**Lesson Plan: US History**

Topic: Imperialism and Expansion: Part 1

1. Benchmark/Standard
   1. 6.2.1 Growth of U.S. Global Power.
2. Behavioral/Objective
   1. Teach students about American imperialism in the late 19th and early 20th centuries; shows the growth of America on the world stage.
   2. At the end of the lesson plan they will have a knowledge and understanding of American imperialism and be able to evaluate its consequences.
   3. A map activity will kick things off, followed by a discussion of the pros and cons of imperialism and a student-led debate on the subject from a nineteenth century point of view.
3. Anticipatory Set
   1. Display a blank map of the world or of the Caribbean area on the overhead.
   2. Divide the class into teams of 4.
   3. Give students hints for each location. These can be given orally or displayed on the computer-TV.
   4. For each set of hints, have students write their guess on paper. When the group is ready, have them share their guess.
   5. Place a “game piece” on the overhead and have students move the piece to the places they think are contained in the hints. Choose teams by turn or at random.
   6. Award points or other rewards for correct guesses.
4. Objective/Purpose
   1. Review the geography of the Caribbean and Pacific regions at the turn of the 19th and 20th Centuries.
   2. Identify territories acquired by the US during the Spanish-American War.
   3. List and evaluate the arguments for and against imperialist expansion during the late 1800s and early 1900s.
5. Input
   1. Task Analysis
      1. Students should be ready to take notes by creating a T-chart on their own paper.
      2. Display the arguments for and against territorial expansion.
      3. Discuss key points as students take notes.
   2. Thinking Levels
      1. Requires Knowledge and Understanding of American imperialism, as well as Evaluation of imperialism.
   3. Learning styles and accommodations
      1. Map activity for visual learners.
      2. Small group work to foster participation.
      3. Discussion.
      4. Class debate simulation.
   4. Method and Materials
      1. Discussion and Simulation.
      2. Map, territorial hints, and list of pros and cons of imperialism.
6. Modeling
   1. The teacher gets things started with the map warm-up activity, and then discusses the pros and cons of imperialism with the class. After that students participate in debate.
7. Checking for understanding
   1. Have students write a paragraph taking the pro-Imperialism view or against expansion, Students should write as though they were Mark Twain (anti-imperialism) or Teddy Roosevelt (pro-imperialism).
8. Guided Practice
   1. Debate between Mark Twain and Theodore Roosevelt.
   2. Have students go to one side of the class or the other depending on their viewpoint. Choose individuals to argue as one personality or the other.
9. Independent Practice
   1. Distribute the readings on "Spanish-American War: Battles and Outcomes" and "Theodore Roosevelt:  Big Stick Diplomacy"
   2. Allow students to use the rest of the period to complete these readings or their vocabulary terms, which they will need tomorrow.
10. Closure
    1. Review pros and cons of imperialism.
    2. Homework: Imperialism vocabulary and reading packets must be complete.

**ORIGINAL LESSON PLAN**

**Lesson Plan: US History**

**Topic: Imperialism and Expansion: Part 1**

**Date:**

**Objectives: The students will**

**I.** review the geography of the Caribbean and Pacific regions at the turn of the 19th and 20th Centuries.

**II.** identify territories acquired by the US during the Spanish-American War.

**III.** list and evaluate the arguments for and against imperialist expansion during the late 1800s and early 1900s.

**Warm-up Activity (Anticipatory Set): "Where in the World is Uncle Sam?"**

A) Display a blank map of the world or of the Caribbean area on the overhead.

B) Divide the class into teams of 4.

C) Give students hints for each location. These can be given orally or displayed on the computer-TV.

D) For each set of hints, have students write their guess on paper. When the group is ready, have them share their guess.

E) Place a "game piece" on the overhead and have students move the piece to the place they think are contained in the hints. Choose teams by turn or at random.

F) Award points or other rewards for correct guesses.

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| **Location** | **Information Hints** |
| **The Philippines** | George Dewey entered Manila Bay here. It became an American protectorate in 1898. |
| **Puerto Rico** | Caribbean Island obtained from Spain. Now a US Commonwealth. |
| **Alaska** | Called "Seward's Folly." Purchased from Russia in 1867. Contains abundant wildlife and natural resources. Statehood came in 1959 (49th state) |
| **Hawaii** | US sugar growers caused a revolution on this Pacific Island chain. The legitimate monarch was overthrown and the islands were annexed by the US. Statehood came in 1959 (50th state). |
| **Guam** | Pacific Island was gained from Spain as a result of the Spanish American War in 1898. It is now a US territory. |
| **Samoan Islands** | Pacific Island group obtained from Germany. Now a US territory. |
| **Cuba** | Spanish speaking Caribbean island. Wanted independence from Spain. US helped in Spanish-American War. 90 miles from Florida. *Maine* exploded in Havana harbor. |
| **Midway Is.** | Island in the Pacific, Obtained after Spanish American War (1898). Important World War II battle. |
| **Japan** | Isolationist country until Matthew C. Perry opened it up to western trade. Went to war with Russia until TR settled dispute in 1904. |
| **China** | Isolationist country until western powers carved it into spheres of influence. It was an empire until a revolution in 1911 turned it into a republic. Became communist in 1949. |
| **Panama** | Located on an isthmus in North America, it was part of Columbia until a US-backed revolution brought independence. Canal was built there starting in 1904 and finished in 1914 after many deaths from disease. |

**Main Activity: Imperialism Pro or Con**

**A) Students should be ready to take notes by creating a T-chart on their own paper.**

**B) Display the arguments for and against territorial expansion.**

**C) Discuss key points as students take notes.**

**Follow-up: Debate between Mark Twain and Theodore Roosevelt**

**A) Have students write a paragraph taking the pro-Imperialism view or against expansion, Students should write as though they were Mark Twain (anti-imperialism) or Teddy Roosevelt (pro-imperialism).**

**B) Have students go to one side of the class or the other depending on their viewpoint. Choose individuals to argue as one personality or the other.**

**Wrap-up Activity (Closure): Vocabulary terms and Reading Packets**

**A) Distribute the readings on "Spanish-American War: Battles and Outcomes" and "Theodore Roosevelt:  Big Stick Diplomacy"**

**B) Allow students to use the rest of the period to complete these readings or their vocabulary terms, which they will need tomorrow.**

**Homework: Imperialism vocabulary and reading packets must be complete.**

**Evaluation: The lesson will be evaluated by:**

**I. the accuracy of student's written responses;**

**II. student's scores on future tests and quizzes.**

Analysis

This lesson plan covers Michigan U.S. History and Geography requirements section 6.2: Becoming a World Power, specifically 6.2.1: Growth of U.S. Global Power. 6.2 states students should be able to “Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.” This lesson plan covers late 19th and early 20th century American imperialism, a time when the U.S. exploded on the world stage to become a major global power. This had and continues to have a significant impact on the United States, both at home and abroad.

The lesson plan is divided into three activities. The first activity introduces the students to the expansion of the United States visually by having them locate American possessions gained during this period. This also doubles up as a world geography lesson, as it requires the students to locate American territories around the globe. The second activity gets into the main arguments for or against imperialism, and looks at the positive and negative benefits of such a policy. Students are then required to evaluate the policy by analyzing the various arguments and writing their thoughts. The third activity asks them to defend their evaluation in debate form, with one representative from each side debating from the perspective of two historical figures. I like the way this is set up, going higher up the Blooms levels to show true comprehension of the subject and evaluating it for oneself.

There is a danger with these group activities however. The map activity could easily be dominated by one knowledgeable student more interested in the rewards than helping their fellow students understand. The debate offers even less chance for participation, as only one student from each side is required to speak. While each student is required to submit a written paragraph, they would benefit much more from active participation in the debate. Perhaps requiring each student to contribute to the discussion in some way (asking the other side a question, or responding to one of their points) would be better.