

Historical Literacy Project Model Unit Gallery Template

Unit Title: Imperialism: Expanding American Influence

Designed by: Ashley V. Whiting and Moira Lucila Lertora

District: Appoquinimink School District

Content Area: U.S. History I (Reconstruction through the 1920s)

Grade Level(s): 9th grade

Summary of Unit

This unit of study will focus on DE history standard Two 9-12b, which asks students to differentiate between historical facts and interpretation. We will examine this standard and skill while providing content knowledge on Imperialism. Our goal is to have students not only be able to differentiate between historical fact and interpretation, but also work towards an understanding of what makes up a strong historical interpretation. To this end, our goals will progress as follows:

- Learn to differentiate between historical fact and interpretations
- Develop an understanding that all sources contain some level of bias
- Develop an understanding that strong historical conclusions are supported by evidence and facts
- Learn to differentiate between a strong and a weak historical interpretation

We will present students with various scenarios, all focused on imperialism, that allow students to understand and master each goal before moving on to the next and ultimately culminating in a strong understanding of what comprises a strong historical interpretation.

We have chosen this standard for the Imperialism unit because we believe this subject matter is particularly suitable for students to understand the importance of differentiating between fact and interpretation. For example, yellow journalism provides an opportunity for students to examine primary sources with varying levels of facts, or evidence, to support interpretation of an important historical event. We will have students examine various samples of yellow journalism on the sinking of the USS Maine. As they do so, we will guide them in examining the effects such print materials had on the views and actions of Americans. Hopefully providing students with an opportunity to examine the effects of yellow journalism will develop in them an understanding of not only what makes a strong historical interpretation, but also why it is important to differentiate between fact and interpretations.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

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

Big Idea(s)

- Imperialism
- Expansion
- Yellow Journalism
- Spanish-American War
- Philippine-American War

Unit Enduring Understanding(s)

1. Students will understand the difference between historical fact and historical interpretations.
2. Students will understand that all sources contain some level of bias.
3. Students will understand that a conclusion that rests on a solid foundation of facts is superior to a conclusion based largely on interpretations.
4. Students will develop an understanding how an individual's conclusions regarding a historical event can be affected by the availability of sources on the topic, such as the role of yellow journalism on the views of Americans during the Spanish American War.
5. Students will understand the characteristics of a strong and weak historical interpretation.

Unit Essential Questions(s)

1. What is the difference between historical facts and interpretations?
2. What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read?
3. Why does differentiating between fact and interpretation matter?
4. How did yellow journalism affect the views of Americans towards U.S. involvement in the Spanish American War?
5. What is the difference between a strong and weak historical interpretation?

Knowledge and Skills

Students will know...

- The difference between historical facts and interpretations.
- That all sources contain some level of bias.
- Why it is important to differentiate between historical facts and interpretations.
- The role available sources or evidence plays in historical interpretations.

- The difference between a strong and a weak historical interpretation.

Students will be able to...

- Differentiate between historical facts and interpretations.
- Analyze a primary source for biases.
- Explain why it is important to differentiate between historical facts and interpretations.
- Determine the role played by evidence in a historical interpretation.
- Differentiate between a strong and weak historical interpretation.
- Create a historical interpretation with facts to back up their opinions.

Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

Suggested Performance/Transfer Task(s)

Essential Question Addressed:

1. What is the difference between historical facts and interpretations?
2. What is the difference between a strong and weak historical interpretation?

Prior Knowledge:

- The difference between fact and interpretation
- The meaning of Imperialism
- The characteristics of strong and weak historical interpretations

Scenario

Take a stand on modern day Imperialism and create a speech that supports your stance as it relates to world politics today.

Requirements:

For detailed speech requirements see the attached rubric: Handout 11 – *Final Product Rubric: Imperialism Speech*

Final Product:

Each student will create and deliver a speech that supports an imperialist or anti-imperialist stance in the United States today. Using what students have learned in this lesson about imperialism, historical fact or evidence, and strong historical interpretation, they will create a speech about modern day imperialism and the United States. The speech should be 4-5 minutes in length and should include examples from current events to justify the argument made. The speech will be scored based upon the clarity of the author's position, support of or evidence for the position, accuracy of facts, understanding of content, delivery of speech, and adherence of the time requirement.

Rubric(s)

Rubric for final product included in lesson #3 (Handout 11 – *Final Product Rubric: Imperialism Speech*)

Other Evidence

Assessments included in lesson descriptions.

Student Self-Assessment and Reflection After delivering the speech, students need to complete and turn in (along with their written copy of the speech) a self-evaluation of the speech content and delivery. **See attached Handout 12 – Self-Evaluation.**

Stage 3 – Learning Plan

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

Lesson # 1

Views on Imperialism: fact versus interpretation

Ashley V. Whiting and Moira Lucila Lertora

Lesson Description: In this lesson, we will focus on giving students the opportunity to differentiate historical fact from interpretations. We will provide students with various activities to practice and develop this skill.

Time Required: one 90-minute block or two 45-minute classes.

Essential Question Addressed:

1. What is the difference between historical facts and interpretations?
2. What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read?

Enduring Understanding:

1. Students will understand the difference between historical fact and historical interpretations.
2. Students will understand that all sources contain some level of bias.

Materials:

- Handout 1 – *Law Curbs Teen Tanning*
- Handout 2 - *Comparing Arguments: American Imperialism*
- Markers or highlighters (2 different colors per student)
- Pen or Pencils

Procedures:

1. Warm-up (10 minutes) As students walk in the door hand them Handout 1 – *Law Curbs Teen Tanning*. For their warm-up students are to read through the newspaper article and answer the following questions:

- i. Who wrote this article about? Who is the article about?
 - ii. What is the article about?
 - iii. When was it written? When does the event take place?
 - iv. Where did it take place?
 - v. Why was the article written?
2. Review the warm-up with students. (5 minutes)
3. Inform students that today we will be beginning a unit on imperialism in which we will also examine the importance of differentiating between historical facts and interpretations. As you are doing so, introduce to students the lesson questions and objectives of the day's lesson.
4. Activity 1: What is fact? What is interpretation? Students will do the following based on the newspaper article discussed above (attached). (15-20 minutes)
 - a. Hand out two different colored markers to each student.
 - b. Then, have students re-read the article, underlining what they believe to be facts in one color and the interpretations of people in another color.
 - c. Have students share what information they picked out as facts.
 - d. Have students share what information they picked out as interpretations.
 - e. Generate a discussion by asking students questions such as:
 - i. Which of the two did you find more of in the article, facts or interpretations?
 - ii. Based on the above, how credible do you think this article is? Why?
 - iii. Does this article contain any bias? If so, where?
 - iv. Based on this activity, what do you think you need to be aware or careful of when reading print articles?
5. Activity 2: Imperialists vs. anti-imperialists (40-45 minutes)
 - a. Handout to students Handout 2 - *Comparing Arguments: American Imperialism* worksheet.
 - b. As a class, read over each of the anti-imperialist and pro-imperialist sources.
 - c. Then, students are given a few minutes to go through and underline with a pen or pencil what they believe to be the main arguments made in the first source.
 - i. Call on students to share their choices.
 - d. Repeat steps 3 for each source.
 - e. Students are now to go back refer back to the readings in order to complete the t-chart on the back of the worksheet comparing the arguments made by imperialists with the arguments of anti imperialists.
 - f. Handout out two different colored markers to each student.
 - g. Students will now go through the primary sources again, following the directions below the t-chart. Review these directions with students to make sure they understand what they will do.
 - h. As a class, discuss with students what they identified as facts and interpretations. Prompt them to consider the importance of this with questions such as:
 - i. Which of the two did you find more of in each primary source, facts or interpretations?
 - ii. Based on the above, how credible do you think each source is? Why?
 - iii. Which source do you think provided the strongest argument? Why?
 - iv. Based on what we have just discussed, what is your view of imperialism?

Debrief: (5-8 minutes)

Once the above is complete, you should direct students to complete the exit card.

1. Hand out index cards to each student.
2. Direct students to place their names on the card and answer the following two questions:
 - a. What is the difference between historical facts and interpretations?
 - b. Why do we need to consider if the evidence presented by a writer is *all* the evidence, or just what the author wanted me to read?
3. Call on students to share their responses.
4. Collect the index cards from students as they leave the classroom.

Possible homework assignment: Students are to find a newspaper/magazine article. They may get one from actual newspaper or find one online and print it. Then, they are to do the following

- Read the article
- Highlight facts and interpretations (in two different colors as above)
- Answer the following questions
 - What is the writer's message?
 - What evidence is used to support this view?
 - Is that *all* the evidence, or just what the author wanted you to read?
 - What biases did you find in the article?

Formative Assessment ("Check for Understanding"):

1. Exit Card (discussed in debrief above)
2. Collect Handout 2 - *Comparing Arguments: American Imperialism*
3. Homework assignment

Lesson # 2

Yellow Journalism and the Spanish American War: why differentiating between fact and interpretation matters

Ashley V. Whiting and Moira Lucila Lertora

Lesson Description: Now that students have developed a basic understanding of the difference between historical facts and interpretations, we will build on those skills and move towards the next goal – understanding why it is important to differentiate between the two of them.

Time Required: one 90-minute block or two 45-minutes classes.

Essential Question Addressed:

1. Why does differentiating between fact and interpretation matter?
2. How did yellow journalism affect the views of Americans towards U.S. involvement in the Spanish American War?

Enduring Understanding:

1. Students will understand that a conclusion that rests on a solid foundation of facts is superior to a conclusion based largely on interpretations.

2. Students will develop an understanding how an individual's conclusions regarding a historical event can be affected by the availability of sources on the topic, such as the role of yellow journalism on the views of Americans during the Spanish American War.

Materials:

- Handout 3 – *Background Reading on Spanish American War*
- Handout 4 – *Sample Yellow Journalism Headlines*
- Handout 5 – *Yellow Journalism Newspaper Articles*
- Markers or highlighters (2 different colors per student)

Procedures:

1. Warm-up: Defining Imperialism (Think/Pair/Share) Create a class definition of imperialism. (15 minutes)
 - a. Have students individually respond in writing to the following prompt: “Based on what we have learned today, create your own definition of imperialism.”
 - b. Next, have students share their definitions with the person sitting next to them. They should then work together to create a definition they both agree on.
 - c. Have various partners write their definitions up on the board.
 - d. Together as a class, read over the definitions on the board.
 - e. Generate a discussion that will lead to creating a class-wide definition. Present students with questions such as:
 - i. What similarities exist between these various definitions?
 - ii. What keywords come up again and again?
2. Background Reading on Spanish American War (20-25 minutes)
 - a. Pass out to students Handout 3 – *Background Reading on Spanish American War*
 - b. Before reading the background information together as a class, preview the questions students will answer when they complete the reading.
 - c. Together as a class read through the reading on the Spanish American War.
 - d. When you have finished reading, allow students 10-15 minutes to complete the comprehension questions that follow.
 - e. Review the comprehension questions with students. Call on volunteers and gently call on non-volunteers.
3. Yellow Journalism/USS Maine (20 minutes)
 - a. Provide students with an explanation of yellow journalism:
 - i. A type of journalism that existed in the 1890s fueled by newspaper owners William Randolph Hearst and Joseph Pulitzer. Yellow journalism used eye drawing, sensationalist headlines to quickly grasp the viewer's attention. These headlines many times included exaggerated or even made up details about an event to title and story that would compel readers to buy the paper and read more. Such events figured in these pieces of press include the sinking of the USS Maine during the Spanish American War. In the yellow journalism at the time, some claimed that the Spanish had sunk the Maine. Thus, further pushing some of the American public towards a call for war.
 - b. Present students with sample headlines from Yellow Journalism Newspapers. Pass out Handout 4 – *Sample Yellow Journalism Headlines*.

- c. Facilitate a discussion of the newspaper headlines based on the description of yellow journalism students were just given.
 - i. Examine the Headline found on the left:
 - 1. Ask a student to read the headline.
 - 2. Then, ask them some questions based solely on the headline:
 - a. What about this headline makes it catch your eye?
 - b. Based solely on the title, what information can you grasp about the event? What happened?
 - 3. Ask another student to read the second largest set of font for each headline. For example in the one on the left this would be, "Maine destroyed by an outside attack, Naval Officers believe."
 - 4. Ask students some questions based on the smaller headlines:
 - a. What have you learned about the event from the smaller headlines?
 - b. Does it contradict or reinforce what you gathered from the larger titles? How?
 - ii. Examine the Headline found on the right: repeat the steps 1 through 4 listed above.
 - iii. Prompt the students to begin thinking about the possible effects of such tactics with questions such as:
 - 1. What misconceptions might arise in the viewer if they only read the largest headlines?
 - 2. What problems could these misconceptions then bring about?
- 4. Examining historical facts and interpretations in yellow journalism (25 minutes)
 - a. Pass out to students Handout 5 – *Yellow Journalism Newspaper Articles* and two different colored markers.
 - b. Examine the first newspaper article:
 - i. Together as a class, read through the first newspaper article.
 - ii. Allow students several minutes to read through the article once more. This time they will highlight the historical facts in one color and the historical interpretation in another.
 - iii. Allow students several minutes to compare what they highlighted with a partner.
 - iv. Review what students have identified as facts and interpretations in a brief discussion with questions such as:
 - 1. What did you identify as facts in the article?
 - 2. What did you identify as interpretations?
 - 3. Looking back at it, which color is there more of in the article? What does this tell you about the reliability of the newspaper article?
 - 4. What information was missing or left out by the author?
 - 5. What questions has it left you with?
 - c. Repeat step b above with the second article.
 - d. Lead a discussion amongst students comparing the two articles: "Look over both of your newspaper articles..."
 - i. Which of the two had more facts highlighted?

- ii. Which had more interpretations highlighted?
- iii. Which of the two do you think is the more reliable source? (Direct students to star this source) Why?
- iv. Which of the two do you think is more sensation or fits in with the definition of yellow journalism discussed above?
- v. Why is it important to differentiate between historical facts and interpretations? What problems could arise if you do not differentiate between the two?
- vi. How do you think these newspapers affected Americans who read them at the time?
- vii. Do you think they would have made Americans lean more or less towards war? Why?

Debrief: (5 minutes)

Once the above is complete, you should direct students to complete the exit card.

1. Hand out index cards to each student.
2. Direct students to place their names on the card and answer the following two questions:
 - a. Why does differentiating between fact and interpretation matter?
 - b. How did yellow journalism affect the views of Americans towards U.S. involvement in the Spanish American War?
3. Call on students to share their responses.
4. Collect the index cards from students as they leave the classroom.

Formative Assessment (“Check for Understanding”):

4. Exit Card (discussed in debrief above)
5. Handout 5 – *Yellow Journalism Newspaper Articles*
6. Homework assignment

Lesson # 3

American Imperialism: What makes a strong historical interpretation

Ashley V. Whiting and Moira Lucila Lertora

Lesson Description: Now that students have had various opportunities to differentiate between historical facts and interpretations as well as why it is important to do so, they will complete various activities that have them consider the difference between a strong and a weak historical interpretation. They will examine both written and visual sources before creating a master list of the characteristics of each. Then, the lesson culminates in students writing their own historical narrative on American Imperialism in the Philippines.

Time Required: two 90-minute blocks or four 45-minute classes.

Essential Question Addressed:

1. What is the difference between a strong and weak historical interpretation?

Enduring Understanding:

1. Students will understand the characteristics of a strong and weak historical interpretation.

Materials:

1. Handout 6 – *Background reading on the Philippines*
2. Handout 7 – *Poetry Analysis Packet*
3. Handout 8 – *Cartoon Analysis Sheet*
4. Handout 9 – *Political Cartoons Analysis Packet*
5. Handout 10 – *Final Product: Imperialism Speech*
6. Handout 11 – *Final Product Rubric: Imperialism Speech*
7. Markers or highlighters (2 different colors per student)

Procedures: Day 1

1. Warm-Up (5-10 minutes) As students walk into the classroom the warm-up question will be written on the board: “How did yellow journalism affect the views of Americans towards U.S. involvement in the Spanish American War?” As they answer this question, go around the class to make sure they are answering it. Then, once they have had sufficient time to complete it, lead a discussion on the warm-up by asking them questions such as:
 - a. What is yellow journalism?
 - b. What did yellow journalism say about the sinking of the USS Maine?
 - c. How did yellow journalism affect the views of Americans towards U.S. involvement in the Spanish American War?
 - d. What impact did yellow journalism have on the Spanish American War?
2. Background Reading on The Philippines (20-25 minutes)
 - a. Pass out to students Handout 6 – *Background Reading on The Philippines*
 - b. Before reading the background information together as a class, preview the questions students will answer when they complete the reading.
 - c. Together as a class read through the reading on the Spanish American War.
 - d. When you have finished reading, allow students 10-15 minutes to complete the comprehension questions that follow.
 - e. Review the comprehension questions with students. Call on volunteers and gently call on non-volunteers.
3. Exploring various perspectives on United States imperialistic actions in the Philippines
Poetry Analysis: the White man’s burden, the black man’s burden, and the poor man’s burden. (40-45 minutes)
 - i. Pass out to students Handout 7 – *Poetry Analysis Packet* and two different colored markers.
 - ii. As a class, read the background information and address any student questions or concerns.
 - iii. Read the directions as a class.
 - iv. Before moving onto the poetry, have students view the chart to know where they will record information later in the lesson.

- v. Students are to work in groups of 3-4 students to read through the poems, discuss them within their group and then highlight facts and interpretations. (25 minutes)
- vi. Once students have had sufficient time to do this, discuss the poems and fill out the chart as a class. Use questions to further discussion such as: (15 – 20 minutes)
 1. What is the meaning or main message of *The White Man's Burden*?
 2. What facts are included in *The White Man's Burden*?
 3. What did you identify as interpretations in *The White Man's Burden*?
 4. What is the meaning or main message of *The Black Man's Burden*?
 5. What facts are included in *The Black Man's Burden*?
 6. What did you identify as interpretations in *The Black Man's Burden*?
 7. What is the meaning or main message of *The Poor Man's Burden*?
 8. What facts are included in *The Poor Man's Burden*?
 9. What did you identify as interpretations in *The Poor Man's Burden*?
 10. Why do you think the *The Black Man's Burden* and *The Poor Man's Burden* were written?
 11. Based on the use of facts and interpretations in each, which do you think had the strongest argument?

Debrief: Day 1 (5- 10 minutes)

Once the above is complete, you should direct students to complete the exit card.

1. Hand out index cards to each student.
2. Direct students to place their names on the card and answer the following question:
 - a. Based on the use of facts and interpretations in each, which do you think had the strongest argument?
3. Call on students to share their responses.
4. Collect the index cards from students as they leave the classroom.

Procedures: Day 2

1. Warm-Up (5-10 minutes) As students walk into the classroom the warm-up question will be written on the board: "What is the difference between a strong and a weak historical interpretation?" As they answer this question, go around the class to make sure they are answering it. Then, once they have had sufficient time to complete it, lead a discussion on the warm-up by asking them questions such as:
 - a. What is the difference between a strong and a weak historical interpretation

- b. What was the main message of the *White Man's Burden*?
 - c. What was the main message of the *Black Man's Burden*?
 - d. What was the main message of the *Poor Man's Burden*?
 - e. What is the difference between a strong and a weak historical interpretation?
 - f. Which of the three sources did you find to be the strongest? Why?
2. Political Cartoon Analysis: (35-45 minutes)
- a. Break up students into 8 groups. Each group will get one political cartoon. Since there are four political cartoons, each cartoon will be used by two different groups.
 - b. Hand each group Handout 8 – *Cartoon Analysis Sheet* and Handout 9 – *Political Cartoons Analysis Packet*.
 - c. Review the directions of the assignment with students:
 - i. Each group will receive one cartoon to focus on.
 - ii. They will need to complete Handout 9 as well as create a fact vs. interpretations t-chart on loose-leaf.
 - iii. Review the direction for Handout 9.
 - iv. For the t-chart, they will list what facts are included in the political cartoon in the left column and the interpretations of the artists on the right column using details from the cartoon to support their choices.
 - d. Allow students 20-25 minutes to complete Handout 8 based on their cartoon and their fact vs. interpretations t-chart.
 - e. When their time is up, have student groups pair up with the other group who had the same political cartoon. They are to compare each other's t-charts and come up with a consensus of facts vs. interpretations to share with the class (5 minutes).
 - f. Partner groups will now present a summary of their t-charts to the class.
3. Characteristics of strong and weak interpretations T-chart As a class we work together to create a t-chart of what makes up a strong or weak historical interpretation. Prompt students with questions such as: (5 minutes)
- a. Based on what we have been studying the last few days, what are the characteristics of a strong historical narrative?
 - b. What makes an argument strong or convincing?
 - c. Based on what we have been studying the last few days, what are the characteristics of a weak historical narrative?
 - d. What makes an argument weak or faulty?
4. Writing a Historical Narrative Activity: Student's work in groups of 3 to 4 to create their own narrative of American Imperialism in the Philippines using the resources we have analyzed above and their textbooks. (25-30 minutes)
- a. Go over the directions with students:
 - i. You must create a narrative of American Imperialism in the Philippines using the background reading we read in class, the primary sources we studied, and your textbooks.

- ii. Be sure to address information that addresses the 5 Ws (who, what, when, where, why) as well as how. For example:
 - 1. Who was involved? Who were the key players or people involved for the United States? Who were the key players or people involved for the Philippines?
 - 2. What happened? What were some of the key events?
 - 3. When did it take place?
 - 4. Where did key events occur?
 - 5. Why was the United States interested in the Philippines?
 - 6. How did it come about?
 - iii. Remember the characteristics of a strong interpretation (refer to the list created on the board). Be sure to use evidence and details from primary sources to support your arguments/conclusions.
 - iv. Plan out/outline what you are going to write as a group first!
 - 1. Choose your main points/arguments/conclusion
 - 2. Choose evidence from the primary sources to support your statements.
- b. Break students up into groups of 3 or 4.
- c. Allow students 20 – 25 minutes to work on their narratives. As they do so move about the room and check in on the various groups to make sure they are on task and answer any questions they may have about the project.

Debrief:

Once the above is complete, you should direct students to complete the exit card.

- 5. Hand out index cards to each student.
- 6. Direct students to place their names on the card and answer the following two questions:
 - a. What makes up a strong historical narrative or interpretation?
 - b. What are the characteristics of a weak historical narrative or interpretation?
- 7. Call on students to share their responses.
- 8. Collect the index cards from students as they leave the classroom.

Formative Assessment (“Check for Understanding”):

- 1. Exit cards from day 1 and day 2
- 2. Political Cartoons t-chart presentations
- 3. Student narrative of the American Imperialism in the Philippines

Resources and Teaching Tips

What text/print/media/kit/web resources best support this unit?

- <http://www.pbs.org/crucible/> Contains numerous resources that can be used for an imperialism unit including information newspaper samples, political cartoons, songs, and songbooks from the era.
- <http://www.digitalhistory.uh.edu/>

What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.

- Make sure students understand the difference between a primary and a secondary source.
- Some students tend to rely on textbooks as infallible resources on historical events. Be sure to remind students of the role played by the individual who writes the material. For example, have students engage in an activity as simple as whisper down the line/telephone to see how many versions of a teacher provided message surface by the end of it. Another approach could be for students to write a summary of a newspaper article or an event that happened that day in school. Then, you could pick a few students to share their narratives. No two narratives should be exactly the same.
- If students are struggling to write their narrative with details, create three short sample statements. Make one of the statements strong with lots of evidence, one moderate, and one weak. Hand students a rubric and have them grade all three and explain why they gave each the grade they did.

{T}oday we are raising more than we can consume. Today we are making more than we can use. Today our industrial society is congested; there are more workers than there is work; there is more capital than there is investment. We do not need more money- we need more circulation, more employment. Therefore we must find new markets for our produce, new occupation for our capital, new work for our labor. . . .

Think of the thousands of Americans who will pour into Hawaii and Porto Rico when the republic's laws cover those islands with justice and safety! Think of the tens of thousands of Americans who will invade mine and field and forest in the Philippines when a liberal government, protected and controlled by this republic, if not the government of the republic itself, shall establish order and equity there!

Pro-Imperialist

The Reverend Josiah Strong, Our Country, 1885

Mr. Darwin is not only disposed to see, in the superior vigor of our people, an illustration of his favorite theory of natural selection, but even intimates that the world's history thus far has been simply preparatory for our future, and tributary to it. . . . {A} marked characteristic of the Anglo-Saxon is what may be called an instinct or genius for colonizing. His unequaled energy, his indomitable perseverance, and his personal independence, made him a pioneer. He excels all others in pushing his way into new countries. . . . {T}his powerful race will move down upon Mexico, down upon Central and South America, out upon the islands of the sea, over upon Africa and beyond. And can anyone doubt that the result of this competition of races will be the "survival of the fittest"?

Pro-Imperialist Arguments

Anti-Imperialist Arguments

Answer the following questions based upon the reading from Digital History titled "The Spanish American War."

1. Which nation controlled Cuba prior to the turn of the century?
2. What arguments were made for and against American intervention in Cuba?
3. What events outraged Americans and ultimately caused America to declare war on Spain?
4. What was the purpose of the Teller Amendment?
5. Following the Spanish-American War, what happened to Cuba?



Document B: *New York Times*

Established in 1851, the *New York Times* provided investigative coverage of local New York issues and events, as well as national and international news.

MAINE'S HULL WILL DECIDE

Divers to Find Whether the Force of the Explosion Was from the Exterior or Interior.
SHE WAS AFLOAT FOR AN HOUR

Spontaneous Combustion in Coal Bunkers a Frequent Peril to the Magazines of Warships
— Hard to Blow Up the Magazine.

WASHINGTON, Feb. 16 — After a day of intense excitement at the Navy Department and elsewhere, growing out of the destruction of the battleship *Maine* in Havana Harbor last night, the situation at sundown, after the exchange of a number of cablegrams between Washington and Havana, can be summed up in the words of Secretary Long, who when asked as he was about to depart for the day whether he had reason to suspect that the disaster was the work of the enemy, replied: "I do not. In that I am influenced by the fact that Capt. Sigsbee has not yet reported to the Navy Department on the cause. He is evidently waiting to write a full report. So long as he does not express himself, I certainly cannot. I should think from the indications, however, that there was an accident — that the magazine exploded. How that came about I do not know. For the present, at least, no other warship will be sent to Havana."

Capt. Schuley, who has had experience with such large and complicated machines of war as the *New York*, did not entertain the idea that the ship had been destroyed by design. He had found that with frequent and very careful inspection fire would sometimes be generated in the coal bunkers, and he told of such a fire on board of the *New York* close to the magazine, and so hot that the heat had blistered the steel partition between the fire and the ammunition before the bunkers and magazine were flooded. He was not prepared to believe that the Spanish or Cubans in Havana were supplied with either the information or the appliances necessary to enable them to make so complete a work of demolition, while the *Maine* was under guard.

Source: Excerpt from *New York Times*, February 17, 1898.

Sourcing

1. How does the date of this article compare with the date on the *New York Journal and Advertiser* article?

Close Reading

2. According to these headlines, what happened to the *Maine*?
3. What kinds of evidence does the *New York Times* include to support its account of the incident?

7. Who was Emilio Aguinaldo and what role did he play in the Philippine-American War?

8. Who was Jacob Smith and why was he court marshaled?

9. How did the Philippine-American War end?

10. What happened to the Philippines following the war?

White Man's Burden

Take up the White Man's burden—

Send forth the best ye breed—

Go send 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

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

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) to the light:

"Why brought ye us from bondage,

"Our loved Egyptian night?"

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!

Rudyard Kipling, "The White Man's Burden: The United States & The Philippine Islands, 1899." Rudyard Kipling's Verse: Definitive Edition (Garden City, New York: Doubleday, 1929).

The Black Man's Burden

Pile on the Black Man's Burden.
 Tis nearest at your door;
Why heed long bleeding Cuba,
 or dark Hawaii's shore?
Hail ye your fearless armies,
 Which menace feeble folks
Who fight with clubs and arrows
 and brook your rifle's smoke.
Pile on the Black Man's Burden
 His wail with laughter drown
You've sealed the Red Man's problem,
 And will take up the Brown,
 In vain ye seek to end it,
With bullets, blood or death
 Better by far defend it
 With honor's holy breath.

H.T. Johnson, "The Black Man's Burden," *Voice of Missions*, VII (Atlanta: April 1899), 1. Reprinted in Willard B. Gatewood, Jr., *Black Americans and the White Man's Burden, 1898-1903* (Urbana: University of Illinois Press), 1975, 183-184.

CARTOON 2



Cartoon 2. How Some Aggressive People Picture Uncle Sam after the War. (Detroit Press, 1898)



Hurrah for the fourth of July! We're coming in on independence day celebrations, too.
— *Minneapolis Journal.*

Our view of the world's situation is not intended to be taken as a statement of fact.

A series of horizontal lines for writing, consisting of approximately 30 lines, spanning the width of the page.



Law curbs teen tanning

Salons dispute any link to melanoma

By HIRAN RATNAYAKE - The News Journal •
March 4, 2010

Seventeen-year-old Sophia Ventresca used to drive herself to Body Images Tanning in Wilmington about four times a week.

But when the new year began, she had to bring her mother.

That's because new state regulations require parental consent for teens from 14 to 17 to tan. They also ban any child 13 and under from tanning without a prescription.

"My mom and I go tanning, but I know some of my friends' parents wouldn't approve of their daughters tanning," said Ventresca, a senior at Brandywine High School. "I think it's kind of smart, because I think parents should know what their kids are doing."

Local tanning salons don't take issue with the new rules, which threaten fines from \$250 to \$1,000. But they say opponents of the tanning industry — such as some local lawmakers, dermatologists and members of the American Cancer Society — have been misleading the public into thinking that tanning beds cause cancer without the evidence to back it up.

At least 31 states regulate the use of tanning facilities by minors, according to the National Conference of State Legislatures. One county in Maryland recently banned indoor tanning for all minors.

At the national level, U.S. Sen. Carolyn Maloney, D-N.Y., introduced a bill this year to further regulate the tanning industry, calling tanning beds "the cigarettes of our time: cancer-causing and poorly regulated."

The U.S. Senate's health care reform legislation also contains a 10 percent tax on tanning services added

because of lobbying by the American Academy of Dermatology. It is expected to bring in \$2.7 billion over the next decade.

"It's always something against us," said Eileen Morris, owner of Body Images Tanning. "But they're not using science to back up what they say."

Ultraviolet exposure

Dr. Joseph Andrews of Delaware Dermatology, which has offices in Dover and Lewes, suspects indoor tanning is related to the rising number of melanoma cases he sees each year. Tanning beds, like the sun, give off ultraviolet rays, which are on the federal government's list of cancer-causing chemicals.

"It's like smoking," said Andrews, who has been in practice for 24 years. "I would say that any UV exposure, whether it's natural or in a tanning bed, increases your risk."

While overexposure to UV rays can lead to melanoma, the strength of the link to tanning beds has been in question.

A report published last summer by the World Health Organization summarized that "there was no consistent evidence for a dose-response relationship between indoor tanning exposure and risk of melanoma."

The report's strongest study — which followed more than 100,000 women over eight years — found that less than three-tenths of 1 percent who tanned frequently developed melanoma while less than two-tenths of 1 percent who didn't tan developed melanoma. Almost all the other studies in the report did not establish a strong link between the two.

Opponents of indoor tanning have emphasized one statistic in the report to justify increased regulations, a conclusion that the risk of getting melanoma is 75 percent higher among people who begin using tanning salons under age 30, compared with those who don't.

The overall risk of contracting melanoma — whether using tanning beds or not — remains well under 1 percent.

For that reason, using the 75 percent statistic is misleading, said Dr. Lisa M. Schwartz, co-author of "Know Your Chances," a consumer-oriented book on understanding health statistics.

"Melanoma is pretty rare and almost all the time, the way to make it look scarier is to present the relative change, the 75 percent increase, rather than to point out that it is still really rare," said Schwartz, a general internist at Veterans Affairs Medical Center in White River Junction, Vt.

18,000 salons

The first tanning salons opened in the mid-1970s, and today there are roughly 18,000 across the country. About 30 million Americans tan at least once a year, according to the International Smart Tan Network, the educational institute for North American indoor tanning businesses.

Even as salons proliferated, melanoma struck less than one-half of 1 percent of the U.S. population and fewer than five of every 100,000 people die from melanoma, a rate that has not changed over three decades, according to the federal National Cancer Institute, which tracks deaths and diagnoses of cancer.

Stakeholders in favor of regulations on the tanning industry are quick to bring up the World Health Organization's 75 percent statistic but reluctant to speak about the lack of evidence that frequent tanning-bed use causes melanoma.

"I don't know if it's my role to speak about that," said Sen. Bethany Hall-Long, D-Glasgow, who sponsored the consent legislation. She cited the 75 percent statistic but said she wasn't prepared to discuss the validity of using it.

The Delaware chapter of the American Cancer Society supported the legislation. Jeanne Chiquoine, the public policy initiatives manager for the local chapter, said she didn't "feel comfortable commenting."

Dr. Ron Shelton, of the American Academy of Dermatologists, questioned the World Health Organization's studies when asked about the lack of a strong link between tanning salons and melanoma, even though the academy cites the "75 percent" statistic on its Web site.

"I don't have the lab research but clinically what I've been seeing is that the people diagnosed with melanoma at an early age seem to have more exposure to the sun and are more frequently using suntan parlors," said Shelton, medical director of New York Aesthetic Consultants.

Dermatologists also liken tanning to smoking, which in the United States causes 90 percent of lung cancer deaths in men and 80 percent in women.

Schwartz said there's no similarity.

"It's not like the researchers are finding very large statistically significant effects from tanning," she said. "It's totally different from smoking, which has compelling evidence that it causes lung cancer."

The intent of the local regulation, Sen. Hall-Long said, was to encourage parents and teens to discuss tanning dangers. Parents of frequent teenage tanners say they dismiss the dangers because they suspect it's politically driven.

"I don't think that they have any scientific proof to back up what they say," said Laura Ventresca, Sophia's mother. "It's just competing interests."

Comparing Arguments: American Imperialism

As you read the passages, highlight the main argument(s) made by the author. After reading all arguments, complete the T-chart comparing the stance of pro-imperialists and anti-imperialists in the period prior to the turn of the century.

Anti-Imperialist

William G. Sumner, Yale University Professor, in an 1898 speech

There is not a civilized nation which does not talk about its civilizing mission just as grandly as we do. The English, who really have more to boast of in this respect than anybody else, talk least about it, but the Phariseism with which they correct and instruct other people has made them hated all over the globe. The French believe themselves the guardians of the highest and purest culture. . . . The Germans regard themselves as charged with a mission, especially to us Americans, to save us from egoism and materialism. The Russians, in their books and newspapers, talk about the civilizing mission of Russia in language that might be translated from some of the finest paragraphs in our imperialistic newspapers. . . .

{T}he Spaniards have, for centuries, considered themselves the most zealous and self-sacrificing Christians, especially charged by the Almighty, on this account, to spread true religion and civilization over the globe. . . . Now each nation laughs at all the others when it observes these manifestations of national vanity. You may rely upon it that they are all ridiculous by virtue of these presentations, including ourselves. The point is that each of them repudiates the standards of the others, and the outlying nations, which are to be civilized, hate all the standards of civilized men.

We assume that what we like and practice and what we think better, must come as a welcome blessing to Spanish-Americans and Filipinos. This is grossly and obviously untrue. They hate our ways. They are hostile to our ideas. Our religion, language, institutions, and manners offend them. . . .

Now, the great reason why all these enterprises which began by saying to somebody else, "We know what is good for you better than you know yourself and we are going to make you do it," are false and wrong is that they violate liberty; or, turn the same statement into other words, the reason why liberty, of which we Americans talk so much, is a good thing is that it means leaving people to live out their own lives in their own way, while we do the same.

Anti-Imperialist

Platform of the American Anti-Imperialist League, October 17, 1899

We hold that the policy known as imperialism is hostile to liberty and tends toward militarism, an evil from which it has been our glory to be free. We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty, and the pursuit of happiness. We maintain that governments derive their just powers from the consent of the governed. We insist that the subjugation of any people is "criminal aggression" and open disloyalty to the distinctive principles of our government. . . .

The United States have always protested against the doctrine of international law which against the doctrine of international law which permits the subjugation of the weak by the strong. A self-governing state cannot accept sovereignty over an unwilling people. The United States cannot act upon the ancient heresy that might makes right. . . .

We hold with Abraham Lincoln that "no man is good enough to govern another man without the other's consent. When the white man governs himself, that is self-government, but when he governs himself and also governs another man, that is more than self-government- that is despotism."

Pro-Imperialist

Albert J. Beveridge, leading imperialist and later United States senator, in an 1898 speech

Distance and oceans are no arguments. The fact that all the territory our fathers bought and seized is contiguous is no argument. . . . The ocean does not separate us from lands of our duty and desire- the oceans join us, a river never to be dredged, a canal never to be repaired.

Steam joins us; electricity joins us- the very elements are in league with our destiny. Cuba not contiguous! Porto Rico not contiguous! Hawaii and the Philippines not contiguous! Our navy will make them contiguous. . . . America speed, American guns, American heart and brain and nerve will keep them contiguous forever. . . .

H-2

Digital History

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The Spanish American War

Period: 1890-1920

The debate over America's global role intensified when Cubans began to fight for their independence from Spain in 1895. Americans were sympathetic to Cuba's struggle for independence, but were divided about how to help. The Republican speaker of the House did not want "to spill American blood," unless American interests were directly threatened, whereas Theodore Roosevelt, the Republican assistant secretary of the Navy, pushed for war against Spain.

President William McKinley was deeply ambivalent about war against Spain. The last president to have served in the Civil War, McKinley said he had seen too much carnage at battles like Antietam to be enthusiastic about war with Spain. "I've been through one war. I have seen the dead piled up, and I do not want to see another."

Ultimately, however, the pressure of public opinion forced McKinley into the war that made the United States an international power. Newspaper publishers like William Randolph Hearst and Joseph Pulitzer worked up war fever among the public with reports of Spanish atrocities against Cuban rebels. Then, Hearst's *New York Journal* published a leaked letter in which the chief Spanish diplomat in Washington, Enrique Doby de Lome, described President McKinley as "weak" and a "petty politician." Hearst publicized the DeLome letter under the screaming headline: "WORST INSULT TO THE UNITED STATES IN ITS HISTORY."

Days later an explosion sank the *U.S.S. Maine* in Cuban's Havana harbor. A naval court of inquiry blamed the explosion on a mine, further inflaming public sentiment against Spain.

Then a respected U.S. Senator, Redfield Proctor, after returning from a visit to Cuba, announced that he had reversed his position from isolationism to intervention "because of the spectacle of a million and a half people, the entire native population of Cuba, struggling for freedom and deliverance."


After ten days of debate, Congress declared war, but only after adopting the Teller Amendment. The amendment made it clear that the United States did not harbor imperialist ambitions, and it announced that the United States would not acquire Cuba. European leaders were shocked by this declaration. Britain's Queen Victoria called on the European power to "unite...against such unheard [of] conduct," since the United States might in the future declare Ireland and other colonies independent.

But after the United States defeated Spain, it set up a military government on Cuba and made the soldiers' withdrawal contingent on the Cubans accepting the Platt Amendment. The amendment gave the United States the right to intervene in Cuba to protect "life, property, and individual liberties." The 144-day war also resulted in the United States taking control of the Philippines, Puerto Rico, and Guam.

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H-3

MAINE NEW YORK JOURNAL MAINE
 EXTRA No. 9
CRISIS IS AT HAND 283 KNOWN TO BE LOST
 CABINET IN SESSION GROWING BELIEF IN
 DE LOBE IN SPANISH TREACHERY
 PANG FLEES
Maine Destroyed by an Outside Attack, Naval Officers Believe.
 Censored Dispatches from Havana Say a Shot Was Heard Before the Ship's Magazines Blew Up.



WINKLEY SUSPICIOUS OF SPANISH PLOTS
 EXTRA NIGHT EXTRA

THEIR SINS
 THE TRAGEDY



\$50,000 REWARD.—WHO DESTROYED THE MAINE?—\$50,000 REWARD.
 NEW YORK JOURNAL
 AND ADVERTISER.

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY
\$50,000!
 Assistant Secretary Roosevelt Convinced the Explosion of the War Ship Was Not an Accident.
 The Journal Offers \$50,000 Reward for the Conviction of the Criminals Who Sent 378 American Sailors to Their Death. Naval Officers Unanimous That the Ship Was Destroyed on Purpose.

\$50,000 REWARD!
 For the Detection of the Perpetrator of the Maine Outrage!

\$50,000 REWARD!
 For the Detection of the Perpetrator of the Maine Outrage!



NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY A SPANISH MINE.
 Hidden Mine got a Spanish Torpedo Believed to Have Been the Weapon Used Against the American Man-of-War—Officers and Men of the Maine Killed—Survivors Brought to Key West—Scour the Area of Accident—Spanish Officers Protest—Divers to Havana to Report Upon the Condition of the Wreck.

H-4



Document A: *New York Journal*

Purchased by William Randolph Hearst in 1895, the Journal published investigative and human interest stories that used a highly emotional writing style and included banner headlines and graphic images.

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY

Assistant Secretary Roosevelt Convinced the Explosion of the War Ship Was Not an Accident.

The Journal Offers \$50,000 Reward for the Conviction of the Criminals
Who Sent 258 American Sailors to Their Death

Naval Officers Unanimous That the Ship Was Destroyed on Purpose.

NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY A SPANISH MINE.

George Eugene Bryson, the Journal's special correspondent at Havana, cables that it is the secret opinion of many Spaniards in the Cuban capital, that the Maine was destroyed and 258 men killed by means of marine mine or fixed torpedo. This is the opinion of several American naval authorities. The Spaniards, it is believed, arranged to have the Maine anchored over one of the harbor mines. Wires connected the mines with a magazine, and it is thought the explosion was caused by sending an electric current through the wire. If this can be proven, the brutal nature of the Spaniards will be shown by the fact that they waited to spring the mine after all the men had retired for the night. The Maltese cross in the picture shows where the mine may have been fired.

Mine or a Sunken Torpedo Believed to Have Been the Weapon Used Against the American Man-Of-War
Officer and Men Tell Thrilling Stories of Being Blown into the Air
Amid a Mass of Shattered Steel and Exploding Shells
Survivors Brought to Key West Scout the Idea of Accident
Spanish Officials Protest Too Much
Our Cabinet Orders a Searching Inquiry
Journal Sends Divers to Havana to Report Upon the Condition of the Wreck.
Was the Vessel Anchored Over a Mine?

Assistant Secretary of the Navy Theodore Roosevelt says he is convinced that the destruction of the Maine in Havana Harbor was not an accident. The Journal offers a reward of \$50,000 for exclusive evidence that will convict the person, persons or government criminally responsible for the [destruction] of the American battleship and the death of 258 of its crew. The suspicion that the Maine was deliberately blown up grows stronger every hour. Not a single fact to the contrary has been produced...

Source: Excerpt from *New York Journal and Advertiser*, February 17, 1898

Sourcing

1. How long after the explosion of the *Maine* was this article written?
2. What does the headline of the article suggest about the newspaper's point of view?

Close Reading

3. Upon what type of evidence does the *New York Journal* base its claims?

H-5

Digital History

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The Philippines

Period: 1890-1920

The 20th century began with the United States engaged in a bloody, but largely forgotten, war in the Philippines that cost hundreds of thousands of lives. The Philippine American War, fought from February 1899 to July 1902, claimed 250,000 lives and helped establish the United States as a power in the Pacific.

Today, few Americans are aware of the Philippine American War. The conflict was a sequel to the Spanish American War of 1898, which had been waged, in part, in support of Cubans fighting for independence from Spain. But it was also fueled by American desire to become a world power.

The Philippine American War prompted Mark Twain and other writers and artists to speak out against those who advocated American expansion. It fueled a bitter national debate over U.S. involvement overseas, a precursor to the outcry over the Vietnam War a half-century later. Some who opposed the occupation were motivated by racism, fearful that annexation of the Philippines would lead to an influx of non-white immigrants. One U.S. senator warned of the coming of "tens of millions of Malays and other unspeakable Asiatics." Many, who considered the occupation immoral and inconsistent with American traditions and values, joined the Anti-Imperialist League.

The conflict helped popularize the concept of the "white man's burden," the notion that the United States and Western European societies had a duty to civilize and uplift the "benighted" races of the world. A U.S. senator from Indiana declared: "We must never forget that in dealing with the Filipinos, we deal with children."

The Philippine American War also paved the way for migration from the Philippines. Shortly after the war, Filipino immigrants began arriving in the United States as students, U.S. military personnel, or farm and cannery workers. Today, there are more than two million Filipinos and Filipino Americans in the United States, making them one of the nation's largest Asian communities.

On May 1, 1898, Commodore George Dewey had entered Manila Bay and destroyed the decrepit Spanish fleet. In December, Spain ceded the Philippines to the United States for \$20 million. Mark Twain called the \$20 million payment an "entrance fee into society--the Society of Scepter Thieves." "We do not intend to free but to subjugate the people of the Philippines," he wrote. "We have pacified some thousands of the islanders and buried them, destroyed their fields, burned their villages, and turned their widows and orphans out of doors."

On June 12, 1898, a young Filipino, General Emilio Aguinaldo, had proclaimed Philippine independence and established Asia's first republic. He had hoped that the Philippines would become a U.S. protectorate. But pressure on President William McKinley to annex the Philippines was intense. After originally declaring that it would "be criminal aggression" for the United States to annex the archipelago, he reversed his stance, partly out of fear that another power would seize the Philippines. Six weeks after Dewey defeated the Spanish fleet at Manila Bay, a German fleet sought to set up a naval base there. The British, French, and Japanese also sought bases in the Philippines. Unaware that the Philippines were the only predominantly Catholic nation in Asia, President McKinley said that American occupation was necessary to "uplift and Christianize" the Filipinos.

On February 4, 1899, fighting erupted between American and Filipino soldiers, leaving 59 Americans and approximately 3,000 Filipinos dead. With the vice president casting a tie-breaking vote, a congressional resolution declaring the Philippines independent was defeated. American commanders hoped for a short conflict, but in the end, more than 70,000 would fight in the archipelago. Unable to defeat the United States

H-6

Name:

Date:

Poetry Analysis: Imperialism in the Philippines

Background: "Debate over U.S. imperialism at the turn of the twentieth century occurred not only in newspapers and political speeches, but in poetry as well. In 1899, the British novelist and poet, Rudyard Kipling wrote the poem "The White Man's Burden," which urged the United States to take up the "burden" of empire, as had Britain and other European nations. Theodore Roosevelt, soon to become vice-president and then president, copied the poem and sent it to his friend, Senator Henry Cabot Lodge, commenting that it was "rather poor poetry, but good sense from the expansion point of view." Other authors, by contrast, wrote parodies and critiques of Kipling's poem and the imperial ideology it espoused. "The Black Man's Burden" and "The Poor Man's Burden," by H.T. Johnson and George McNeil, respectively, were two such parodies." -Fabillar, Eliza. "Poetry Analysis- "The White Man's Burden"." *History Matters, The U.S. Survey Course on the Web.* 31 Mar 2006. American Social History Productions, Web. 26 Feb 2010. <<http://historymatters.gmu.edu/d/6609/>>.

Directions: As you read the following three poems, use different colors to highlight facts stated in each, interpretations made in each, and the main arguments of each. Then, complete the chart below identifying the strengths and weakness in the arguments made about imperialism in each poem.

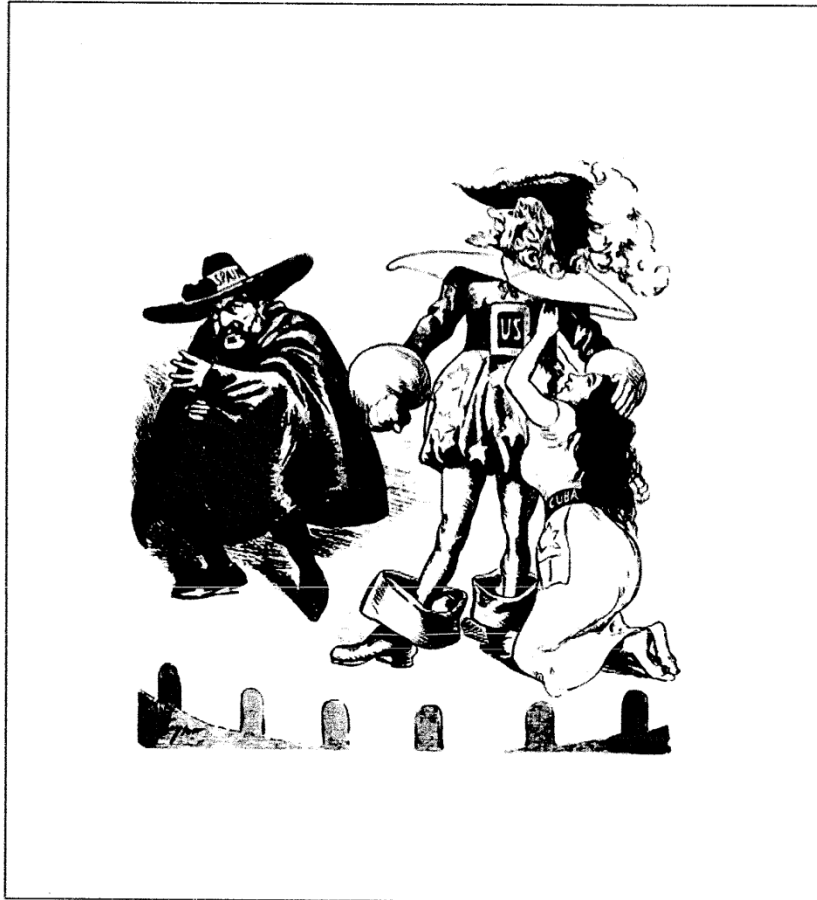
	Strengths in Arguments about Imperialism	Weaknesses in Arguments about Imperialism
The White Man's Burden		
The Poor Man's Burden		
The Black Man's Burden		

H-7

Cartoon Analysis Worksheet

Level 1	
Visuals	Words
<ol style="list-style-type: none">1. List the objects or people you see in the cartoon.2. Label each object on the cartoon.	<ol style="list-style-type: none">1. Identify the cartoon caption and/or title.2. Underline words or phrases used by the cartoonist to identify people and objects in the cartoon.3. Circle any important numbers or dates that appear in the cartoon.
Level 2	
Visuals	Words
<ol style="list-style-type: none">3. Which of the objects on your list are symbols?4. In the margin of the cartoon, write a brief explanation for each symbol.	<ol style="list-style-type: none">4. In the margin of the cartoon, list adjectives that describe the emotions portrayed in the cartoon.
Level 3	
<ol style="list-style-type: none">5. What is the cartoonist's INTERPRETATION of U.S. foreign intervention?	

CARTOON 1



CARTOON 1: The Cuban explosion. THE SCENE HEROICALLY BEING STAGED. Stand back there, god damn you! If you see this thing as a toy, you remember that when I get my ax to you. By Taylor (Feb. 1 June 1961)

H-9

Imperialism: Expanding American Influence Final Product Rubric- Imperialism Speech

Student's Name: _____ Class: _____ Date: _____

Category	4 Exceptional	3 Good	2 Satisfactory	1 Unsatisfactory	Score
Position Statement	The position statement provides a clear, strong statement of the speaker's position on the topic.	The position statement provides a clear statement of the speaker's position on the topic.	A position statement is present, but does not make the speaker's position clear.	There is no position statement.	
Evidence & Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the speaker's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the speaker's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the speaker's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Delivery	Throughout the entire speech uses appropriate facial expressions and body language, speaks clearly and at an appropriate volume, and makes eye contact with the audience.	Through most of the speech uses appropriate facial expressions and body language, speaks clearly and at an appropriate volume, and makes eye contact with the audience.	Sometimes during the speech uses appropriate facial expressions and body language, speaks clearly and at an appropriate volume, and makes eye contact with the audience.	Uses inappropriate facial expressions and/or body language; is unclear and/or volume is inappropriate; no eye contact with the audience.	
Time Requirement	Presentation is 4-5 minutes.	Presentation is 3 minutes.	Presentation is 2 minutes.	Presentation is less than 2 minutes or more than 5 minutes.	