

Unit Title: Beyond Manifest Destiny: America Enters the Age of Imperialism

Subject/Topic Area/ Grade Level(s): Imperialism United States/Grades 9-12

Designed By: Brian Nabb and Melissa Buchanan

Time Frame: 1-2 Weeks

Date: March 2010

Brief Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

Students will identify the changes shaping America's international outlook. They will analyze the impact of immigration on America's national character in the 1890s. Finally, they will assess the forces contributing to America's evolving self-image today.

Stage 1: Desired Results
(Determine What Students Will Know, Do and Understand)

Delaware History Content Standard (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

History Standard Three: Students will compare competing historical narratives, by contrasting different historian's choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

Big Idea (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

Imperialism
Nationalism
Sovereignty
Self-Determination
"Ideas Rule the World"
Manifest Destiny

Unit Enduring Understandings (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: All sources contain some level of bias.)

Students will understand that...

Students will understand the jarring economic, technological, and social changes of the late 1890s compelled Americans to re-examine their national identity and their country's role in the world. In the long term, this period in U.S. history was one in a series of steps that led to an increased international presence for the United States. The challenges Americans faced at the time were in many respects similar to those confronting our country today.

Unit Essential Question(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for "uncovering" the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

- Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?
- To what extent can we learn from studying historical responses to societal problems?

Knowledge & Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources.) It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document,.)

Students will know....

- The different views of America's role in the world.
- Identify the outcomes of American Foreign Policy
- How societal beliefs affect public and foreign policy.
- How their own beliefs affect their opinions about history

Students will be able to...

- Analyze different reading selections and political cartoons to see how America's outlook toward the rest of the world in the 1890s was closely related to national identity, race, ethnicity, and religion.
- Identify values from the 1890s and compare them with values of today.
- Debate the different options attached to the Peace Treaty between Spain and the United States.
- Analyze the relationship between poetic techniques and political messages.
- Understand Media Bias and how reporting can manipulate the public's view of an event.
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Stage 2: Assessment Evidence (Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence – quizzes, worksheets, observations, etc.]

Suggested Performance Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

The Performance Task below is *Handout #11*

Research Paper

Some commentators have compared the war in Iraq with the earlier imperialist actions described in this unit. Explain how these two events are both similar and different by evaluating the public opinions surrounding these two situations, discussing the differences and similarities in how Americans viewed their government's decisions.

Your role: Researcher

Situation: You have been asked by the President to compare the current situation in Iraq to the imperialist actions in the 1890's. He wants to know how the Public reacted to the Spanish-American War and its aftermath, so that he can compare it to the current situation of the Iraq War.

- Product:**
- Write a compare and contrast paper.
 - Your paper should include:
 - An introduction and conclusion, that states your opinion about how similar or different these two events are.
 - A paragraph comparing how the American opinion of the Iraq war compares to American opinion of the Spanish American war.
 - A paragraph comparing how American's viewed their government's decisions.
 - A paragraph, comparing how journalism and media influences the opinions of Americans in both of these situations.
 - Numerous facts that effectively support your opinion.
 - Appropriate vocabulary and organization for this essay.

Rubrics for Performance Task (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

Transfer Task Rubric

Scoring Category	Score Point 3	Score Point 2	Score point 1
Introduction details their opinion about how similar or different these two events are	Their opinion is well developed	This opinion is partially developed	The opinion is minimally developed
Level and number of supporting facts contained in the essay.	There are numerous, relevant facts that effectively support their analysis	There are a few, relevant facts that support their analysis	There are minimal, relevant or irrelevant facts that ineffectively support their analysis.
Comparison of American opinions during the Iraq War and the Spanish American War	The comparison is well-developed	The comparison is partially developed.	The comparison is minimal explanation.
Comparison of how Americans viewed the government's decisions in both wars.	The comparison is well-developed	The comparison is partially developed.	The comparison is minimal explanation.
Comparison on the role media in both situations	The comparison is well-developed	The comparison is partially developed.	The comparison is minimal explanation.
Uses content-appropriate vocabulary in order to demonstrate understanding	Content-appropriate vocabulary is well developed and evident	Some evidence of content-appropriate vocabulary usage	Minimal evidence of content-appropriate vocabulary usage

Total Score: _____

Above the Standard: 13 to 15

Meets the Standard: 8 to 12

Below the Standard: 5 to 7

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Formative Assessments are embedded into the lesson through Warm-ups and Checks for Understanding.

Teachers can collect these to use for assessment grades.

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

Opportunities for self-monitoring are found throughout the unit, primarily through warm-ups and checks for understanding. There are multiple opportunities for students to reflect upon their work, as well as that of their classmates.

Stage 3: Learning Plan
(Design Learning Activities To Align with Goals and Assessments)

Lesson # 1

America and the World in the 1890s

Author: Brian Nabb

Lesson Description: Briefly describe what the students will be doing in this lesson and why.

- Students will identify factors shaping America's outlook toward the rest of the world in the 1890s

Time Required: Approximately how long will it take to complete the instructional activities described in

this lesson?

- 2-3 class periods

Essential Question Addressed: What is the essential question for this lesson?

- Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?

Enduring Understanding: What is the enduring understanding at which students should arrive?

- History and people are always influenced by their backgrounds and beliefs and as historians we should be wary of this fact.

Materials:

- Handout #1, *Study Guide Part I*
- Handout #2, *America Looks Abroad*
- PowerPoint presentation

Procedures:

Lesson 1: Understanding the Race and National Character of the 1890s

- **Students should have read in a textbook about the Origins of America's Global Power**
- **Background information should include these topics leading up to the 1890s:**
Immigration, Growth of Big Business, Depression of 1893, Western Frontier, Social Darwinism, Scientific Racism, European Imperialism, Manifest Destiny, Monroe Doctrine
- Post the following warm-up question for students to answer: **"Identify factors shaping America's outlook toward the rest of the world"**
In what respects did Americans see themselves as different from Europeans and from non-Western societies? How did racial attitudes of the period influence American perceptions of other nations and cultures? What were the major security issues of the time?

Divide the class into eight groups and Distribute "America Looks Abroad" Handout #2 to each group. Review the instructions and assign each group a primary source selection that deals with the different topics mentioned above.

- Have groups rotate around the room until they have viewed all of the excerpts from the documents.

Check for Understanding:

- How did the shifting immigration patterns in the late 1800s affect American attitudes toward other peoples? How did theories of social Darwinism color America's international outlook, especially in the area of foreign policy.

Lesson 2: The Spanish American War and Public Opinion

Post the following warm-up question: What were the factors that led American leaders to believe the time was ripe for overseas involvement?

Students should read and answer questions on Handout 3 Study Guide Part II.

Post the following warm-up question: How did the press sway U.S. public opinion?

Furnishing a War

Author: Melissa Buchanan

Lesson Description: Briefly describe what the students will be doing in this lesson and why.

- Students will examine what yellow journalism is and how it was used to start a war. The students will look at articles written at the time of the Spanish American Cuban War and how they impacted the United States' outlook on the war. To sum up the lesson students will use a new article and determine what is fact and what is interpretation.

Time Required: Approximately how long will it take to complete the instructional activities described in this lesson?

- 2 days (50 minute lessons)

Essential Question Addressed: What is the essential question for this lesson?

- What is the evidence for this argument? Is that all the evidence, or just what the author wanted me to read?
- Does differentiating between fact and interpretation matter?

Enduring Understanding: What is the enduring understanding at which students should arrive?

- Newspapers, using facts and interpretation, can impact the way that we view world events and the way that history is written.

Materials:

- Handout #1, Word Map for Yellow Journalism
- The Story of the USS Maine, Discovery Education, <http://player.discoveryeducation.com/index.cfm?guidAssetId=7da2279f-a121-44f4-8d35-aab251d65cf3&productcode=US&CFID=445331&CFTOKEN=11138861>
- Handout #2, Articles from the Maine Explosion
- Handout #3, Chart on Maine Explosion
- Handout #4, Final Question

Procedures:

Stage 1: (Gathering Information)

Warm-up: Post the following headlines.

1. Golfer Excuses Himself from Tournament
2. Wife to Blame! Exceptional Golfer Leaves Tournament
3. Leaving the Tournament Maybe a Cover for Bigger Problems, Sources Say.

Have students answer the following questions based on the headlines:

1. Which headline would you most likely pick up from the newsstand? Why?
2. Which headline would you believe to have the most facts? Which is probably using interpretations to write their story? How can you tell?
3. Does the use of interpretation affect the writing? How?

Review the questions with students. The students should realize in their discussion that interpretations make for a more interesting article. Most newsstands have only a few seconds to capture their readers attention so catchy articles are the best way to gain readers. If this is not apparent to your students through discussion, Ask them, "Why would newspapers use interpretations rather than straight facts?" (To sell newspapers)

Explain to the students that in 1890 newspapers used Yellow Journalism to promote stories and sell papers. Show students the attached Articles used during the Spanish American Cuban War. Ask students the following questions:

1. What do you notice about the newspaper? What stands out to you? (The Headline, the picture)
2. What makes this newspaper a "yellow" newspaper?
3. What are modern examples of Yellow Journalism?

Make your own article using Yellow Journalism. Students should make their own article of the following event based on their own bias and interpretation of the event. Students should use the criteria from the previous activity to guide their newspaper article.

Give students the following information:

1. A food fight happened in the Cafeteria. The Cafeteria was covered in food.
2. It happened on March 3rd
3. 4 (2 boys, 2 girls) students were taken to the office but the principal and the witnesses do not know who started it but there are wild suspicions.
4. The boys are both in the honors program and the girls are not. The girls are both cheerleaders.

The articles should be the appearance of Yellow Journalism and do not need to have an accompanying article. The idea is to get students to sensationalize the story so that their newspaper would be purchased. Have students "buy" each other's newspapers by having them vote on which article they like the best.

To sum up the lesson have students complete a Word Map (worksheet #1) on Yellow Journalism to show that they understand the definition and its use.

Check for Understanding:

- How does Yellow Journalism affect the news that is written? Explain.

Stage 2: (Extending and Refining)

Warm-up: How can we tell what is a fact and what is an interpretation?

Explain to the students that facts and interpretations were used to gain American support for the Spanish American war when the USS Maine exploded off the coast of Cuba. Because of this explosion and the help of newspapers, American became involved in a war with Spain. Have students watch the following clip from united streaming about the USS Maine and the beginning of the war.

The Story of the USS Maine, Clip:

<http://player.discoveryeducation.com/index.cfm?guidAssetId=7da2279f-a121-44f4-8d35-aab251d65cf3&productcode=US&CFID=445331&CFTOKEN=11138861>

While watching the video have students record the facts of the explosion as they see them. Review

these as a class. They should have information like the date, the place, how many people died, etc. If they start to explain that it was a fire in the coalbunker explain that this is a probability based on the facts but not necessarily a fact.

Then have students look at the articles (Worksheet #2) from about the USS Maine explosion. What can we take as fact? What is interpretation? Have students complete the chart (Worksheet #3) to determine what is fact and what is interpretation.

(Taken from Historical Thinking Matters, historicalthinkingmatters.org)

Check for Understanding:

- How did Yellow Journalism affect the way the news was written about the Maine?
- How can Americans determine what is fact and interpretation?

Stage 3: (Application)

Once the Maine exploded Americans were involved and ready to fight the Spanish. The "Splendid Little War" lasted only six months and America came out victorious. But newspapers were actually partially responsible for McKinley being pushed into the declaration of war. Published interpretations impacted how the Americans viewed the Spanish, the Cubans and the newly acquired nations.

Give students, Worksheet #4. This should serve as an assessment of their understanding of Yellow Journalism and interpretations. When finished they should complete the Check for Understanding.

Check for Understanding:

- How was history impacted by Yellow Journalism?

Debrief:

- To what degree is historical investigation about the historian as much as the history?
- Is it necessary to include an investigation of the writer in regard to what we read?
- Is there such a thing as completely unbiased history?
- How can we determine between fact and interpretation?

Fall 1898: America at the Crossroads

Materials:

Handout 4- Fall 1898: America at the Crossroads

Handout 5 Options in Brief, Options 1-3

Handout 6- Concerned Townspeople

Handout 7- Presenting Your Option

Handout 8- Townspeople Evaluation Form

Stage 1 (Organization and Preparation)

1. Students should read "Fall 1898: America at the Crossroads"
2. a. Form three groups of five students. Assign and distribute an option to each group. Distribute "Considering Your Option—Fall 1898" to the three option groups. Inform students that each option group will be called upon to present the case for its assigned option to a gathering of fictitious concerned townspeople.

b. Distribute "Concerned Townspeople" to the remaining students and assign student roles to take on. While the option groups are preparing their presentation, these students should develop

cross-examination questions for the Debate. Remind these students that they are expected to turn in their questions at the end of the simulation. Ask these students to write a journal entry from the viewpoint of their character describing their personal beliefs about the treaty with Spain and the annexation of the Philippines before working together to design questions for the option groups.

Stage 2 (Debate and Discussion)

1. Organize the room so that the three option groups face a row of desks reserved for the townspeople.
2. Explain that the simulation will begin with three-to-five minute presentations by the option groups.
3. Following the presentations, invite the townspeople to ask questions. Make sure that each citizen has an opportunity to ask at least one question. The questions should be evenly distributed among all three option groups to challenge the positions of other groups. During cross-examination, allow any option group member to respond.

From History Standard Two (9-12), *Social Studies Clarification Document*:

Students continue to master a deeper understanding of the use of documents and artifacts and how historians use them to conduct research and to draw conclusions. The individual questions a researcher asks become part of an overall strategy of research -- the problem of where and how to find the answers. Teachers should ask students to develop research strategies, given a particular historical problem, and examine the difficulties inherent in some research. Sources have to exist to be researched; dialogue between two historical figures can't be replayed without someone present recording what was said. When this standard is fully mastered, a student is ready to apply it in his/her daily adult life as a citizen by critically examining the documentary evidence put forth to support a point of view or assertion. In addition, a citizen needs to ask questions of the person who advocates a particular position. Where did they get their information? What factors influenced their point of view? How much is based on facts and how much is based upon interpretation? An understanding of the role of documentary support behind an assertion is essential for future citizenship.

Resources & Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**
 - **America: Pathways to the Present**. Prentice Hall, 2003 (textbook)
- **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?**

<p>Differentiation (This should include a list or description of ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations/accommodations that are needed to meet the needs of ALL students, including students with disabilities. Ex: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at readiness levels of students, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.)</p>
<p>Differentiation is provided throughout the unit.</p>
<p>Technology Integration</p>
<p>When appropriate, technology is integrated in the unit. If teachers would like to add technology power points could be substituted for speeches, or videos can be used instead of readings.</p>
<p>Content Connections</p>
<p></p>

Historical Literacy Project Template adapted from Delaware Recommended Curriculum

Handout 1

Study Guide Part I

1. Identify five important changes the transformed America in the 19th century.
2. How did the economic depression that began in 1893 deepen the divisions in American society?
Which groups suffered the most during the depression?
3. What were the values many Americans attached to the frontier? Why did many Americans fear that the closing of the frontier would harm America's national character?
4. Why did some Americans suggest greater involvement overseas?
5. How did theories of social Darwinism and scientific racism lend support to the cause of American imperialism?

6. Summarize why the United States became involved in Samoa, Hawaii, and several Latin-American nations.

Handout #2

America Looks Abroad

As you learned earlier, America's outlook toward the rest of the world in the 1890s was closely related to national identity, race, ethnicity, and religion.

Examine your assigned selection, consider the questions below. Be prepared to share the conclusions of your group with your classmates.

For each selection answer the following questions.

1. What is the general attitude of the author toward the outside world?
2. How does the author expect the United States to be changed by the increased contact with the outside world?
3. Which elements of America's national character would the author value most highly?

Handout 3

Study Guide Part II

1. How was the United States connected to Cuba in the 1890s?
2. What were the main reasons the United States intervened in Cuba? Which reason do you believe was most important? Explain your answer
3. What did the Teller Amendment say?
4. Why were many African-Americans eager to serve in the Spanish-American War?
5. How did racial attitudes at the turn of the century shape American perceptions of Cuba, Puerto Rico, and the Philippines?
6. Why was a portion of the Spanish-American War fought in the Philippines?
7. Why did Emilio Aguinaldo feel that the United States supported his campaign for Filipino independence?

8. Why do you think the Spanish-American War was called “a splendid little war” by an American diplomat at the time?

Word Map Outline 1

What is it?
(write the definition)

What is it like?

The Word →

Yellow Journalism

What are some examples?

Lesson #2 Worksheet #2

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 torpeda. 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 Scou[t] 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

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.*

\$50,000 REWARD.—WHO DESTROYED THE MAINE?—\$50,000 REWARD.

EDITION FOR GREATER NEW YORK

NEW YORK JOURNAL
AND ADVERTISER

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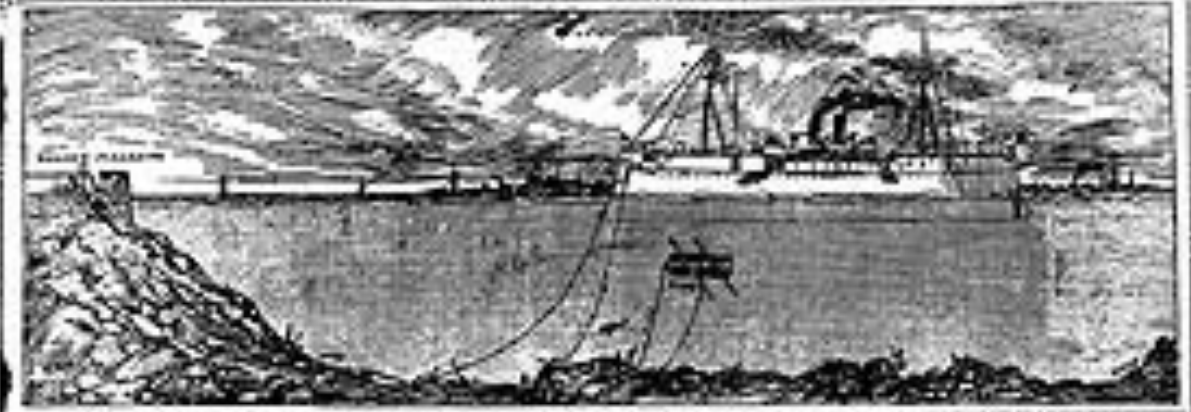
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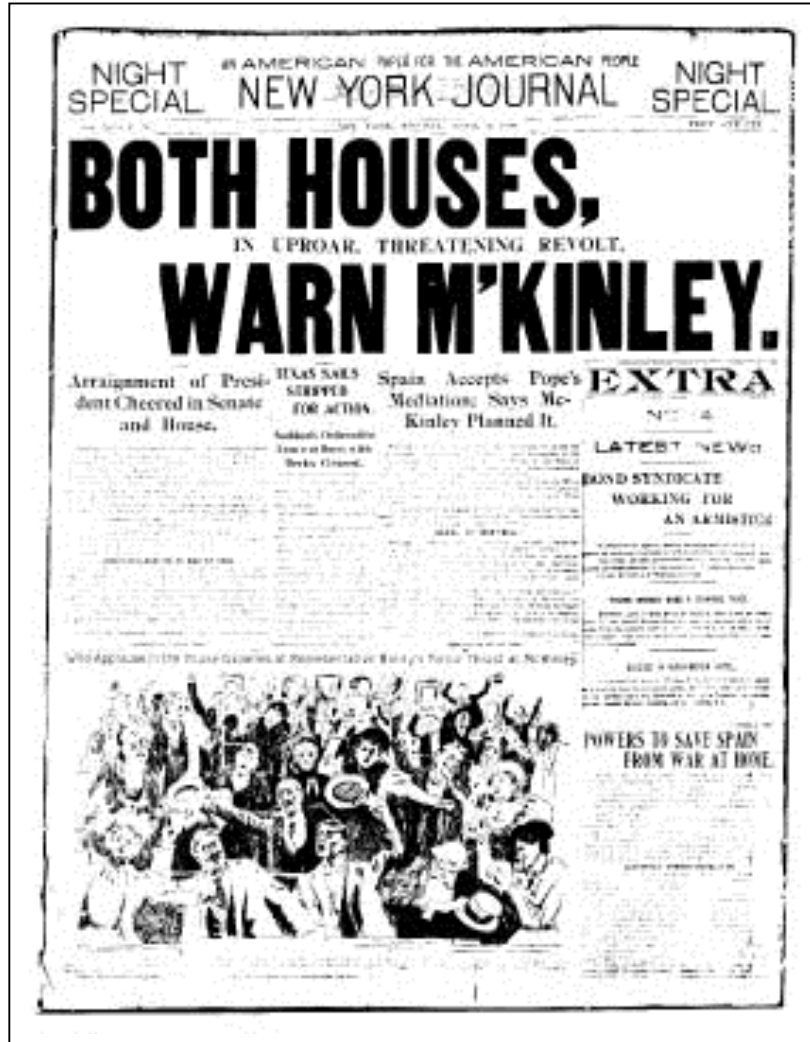


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Hidden Mine or a Sunken Torpedo Believed to Have Been the Weapon Used Against the American Battleship—Officers and Men Tell Thrilling Stories of Being Blown into the Air Amid a Mass of Shattered Steel and Exploding Shells—Survivors Brought to Key West Scout the Site of Accident—Spanish Officers Pro-

Final Question for Yellow Journalism

Examine the article, written during the Spanish American Cuban War:



1. Why would this article be seen as yellow journalism?
2. What could be taken as fact from this article?
3. What is most likely interpretation?

