Panama Canal links the Pacific and Atlantic Oceans. It is a vital transportation route. It opened in 1914.
- 5. Roosevelt Corollary is the doctrine that the U.S. has the right to act as an international police power.
- 6. Common Core Focus: U.S. Imperialism can be seen as both a positive and negative policy.

Students will be able to...

- a. Locate Hawaii, Guam, Alaska, Philippines, and Panama on a blank world political map.
- b. Explain the reasons for U.S. interest in Hawaii.
- c. Describe the events leading to the Spanish-American War.
- d. Evaluate the U.S. role in the creation of the Panama Canal.
- e. Analyze the effects of the Roosevelt Corollary.
- f. Common Core Focus: Argue for against the policy of U.S. Imperialism during the late 1800's and early 1900's.

Assessments

- Unit Test Summative: Written Test Test encompassing the major people, events, causes, and results of American imperialism at the end of the Nineteenth century and the beginning of the twentieth century.

Written responses include analytical writing as well as formulating an argument on a controversial topic and using knowledge from the unit to build credibility for the argument. 6.1.12.B.6.a 6.1.12.B.7.a 6.1.12.D.6.b WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.4 WHST.6-8.9

- Comprehension Questions Formative: Other written assessments Answer comprehension questions regarding U.S. interventions in Latin America after the announcement of the Roosevelt Corollary. 6.1.12.D.6.b RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.8 RH.6-8.9 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.9

- Debate Formative: Other written assessments Was the U.S. justified in creating the Panama Canal? Complete written debate worksheets and use findings to discuss and debate the creation of the Panama Canal. 6.1.12.D.6.b RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.4 WHST.6-8.5 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 WHST.6-8.10

- Map Labeling Diagnostic: Other visual assessments Students will label a map of overseas US lands and countries of foreign intervention at the turn of the twenieth century. The maps will then be reviewed and corrected. 6.1.12.B.6.a RH.6-8.7

- Politcal Cartoons Formative: Other written assessments Interpret political cartoons of the 1890s to understand popular opinion in America regarding the Spanish-American War. Write a paragraph reflecting your interpretation on the political cartoons 6.1.12.B.7.a RH.6-8.1 RH.6-8.2 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 WHST.6-8.2 WHST.6-8.2a WHST.6-.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.9

- Ticket-to-Go Formative: Other written assessments Students read passages explaining how the U.S. obtained Hawaii as well as primary sources showing the perspective of Native Hawaiins. Why did the U.S. desire to control Hawaii? Do you believe the methods that the U.S. used to obtain Hawaii to be fair/just? Why or why not? 6.1.12.B.7.a RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.9

Activities

- Label a map of U.S. overseas lands and places of intervention; then use the Smart Board to label a correct copy of the map for students to compare
- Read about how Hawaii became a U.S. territory; then answer the ticket-to-go question, why did the U.S. desire to control Hawaii?
- Look at political cartoons depicting the Spanish-American War
- Create a four-panel cartoon strip of the main events leading to the Spanish-American War and the main events during the war
- Read newspaper headlines of the Spanish-American War, assess their impact on public opinion
- Complete the debate worksheets; then discuss and debate whether the U.S. was justified in creating the Panama Canal; complete post-debate assessment
- Create a graphic organizer to compare the effects of the Roosevelt Corollary, Dollar Diplomacy, and the Mexican Revolution
- Use the Maps101 U.S. states interactive game to assess student knowledge of the location of all the states (see specified link)
  http://www.maps101.com/index.php?option=com_flexicontent&view=category&cid=11&Itemid=12#WIN

http://www.maps101.com/index.php?option=com_flexicontent&view=category&cid=11&Itemid=12#WIN

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Look at political cartoons depicting the Spanish-American War, write an explanation of the cartoon and which symbols were important to interpreting the meaning
- Look at political cartoons depicting the Spanish-American War; then compare the political cartoons to the popular 1890s comic strip, "The Yellow Kid"; complete critical-thinking questions comparing the comics (intermediate activity)
- Provide a completed map of the U.S. overseas lands and places of intervention
- Pair mixed ability students together for completing the graphic organizer to compare the effects of the Roosevelt Corollary, Dollar Diplomacy, and the Mexican Revolution
- As necessary give students completed study guides
- Modify tests and quizzes as required or in certain situations as appropriate

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: annex, imperialism, territory, transportation, doctrine, international

Content specific modifications to extend learning for gifted students may include:

- Look at political cartoons depicting the Spanish-American War; then compare the political cartoons to the popular 1890s comic strip, "The Yellow Kid"; use the local newspaper and find examples of contemporary political cartoons and comics; complete critical thinking questions comparing how comics have both changed and remained the same in the last one-hundred years (challenge activity)

Integrated/Cross-Disciplinary Instruction

Students will have just learned how the Panama Canal was built. Building the Panama Canal lead to 6,000 deaths, mostly by malaria. In science, students can learn how malaria is transmitted and the fact that human DNA can mutate to be resistant to certain diseases. Students will learn how a mutation arose to make people resistant to malaria, and they will also discuss how this mutation can result in sickle cell anemia if a person inherits two mutated alleles.

Resources

- America: History of our Nation textbook - Prentice Hall, (c)2007
- America: History of our Nation teacher's edition - Prentice Hall, (c)2007

- http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.