Unit 02: Imperialism

Content Area: **Social Studies**
Course(s): **US History 2**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

6.1.12.EconEM.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
	Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
6.1.12.EconGE.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
	Governments and financial institutions influence monetary and fiscal policies.
6.1.12.HistoryCC.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.
6.1.7	The Emergence of Modern America: World War I (1890–1930)
6.1.12.CivicsDP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Enduring Understandings

1. Students will understand that dissent and political activism play a role in the struggle for freedom and equality at home and abroad.
2. Students will understand that technology and industry have had a significant impact on the political, social and military history in America.
3. Students will analyze the pros and cons associated with US interventionist foreign policies during the period from 1898 to the present and understand how those policies have influenced American society both domestically and abroad, including Spanish American War.
4. Students will understand that the executive, legislative, and judiciary branches of government shaped and reacted to the societal and political changes in the United States.
5. Students will understand that past events shape present day conditions and policies.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. What were the major intellectual beliefs and movements during the turn of century which either supported or opposed US interventionist policies and how was their influence beneficial and/or harmful to the U.S.?
2. How did the Monroe Doctrine determine U.S. influence in Latin American/Hispanic and Asian American cultures and countries?
3. How did US Foreign Policies at the end of the 19th century alter the US position on the "World Stage"?
4. How does US Foreign Policies today reflect the policies that were made at the turn of the century?
5. How has and why has the US altered its decisions based on the outcomes of past events?

Knowledge and Skills

- What were the major factors influencing US expansionist policies at the turn of the century?
    - Economic Factors
    - Nationalist Beliefs/Political Power
        - Alfred Thayer Mahan
        - Spanish American War

- Racial Beliefs
    - Darwin/Spencer
    - Kipling "The White Man's Burden"

- What were the major arguments and movements against US expansionism at the turn of the century?
    - Anti-Imperialist League
    - Mark Twain

- How did US policies towards Hawaii during the 19th Century reflect a move towards Imperialism and Expansionism?
    - Missionaries
    - Reciprocity treaty - 1875
    - McKinley Tariff - 1890
    - Bloodless Revolution 1893
    - Hawaii Becomes a Republic - Pacific Islanders

- What were the major causes behind the Spanish-American War?
    - Yellow Journalism
    - War Narrative
    - The Maine
    - Spanish Rule

- How did the results of the Spanish American War reflect America's Imperialistic desires? Does the Constitution follow the flag?
    - the Treaty of Paris
    - The Platt Amendment
    - The Philippine-American War
    - Hawaii
    - Guam and Samoa
    - Puerto Rico/Foraker Act

- How did the United States' imperialist policies manifest in its relationship with other regions of the world?
    - China
        - Spheres of Influence
        - Open Door Policy
        - Boxer Rebellion
        - Impact on Chinese-Americans and "loyalty"
    - South and Central America
        - Panama Canal
        - The Roosevelt Corollary
    - Roosevelt's "Great White Fleet"

Transfer Goals

1. Students will be able to independently use persuasive arguments and find solutions for current US involvement in the world based on the imperialistic motives learned in this unit.

2. Students will independently be able to become active citizen-participants in society by examining racial

and nationalistic beliefs and actions.

Resources

Textbook: The Americans by Gerard A Danzer 2012

American Yawp - Stanford University: Edited by Joseph Locke and Ben Wright; updated yearly starting in 2019

Who Built America by Christopher Clark et. al 2007

Openstax - Rice University 2003

Taking Sides by William Miller 21st edition 2002

AP Textbook: By the People by James Fraser 2014

Liberty, Equality and Power- Murrin 1999

ADDITIONAL RESOURCES

White Man's Burden Poem 1899

Imperialism Political Cartoons 1897-1910

Including Roosevelt Hopes for Revolt in Panama (reading) 1906

Including Anti- Imperialism League Platform 1898

Including Rough Times for the Rough Riders (We the People) 1898

Including Congressional Testimony on Philippines ability to rule 1898

Including comparison of reporting the Spanish American War and related issues: New York Times vs. Wall Street Journal 1898

Including Great White Fleet , Rough Riders at San Juan Hill , Boxer Rebellion visuals 1898 - 1899

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text Levels/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

DocsTeach (Library of Congress)

Good & Mad, Rebecca Traisfer

Voices of Freedom, Foner

Amsco Review Book

Portrait of America (secondary source anthology)

Give Me Liberty, Foner

American History, Brinkley

Myth America, Keven Kruse

For the Record (primary source anthology)

The Atlantic Monthly

Dissent in America, Ralph Young (primary source)

Zinn: Voices of a People's History

American Spirit: Bailey/Kennedy (primary)

Taking Sides: Clashing Views in US History

New Visions for Learning

Stanford Thinking Like a Historian

Immigration Political Cartoons

PBS American Experience Video Clips

Facing History

60 Minutes

News publications, including but not limited to NYTimes, Washington Post.

Newsela

Vox Videos

Upfront Magazine

Zinn Education Project

John Oliver: Monopolies

Internet and AI (Gemini, Magicschoolai, etc.)

Diffit

Pear Deck

Albert i.o.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit