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U.S. Imperialism and Expansion at the Turn of the 19th Century [11th grade]

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Trinity University:
Education Department

Carly Dodd

[U.S. IMPERIALISM AND EXPANSION AT THE TURN OF THE 19TH CENTURY]

Understanding By Design Curriculum Units.

Grade Level: 11th Grade
Subject: United States History Since Reconstruction
Time Frame: 11 block-schedule days
School District: North East ISD
School: Robert E. Lee High School
School Address and Phone:
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San Antonio, TX 78213
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Brief Summary:
This unit outlines U.S. expansion and imperialism at the turn of the 19th century, a policy change from America's traditional stance of isolationism. The content covers newly acquired U.S. territories, the Spanish-American War, changing U.S. foreign policy through Theodore Roosevelt and John Jay, as well as the historical debate of the time period: the growth of anti-imperialists. The unit uses secondary and primary sources, cooperative learning methods, and an emphasis on vocabulary to not only allow students depth in learning, but also a foundation with which to be successful for TAKS. The unit's two essential questions ask students to explore the deeper motivations and stipulations of imperialism, while connecting it to the modern day issue of U.S. involvement in Iraq. The unit is estimated to take eleven 90 minute block class periods, however it can easily be manipulated for a lesser time block. The unit aligns with NEISD scope and sequence as well as the standards outlined in the TEKS.

Day One • Imperialism Pizza Chat • Brainstorm session: reasons for imperialism • Introduce first essential questions	**Day Two** • What is an empire? • Imperialism definition and note packets • Modified jigsaw activity: Alaska and Hawaii	**Day Three** • Reflective writing entrance ticket • Spanish-American War video segment • Introduce "yellow journalism" "Cuba in the Headlines"	**Day Four** • Multiple Choice entrance ticket • Political cartoon analysis practice • Examining Cuba in the Spanish-American War through political cartoons
Day Five • What should the U.S. do with the newly acquired territories from the Spanish-American War? • Territory outcome presentations • Imperialism Venn Diagram	**Day Six** • Introduce second essential question • Introduce anti-imperialists and pro-imperialists • anti-imperialists and pro-imperialists quote and t-chart activity • Silent Debate	**Day Seven** • Mini-assessment: U.S. imperialism in the Caribbean area • Introduce U.S. imperialism in Asia—stand and share process • Student Jigsaw Activity (Combined with numbered heads) • Imperialism Venn Diagram	**Day Eight** • Matching quiz • Introduce imperialism in Latin America • Panama Canal construction game • "The Panama Canal: Funnel for Trade" questions
Day Nine • Think-Ink-Pair-Share Activity • Imperialism in Latin America PowerPoint • Imperialism Venn Diagram • Max Boot's editorial , "*American imperialism? No need to run away from label"* • Editorial group questions • Introduce performance task and rubric • Chapter assessment review sheet	**Day Ten** • Complete final copies of performance task—political cartoon and editorial	**Day Eleven** • Multiple choice chapter exam • Political cartoon and editorial "gallery walk"	

STAGE 1: IDENTIFY DESIRED RESULTS

Enduring Understandings

Insights earned from exploring generalizations via the essential questions (Students will understand THAT…)

Students will understand:

- Imperialism can take many forms.
- The different perspectives and arguments regarding U.S. imperialism.
- That the media can play a role in influencing public opinion during times of war.
- U.S. expansion and imperialism was driven by economic, political, and cultural motives.

TEKS State Standards	Essential Questions *Inquiry used to explore generalizations*
United States History TEKS: Content Standards • (1C) Explain the significance of dates in U.S. history, including 1898. • (3A) Explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt, moved the United States into the position of world power. • (9B) Identify and explain reasons for changes in political boundaries such as those resulting from statehood. • (12E) Describe the economic effects of international military conflicts, including the Spanish American War. United States History TEKS: Social Studies Skills Standards • (24B) Analyze information by sequencing, categorizing, comparing, contrasting, finding the main idea, summarizing • (24C) Explain and apply different methods that historians use to interpret the past including the use of primary and secondary sources, points of view, frames of reference, and historical context • (25) The student communicates in written, oral, and visual forms.	• When should a nation interfere in the freedom and affairs of other nations? • Was imperialism a respectable and legitimate policy at the turn of the 19th century? In the 21st century?

• (26) The student uses problem solving and decision making skills, working independently and with others, in a variety of settings.	
Knowledge and Skills *What students are expected to know and be able to do*	
Students will be able to know: • The definition of imperialism • How the United States acquired Hawaii and Alaska • Historical reasons for the United States' entrance into the Spanish-American War • Individual contributions of significant political and military leaders: Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt. • The territorial consequences of the Spanish-American War. • The arguments which favored U.S. imperialism and expansionist tactics, and the arguments which disagreed with U.S. imperialism and expansionist tactics. • U.S imperialism in China vocabulary: Open Door Policy, Boxer Rebellion, and Spheres of Influence • The trade benefits created by the construction of the Panama Canal	Students will be able to: • Locate Alaska, Hawaii, Cuba, Puerto Rico, Guam, and the Philippines on a map • Write an organized and comprehensive editorial • Read and comprehend political cartoons • Identify persuasive techniques used in political cartoons and newspapers • Interpret and indentify arguments as pro-imperialism or anti-imperialism • Compare and contrast imperialistic techniques in three different regions: Latin America, Caribbean area, and China
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) *Authentic application in new context to evaluate student achievement of desired results.*	**Other Evidence** *Application that is functional in a classroom context only to evaluate student achievement of desired results.*

Due to the U.S.'s recent involvement in Iraq, the Association of American Editorial Cartoonists is creating a new exhibit entitled, *Examining America's Empire: A Historical and Contemporary Lens of U.S. Imperialism.* Your task is to create a one-page editorial and political cartoon representing the arguments of either the Anti-Imperialist League or the Pro-Imperialist League at the turn of the 20th century for one of the newly acquired	• Completed note packets
	• Blank world map—labeled and complete
	• Jigsaw individual and group questions
	• Entrance and exit slips
	  o Reflective Writing
	  o Multiple Choice
	• Graphic Organizers

territories. Political Cartoon Criteria: • Contains *at least* three of the "persuasive techniques" discussed in class • Illustrates an economic, cultural, or political advantage or disadvantage based upon the viewpoint of the league you represent • Focuses on one of the U.S.'s newly acquired territories • Historically accurate • Craftsmanship of illustration Editorial Criteria: • Explains the historical background of your cartoon • Includes a description of how the territory was obtained and why • The viewpoint of your league on U.S. imperialism as a foreign policy • Why the league you chose agrees/disagrees with the policy of U.S. imperialism • A discussion of how your cartoon illustrates that position • Historically accurate • Organized, with correct grammar and spelling	• T-Charts • Student-created Political Cartoons • Editorial • Political cartoon exhibit note sheet • Multiple choice quiz • Posters • Jigsaw Graphic Organizers • Triple Venn Diagram • Matching Quiz • Panama Canal Map questions • Think-Ink-Pair-Share • Multiple choice chapter assessment

STAGE 3: DEVELOP LEARNING PLAN

Days are designed for a 90 minute block schedule.

<u>Day One:</u>

- Students should be sitting in groups of 3-4.
- Using the "Pizza Chat" format, within their groups students will respond to a set of provocative statements that introduce the economic, political, and cultural arguments used to justify a nation's involvement within another nation.
    - Christian countries are generally more civilized than non-Christian countries.
    - Stronger, more developed, independent nations are morally obligated to liberate territories controlled by foreign rule.
    - Nations that are not democratic are inferior.
- Have students classify their statements on their "pizza" as economic, cultural, or political. Within their groups, have students brainstorm other economic, cultural, or political reasons for why a nation would get involved in the affairs of another nation in a 3-column t-chart.

- Ask one representative from each group to report out their brainstormed reasons, and record the class's ideas on the board. Ask the groups to look at the list as a whole and decide which reasons they consider to be good (worthy and respectable); and which they consider to be bad (unworthy and illegitimate).
- **Introduce the first essential question**-- *When should a nation interfere in the freedom and affairs of other nations?*-- and provide a timeline and brief overview of the unit. This would include a breakdown of the 3 regions that will be covered for the unit: the Caribbean area (Cuba and Puerto Rico), Asia (China, Philippines, and Guam), and Latin America.

Day Two:

- Students will trigger their prior knowledge creating a classroom working definition of "empire", a list of previous empires possibly learned in World History, and a list of characteristics which made these empires successful.
- Explain to the class that towards the end of the 19th century and beginning of the 20th century the U.S. was gaining territory outside of its previous natural and political boundaries in what many considered the making of an empire.
- In student note packets: Define imperialism and provide the 3 main factors that encouraged American imperialism:
    - "desire for military strength"—Introduce and identify Alfred Thayer Mahan (specific vocabulary TEK in note packet)
    - "thirst for new markets"
    - "belief in cultural superiority"

  (Danzer, A. Gerald, Jorge de Alva, Larry Krieger, Louis Wilson, Nancy Woloch. The Americans: Reconstruction to the 21st Century. McDougal Littell Inc.: 2003, Evanston.
- **Pass out the student note packets, which include a blank world map.** Using their textbooks, have students find, color, and label the following territories:
    - Hawaii, Alaska, Cuba, Philippines, Guam, Puerto Rico, China, Panama, and the Panama Canal
    - Coordinate the colors to correspond with the three regions: Latin America, Caribbean area, and Asia
    - Have students outline Latin America
- Modified Jigsaw: With student groups, label students "A" (Alaska) or "H" (Hawaii). Students can either work individually or with the person within their group that is assigned the same letter. Give each territory assignment, "A" and "H" a folder which contains a brief summary and synopsis of the territory before U.S. involvement, how the U.S. acquired the specific territory, as well as economic and natural resource maps of each of the territories.
    - **Individually have students answer questions about their territory summaries/synopsis and maps. These questions should be basic fact recall and reading comprehension.**
    - **The "A" students then teach the "H" students about their territory, and vice versa.**
    - **Then, as an entire group ("A" and "H"), students answer higher level questions which address similarities and differences between the territory acquisition, and economic and natural resource motives the U.S. *may have had* for wanting to acquire those territories.**

(Have students update their blank maps with years that Hawaii and Alaska were obtained, as well as when they were annexed)

Day Three:

- **Reflective Writing Entrance Ticket**: Reviewing the maps of Alaska and Hawaii from class the previous session:
  Out of the three factors that fueled American imperialism, which factor do you think played the greatest role in the U.S. acquisition of Hawaii? What about Alaska?
- To check for student understanding: Review the definition of imperialism and main three factors from the day before.
- Inform students that they will be learning about four new territories on this day: Cuba, the Philippines, Guam, and Puerto Rico. They will be examining Cuba, in particular. Ask them to relocate them on their world map from the first day.
- Have students watch segment 7 (Spanish American War) of video America Becomes a World Power and **take notes in their note packet given at the beginning of the unit.** (11 minutes).

  America Becomes a World Power. United Learning. 2001. unitedstreaming. 10 June 2008 <http://streaming.discoveryeducation.com/>

  - Review main ideas from the video. In particular, causes for the war, the role of Teddy Roosevelt and the Rough Riders, how the war ended, the Treaty of Paris, and territorial gains outlined in that treaty. Have students record these main ideas in their unit note packets, if missed during the video.
  - Have students update their work maps by labeling "Spanish-American War" and "Treaty of Paris" next to the places acquired through the Treaty of Paris.

- Introduce vocabulary term **yellow journalism** and explain that in times of war, often media is used to sway public opinion. This is the first war in which newspapers play a vital role in arousing public support, in particular William Randolph Hearst's *New York Journal* and Joseph Pulitzer's *New York World.* Both newspapers were competing for customers and so exaggerating news and accounts of Cuba's treatment by Spain to seduce and infuriate readers.
- **Break students into partners and provide them "Cuba in the Headlines" and have them answer the following questions:**
  - How did article headlines get your attention? What type of language was used?
  - How would you characterize the tactics used by the *New York World* and *New York Journal?* (Ex: sneaky, honest, sensationalized, etc.)
  - Can you think of a type of media today that practices the same tactics?
  - How would you have felt about the Cuban situation in 1897-1898 as an average American?

  Kownslar, Allan and Donald B. Frizzle. "Government Responsibility and Abroad". Holt, Rinehart, and Winston Inc.: New York, 1967. (Pg. 612-617)

Day Four:

- **Multiple Choice Question Entrance Ticket:** Five questions that should cover imperialism, the three main factors that fueled imperialism, Alaska and Hawaii (A comparison question—Ex: purchased, not obtained through war), Spanish-American

War, and Yellow Journalism.

- Remind students that last class they began the Spanish-American War, as well as the media's role. Last time students looked at tactics that newspaper writers used to increase public support for the war, and gain readers, however this class students will be looking at another extremely powerful and popular media tool of the time—political cartoons.
- Pass out "Political Cartoon Analysis Guide" from "*It's No Laughing Matter*" and go over each persuasive technique. Provide groups with a modern political cartoon, the same one for the whole class, and have the student groups analyze the cartoon finding at least three of the persuasive techniques. Go over the cartoon and persuasive techniques with the class.

"Cartoon Analysis Guide". It's No Laughing Matter. 10 June 2008.
< http://lcweb2.loc.gov/learn/features/political_cartoon/index.html>

- **Give students copies of political cartoons with corresponding questions** reprinted from Latin America in Caricature by John J. Johnson. Sample cartoons and discussion questions can be found at http://www.oah.org/pubs/magazine/1898/martinez-lesson.pdf.

Martinez-Fernandez, Luis. "The Birth of the American Empire as Seen Through Political Cartoons (1896-1905)". OAH Magazine of History • Volume 12, number 3, Spring, 1998 • ISSN 0882-228X. Copyright (c) 1997 Organization of American Historians • <http://www.oah.org/>, 112 North Bryan Avenue, Bloomington IN 47408. tel (812) 855-7311 • fax: (812) 855-0696 • email: oah@oah.org

- **Individually, have students create their own political cartoon in response to the following prompt:**
    - Create a modern day political cartoon which depicts U.S. involvement in Iraq. Possible ideas to consider are Iraqi liberation, oil, spread of democracy, religion, etc. Your cartoon must be neat, appropriate, and use at least three of the persuasive techniques discussed today.

This not only tests student understanding of political cartoon persuasive techniques, but can also be used as a gauge for their prior knowledge and perceptions of the Iraq War—a topic discussed later and used for the performance assessment.

Day Five

- Pose this question to students: What should the U.S. do with the newly acquired territories from the Spanish-American War? (You can double check for student understanding by asking them to name the four territories obtained).
    - Give students the following four options:
        1. Occupy the territory with military rule, and keep the land as a territory, but not officially a state
        2. Partially control the territory's government and economic affairs, making the territory a protectorate.
        3. Grant the territories full independence
        4. Annex the territories to become official states of the U.S.
        Underlined words may need to be defined for students
    - If time, you can change student roles from the U.S. to other roles. I.e. American business man, anti-imperialist, an average American, a senator, a Cuban, a Filipino farmer, etc.
    - Have students guess which outcome occurred with which territory, using their

current knowledge of what these territories are today

- Provide student groups with the outcome of one of the four territories (Cuba (must include Platt Amendment and protectorate), Philippines, Guam, and Puerto Rico) and have them create visual posters that represent their territory's outcome and present it to the class, while other students record notes in their note packets.
- **Have students fill in the first part, "The Caribbean Area", of their triple Venn Diagram entitled, "How the U.S. was Imperialistic?"**
  Venn Diagram Source: http://www.abcteach.com/GraphicOrganizers/trivenn.htm

Day Six

- Explain to students that not everybody in America supported the U.S.'s new imperialistic stance. The people that were against U.S. imperialism were called anti-imperialists, and the people that were for U.S. imperialism were called pro-imperialists.
- **Provide students with a t-chart** which will help them organize arguments that are for and against imperialism as well as a set of quotes which either is for or against imperialism cut out on slips of paper. Use the 7 quotes from "The Debate Over American Imperialism" without the background summary, but include the author and year.

  Hilton, Kenneth. "The Debate Over American Imperialism". Document-Based Assessment for U.S. History. Walch Publishing: Portland, 1999.

  If more quotes are needed, other sample quote anti-imperialist authors could be: Grover Cleveland, Andrew Carnegie, Jane Addams, and Mark Twain. Sample quote pro-imperialist authors could be: **Theodore Roosevelt,** William McKinley, **Alfred T. Mahan, Henry Cabot Lodge,** Alfred Beveridge. (**Bolded words meet TEKS standards).**
- Have student groups work together to organize quote strips into the t-chart categories and record the main ideas into their imperialism t-chart. Go over quotes with class and summarize the main facets of pro and anti imperialist arguments.
- **Reflective Writing Exit Slip—Use a Silent Debate Format—Two Rounds for Each Question**
  - Was imperialism a respectable and legitimate policy at the turn of the 19th century? Explain why or why not.
  - Do you think that imperialism is a respectable and legitimate policy today? Explain why or why not. Explain why or why not.
- Review sheet for quiz to be taken on Day Six.

Day Seven:
Mini Assessment for U.S. imperialism in the Caribbean and begin U.S. imperialism in Asia

- Have students review for 3 minutes with a partner using the "mind-stream" technique
- **Multiple Choice Quiz**
- Give students the following scenario: Imagine you belong to a school or social organization that is very important to you such as band, football, NHS, PALS, a youth group outside school. You have been a member for a very long time and are extremely happy with your group and how it operates. All of sudden, other students or people from outside your group have given you new rules and are telling you exactly how and when to

do things.

  - Using the stand-and-share process: scribing the words on the board and putting checks by repeated words
  - Have students individually come up with an adjective to describe how they would feel if they were in that position.
  - Then have students come up with an adjective that would describe how they would've felt if they were the people that got to impose the rules

- Introduce imperialism in Asia—have students locate China on their world map and add to their label "Open Door Policy, 1899". Inform students that today they will be studying U.S. imperialism in China, as well as China's reaction to U.S. imperialism.
- **Student Jigsaw Activity (Combined with numbered heads):** Students should be divided into groups of 4, and assigned a number 1-4. Each student within the group will become an "expert" on one of the four topics within their folder, corresponding to their number: 1. Open Door Notes, 2. Spheres of Influence, 3. the Boxer Rebellion, 4. and the Open Door Policy.
  - Each individual reading will have corresponding questions, and then the group will have to fill in a graphic organizer that summarizes all four facets of U.S. imperialism in China.
- Review the four facets of U.S. imperialism in China with the class, using the numbered heads review method.
  - **Have students fill in the second part, "China", of their triple Venn Diagram entitled, "How the U.S. was Imperialistic?"**

<u>Day Eight</u>

- **Matching quiz** with terms from Day Five and Six: Spheres of Influence, Boxer Rebellion, Open Door Notes, Open Door Policy, John Jay, protectorate, Platt Amendment, anti-imperialist, pro-imperialist.
- Introduce imperialism in Latin America—have students locate Latin America and Panama on their world map and add to their label "Roosevelt Corollary, 1904". Inform students that today they will be studying U.S. imperialism in Latin America, specifically the "Big Stick Diplomacy", the Roosevelt Corollary, and the construction of the Panama Canal.
- Panama Canal Construction Game: Give students the following scenario and then read them clues one at a time to try and construct the Panama Canal as realistically as possible, but not tell them it is the Panama Canal.
  - "By the time Roosevelt became president, many Americans including Roosevelt, felt that the United States needed a canal cutting across Central America. Such a canal would greatly reduce travel time for the commercial and military ships by providing a shortcut between the Atlantic and Pacific oceans. As early as 1850, the United States and Britain had agreed to share the rights to such a canal. In the Hay-Pauncefote Treaty of 1901, however, Britain gave the United States exclusive rights to build and control a canal through Central America".

(Danzer, A. Gerald, Jorge de Alva, Larry Krieger, Louis Wilson, Nancy Woloch. <u>The Americans: Reconstruction to the 21st Century.</u> McDougal Littell Inc.: 2003, Evanston. Pgs 360..

- Clues:

Creating the Canal Map

1. On your world map outline, label North America, Central America, South America, Europe, Africa, and Asia.
2. Label the Pacific and Atlantic Oceans
3. If goods wanted to travel from San Francisco to Europe going east, draw a dotted arrow for how they would have to travel. Do the same for goods that would travel from New York to Asia going west.
4. Draw a diagonal line through where you think Panama is, this represents the canal.
5. If goods wanted to travel from San Francisco to Europe going East, draw a solid arrow for how they travel, cutting through the Panama Canal. Do the same for goods that would travel from New York to Asia going west.
6. How does the Panama Canal affect travel time and transportation of goods?
7. Draw an arrow from the canal to the northern coast of South America. Draw an arrow from the canal to the western coast of South America. All of these arrows represent trade routes opened up by the canal.

Building the Canal

1. Divide the other side of you paper into two equal sized sections
2. Draw a square that represents the Pacific Ocean on the left side of your paper.
3. On the right side of the Pacific Ocean draw five vertical lines. These vertical lines represent what's called locks. "Locks are used to raise and lower ships a total of 170 feet during the 51-mile trip through the Panama Canal" (Danzer).
4. Now draw a long strip labeled "Gatun Lake" followed by another rectangle on the right side labeled "Atlantic Ocean". Remember the canal is 51 miles.
5. In between Gatun Lake and the Atlantic Ocean, draw 4 more vertical lines to represent another set of locks.
6. Draw swamps, brush, jungle, and volcanic soil around your canal. How would these effect the construction of your canal? Having to build around these elements is what made the Panama Canal one of the world's greatest engineering feats.
7. Draw mosquitoes and make the swamp water very dirty. These two factors caused high outbreaks of malaria and yellow fever. Over 120,000 people will die trying to build this canal.

Move to the bottom half of your poster. Tell students they are going to draw and imagine how the canal works using the following clues. Remember ships can enter from either the Pacific or the Atlantic side.

1. A ship goes through the lower gates and enters a lock. A lock is the area between two sets of gates. Draw the ship entering the lower gates, the lock area, and the second set of gates. Draw a higher level of water behind the second gate.
2. When all gates are shut, water is let into the lock through a small channel, otherwise called a sluice. Draw what would happen to the water level in the

lock, and therefore move the ship accordingly.

3. When the water has risen, the upper gates are opened, and the ship passes through the lock to the next water level. Draw the ship leaving the second gates and entering the ocean.

   Students can compare their creations to an actual diagram of the Panama Canal's construction—page 361 of the McDougal Little Textbook, *The Americans: Reconstruction to the 21st Century*.

- Using the information and map on page 366-367, "The Panama Canal: Funnel for Trade", have students individually answer the following questions. (From the teacher manual of the McDougal Little Textbook, *The Americans: Reconstruction to the 21st Century*.
    - "On your world map, identify the route that ships took to get from New York City to San Francisco before the Panama Canal opened. How did this route change after the opening of the canal?"
    - "How long did it take to complete the construction of the Panama Canal?"
    - "How did the Panama Canal enhance world trade and America's role in it?"

Day Nine

- Think-Ink-Pair-Share Warm Up Activity:
    - Is the Panama Canal an example of imperialism? Is it political, cultural, or economic? Explain.
- Ask students what it means to "walk the walk, and talk the talk", and if they can think of any people represent this mantra. Examples could include sports stars, celebrities, politicians, etc. What does it mean to not "walk the walk, and talk the talk", can they think of people that are on this side of the spectrum?
- Explain to students that this modern phrase is very similar to Teddy Roosevelt's foreign policy, except his was based off of an African proverb, "Speak softly and carry a big stick".
- **Review Monroe Doctrine, and define Roosevelt Corollary and "Speak Softly and Carry a Big Stick" through PowerPoint; students should update their note packets.**
- **Have students fill in the third part, "The Caribbean Area", of their triple Venn Diagram entitled, "How the U.S. was Imperialistic?"**
- With the class, read Max Boot's editorial entitled, "*American imperialism? No need to run away from label*". Discuss with the class the characteristics that make a piece of writing an editorial.

  Boot, Max. "American imperialism? No need to run away from label". USA Today. 5 May 2003. 11 June 2008. <http://www.usatoday.com/news/opinion/editorials/2003-05-05-boot_x.htm>.

    - **With their groups have students discuss the following ideas after reading the editorial:**
        - What similarities can you draw between U.S. involvement in Iraq and Roosevelt's "Big Stick" from this editorial?
        - According to Max Boot, what strategy would he choose for Iraq out of the strategies previously examined in class?

1. Occupy the territory with military rule, and keep the land as a territory, but not

officially a state

2. Partially control the territory's government and economic affairs, making the territory a protectorate.
3. Grant the territories full independence
4. Annex the territories to become official states of the U.S.
    - Which strategy would you choose and why?
    - **Do you think our involvement in Iraq is a respectable and legitimate policy in the 21st century? Why or why not? If not, what would make it a respectable and legitimate policy?**

- Assign performance task and discuss rubric. For homework, students should construct a rough draft of their political cartoon and their editorial
- Pass out review sheet for chapter exam.

Day Ten

- Students should complete a final draft of their political cartoon and editorial.

Day Eleven

- Chapter Exam—multiple choice—TAKS based questions.
- Association of American Editorial Cartoonists, *Examining America's Empire: A Historical and Contemporary Lens of U.S. Imperialism*, Exhibition. Have students post their cartoons and editorial around the room. Similar to a gallery walk, have student walk to each exhibit with a partner and fill in their graphic organizer--what historical event is the cartoon discussing, and what viewpoint does it represent, anti-imperialist or pro-imperialist.
    - Other possible ways to do a gallery walk—half the students stand by their creation and present it to the other travelling students.
    - The exhibition could instead be a contest and as students fill in their graphic organizer, winner(s) are decided as student use the rubric to assess project—which cartoon is the most persuasive and historically accurate?