

Teacher: Darin Serfoss

Title: American Expansion

Subject: U. S. History

Topic: Imperialism (Hawaii and Alaska)

Grade: 11th

Lesson Duration:

School: Florence High School

<b>Education Designs Lesson/ Unit Plan</b>	
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This is a lesson on the U.S. being an imperialistic nation with the annexation of Hawaii and the acquisition of Alaska. The students will Analyze the effect that American imperialism had on society. Students will create a timeline about the topic with major terms discussed and the role different people played. The students will also write a persuasive essay in which they pick a side: Imperialism or Anti-Imperialism.
<b>National Standards for History Era: <a href="#">Link</a> Era 7 (1890-1930)</b>	<b>Era 7:</b> The Emergence of Modern America (1890-1930) <b>Standard 1:</b> How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.
<b>Standard(s): Colorado Standards State, Local or National</b>	<b>Standard 1:</b> Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. <b>Benchmarks:</b> 1.1,1.2,1.3 <b>Standard 2:</b> Students know how to use the processes and resources of historical inquiry. <b>Benchmarks:</b> 2.1, 2.2, 2.3 <b>Standard 4:</b> Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. <b>Benchmarks:</b> 4.2, 4.3
<b>Themes/Concept:</b>	Using primary and secondary sources, make a chronological timeline to analyze cause and effect of the United States' being an expansionist nation in the late 19 <sup>th</sup> century
<b>Essential questions (2-5 questions)</b> <i>(What you want the students to know)</i>	<ol style="list-style-type: none"><li>1. How did American leaders justify the American policy of overseas expansion?</li><li>2. How were the opposing viewpoints of expansionism and isolationism represented in the U.S.?</li><li>3. What were the goals of American leaders who pushed for imperialism?</li><li>4. Are our policies in the best interest of the U.S. or the people we control? Explain.</li><li>5. What role did Manifest Destiny play throughout American Expansionism?</li><li>6. What is the importance of the geographic locations of Alaska and Hawaii?</li></ol>
<b>Elements</b> <i>(What you want the students to understand)</i>	<ol style="list-style-type: none"><li>1. Explain the series of events that led the United States to grow to its current number of fifty states.</li><li>2. Analyze the effect that American imperialism had on foreign relations.</li><li>3. Explain the underlying causes of United States imperialism.</li></ol>
<b>Launch Activity (Hook)</b>	Discussion Topic: Think about something that you bought that you initially believed to be a bad purchase or to have cost too much and that actually turned out to be invaluable to you. Debate Topic: Should the United States annex Iraq, Mexico or Cuba as the 51 <sup>st</sup> state? What would be the pros and cons?

<b>Knowledge &amp; Skills</b> <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	Imperialism Manifest Destiny William Seward Sanford B. Dole Alford T. Mahan	Queen Liliuokalani Social Darwinism William McKinley Pearl Harbor McKinley Tariff	<b>Skills:</b> Cause and effect. Relate knowledge from several areas. Use old ideas to create new ones.
<b>Lesson Methodology</b> <i>(How will you conduct the lesson; activities...?)</i>			
<ol style="list-style-type: none"> <li>1. Give brief background on topic and then introduce the hook</li> <li>2. Handout vocabulary on the topic and have students research with a partner the definitions</li> <li>3. Have students complete the computer assignment that shows them the two different view-points on imperialism.</li> <li>4. Have students pair share their views on imperialism</li> <li>5. Wrap up the unit with multiple choice question exit quiz</li> <li>6. Collect student portfolio</li> </ol>			
<b>Assessment Evidence:</b> <i>What evidence will show that students met the learning goal?</i>			
<b>Traditional Assessment</b> <i>(Quizzes, Test, Selected Responses)</i>			
Multiple choice and fill-in-the-blank test. Includes a short written response to “What is imperialism?”			
<b>Authentic Assessment</b> <i>(Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,)</i>			
Students will write a persuasive essay expressing their opinion about American overseas expansion. Pick a side: Imperialism or Anti-Imperialism.			
<b>Student Self-Assessment</b>			
Students Keep a portfolio, self reflection paper over the unit			
<b>Differentiation Associated with this unit</b>			
Students may research a specific individual or event from this time period in American history.			
<b>Resources and instructional tools:</b> <i>(Including Video Sources, Text Resources, Research Strategy)</i> Internet Textbook Primary Sources			