Unit 5: Imperialism, Response, and Resistance

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 4**
Length: **5 weeks**
Status: **Published**

Summary

In the two part United States History sequence (US History I and US History II), students serve as novice historians as they engage in historical inquiry and refine key skills necessary for success in the 21st century. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

The following core understandings cut across historical eras. As such, students have the opportunity to draw connections between events, analyze historical patternization, and speculate about future occurrence in our republic:

1. While marked by unique circumstances, periods of migration and subsequent settlement are often motivated by a desire of one group to expand opportunities and access, often at the expense of another.

2. While America's commitment to democracy has served as a guiding principle, a source of stability, and an example to other countries, its inconsistent implementation has also resulted in tension, conflict, and unequal access at home and abroad.

3. Significant social change requires the coordinated and sustained efforts of countless individuals and groups; this change is often gradual, requires the use of various tactics, and is met with resistance that must then be counteracted.

4. Power relations between individuals, groups, or governments are ever-changing; attempts to exert influence, expand access, and assert control often lead to both intended and unintended consequences.

5. The American experience is rooted in the cultures, traditions, and contributions of various individuals and groups who have intersectional identities; a discussion of the contributions of diverse cultures, groups, and individuals offers a more complete understanding of US history.

This unit is part of the larger aforementioned course sequence and specifically focuses on the United States extension of power through imperialism, and the response and resistance of groups and countries involved. Students will understand that the American west presented opportunities for greater freedom for certain groups, while restricting autonomy and sovereignty for Indigenous people. In addition, the United States extension of power was seen elsewhere through the beginning of US imperialism, motivated by a variety of factors, including economic power and white supremacy. Nevertheless, domestic and foreign imperial efforts were resisted. By the end of this unit, students will be able to identify the "push" and "pull" factors of Western migration for various groups. When doing so, students will be able to establish patterns of mistreatment and discrimination of Indigenous cultures by the United States government and the resistance efforts that ensued. Students will also be able to assess the motivations for, justifications of, and resistance to imperialism measures, drawing connections to previous eras and speculating about the long term implications.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2022

Standards

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

LA.RH.9-10.1 - [Progress Indicator] - Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LA.RH.9-10.2 - [Progress Indicator] - Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LA.RH.9-10.3 - [Progress Indicator] - Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

LA.RH.9-10.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

LA.RH.9-10.6 - [Progress Indicator] - Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LA.RH.9-10.8 - [Progress Indicator] - Assess the extent to which the reasoning and evidence in a text support the author's claims.

LA.RH.9-10.9 - [Progress Indicator] - Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

LA.RH.9-10.10 - [Progress Indicator] - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

LA.RST.9-10.1 - [Progress Indicator] - 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.9-10.2 - [Progress Indicator] - Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

LA.WHST.9-10.1.A - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LA.WHST.9-10.1.B - Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

LA.WHST.9-10.1.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.9-10.1.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.9-10.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.2.A - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and

multimedia when useful to aiding comprehension.

LA.WHST.9-10.2.B - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.WHST.9-10.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LA.WHST.9-10.2.D - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LA.WHST.9-10.2.E - 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.9-10.2.F - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.5 - [Progress Indicator] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.WHST.9-10.7 - [Progress Indicator] - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.WHST.9-10.8 - [Progress Indicator] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LA.WHST.9-10.9 - [Progress Indicator] - Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10 - [Progress Indicator] - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5: Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a

new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

SEL.PK-12.3.1 - [Sub-Competency] - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

SEL.PK-12.3.3 - [Sub-Competency] - Demonstrate an understanding of the need for mutual respect when viewpoints differ

PFL.9.1.12.A.5 - [Standard Statement] - Analyze how the economic, social, and political conditions of a time period can affect the labor market.

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race, and ethnicity.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent was the American west a place of freedom for Black people, white women, and the LGBTQIA+ community?
- How did both Indigenous and colonized people employ methods of resistance to US imperialism efforts?

Enduring Understandings:

- The American west presented opportunities for greater freedom for certain groups, while eliminating freedom for Indigenous people

- While US imperialism was motivated by a variety of different factors, including economic power and white supremacy, these effort were resisted both domestically and abroad

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): Transcontinental Railroad, Homestead Act, Exodusters, Buffalo Soldiers, Treaty of Fort Laramie, Pains Indian War, Red Cloud's War, Carlisle School, Dawes Act, Helen Hunt Jackson: A Century of Dishonor, Black Hills, Battle of Little Bighorn, 7th Cavalry, Chief Joseph, Nez Perce, Sitting Bull, Wounded Knee Massacre, Ghost Dance Movement, imperialism, Hawai'i, Queen Liliuokalani, Social Darwinism, Sphere of Influence, Open Door Policy, Cuban Civil War, Platt Amendment, Philippine-American War, Jose Marti, Emilio Aguinaldo, USS Maine, yellow journalism, Rough Riders, Mark Twain, Theodore Roosevelt, Anti-Imperialist League, William McKinley

- The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

- The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.

- This time period represents a continuation of mistreatment of Indigenous cultures by the United States government.

- Western development is made possible by Chinese and Irish immigrant labor.

- The West represented a place of freedom for various groups, such as African Americans, LGBTQIA+ individuals, and women.

- The US government's policy of forced assimilation of Indigenous people included boarding schools and "reservation" systems.

- The Ghost Dance movement was one way in which Indigenous groups resisted white settler encroachment and decimation of Indigenous land and resources.

- The depletion of the bison by white farmers significantly impacted Indigenous cultures and lifestyle.

- Preservation of Indigenous culture and identities occurred, despite US government policies.

- The United States' policies are shaped by its desire to be seen as competitive power on the world

stage.

- As the western frontier "closed" the United States turned to imperialistic measures to continue its expansion of land and power.
- The USS Maine impacted the United States' course of the Spanish-American war due to the use of yellow journalism.
- Imperialism was resisted by territorial "conquests" of the United States, in addition to citizens at home.

Students will be skilled at:

- Identifying the "push" and "pull" factors of Western migration and development in the Post- Civil War Era.
- Establishing patterns of mistreatment and discrimination of Indigenous cultures by the United States government.
- Evaluating treaties between the United States and Indigenous people and detemining how they have been violated to exacerbate conflict.
- Examining the point of view of Henry Dawes in the creation of the Dawes Act.
- Identifying major Indigenous leaders and their point of views and experiences through personal narrative.
- Establishing cause and effect of Western development by various groups
- Explaining the typical experience of a homesteader.
- Identifying the Wounded Knee Massacre as a turning point for Indigenous cultures and their resistance efforts to the United States government's assimilation and removal policies.
- Evaluating the justifications for imperialism as ways to determine point of view and context.
- Assessing the experiences of the Rough Riders and Buffalo Soldiers during the Spanish American War battles.
- Analyzing resistance efforts by targeted territories, groups, or individuals.
- Evaluating to what extent the Constitution offers protection of territories and their citizens during the time of imperialism.
- Making connections and establishing patterns of US foreign policies during this era and early American history.
- Determining the media's potential to sway public opinion regarding controversial events.
- Examining, analyzing and interpreting primary and secondary source documents to determine

application by historians.

- Working independently and collaboratively to present their comprehension and understanding.
- Contextualizing events and sources within a broader historical timeline to describe the circumstances surrounding the topic.
- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.
- Writing with evidence to support an original claim.
- Creating a claim to respond to a prompt.
- Establishing cause and effect relationships between events and time periods. This includes both short and long term factors to be explained in connection to the topic.

Learning Plan

This unit includes but is not limited to the following learning strategies:

- **The West as a Place of Freedom Gallery Walk**: In groups, students will be assigned a social group to research to introduce the multiple perspectives of western development and push/pull factors of migration in the late 1800s. These groups include women, Indigenous peoples, Chinese and Irish Immigrants, Buffalo Soldiers, Exodusters, transgender people, vaqueros, and Homesteaders. Students will use their investigation of sources to create a visual that teaches peers how the West served as a place of freedom for their group. Students will compare and contrast opportunities and limitations for each group in the West.
- **Investigating the Dawes Act and Treaty of Ft. Laramie:** Students will look at maps before and after the signing of the Treaty of Ft. Laramie to investigate how treaty-making limited land availability for Plains Indians. Students will then examine aspects of the Dawes Act and how the act impacted land ownership. Students will then engage in a whole class discussion over questions such as "Why did treaties and agreements such as the Dawes Act and Treaty of Fort Laramie fail to solve the cultural conflict between Indigenous groups and the United States government?"
- **Attack on the Lakota Source Investigation:** Students will look at photographs of buffalo hunts, boarding schools, and other primary source accounts on forced assimilation to analyze the ways in which the American government attacked Lakota lives and culture.
- **Battle of Little Bighorn and Indigenous Resistance:** Students will compare perspectives of the Battle of Little Bighorn to understand multiple perspectives and practice corroboration of evidence. Students will assess how the Lakota resisted American imperialism in the West through the Battle of Little Bighorn.
- **Wounded Knee Massacre Video Analyses:** Students will investigate the events leading up to and following the Wounded Knee Massacre through viewing of the Ghost Dance in *Bury My Heart at*

Wounded Knee and Aaron Huey's TedTalk on the Lakotas as prisoners of war. Students will write a critical analysis on the long term effects of the Wounded Knee Massacre based on their viewings.

- **Hawai'i Annexation:** Students will investigate two newspaper articles to determine the reasons for and response to the US annexation of Hawai'i. Students will read accounts from Hawaiians to determine the extent to which they supported annexation and will inquire about how annexation affected Hawaiians in the long and short term.

- **Inquiry-Based Lesson - Cuban Civil War:** Students will attempt to answer the question, "Why did the United States invade Cuba?" through the viewing of a video and investigation of two primary sources. Students will develop an understanding of the long-term causes of the Spanish-American War through their investigation of America's invasion of Cuba.

- **American Imperialism Political Cartoon Investigation:** Students will review the characteristics of political cartoons and the ways in which they comment on historical events. Students will then interpret two political cartoons about American Imperialism to connect them to ideas on race and justification for empire-building by the U.S. government during the time period. Students will attempt to connect the political cartoons on American Imperialism to previous political cartoons in the way that they are used to represent ideologies of the time they were made in.

- **United States vs. Wong Kim Ark Case Study:** Amid American Imperialism in Hawai'i and the Philippines, Asian American Wong Kim Ark fought for his right to citizenship in the United States. Students will investigate this Supreme Court case by reading a case profile and discuss how this case expanded protection of citizenship for children of Chinese immigrants during the time of the Chinese Exclusion Act.

- **Philippine-American War Stations Activity:** Students will be split into groups and investigate different aspects of the Philippine-American war including the Filipino Resistance Movement led by Emilio Aguinaldo, perspectives on fighting in the war from white and Black soldiers, the causes and major turning points in the war, and the Treaty of Paris. Students will identify multiple perspectives on the war and how its outcome impacted Americans and Filipinos. Students will also reflect on how the event compares to other examples of American Imperialism during the era, such as in Puerto Rico, Cuba, and/or Hawai'i.

- **Legacy of Imperialism without Colonialism:** Students will first define imperialism without colonialism. Then, students will have the option to investigate the legacy of imperialism without Colonialism within one of the regions under American control post-Spanish American war. Students will research how the legacy of American imperialism has impacted the region, and draw conclusions on how their chosen region continues to maintain identity post-imperialism.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

Do Nows/ Exit Slips, Class Activities, Homework, Quizzes

Summative Assessments:

Unit Tests including Multiple Choice, Free (Paragraph-length) response questions, Document Analysis Question (DAQ) Response

Benchmark Assessments:

DAQ Response (Students will be able to identify and explain that the provided documents cannot be used by historians due to a time gap, has potential biases that make it an inaccurate depiction of events, and identify how the time period it was created impacts its intended message)

Alternative Assessments:

-Western "Dinner Party" Project : Students will read profiles of prominent individuals living in the West during the late 1800s. After reading, students will decide who would sit next to one another at a dinner party, what their conversations would be like, and explain why they made their seating decisions. Students will focus on major figures and issues concerning those in the West during this time.

-American Imperialism Timeline: Students will create a timeline of major events within American Imperialism, identifying causation and including primary sources that represent the event. Students will explain why they chose their sources and how events impacted both America and the nations imperialized.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

Choices Program Unit: Westward Expansion a New History

Choices Program Unit: Imperial America: U.S. Global Expansion, 1890-1915

Choices Program - Civic Units for Student Engagement - The Insular Cases: Deciding the Constitutional Status of the Colonies

Bury My Heart at Wounded Knee Film

Helen Hunt Jackson - Excerpts from A Century of Dishonor

Senator Henry Dawes - Excerpt from The Dawes Act, February 8, 1887

Sitting Bull - Speech at the Powder River Council, 1877

George Armstrong Custer - Excerpt from Report on The Battle of Washita, November 27, 1868

Homesteader - Excerpt from a letter Horace Greeley wrote to R. L. Sanderson, 1871

Buffalo Soldiers - Excerpt from “Who are the Buffalo Soldiers?” from the Buffalo Soldiers National Museum

Vox Video Clip: How the US stole thousands of Native American children

Introduction to the Transcontinental Railroad PBS

The Lost Pardner (poem for exploring sexual identity in the West)

Homesteaders through photographs (primary source activity)

The Battle of Bighorn lesson plan

Carlisle Indian School primary source lesson plan

Aaron Huey: America's Prisoners of War (TED talk)

After Wounded Knee lesson plan

Women's suffrage and the West

Native Americans and Two-Spirit peoples (gender and sexual identity)

Homestead Act role play

American Imperialism Assessment (Sheg - POV and Sourcing)

Multiple Perspectives of the USS Maine (SHEG)

American Invasion of Cuba Lesson Plan (SHEG)

“The Birth of the American Empire” Lesson Plans

In Defense of Imperialism: Excerpts from Albert Beveridge US Senator from Indiana (1899-1911) “The March of the Flag” Speech

Choices: American Imperialism Cartoon Analysis: Race and Empire in U.S. Political Cartoons

William Jennings Bryan, “First Speech Against Imperialism” Extract from speech delivered at Trans-Mississippi Exposition, Omaha, Neb., June 14, 1898.

New York Public Library’s Online Exhibition: Public Appeals, Memory, and the Spanish American Conflict

“Cuban Reconcentration Policy and its Effects—A Speech by Redfield Proctor, U.S. Senator” - BillofRightsInstitute.org

“Mark Twain Home, An Anti-Imperialist,”New York Herald New York, 10/15/1900 (Excerpt) - BillofRightsInstitute.org

“Comments on the Moro Massacre” by Mark Twain March 12, 1906 (Excerpt published posthumously) - BillofRightsInstitute.org

McKinley’s War Message

American Historical Association Teaching Resources - Imperialism: European, American and Japanese

Historical Thinking Matters - Inquiry Lesson of the Spanish-American War

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.