

HPISD CURRICULUM
(SOCIAL STUDIES, UNITED STATES HISTORY)

EST. NUMBER OF DAYS: 10 DAYS __

UNIT NAME	UNIT 3B: MODERN AMERICA: IMPERIALISM AND WORLD WAR I
Unit Overview	<p>Students will understand how individuals and events moved the US into the role of a world power and recognize the effects of economic policies on US diplomacy.</p> <p>Students will understand the causes of World War I, the reasons the US entered the war, and the consequences of the war.</p>
Generalizations/Enduring Understandings	<p>Constitutional Government and Federalism Reinterpretation of fundamental law in a written constitution, through altered historical circumstances and cultural values, leads to significant changes in the political culture.</p> <p>Political conflict and competition lead to the formation of organized political interests with different goals and ideals.</p> <p>The quest for expanded voice and meaningful participation in political life represent the core purpose of reform in democratic societies.</p> <p>Capitalism and Economic Abundance Free markets, free labor, and capital investment, in an environment of abundant resources and technological advances, lead to economic growth and opportunities for prosperity.</p> <p>Global conflict and cooperation, along with changing cultural circumstances, trigger problems and opportunities for economic development, such as expanded opportunities for trade, competition for resources, and interdependency.</p> <p>Civil Rights and Equality Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.</p> <p>The embodiment of the ideals of political liberty and self-determination in the Charters of Freedom, including the Bill of Rights, establish the foundation for the struggle to extend equal rights and civil liberties to all citizens regardless of economic standing, race or gender.</p> <p>The ideal of individual rights continually competes with the reality of government intervention.</p> <p>War and Diplomacy The failure of diplomacy and compromise often leads to war.</p>

	<p>Wars are fought for complex reasons, some noble, such as the protection of freedom, and others immoral, such as greed and prejudice.</p> <p>Wars result in significant economic, political, and social changes in domestic affairs and foreign relations.</p> <p>American National Character</p> <p>In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.</p> <p>Cultural patterns influence the daily lives of every member of society, and are reflected in churches, schools, and other institutions, as well as literature, the fine arts, and traditions.</p> <p>Demographic shifts, including immigration, internal migration, ethnicity, and aging, have significantly influenced cultural patterns and political interests.</p> <p>Individuals can significantly influence historical events and group behavior through effective leadership.</p>	
Concepts	Science and Technology, America in World Affairs, Civil Rights, Immigration and Migration	
Guiding/Essential Questions	<p>What were the causes of US imperialist expansion?</p> <p>Why did the United States intervene in Cuba?</p> <p>How did the US expand its military and economic power?</p> <p>Why did the US become involved in World War I?</p> <p>What were the effects of World War I on the US home front?</p>	
Learning Targets	<p>PERFORMANCE LEVELS</p> <p>PREREQUISITE:</p> <p>The students will identify individuals, events, philosophies, economic, and political policies that lead the U.S. to become a major world power.</p> <p>LEARNING TARGETS:</p> <p>Students will compare and contrast how individuals and events moved the US into the role of a world power and recognize the effects of economic policies on US diplomacy.</p>	<p>LEARNING PROGRESSION</p> <p><u>Learning Progression (**Decision Point)</u></p> <ul style="list-style-type: none"> ● Build a vocabulary from the chapter. ● Vocabulary Assessment- Vocabulary Scramble-categorization ● Interactive Notebook Entry ● Concept Mapping-Students are given the vocabulary terms/concepts and

PREREQUISITE:

The students will list the causes of World War I and the reasons that the U.S. had for entering the war. The students will also identify the political and social consequences of the war.

LEARNING TARGETS:

Students will evaluate and analyze the causes of World War I, the reasons the US entered the war, and the consequences of the war.

required to create a concept map of at least 10 items. The map must have a textual explanation and visual

- Self-Directed Quiz-After a “popcorn” reading of a document, students write five content based questions with an answer key. Quiz is passed to another student who may use the document to answer the SDQ. Quiz is returned to test maker who grades the quiz and files it.
- Physical Time Line- students are given an event and conduct research. After presenting individual information, entire class lines up for a physical time line.
- Map Work-Create map of Pre WWI Europe
- KWL Chart-what you know, what you want to learn and what you learned
- Journal Entry-Interactive notebook from Hemingway source.
- Checks for Muddiest Point in the Unit.- students are asked to write down the area or areas that are unclear.
- Quick Write-Students write 2-3 minutes about what was discussed or explained from the previous day. Open-ended question. Interactive Notebook entry.

Formative Assessments	Vocabulary Quiz Map ID Quiz	
Summative Assessments		
	TEKS	Specifications
TEKS (Grade Level) / Specifications RED = Readiness Standards GREEN = Supporting Standards BLUE = Process Standards <i>Italics</i> = Standards Not Tested	(4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to: (A) explain why significant events, policies, and individuals, such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power;	The Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power; (TEKS) Russo-Japanese War, Panama Canal, and the Mexican Revolution added to America's military and economic power. (HPISD)
	(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;	Global competition caused the United States to expand. (HPISD) The US went to war to help Cuba win its independence from Spain. (HPISD)
	(C) identify the causes of World War I and reasons for U.S. entry;	As World War I intensified, the US was forced to abandon its neutrality. (HPISD)
	(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;	The US mobilized a large army and navy to help the Allies achieve victory. (HPISD)
	(E) analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front;	Machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front; (TEKS)
	(F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.	Isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles. (TEKS) European leaders opposed most of Wilson's peace plan, and the US Senate failed to ratify the peace treaty. (HPISD)
	(G) analyze significant events such as the Battle of Argonne Forest.	The Battle of Argonne Forest. (TEKS) World War I spurred social, political, and economic

		change in the US. (HPISD)
	<p>(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to:</p> <p>(A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and</p>	
	<p>(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</p> <p>(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.</p>	
	<p>(19) Government. The student understands changes over time in the role of government. The student is expected to:</p> <p>(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;</p>	
	<p>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;</p>	
Processes and Skills		
Topics	<p>Alfred T. Mahan, Pearl Harbor, Jose Marti, Butcher Weyler, Yellow Journalism, USS Maine, Roughriders, George Dewey, Treaty of Paris 1898, Platt Amendment, protectorate, Emilio Aguinaldo, Open Door Notes, Boxer Rebellion, Panama Canal, Roosevelt Corollary, Dollar Diplomacy, Pancho Villa, John Pershing, Allies/Central Powers, trench warfare, Lusitania, Zimmerman note, Selective Service Act, convoy system, AEF, conscientious objector, armistice, War Industries Board, propaganda, George Creel, Espionage and Sedition Acts, Great Migration, Fourteen Points, League of Nations, Big Four, Treaty of Versailles, reparations, Henry Cabot Lodge</p>	

Facts	
Language of Instruction	Imperialism, chauvinism, markets, annexation, yellow journalism, jingoism, protectorate, corollary, dollar diplomacy, imperialism, nationalism, militarism, alliance system, trench warfare, war of attrition, propaganda, conscientious objector, convoys, armistice, espionage, Great Migration, influenza epidemic, reparations, war-guilt clause
State Assessment Connections	
National Assessment Connections	
Resources	<p><i>The Americans</i>, Ch. 10-11</p> <p>Primary Documents (In Depth Resources)</p> <p>Albert Beveridge, "In Favor of Imperialism"</p> <p>"Building the Panama Canal"</p> <p>"Zimmerman Note"</p> <p>"Liberty Bond Poster"</p> <p>W.E.B. DuBois, "Returning Soldiers"</p> <p>Ernest Hemingway, "In Another Country"</p> <p>Maps</p> <p>Europe Before and After World War I</p>