

Name: _____

Score

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1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
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Imperialism & The Great War (WWI)

U.S. History – Learning Target Track Sheet

Unit 4: Imperialism & WWI

Big Idea Question: How and why did America build its empire in the early 20th century?

<u>Learning Target</u>	<u>Vocabulary</u>
Check #1: I can...	
Check #2: I can...	
Check #3: I can...	

Era:

Date:

Name:

Questions (Form

questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can explain why the US began Imperialistic practices in the early 1900s and how they did it.

Imperialism Defined:

Direct Imperialism

In-direct Imperialism

Expansionism

Why Imperialism???

-
-
-

Naval Superiority



The Hawaiian Involvement



Alaskan Purchase



Spanish-American War

Cuba

U.S.S. Maine

Yellow Journalism

Rough Riders

"Splendid Little War"

Treaty of Paris #2 (1898)

Acquirements:

Platt Amendment:

Open Door Policy (China)

Boxer Rebellion

Signs of American Power:

1. Monroe Doctrine & Roosevelt Corollary to Monroe Doctrine

Big Stick Policy

2. Treaty of Portsmouth –
3. Panama Canal -



Summary (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

Necessary Vocabulary:

Imperialism means spreading the rule of one country over that of another country.



THERE ARE FOUR DIFFERENT KINDS OF IMPERIALISM

- 1) Colonial Imperialism: One country taking over another country usually by force.
- 2) Cultural Imperialism: One country's culture impacting another country's culture.
- 3) Political Imperialism: One country influences the government of another country.
- 4) Economic imperialism: One country controls key aspects of another country's economy.

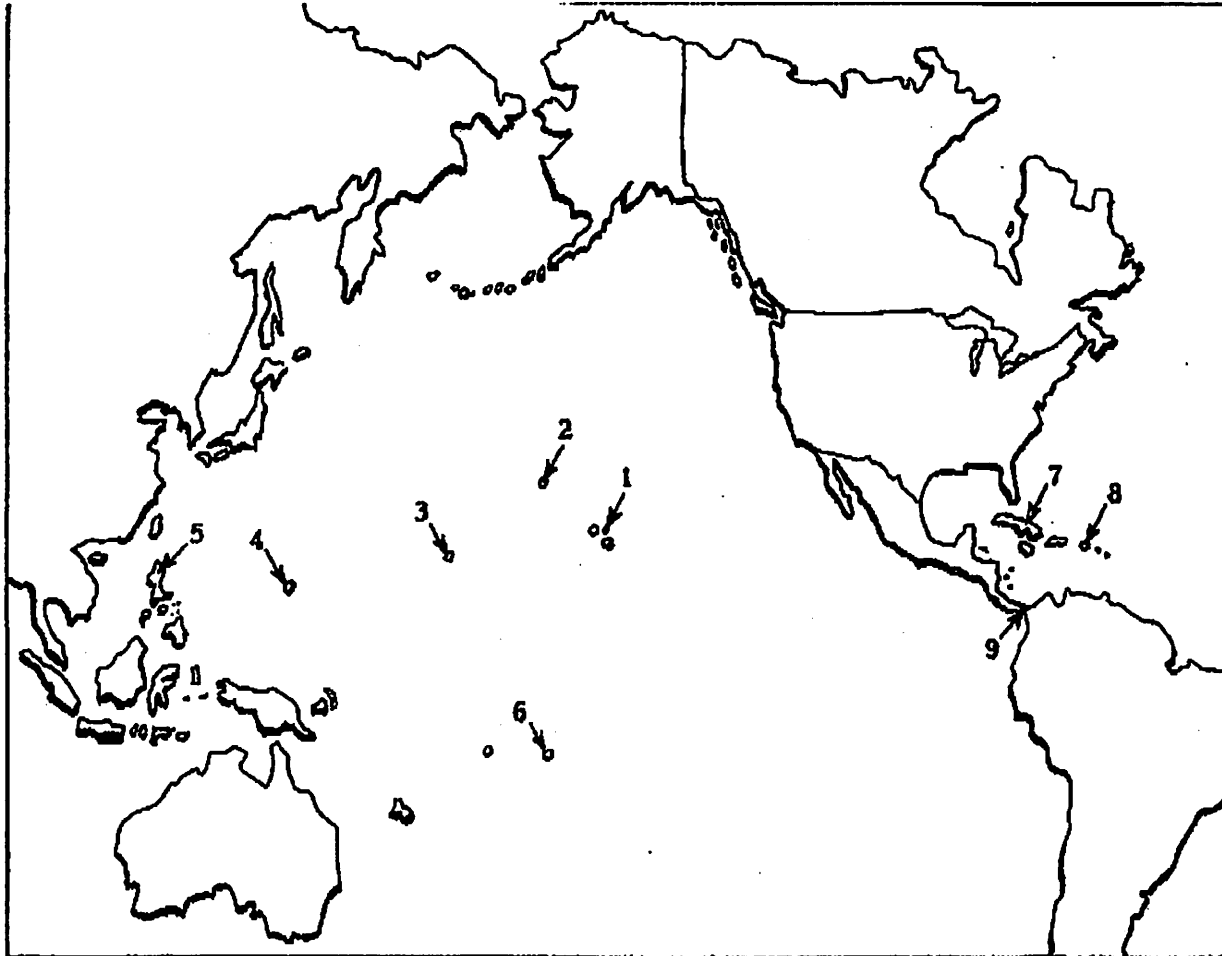
Directions: Listed below are various examples of imperialism. To the right of each example, write the form of imperialism that best describes each action.

- 1) The United States set up a government in Puerto Rico. _____
- 2) The United States and Germany divided control of the Samoan islands. _____
- 3) American missionaries taught the Hawaiian people about Christianity. _____
- 4) Commodore Mathew Perry convinced the Japanese ruler to open ports to United States trade _____
- 5) The United States overthrew the Queen of Hawaii and took control of her Kingdom. _____
- 6) The United States heavily invests in China. New jobs are provided and the economy in China is stimulated. Most of the profits from the surge in industry benefit the United States. _____
- 7) Country A finances the overthrow of the dictator of Country B, who is unfriendly to Country A. Country A only offers financial assistance, not military troops. _____
- 8) Students in Mexico begin to learn and use the language of the United States. They even begin to adopt the style of dress of the students in the United States. _____

Mapping American Imperialism

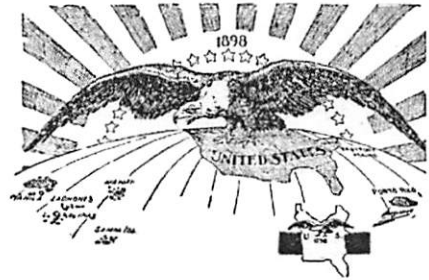
Name _____

Locate and identify the territorial possessions of the U.S. and then complete the chart on the back.



Territory	Date Acquired	Acquired From	Direct- (Obtained with Force) Indirect-(Obtained through negotiations/treaty)	How It Was Acquired
1. Hawaii	1887/1898/1900	Queen Lilo, Hawaiian Monarchy	Direct	
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

America Becomes Powerful in the Age of Imperialism



Ten thousand miles from tip to tip.—Philadelphia Press

Directions: As you view the video on the Age of Imperialism, answer the following questions.

1. European nations had begun to establish imperial _____.
2. In the 19th century, their attention was focused on _____.
3. If the U.S. did not join the land rush, it would be? _____
4. Rudyard Kipling wrote a poem entitled? _____
5. The Anti-Imperialists believed that _____
6. President Fillmore forced which Asian nation to trade with the U.S.? _____
7. William Seward wanted to buy _____ from Russia.
8. What was the estimated cost per acre to buy this territory? _____
9. Queen Lilioukalani surrendered what territory to the U.S.? _____
10. A nation's power is directly related to its _____.
11. Mahan advised that the U.S. increase U.S. possessions in the _____.
12. Embellished (exaggerated) stories printed in newspapers was called? _____
13. The U.S.S. Maine exploded and the U.S. newspaper blamed? _____
14. Spain declared war on _____.
15. After helping the Philippines establish independence, the U.S. moved to take _____.
16. Teddy commanded a military group called the _____.
17. Spain signed a peace treaty and the "splendid little war" only lasted how long? _____
18. The Treaty of Paris gave the U.S. control of _____, Puerto Rico, Guam, & The Philippines.
19. In 1900, _____ wrote a constitution.
20. As the 20th century opened, _____ was in turmoil.
21. Who did not agree with the Open Door Policy? _____
22. What was the name of the Chinese resistance fighters who practiced martial arts? _____
23. Foreign Policy was characterized by 3 vastly different philosophies.
Roosevelt's Foreign Policy was called? _____
Taft's Foreign Policy was called? _____
Wilson's Foreign Policy was called? _____
24. What did Roosevelt want to do to connect the Atlantic & Pacific Oceans? _____
25. During Wilson's Presidency, the U.S. nearly came to a military conflict with what neighbor? _____

Activity 1 – Roosevelt Corollary and Monroe Doctrine

The word corollary, by definition, means this: statement easily proved from another: a proposition that follows, with little or no further reasoning, from the proof of another. This statement is a direct extension of the Monroe Doctrine. Read the original text and complete the organizer below.

Monroe Doctrine

Key Words:

Summary:

In Your Own Words:

Roosevelt Corollary

Key Words:

Summary:

In Your Own Words:

Below is this original text of Teddy Roosevelt justifying the "Roosevelt Corollary". The word corollary, by definition, means this: statement easily proved from another: a proposition that follows, with little or no further reasoning, from the proof of another. This statement is a direct extension of the Monroe Doctrine.

Monroe Doctrine:

The political system of the allied powers is essentially different in this respect from that of America. This difference proceeds from that which exists in their respective Governments; and to the defense of our own, which has been achieved by the loss of so much blood and treasure, and matured by the wisdom of their most enlightened citizens, and under which we have enjoyed unexampled felicity, this whole nation is devoted. We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety.

....

Our policy in regard to Europe, which was adopted at an early stage of the wars which have so long agitated that quarter of the globe, nevertheless remains the same, which is, not to interfere in the internal concerns of any of its powers; to consider the government de facto as the legitimate government for us; to cultivate friendly relations with it, and to preserve those relations by a frank, firm, and manly policy, meeting in all instances the just claims of every power, submitting to injuries from none.

Roosevelt Corollary:

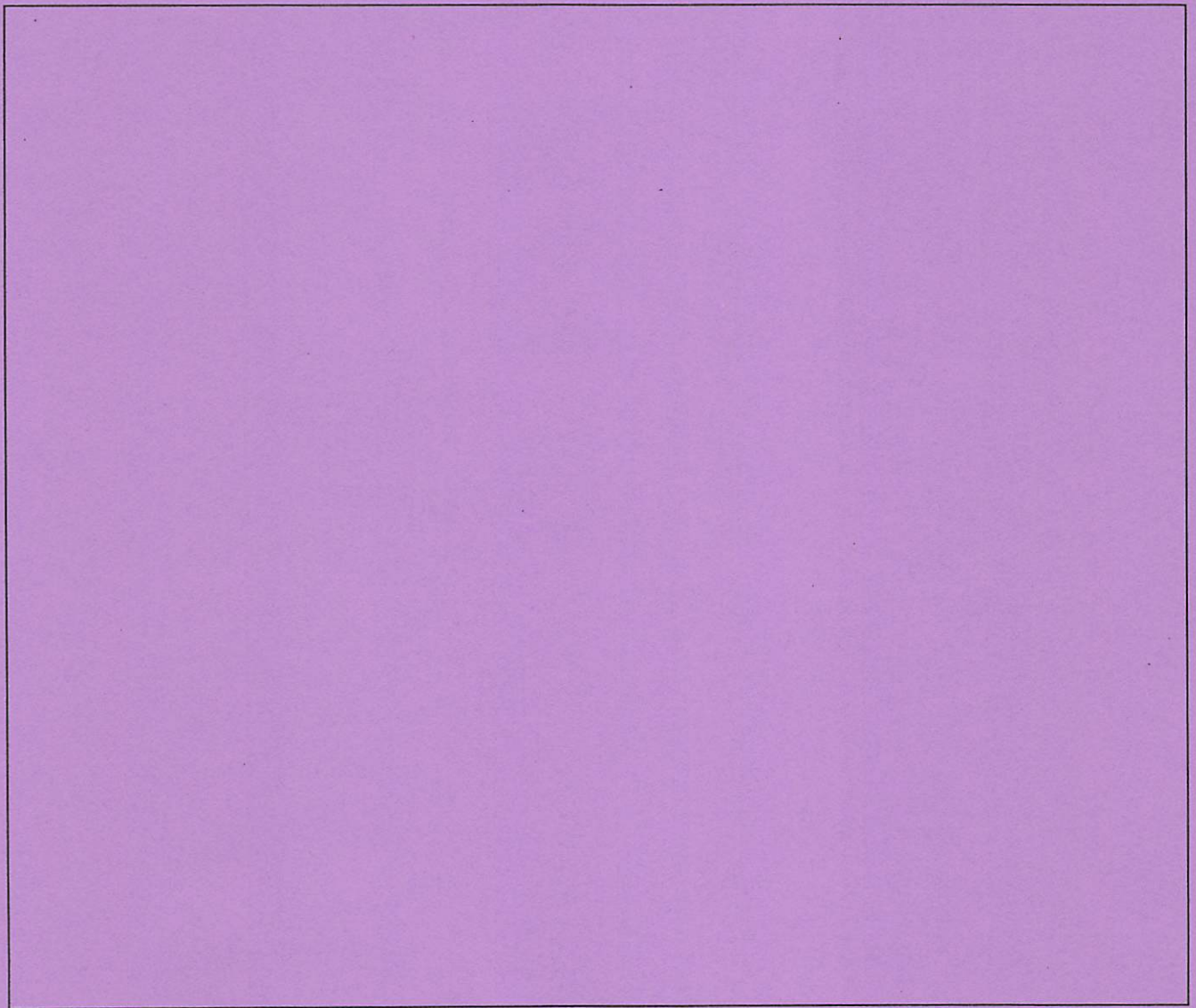
...It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may lead the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power.

Activity 2 – Yellow Journalism

Use your textbook to define yellow journalism and explain how it was used during events such as the Spanish-American War. Then use the box provided to create a sketch of your own yellow journalism headline of a major current event of today.

Yellow Journalism:

Explanation of Significance:

A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is intended for the student to draw or write a sketch of a yellow journalism headline.

Activity 3 – Imperialism Political Cartoons

Use the organizers below to help you analyze the two imperialism political cartoons

Political Cartoon #1:

Symbolism –

Now put it all together:

Exaggeration –

1. Describe the issue, event or idea being shown in the cartoon.

Labels –

Analogy –

2. What opinion or idea do you think the cartoonist is trying to convey with this cartoon?

Interpretation –

3. What would be the opposing viewpoint of the cartoonist's opinion?
-

Political Cartoon #2:

Symbolism –

Now put it all together:

Exaggeration –

1. Describe the issue, event or idea being shown in the cartoon.

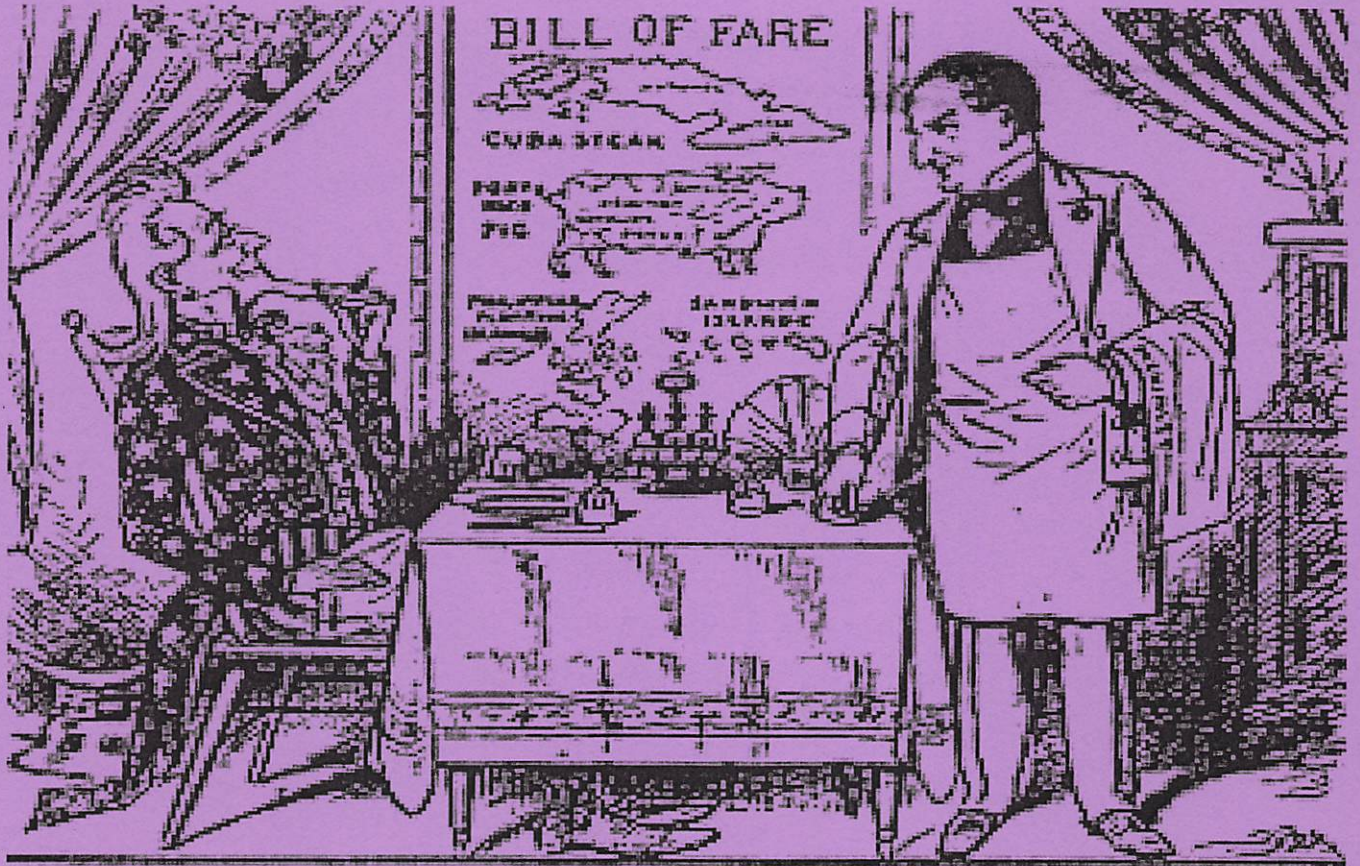
Labels –

Analogy –

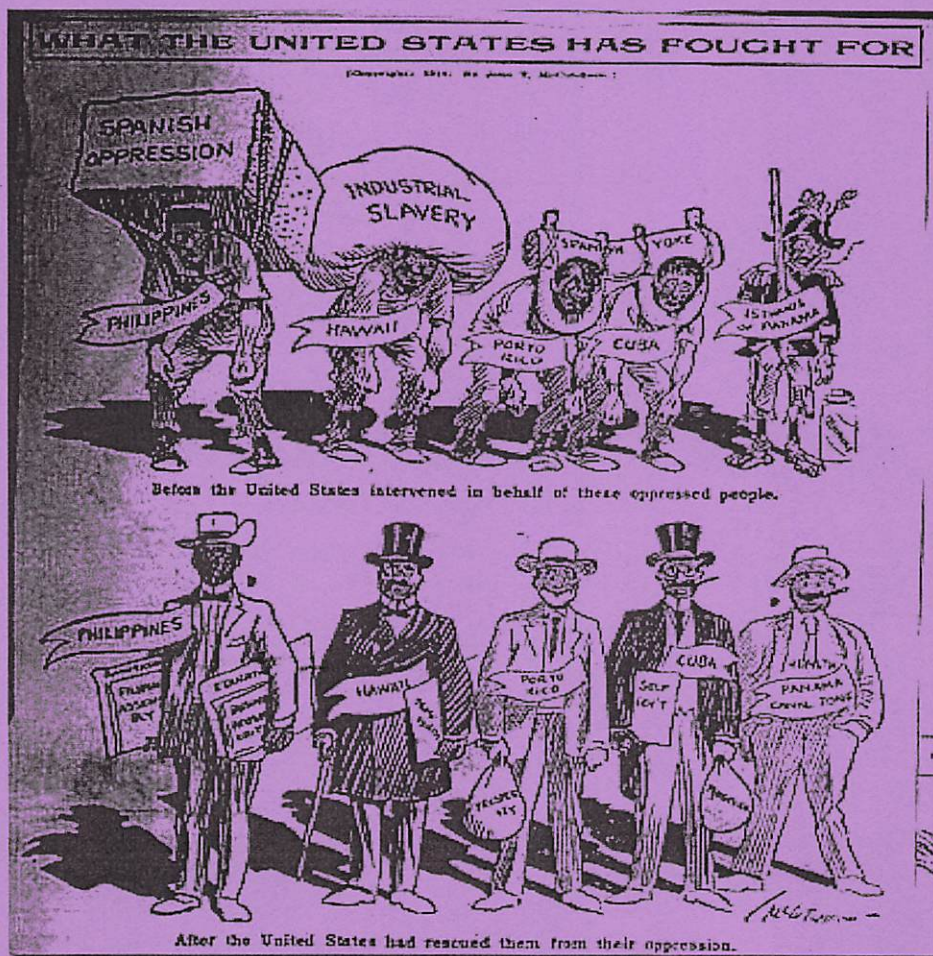
2. What opinion or idea do you think the cartoonist is trying to convey with this cartoon?

Interpretation –

3. What would be the opposing viewpoint of the cartoonist's opinion



WELL, I HARDLY KNOW WHICH TO TAKE FIRST!



Activity 5 – White Man’s Burden

As you read, answer the following questions to guide your understanding of the poem:

1. According to Kipling, and in your own words, what was the “White Man’s Burden”?
2. What reward did Kipling suggest the “White Man” gets for carrying his “burden”?
3. Who did Kipling think would read his poem? What do you think that this audience might have said in response to it?

Take up the White Man's burden—
Send forth the best ye breed—
Go bind your sons to exile
To serve your captives' need;
To wait in heavy harness,
On fluttered folk and wild—
Your new-caught, sullen peoples,
Half-devil and half-child.

Take up the White Man's burden—
In patience to abide,
To veil the threat of terror
And check the show of pride;
By open speech and simple,
An hundred times made plain
To seek another's profit,
And work another's gain.

Take up the White Man's burden—
The savage wars of peace—
Fill full the mouth of Famine
And bid the sickness cease;
And when your goal is nearest
The end for others sought,
Watch sloth and heathen Folly
Bring all your hopes to nought. ...

Why Did the United States Enter World War I?

Hypotheses	Supporting Evidence	Refuting Evidence

Data Packet

Data Sample #1:

Value of U.S. exports for 1914:

1914 - \$824.8 million to Allies

1914 - \$169.3 million to Central Powers

Value of U.S. exports for 1916:

1916 - \$3.2 billion to Allies

1916 - \$1.2 million to Central Powers

Value of U.S. loans for 1917:

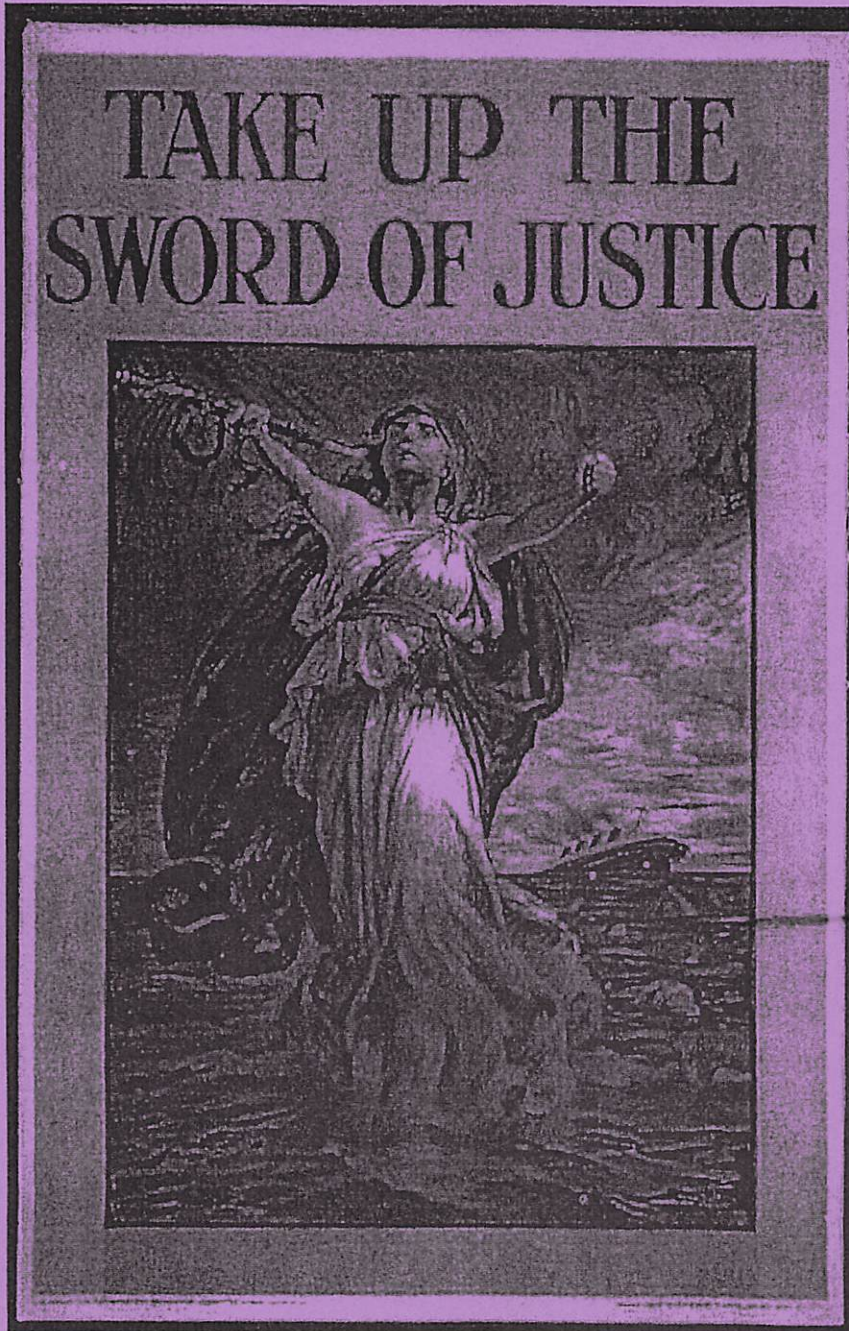
1917 - \$2.5 billion to Allies

1917 - \$27million to Central Powers

Source: http://edsitement.neh.gov/view_lesson_plan.asp?id=474

Data Sample #2:

Poster made after the sinking of the Lusitania.



Source: <http://hdl.loc.gov/loc.pnp/cph.3b53006> (Library of Congress)

Data Sample #3:

The Zimmerman Telegram from Germany to Mexico.


RECEIVED TELEGRAM RECEIVED.
Director 1-8-58
W. L. Garrison, State Dept.
By *Walter A. Eckhoff, Wickwire*
Date *Oct. 22, 1917*
FROM 2nd from London # 5747.

"We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal of alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona. The settlement in detail is left to you. You will inform the President of the above most secretly as soon as the outbreak of war with the United States of America is certain and add the suggestion that he should, on his own initiative, ~~invite~~ ^{invite} Japan to immediate adherence and at the same time mediate between Japan and ourselves. Please call the President's attention to the fact that the ruthless employment of our submarines now offers the prospect of compelling England in a few months to make peace." Signed, ZIMMERMANN.

Source: <http://www.archives.gov/education/lessons/zimmermann/>

Data Sample #4:

**UNITED
AMERICAN
INDUSTRY
MUST
BACK UP
THE BOYS
"OVER
THERE"**



Wage-earners and wage-payers are industrial patriots with a mutual interest in Democracy.

They must work shoulder to shoulder to provide our fighting men and our Allies with the many things they need—and need without delay.

KODAK EPY 6601

Source: <http://hdl.loc.gov/loc.pnp/cph.3g07855> (Library of Congress)

Data Sample #5:

Secretary of State William Jennings Bryan to Walter Hines Page, U.S.
Ambassador in Great Britain:

Washington, December 26, 1914

"The present condition of American foreign trade resulting from the frequent seizures and detentions of American cargoes destined to neutral European ports has become so serious as to require a candid statement of the views of this Government in order that the British Government may be fully informed as to the attitude of the United States toward the policy which has been pursued by the British authorities during the present war."

Source: <http://www.lib.byu.edu/~rdh/wwi/1914/byrice.html>

Data Sample #6:

Germany's promise not to sink liner's without warning:

"Liners will not be sunk by our submarines with warning ... safety of the lives of non-combatants, providing that the latter do not try to escape resistance."

(Note of Ambassador Bernstorff of Secretary Lansing, Sept. 1, 1915, based on instructions sent from Berlin before the sinking of the Arabic, Aug. 19.)

Germany's second promise, orders to naval forces:

"In accordance with the general principles of visit and search and destruction of merchant ships recognized by international law, such vessels both within and without the area declared as naval war zone, shall not be sunk without warning and without saving lives unless these ships attempt to escape or offer resistance."

(German note of May 4, 1916, to Secretary Lansing.)

Source: <http://net.lib.byu.edu/~rdh7/wwi/comment/WarFacts/wfacts2.htm#4.14>

Data Sample #7:

President Wilson's declaration of neutrality August 19, 1914:

"I venture, therefore, my fellow countrymen, to speak a solemn word of warning to you against the deepest, most subtle, most essential branch of neutrality which may spring out of partisanship, out of passionately taking sides. The United States must be neutral in fact, as well as in name, during these days that are to try men's souls. We must be impartial in thought, as well as action, must put a curb upon our sentiments as well as upon every transaction that might be construed as a preference of one party to the struggle before another."

Source:

http://wwi.lib.byu.edu/index.php/President_Wilson%27s_Declaration_of_Neutrality

Data Sample #8:

President Wilson's war message to Congress April 2, 1917:

"A steadfast concert for peace can never be maintained except by a partisanship of democratic nations. No autocratic government could be trusted to keep faith within it or observe its covenants. It must be a league of honour, a partnership of opinion. Intrigue would eat its vitals away; the plottings of inner circles who could plan what they would and render account to no would be a corruption seated at its very heart. Only free peoples can hold their purpose and their honour steady to a common end and prefer the interests of mankind to any narrow interest of their own."

Source: http://wwi.lib.byu.edu/index.php/Wilson%27s_War_Message_to_Congress

Era:

Date:

Name:

Questions (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can define the causes of the Great War and what war efforts were like at home.

The MAIN Causes of War

M

A

I

N

Assassination of Franz Ferdinand

Neutrality



The Sinking of the Lusitania (Boat)

The Zimmerman Telegram (Note)



The "Quote"

Declaring War – NO MORE NEUTRALITY

Total War

Draft

Mobilization

War Industries Board (WIB)

Alien & Sedition Acts

Schenck vs. US.



End of the War

Treaty of Versailles

Strengths

Weaknesses

League of Nations



Summary (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

The League of Nations Worksheet

Directions: Read the two excerpts below, & then answer the questions that follow on the opposite side using complete sentences.

Woodrow Wilson, speech to a Joint Session of Congress, January 18, 1918

What we demand in this war . . . is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation. . . .

The program of the world's peace, therefore, is our only program; and that program, the only possible program as we see it, is this:

I. Open [agreements] of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view....

III. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance. . . .

IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety....

XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

Henry Cabot Lodge, speech to the United States Senate, August 12, 1919

I object in the strongest possible way to having the United States agree, directly or indirectly, to be controlled by a league which may at any time, and perfectly lawfully and in accordance with the terms of the covenant, be drawn in to deal with internal conflicts in other countries, no matter what those conflicts may be. We should never permit the United States to be involved in any internal conflict in another country, except by the will of her people expressed through the Congress which represents them. . . .

Any analysis of the provisions of this league covenant . . . brings out in startling relief one great fact. Whatever may be said, it is not a league of peace; . . . Those articles upon which the whole structure rests are articles which provide for the use of force; that is, for war. This league to enforce peace does a great deal for enforcement and very little for peace. It makes more essential provisions looking to war than to peace for the settlement of disputes. . . .

Those of us, Mr. President, who are either wholly opposed to the league, or who are trying to preserve the independence and the safety of the United States by changing the terms of the league, and who are endeavoring to make the league, if we are to be a member of it, less certain to promote war instead of peace have been reproached with selfishness in our outlook and with a desire to keep our country in a state of isolation. So far as the question of isolation goes, it is impossible to isolate the United States. . . . But there is a wide difference between taking a suitable part and bearing a due responsibility in world affairs and plunging the United States into every controversy and conflict on the face of the globe....

1. According to Woodrow Wilson, what did the U.S. demand out of World War I?
2. From what you have read, what do you feel is the general theme of Wilson's fourteen points?
3. Why did Wilson propose the fourteenth point and what was created in response?
4. What reasons did Lodge give for opposing the League of Nations?
5. What can you learn from Lodge's speech about the various responses of senators to the Treaty of Versailles and the League of Nations?
6. Do you agree with Lodge's "reservations" about the League of Nations? Explain your answer.

CREATING A WARTIME AD CAMPAIGN

Task: Design a campaign to urge people to help produce and conserve food for the war effort.

Purpose: To help you understand the sacrifices and dedication stimulated by war.

Directions:

1. Design an ad campaign illustrating an idea to persuade the public to:
 - Conserve or produce food
 - Victory gardens
 - Rationing
 - Bond drives
 - Sign up for the draft
 - Buy Liberty Bonds
 - Recruiting Posters for the Army (based on reasons U.S. enters the war.)
2. Design your ad on the white paper given in class or a piece of construction paper
3. Ad campaign poster must be colored or include color
4. Include a catchy slogan with your campaign to persuade the public
5. You might be asked to discuss your poster and use your persuasive power to present it in class
6. Project (on back)/Presentation must answer two questions:
 - What is the significance of your wartime ad?
 - What does your poster persuade the American people to do?

RUBRIC: 30 POINTS

_____ (10) Campaign Ad w/Explanation on the back

_____ (10) Creativity

_____ (10) Application of WWI Content

