

Social Studies
U.S. History and Government-Academic
Unit 9: The Imperialism and WWI Era

Essential Understandings	<ul style="list-style-type: none">▪ Increased United State economic and political power led to the acquisition of an overseas empire.▪ Confrontation with Spain resulted in war over Cuba.▪ Conflict became evident in American society during and after World War I.▪ Wilson’s idealism and American economic interests led to controversy over foreign policy.▪ Shifts in government policies and increased production resulted in economic change.▪ Social change affected the arts, the role of women, and minorities.
Essential Questions	<ul style="list-style-type: none">▪ Why did Americans move away from a policy of isolationism?▪ What problems and responsibilities did victory in the Spanish-American War brought in the United States?▪ Why did the United States declare war on the German Empire in 1917?▪ Why did the United States fail to join the League of Nations?▪ In what ways did the United States involvement in international relations changed following World War I?▪ What signs of social tension were evident in the 1920s?

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<p style="text-align: center;">Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ The United States emerged from a period of isolationism during this era. ▪ Many events led to the US involvement in the Spanish-American War. ▪ There were many reasons for involvement of the Philippines in the war. ▪ The Philippine Islands were difficult to govern. ▪ Teddy Roosevelt's "Big Stick" diplomacy guided foreign relations during this period. ▪ The "Open Door" policy in China developed during this period. ▪ America was greatly concerned over the Russo-Japanese War. ▪ There were many varied causes of World War I. ▪ The United States had difficulty remaining neutral during the war. ▪ The United States had a leading role in helping the Allies to achieve victory over the Central Powers. ▪ Public opinion was strongly shaped by the government during this period. ▪ The process of the Versailles peace conference was extremely important to modern American policy-making. ▪ The Senate rejected the Treaty of Versailles in the midst of great controversy. ▪ The Washington Conference set important military limitations for the US and her allies. ▪ The Harding administration faced many scandals. ▪ Henry Ford introduced many changes to American industry. ▪ The Kellogg-Briand Pact greatly influenced foreign policy. ▪ Women's lives changed greatly during the 1920s.
<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ imperialism, isolationism, reciprocity, arbitration, neutrality, protectorate, anarchist, corollary, partitioned, sphere of influence, indemnity, contraband, armistice, victory garden, covenant, deported, reparation, technological unemployment, open shop, welfare capitalism, domestic market, postwar disillusionment
<p style="text-align: center;">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Read and interpret primary sources. ▪ Memorize required material. ▪ Label and memorize map locations. ▪ Complete expository writing with primary sources on quizzes and tests. ▪ Apply note taking skills.

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<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none"> a. Develop research questions related to a current social studies issue. b. Select and apply research methods that are appropriate for the purpose of the inquiry. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. g. Develop a clear well-supported position. h. Present and defend a well-supported position to a variety of audiences using a prescribed format. i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills. j. Access and present information ethically and legally. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ol style="list-style-type: none"> a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none">a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.d. Describe the purpose, structures, and processes of the American political system.e. Compare the American political system with examples of political systems from other parts of the world. <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none">a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>B3.Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ul style="list-style-type: none">a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures. <p>C. Economics</p> <p>C1.Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <ul style="list-style-type: none">a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of goods and services by business and is the basis of individual personal finance management including saving and investing.b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.c. Evaluate different forms of money management, and the positive and negative impacts that credit can have on individual finances, using economic reasoning.d. Identify and explain various economic indicators and how they represent and influence economic activity.e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability.f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.g. Solve problems using the theory of supply and demand.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>C2.Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ul style="list-style-type: none">a. Analyze the role of regional, international, and global organizations that are engaged in economic development.b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically divers.c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures. <p>D. Geography</p> <p>D1.Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ul style="list-style-type: none">a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.d. Evaluate the impact of change, including technological change, on the physical and cultural environment. <p>D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ul style="list-style-type: none">a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Notes ▪ Textbook readings and questions ▪ Read and interpret ▪ Review game ▪ Maps, map activities ▪ Political cartoon examination
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Oral questioning during class discussions ▪ Reading questions ▪ Essay writing ▪ Quizzes ▪ Review game

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Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ Thomas Nast political cartoons○ The Zimmerman Note○ Wilson's Declaration of War Against Germany○ Wilson's 14 Points Address to Congress○ Versailles Treaty○ <u>Only Yesterday</u> – Frederick Lewis Allen▪ <u>Videos:</u><ul style="list-style-type: none">○ A & E Biography: Teddy Roosevelt○ <u>All Quiet on the Western Front</u>
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