

U.S. History Since Reconstruction Curriculum Bundle #4

Title		Suggested Dates
Imperialism		October 26 – November 13, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> To become a world power and advance their economic interests, the U.S. acquired new territories, invested in foreign countries and displayed increased military strength. 	<ul style="list-style-type: none"> Why and how did the U.S. emerge as a world power in the early 20th century? Which individuals significantly impacted the U.S. becoming a world power? What were the causes and short- and long-term effects of U.S. colonization?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</p> <p>US.1A identify the major eras in U.S. history from 1877 to the and describe their defining characteristics;</p>	<p style="color: red;">Imperialism (Asia & Latin American) – Spanish American War, Panama Canal, Roosevelt Corollary, Dollar Diplomacy, Open Door Policy, Philippine Insurrection</p>	<p>Go to PISD website, click Staff tab for the following resources. Login information is on the Intranet > Technology > Passwords</p> <p>Encyclopedia Britannica EBSCO Databases netTrekker Free Music Library http://Maps101.com UnitedStreaming.com</p> <p>PresidentialTimeline.org HistoryTeacher.net History.com</p>
<p>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</p> <p>US.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	<p style="color: red;">• 1890-1910 – Imperialism – Spanish American War, Panama Canal, Roosevelt Corollary</p>	

U.S. History Since Reconstruction Curriculum Bundle #4

<p>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</p> <p>US.1C explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957.</p>	<ul style="list-style-type: none"> • 1898 Spanish-American War – US acquired new territories and showed strength as a world power 	<p>United Streaming Search for “American Becomes a World Power”</p>
<p>US.3 History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:</p> <p>US.3A explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt, moved the United States into the position of a world power;</p>	<ul style="list-style-type: none"> • Spanish-A America acquired the Philippines, Puerto Rico, and the Pacific island of Guam which expanded U.S. power in the Pacific and the Caribbean Mexican War • U.S. Expansionism-Acquisition of Hawaii and Open Door Policy in China expanded U.S. territory and the influence of American policies abroad • Henry Cabot Lodge- Massachusetts senator who supported U.S. imperialism Henry Cabot Lodge will support imperialism but after WWI he did not want the country to join the League of Nations and was the main reason that the U.S. did not join. Lodge was the head of the Senate Foreign Relations Committee. • Alfred Thayer Mahan- Author who argued in 1890 that the economic future of the U.S. rested on new overseas markets protected by a larger navy – known as the “Father of the Modern Navy” • William Randolph Hearst- New York World competed for newspaper business with New York Globe- Pulitzer • Yellow Journalism- sensationalistic journalism used to increase circulation and influence US policy 	<p>History Channel Video “Teddy Roosevelt- An American Lion” Section on “The Big Ditch”</p> <p>Spanish-American War map from Maps 101 (Password is located on Intranet > Technology > Passwords)</p>
<p>US.9 Geography. The student understands the impact of geographic factors on major events. The student is expected to:</p> <p>US.9A analyze the effects of physical and human geographic factors on major events including the building of the Panama Canal; and</p>	<p>The building of the Panama Canal</p> <ul style="list-style-type: none"> • Physical Geographic Factors – Digging through a jungle • Human Geographic Factors – Disease, revolts 	<p>History Channel Video “Teddy Roosevelt- An American Lion” Section on “The Big Ditch”</p>
<p>US.9 Geography. The student understands the impact of geographic factors on major events. The student is expected to:</p> <p>US.9B identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts</p>	<p>International Conflicts</p> <ul style="list-style-type: none"> • Spanish American War – Annexation of Guam, Puerto Rico, and possession of Philippines, and protectorate of Cuba by the US 	

U.S. History Since Reconstruction Curriculum Bundle #4

<p>US.12 Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</p> <p>US.12D analyze the effects of economic policies including the Open Door Policy and Dollar Diplomacy on U.S. diplomacy; and</p>	<ul style="list-style-type: none"> • 1899 Open Door Policy – President McKinley and Secretary of State John Hay’s economic policy in China. In reaction to emerging spheres of influence in China, the US sought equal trading rights for all nations. The US participated in suppressing the Boxer Rebellion, which allowed continued trade with China. • 1905 Dollar Diplomacy – Roosevelt encouraged investment by U.S. banks/businesses in Latin America & Far East. He promised military protection to those who invested abroad. WWI reoriented the priorities of the emerging world power and U.S. foreign policy makers returned to a goal of isolationism. • T. Roosevelt’s helping Panama gaining their independence and building of the Panama Canal are good examples of U.S. diplomacy during this time. 	<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online http://www.econedlink.org/lessons/ (In addition, current events and more are available on their homepage http://www.econedlink.org/)</p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Lesson” or “Search by Keyword” or “Search by Publication” (then choose <i>United States History: Focus on Economics</i> or <i>United States History: Eyes on the Economy</i>).</p> <p>Some lessons could be taught in multiple courses. If you find and use a lesson that you want protected in your course in future years, please email Sara Lucas to make that request.</p>
<p>US.12 Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</p> <p>US.12E Describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.</p>	<ul style="list-style-type: none"> • Spanish-American War – Led to America becoming an imperial power and increased its influence of power in Latin America. • Pacific (Philippines, Hawaii). Improvements of the Navy. • President Roosevelt receives the Nobel Peace Prize (1st U.S. President) for the Russo-Japanese War and mediations between France and Germany in North Africa. 	<p>Video resource: “Teddy Roosevelt- An American Lion”</p> <p>(See note under 12D)</p>
<p>US.22 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</p> <p>US.22B explain how scientific discoveries and technological innovations such as those in agriculture, the military, and medicine resulted from specific needs.</p>	<ul style="list-style-type: none"> • Panama Canal lead to the cure for malaria and yellow fever 	
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		

U.S. History Since Reconstruction Curriculum Bundle #4

<p>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>US.24B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>		<p>Practice, Practice, Practice - Use current events(weekly and/or bi weekly), short answer questions on test using complete sentences and research topics (once a semester)</p>
<p>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>US.24C explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;</p>	<p>Analyze political cartoons and editorials. Make sure to look at both view points</p>	<p>Imperialist view point</p> <p>Anti-Imperialist view point</p> <p>“White Man’s Burden” Rudyard Kipling</p> <p>Political cartoons: search Thomas Nast</p>
<p>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>US.25A use social studies terminology correctly;</p>	<p>Make sure that your students know the assurance word for the grade level.</p>	<p>See Social Studies Coordinator for the list of assurance words.</p>
<p>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>US.25B use standard grammar, spelling, sentence structure, and punctuation;</p>	<p>Get students in the practice of using spell check and grammar check. Also use peer editing in class.</p>	
<p>US.26 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>US.26A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	<p>Completing 2 WebQuests per year is recommended to cover TEKS US.26A and B.</p> <p>Justification of World Wide Imperialism/ Compare or Contrast Imperialist with Anti-Imperialist</p>	<p>“White Man’s Burden” Rudyard Kipling</p>