Overseas Imperialism and World War I (3 Weeks   7-8 Classes)
### Link to 2022-2023 Essential Standards & Pacing

🌎 **Purpose**: The purpose of this unit guide is to provide teachers with unit specific content and instructional and assessment resources to support the creation of meaningful learning experiences for students. The layout follows a "backward design" approach to teaching and learning resulting in a performance assessment using the: Standard 1 Rubric. <mark>Explore the guide using the navigation bar.</mark>

Navigate to Sections of the Planning Guide					
Unit Overview	CRP and SEL	Instruction and Assessment	Scaffolds and Supports	Unit Specific Content Resources	Unit Specific PBA

Connecting Portrait of a Graduate and Presentation of Learning (POG POL) outcomes to HS Social Studies.
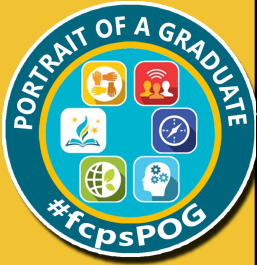
POG Skills for This Unit
Identify which POG attributes & skills and Standard 1 Skills in History or Government students will develop in this unit.

POG Attribute and skill	POG Attribute and skill	POG Attribute and skill
Standard 1 Skill	*Standard 1 Skill*	*Standard 1 Skill*

What Evidence of Learning Examples for This Unit
In POG POL students use pieces of evidence (writing, graphic organizers, digital media, visible thinking routines, presentation material, etc.) to show use of POG and Standard 1 Skills

<mark>Identify what evidence students can use in this unit below</mark>

To increase student ownership of POG and Standard 1, consider these practices!

To learn more on presentations of learning and student feedback, click here!

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🌎 Unit Overview 🌎

Description

Using the past to better understand ourselves, society, and the contemporary world 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 VDOE Standards

- **VUS.9.** The student 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.

Unit Priority Standards

- **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.

VDOE 2020 - 2021 Technical Edits and Corresponding Resources

**Note: Some resources contain explicit, hateful, or offensive language and content.
Teachers should preview resources before use to prepare students.
Resources can also be used to build teachers' subject matter knowledge.**

9a. Racial conflict in the Spanish-American War and the Philippines
African American soldiers and sailors eagerly enlisted to fight but were kept in segregated units.
The Wilmington Insurrection of 1898 in North Carolina saw white political leaders illegally and violently remove black officeholders.
The long fight against the Filipinos after the American arrival

Filipino Insurrection
Short article about the Filipino Insurrection with political cartoons and visuals.

was often interpreted in the United States as a struggle between white and "colored" peoples

9b. More than 350,000 African Americans fought for the Allied forces, often restricted to support roles but sometimes on the front lines.
Immigration from Europe stopped and factories in the North needed laborers

A New Homefront
Short text outlines opportunities for minorities following WWII.
Primary Source: African American Soldiers
This photograph shows segregated white and black troops about to play a baseball game in Hyde Park, London, during World War I.

? Essential Questions:
- How is power gained, used, and justified?
- When should a country go to war and who benefits from going to war?
- To what extent does the US empire impact systemic racism, bias, and national identity?
- How does learning about **US Overseas Imperialism and World War 1** impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?

🌎 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 class

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. Thaye 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](#)

The Engagement Model: *The editable tool is an FCPS supported class planning tool rooted in this idea, "Whoever is doing...is doing the learning."*

- [Click Here to Get a Digital Editable Engagement Model Planning Tool](#)
- [Click Here to Get a In Class Editable Engagement Model Planning Tool](#)

Summative Assessment: *How might students demonstrate mastery of the 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.

- Summative assessments should use our [Standard 1 Rubric](#)

- See the bottom of the guide for PBA options for this unit.

Formative Assessment: *The primary purposes of formative assessments are to gauge student understanding of content and think about what they have learned. These assessments are not necessarily graded.*

- [Horizon Assessments](#) - a collection of multiple choice test items.
- [7 Approaches to Formative Assessment (Edutopia)](#)

POG Reflection

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Reflection Cards	Self-Assessments	IB Aligned Self-Assessments

Visible Thinking Strategies: *Learning is a product of thinking. These resources support students thinking about content and how it relates to themselves, others, and life in and beyond school? Also good for bell ringers and exit tickets).*

- Visible Thinking Routines (Main Toolbox)
- Visible Thinking Routines (At Home Strategies)
- Facing History and Ourselves Teaching Strategies

Ready to Use Visible Thinking Routines - These are set to "View Only." Make a Copy to Use with Students			
Frayer Models: Concepts & Content	Walk the Week	3-2-1 Bridge	Surprising,Interesting,Troubling
Headlines!	+1 Routine	What Makes You Say That?	1-2 Minute Essay
Connect, Extend, Challenge	Projecting Across Distance	Projecting Across Time	The Explanation Game
Facts or Fiction	Unveiling Stories	Stories	Main-Side-Hidden
Parts, People, Interactions	Parts, Perspectives, Me	Parts, Purposes, Complexities	Circle of Viewpoints
The 3 Whys	Circles of Action	Here Now There Then	See Think We Me
Beginning, Middle, End	Values, Identities, Actions	Imagine If	What Can Be
I Used to Think… Now I Think	Claim Support Question	Question Starts	Word Phrase Sentence
Relevant or Not	Learning to Infer	Anticipation Guides	Text-Text, Self, World
Stop - Look - Listen	Think - Puzzle - Explore	True for Who?	Unveiling Stories
Step In - Step Out - Step Back	K-W-L Chart	Same and Different	Feelings and Options

See-Think-Wonder	The 4 C's	Step Inside	Name - Describe - Act
Surprising - Interesting - Troubling			

Discussion Formats and Structured Conversations: *Students engaging in Academic Conversations is an essential part of deeper learning. Use a format below (or another one you know).Select a question, content, or concept to prompt student discussion.and combine them with the visible thinking strategies and scaffolds below.*

1. **Big Paper: Building a Silent Conversation**
2. **Barometer**
3. **Chalk Talk/Graffiti Boards**
4. **Concentric Circles**
5. **Conver-Stations**
6. **Fishbowl**
7. **Four Corners**
8. **Gallery Walk**
9. **Give One, Get One**
10. **Harkness Table**
11. **Human Timeline**
12. **Jigsaw Activity**
13. **People's Assembly**
14. **Philosophical Chairs**
15. **Pinwheel**
16. **Save the Last Word for Me**
17. **Snowball Discussion**
18. **Socratic Seminar**
19. **Spontaneous Argumentation**
20. **Think Pair Share**
21. **Town Hall Circle**
22. **Two Minute Interview**
23. **Wrap Around**
24. **Conversation Sentence Stems**
25. **De Bono's Hats**
26. **Learn to Listen, Listen to Learn**

Leading Hard Conversations/Facilitation

When sharing secondary sources that tell a particular story of our past and present, consider how you might support students in enacting a critical lens to identify biases and missing or misrepresented perspectives.

When sharing primary sources connected to experiences of violence or oppression, consider how you might honor students' developmental needs, as well as how you might frame sources in ways that affirm the dignity and humanity of people connected to those experiences.

General Guidance:
The Guidance for Teachers infographic is a summary of Regulation 3280 (PDF). This may be helpful for staff as an overview of its expectations, protocols, and rationale.

Resources:
- Complete Toolkit on Teaching Hard Conversations
- FCPS Created Resource for Facilitating Hard Conversations
- Roleplaying

🌎 Scaffolds and Supports 🌎

Scaffolds and Supports for *Special Education, English Learners, Advanced Learners*

There are 13 Academic Language and Disciplinary Concept sheets linked below shaded in green. See more information [from the ESOL department about academic language here.](#)
- Students access and use the academic language needed to engage in a task;
- Students are able to communicate their thinking at high levels;
- Instruct with attention to the discourse, sentence patterns, and words that students need.

The additional supports (not shaded) are from a variety of sources.

Analyze	**Cause and Effect**	**Classify**	**Compare and Contrast**
Evaluate	**Infer**	**Inform**	**Inquire**
Justify	**Persuade**	**Problem Solve**	**Sequence**
Synthesize	**AAP Critical and Creative Strategies**	**Graphic Organizers in Google**	**Sentence Starters**
Primary and Secondary Source Graphic Organizers from the National Archives		**Secondary Education Literacy Strategies**	

Writing Supports: *These resources are designed to be used with any student to support their writing of constructed responses.*

- [Essay Writing Structures](#)
- [Sentence Frames/Starters](#)
- [Transitional Words/Phrases](#)

(NEW) Special Education Resources *The Special Education Office.'s mission is to strategically support the implementation of evidence-based practices to increase the academic achievement and the social and emotional competence of students based on individual needs.*
- [FCPS Special Education Google Site](#)
- [High Leverage Practices](#)
- [Assistive Technology Services](#)
- [Tools to Supporting Deaf and Hard of Hearing Students](#)
- [Tools to Supporting Blind and Visually Impaired Students](#)

🌍 Unit Specific Content Resources 🌍

Note: Some resources contain explicit, hateful, or offensive language and content.
Teachers should preview resources before use to prepare students.
Resources can also be used to build teachers' subject matter knowledge.

- FCPS Created Background Information Collections (Includes Lower Lexile and Translated Text)
  - US Overseas Empire
  - US and WW 1

- Historical Thinking Skills Activities- -CLICK HERE FOR THE COMPLETE COLLECTION
  - 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, Segregation of Armed Forces WWI
  - Story-Telling and Narrative Creation Jeannette Rankin
  - Connections African Americans in WWI

- Stanford History Education Group Log-in Required
  - Annexation of Hawaii
  - Spanish-American War
  - Soldiers in the Philippines
  - Philippine-American War Political Cartoons
  - Opposition to the Philippine-American War
  - Maine Explosion
  - Connections to the Philippine-American War
  - Explosion of the USS Maine
  - Hawaiian Annexation
  - 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
  - Armistice
  - Palmer Raids
  - Sacco & Vanzetti
  - Historical Photographs of African Americans

- SOL Content Summaries and Activities
  - Imperialism
  - World War 1
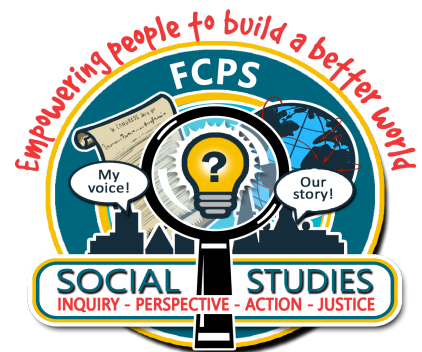
- **(NEW)** Artifact Choice Board

  - [World War I Choice Board](#)
  - [Spanish-American War Choice Board](#)

- **(NEW)** Unit Specific Vocabulary Terms
  - [Imperialism and WWI Terms](#)

(NEW) Resources from the ESOL Library - Check out the [ESOL Library's Google Site](#) for more information

EBSCO Access:　　　**Login:** fairfax　　**Password:** Fcps2022!

- [William McKinley](#)
- [Events leading to WW 1](#)
- [The End of WW 1](#)
- [True Stories of WW 1](#)
- [Women of WW 1](#)

Additional Disciplinary / Content Area Resources
(Basal resources, Library Resources, Media Collections)

- **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)

- [FCPS Library Databases](#)
- [Smithsonian Primary Source Database](#) (username and password is "fairfax")
- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)

- eMaps - 100's of pre-created digital maps

  - Type "emaps" in your search bar to access
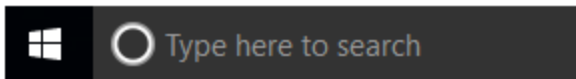
- Podcast: [How the US has hidden its empire](#)

[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.

🌍 Complete Unit Specific Performance Assessments 🌍
Standard 1 Rubric

- **FCPS Created Performance Based Assessments**
    - **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**
    - **Was the economic benefit of the sugar industry worth the environmental cost?**
    - **Imperialism in the Philippines**
    - **American Expansion**
    - **Puerto Rico Statehood**
    - **Treaty of Versaille- Can Peace lead to War?**

PBA Templates - Use and Modify these 3 Formats to Design your Own PBA

Support a Claim or Position	Digital Portfolio	Taking Informed Action
Suggested Planning Template to Modify/Use	**Suggested Planning Template to Modify/Use**	**Suggested PBL Template to Modify/Use**
Goal: Students construct an argument (e.g., detailed outline, visual, essay) using specific claims and relevant evidence from sources while acknowledging competing views.	**Goal**: Students create artifacts/products that demonstrate their learning related to the essential question.	**Goal**: Students act in ways that allow them to demonstrate agency in a real-world context.