




## Overseas Imperialism and World War I (3 Weeks)

[Link to 2020-2021 Essential Standards & Pacing](#)

 **Purpose:** The purpose of this unit guide is to provide teachers with ready-to-use resources and guidance aligned to the Essential Standards & Pacing for 2020-2021 and aligned to the [FCPS Learning Model](#). Resources for purposeful assessment and meaningful learning experiences should be hyperlinked within this document for immediate access.

### Unit Overview

#### Description

Using the past to better understand ourselves, society, and the world in the present is a core aspect of social studies education.

- This unit on Overseas Imperialism is a study in interaction and representation.
- The resources and guidance below support the development of students' thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

#### Unit Essential (Priority) Standard(s)

**9.a,b** - Students will apply social science skills, to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries with emphasis on the continued legacy of imperialism *and the impact it has on students' identities, communities, and the world.*

**DI.10**- Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

**JU.13**- . Students will analyze the harmful impact of bias and injustice on the world, historically and today.



#### Essential Questions:

How is power gained, used, and justified?

When should a country go to war and who benefits from going to war?

How does the US empire impact systemic racism, bias, and national identity?

#### [Portrait of a Graduate](#) Focus:



I logically think through a situation and assess the value of facts and data in order to come to a determination.



I consider local, national, and global perspectives when examining issues, which enables me to understand a variety of cultures and perspectives.

## 🌐 Considerations for Learner-Centered Environment ([Cultural Responsiveness](#) & [SEL](#)) 🌐

Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.

- **Affirming Student Identities:** Students thrive when teachers know them well, and affirm their individual and diverse identities.
- **Class discussions:** Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.
- **Cooperative learning:** Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively
- **Constructing Knowledge:** Students make meaning of enduring concepts and systems.
- **Reflection:** Students are afforded reflection time to develop self- and social awareness

### [Ways to build community in your online class](#)

## 🌐 Purposeful and Balanced Assessment 🌐



**Intended Learning Outcomes:** *What will students know and be able to do?*

- By studying the history of imperialism and WW 1 students can explain changes in American foreign policy and the opposition to these changes. They can also connect the roots of World War I to the broader era of imperialism.
- By studying the history of imperialism and WW 1 students can describe the impact of imperialism historically and in the present day.
- [Rubric: Standard 1](#)



**Diagnostic & Formative Assessment:** *The primary purpose of diagnostic and formative assessment is to gauge student understanding and that these assessments are not necessarily graded.*



- [Horizon Assessments](#) - central assessments and test items to develop and deliver school-wide.

Check for Understanding Options (Grounding, Exit tickets, etc.)

<a href="#">3-2-1 Google Form</a>	<a href="#">Frayer Models: Concepts &amp; Content</a>	<a href="#">1-2 Minute Paper</a>
<a href="#">Word, Phrase, Sentence</a>	<a href="#">The 3 Ys!</a>	<a href="#">I Used to Think, Now I Think Form</a>

[What Makes You Say That?](#)

[+1 Routine](#)

[Headlines!](#)


- These Visible Thinking Strategies are effective formative assessments..

Routine	Google Doc Format	Google Form Format
<i>Think, Puzzle, Explore</i>	<a href="#">LINK</a>	<a href="#">LINK</a>
<i>See. Think, Wonder</i>	<a href="#">LINK</a>	<a href="#">LINK</a>
<i>Circle of Viewpoints</i>	<a href="#">LINK</a>	<a href="#">LINK</a>
<i>Think, Pair, Share</i>	<a href="#">LINK</a>	<a href="#">LINK</a>



**Summative Assessment:** *How might students demonstrate mastery of the intended learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks. NO LINKS
- Select or combine performance types (or provide student choice) to be the unit's summative assessment:

Type of PBA	Prompt and Demonstration of Learning
<p><b>Support a Claim or Position</b></p> <p><a href="#">Suggested Planning Template to Modify/Use</a></p> 	<p><b>Goal:</b> Students construct an argument (e.g., detailed outline, visual, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views.</p> <p><b>Prompt:</b> The Essential Questions could be used for this prompt or another one can be designed.</p> <ul style="list-style-type: none"><li>• How is power gained, used, and justified?</li><li>• When should a country go to war and who benefits from going to war?</li><li>• How does the US empire impact systemic racism, bias, and national identity?</li></ul> <p><b>Assessment and Notes:</b> Teachers may opt to capture student thinking in a variety of forms including (but not limited to) essay, poster, outline, artwork, video response, social media post, etc.</p>
<p><b>Explain and Evaluate</b></p>	<p><b>Goal:</b> Students understand the issues evident from the inquiry and connect/assess its relevance and impact to contemporary issues or topics.</p>

[Suggested Planning Template to Modify/Use](#)



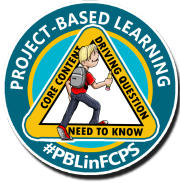
**Prompt:** To what extent is this statement accurate given what you've learned in our unit? What makes you say that?

Right before the U.S. invasion of Iraq in 2003, the U.S. Secretary of Defense, Donald Rumsfeld, was asked if he was concerned an invasion would cause people to think that the U.S. was becoming an empire. The Secretary of Defense responded with "I'm sure that some people would say that, but it can't be true because we're not a colonial power. We've never been a colonial power.... That's just not what the United States does. We never have and we never will."

**Assessment and Notes:** Teachers may opt to use various formats to capture student thinking including essays, thought-webs, video responses, scored discussions, etc. Graphic organizers and glossary of terms may be useful scaffolds.

**Take Informed Action**

[Suggested PBL Template to Modify/Use](#)



**Goal:** Students act in ways that allow them to demonstrate agency in a real-world context.

**Prompt or Challenge:** Students will research the areas of the world which remain under U.S. control through the lens of the present day to learn about the continuing impact/legacy of imperialism and how the people of that country describe the legacy of imperialism. Students will use the suggested template for Taking Informed Action to answer the question: How can you, as a resident of the mainland United States, amplify the messages and causes of groups and individuals in the regions under U.S. control?

**Assessment and Notes:** Teachers should remind students that, just like in the mainland United States, there are varied groups and goals within the countries under U.S. control and there is likely not a monolithic response to the legacy of imperialism. Teachers may opt to have the entire class focus on one territory and work together to gather information about it (the debate over Puerto Rican statehood from the lens of Puerto Ricans is a particularly good topic for a whole-class investigation since there are varied viewpoints and is a topic that would produce numerous current event articles the students could use). If teachers opt to use a whole-class investigation, students could still answer the Taking Informed Action step individually.



**Student-Led Reflection:** *What opportunities will students have to reflect on their own learning?*

- These Visible Thinking Strategies support student reflection.

Routine

Google Doc Format

Google Form Format

<i>I used to think,...now I think</i>	<a href="#">LINK</a>	<a href="#">LINK</a>
<i>Compass Points</i>	<a href="#">LINK</a>	<a href="#">LINK</a>
<i>Think, Puzzle, Explore</i>	<a href="#">LINK</a>	<a href="#">LINK</a>

- These POG resources support student reflection.

POG Reflection		
<a href="#">Reflection Cards</a>	<a href="#">Self-Assessments</a>	<a href="#">IB Aligned Self-Assessments</a>



### Strategies & Resources for Differentiated Assessment:

[Special Education](#), [English Learners](#), [Advanced Learners](#)

#### Academic Language

- Students will **explain** by using the language of [cause and effect](#) (i.e. analyze the impact of bias and justice on the world during the 19th and early 20th century).
- Students will **inform** by using the language of [inquiry](#) (i.e. explore the role of the United States in world affairs during the 19th and early 20th centuries).
- Students will **explain** by using the language of [inform](#) (i.e. describe the effect of imperialism during the 19th and early 20th centuries).
- Students will **inform** by using the language of [analyzing](#) (i.e. analyze the legacy of imperialism and its impact on students identities, communities, and the world).

### Meaningful Learning Experiences

**Meaningful Learning Experiences:** *The resources below use course content to support the development of students' skills and thinking in any learning environment.*

#### Ready-to-Use Resources

*Face-to-Face (F), Synchronous (S), Asynchronous (A)*

- [Historical Thinking Skills Activities \(F, S, A\)](#)
  - **Cause and Effect** World War I
  - **Continuity and Change Over Time** Map of the USA: 1820 and 1920
  - Perspectives Imperialism in the Philippines
  - **Periodization** Spanish-American War

#### [Strategies & Resources](#) for Differentiated Learning:

[Special Education](#), [English Learners](#), [Advanced Learners](#)

- [Graphic Organizers in Google](#)
- [Graphic Organizer - Analyze Primary and SecondaryResources](#)
- [Sentence Starters](#)
- [AAP Critical and Creative Strategies](#)
- [Visible Thinking Routines \(Main Toolbox\)](#)

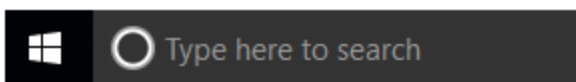
- Story-Telling and Narrative Creation Jeannette Rankin
- Stanford History Education Group [Log-in Required \(F,S,A\)](#)
  - [Annexation of Hawaii](#)
  - [Spanish-American War](#)
  - [Soldiers in the Philippines](#)
  - [Philippine-American War Political Cartoons](#)
  - [Opposition to the Philippine-American War](#)
  - [U.S. Entry into WWI](#)
  - [League of Nations](#)
  - [American Imperialism](#)
  - [World War I Advertising](#)
  - [Sedition in World War I](#)
  - [Debate Over the League of Nations](#)
- [SOL Content Summaries and Activities \(F,S,A\)](#)

- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

#### Additional Disciplinary / Content Area Resources

*(Basal resources, Library Resources, Media Collections)*

- FCPS Created Background Information Collections
  - [US Overseas Empire](#)
  - [US and WW 1](#)
- **Digital Textbook:** Virginia and United States History
  - **Topic 11:** America Comes of Age (1890-1920)
  - **Topic 12:** World War I and the 1920s (1914-1929)
- **eMaps - 100's of pre-created digital maps**
  - Type "emaps" in your search bar to access



#### [Additional Digital Tools \(Not specific to content\)](#)

*Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning*

- **VoiceThread**: Create interactive presentations that students can manipulate and answer in real time or from a recording.
- **EdPuzzle**: Present notes in real time and allow students to select answers to multiple choice questions, solve problems, or complete short answer segments between informational slides.
- **Screencastomatic**: Use for direct instruction and record for students to watch at any time. .
- **Kahoot**: Fun interactive quiz game. Free accounts give abilities to make up custom tests. Get data on how students are doing, what questions need more attention, and who's participating.

[Virtual Guest Speakers](#)

[Virtual Field Trips](#)

[PBL Template for any course and unit: Make a Plan to Solve a Real Issue](#)

FCPS Created [Performance Assessments for US History](#)

- [Google Slides and Reflection \(Brief the President\)](#)
- [Google Slide and Reflection \(Leadership\)](#)
- [News Report](#)
- [Open Choice - Themes and Change over Time \(Year Long\)](#)

C3 Inquiries for this Unit [General](#) and [VA Hub](#)

- [How Does Global Conflict Impact National Identity?](#)
- [Was the economic benefit of the sugar industry worth the environmental cost?](#)

[War is a Racket, by Gen. Smedley Butler](#)

Podcast: [How the US has hidden its empire](#)