

## **The U.S. and the World: Becoming a World Power – Graded Discussion**

### ***U.S. Imperialism and World War I (1872 – 1920)***

**Assignment:** To conclude our unit on *The U.S. and the World*, we will hold an in-class graded discussion to assess your understanding of key concepts and demonstrate your knowledge of American foreign policy from 1872 to 1920. Students will be expected to engage in the discussion by actively speaking during the discussion, listening to their classmates, and recording notes on the conversation. Specific discussion prompts will be saved for the day of the discussion, but students should be prepared to talk about the following questions as they relate to class material.

- ***How did America’s role in the world change between the 1870s and 1910s?***
- ***Did the United States become an imperial power? Why or why not?***
- ***How did America change because of World War I?***

**Scoring:** Student participation will be earned in the following ways:

- **Making a Substantive Comment** – Your comment is on-topic and contributes something unique to the conversation, you should not merely restate what someone else has said. You must further the discussion by sharing additional information and insight. **(1 POINT)**
- **Making a Substantive Comment that includes Specific Examples or Textual Reference** – As stated above, your comment advances the conversation, but includes historical examples from classwork and homework assignments. You must back up your statement with direct historical evidence or source material. (A list of terms and documents used in class is provided on the back of these instructions.) **(2 POINTS)**
- **Asking a Clarifying Question** – You ask the class as a whole to clarify one or more elements of the question or you ask a specific classmate to explain further what they said. In addition, you could offer up a counter argument or apply previously stated information to a similar or relevant topic. **(1 POINT)**
- **Signposting** – You identify when the conversation has shifted to a new topic and reset the discussion. You may also make direct connections to relevant historical topics and ideas outside of the time period to improve overall class understanding. **(1 POINT)**

**Alternative Assessment:** If a student for whatever reason is unable to participate in the graded discussion they can write a 500-750 word essay (2-3 pages) responding to the three general questions listed above. In an organized written structure, the essay must have a clear historical claim and provide direct historical evidence in support of the claim.

***Below is a list of historical terms and document evidence referenced in class assignments over the course of this unit. Students must incorporate these facts, concepts, and sources into the discussion to demonstrate their understanding and support their ideas. This is not a complete list and students are encouraged to include other relevant information if they choose.***

### **Terms**

- Imperialism
- 4 Motivations for Imperialism
- The Spanish American War
- U.S.S. Maine
- Yellow Journalism
- Cuba
- Jose Marti
- Platt Amendment
- Guantanamo Bay
- Philippines
- Philippine-American War
- Hawaii
- Queen Liliuokalani
- Dominican Republic
- Puerto Rico
- Jones Act
- China
- Spheres of Influence
- Open Door Policy
- Boxer Rebellion
- Mexico
- Mexican Revolution
- Porfirio Diaz, Pancho Villa, Victoriano Huerta
- Tampico Incident / Battle of Veracruz
- Panama
- Big Stick Policy
- Roosevelt Corollary
- Panama Canal
- Teddy Roosevelt
- William McKinley
- Grover Cleveland
- Woodrow Wilson
- Missionaries
- Monroe Doctrine
- Dollar Diplomacy
- Franz Ferdinand
- Allied Powers
- Central Powers
- Isolationism
- U-Boats / Unrestricted Sub Warfare
- Lusitania
- Zimmermann Telegram
- Trench Warfare
- Shell Shock
- Propaganda / Committee on Public Information
- Treaty of Versailles
- 14 Points
- League of Nations
- Self-determination
- Henry Cabot Lodge
- Reservationists / Irreconcilables

### **Documents (from classwork assignments)**

- Josiah Strong, *Our Country: Its Possible and Future and Its Present Crisis*
- Alfred T. Mahan, *The Influence of Sea Power Upon History*
- Albert J. Beveridge, *March of the Flag*
- Fitzhugh Lee, *Telegram from U.S. Consul General in Cuba*
- Woodrow Wilson, *Speech Before Congress*, August 1914
- *Zimmerman Telegram*
- Woodrow Wilson, *Speech Before Congress*, April 1917
- Howard Zinn, *A People's History of the United States*
- Woodrow Wilson, *Speech in Pueblo, Colorado*, September 1919
- Henry Cabot Lodge, *speech August 1919*

