



GeoCivics Lesson: *Evaluating US Democracy*

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Teacher(s): Parag Bhuva

Unit Title:
Imperialism and US
Territories

Grade Level:
11/12 Grade

Lesson Title:
Evaluating US Democracy

Notes: This is lesson 1 of 3 lessons focused on Imperialism and U.S. Territories.

Pre-existing Knowledge:

Students should have already learned about Manifest Destiny and Westward expansion. They should also understand the greater context of the 19th Century, namely the imperialization by industrialized nations around the world (Western Europe, Japan, USA, and Russia). Students would benefit from understanding the ways that Indigenous societies resisted Westward Expansion and Manifest Destiny and created spaces of autonomy for themselves. This will help students to understand the interactions between the US and its colonial subjects in the early 1900s. Finally, the hook for this class assumes that at least one student would be able to identify Pearl Harbor as the reason for the US' entry into WWII from popular culture. In a chronological class, students will not have learned about WWII until after this unit on Imperialism.

Overview of Content:

US imperialism: In the United States, imperialism emerged around the 19th century. For the country, the rationale for expanding its economic and military power was driven by several factors. Imperialism is generally produced by a handful of motives, which are economic, ethnocentric, exploratory, religious and political. Collectively, these components of imperialism allow countries to dominate and control territories and other countries.

<https://www.reference.com/history-geography/reasons-american-imperialism-4f76a319e656e011>

American Imperialism abroad: In 1898, the United States won a quick victory in the Spanish American War and liberated Cuba, the Philippines, Puerto Rico and Guam from Spanish colonial rule. But the war sparked the greatest foreign policy debate in American history as best minds of the age considered whether the United States should grab, “civilize,” and dominate foreign lands or leave the people of those countries to rule themselves. <https://historynewsnetwork.org/article/166640>

Present-day relationship between the United States and its territories: The United States currently holds five major, permanently inhabited territories: American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, Puerto Rico, and the U.S. Virgin Islands. All five U.S. territories exercise varying and potentially evolving degrees of self-governance. In the executive branch, the U.S. Interior Department’s Office of Insular Affairs coordinates federal relations with territories except Puerto Rico. Since the Kennedy Administration, the Executive Office of the President has coordinated federal relations with Puerto Rico. <https://crsreports.congress.gov/product/pdf/IF/IF11792/1>

Purpose: *What students will learn:*

Students will learn about the history of imperialism in the US and the impacts it had on territories. Students will also learn in particular about Puerto Rico and the US government’s actions in the territory.

National & State Social Studies Standard(s):**National Social Studies Standards:**

- C3 History D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D.C. Social Studies Standards:

- US2.27 Evaluate federal policies and actions toward westward invasion, and evaluate their impact on the national economy, environment, Indigenous populations and the American public.
- US2.34 Assess the modern political, social, and economic impacts of American imperialism on different territories and governments (e.g., the Philippines, Marshall Islands, Puerto Rico, Guam, American Samoa).

National & State Geography Standard(s):**National Geography Standards:**

- 2. Places and Regions: The geographically informed person knows and understands:
6: How culture and experience influence people's perceptions of places and regions.

ELA Standards:

6-12 Literacy Standards in History/Social Studies:

- Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- Research to Build and Present Knowledge:

7. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

ISTE Teacher and/or Student Standard:

Student:

- Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
- Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

Language Function:

- **Comparing & Contrasting:** Students use language to describe similarities and differences in objects or ideas.
- **Analyzing:** Students use language to separate whole into parts, identify relationships and patterns.
- **Justifying & Persuading:** Students use language to give reasons for an action, decision, point of view, convince others.

Culturally Responsive Lesson Strategies:

- **Higher Order Thinking:** This lesson creates many opportunities for higher-order applications and creative thinking, in several ways as originated from the students.
- **Voice:** This lesson allows places for students to work together cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs with the instructor and each other.
- **Differentiation:** The lesson's assignment provides several different opportunities for individual learners to express their learning in various ways.

Objective(s)

- SWBAT identify the relationship between the US mainland and its territories today.
- SWBAT research and share out with the class information about various impacts of imperialism on the Philippines.
- SWBAT explain the modern political, social, and economic impacts of American imperialism on an American territory and government.

SIOP

	SIOP Elements	
Preparation	Scaffolding	Grouping Option
Adapting content	Modeling	Whole class
Linking to background	Guided practice	Small groups
Linking to past learning	Independent practice	Partners
Strategies used	Comprehensible input	Independent

Integrating Processes	Application	Assessment
Reading Writing Speaking Listening	Hands-On Meaningful Linked to objectives Promotes engagement	Individual Group Written Oral

Evidence of Mastery:

Formative - Students will use the framework of Economic, Social, Political, and Environmental impacts to conduct research on how U.S. imperialism has impacted the Philippines and will share out their learning to the teacher and class both orally and by writing it on the board. The teacher will make note of students’ responses as a formative assessment of student learning and understanding of the impact of U.S. imperialism on the Philippines.

Summative - Students will work together in an assigned group to research their assigned territory and will record the information they find to answer the question about how U.S. imperialism has impacted the territory in terms of economy, political organization, environment, and social, cultural and religious practices. Each student will then use their written responses to orally present their research findings to their classmates in a jigsaw activity and will then turn in their written responses for grading using the Jigsaw Presentation Rubric below. A score of 3 or higher will indicate mastery.

Jigsaw Presentation Rubric

Exceeds Expectations	Student demonstrates an understanding of four examples of the impact of imperialism on their territory	4
Meets Expectations	Student demonstrates an understanding of three examples of the impact of imperialism on their territory	3
Approaches Expectations	Student demonstrates an understanding of two examples of the impact of imperialism on their territory	2
Fails to Meet Expectations	Student demonstrates an understanding of one or fewer examples of the impact of imperialism on their territory	0-1

Key vocabulary:

- **Infamy** - the state of being well known for some bad quality or deed
- **Deliberately** - consciously and intentionally
- **Commenced** - began, started
- **Imperialism** - increasing a country's power and influence through diplomacy or military force.

Materials:

- Student notebooks for note taking
- Roosevelt’s Infamy Speech first Draft - Written - (Link in Sources below)
- Copies of Time Map of Pearl Harbor attack (*The Pacific Battlefield Map*) (with attacks on Manila Guam, Wake Island and Midway Island) (1 per student)- (Link in Sources below)
- Resource article: *End of the Great Depression*: (Link in Sources below)

	<ul style="list-style-type: none"> ● Resource article: <i>The Great Debate</i>: (Link in Sources below) ● YouTube Video -(Full Speech Audio of): <i>President Franklin D. Roosevelt Declares War on Japan</i> - (4.47 min.)(Link in Sources) ● 1940 Census (Link in Sources below) ● Video: <i>How the US Stole Puerto Rico</i>: (21.05 min.) - (Link in Sources below) ● Student access to computers to conduct research ● Jigsaw Presentation Rubric (located above in Lesson Plan)
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Sources:

- *Roosevelt’s Infamy Speech First Draft* - Written: https://s3.amazonaws.com/NARAprdstorage/lz/rediscovery/02697_2005.pdf
- *Time* - *Map of Pearl Harbor Attack (The Pacific Battlefield Map)*: [TIME Map of Pearl Harbor attack](#)
- Online article: End of the Great Depression: (Lesson Resource) <https://www.nber.org/digest/feb11/end-great-depression#:~:text=Previous%20analysts%20assumed%20that%20this,second%20half%20of%20the%20year.>
- Online article: The Great Debate: (Lesson Resource) <https://www.nationalww2museum.org/war/articles/great-debate#:~:text=In%20January%20of%20the%20year,war%20to%20help%20the%20British>
- Youtube Video: (Full Speech Audio of)- *President Franklin D. Roosevelt Declares War on Japan* [President Franklin D. Roosevelt Declares War on Japan \(Full Speech\) | War Archives](#)
- *1940 Census* (Chicago format) [1940 Census](#)
- Video: *How the US Stole Puerto Rico*: (21.05 min.) [How the US Stole Puerto Rico](#)
- (A Teacher Resource Book) Immerwahr, Daniel. *How to Hide an Empire: A History of the Greater United States*. First edition. New York, Farrar, Straus and Giroux, 2019. - online article access: <https://academic.oup.com/ahr/article-abstract/126/3/1227/6424158?redirectedFrom=fulltext#no-access-message>
- (Teacher Resource) *FDR’s Day of Infamy Speech* - National Archives: [FDR’s “Day of Infamy” Speech | National Archive](#)

Engage:

Teacher Will:

(NOTE:)” Do nows” are brief starters or warm-up activities that occur at the beginning of a lesson. Provide language and/or learning support when needed for ELL/SPED & Gifted students by strategically grouping students and/or providing access to translation tools when needed for online and/or written materials.

1. Begin the lesson by posting the Do Now question: **“Why did the US enter WWII?”** and

Students Will:

1. Students will write their answers to the Do Now question in their notebooks. While

have students write down their answer to the question in their notebooks.

(NOTE): If students do not know the answer to the question they could be given the opportunity to look up the answer online.)

2. When finished writing their answers, the teacher will debrief with the class on the Do Now question by summarizing students' answers about: Who bombed Pearl Harbor (Japan); What year it occurred (December 1941); and Why Pearl Harbor was bombed (US Naval fleet was stationed there). The teacher will also tell students to write down any new information they have heard that will make their written answer more complete and accurate.
3. Next the teacher will display Roosevelt's Infamy Speech first Draft - Written: https://s3.amazonaws.com/NARAprdstorage/lz/rediscovery/02697_2005.pdf, given shortly after the Pearl Harbor attack and then pass out copies of the TIME Map of Pearl Harbor attack and prepare to play the audio of the opening lines of Roosevelt's speech after step 5 below (link in Sources).
4. Explain that this speech was a very famous speech in US History that provided the reasoning for the US entry into WWII. Inform the students that the US was in the midst of the Great Depression, unemployment across the nation was at 9.9% (Info from Resource Article: End of the Great Depression - (Link in Sources); and 68% of Americans favored joining WWII if it was the only way to defeat Hitler and his allies; (Info from Resource Article: The Great Debate - (Link in Sources))
5. Introduce the vocab word "Infamy" and explain how the phrase "*a date which will live in infamy*" has become an iconic historical reference. The teacher will strategically partner students to provide language/learning support as needed and tell students to "pair-share" a definition of the word "Infamy."
6. Play the full speech audio of - President Franklin D. Roosevelt Declares War on Japan (Full Speech) | War Archives and ask students to

students will likely not have learned about WWII explicitly in class, this Do Now relies on at least one student's ability to name the bombing of Pearl Harbor. Alternatively, students can look up the answer online if they do not know.

2. Share out their Do Now question answers, and listen and reflect on the teacher's summarization of who, when, and why World War II occurred. Students can write down information that they did not include in their initial answers to the question.

(Grouping: Independent/Whole class) (Integrating Processes: Writing/Listening/Speaking) (Linking to past learning)

3. Observe, read, and reflect on the displayed draft of Roosevelt's speech and the handout of the Time Map of Pearl Harbor attack.
4. Listen and reflect on the teacher's introduction to Roosevelt's speech.

5. Pair-Share a definition of the word "Infamy" with their partners.

(Grouping: Partners) (Preparation: Linking to past learning) (Integrating Processes: Listening/Speaking)

6. After listening to the audio of the speech, students will work with their partners to read

write two observations about the Pearl Harbor speech and about the [TIME map](#). ([Link in Sources](#)) ([Link in Sources](#)) Instruct students to pay particular attention to the edits that Roosevelt made to his speech shown on the displayed [Roosevelt's Infamy Speech first Draft - Written](#) ([Link in Sources](#)). When finished, the students will share out their written observation responses with the class.

7. Then ask students to share any questions they have about what they have read and heard and engage the class in a discussion to respond to the students' questions. If needed, guide them to the section of the [Infamy Speech first Draft - Written](#) ([Link in Sources](#)) where FDR crossed out the line "Hawaii and the Philippines" and replaced it with "Oahu". Then ask students why they believe FDR made that word choice and what questions emerge from this revelation. Write these questions on the board in preparation for the Explore section.

8. The teacher will then introduce the other 3 vocabulary words to the class and ask students to think about, write down, and share out a definition of each word that they know:

- **Deliberately** - consciously and intentionally
- **Commenced** - began, started
- **Imperialism** - increasing a country's power and influence through diplomacy or military force.

The teacher will then write each word on the board with its definition and have student write them in their notebooks and will tell the students to watch and listen for each word when observing and listening to the videos shown to them and that they are to use these words in their share outs whenever appropriate.

(Scaffolding: Guided practice)

through the first page of the Infamy speech's text and write down two observations about the Pearl Harbor speech draft, audio, and the TIME map, and then share out their responses with the class.

(Grouping: Partners/Whole class) (Integrating Processes: Listening/Speaking/Reading/Writing) (Application: Promotes engagement)

7. Students will then share out any questions they have about Roosevelt's Pearl Harbor speech and/or the TIME map, and engage in a class discussion to respond to students' questions. Respond to the teacher's question about Roosevelt's word choice and reflect on and share out questions they have about this. Also reflect on their classmates' questions as they are written on the board by the teacher.

8. Reflect on the vocabulary words presented by the teacher and share out the definitions they know and write down each word and its definition in their notebook as the teacher writes them on the board. Students should think about these vocabulary words and use them when appropriate when they are sharing out their learning to the class.

(Grouping: Partners/Whole class) (Preparation: Linking to background/Linking to past learning) (Application: Meaningful/Promotes engagement)

Explore:

Teacher Will: .

(NOTE) The teacher will strategically group ELL/SPED students to provide language and/or learning support as needed.

IQ: What is the relationship between the US mainland and its territories today?

1. Ask students to work together in pairs to research the questions written on the board from the Engage section.
2. The teacher will then ask students what FDR's word choice implies about the American public in 1941 and the US' relationship with its overseas colonies and will also introduce **Inquiry Question #1: *What is the relationship between the US mainland and its territories today?*** and have students share out their thinking.
3. The teacher will then display the 1940 US Census, 1940 Census taken one year before the speech. And the teacher will play the first four minutes of Johnny Harris' How the US Stole Puerto Rico to explain the relationship between the U.S. and its territories today. The teacher will have the students use what they have viewed to engage in a class discussion of Inquiry Question #1 and then the teacher will have the students write down two questions they have about what they saw in the U.S Census display and then have the students use computers to research the historical, political, social, and economic impacts of American imperialism on the Philippines by considering the following about the Philippines during imperialism:
 - i. Economy
 - ii. Political organization
 - iii. Environmental impacts
 - iv. Social, cultural, religious impacts.

(NOTE) The teacher will provide help/support as needed for ELLs/SPED students by providing guidelines for where/how to conduct their research and how to record information found.

Students Will:

1. Work together with their partners to research each of the questions written on the board related to FDR crossing out the line "Hawaii and the Philippines" and replacing it with "Oahu" in the draft of his speech.
2. Reflect on the teacher's questions and share out their thinking about this with the class.

(Grouping: Partners/Whole class) (Preparation: Linking to Background/Prior Learning) (Integrating Processes: Listening/Speaking)

3. Students view the 1940 US Census displayed by the teacher and will view the video telling about how the U.S stole Puerto Rico. They will then use what they have learned to engage in a class discussion of Inquiry Question #1. and will then write down two questions they have about the information seen in the 1940 US census. Students will then work with their partners to conduct research on the historical, political, social, and economic impacts of American imperialism on the Philippines.

(Grouping; Whole class/Independent/Partners) (Application: Hands-on/Meaningful/Promotes engagement) (Integrating Processes: Listening/Speaking/Reading/Writing)

Explain: Formative Assessment:

Teacher Will:

1. Have the students share out what they have researched regarding the various impacts of imperialism on the Philippines and write down on the board what they have learned about the impact of U.S. imperialism on the Philippines related to the following. ***The teacher will make note of each student's share out for use as a formative assessment*** of student learning and understanding of the impact of U.S. imperialism on the Philippines.
 - i. Economy
 - ii. Political organization
 - iii. Environmental impacts
 - iv. Social, cultural, religious impacts.
2. When finished, the teacher will ask Inquiry Question #1 again and have the class use what they have learned to come up with an answer to the question that they all agree on.

Students Will:

1. Take turns to share out their research findings with the class and write down their responses on the board under each topic heading.

(Grouping: Partners/Whole class) (Integrating Processes: Listening/Speaking) (Assessment: Group/Oral/Written)

2. Reflect on what they have learned and how it can be used to answer Inquiry Question #1. Engage with the class in a discussion to come up with an answer to the question that the whole class agrees is appropriate.

(Grouping: Whole class/Independent) (Application: Meaningful/Promotes engagement)

Elaborate:

Teacher Will:

IQ #2: "What are the modern political, social, and economic impacts of American imperialism/its legacies on different territories and governments: US Virgin Islands, Puerto Rico, Guam, American Samoa, Saipan/Northern Mariana Islands, Alaska, and Hawaii?"

1. Introduce Inquiry Question #2 to the class by writing it on the board, and tell the students that they are going to work together in small groups to conduct research to learn about the impacts of imperialism on one assigned current or former U.S territory and then they will share out their learning through a jigsaw activity in order for the class to answer Inquiry Question #2.
2. The teacher will break up the class into 7 small groups, strategically grouping ELL, SPED, and Gifted students as needed in order to

Students Will:

1. Read and reflect on Inquiry Question #2 as the teacher writes it on the board.
2. Get into their assigned groups and work together, supporting each other to research their assigned territory and record the

<p>provide support, and will assign each group a current territory or former territory: US Virgin Islands, Puerto Rico, Guam, American Samoa, Saipan/Northern Mariana Islands, Alaska, and Hawaii and tell students that they will work in their groups to do research on their assigned territory using the framework below to research the impacts of imperialism on their assigned territory.</p> <ol style="list-style-type: none"> a. Economy b. Political organization c. Environment d. Social, cultural, religious practices <p>3. They each are to record the information they find by writing it down and then will use it to share what they learn with their classmates in a jigsaw activity where each one will present their research findings and they will also turn in their written information to the teacher who will use the Jigsaw Presentation Rubric to grade their response to the question. The teacher will share the Jigsaw Presentation Rubric with the class and go over the criteria for grading. The teacher will provide time for the student groups to conduct their research and prepare to present what they have learned.</p>	<p>information they find to answer the question about how U.S. imperialism has impacted the territory in terms of economy, political organization, environment, and social, cultural and religious practices.</p> <p>(Grouping: Small groups) (Integrating Processes: Reading/Writing/Listening/Speaking) (Application: Hands-on/Meaningful/Promotes engagement/Linked to Objectives)</p>
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Evaluate:

<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. At the conclusion of their research, the students will present their findings as a Jigsaw activity (see instructions in Assessment section above). New groups will be formed whose members will be one student from each territory group. After their presentations, the students will turn in their recorded information to the teacher. 2. The teacher will evaluate each student's presentation and written responses on a scale of 1-4, using the <u>Jigsaw Presentation Rubric</u>. A score of 3 or higher will show mastery. 	<p>Students Will:</p> <ol style="list-style-type: none"> 1. Once new groups are formed, each territory group will have 5 minutes to present to their peers their findings about their assigned territory. <p>(Grouping/Small groups) (Assessment: Individual/Oral/Written)</p>
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Extensions:

- The students can create a poster with visual images to represent what they have learned about the impact of U.S. imperialism on U.S. territories and present these to other students.
- They can also continue to build on their knowledge of U.S. territories by conducting further research on the territories, their histories, cultures, and environments.