

September
CCLS- R.H. 6-8.2

UNIT 3: The United States as an Expansionist Nation

Essential Question: To what degree should a nation be involved in the affairs of other nations?

8.3 EXPANSION AND IMPERIALISM: Beginning in the second half of the 19th century, economic, political and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy.

(Standards 1, 2, 3, 5)

Westward Expansion 8.3a

☐ *Manifest Destiny* ☐ *Westward expansion* ☐ *Transcontinental Railroad* ☐ *Impact/displacement on Native American cultures* ☐ *Sioux Wars, flight & surrender Chief Joseph, Crazy Horse, and treaty violations* ☐ *Creation of reservations* ☐ *Efforts to assimilate Native Americans including Dawes Act (1887), boarding schools, and Indian Reorganization Act (1934)* ☐ *Native American responses and resistance* ☐ *Article on Charging Indian Casino's taxes today*

U.S. Interaction with the World 8.3b, 8.3c

☐ *Ethnocentrism, racism, missionaries and charity* ☐ *Improved technology in transportation and communication* ☐ *Increased foreign trade* ☐ *Acquisition of Alaska and annexation of Hawaii* ☐ *Open Door Policy* ☐ *Acquisition of foreign markets and raw materials*

U.S. Foreign Policy 8.3b, 8.3d

☐ *Isolationism* ☐ *The Spanish-American War* ☐ *Yellow journalism* ☐ *Roosevelt Corollary to Monroe Doctrine (Big Stick Policy)*
☐ *Panama Canal* ☐ *Neutrality policy towards Europe* ☐ *Imperialism* ☐ *Cuba* ☐ *Puerto Rico* ☐ *Philippines*

Quiz on Sept work on or about: 10/1/18

On the quiz you will have to either identify, define or explain the following: Manifest Destiny, Westward Expansion, Indian resistance/responses-include Lakota Wars (Sioux Wars), Chief Joseph, Crazy Horse, Dawes Act, Indian Reorganization Act, White man's burden, Acquiring Alaska & Hawaii, the Open Door Policy, Isolationism, Yellow Journalism, the Maine, Spanish American War, Monroe Doctrine->Roosevelt Corollary-[Big Stick policy], Imperialism through acquiring Cuba, Puerto Rico and Philippines.

MOVIES & Series- put visuals to the information you intake at school! Parents must look up the view ratings as some movies may be rated R. Remember, movies are made to make money, therefore all of what you watch may be based in a historical topic, but may indeed be fictional or over exaggerated.

-**Lewis & Clark: 1803-1806 (NR, Netflix)**

-How the West was Won: 1840s-1880s (G)

-**Geronimo: An American Legend (1880s ? Rating)**

-Crazy Horse (1996-made for TV)

-Bury Heart at Wounded Knee (HBO, made for TV)

-**The Alamo: 1836 (PG-13)**

-The West 1806-1887 (NR, Netflix)

-**Custer's Last Stand (1936 ? Rating)**

-

0- 9/7 Kickoff to unit..... I can review Westward Expansion in the United States.

From 7th grade, what do you remember about this drawing or Westward Expansion during the 1800s? Discuss at your table- TPS 2min.

"American Progress"



Write 3 things you see in your notebook.- 1min-quick write.

Write what this drawing makes think in your notebook. 2min

Write what this drawing makes you wonder in your notebook. 3min

According to this drawing, what is *progress* and what does it look like?-2-3m

How do you think a community or nation shows *progress*?2-3m

How does this image illustrate *progress*?2-3min

• Manifest Destiny-

• Westward expansion-

Do you think the idea of Manifest Destiny was/were beneficial or harmful? 3-5

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1.Date:_____LT-I can examine the effects of the transcontinental railroad on the movement toward westward expansion. Write the packet page number in your notebook.
Transportation in the 19th century (1800 to 1899)

Kick off: 4 min

In 1909, Ellinore Pruitt Stewart wrote to a friend in Arkansas from her farm in Burnt Fork, Wyoming:

"This has been for me the busiest, happiest summer I can remember. I have worked very hard, but it has been work that I really enjoy... I have done most of my cooking at night, have milked seven cows every day, and have done all the hay-cutting... But I have found time to put up thirty pints of jelly and the same amount of jam for myself... I wish I could get some of it to you, I am sure your would like it."

1) Why won't Ellinore try to send her friend some jam? What do you think? How do you know?

2) Is Ellinore's statement a primary or secondary source?



1900 The Great Plains had become home to more than half a million farmers. Plains farmers had to overcome many hardships.

7 min: DIRECTIONS: Today we ensure we understand specific facts about Transportation in the 19th Century and specific E.L.A. mechanics; nouns, noun markers, verbs. These you must

Directions: Must complete bold #s. Circle the nouns, underline the verbs and put a square around noun markers in the informational sentences below. Remember a noun names a person, place, or thing.

1. In 1859, prospectors struck gold in Nevada.
2. Finding *the* gold became known as *the* "Comstock Lode."
3. A lode is *a* rich vein of gold and silver.
4. *The* Comstock Lode attracted prospectors.
5. Prospectors are people in search of mineral riches.
6. Miners came from all over the U.S., Mexico, and even China.
7. They all traveled to *the* Western U.S. to dig for gold.
8. Most miners were men.
9. Striking gold and silver in *the* West aided Westward Expansion in *the* U.S.
10. Even women went West to open businesses.
11. Women opened boarding houses, restaurants, and cleaning or sewing services.

know. A noun is a person, place or thing. A *noun marker* is "A" or "a", "an" and "The" or "the" they tell you a noun present. A *verb* is the word that indicates action-past/present/future.

After reading: Did you circle the nouns? Do you realize if any noun was deleted the sentence might not make any sense? Block out the noun from one of the sentences and read the sentence without it. Does it make sense? Of course not! Now it's a fragment sentence. Only phrases and commands can be considered correct without a noun and verb. Remember this in your own writing. We want to write on 8th grade level and avoid writing fragment sentences.

Back to content:

You've read 11 sentences, what did you learn? You may write your answer using abbreviations, symbols and words.

.....

 Remember, this is 1859, how are these settlers

going to get supplies to survive?

.....
 Think, make a questions about Westward Expansion and the mining business?

.....

How did mining change the West? Read directions:

Directions: Today we do a gallery pass! Documents are given to each group, 3min group answers Qs. We then pass the docs to the next group, repeat process. Share what we learn.

Criteria for success: activity booklet pages 1-10, print up 9/10 for classes.

- 1- Carefully review information w/ graphics placed on your table.
- 2- The group, as a whole, learns information by extracting answers to questions and writes the answers in your notebook or on the graphic organizer provided.
- 3- When the timer rings, pass the information to the next group.
- 4- Start from #1 again. Pretty simple, huh?

CHOICES: Write your answers under your learning target IN your notebook, or on the graphic organizer. If completing in your notebook, restate the question in your answer. The first question is partially restated for you.

EXIT * You have much information about the railroads' effect in the United States. Read the statement below and consider the historian's opinion. On a separate sheet to turn in, agree or disagree with the opinion position stated BELOW and give a justification for your decision with evidence. A paragraph has a minimum 3 sentences that includes evidence from your learning, NOT just your opinion. ***BE mindful of your sentence structure (nouns & verbs), capitalization, and punctuation! All are part of your grade!***

Statement: Ranking the Railroad, one historians' opinion:

"Some historians argue that the railroad was the greatest technological development in the United States in the 19th century. "

-----stop-----

2.DATE_____ **LT-I Can** examine examples of Native American resistance to the western encroachment. Write the packet page number in your notebook under the learning target.

1min: Criteria for Success:- soon you will be making your own Criteria for Success.

I can watch video/read information about NAI and create notes in a special format.

I can insert definitions for missing vocabulary terms.

I can compare two maps showing effects of Westward Expansion on NAI and answer corresponding questions.

I can account for my time in class by sharing my understanding.

Vocabulary- 2min-the words that unlock information to aid understanding.

Encroachment- intrusion on a person's territory.

Treaty- a formal agreement between countries.

Reservation- a limited area set aside for Native Americans.

Sioux Wars-

Sioux leaders-

QUESTION: Who lived in the west before settlers migrated there? _____

15min: Learning & Note making exercise: **Write small!** You have several types of symbols you can use to take/make notes. You are also aware, that when it comes to note taking you may abbreviate any word or phrase so long as you will recognize it when you go to study. Let's practice note-making skills and learn about the Sioux War of 1876.

Chief Joseph go to <http://www.biography.com/people/chief-joseph-9358227>

Sioux War of 1876- Fighting over the Lakota territory, Native American Indian land (slide 7 for para1)

It seems that any time the Indians settled to an area of living, eventually some mineral rich resource would be found there! In 1874, prospectors found gold in the Black Hills region, the Dakotas, on the **Sioux** and Lakota reservation. Thousands of miners rushed to the land that the government had given to them by treaty. The Indians fought back in what became known as the **Sioux War of 1876**.

Notes->.....
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In June 1876, Colonel George A. Custer led a column of soldiers into the Little Bighorn Valley in the Montana Territory. Although outnumbered, Custer did not wait for more soldiers. Instead, he attacked with only 225 men.

Notes->.....
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The ***Battle of Little Bighorn***, was a victory for the Indians, all 225 soldiers were killed by Sioux leaders Sitting Bull and Crazy Horse. A winter or so later the U.S. Army returned with many regiments of men and split the Sioux, Lakota and Cheyenne and forced them onto smaller reservations.

Notes->.....
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1-Why do you think the U.S. government treated the Indians in this way? (complete sentences or NTF)

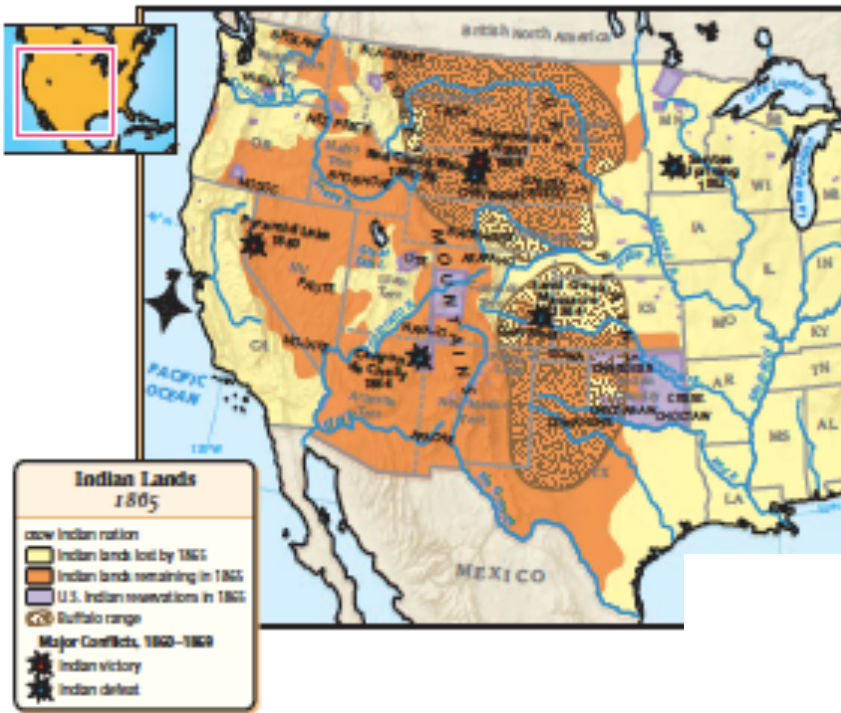
How beneficial was the idea of Manifest Destiny, Westward Expansion, and progress for Native American Indians? Let's review the maps and questions on the next page to find out!

What we don't finish we do for homework- stay focused! Compare 2 maps, top shows NAI lands around 1805. The second map shows NAI lands around 1890, after Westward Expansion was somewhat complete.

A color version of both maps is on the power-point, it will help you to answer the questions.

1-How have the boundaries of the Indian nations changed over time?

Document Set: Indian Lands



2-What conclusions can be drawn?

3-What conflict occurred between Americans expanding and Natives?

4-Other than a 'God given right' to expand, what other logical reason could the American government have to desire this expansion?



5-What impact do you think this had on Native Indians?

6-What impact or inner conflict do you think this might have had on Americans pushing Westward?

"Fathers, your young men have devastated the country and killed my animals-the elk, the deer, the antelope, and my buffalo. They do not kill them to eat them; they leave them to rot where they fall. Fathers, if I went into your country to kill your animals, what would you say? Should I not be wrong, and would you not make war on me?"

**Bear Tooth, an Indian Crow Chief,
1867, Native American Warriors**

7-Describe Threats

EXIT SLIP- from PPT

You can learn more about the Sioux at <http://www.history.com/topics/native-american-history/native-american-cultures/videos/the-last-of-the-sioux>

ENRICHMENT: EXCR: Proper heading, complete on a separate sheet to turn in tomorrow.

Why did treaties between the U.S. and Native American Indians fail to make peace in the plains (middle) of the United States? Include evidence from this afternoon's note making in your answer. Connect what you've learned to the question!

-----STOP-----

3.DATE:_____ LT-): I can examine efforts to assimilate Native Americans by the U.S. government.

Criteria for Success:

I can read information on NAI assimilation and determine its positive and negative value.

I can view before and after photos of NAI and examine the difference.

I can understand the Dawes Act through reading.

I can determine changes made to the Dawes Act.

I can circle nouns, verbs, and noun markers to aid my ELA skills.

Video: *America Reframed | Little Dream Catchers, Assimilation 2min begins @ 7:44, rest of video focus is really on today's problems on reservations and the fact that they are trying to reclaim a culture that has been taken from their ancestors. Reservations are indeed their own nation, dealt with by our government as if they were a foreign country within our country.*

<https://www.theatlantic.com/video/index/500780/legacy-native-americans-forced-assimilation/>

Vocabulary:

Assimilate=

This photograph taken at the Carlisle Indian Industrial Schools shows Apache children at the time of their arrival at the school in November of 1886.



Vocabulary:

“Indian Reorganization Act”. - Law that tried to “Americanize Native Indians and increase Indian self-government & self responsibility.

Dawes Act-

Circle nouns, underline verbs, and square noun markers (refer p4 of S.B.) in this reading.

Can you and your group write the note below in a proper and complete sentence?

U.S. Policies regarding Native American Indians.

One such law created by Congress was *the Dawes Act* aiming to “Americanize” the Native Americans. The act encouraged Indians to become farmers. However, the Indian belief system was contrary to that of whites. The Indians believed land could not be owned, it belonged to everyone. The act gave reservation families rights, privileges, and protections of other U.S. citizens but it also broke up reservations, giving some land to individual Native Americans, while selling the rest to settlers. This act allowed for industrialization, especially in the area of agriculture and railroads. Due to this act, by 1932 settlers had taken about two-thirds of the territory that had been set for Native Americans. The act took away the power of Native American leaders. In their place, it appointed government agents to make most decisions. Native Americans received no money from the sale of these lands. Different states treated their reservations and Native American population differently. Some states ensured that reservations had basic necessities of schools and opportunity for social and economic growth while other states did very little. Overall the U.S. federal government did little to aid the Native American Indian in their new placement, citing that the Indians needed to make their own opportunity.

Focused Annotations:

What is the Dawes Act? **Write it above, p6.**

Why do you think the Native American Indians had problems with the Dawes Act? Make a list below:

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RE-write this NTF information into a complete sentence!

Indian Reorganization Act= 1934 U.S. gov’t | federal controls + |’ed Indian self-gov’t.

Chiricahua Apache Four Months After Arriving at Carlisle Indian School



The children in this picture are the same who had arrived at the Carlisle Indian Industrial School four months after their arrival. What differences can you see?

If we have time we will read a story about one NAI child’s experience.

To learn more about Indian rights today
<http://www.bia.gov/FAQs/>

HOMEWORK: DIRECTIONS: Using what you've learned about Western Expansion, settlers, Native Indians and the U.S. government complete the 'because - but- so' below. Go back into your packet and your notes taken in class to properly complete the task. Do not copy anything word for word from the text, as that does not show YOUR KNOWLEDGE.

1) From the Native American Indian point of view:

Native American Indians struggled with Western Expansion because _____

Native American Indians struggled with Western Expansion, but _____

Native American Indians struggled with Western Expansion, so _____

2) From the U.S. Gov't / settlers point of view:

The U.S. Government and settlers struggled with Native American Indians because _____

The U.S. Government and settlers struggled with Native American Indians, but _____

The U.S. Government and settlers struggled with Native American Indians, so _____

Students are offered extra credit assignments throughout each unit to help students boost their grades. **THIS IS YOUR OPPORTUNITY FOR EXTRA CREDIT!** Do not ask for more or other extra credit, this is it.

EXTRA CREDIT: Student choice, complete either 1 or 2 below in the space provided. Credit will be given on your the Notebook Review/check at a later date.

Use proper heading, try to make a catchy topic sentence, it's part of your points.

1) Describe the goals of the government regarding Native American Indians in paragraph form as an exit slip. You CAN look up additional information on the Internet.

2) Create a web with Native American Indians as the center. Describe what has happened to them.

----- stop

4- Date_____ LT- **I can** review NAI responses and resistance to Westward Expansion through reviewing answers to –because/but/so stems and watching video on the topic.

Criteria for success:

- I can review using because, but and so based in factual learned information.
- I can review additional NAI responses and resistance through video & annotating.
- I can understand how the Supreme Court decisions help/hurt depending on the era.

Worcester v. Georgia- What was the lawsuit? _____
What was the decision? _____

Quick simple 2 minute audio summary of Worcester v Georgia:

<https://www.youtube.com/watch?v=xd5qVE9LRFc>

8min story cartoon & primary source picture version of Trail of Tears & Worcester v Georgia.

<https://www.youtube.com/watch?v=1j9GqySlcaU>

History.com version of Worcester v Georgia and the Trail of Tears.

<https://www.history.com/topics/native-american-history/trail-of-tears>

-----stop

5- Date_____ LT I can examine words associated with U.S. expansion within and outside of or borders.

Vocabulary:

ethnocentrism | ,eTHnō'sentrizəm | noun - evaluation of other cultures according to what you think are proper standards and customs from your own culture.

Example: _____

racism | 'rā,sizəm | noun -prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

- the belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as inferior or superior to another race or races: *theories of racism*.

Example: _____

missionary- noun (plural **missionaries**) a person sent on a religious mission, especially one sent to promote Christianity in a foreign country.

Example: _____

charity | 'CHerədē | noun (plural **charities**) **1** an organization set up to provide help and raise money for those in need.

Example: _____

Rudyard Kipling and “The White Man’s Burden”- British novelist and poet. Kipling urged the U.S. to take up the “burden” of empire, as had Britain and other European nations. Of course this meant overtaking heathen, or uncivilized, peoples and their cultures and instilling in them civilized religious ways. These civilized people, known as **Imperialists**, also showed those heathens how to utilize their land and their resources. A short excerpt reads:

“Go send your sons to exile
To serve your captives’ need...” _____

Imperialist- adjective of, relating to, supporting, or practicing imperialism.

Imperialism noun a policy of extending a country's power and influence through diplomacy or military force.

Imperialism in the Caribbean and South America, 1898–1917



6. Date: _____ **LT-I can** assess the events surrounding the annexation of Hawaii.

Vocabulary:

Annex- add (territory) to one's own territory

Run-on sentence- a sentence without pause containing two or more independent clauses or thoughts.

Directions: The paragraph below has been broken into may Run-on sentences. Your task is to break down the Run-on sentences into individual sentences while learning about Hawaii and its connection to the United States.

The first short paragraph has been done for you. Separate the sentences using a "/" mark. Cross out conjunction words that help create the 'Run-on" sentence.

Hawaii

1.The Hawaiian Islands lay between the United States and Japan ~~and~~//controlling Hawaii would give the United States a commercial, *or merchant outpost* ~~and~~//controlling Hawaii would give the United States a military outpost in the Pacific Ocean // Europeans and Americans first learned about Hawaii in 1778, it was a tropical paradise.

2.Hawaii is a chain of eight large islands and more than 100 smaller islands they are located in the Pacific Ocean, southwest of California the islands have rich soil, a warm climate, and plenty of rain.

2a. These conditions make it possible to grow crops all year long and Hawaii belonged to a people called the Polynesia they came from the Central and South Pacific and in 1820 American missionaries arrived there to convert the Hawaiians to Christianity.

Composition Writing Task

Directions: Properly break apart the run-on sentences at left as we read the short story.. Use punctuation, capitalization, and try to keep each sentence to one or two ideas about the same topic. Number one has been done for you already.

1. _____ Japan. ~~Controlling, take away and, cap~~
~~Controlling.~~

_____ Outpost. ~~Controlling remove and, cap~~
~~controlling~~

2. _____

2a _____

3. Missionaries and other Americans advised the rulers of Hawaii they helped write Hawaii's first constitution in 1839 and by the mid-1800s, Americans had set up many large sugar plantations in Hawaii.

3a. The planters wanted cheap labor, so they brought over thousands of workers from China Korea the Philippines and Japan.

3b. As the sugar industry in Hawaii grew so did the power of American sugar planters in 1887 they forced the Hawaiian king Kalakaua, to accept a new constitution and it reduced the king's power while increasing the planters' influence.

4. In 1891, Kalakaua died and his sister Liliuokalani (lih lee oo oh kah lah nee) heir to the throne came to power then as queen she rejected the new constitution and tried to restore the kingdoms' independence and faced with American guns the queen gave up her throne.

3 _____

3b _____

4. _____

1) How will you AVOID writing Run-On sentences in the future?

She wrote, "I, Liliuokalani, do hereby solemnly protest against any and all acts done against myself and the constitutional Government of the Hawaiian Kingdom... I yield, or give in, to the superior force of the United States of America, whose ambassador... has caused United States troops to be landed on Hawaii ... Now, to avoid any collision of armed forces and perhaps the loss of life, I do this under protest, and impelled by said force, yield my authority."

Compare what you wrote to the structured paragraphs on the handout [Activity book pg37].

Where were you correct in your writing? What mistakes did you make? How will you change your writing in the future?- You must make a plan in order to change your habit!

----- Writing Revolution activity-

Think -Pair-Share: How do you think Hawaii became part of the United States? Write your ideas below:

EXTRA CREDIT: If you would like to learn more about the annexation of Hawaii view these videos on the Internet. What more did you learn from the video about the annexation of Hawaii? On a separate sheet list 3 or more accurate pieces of information you learned from watching the video(s) and earn additional credit!

<https://www.youtube.com/watch?v=1Wk41oS8o7E> -

<https://www.youtube.com/watch?v=XpsmUCtsd2o> You can watch more on you tube!

-----stop

L7 Date _____ I can explain why the United States acquired, obtained or purchased, Alaska.

Criteria For Success:

I can comprehend necessary vocabulary.

I can review ideas about acquiring Alaska.

I can determine whether or not Alaska was a smart purchase.

Vocabulary:

Acquire- _____

William Seward- _____

Seward's Folly - _____

Annex- _____

Imperialism - _____

Manifest Destiny - _____

2 minute video on the purchase of Alaska:

<https://www.youtube.com/watch?v=S0728KJWsxM>

Annotate facts that include- geography & economics:

What is Alaska like? Why buy it?



Keep in mind the idea of Manifest Destiny, expanding the U.S., and spreading U.S. culture. Secretary of State, William Seward, negotiated a deal with the czar [emperor] of Russia to buy the land known as Alaska. Russians feared that they might lose the land to Great Britain, and didn't want that enemy so close. Therefore, selling the land to the U.S. seemed a good idea. But why buy it? Isn't it just a frozen desert? What could the U.S. possibly achieve by acquiring Alaska?

Many people were against buying the land of Alaska. They thought it was a large, cold wasteland. Few Americans believed that anyone would want to live there. William Seward insisted the purchase would be good for the U.S. and convinced Congress to make the purchase. The United States purchased the land of Alaska for \$7.2 million (\$122,597,513.51 in 2018 \$). Contrary to what people had thought, it turned out to be a very wise purchase! Alaska gave the United States a large area of land rich in natural resources like: dairy, crabs, fish, forestry, fur, greenhouse products, hay, potatoes, reindeer, platinum, shrimp and vegetables. One of the biggest industries in Alaska is mining. Besides gold, Alaska has major supplies of coal, natural gasses, oil and zinc. Additionally, by adding Alaska, the U.S. grew in size by more than 570,000 miles. In 1959, Alaska became the largest state in the country.

William Seward wanted to purchase Alaska because _____

William Seward wanted to purchase Alaska, but _____

William Seward wanted to purchase Alaska, so _____

15 minute informative documentary made during the 1960s:

<https://www.youtube.com/watch?v=dz9bY9yVSIA>

-----stop

8. Date _____ **LT-I can examine the purpose and effects of the Open Door Policy. Activity book 26-34**

You'll learn through the video & **PUCK** political cartoons (with all of the animals), as well as others, that the U.S. acted as a type of negotiator between several countries and China. The U.S. were/was proposing an **Open Door Policy**. **What questions do you have about this idea of an Open Door Policy?**
Discuss with your group, and come up with a single group question.

-What do you think an Open Door Policy is?

Let's find out. Take Video Notes below- focus on 5Ws of Video. **Open Door Policy:**

Today we will focus mainly on a single political cartoon. If we finish early we can do more or discuss how artists use symbols to express their ideas. A political cartoon is a piece of artwork made to convey, or tell, a political message to its audience. A political cartoon always has a political message about a specific government issue, law, event, or government action/reactions to issues in society. Today's lesson's political cartoons will deal with the issue of the **Open Door Policy** in regard to **imperialism** and **U.S. Expansion** in the late 1800s and early 1900s!

Write notes how to break down a political cartoon and how this cartoon captures the Open Door Policy in your notebook.

CRITICAL THINKING:

1-Do you think the U.S. is still acting like a negotiator in today's world? **Y-N** Why?

2- How is/isn't the U.S. gov't is acting like a negotiator? Can you support your answer to 1 with ideas or facts that you know?

3-Discuss your answers with your group, debate the topic if there are different views.

Express your understanding, opinions in writing with credible evidence in your notebook.

EX CREDIT FOR EARLY FINISHERS:

If you and your group were U.S. gov't leaders what position would you take? Would you be a negotiator with other countries? Would you isolate the country? Would you only act in certain situations?

Discuss, and we'll share out, maybe even debate a bit.

Exit Slip:

You see how the U.S. acted during the late 1800s and early 1900s through the many you viewed and discussed in class. Now take that knowledge and how you feel about the policy and complete an exit slip:

Make a statement:

The "Open Door Policy" was _____

Use the stem with because but so. You have to really think it through!

The "Open Door Policy" was _____ because _____

•The "Open Door Policy" was _____, but _____

•The "Open Door Policy" was _____, so _____

HOMEWORK: Watch one of the two videos below. Answer the 2 short questions then complete the information requested for the political cartoon.

Informative video on the Monroe Doctrine:

<https://www.youtube.com/watch?v=Woh4gwIFpic>

Short simple video on Monroe Doctrine, Doctrine is explained in the first 2 minutes, that's what matters: <https://www.youtube.com/watch?v=Woh4gwIFpic>

1-Who was Monroe?_____

2- In simple language, what is the Monroe Doctrine, describe what it does below:



3) The general purpose of any political cartoon is to portray a political idea or feeling about a political event. All parts of a political cartoon have meaning, each character or item drawn symbolizes something. 5 items are labeled in the cartoon. Do your best to connect each item with the United States, Manifest Destiny, and the Monroe Doctrine.

Break down the political cartoon above. Attach its symbolism to the Monroe Doctrine.

Image:___1___ Symbolism:_____

Image:___2___ Symbolism: The hat symbolizes Monroe's Doctrine , the U.S. will protect this area.

Image:___3___ Symbolism:_____

Image:___4___ Symbolism:_____

Image:___5___ Symbolism:_____

4) Explain how the images symbolize the Monroe Doctrine

-----stop

Entire table: Why is accurate honest journalism important to a society?

HOMEWORK FOR 9th LT:

Answer these questions now that you have reviewed and discussed the probable causes for the explosion on the Maine in 1898.

Do you think outrageous headlines from 1890s influenced society to believe what may have been a lie?

Could outrageous headlines in today’s newscasts cause our current society to push our government to make poor decisions? _____

What can we do as conscientious citizens to ensure we are not going with the flow of opinion but fact?

In the U.S. the 1st Amendment allows for freedom of speech, and freedom of the press. Should there be some type of penalty when members of the press over exaggerate an event to gain viewership?

-----stop

Who won the Spanish American War? 20min

On April 20, 1898, the United States went to war with Spain. The first battle took place in the Philippines. The Philippines had been a Spanish colony for 300 years. They had rebelled many times. In 1896, they began another rebellion.

In Cuba, the American navy blocked off the harbor of Santiago de Cuba. Spanish ships could not leave. Then American troops landed on the island in June 1898.

When the Spanish ships tried to leave the harbor, their fleet was destroyed. This led the Spanish to surrender on July 25.

Spain quickly agreed to a peace treaty. The **Treaty of Paris** granted Cuba its independence. Spain gave Puerto Rico and the Pacific island of Guam to the United States. The United States paid Spain \$20 million for the annexation of the Philippine Islands. The Treaty of Paris touched off a great debate in the United States about imperialism. President McKinley was in favor of it. But some Americans said annexing territories violated the spirit of the Declaration of Independence by denying self-government to the new territories. Booker T. Washington and Samuel Gompers also opposed the treaty. The Senate approved the treaty on February 6, 1899.

[illegible]

1) Where did the fighting take place? List:

2) What three territories did the U.S. get from the war with Spain?

3) Complete the ELA support activity in your notebook- it's on Smart-board.

-----stop

11. DATE _____ LT- I can evaluate the necessity of the Panama Canal.

Vocabulary-

Canal- _____

Columbia- _____

Panama- _____

The Roosevelt Corollary and the Panama Canal

By 1903, there was/were plans to construct a canal in the Colombia owned region of Panama in Central America. Like many Americans, Theodore Roosevelt, who was/were President at the time, appreciated the strategic and commercial advantages of building a canal across Central America to eliminate the long, hazardous voyage around South America. Political problems stood in the way, however. Columbian officials did not agree to the canal under the terms the U.S. wanted. When the U.S. and Columbia could not come to an agreement, the U.S. helped Panama to rebel against Columbia. This rebellion led to an independent Panama. In return for helping Panama become its own country and shed its Columbian roots, the U.S. received permission to build the canal in the 'Canal Zone', a thin isthmus between the Caribbean Sea and Pacific Oceans.



After years of very hard work and development, the Canal opened for business in 1914, long after Roosevelt's presidency ended. The transport time between the West and East Coast of the United States was/were cut in half for our military. The U.S. could now mobilize its Naval forces with much more efficiency, readiness, and quickness in protection of its continental borders as well as its territories in the Pacific. The U.S. government maintained control of the Panama Canal from 1903 into the 1970s when we turned the Canal over to the Panamanians.

WR: Is there an appositive(s) in the text above? If so, underline it/them.

Political Cartoon Skills: Follow the teacher w/ PPT

1) What are the symbols in the cartoon? _____

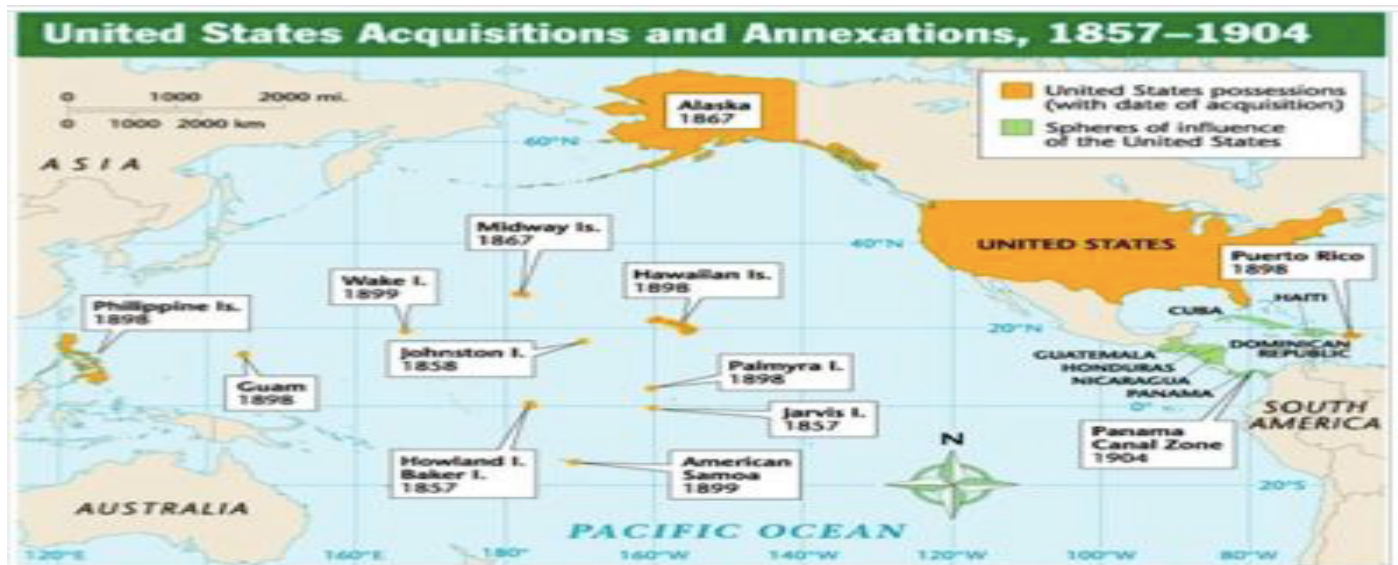
2) What do they represent? _____

3) What is the overall message of the cartoon? Use evidence from the cartoon to support your ideas. _____

Is it obvious how the artist feels about the situation? Explain _____

After all is said and done, **to what degree should a nation be involved in the affairs of other nations?** Decide the degree you believe to be appropriate, note the pros and cons.

HOMEWORK: Review U.S. acquisitions below. Then on a separate sheet of loose-leaf to turn in tomorrow answer the four questions below. Restate each question in the answer you write on loose leaf.



American Expansion and Imperialism 1898-1917

<u>Date</u>	<u>Territory</u>	<u>How area was acquired</u>
1898	Hawaii	-Annexation after 1893 revolution
1898	Puerto Rico	-Gained from Spain after Spanish-American War
1898	Guam	-Gained from Spain after Spanish-American War
1898	Philippines	-Gained from Spain after Spanish-American War
1899	Samoa	-Treaty with Great Britain
1899	Wake Island	-Annexation
1903	Panama Canal Zone	-Treaty with Panama
1917	Virgin Islands	-Purchased from Denmark

Map of Pacific and Caribbean areas acquired_between 1898-1917

Answer all questions on a separate sheet with a proper heading!

Essential Question: Why is America trying to expand outside of its borders?

- 1) Why would America try to expand beyond its own borders? For what purpose(s)?
- 2) Do you think American imperialism and expansion good for the United States? _____
- 3) Why? Explain your answer to #2 using facts and reasoning.
- 4) Should the U.S. Government act in this way on behalf of U.S. businesses? Explain your answer using facts and reasoning.

Extra Credit HW- IMPERIALISM: Many times these political cartoons portray the U.S. in a negative manner. Could you create a political cartoon about the same situation that portrays U.S. positively?

-----stop

12 Date _____ LT-I can evaluate the United States actions taken under the Roosevelt Corollary.

REVIEW: Remember-The Monroe Doctrine of 1823 *warned foreign powers to stay out of the Western Hemisphere.* For several decades, the relatively weak United States seldom referred to the doctrine. It was/were used, however, to support the American annexation of Texas, as well as during the Mexican War. It was/were used again, at the end of the Civil War, against France, which had set up a puppet government in Mexico and refused to give in to American demands to withdraw. France withdrew only after the U.S. massed troops along the Mexican border.

President Monroe created the Monroe Doctrine in 1823 because _____

President Monroe created the Monroe Doctrine in 1823, but _____

President Monroe created the Monroe Doctrine in 1823, so _____

THE ROOSEVELT COROLLARY

Annotations

President Theodore Roosevelt, further reinforced, even interpreted, the Monroe Doctrine. Economic problems in Venezuela and the Dominican Republic led to threats of European intervention. In both cases, the U.S. stepped in to restore order. Roosevelt explained American policy in a 1904 message to Congress. If a nation in the Western Hemisphere is guilty of consistently behaving wrongly, he said, the Monroe Doctrine requires that the U.S. step in and **act “as an international police power.”** This policy is known as the **Roosevelt Corollary** to the Monroe Doctrine.

THE BIG STICK POLICY, *another way of saying Roosevelt Corollary.*

With the Monroe Doctrine as its justification, the U.S. intervened often in Latin American affairs, usually to protect American economic interests. Roosevelt was famous for the motto “Speak softly and carry a big stick.” This meant that the U.S. would use peaceful methods to protect its interests whenever possible, but that it would use military force if necessary.

Analyzing Documents: S.I.G.H.T., 3 observations, what can you infer, what question do you have?

Theodore Roosevelt where/was/were famous for the statement, "Speak softly and carry a big stick." Examine the cartoon, then answer the questions that follow.



ANSWER IN YOUR NOTEBOOK.

S.I.G.H.T.

Now restate and answer question 1-2-3.

- 1) What does the big stick in the cartoon represent?
- 2) What evidence is there in that in recent decades the Roosevelt Corollary was used in Latin America?
- 3) The Roosevelt Corollary to the Monroe Doctrine stated that "Chronic wrongdoing...may force the U.S., however, reluctantly... to the exercise of an international police power. How is his attitude expressed in the cartoon?

AFTER READING, ANNOTATING, DISCUSSING AND COMPLETING THE QUESTIONS FOR THE POLITICAL CARTOON ABOVE ANSWER THE FOLLOWING QUESTIONS:

Break down the political cartoon above. Attach its symbolism to the Monroe Doctrine.

Image: _____ Symbolism: _____

Image: _____ Symbolism: _____

Image: _____ Symbolism: _____

Image: _____ Symbolism: _____

Image: _____ Symbolism: _____

1) Explain what the Roosevelt Corollary did?

2) Was this a positive action for the U.S., why? Explain your answer.

3) Do you think it had negative effects? If so to whom, explain.

Enrichment: How are the U.S., Puerto Rico, and Cuba connected?

DIRECTIONS: Read the excerpts below and properly answer the questions/activity that follow each. If you find yourself trying to pronounce words as you read, you must re-read the segment a 2nd time, this time fluently, in order to understand the information. Use context clues to figure out bolded vocabulary terms.

Ruling Puerto Rico

Puerto Rico had become an American territory as a result of the Spanish-American War. American forces landed in Puerto Rico in July 1898. The commanding officer declared that the Americans were there to protect the Puerto Ricans. But other U.S. military officials insulted the Puerto Ricans. They spoke of them as children and set limits on their personal freedom. Many Puerto Ricans began to resent the military government. In 1900, the U.S. Congress passed the **Foraker Act** which ended military rule in Puerto Rico and set up a civil government.

The United States kept strict control over the Puerto Rican people and their government. In 1917, however, Congress made Puerto Ricans U.S. citizens, but to this day they do not have a voice in Congress. They have a representative in Washington D.C. who conveys the wants, ideas, and hopes of Puerto Rican Americans, but he does not have the right to vote on any laws like representatives from other U.S. States. Finally, Puerto Ricans may vote in a Presidential primary (helps to choose who will run for president), but they are not allowed to vote during the Presidential election.

Comprehension: Restate questions & answer them.

1) What is the relationship between the U.S. and Puerto Rico like? Explain in your own words.

2) Make a judgment about the value of the relationship. Why is it important or not important?

Cuba and the United States

Cuba was officially independent after the Spanish-American War. The U.S. army, however, remained in Cuba for four years. It punished Cubans who did not like this American **occupation**, or *standing foreign army*. In 1900, the new Cuban government wrote a constitution. The U.S. insisted they add the **Platt Amendment**. The Platt Amendment limited Cuba's rights in dealing with other countries. It gave the U.S. special privileges, including the right to **intervene**, or *to come between and alter results and events*, to preserve order.

Cuba became a U.S. **protectorate**, *a country whose affairs are partially controlled by a stronger power*. The U.S. insisted on these rights because of economic interests in Cuba. There are many fruit and sugar cane plantations in Cuba. These interests included plantations of sugar and fruit owned by American citizens. Eventually, in the 1950s rebels overthrew the government, took control of the country, and made it a communist society.

Additionally, in the Pacific area, the U.S. made many economic gains. They influenced trade with China using the "**Open Door Policy**", in the Philippines the U.S. set up a government similar to the one they set up in Cuba. The U.S. also acquired, or *gained*, several other islands because of the island's strategic location in the Pacific Ocean (see your p18 top). With every territory the U.S. acquired or *gained* control of, there was the spread of American culture and influence, which made the U.S., as a country stronger and more powerful in the world.

Critical Thinking Skills: no race, just answer.

Why did the U.S. exert its power in South America and in the Pacific Ocean? _____

FINALLY YOU CAN- Evaluate:

Do you think the government of the U.S. was wrong in trying to protect its citizens' rights and to expand its influence beyond the borders of the continent?

Support your answer with logical reasoning and whatever evidence you can find in your packet, or the reading. Devise your answer using complete sentences, proper punctuation and capitalization.

EXCR: Show you understand the facts and the effects.

Comprehension and Writing practice:

Cuba became independent after the Spanish-American War because _____

Cuba became independent after the Spanish-American War, but _____

Cuba became independent after the Spanish-American War, so _____

Flow Chart:

Puerto Rico TODAY- Changes I would make BETWEEN U.S. gov't & P.R.

