

Unit Title: Analyzing Historical Data: The United States in the Age of Imperialism

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Content Area: History

Grade Level(s): 9-12

Summary of Unit

This unit of study addresses History Standard 2b, which asks students to differentiate between fact and interpretation. Students will learn that history is the interpretation of the past and that historians use facts to support their interpretations. In this unit, students will evaluate the strengths and weaknesses of various historical documents. Students will use these documents in the construction of their own interpretation of the past.

Students will conduct a case study of the 1898 American invasion of Cuba. They will analyze a variety of conflicting primary accounts, weigh the evidence, and draw their own conclusions about why the United States government took this action. Students will consider if the United States engaged in "imperialism" and place the Spanish-American War in the broader context of the nineteenth-century expansion of Western power around the world.

This unit draws heavily from the website *Historical Thinking Matters*, a site designed to help students and teachers read documents like historians.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

History Standard Two 9-12a [Analysis]: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

Big Idea(s)

Historical Interpretation

Unit Enduring Understanding(s)

Historians derive their interpretations of the past from multiple, sometimes conflicting, sources.

Historians must prove where the information can be found that is the basis for historical conclusions.

Unit Essential Questions(s)

Why does differentiating between fact and interpretation matter?

Why is it necessary to consult multiple sources when studying the past?

Knowledge and Skills

Students will know...

- History is the interpretation of the past. Historians use historical facts in the creation of their interpretations.

Students will be able to...

- Analyze primary and secondary documents in order to draw conclusions about the past
- Recognize the value and limitations of historical documents
- Explain why there are competing views of the past

Stage 2 – Assessment Evidence

Transfer Task: Conflict in South Ossetia (Appendix)

- Performance/transfer tasks as evidence of student proficiency.

An effective assessment for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

Appendix
Transfer Task: Conflict in South Ossetia

DOCUMENT A

August, 14 2008

[Russia Today](#)

Russia mourns victims of bloodshed in South Ossetia

Russia held a day of mourning for those killed during the five days of fighting in South Ossetia on August 13. People from the capital Tskhinvali, which became a battlefield after being attacked by Georgia, are recovering from a nightmare. It's hard to find a citizen who hasn't lost a relative in the conflict.

Meanwhile, Russian peacekeepers are continuing to pull people out from the rubble of destroyed buildings.

A [vigil to remember the victims of the violence](#) was held during the night at Moscow's Cathedral of Christ the Saviour[...]

DOCUMENT B

Georgia: Russia Enters into War in South Ossetia

By Adrian Blomfield

8/9/2008

Telegraph (www.telegraph.co.uk/news/)

Over 1,300 people are reported dead after Russian forces responded to a Georgian attack on rebels in the breakaway province of South Ossetia by mounting a full scale invasion.

GORI (The Telegraph) - Columns of Russian tanks plunged the two neighbors into war as they filed into South Ossetia, marking the Kremlin's first military assault on foreign soil since the Soviet Union's Afghanistan intervention, which ended in 1989[...]



<http://www.telegraph.co.uk/news/worldnews/europe/georgia/2525400/Georgia-Russia-enters-into-war-in-South-Ossetia.html>

Transfer Task: Conflict in South Ossetia

1. According to Document A, what happened to the people of South Ossetia?
2. According to Document B, what happened to the people of South Ossetia?
3. What facts can you determine from these two articles?
4. Why might these two accounts differ?
5. What other sources would help you to decide what really happened in South Ossetia? Explain your answer.
6. Why is differentiating between fact and interpretation important? What are the implications of believing one interpretation and not another?

Transfer Task Scoring Rubric

Scoring Category	Score Point 3	Score Point 2	Score Point 1
Differentiating between fact and interpretation (Questions 1-3)	Student can clearly summarize both interpretations and identify common factual information.	Student has some difficulty summarizing both interpretations and identifying common factual information.	Student is not able to summarize interpretations; student is not able to identify common factual information.
Analysis (Question 4)	Student provides persuasive reasons why the documents might differ.	Student provides a plausible reason why these documents might differ.	Student is unable to explain why these documents might differ.
Research methodology (Question 5)	Student provides a thorough explanation of what other sources would be helpful to the investigation and why.	Student provides some explanation of what other sources would be helpful to the investigation and why.	Student is unable to explain what other sources would be helpful to the investigation.
Importance of differentiating between fact and interpretation (Question 6)	Student provides well-reasoned explanation of the importance of differentiating fact from interpretation. Student provides a compelling explanation of the implications of believing one interpretation over another.	Student provides an explanation of the importance of differentiating fact from interpretation. Student provides a plausible explanation of the implications of believing one interpretation over another.	Student is unable to explain the importance of differentiating fact from interpretation. Student is unable to explain the implications of believing one interpretation over another.

Above the Standard: 10-12
 Meets the Standard: 7-9
 Below the Standard: Less than 7

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson 1

Imperialism – Fact or Interpretation?

Strategy 1: Gathering Information

- A. Have each student create a Frayer model for Imperialism: Fold a piece of paper in half twice and then bend down the upper-left corner. When the paper is opened, the creases of the paper have created four rectangular quadrants and a diamond-shaped area in the center.
- B. Teacher should create a transparency of the Frayer model to fill in during class discussion. Use a piece of paper to cover the quadrants, revealing one at a time.

DEFINITION		CHARACTERISTICS	
EXAMPLES/MODELS	IMPERIALISM	NON-EXAMPLES	

Steps

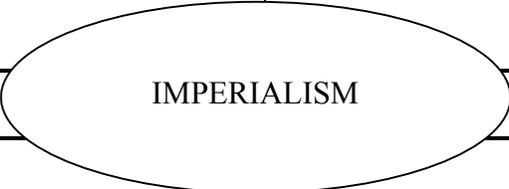
1. Introduce the concept of this unit: Imperialism.
2. Characteristics: Ask students to brainstorm characteristics of imperialism with a partner. Have them write their responses in the upper left quadrant. Students share responses with whole group and teacher records responses on transparency.
3. Examples/Models: Ask students to brainstorm examples of imperialism with a partner. Encourage them to remember the history they have studied. Share responses.

4. Non-Examples: Ask students to brainstorm examples of imperialism with a partner. Encourage them to remember the history they have studied. Share responses.
5. Definition: Students create their own definition of Imperialism. Ask students to share their definitions, then teacher may reveal the dictionary definition:

"The policy of extending the rule or authority of an empire or nation over foreign countries, or of acquiring and holding colonies and dependencies."
Dictionary.com. Unabridged (v.1.1) Based on the Random House Dictionary, c. Random House, Inc., 2006.

Sample

DEFINITION – in your own words	CHARACTERISTICS
The expansion of empire into foreign countries	Occupation of foreign land by force Imposition of new culture: religion, language, laws New lands used for profit of mother country
EXAMPLES/MODELS	NON-EXAMPLES
British colonization of North America Spanish colonization of Central America	War without conquest (War of 1812) Free trade with foreign countries Isolationism



Strategy 1: Gathering Information

Have student pairs investigate the following events in U.S history and complete the chart (**Appendix 1a**): the Louisiana Purchase, the Monroe Doctrine, the annexation of Texas, Mexican-American War, and the purchase of Alaska. Students should consult their textbooks for factual information. Students should use their Frayer model to decide if each event is an example of imperialism.

Appendix 1a

Event	Date	Summary	Was this an example of Imperialism? Explain
Louisiana Purchase			
Monroe Doctrine			
Annexation of Texas			
Mexican-American War			
Purchase of Alaska			

Check for Understanding

Did the United States engage in imperialism in the 19th century? Why or why not? Use the definition of imperialism and specific evidence from U.S. history in your answer.

Rubric

2 – response includes a definition of imperialism and a relevant example from US history

1- response includes a definition of imperialism, but historical evidence is missing or irrelevant.

Strategy 2: Extending and Refining**Imperialism – Fact or Interpretation**

Tell students that in this unit, they will learn why differentiating between fact and interpretation matters. We will explore the importance of this skill by studying American foreign policy in the late nineteenth century.

Students, alone or with a partner, read eight statements and decide if each statement is a fact or interpretation (**Appendix 1b**). Ask students to share responses and reasons for their choices. Reveal the correct answers and discuss why all but one statement is an interpretation.

Appendix 1b

FACT OR INTERPRETATION?

Directions: Decide if each of the statements is a fact or interpretation. Check the appropriate box.

Statement	Fact	Interpretation
1. The United States became an imperial power when it invaded Cuba in 1898.		
2. U.S. intervention in Latin America was popular with American citizens.		
3. The costs of American imperialism outweighed the benefits.		
4. Imperialism is a necessary step to becoming a world power.		
5. Imperialists were motivated by greed.		
6. American control over territory was beneficial because it brought improvements in education and transportation.		
7. Panama regained control of the Panama Canal in 1999.		
8. President Theodore Roosevelt's "Big Stick" foreign policy was a success.		

FACT OR INTERPRETATION?

Directions: Decide if each of the statements is a fact or interpretation. Check the appropriate box.

Answer Key

Statement	Fact	Interpretation
1. The United States became an imperial power when it invaded Cuba in 1898.		X
2. U.S. intervention in Latin America was popular with American citizens.		X
3. The costs of American imperialism outweighed the benefits.		X
4. Imperialism is a necessary step to becoming a world power.		X
5. Imperialists were motivated by greed.		X
6. American control over territory was beneficial because it brought improvements in education and transportation.		X
7. Panama regained control of the Panama Canal in 1999.	X	
8. President Theodore Roosevelt's "Big Stick" foreign policy was a success.		X

Lesson Two

Using Historical Sources: Why did the U.S. Invade Cuba?

This lesson was adapted from *Historical Thinking Matters*:
<http://historicalthinkingmatters.org/> All required materials are available at this website, unless otherwise indicated.

Strategy 1: Gathering Information

Write inquiry on the board: Why did the U.S. invade Cuba?

Play a brief documentary excerpt on Spanish-American War. Clips are available from Historical Thinking Matters <http://historicalthinkingmatters.org/spanishamericanwar/> or United Streaming: *American History: Battling Beyond U.S. Borders*, segment: "The Story of the USS Maine" (3:56).

Tell students that we will watch the film twice. Before the second viewing, instruct students to take notes about information that helps to answer the question, Why did the U.S. invade Cuba?

Solicit responses from students to generate hypotheses for the reasons that the U.S. invaded Cuba.

Check for Understanding

Which reason for the U.S. invasion of Cuba do you find most convincing?
Why?

Rubric

2 – response includes a valid reason and a relevant explanation.

1 – response includes a reason but no explanation.

Strategy 2: Extending and Refining Guided Document Analysis

Before we return to the question of why the United States invaded Cuba, we will examine two interpretations of a specific event: the sinking of the U.S.S. Maine in Havana Harbor.

Hand out:

- Adapted Warm-Up Documents Analysis Chart (Appendix 2a)
- Document A: *New York Journal*
<http://historicalthinkingmatters.org/spanishamericanwar/0/inquiry/intro/>
- Document B: *New York Times*
<http://historicalthinkingmatters.org/spanishamericanwar/0/inquiry/intro/>

Remind students that historians rely on sources to interpret past events. Often, sources provide contradictory evidence. Students, acting as historians, must be discriminating in their use of sources. The two sources they will examine today are from newspapers. These newspaper articles were written in 1898, and are therefore

primary sources (review the difference between primary and secondary documents, if necessary).

Have students read, silently or aloud, **Document A**. Have students complete the first three columns on the analysis chart for **Document A**.

Share answers. Repeat this procedure with **Document B**. In pairs, have students complete the last column of the chart.

Whole Group Discussion: Pose the following questions for discussion:

- Do you know what happened to the Maine? What are the facts of this incident?
- What evidence do you have for your answer? Give an example where the reporter uses solid evidence to support a claim made in the article.
- Do you think these articles would have been received differently by their readers in 1898? How so?
- What effect might the *Journal* article have had on its readers?
- What effect might the *Times* article have had on its readers?
- How significant do you think the Maine explosion was to the American people at this time? Why?
- Which account is more convincing? Why?

Check for Understanding

Why might interpretations of the same event differ? Identify at least one reason and provide an example.

Rubric

2 – response provides at least one valid reason and an example that supports it.

1- response includes at least one valid reason but does not include a relevant example.

Strategy 3: Application

Independent Document Analysis

Documents and Analysis Charts are provided by *Historical Thinking Matters*

<http://historicalthinkingmatters.org/spanishamericanwar/>

In addition to Document A and Document B from Strategy 2, students will need:

- Main Inquiry Documents Analysis Chart
- Document C: *Awake United States!*
- Document D: President McKinley's State of the Union Address
- Document E: Reconcentration Camps
- Document F: "Prepared to Move"
- Document G: Monroe Doctrine
- Document I: March of the Flag

In pairs or small groups, students complete Main Inquiry Documents Analysis Chart.

Students with special education needs may use the primary documents that have been modified for easier reading:

<http://historicalthinkingmatters.org/spanishamericanwar/1/materials/worksheets/>

Check for Understanding

Why do you think the United States invaded Cuba? Cite evidence from the documents that supports your conclusion.

Rubric

2 – response provides at least one valid reason and an example that supports it.

1- response includes at least one valid reason but does not include a relevant example.

Lesson 3

Sources Beyond Written Documents: Photographs and Political Cartoons

Explain to students that historians do not rely solely on written documents in constructing their interpretations. We will analyze other kinds of historical resources.

Strategy 1: Gathering Information Guided Political Cartoon Analysis

Distribute, or project overhead, a political cartoon. For political cartoons on current issues, go to Daryl Cagle's Political Cartoonists Index:

<http://www.cagle.com/politicalcartoons/>

Distribute the political cartoon analysis worksheet from the National Archives:

<http://www.archives.gov/education/lessons/worksheets/cartoon.html>

Guide students through the cartoon analysis.

Strategy 2: Extending and Refining Independent Political Cartoon Analysis

Place students in their groups from Lesson 2.

Distribute the following political cartoons from the lesson, "The Birth of the American Empire as Seen through Political Cartoons (1896-1905)" by Luis Martinez-Fernandez at <http://www.oah.org/pubs/magazine/1898/>

- A. *The Cuban Melodrama*
- B. *Miss Cuba Receives an Invitation*
- C. *How Some Apprehensive People Picture Uncle Sam after the War*
- D. *After the First Mile*

Additional political cartoons from this era can be found at PBS *Crucible of Empire: The Spanish-American War*: <http://www.pbs.org/crucible/frames/journalism.html>

- E. *Hurrah for the Fourth of July!*
- F. *Spanish Politeness*

Have students examine each of the political cartoons. The teachers may assign one cartoon to each group, and then have groups present their cartoon to the whole group. Or, the teacher may construct a gallery walk:

1. Students create a display of one political cartoon by pasting the cartoon on a larger piece of poster paper. In the margins around the cartoon, students add comments that explain the meaning of the cartoon.
2. Political cartoon displays are posted around the room.
3. Students move in small groups to view each display and complete a brief summary:

Political Cartoon Gallery Walk

Cartoon Title	Description	Message of Cartoon

Check for Understanding

Check for Understanding

How do political cartoonists use symbols to convey their interpretation of an event or person? Use a specific example to support your answer.

Rubric

2 – response provides at least one valid explanation and an example that supports it.

1- response includes at least one valid explanation but does not include a relevant example.

Strategy 3: Application

Performance Task: Why did the United States invade Cuba?

Prior Knowledge

Now that you have explored how different interpretations can be drawn from facts and learned about the historical context of the Spanish-American War, you are ready to be historians yourselves. You will examine primary and secondary sources to uncover historical evidence and construct your own interpretations of the U.S. invasion of Cuba.

Problem/Role

The President has appointed a new Secretary of State to the U.S. Department of State, the cabinet office devoted to foreign policy matters. In order to prepare for the job, the incoming Secretary has requested that historians (you!) submit reports on the reasons why the U.S. has intervened in foreign countries in the past. The Secretary has requested that your team of historians focus on the Spanish-American War.

Perspective

You are a professional historian hired by the U.S. Department of State. Because your professional reputation is important to you, you are concerned with conducting a thorough investigation into the origins of the Spanish-American War and creating a polished, persuasive presentation of your interpretation.

Product

You will present your findings in an oral presentation accompanied by **one** of the following: 1) PowerPoint, 2) Poster, or 3) Written Analysis. You should focus on finding the **ONE** most convincing reason why the U.S. invaded Cuba in 1898. This reason will be your THESIS STATEMENT. In order to be persuasive, you must clearly explain your method of investigation and how you used historical facts in the creation of your interpretation. You should identify in your presentation the documents you found most useful and those that you found unreliable and why. You must explain the implications of your interpretation (i.e., given this interpretation, did the U.S. respond correctly?)

Performance Task Scoring Rubric

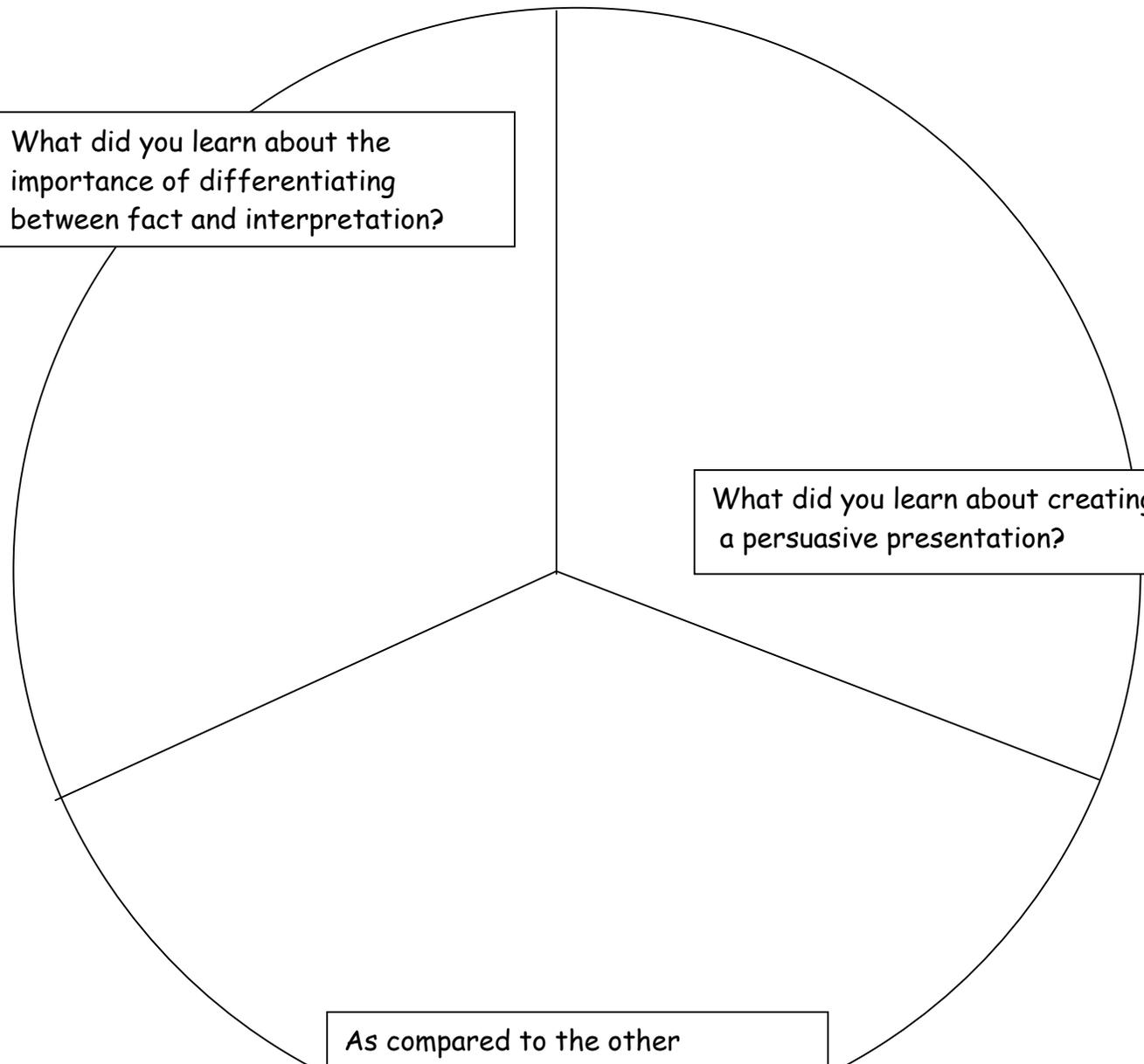
Scoring Category	Score Point 3	Score Point 2	Score Point 1
Thesis Statement	Interpretation is stated clearly. Thesis is obvious to the audience.	Interpretation is stated, but is not obvious to the audience.	Interpretation is not clear.
Use of Historical Evidence	Interpretation is supported by multiple pieces of historical evidence. Interpretation is highly persuasive.	Interpretation is supported by some historical evidence. Interpretation is somewhat persuasive.	Interpretation is not adequately supported by evidence and is not persuasive.
Explanation of Research Process	There is a thorough critique of the strengths and weaknesses of the documentary sources. There is clear explanation how the documents were used to construct interpretation	There is some critique of sources. There is some explanation of how sources were used to construct the interpretation.	There is minimal critique of sources. There is minimal explanation of how documents were used to construct the interpretation.
Importance of differentiating between fact and interpretation	There is a well-reasoned explanation of the implications of this interpretation.	There is an explanation of the implications of this interpretation.	There is minimal explanation of the implications of this interpretation.

Above the Standard: 10-12
 Meets the Standard: 7-9
 Below the Standard: Less than 7

Reflection

After students have presented their findings and listened to the conclusions of other groups, have them complete a Y-Pie reflection:

Y-Pie Evaluation



What did you learn about the importance of differentiating between fact and interpretation?

What did you learn about creating a persuasive presentation?

As compared to the other presentations, do you think that your group's presentation was as persuasive as it could have been? Reflect!

Lesson 4: Interpretations of Imperialism

Strategy 1: Gathering Information Imperialism around the World

The purpose of this lesson is to place American imperialism in a global context.

1. Display for students a map of the world that shows the extent of colonial possessions c. 1900-1914.

Maps

<http://users.erols.com/mwhite28/1907powr.htm>

<http://www.history.com/maps.do?type=view&catId=273&letter=I&mapId=1178>

http://www.joh.cam.ac.uk/library/library_exhibitions/schoolresources/exploration/scramble_for_africa/

http://www.lib.utexas.edu/maps/historical/ward_1912/world_1910.jpg

<http://www.wwnorton.com/college/history/ralph/resource/impafpr.htm>

Video

United Streaming: *Assignment Discovery: When Civilizations End*, "European Imperialism in Africa" (2:20).

2. Introduce four explanations for 19th century imperialism:

- 1) **Economic:** The "Neo-Imperialism" of the 19th century was the result of capitalism. Colonies provided raw materials for industrial production, markets for manufactured goods, and cheap labor. Lenin called imperialism the "monopoly stage of capitalism."
- 2) **Strategic:** The Great Powers (e.g., Great Britain, France, Germany, and the United States) secured colonies in order to protect their interests abroad and enhance their geo-political influence. For example, Egypt was important to the British because the Suez Canal provided the shortest route to India. Other countries scrambled to acquire their own colonies to compete with the British. Colonial adventures might also unify a nation in a common goal.
- 3) **Social Darwinism:** Herbert Spenser adapted Charles Darwin's theory of natural selection to human social relations. Spenser coined the phrase "survival of the fittest" to describe how "superior" peoples (the fittest) should rule the less powerful, or "inferior," peoples.
- 4) **Civilizing Mission:** The more "advanced" people had a duty to bring the benefits of their higher culture (including Christianity, education, industry, and modern technology)

Strategy 2: Extending and Refining Guided Document Analysis: "White Man's Burden"

Guide students through a careful analysis of Kipling's "White Man's Burden."

<http://www.fordham.edu/halsall/mod/Kipling.html>

Be sure that students understand challenging vocabulary and allusions in the poem.

Background for teachers: Rudyard Kipling was an immensely popular and prolific British author. He was born in British India in 1865. His works include *The Jungle Book* (1894), *Captains Courageous* (1896), *Kim* (1901), and *Just So Stories for Little Children* (1902). Kipling won the Nobel Prize for Literature in 1907.

While some scholars argue that "White Man's Burden" is satire, most believe that this poem is consistent with Kipling's other works that celebrate the benefits of imperialism. Note that Kipling emphasizes the high cost of imperialism to colonizers; he calls imperialism a "burden."

This poem can be seen as a welcome to the United States into the family of colonizers. The subtitle of the poem is: "The United States and the Philippines."

Have students summarize each stanza in their own words. Discuss the following questions:

- According to Kipling, what is "The White Man's Burden"?
- Which primary document from the Spanish American War most closely resembles this poem in its view of imperialism? Provide specific examples from the document to support your answer.

Check for Understanding

Which interpretation of imperialism motives does White Man's Burden express? Use an example from the poem to support your answer.

Rubric

2 – response identifies "civilizing mission" and includes a relevant example.

1 – response identifies "civilizing mission" without a relevant example.

“The White Man’s Burden”
By Rudyard Kipling
McClure’s Magazine, 1899

Take up the White Man's burden--
Send forth the best ye breed--
Go bind your sons to exile
To serve your captives' need;
To wait in heavy harness,
On fluttered folk and wild--
Your new-caught, sullen peoples,
Half-devil and half-child.

How does Kipling describe colonized peoples?

Take up the White Man's burden--
In patience to abide,
To veil the threat of terror
And check the show of pride;
By open speech and simple,
An hundred times made plain
To seek another's profit,
And work another's gain.

According to Kipling, who benefits from imperialism?

Take up the White Man's burden--
The savage wars of peace--
Fill full the mouth of Famine
And bid the sickness cease;
And when your goal is nearest
The end for others sought,
Watch sloth and heathen Folly
Bring all your hopes to nought.

What should imperial powers strive to do in annexed lands?

What is "heathen folly"?

Take up the White Man's burden--
No tawdry rule of kings,
But toil of serf and sweeper--
The tale of common things.
The ports ye shall not enter,
The roads ye shall not tread,
Go mark them with your living,
And mark them with your dead.

According to Kipling, for whom shall roads and ports be built?

Take up the White Man's burden--
And reap his old reward:
The blame of those ye better,
The hate of those ye guard--
The cry of hosts ye humour
(Ah, slowly!) toward the light:--
"Why brought he us from bondage,
Our loved Egyptian night?"

What is "the light"?

What is this quote an allusion to?

Take up the White Man's burden--
Ye dare not stoop to less--
Nor call too loud on Freedom
To cloke your weariness;
By all ye cry or whisper,
By all ye leave or do,
The silent, sullen peoples
Shall weigh your gods and you.

How will colonized peoples react to the efforts of imperialists?

Take up the White Man's burden--
Have done with childish days--
The lightly proffered laurel,
The easy, ungrudged praise.
Comes now, to search your manhood
Through all the thankless years
Cold, edged with dear-bought wisdom,
The judgment of your peers!

What does a laurel symbolize?

Why should imperialists attempt to improve colonized peoples?

"The White Man's Burden"
By Rudyard Kipling
McClure's Magazine, 1899
Teacher's Guide

Possible Answers

How does Kipling describe colonized peoples?

Colonized peoples are described as "half-devil and half-child." They are "fluttered" and wild folk. This is consistent with the ideal of colonial paternalism, wherein colonizers are beneficent parental figures and the colonized are ignorant, powerless children.

According to Kipling, who benefits from imperialism?

The colonized peoples reap all the benefit. Colonizers should "seek another's [the colonized] profit," not their own.

What should imperial powers strive to do in annexed lands?

Colonizers should bring peace, end famine, and cure sickness. It was assumed that, prior to the arrival of Europeans, regions such as Africa existed in a violent state of nature.

What is "heathen folly"?

Heathen = pagan, non-Christian

Folly = foolishness, stupidity, ignorance

The foolishness of the native peoples will destroy the noble goals of colonizers.

According to Kipling, for whom shall roads and ports be built?

For the native, colonized peoples. Colonizers should enter foreign lands as workers (serfs and sweepers), not conquerors, there to labor for the good of others. The best sons of the mother country will dedicate their lives to bettering annexed countries, and many will die doing it.

What is "the light"?

Western Civilization, including Christianity, education, and western customs and values.

What is this quote an allusion to?

This is probably an allusion to Biblical slavery. Native peoples "enslaved" by ignorance will resist the light of civilization. They are content in their backwardness.

How will colonized peoples react to the efforts of imperialists?

Native peoples will scrutinize colonizers' every action and belief. The native peoples will blame colonizers for trying to improve their lives and hate colonizers for protecting them.

What does a laurel symbolize?

The laurel symbolizes victory and/or accomplishment. Laurels were given to winners in the Ancient Greek Olympics. It is the root of "baccalaureate," for university degrees. Colonization will be no easily won achievement.

Why should imperialists attempt to improve colonized peoples?

Kipling suggests that imperialism is the duty of "civilized" nations. He links imperialism to adulthood ("have done with childish days") and masculinity. The approval of native peoples is not important; what is important is the "judgment of your peers," or other civilized nations.

1. *According to Kipling, what is "The White Man's Burden"?*
The duty to civilize backward peoples.

2. *Which primary document from the Spanish American War most closely resembles this poem in its view of imperialism? Provide specific examples from the document to support your answer.*

Document I: March of the Flag

"It means an opportunity for all the glorious young manhood of the republic... the most virile, ambitious, impatient, militant manhood the world has ever seen..." echoes Kipling's reference to imperialism as an expression of manhood.

"benighted peoples will know that the voice of Liberty is speaking, at last, for them; that civilization is dawning, at last, for them – Liberty and Civilization, those children of Christ's gospel," echoes Kipling's definition of the White Man's Burden.

Strategy 3: Application
Independent Document Analysis

1. In pairs or small groups, students analyze one of the following explanations of imperialism. Give each group blue, red, green, and yellow highlighters. Assign each motive a color, for example:

Economic motive: green
Strategic motive: red
Social Darwinism: blue
Civilizing Mission: yellow

2. Have students highlight with the appropriate color words and passages in the document that reflect these motives.

3. Have students summarize the argument for imperialism in one sentence.

4. Have students give brief reports on their document.

Document A

The adventurous enthusiasm of President Theodore Roosevelt and his "manifest destiny" and "mission of civilization" party must not deceive us. It was... Rockefeller, Pierpont Morgan... and their associates who needed Imperialism and who fastened it upon the shoulders of the great Republic of the West. They needed Imperialism because they desired to use the public resources of their country to find profitable employment for their capital which otherwise would be superfluous...

American Imperialism was the natural product of economic pressure of a sudden advance of capitalism which could not find occupation at home and needed foreign markets for goods and for investments...

Adapted from J.A.Hobson, *Imperialism: A Study* (1902). Excerpted at <http://www.marxists.org/archive/hobson/1902/imperialism/pt1ch6.htm>

Document B

Gentlemen, these are considerations that merit the full attention of patriots. The conditions of naval warfare have greatly changed At present, as you know, a warship, however perfect its design, cannot carry more than two weeks' supply of coal; and a vessel without coal is a wreck on the high seas, abandoned to the first occupier. Hence the need to have places of supply, shelters, ports for defense and provisioning.... And that is why we needed Tunisia; that is why we needed Saigon and Indochina; that is why we need Madagascar... and why we shall never leave them! ... Gentlemen, in Europe such as it is today, in this competition of the many rivals we see rising up around us, some by military or naval improvements, others by the prodigious development of a constantly growing population; in a Europe, or rather in a universe thus constituted, a policy of withdrawal or abstention is simply the high road to decadence!

Adapted from Jules Ferry, *On French Colonial Expansion* (1884). Excerpted at <http://www.fordham.edu/halsall/mod/1884ferry.html>

Document C

Should not the German nation, so seaworthy, so industrially and commercially minded... successfully hew a new path on the road of imperialism? We are convinced beyond doubt that the colonial question has become a matter of life-or death for the development of Germany. Colonies will have a salutary [healthy] effect on our economic situation as well as on our entire national progress.

Here is a solution for many of the problems that face us. In this new Reich [Empire] of ours there is so much bitterness, so much unfruitful, sour, and poisoned political wrangling, that the opening of a new, promising road of national effort will act as a kind of liberating influence. Our national spirit will be renewed, a gratifying thing, a great asset. A people that has been led to a high level of power can maintain its historical position only as long as it understands and proves itself to be the bearer of a culture mission. At the same time, this is the only way to stability and to the growth of national welfare, the necessary foundation for a lasting expansion of power.

Adapted from Friedrich Fabri, "Does Germany Need Colonies?" (1879). Excerpted at <http://web.jjay.cuny.edu/~jobrien/reference/ob44.html>

Document D

I contend that we are the finest race in the world and that the more of the world we inhabit the better it is for the human race. Just fancy those parts that are at present inhabited by the most despicable specimens of human beings what an alteration there would be if they were brought under Anglo-Saxon influence, look again at the extra employment a new country added to our dominions gives. I contend that every acre added to our territory means in the future birth to some more of the English race who otherwise would not be brought into existence. Added to this the absorption of the greater portion of the world under our rule simply means the end of all wars...

Adapted from Cecil Rhodes, "Confession of Faith" (1877). Excerpted at <http://www.uoregon.edu/~kimball/Rhodes-Confession.htm>

Strategy 4: Application
Applying an Interpretative Framework

Give students the following facts about an event in the history of imperialism. In pairs or alone, have students write a one-paragraph summary of the event using one of the explanations of imperialism. Students should also create a title for the paragraph that clearly reflects the interpretation.

Students may select which facts they wish to include in the paragraph, but they may not alter the facts.

Have students share completed paragraphs. As a class, discuss the ways in which historical facts can be used to argue a particular interpretation of the past.

Check for Understanding 1

Why is it necessary to consult multiple sources when studying the past? Use an example from this unit to support your answer.

Rubric

2 – response includes a valid reason and relevant example

1 – response includes a valid reason and an irrelevant or no example

Check for Understanding 2

One of the topics that you will study next is World War One. Given what you have learned about historical interpretations in this unit, what do you expect to learn about the causes of World War One? Explain your answer.

Rubric

2 – response includes a valid expectation and relevant explanation.

1 – response includes a valid expectation and an irrelevant or no explanation.

Facts about the Philippine War

Directions: Choose one of the explanations for imperialism (economic, strategic, civilizing mission, or Social Darwinism).

Use the following facts create a one-paragraph summary of the Philippine War from the perspective of that explanation. You may choose which facts to include, but you may not alter any of the facts. Be sure to write a title that clearly conveys your interpretation.

- The United States captured the Philippine Islands from Spain in 1898.
- The United States refused to grant the Philippines independence. Filipinos resisted American rule.
- Between 1898 and 1902, the United States sent 200,000 soldiers to fight in the Philippines.
- Over 4,000 Americans and 50,000 Filipinos died in the war.
- During American rule in the Philippines, which lasted until 1946, Americans build roads, schools, bridges, and sewers.
- The Philippine economy – made up of fishing, agriculture, timber, and mining - became dependent on American markets.
- U.S. President McKinley said the following about deciding to annex the Philippine Islands:

"(1) That we could not give them back to Spain—that would be cowardly and dishonorable; (2) that we could not turn them over to France and Germany—our commercial rivals in the Orient—that would be bad business and discreditable; (3) that we could not leave them to themselves—they were unfit for self-government—and they would soon have anarchy and misrule over there worse than Spain's was; and (4) that there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them, and by God's grace do the very best we could by them..."

<http://historymatters.gmu.edu/d/5575/>