American Imperialism

America Claims an Empire

Enduring Understanding
At the beginning of the 20th Century, competition for economic, political, and military power brought the United States into international conflict.

Essential Questions
1. How did global competition motivate the United States to become a world power?

2. How did the U.S. exercise this new power?

CLA Questions
- Identify and explain the three motivating factors that led to American imperialism.

- Compare and contrast the foreign policies of the three presidents: Theodore Roosevelt, William H. Taft, and Woodrow Wilson.

Forces of Unity and Disunity
6.14: Students understand the tensions between the forces of unity and those of disunity in various times in their local community, in the United States, and in various locations worldwide.
Overview
At the beginning of the 20th Century, competition for economic, political, and military power brought the United States into international conflict. In this lesson, the students will understand the tensions between the forces of unity and disunity by examining and discussing the following questions:

1. How did global competition motivate the United States to become a world power?
2. How did the U.S. exercise this new power?
3. Should the U.S. become an Imperialist Power?
4. What should our foreign policy (role) consist of today?

The students will take on the role of a character living during the time period who shares an opinion towards American Imperialism. The emphasis of this activity will be to evaluate America's rationale of maintaining a military and political presence around the world in our recent history as well as today. To what extent is America righteously playing the role of a legitimate peace keeper in today's world?

Instructional Strategies
1. Pre-Assessment Activity Questions:
   - Interpret the political cartoon, "The Big Stick in the Caribbean Sea" at the beginning of this unit plan: what are the objects in the cartoon?; what may the objects symbolize?; how may the objects and/or symbols connect with the unit plan's enduring understandings and essential questions.

2. Pre-Quiz Activities: Interpret a series of pre-quiz questions at the beginning of every class that will cover the following subjects:
   a. Vocabulary Terms;
   b. The Motivating Factors of American Imperialism;
   c. An Anti-Imperialist View;
   d. The "Four Schools of American Imperialism";
   e. The "Three Presidents-Three Policies" Background Information.
   f. The Five Major Events of American Imperialism

3. Lesson Preview: Interpret the "Three Factors That Fueled American Imperialism" and an "Anti-Imperialist" view as a class through via teacher presentation and begin to understand how these factors can lead to unity and disunity in America and world-wide.
4. “The Four Schools”: The class will be divided into the Four Schools of American Imperialism. Each group will be assigned a character and read their selected reading from the newsletter. The characters will include: Henry Cabot Lodge; Carl Schurz; Josiah Strong; and Alfred T. Mahan.

Each of the groups will create a slogan, a symbol, and at least 3 points or values that best represents their character on a teacher-designed worksheet. The students will then record on a matrix worksheet the above information concerning the other three characters’ slogans, symbols, and points/values.

5. “Three Presidents—Three Policies”: The students will read all three of the presidential policies in the newsletter, “Three Presidents—Three Policies.” The students will also complete a film worksheet that will help them to identify which presidential policies your character would agree, disagree, or partially agree and provide at least one reason that justifies your rationale.

6. Differentiated Newsletter Reading Activities: In this unit plan you will have the opportunity to reflect upon your reading by writing an editorial or creating a graphic organizer.

   a. Editorial: If you choose to write an editorial, you will create a 2 paragraph editorial that consists of 3-5 sentences per paragraph. You will write the editorial as a response from the point of view of your imperialist character (i.e. Lodge, Schurz, Strong, or Mahan). You must include at least 3 facts from the newsletter article (underlined please) in the context of your editorial.

   b. Graphic Organizer: If you choose to create a graphic organizer, you will categorize the main events, concepts, points of view, policies, etc. that you believe to be important in the newsletter article. You must also include a summative/glue statement of at least 2-3 sentences that accurately represents how your imperialist character (i.e. Lodge, Schurz, Strong, or Mahan) would respond to the facts presented in the article.

7. Vocabulary Quiz/Unit Plan Test: The students will be assessed on their vocabulary understanding by taking a vocabulary quiz that includes a short-answer response with a word bank and a unit test that follows the order of the Bloom’s Taxonomy Study Guide (see next page).

8. American Imperialist Jeopardy: The students will compete for bonus points on the unit test in their ‘Four Schools’ of Imperialism teams by playing the game Jeopardy.
   - First Place = 8 points;
   - Second Place = 5 points;
   - Third Place = 2 points;
   - Fourth Place = 1 point.
<table>
<thead>
<tr>
<th>Taxonomy</th>
<th>Knowledge &amp; Understanding</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
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<tr>
<td><strong>Start</strong></td>
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<td><strong>Endurin</strong></td>
<td><strong>Learn the meaning and the value of the vocabulary terms, the characters and their perspectives, and the foreign policies of the 3 American presidents: Theodore Roosevelt, William H. Taft, and Woodrow Wilson.</strong></td>
<td><strong>Interpret how your new learning of the vocabulary, characters and presidential policies can be applied to the classroom activities and newsletter readings.</strong></td>
<td><strong>Compare and contrast your character’s perspective with the policies of the three presidents (T. Roosevelt, Taft, and Wilson).</strong></td>
<td><strong>Agree and/or disagree with the events that you have read and learned in this unit plan through the perspective of your character.</strong></td>
<td><strong>Create your own personal U.S. foreign policy that addresses the economic, military, and political interests that the United States should follow. Be sure to use concrete details that you have learned throughout the unit plan that helps to support your policy.</strong></td>
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<td><strong>Skill—What you should be able to achieve</strong></td>
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**Enduring Understanding**
At the beginning of the 20th Century, competition for economic, political, and military power brought the United States into international conflict.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>1. imperialism</td>
<td>The political, military, or economic domination of one country over another.</td>
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<tr>
<td>2. isolationism</td>
<td>A government policy based on the belief that national interests are best served by avoiding economic and political alliances with other countries.</td>
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<tr>
<td>3. intervene</td>
<td>To involve yourself deliberately in a situation, especially in a conflict or dispute, in order to influence what is happening and, most often, to prevent undesirable consequences.</td>
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<tr>
<td>4. Henry Cabot Lodge</td>
<td>A United States Senator who encouraged America to expand in order to economically compete with other countries.</td>
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<td>5. Carl Schurz</td>
<td>An anti-imperialist politician who believed that the U.S. should defend its interests, but our policy should promote peace, not conquest.</td>
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<tr>
<td>6. Josiah Strong</td>
<td>A Christian missionary (someone who goes to another country to spread his/her religious faith) who believed it was the duty of the U.S. to morally spread its Anglo-Saxon civilization to the dark places of the world.</td>
</tr>
<tr>
<td>7. Alfred T. Mahan</td>
<td>A naval officer and historian who believed that U.S. foreign policy should become a world power by building a strong navy via ships and acquiring convenient coaling stations.</td>
</tr>
<tr>
<td>8. Social Darwinism</td>
<td>A social theory stating that the political and economic advantages in a developed society are gained from the biological advantages of its collective membership (i.e. survival of the fittest).</td>
</tr>
<tr>
<td>9. reformer</td>
<td>A person or a movement that tries to make change or tries to change others.</td>
</tr>
<tr>
<td>10. Anglo-Saxon Civilization</td>
<td>A term used by Josiah Strong that refers to white English-speaking peoples.</td>
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<tr>
<td>11. White Man's Burden</td>
<td>The belief that Anglo-Saxons had a moral responsibility to spread their religion and culture in order to civilize primitive peoples</td>
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<tr>
<td>12. realism</td>
<td>The U.S. foreign policy that focuses on practical (realistic) concerns and national self-interest (what we can gain from this experience: natural resources, Panama Canal, etc).</td>
</tr>
<tr>
<td>13. idealism</td>
<td>The U.S. foreign policy that focuses on moral values (right vs. wrong) and the spread of American ideals (democracy and capitalism).</td>
</tr>
<tr>
<td>14. national interest</td>
<td>A set of goals (political, economic, and military) that a country considers to be important.</td>
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<tr>
<td>15. Western Hemisphere</td>
<td>The half of the Earth that is to the west of the prime meridian, including North and South America and portions of western Europe and Africa</td>
</tr>
<tr>
<td>16. Monroe Doctrine</td>
<td>The political principle that stated that Europe should no longer involve itself in the Western Hemisphere.</td>
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<tr>
<td>17. Big Stick Policy</td>
<td>President Theodore Roosevelt's approach to U.S. foreign policy that included working patiently to achieve goals overseas but using force if necessary.</td>
</tr>
<tr>
<td>18. Dollar Diplomacy</td>
<td>President William Howard Taft's approach to U.S. foreign policy that was to encourage and protect American trade and investment in Latin America and Asia.</td>
</tr>
<tr>
<td>19. Moral Diplomacy</td>
<td>President Woodrow Wilson's approach to U.S. foreign policy that was based on democratic ideals (beliefs), rather than economic investment or the use of force.</td>
</tr>
<tr>
<td>20. Self-Determination</td>
<td>An approach to U.S. foreign policy based on the right of people in other countries to decide their own government, free of outside influence.</td>
</tr>
</tbody>
</table>
Enduring Understanding
At the beginning of the 20\textsuperscript{th} Century, competition for \textit{economic}, \textit{political}, and \textit{military} power brought the United States into \textit{international conflict}.

Directions: Interpret the political cartoon, "The Big Stick in the Caribbean Sea" at the beginning of this unit plan.

1. What are the objects in the cartoon?

2. What may the objects symbolize?

3. How may the objects and/or symbols correlate with the unit plan's enduring understandings and essential questions?
This Assignment addresses the following CLA Question:

- **CLA Question #8:** Identify and explain the three motivating factors that led to American Imperialism.

Instructions: Please fill in the missing information in the sections below during the presentation.

“**The Three Factors That Fueled American Imperialism**”

*Imperialism* is the policy of extending the rule or authority of a stronger nation over a weaker one. As we have discussed in earlier lessons, the belief in manifest destiny had pushed the U.S. border to the Pacific Ocean.

However, with the expansion of European colonies into Africa and Asia in the late 19th century, coupled with the emergence of an imperialistic Japan, our nation’s leaders were convinced that in order to remain globally competitive the United States must expand overseas. *America’s new imperialism was motivated by three factors:*

**Motivating Factor #1: Military**

*Desire for military strength;*

*Modern naval fleet to protect American business and shipping interest around the world;*

*Method of maintaining military control:*

*Use of military force to either support or overthrow regimes;*

*Establish and maintain overseas military bases.*

**Motivating Factor #2: Economic**

*Thirst for new markets;*

*New technology in the late 19th century created more goods than Americans could ever consume;*

*Foreign trade would solve unemployment and economic depression.*

*Method of maintaining economic control:*

*Exploiting a colony for its raw materials and natural resources;*
*Making a colony dependent on colonizer's agricultural and manufactured goods.

Motivating Factor #3: Political
*Belief in cultural superiority:

*Belief in racial superiority of Anglo-Saxons:

Method for maintaining cultural superiority
**Manipulating** or **encouraging** leadership in their own government;
*Spread of Anglo-Saxon political and cultural influence and identity.

Anti-Imperialism: Peaceful Measures
*Belief in promoting peace, not conquest:

*We already have enough land with westward settlement;

*Our economy can regulate itself;

*We have too many domestic problems with immigration and poverty;

Method for maintaining a policy of Peace
*Influence others by good example and wise counsel.
*Support the rights and respect of ourselves and others.
*Stay out of other people’s domestic affairs.

What’s Your Reaction?: Provide at least two examples where you may agree or disagree with the motivations of American Imperialism. Or you can site one agreement and one disagreement with our imperialist motivations.
- Explain why you feel this way:
- What are the advantages/disadvantages to these motives?
- Are we a better country today for following through with these motivations? Why or why not?
CLA Question #8: Identify and explain the three motivating factors that led to American Imperialism.

Instructions:
1. Read your character’s article in the Newsletter located on pages 2 or 3. Then respond to the following tasks below in your small groups/teams.

   2. Record all of the character’s information from the Four Schools of American Imperialism in the matrix below.

   Name of Character: __________________________

1. Create a slogan that best represents the ideals of your character’s views towards American Imperialism.

2. Illustrate a symbol that also best represents the ideals of your character’s views towards American Imperialism.

3. Identify at least 3 points or values that best represents your character’s views towards American Imperialism.
<table>
<thead>
<tr>
<th>Name</th>
<th>Slogan</th>
<th>Symbol</th>
<th>Points/Values</th>
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<tbody>
<tr>
<td>LODGE</td>
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<tr>
<td>SCHURZ</td>
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<td>STRONG</td>
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<tr>
<td>MAHAN</td>
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</table>
This Assignment addresses the following CLA Questions:

- **CLA Question #9**: Compare and contrast the foreign policies of the three presidents: Theodore Roosevelt, William H. Taft, and Woodrow Wilson.

Instructions: The students will review the presidential policies in their newsletter, "Three Presidents-Three Policies." Then the students will observe the film series, *The Presidents*, and complete the matrix below that will help them to identify which presidential foreign policies that your character would agree, disagree, or partially agree. Then write a personal reflection. Please be sure to provide at least one concrete fact that justifies your rationale.

<table>
<thead>
<tr>
<th>President</th>
<th>Foreign Policy</th>
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<tbody>
<tr>
<td>Roosevelt</td>
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<td>Taft</td>
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<tr>
<td>Wilson</td>
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</table>

Evaluate: Which foreign policy/policies would your character prefer? Explain.

Evaluate: Which foreign policy/policies would you personally prefer? Explain.
American Imperialism Jeopardy

Forces of Unity and Disunity 6.14:
Students understand the tensions between the forces of unity and those of disunity in various times in their local community, in the United States, and in various locations worldwide.

Instructions
Students will answer the following questions regarding American Imperialism. These questions will be the basis for our American Imperialism Jeopardy game activity. This worksheet is worth a quiz grade. Most of the information will be found in your newsletter.

Overview
The students will be competing against one another in four teams that represent the four schools of American Imperialism: Lodge; Shurz; Strong; and Mahan.

Completion of the Jeopardy Worksheet will count as a quiz grade.

Bonus Points earned in the Jeopardy Game are dependent upon two criteria:

1. Participation in the Jeopardy Game; and

2. Placement of Competition.
   
   • The First Place team will receive 8 bonus points that will be added to their American Imperialism Test;
   
   • Second Place will receive 5 bonus points that will be added to their American Imperialism Test;
   
   • Third Place will receive 2 bonus points that will be added to their American Imperialism Test;
   
   • Fourth Place will receive 1 bonus point that will be added to their American Imperialism Test;

Categories
The categories for American Imperialism Jeopardy will be based on the titles of the articles in the newsletter.

• “Imperial Presidents”
• “The Spanish-American War”
• “A Man, A Plan, A Canal, Panama”
• “The Americas”
• “China and the Pacific”
Jeopardy Quiz Worksheet

Instructions: In your American Imperialism groups (four schools: Lodge, Schurz, Strong, and Mahan), divide and conquer the readings in your newsletter and the questions below and on the following worksheets. Then share and study your answers for the Jeopardy Game.

I. "Imperial Presidents:"

1. The President of the United States during the Spanish-American War.

2. This was the name of President Roosevelt’s foreign policy which consisted of working quietly and patiently to achieve goals overseas while using military force when necessary.

3. Focusing on his Dollar Diplomacy, this president encouraged and protected American trade and investment in Latin America and Asia.

4. Believing that the United States should use its power to aid “the development of constitutional liberty in the world,” this president perused a foreign policy he called Moral Diplomacy.

5. With the help of Secretary of State John Quincy Adams, this president established a series of principles stating that the United States would view European involvement in the Western Hemisphere as a direct threat to American interests.

II. Spanish-American War:

1. This Republican assistant secretary to the Navy pushed for war against Spain.

2. President William McKinley was the last American president to have served in this ‘not-so-nice’ little war.

3. Newspaper publishers like William Randolph Hearst and this man, worked up ‘war fever’ among the American public that helped to pressure McKinley into the Spanish American War.

4. This American ship of war (while not on vacation) exploded in Cuba’s Havana harbor.

5. This U.S. amendment gave the U.S. the right to intervene in Cuba after the Spanish-American War in order to protect “life, property, and individual liberties.”

III. A Man, A Plan, A Canal, Panama:

1. The Panama Canal links these two major oceans.

2. The United States maintained control of the Panama Canal until December 31 of this year.

3. At first, the United States proposed building the Panama Canal to this Latin American country, which later rejected the proposal.
4. In 1850, the U.S. built a railroad across the Isthmus of Panama to transport Americans during this great event.

5. During this American conflict, the U.S. sent 65,000 troops to Panama to protect the canal.

IV. The Americas:

1. This European country demanded a port in present-day Dominican Republic as compensation for an unpaid loan.

2. For 72 years, this island nation experienced a total of 102 revolts, wars, or coups.

3. Determined “to teach Latin Americans to elect good men,” President Woodrow Wilson sent naval forces to this country in 1913 and imposed military rule in one of its major cities.

4. Although Charlemagne Peralte resisted American occupation in Haiti, he was later captured and killed by U.S. Marines. His body was photographed against a door with these two items to serve as a lesson to other Haitians.

5. The signing of this act by President Wilson in 1917 made Puerto Rico a U.S. territory, giving Puerto Ricans citizenship but no voting rights.

V. China and the Pacific:

1. American interests in Hawaii grew because of its fine harbors and its strategic value as this.

2. This American president withdrew the annexation treaty for Hawaii “for the purpose of re-examination.” He also received the Queen of Hawaii at the White House and replaced the stars and stripes in Honolulu with the Hawaiian flag.

3. The idea that the United States and Western Europe had a duty to ‘civilize’ other inferior cultures became known by this ‘slogan.’

4. America’s foreign policy in China, which called for allowing free trade in China and an end to European colonization, was called this.

5. In an unsuccessful attempt to expel all “foreign devils” from China, this group led an insurrection in 1900 that killed hundreds of Christian missionaries and thousands of Chinese Christians.
Homework #1

Enduring Understanding
At the beginning of the 20th Century, competition for economic, political, and military power brought the United States into international conflict.

Essential Questions
1. How did global competition motivate the United States to become a world power?
2. How did the U.S. exercise this new power?

ARTICLE TITLE: "The United States Becomes a World Power (1890-1920)"

Option #1: Editorial: Create a 2 paragraph editorial that consists of 3-5 sentences per paragraph. You will write the editorial that addresses the two Essential Questions (see above). Be sure to provide at least 3 facts from the newsletter article (underlined please) in the context of your editorial as well as a reaction to the events that you included. To what extent do you agree or disagree with what you have read in this article?

Option #2: Graphic Organizer: Create a graphic organizer that will categorize the main events, concepts, points of view, policies, etc. that you believe to be relevant to the two Essential Questions (see above). You must also include a summative/glue statement of at least 2-3 sentences that explains your personal response/reaction to the facts presented in the article. To what extent do you agree or disagree with what you have read in this article?
This Assignment addresses the following CLA Questions:

- **CLA Question #9**: Compare and contrast the foreign policies of the three presidents: Theodore Roosevelt, William H. Taft, and Woodrow Wilson.


**Newsletter pages 4 & 5**

**Instructions**

**Option #1: Editorial**: If you choose to write an editorial, you will create a 2 paragraph editorial that consists of 3-5 sentences per paragraph. You will write the editorial as a response from the point of view of your imperialist character (i.e. Lodge, Schurz, Strong, or Mahan). You must include at least 3 facts from the newsletter article (underlined please) in the context of your editorial.

**Option #2: Graphic Organizer**: If you choose to create a graphic organizer, you will categorize the main events, concepts, points of view, policies, etc. that you believe to be important in the newsletter article. You must also include a summative/glue statement of at least 2-3 sentences that accurately represents how your imperialist character (i.e. Lodge, Schurz, Strong, or Mahan) would respond to the facts presented in the article.

**Name of Character:** ________________________________
Homework #3

ARTICLE TITLE: "The Spanish-American War"  
Newsletter page 6

Instructions

Option #1: Editorial: If you choose to write an editorial, you will create a 2 paragraph editorial that consists of 3-5 sentences per paragraph. You will write the editorial from the point of view of your imperialist character (i.e. Lodge, Schurz, Strong, or Mahan). You must include at least 3 facts from the newsletter article (underlined please) in the context of your editorial.

Option #2: Graphic Organizer: If you choose to create a graphic organizer, you will categorize the main events, concepts, points of view, policies, etc. that you believe to be important in the newsletter article. You must also include a summative/glue statement of at least 2-3 sentences that accurately represents how your imperialist character (i.e. Lodge, Schurz, Strong, or Mahan) would respond to the facts presented in the article.

Name of Character: ________________________________
Instructions

Option #1: Editorial: If you choose to write an editorial, you will create a 2 paragraph editorial that consists of 3-5 sentences per paragraph. You will write the editorial from the point of view of your imperialist character (i.e. Lodge, Schurz, Strong, or Mahan). You must include at least 3 facts from the newsletter article (underlined please) in the context of your editorial.

Option #2: Graphic Organizer: If you choose to create a graphic organizer, you will categorize the main events, concepts, points of view, policies, etc. that you believe to be important in the newsletter article. You must also include a summative/glue statement of at least 2-3 sentences that accurately represents how your imperialist character (i.e. Lodge, Schurz, Strong, or Mahan) would respond to the facts presented in the article.

Name of Character: ________________________________
Homework #5

ARTICLE TITLE: "More U.S. Involvement in Latin America" and "Policing the Caribbean and Central America."

Instructions

Option #1: Editorial: If you choose to write an editorial, you will create a 2 paragraph editorial that consists of 3-5 sentences per paragraph. You will write the editorial from the point of view of your imperialist character (i.e. Lodge, Schurz, Strong, or Mahan). You must include at least 3 facts from the newsletter article (underlined please) in the context of your editorial.

Option #2: Graphic Organizer: If you choose to create a graphic organizer, you will categorize the main events, concepts, points of view, policies, etc. that you believe to be important in the newsletter article. You must also include a summative/glue statement of at least 2-3 sentences that accurately represents how your imperialist character (i.e. Lodge, Schurz, Strong, or Mahan) would respond to the facts presented in the article.

Name of Character: ________________________________
Homework #6

ARTICLE TITLE: "U.S. Involvement in Asia and the Pacific" and "U.S. Interest in China" Newsletter pages 10 & 11

Instructions

Option #1: Editorial: If you choose to write an editorial, you will create a 2 paragraph editorial that consists of 3-5 sentences per paragraph. You will write the editorial from the point of view of your imperialist character (i.e. Lodge, Schurz, Strong, or Mahan). You must include at least 3 facts from the newsletter article (underlined please) in the context of your editorial.

Option #2: Graphic Organizer: If you choose to create a graphic organizer, you will categorize the main events, concepts, points of view, policies, etc. that you believe to be important in the newsletter article. You must also include a summative/glue statement of at least 2-3 sentences that accurately represents how your imperialist character (i.e. Lodge, Schurz, Strong, or Mahan) would respond to the facts presented in the article.

Name of Character: ________________________________