

Year 2:

Unit 5

The American Empire - Imperialism and World War I (1890 - 1920): Lessons

Lesson 1: The Birth of Imperial America (Source Analysis)

Central Question: Why did the United States adopt imperial policies in the late 19th century?

Historical Background

With the annexation of new territories and intervention abroad, the United States began to establish dominance beyond its shores. For many, these interests were economic; new raw materials would enrich booming American industry. For others, it was “the white man’s burden” to civilize the “barbaric,” non-white peoples of the world.

For more background, read “Social Darwinism” on Encyclopedia.com and “Empire Building” on the Gilder Lehrman Institute of American History website (free login required).

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 5 Key Terms:

- Imperialism
- Empire
- Foreign intervention
- The White Man’s Burden

Scholars understand early American imperialism and can explain the factors that sparked the rise of these imperial policies.

Preparation

- Display the Unit 5 Essential Question on the wall in your classroom for scholars to reference throughout the unit.
- Create a word wall in your classroom with the Unit 5 Key Terms for scholars to reference during class discussion. Hold scholars accountable for using these Key Terms throughout the unit.
- Post a digital or a hard copy timeline in your classroom to track key events from this unit and previous units.
- Prior to teaching Lesson 1, assign “American Empire” on the New World Encyclopedia website, “Seeking Empire,” and “Early Stirrings,” both on Independence Hall’s USHistory.org website so scholars are prepared to discuss in the Context portion of the lesson.

Do Now — 5 minutes

- Scholars complete the Unit 5 Lesson 1 Do Now in the Unit 5 Workbook.

Context — 10 minutes

Launch (2 minutes)

- Introduce the Essential Question for Unit 5: To what extent did American foreign policy at the turn of the 20th century promote American interests and ideals?
- Explain that each day, scholars will gather more evidence to answer this question.
- Remind scholars that this unit builds upon past content and that they must constantly make connections to previous periods of history to help them answer this Essential Question.
- Then pose today’s Central Question, and invest scholars in launching their study of American imperialism.

Watch (3 minutes)

- Watch the video “Vox: How America Became a Global Power” on YouTube.
 - Begin the clip at the beginning, and pause the clip at 3:03 to allow for discussion.
- Tell scholars to think about the following question as they watch the video:
 - How has U.S. foreign policy evolved over time?

Discuss (5 minutes)

- Pairs of scholars discuss the question posed at the beginning of the video as well as the questions below. Then call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from their homework reading and the video.
 - Why was the Industrial Revolution a turning point in American expansionist policies?
 - In the early 20th century, how did Americans define their “ideals”?

- What were American “interests” in the early 20th century, and how did imperialism supports these interests?
- Make a connection to the Essential Question. Ask: By the end of World War I, did American foreign intervention better promote American ideals or American interests? Why?

Investigate — 20 minutes

- Scholars read and annotate Documents A through E on pages 3–6 of the Unit 5 Sourcebook. After reading each source, scholars should write a main idea next to the title of the source. Circulate to determine the major trends in scholars’ work.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have each scholar tell you the main idea of the document he or she is reading. Ask: What is the main idea of this document? How do you know? How does this document help answer the Central Question?
 - Hold scholars accountable for staying focused on the main idea of the document.

Discuss — 5 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
 - Why did Americans want control of land abroad?
 - How did Americans justify their imperial interests?
 - Make a connection to previous content. Ask: Recall your study of industrialism in Unit 4. How were the goals of industrialism and imperialism similar?

Exit Ticket — 10 minutes

- **Write a paragraph of no more than 200 words:**
 - Why did the United States adopt imperial policies in the late 19th century? Justify your argument with at least two concrete pieces of evidence from two different sources.

Homework

- Scholars read “The Spanish American War” by the History Channel and available on the Newsela website in preparation for the next lesson.

Lesson 2: The Spanish-American War (DBQ Writing)

Central Question: Why did the United States invade Cuba in 1898?

Historical Background

The Spanish-American War was a conflict between the United States and Spain. It ended Spanish colonial rule in the Americas and gave the United States new territories in the Western Pacific and Latin America. The war was an important turning point in the history of both countries. Spain's defeat decisively turned the nation's attention away from its overseas colonial adventures and inward toward the country's own needs at home. The result was both a cultural and a literary revival and two decades of much-needed economic development in Spain. The victorious United States, on the other hand, emerged from the war a world power with far-flung overseas possessions. It gained a new prominence in international politics that would soon lead it to play a determining role in the affairs of Europe.

For more background, browse PBS's The Crucible of Empire website, and read "The Spanish-American War" on the History Channel website.

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 5 Key Terms:

- The Spanish-American War
- President William McKinley
- Annexation

Scholars can apply their knowledge of United States' history to interpret original sources and use these sources to write clear, concise, and compelling claims about the Spanish-American War.

Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

Launch — 5 minutes

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Build excitement for today's DBQ, and invest scholars in continuing their study of American imperialism.
- Tell scholars they will apply all their knowledge as historians to answer a question using new sources that they have not seen before.
- Scholars read the Lessons 2–4 DBQ Historical Context Task in the Unit 5 Workbook to frame their thinking.
- Ask: What is the DBQ Task asking us to do?
- Pairs of scholars interpret the task. Call on pairs to share out.

Guided Document Study — 20 minutes

- Set the expectation that scholars must tackle Document A through D today by writing a main idea next to the title and using the text and their main idea annotations to concisely answer each short-answer question with a clear claim.

Read and Write (8 minutes)

- Read Document C* on page 10 of the Unit 5 Sourcebook with scholars. After reading, scholars should write a main idea next to the title and use their understanding of the text to write a claim for the accompanying short-answer question in the Unit 5 Workbook.
 - *Note: The ideas in Document C are more complex than in the other documents and may confuse scholars. If you anticipate that scholars will struggle more with documents A, B, or D, read one of those documents instead.

Discuss (10 minutes)

- Have a scholar with a strong idea annotation and/or claim share out. Have scholars discuss 1) how the main idea annotation reflects a full understanding of the document and/or 2) why the claim effectively answers this short-answer question.
- Share non-exemplar work. Have the class discuss why the main idea annotation does not reflect full understanding and/or why the claim does not answer the short-answer question.
- Ensure scholars understand how this feedback is transferable to their own work and know what they must do to improve.

Give scholars 2 minutes to revise their main ideas or claims based on the discussion.

Read and Write — 20 minutes

- Scholars read and annotate the remaining documents on pages 8–11 of the Unit 5 Sourcebook and write a clear and concise answer to each short-answer question in the Unit 5 Workbook. Hold scholars accountable for the clarity and strength of their claims!
- Spend 2 to 3 minutes working with three to five scholars.
 - Have scholars explain their thinking. Can their main idea annotations be made stronger? Are their claims simple and clear? Are they revising their writing?
 - Hold scholars accountable for implementing the feedback you've given them.

Teacher Feedback Guidance

- Before the next lesson, review scholars' short answers and provide feedback on the quality of their work. Prioritize the most important change scholars must make to improve the strength of their claims as well as of their future writing. Use your study of scholar work to determine a common trend in scholars' writing.

Lesson 3: The Spanish-American War (DBQ Writing)

Central Question: Why did the United States invade Cuba in 1898?

What Does Success Look Like?

Scholars can plan and draft clear and compelling written arguments that answer a historical question with strong theses and evidence that supports or proves their theses.

Do Now — 5 minutes

- Scholars revise their short answers from the previous lesson based on the feedback you gave them.

Plan — 15 minutes

- With partners or in small groups, scholars discuss possible answers to the DBQ Task. Ensure that scholars explain the conflict between American imperial interests with American moral ideals and values in the Spanish-American War.
- Lead a whole-class discussion on possible answers to this task. Remind scholars that there is not a single right answer to this question, but they must have evidence to defend their answers!
 - Call on pairs to share out their answers and defend them with evidence from Documents A through D.
 - Have scholars evaluate one another's answers. Scholars should consider whether each answer is compelling and based on accurate evidence from the text.
 - Give scholars feedback on the clarity and quality of their answers.
- During the discussion, chart strong vs. weak answers. Ensure that scholars can explain what makes a particular answer strong or weak.
- Tell scholars that their answers to this question will become their theses in their final DBQ essays. All of the evidence in an essay must prove this thesis.
- After the discussion, give scholars 2 minutes to determine their own theses on the planning page of the DBQ in the Unit 5 Workbook. Ensure that scholars are not just copying an answer that was discussed but are actually formulating their own theses based on the discussion.

Outline and Draft — 30 minutes

Outline (15 minutes)

- Scholars create an outline for their DBQ essays on the planning page of the DBQ by finalizing their theses and determining the three strongest pieces of evidence from Documents A through D that support their theses, based on their work in the previous lesson and the class discussion.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have each scholar explain his or her thesis. Does the thesis answer the DBQ Task? Is it compelling? Does the evidence selected actually prove this thesis?
 - If scholars are struggling to choose strong evidence, have them write how each document helps answer the DBQ Task on each document or in their outline.

Draft (15 minutes)

- Scholars use their outlines to draft their DBQ essays. As scholars draft, they must focus on proving their theses with strong evidence from at least three different documents.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have scholars explain their writing. Can their writing be made stronger?
 - Ensure that scholars are using relevant evidence to prove their theses in their DBQ essays.
 - Ensure that scholars are revising their writing to make sure it is simple and clear.
 - Hold scholars accountable for rereading their writing and eliminating any typos and errors in basic conventions.
- Coach scholars on how to implement the feedback you've given them.

Teacher Feedback Guidance

- Before the next lesson, review scholars' drafts and provide feedback on the quality of their work. Prioritize the most important change scholars must make to improve the strength of their theses and supporting evidence in this essay as well as in their future writing. Use your study of scholar work to determine a common trend in scholars' writing.

Lesson 4: The Spanish-American War (DBQ Writing)

Central Question: Why did the United States invade Cuba in 1898?

What Does Success Look Like?

Scholars revise their essays based on individualized teacher feedback to make their essays stronger and clearer and understand how to use their feedback to grow as writers.

Preparation

- To complete this revision, before class you must:
 - Choose an exemplar and non-exemplar draft essay from the previous lesson to use in the Launch and Mini-lesson. If there is no strong exemplar piece, plan to use your own teacher model piece.

Do Now — 5 minutes

- Scholars read your feedback on their initial drafts of their DBQ essays and discuss with a partner how they will apply this feedback in their revisions today.

Launch — 10 minutes

- The launch is your opportunity to provide a whole-class model of excellence and explain the biggest issue that holds scholars back from achieving excellence. The launch should end with scholars describing how this piece of writing exemplifies the Habits of Great Writers.
 - Reread the DBQ Task with scholars: Why did the United States invade Cuba in 1898?
 - Then share an exemplar draft from the previous lesson. Have scholars discuss 1) what makes the scholar's thesis compelling and 2) why the evidence selected is effective in proving this thesis.
 - Have scholars articulate how the work study applies to their own writing today.

Mini-lesson — 10 minutes

- Choose an anonymous scholar's draft essay that demonstrates a whole-class trend from your study of scholar work in the previous lesson, and show this scholar's line-edited draft to the class.
- Have the class work together to apply your individualized feedback to begin to revise the DBQ essay. Then call on scholars to articulate how this scholar must apply this feedback to all writing moving forward.
- Set your expectations for how scholars will apply their individualized feedback to revise their work today.

Revise 1 — 10 minutes

- Scholars use their individualized feedback to revise their DBQ essays.
- Set the expectation that scholars should use this entire time to revise their work based on the feedback you have given them. Explain that some scholars may need to start from scratch, and that is OK! Note that this time will only be productive if you have given every scholar individualized feedback.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have scholars explain the feedback that they have received, as well as their plan to apply it.
 - Coach scholars on how to apply your feedback.

Mid-Workshop Teach — 5 minutes

- Share an essay that has greatly improved through revision. Have the scholar explain how he or she has applied feedback to effectively revise.
 - If there is a clear whole-class misconception that must be addressed, share an anonymous example of that trend. Have the class discuss how the scholar needs to change his or her approach to revision in order to make more substantial changes.
- Ensure scholars understand how this feedback is transferable to their own work.
- Scholars articulate to their partners how they will revise their work based on the Mid-Workshop Teach.

Revise 2 — 10 minutes

- Scholars use the transferable takeaway from the Mid-Workshop Teach to continue revising their essays.
- Set the expectation that scholars should use the entire time to continue revising their essays.
- Spend 2 to 3 minutes working with three to five scholars.
 - Help scholars focus on what is most important: a strong thesis and supporting evidence.
 - Coach scholars on how to apply your feedback.

Homework

- Scholars read “William McKinley,” “Theodore Roosevelt,” “Woodrow Wilson,” and “William Howard Taft” on the History Channel website in preparation for the next lesson.

Teacher Feedback Guidance

- Before the next lesson, give scholars a final grade on their revised essay, as well as one transferable next step that they must apply to their next piece.

Lesson 5: Presidential Imperial Policy (Jigsaw)

Central Question: How did presidents McKinley, Roosevelt, Taft, and Wilson promote American imperialism?

Historical Background

President William McKinley, elected in 1896, sparked the trend of imperialist U.S. presidents. In addition to U.S. intervention in Cuba during the Spanish-American War, McKinley led a war in the Philippines, as well as pursuits in China and Latin America. Presidents Roosevelt, Taft, and Wilson followed in McKinley’s footsteps, although each president developed his own method, style, and justification for the interference. Although Roosevelt saw himself and the United States as guardians of the Western Hemisphere, Taft hoped to promote American economic interests abroad, whereas Wilson insisted he was acting on his moral duty to protect democracy and people across the globe.

For more background, read “The Spanish-American War in the Philippines” and “The U.S. and China” on the Gilder Lehrman Institute of American History website (free login required), and read “William Taft: Foreign Affairs” on the Presidential Profiles website. Watch “Theodore Roosevelt’s Foreign Policy” on the History Channel website.

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 5 Key Terms:

- Philippine-American War
- President Theodore Roosevelt/Big Stick Policy
- President William Taft/Dollar Diplomacy

- President Woodrow Wilson/Moral Diplomacy

Scholars understand American involvement in foreign conflicts around the world and can explain how presidents McKinley, Roosevelt, Taft, and Wilson each promoted American imperialism.

Preparation

- To complete this jigsaw, before class you must:
 - Make a plan for how you are going to divide scholars into groups for the jigsaw.
 - Ensure each scholar has the Lesson 5 Note-taking Template accessible so that notes are purposeful and that scholars are clear on your expectations.

Do Now — 5 minutes

- Scholars complete the Unit 5 Lesson 5 Do Now in the Unit 5 Workbook.

Context — 10 minutes

Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of American imperialism.

Examine (5 minutes)

- Examine the political cartoon “Columbia’s Easter Bonnet” on page 13 of the Unit 5 Sourcebook.
- Tell scholars to think about the following question as they examine the cartoon:
 - How does the political cartoon characterize American imperial policies?

Discuss (3 minutes)

- Pairs of scholars discuss the question posed before examining the cartoon. Then call on pairs to share out. Insist that scholars answer your question with claims supported by evidence from the homework and the cartoon.
 - Make a connection to previous content. Ask: Compare these imperial policies to previous American expansion policies. To what extent are these policies similar?

Investigate — 15 minutes

- Remind scholars that the purpose of a jigsaw lesson is to become experts at one topic so they are able to teach their peers. Set the expectations that scholars should be prepared to clearly and concisely share about their assigned topic at the end of their group work time.
- Divide scholars into groups, and assign each group one of the following four presidents: President McKinley (pages 14–15 of the Unit 5 Sourcebook), President Roosevelt (pages 16–17 of the Unit 5 Sourcebook), President Taft (page 18 of the Unit 5 Sourcebook), or President Wilson (pages 19–20 of the Unit 5 Sourcebook). Each group reads and annotates the

documents for its assigned topic. After reading, scholars should write a main idea next to the title of the source.

- Circulate to determine the major trend in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have each scholar tell you the main idea of the document he or she is reading. Ask: What is the main idea of this document? How do you know? How does this document help answer the Central Question?
 - Hold scholars accountable for staying focused on the main idea of the document.

Teach — 10 minutes

- Remind scholars that they are responsible for learning from their classmates during this time and must take notes in their Lesson 5 Note-taking Template in the Unit 5 Workbook during each presentation.
- Have scholars from each group present about their topic to the class in 2 minutes or less.
- As scholars share, chart the major takeaways from each group, and display this chart in your classroom for reference throughout the unit.

Discuss — 5 minutes

- After each group presents, scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
 - Compare the foreign policy agendas of McKinley, Roosevelt, Taft, and Wilson. To what extent were these agendas similar?
 - How did imperialism promote American interests abroad?
 - Make a connection to the Essential Question. Ask: To what extent did American foreign policy reflect the interests of the countries affected by it?

Exit Ticket — 5 minutes

- Scholars complete the Lesson 5 Exit Ticket independently in the Unit 5 Workbook.

Homework

- Scholars read pages 191 through 197 in A Young People's History of the United States by Howard Zinn and Rebecca Stefoff (Seven Stories Press: 2007) in preparation for the next lesson.

Lesson 6: Anti-Imperialism (Source Analysis)

Central Question: Why did people at home and abroad oppose American imperialism?

Historical Background

While America grew as an imperial power, its imperial policies were not universally supported, neither at home nor in the countries in which they intervened. Many Americans objected on philosophical grounds; the ethos of imperialism did not align with those of democracy and American values. Furthermore, as reports of brutality and violence came from the Philippines, many Americans objected to the harsh treatment of people abroad. And some Americans believed that imperialism would bring more troubles than riches. These Americans, led by leaders such as Andrew Carnegie, Mark Twain, and William Jennings Bryan, formed the Anti-Imperialist League to combat American imperial policy. Abroad, critiques were similar, as people used the rhetoric of the American Revolution to promote their own sovereignty and called on international law to stop American injustices and violence.

For more background, read “Debate Over the Treaty of Paris” on the PBS website “American Soldiers Write Home About the Philippine War” on George Mason University’s History Matters website, and Chapters LIII–LVII of *Hawaii’s Story* by Hawaii’s Queen available digitally on the University of Pennsylvania digital library.

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 5 Key Terms:

- Anti-imperialism
- Anti-Imperialist League
- Self-government

Scholars understand how imperialism affected people around the globe and can explain why people — at home and abroad — opposed American imperialism.

Do Now — 5 minutes

- Scholars complete the Unit 5 Lesson 6 Do Now in the Unit 5 Workbook.

Context — 10 minutes

Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today’s Central Question, and invest scholars in beginning their study of the opposition to American imperial policies.

Listen (2 minutes)

- Listen to the speech “Anti-Imperialism” by William Jennings Bryan on the History Channel website.
 - As scholars listen to the speech, they should follow along with the transcript on page 22 of the Unit 5 Sourcebook.

- Tell scholars to think about the following question as they listen to the speech:
 - How does Bryan characterize a republic?

Discuss (6 minutes)

- Pairs of scholars discuss the question posed at the beginning of the speech as well as the questions below. Then call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the homework and the speech.
 - In Bryan's ideal republic, can a republic pursue imperialist policies? Why or why not?
 - To what extent were U.S. actions in the Philippines consistent with Bryan's vision of a republic?
 - Make a connection to previous content. Ask: Recall your studies in Unit 4. To what extent are the ideals expressed by Bryan in this speech consistent with the ideals of the Populist movement he represented?

Investigate — 20 minutes

- Scholars read and annotate Documents A through D on pages 23–25 of the Unit 5 Sourcebook. After reading each source, they should write a main idea next to the title of the source.
- Circulate to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have each scholar tell you the main idea of the document he or she is reading. Ask: What is the main idea of this document? How do you know? How does this document help answer the Central Question?
 - Hold scholars accountable for staying focused on the main idea of the document.

Discuss — 5 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
 - How did American imperialism affect people abroad?
 - Compare the arguments of the Americans in Documents A and B with those of Queen Liliuokalani and Aguinaldo in Documents C and D. To what extent are their arguments against imperialism similar?
 - Make a connection to the Essential Question. Ask: To what extent were imperialist policies consistent with the United States' values as a republic?

Exit Ticket — 10 minutes

- Write a paragraph of no more than 200 words:
 - Why did people at home and abroad oppose American imperialism? Justify your argument with at least two concrete pieces of evidence from two different sources.

Homework

- Scholars read “Did Franz Ferdinand’s Assassination Cause World War I?” on the History Channel website and examine the maps on page 27 of the Unit 5 Sourcebook in preparation for the next lesson.

Lesson 7: World War I (Simulation)

Central Question: Why did World War I become a global conflict?

Historical Background

In 1914, World War I erupted in Europe. Sparked by the assassination of Archduke Franz Ferdinand, the conflict had roots far deeper in European history. Colonial and imperial ambitions caused intense rivalries among European nations; the “Scramble for Africa” had caused deep tensions in Europe over control of the African continent. As a result of these tensions, along with the technological innovations of the era, many European nations began to build up their militaries, ready and waiting for war to begin. Furthermore, this era saw the rise of ethnic nationalism, as small groups within nations began to push for their own independence. Tensions were high in Europe, so many European nations began making alliances with each other, creating a complicated network of alliances and treaties. All that was needed was one event — such as the assassination of Ferdinand — to bring the entire continent into chaos.

For more background, read “The Origins of WWI” on the BBC website.

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 5 Key Terms:

- Nationalism
- World War I

Scholars understand the roots of conflict in prewar Europe in the early 20th century and can explain how these factors led to the outbreak of World War I through a simulation.

Preparation

- Read the Lesson 7 simulation guidance in the Unit 5 Workbook with guidelines and procedures to plan the simulation.
- Carefully review the guidance outlined in this lesson and prepare all necessary materials before class.
 - Create cards for each country that include the country’s name and relevant background information, based on the handout. Ensure that you print or write these cards in color, as green text indicates allies, whereas red text indicates enemies.
 - Make signs labeled “Central Powers,” “Neutral,” and “Allies” and place them in three distinct locations of the room.

- Come up with a system for assigning countries to scholars.
 - Adjust the number of countries to align to the number of scholars in your class OR come up with a system for scholars to partner with each other to successfully complete the simulation.
- Blow up the map of the world during World War I in the Unit 5 Workbook and put up in the classroom.

Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

Context — 5 minutes

Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in launching their study of World War I.

Discuss (3 minutes)

- Pairs of scholars discuss the question below. Then call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the homework.
 - Why were tensions building in Europe at the turn of the 20th century?
 - Make a connection to previous content. Ask: To what extent was European imperialism similar to American imperialism?

Investigate — 10 minutes

- Assign each scholar one country and distribute country cards to the class. Explain that scholars will assume the role of this country to prepare to simulate the immediate events leading up to World War I.
 - Briefly give scholars background on alliances and why nations form alliances (as directed in the guidance handout above).
- Scholars read and annotate their country cards in silence. Tell scholars that alliances are formed in secret, so they should not share any information on the back of their cards with other scholars.
- As scholars read, they should:
 - Identify their countries' interests and priorities.
 - Note the countries with which they are aligned (or if they are neutral).
 - Note the countries with which they are in conflict.

- When scholars finish reading, tell scholars to look for clues on their cards to find their allies. As allies find one another, these scholars must stay together to find more allies. Once scholars have found all of their allies (or none, if they are neutral), they should go stand next to the sign representing which group they are a part of (Central Powers, Neutral Powers, or the Allies).
- When scholars are all grouped together, they should arrange themselves within their groups in the order in which they entered the war, written on their cards (except for the Neutral Powers).

Simulation — 15 minutes

- Using the guidance handout, have scholars come forward in the correct order of events.
 - As each country comes forward, each scholar reads the back of his or her card to share the role his or her country played in the war.
 - Scholars should be able to use clues from the person before them and their date of entry into the war to guess when they should speak. As the teacher, guide scholars who may be unsure of when to step forward and clarify any missing context.
- Once China enters the war, the simulation is complete.

Discuss — 5 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the simulation. Ensure the discussion leads scholars to answer the Central Question.
 - Why did countries form alliances?
 - Were alliances always beneficial? Why or why not?
 - How did European colonialism and imperialism affect national alliances?
 - Make a connection to the Big Ideas. Ask: Was World War I inevitable?

Exit Ticket — 10 minutes

- **Write a paragraph of no more than 200 words:**
 - Why did World War I become a global conflict? Justify your argument with at least two concrete pieces of evidence from the simulation.

Homework

- Scholars read “Wilson’s Call to War Pulled America Onto the World Stage in 1917,” by Professor Gordon Stables, published by the Conversation and available on the Newsela website in preparation for the next lesson.

Lesson 8: The United States and World War I (DBQ Writing)

Central Question: Why did the United States join World War I?

Historical Background

When World War I broke out across Europe in 1914, President Woodrow Wilson proclaimed the United States would remain neutral, and many Americans supported this policy of nonintervention. However, public opinion about neutrality started to change after the sinking of the British ocean liner *Lusitania* by a German U-boat in 1915; almost 2,000 people perished, including 128 Americans. Along with news of the Zimmerman Telegram threatening an alliance between Germany and Mexico, Wilson asked Congress for a declaration of war against Germany. The United States officially entered the conflict on April 6, 1917.

For more background, read “American Entry into WWI” on the Gilder Lehrman Institute of American History website (free login required).

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 5 Key Terms:

- Isolationism
- Policy of Neutrality

Scholars can apply their knowledge of United States history to interpret original sources and use these sources to write clear, concise, and compelling claims about why the United States joined World War I.

Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

Launch — 5 minutes

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Build excitement for today’s DBQ, and invest scholars in continuing their study of World War I. Tell scholars they will apply all their knowledge as historians to answer a question using new sources that they have not seen before.
- Scholars read the Lessons 8–10 DBQ Historical Context and Task in the Unit 5 Workbook to frame their thinking.
- Ask: What is the DBQ Task asking us to do?
- Scholars, in pairs, interpret the question. Call on pairs to share out.

Guided Document Study — 20 minutes

- Set the expectation that scholars must tackle Documents A through D today by writing a main idea next to the title and using the text and their main idea annotations to concisely answer each short-answer question with a clear claim.

Read and Write (8 minutes)

- Read Document D* on page 31 of the Unit 5 Sourcebook with scholars. After reading, scholars should write a main idea next to the title and use their understanding of the text to write a claim for the accompanying short-answer question in the Unit 5 Workbook.
 - *Note: Document D contains challenging ideas and scholars may struggle to articulate the connection to World War I. If you anticipate that scholars will struggle more with Documents A, B, or C, read one of those documents instead.

Discuss (10 minutes)

- Have a scholar with a strong main idea annotation and/or claim share out. Have scholars discuss 1) how the main idea annotation reflects a full understanding of the document and/or 2) why the claim effectively answers this short-answer question.
- Share non-exemplar work. Have the class discuss why the main idea annotation does not reflect full understanding of the document and/or why the claim does not answer the short-answer question.
- Ensure scholars understand how this feedback is transferable to their own work and know what they must do to improve.

Give scholars 2 minutes to revise their main ideas or claims based on the discussion.

Read and Write — 20 minutes

- Scholars read and annotate the remaining documents on pages 29–32 of the Unit 5 Sourcebook and write a clear and concise answer to each short-answer question in the Unit 5 Workbook. Hold scholars accountable for the clarity and strength of their claims!
- Spend 2 to 3 minutes working with three to five scholars.
 - Have scholars explain their thinking. Can their main idea annotations be made stronger? Are their claims simple and clear? Are they revising their writing?
 - Hold scholars accountable for implementing the feedback you've given them.

Teacher Feedback Guidance

- Before the next lesson, review scholars' short answers and provide feedback on the quality of their work. Prioritize the most important change scholars must make to improve the strength of their claims as well as of their future writing. Use your study of scholar work to determine a common trend in scholars' writing.

Lesson 9: The United States and World War I (DBQ Writing)

Central Question: Why did the United States join World War I?

What Does Success Look Like?

Scholars can plan and draft clear and compelling written arguments that answer a historical question with strong theses and evidence that supports or proves their theses.

Do Now — 5 minutes

- Scholars revise their short answers from the previous lesson based on the feedback you gave them.

Plan — 15 minutes

- With partners or in small groups, scholars discuss possible answers to the DBQ Task. Ensure that scholars explain why the United States decided to join the war after declaring a policy of neutrality.
- Lead a whole-class discussion on possible answers to this task. Remind scholars that there is not a single right answer to this question, but they must have evidence to defend their answers!
 - Call on pairs to share out their answers and defend them with evidence from Documents A through D.
 - Have scholars evaluate one another's answers. Scholars should consider whether each answer is compelling and based on evidence from the text.
 - Give scholars feedback on the clarity and quality of their answers.
- During the discussion, chart strong vs. weak answers. Ensure that scholars can explain what makes a particular answer strong or weak.
- Tell scholars that their answers to this question will become their theses in their final DBQ essays. All of the evidence in an essay must prove this thesis.
- After the discussion, give scholars 2 minutes to determine their own theses on the planning page of the DBQ. Ensure that scholars are not just copying an answer that was discussed, but actually formulating their own theses based on the discussion.

Outline and Draft — 30 minutes

Outline (15 minutes)

- Scholars create an outline for their DBQ essays on the planning page of the DBQ by finalizing their theses and the three strongest pieces of evidence from Documents A through D that support their theses, based on their work in the previous lesson and the class discussion.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have scholars explain their thesis. Does the thesis answer the DBQ Task? Is it compelling? Does the evidence selected actually prove this thesis?
 - If scholars are struggling to choose strong evidence, have them write how each document helps answer the DBQ Task on each document or in their outlines.

Draft (15 minutes)

- Scholars use their outlines to draft their DBQ essays. As scholars draft, they must focus on proving their theses with strong evidence from at least three different documents.

- Spend 2 to 3 minutes working with three to five scholars.
 - Have scholars explain their writing. Can the writing be made stronger?
 - Ensure that scholars are using relevant evidence to prove their theses in their DBQ essays.
 - Ensure that scholars are revising their writing to make sure it is simple and clear.
 - Hold scholars accountable for rereading their writing and eliminating any typos and errors in basic conventions.
 - Coach scholars on how to implement the feedback you've given them.

Teacher Feedback Guidance

- Before the next lesson, review scholars' drafts and provide feedback on the quality of their work. Prioritize the most important change scholars must make to improve the strength of their theses and supporting evidence in this essay as well as in their future writing. Use your study of scholar work to determine a common trend in scholars' writing.

Lesson 10: The United States and World War I (DBQ Writing)

Central Question: Why did the United States join World War I?

What Does Success Look Like?

Scholars revise their essays based on individualized teacher feedback to make their essays stronger and clearer and understand how to use their feedback to grow as writers.

Preparation

- To complete this revision, before class you must:
 - Choose an exemplar and non-exemplar draft essay from the previous lesson to use in the Launch and Mini-lesson. If there is no strong exemplar piece, plan to use your own teacher model piece.
 - By the end of the lesson, assign scholars "pro" or "con" for their debate on the Treaty of Versailles the following day.

Do Now — 5 minutes

- Scholars read your feedback on their initial drafts of their DBQ essays and discuss with a partner how they will apply this feedback in their revisions today.

Launch — 10 minutes

- The launch is your opportunity to provide a whole-class model of excellence and explain the biggest issue that holds scholars back from achieving excellence. The launch should end with scholars describing how this piece of writing exemplifies the Habits of Great Writers.
 - Reread the DBQ Task with scholars: Why did the United States join World War I?
 - Then share an exemplar draft from the previous lesson. Have scholars discuss 1) what makes the scholar's thesis compelling and 2) why the evidence selected is effective in proving this thesis.
 - Have scholars articulate to partners how the work study applies to their own writing today.

Mini-lesson — 10 minutes

- Choose an anonymous scholar's draft essay that demonstrates a whole-class trend from your study of scholar work from the previous lesson, and show this scholar's line-edited draft to the class.
- Have the class work together to apply your individualized feedback to begin to revise the DBQ essay. Then call on scholars to articulate how this scholar must apply this feedback to all writing moving forward.
- Set your expectations for how scholars will apply their individualized feedback to revise their work today.

Revise 1 — 10 minutes

- Scholars use their individualized feedback to revise their DBQ essays.
- Set the expectation that scholars should use this entire time to revise their work based on the feedback you have given them. Explain that some scholars may need to start from scratch, and that is OK! Note that this time will only be productive if you have given every scholar individualized feedback.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have scholars explain the feedback that they have received, as well as their plan to apply it.
 - Coach scholars on how to apply your feedback.

Mid-Workshop Teach — 5 minutes

- Share an essay that has greatly improved through revision. Have the scholar explain how he or she has applied feedback to effectively revise.
 - If there is a clear whole-class misconception that must be addressed, share an anonymous example of that trend. Have the class discuss how the scholar needs to change his or her approach to revision in order to make more substantial changes.
- Ensure scholars understand how this feedback is transferable to their own work.
- Scholars articulate to their partners how they will revise their work based on the Mid-Workshop Teach.

Revise 2 — 10 minutes

- Scholars use the transferable takeaway from the Mid-Workshop Teach to continue revising their essays.
- Set the expectation that scholars should use the entire time to continue revising their essays.
- Spend 2 to 3 minutes working with three to five scholars.
 - Help scholars focus on what is most important: a strong thesis and supporting evidence.
 - Coach scholars on how to apply your feedback.

Homework

- Assign scholars to a pro or con team for the debate in the next lesson. Scholars read “The End of the War and the Treaty of Versailles” on pages 33–34 of the Unit 5 Sourcebook and use their homework reading to begin outlining their position in their Debate Planning Guide in the Unit 5 Workbook in preparation for the next lesson.

Teacher Feedback Guidance

- Before the next lesson, give scholars a final grade on their revised essay, as well as one transferable next step that they must apply to their next piece.

Lesson 11: The Treaty of Versailles (Debate)

Central Question: Should the United States have signed the Treaty of Versailles?

Historical Background

When World War I came to a close, the leaders of France, Russia, Great Britain, and the United States created the Treaty of Versailles, which intended to punish Germany for its aggression and restore a devastated Europe. President Wilson, however, hoped to bring nations together to prevent another global conflict. He presented his Fourteen Points, which included a plan for a League of Nations. Many of his points, including the league, were adopted in the Treaty of Versailles. Many Americans, however, were wary of this treaty; they feared further U.S. entanglement in European wars and preferred isolationism. Ultimately, the United States did not sign the Treaty of Versailles.

For more background, read “The Treaty of Versailles and President Wilson” on the Gilder Lehrman Institute of American History website (free login required), and browse Khan Academy’s The Treaty of Versailles course.

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 5 Key Terms:

- Fourteen Points
- Treaty of Versailles

Scholars can evaluate the United States' decision to not sign the Treaty of Versailles by simulating the treaty debate in the U.S. Senate.

Preparation

- Arrange your classroom in two parts: one side for those in favor of the treaty, and the other for those against the treaty.
- As scholars enter the room, have scholars sit in the corresponding “pro” or “con” side of the room based on their assignments from the end of the previous lesson.
- Ensure scholars have the Debate Planning Guide in the Unit 5 workbook accessible.

Do Now — 5 minutes

- Scholars complete the Unit 5 Lesson 11 Do Now in the Unit 5 Workbook.

Context — 5 minutes

Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of World War I by simulating a Congressional debate.

Discuss (3 minutes)

- Pairs of scholars discuss the questions below. Then call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the homework and the previous lessons on World War I.
 - Why did some Americans support the Treaty of Versailles?
 - Why did other Americans oppose the Treaty of Versailles?
 - How did President Wilson's “moral diplomacy” influence the goals of the Treaty of Versailles?
 - Make a connection to previous content. Ask: To what extent were the interests of American isolationists and anti-imperialists similar?

Investigate — 10 minutes

- Assign each scholar one side in the congressional debate about the Treaty of Versailles: against the treaty (pages 35–36 of the Unit 5 Sourcebook) or in favor of the treaty (page 37 of the Unit 5 Sourcebook). Explain that scholars will assume the role of a senator and will use their documents to prepare to simulate a Congressional debate on the Treaty of Versailles.
- Scholars read and annotate their positions.
- Circulate to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have each scholar tell you the main idea of the document he or she is reading. Ask: What is the main idea of this document? How do you know? How does this document help answer the Central Question?

- Hold scholars accountable for staying focused on the main idea of the document.

Planning — 10 minutes

- Once scholars have finished reading and annotating their sources, each group should come together to plan their side of the Congressional debate, writing their main arguments in the Debate Planning Guide in the Unit 5 Workbook.
- As scholars plan, they should:
 - Summarize their assigned position on the Treaty of Versailles.
 - Identify at least three major arguments that support their side of the debate.
 - Determine at least three counterarguments they anticipate the opposing side will argue, based on their knowledge from class and their homework, and how they plan to rebut those arguments.

Debate — 15 minutes

- Have one scholar from one of the perspectives present his or her argument at the front of the class.
- After this scholar presents his or her argument, have the other side respond directly to that scholar's argument.
- Then have a scholar from the opposing side present an argument, allowing the first group then to respond.
- Hold scholars accountable for taking notes while scholars are presenting their arguments, because they will use these notes to come up with a response.
- Then, as a class, conduct a vote for/against signing the Treaty of Versailles. Tell scholars that they are free to vote however they please, regardless of their assigned role. However, their vote must be informed by the different arguments presented in class. After the vote, call on one or two scholars to share out why they voted as they did.
- Tell scholars that Congress voted not to sign the treaty.

Exit Ticket — 5 minutes

- **Write a paragraph of no more than 200 words:**
 - Should the United States have signed the Treaty of Versailles? Justify your argument with at least two concrete pieces of evidence from two different sources.

Optional Current Events Connection

- Scholars read the following articles on Newsela*:
 - "Overview: U.S. Isolationism versus Interventionism"
 - "Yes, the United States Had an Empire—and in the Virgin Islands, It Still Does"
 - "PRO/CON: Was Trump's Strike in Syria Warranted?"

- Scholars write an essay of no more than 400 words based on **all three** of the articles above in response to the following prompt:
 - To what extent does American foreign policy today promote American interests and ideals?

*To access all articles on the Newsela website, you must create a free account.

Extra Credit

Prompts: Scholars may choose one of the following prompts about Big Ideas in United States history.

- Was the United States an “empire” in the early 20th century?
- To what extent was U.S. foreign intervention justified?
- Should the United States have entered World War I?

Project Menu: Scholars may then choose to respond to the prompt chosen above with one of the formats outlined below.

- **Thematic Essay:** Scholars write a thematic essay that answers one of the extra credit prompts, drawing on evidence both from the unit and from their own independent research.
- **Podcast:** Scholars create an original podcast that answers one of the prompts above. The podcast should be 5–8 minutes long. Podcasts must draw on evidence both from the unit and from scholars’ own independent research.
- **“Docudrama”:** Scholars create a “docudrama” that answers one of the prompts above. A docudrama is a dramatized video that tells the story of historic events. The docudrama should be 5–8 minutes long. Docudramas must draw on evidence both from the unit and from scholars’ own independent research.
- **Interview:** Scholars record (video or podcast) an interview with a “historian” or a historical figure in order to answer one of the prompts above. The historian or historical figure must be the scholar. A parent, a classmate, or a teacher should be the interviewer. Interviews should be 5–8 minutes long. Interviews must draw on evidence both from the unit and from scholars’ own independent research.
- **Propose your own project:** Scholars may propose to do their own project. These projects must still answer one of the extra credit prompts, and any project proposal must draw on evidence both from the unit and from scholars’ own independent research.