

#10675

AMERICA IN THE 20TH CENTURY: AMERICA BECOMES A WORLD POWER

AIMS MULTIMEDIA, 2003

Grade Level: 7-12

30 Minutes

9 Instructional Graphic Included



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#3431 THE AMERICAN INDUSTRIAL REVOLUTION](#)

[#8628 BECOMING A MODERN NATION](#)

[#8773 INDUSTRY](#)

[#8831 NATIONAL POLITICS: ROOSEVELT, TAFT AND WILSON](#)

America Becomes a World Power

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Congratulations!

You have chosen a learning program that will actively motivate your students and provide you with easily accessible and easily manageable instructional guidelines and tools designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module (ATM) provides you with a video program correlated to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex:

1. Knowledge (rote memory skills),
2. Comprehension (the ability to relate or retell),
3. Application (the ability to apply knowledge outside its origin),
4. Analysis (relating and differentiating parts of a whole),
5. Synthesis (relating parts to a whole)
6. Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, and to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in three sections:

I. Introducing this ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

II. Preparation for Viewing

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

III. After Viewing the Program

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

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Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia at:
Toll Free: 1-800-367-2467
Fax: 818-341-6700
Web: www.aimsmultimedia.com
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FEATURES

INTRODUCING THE ATM

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom and to provide assessment tools, your AIMS Teaching Module features these components:

Themes

This section tells how the AIMS Teaching Module is correlated to the curriculum. Themes offers suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

Preparation for Viewing

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, and usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

After Viewing the Program

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs



These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections

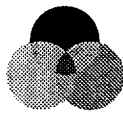


Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On



These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing



Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities



These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World



These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.

Culminating Activity



To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their worldview.

ADDITIONAL ATM FEATURES

Vocabulary

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will read or find the definition of each vocabulary word, then use the word in a written sentence.

Checking Comprehension

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

Reproducible Activities

The AIMS Teaching Module provides a selection of reproducible activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

Checking Vocabulary

The checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

Test

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

Additional AIMS Multimedia Programs

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

Answer Key

Reproduces tests and work pages with answers marked.

JUMP RIGHT IN

Preparation

- Read **America Becomes a World Power Themes, Overview, and Objectives** to become familiar with program content and expectations.
- Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing

- Set up viewing monitor so that all students have a clear view.
- Depending on your classroom size and learning range, you may choose to have students view *America Becomes a World Power* together or in small groups.
- Some students may benefit from viewing the video more than one time.

After Viewing

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

America Becomes a World Power

Themes

The social studies theme of cause and effect is addressed through the events of late 19th century American expansionism, including the purchase of Alaska, the annexation of Hawaii, the Spanish-American War and the divergent philosophies of the expansionists and anti-imperialists.

Overview

America Becomes a World Power covers America's evolution as a world power from the 1850's to the turn-of-the-century.

Topics covered include American expansionism; the opening of trade with Japan; the purchase of Alaska and annexation of Hawaii; the Spanish American War; the Open Door Policy; and the foreign policy of the Roosevelt, Taft and Wilson administrations. Additional information is provided about the philosophies of expansionists and anti-imperialists; the events leading to the Spanish American War; the conduct of war and the aftermath of the war; the Boxer revolution; and the building of the Panama Canal. Rare archival footage and photographs, authentic recordings and other primary source documents, bring history to life; while stunning graphics and engaging narration lend context and clarity to the subject.

Objectives

- To explain the difference in views between Imperialists and Anti-Imperialists and identify historical examples of each
- To describe the regions the United States tried to expand into and how it would benefit them
- To describe the causes and objectives of the Spanish-American War
- To explain relationships the United States developed during and after the

Spanish-American War

- To explain the cause and effects of the Open Door policy
- To compare and contrast the administration policy and the actions taken by Roosevelt, Taft and Wilson while in office

Introduction to the Program

Explain to students that this period in American history was one of vast change. The country was in Reconstruction after the Civil War; a period of industrialization was invigorating commerce and confidence - ushering in a period of confidence and optimism that would define the American character. U.S. territories spilled out into the Caribbean and Pacific in a burst of expansionism, forcing the U.S. to grapple with its new role as an imperial power.

What sparked the country's interest in expansion? There were three reasons: The most important was economic. During the Civil War, the U.S. had greatly increased its production of manufactured products, dictating a desire to find new markets abroad and a need for more raw materials. The second reason was military strength. Some believed that if the U.S. lacked powerful armed forces it would not be able to defend its economic interests. The third reason was the racist belief that Anglo-Saxons, white British and American people, had a moral "duty" to "civilize" other nations of the world.

The expansionist philosophy was not shared by all Americans. A group of educators, writers and social activists, who called themselves, "Anti-imperialists," opposed expansion. They believed that imperialism was a threat to the American value system, that a democracy should not keep other countries in servitude. The events of America's expansionist period and the beliefs espoused by the nation's imperialists and anti-imperialists help us to better understand how the United States first took on the

role of a world power.

Introduction to Vocabulary

To prepare students for viewing America Becomes a World Power, present the following words for review: Have students offer definitions and write them on the chalkboard.

annex, diplomacy, expansionism, guerrilla, imperialism, industrialism, isthmus, protectorate, treaty, yellow journalism

Explain that the definitions of these words will be provided in the program through context clues, example or explanation.

Discussion Ideas

Lead a discussion by asking one or more of the following questions.

1. How, in the latter years of the 19th century and early 20th century, did the United States attempt to become a world power?
2. How did Alaska first become associated with the United States? How was its acquisition seen as a benefit to the country?
3. How did Hawaii first become associated with the U.S., and how was that seen as a benefit to the country? How did Hawaiians feel about this association?
4. What were some of the causes of the Spanish-American War?

Focus

Ask students to think about the similarities and differences between the American spirit portrayed in this program and the prevailing attitudes in the country today by both its leaders and citizens.

SUGGESTED ACTIVITIES

Critical Thinking

There has been much criticism in recent years about the media - both news and entertainment and their attention to issues and images that are contrary to "American values." Lead students in a discussion, or have them write an essay, on what the forms of news and entertainment tell about life at a particular time or place.



45 Minutes

Connection to Science

The biomes represented by Alaska and Hawaii differ significantly from those found in the 48 contiguous states. Have half the students research the ecology of Alaska and the other half the ecology of Hawaii. Ask them to individually prepare one-page reports on major differences in climate, wildlife, plants and fungi found in the two states, comparing and contrasting these with at least one biome from the rest of the country. Ask for volunteers to share their reports with the class.



60 Minutes

Meeting Individual Needs

In order to help students organize and reflect upon this program, have them identify one main idea and list at least three details or facts to support it. You may wish to bring students together into small groups to share their outlines.



30 Minutes

Connection to Health

American troops fighting in Cuba during the Spanish-American War suffered over 5,000 casualties, of which only 379 deaths were the result of combat. Discuss how unsanitary living conditions, insufficient food, improper clothing and the outbreak of diseases such as yellow fever contributed to the soldiers' high death rate. How different are conditions in today's armed forces? Aside from direct combat, what risks to life and health do today's soldiers face?



30 Minutes

Connection to Art

Frederic Remington, although originally from New York State, moved to the west where he began to sketch, sculpt and paint the people and landscape around the beginning of the 20th century. Bring in samples of his work to display. Discuss with students the features of his art, and Remington's role as reporter/illustrator in Cuba's fight for independence during the Spanish-American War. One of Remington's paintings from that war was the Charge of the Rough Riders on San Juan Hill. Discuss also William Randolph Hearst's instruction to Remington, "You furnish the pictures and I will furnish the war."



30 Minutes

Link to the World

In the second half of the 19th century, mechanized mass transportation was already beginning to have a vast effect on the movement of people and of goods in the U.S. and elsewhere. Trains and steamships were moving passengers and freight faster than ever before possible, and changing the face of the world. Have students create a map of a mass transportation system for your town. Encourage students to plan the depots and stops, and how local businesses, industries, homes, and other nearby towns should be linked with this system. Students should also identify the components of their system. For example, trains, subways buses, vans, or an original method of their creation.



30 Minutes

In the Newsroom

The 1890s brought changes to journalism. No longer were stories written in an objective style with the same size lettering in small columns of type. Now, bold headlines of sensational events competed for the reader's attention. This type of journalism became known as "yellow journalism." Have students create a front page of an event from this period in the style of yellow journalism. You may also wish to have students bring into class, examples of sensational headlines and stories from newspapers and magazines of today, and contrast their style, design and content with those of more conservative publications.



45 Minutes

Culminating Activity

Have students create an advertising campaign in print, video, PowerPoint presentation, or other media, to promote an event, product, invention, or personality from this period. Encourage students to use the techniques (exaggeration, illusion and so on) mentioned in this program in their advertisements.



70 Minutes

VOCABULARY

The following vocabulary words and terms are relative to America Becomes a World Power. Fill in the number of each term next to its closest definition. Use a dictionary if necessary.

- A) annex
- B) diplomacy
- C) expansionism
- D) guerrilla
- E) imperialism
- F) industrialism
- G) isthmus
- H) protectorate
- I) treaty
- J) yellow journalism

1. _____ social and economic organization characterized by large industries, machine production, concentration of workers in cities
2. _____ a narrow strip of land with water on both sides that connects two larger bodies of land
3. _____ the policy of expanding a nation's territory or its sphere of influence, often at the expense of other nations
4. _____ the relation of a strong state to a weaker state under its control and protection
5. _____ to incorporate into a country, state, etc.
6. _____ a formal agreement between two or more nations, relating to peace, alliance, trade, etc.
7. _____ the conducting of relations between nations, as in making agreements
8. _____ a member of a small defensive force of irregular soldiers, usually volunteers, making surprise raids behind the lines of an invading enemy army
9. _____ the use of cheaply sensational or unscrupulous methods in newspapers or other media to attract or influence the readers or viewers
10. _____ the policy and practice of forming and maintaining an empire; characterized by a struggle for control of raw materials and world markets, the subjugation and control of territories, the establishments of colonies

EXPANSIONIST REASONING - PRO AND CONS

Complete the following chart describing the advantages and disadvantages of expansionist reasoning for each event in history.

After completion of the chart, use a separate piece of paper to write a letter to the president regarding your own personal viewpoint as if you were a U.S. citizen during the Expansionist Era. This letter should contain whether or not you feel the United States should continue expanding, using the points from the chart below.

	Alaska	Japan	China	Caribbean
Explain what happened to this country or region during the U.S. Expansionist Era				
Advantages of Expansionism				
Disadvantages of Expansionism				

REMEMBER THE MAINE

In 1898, the United States press reported that a Spanish mine was responsible for the explosion of the U.S.S. Maine. Later, other theories emerged that stated that the cause of the explosion was actually unknown. Research the Internet and other resources to find alternative theories for the cause of the explosion.

Write a summary of each cause you find and site the source along with it. After collecting at least two possibilities, create your own hypothesis.

REASON #1 _____

Source _____

REASON #2 _____

Source _____

Personal Hypothesis _____

A list of suggested Internet research sites:

<http://www.history.navy.mil/faqs/faq71-1.htm>

<http://www.cascobay.com/history/ussmaine/ussmaine.htm>

<http://www.chinfo.navy.mil/navpalib/ships/battleships/maine/maine.html>

<http://www.mtholyoke.edu/acad/intrel/ashaw39.htm>

SPEAKING YOUR MIND - THE POLITICAL WRITINGS OF JOSE MARTI

Jose Marti was a Cuban who at the age of sixteen years began practicing political writing in a call for Cuban Independence. Marti became a national hero as he fought for ending Spanish colonial rule.

Think of something in which you strongly believe that needs the support of others to successfully come true. Some examples could be to stop pollution, a solution for national health care, world peace or even no homework.

Use the Internet, library texts or other resources as necessary for research then on a separate piece of paper, write a letter, poem or story that could be published as political writing. It should be an attempt to encourage others to join in, just as Jose Marti encouraged others to join in the goal of Cuban Independence.

TRUE OR FALSE

Place a T next to statements that are true, and an F next to statements that are false.

1. _____ The factors supporting United States expansionism were economic interests, desire for military strength and belief in the "White Man's Burden".
2. _____ After the Civil War, the United States adopted a policy of isolationism.
3. _____ Vietnam was believed to be an ideal location for United States ships to refuel.
4. _____ The Queen of Hawaii was forced to surrender the throne, so the United States could make the land its own territory.
5. _____ Alaska was given to the United States as a gift from Russia.
6. _____ Establishing refueling ports in the Atlantic Ocean was key to the United States expansionist strategy.
7. _____ The explosion of the battleship U.S.S. Maine was a major factor contributing to the declaration of war against Spain.
8. _____ The United States sought to guarantee equal trading rights in an "Open Door" policy with Cuba.
9. _____ Members of the Fists of Righteous Harmony, the Boxers, were fighting to preserve foreign influence in China.
10. _____ President Roosevelt sent new warships, known as the Great White Fleet, on a world tour as a show of naval strength.

FAMOUS PHRASES - WHO SAID WHAT?

Read the following famous phrases. Each phrase can be matched up to the person who is well known for having said it, or with a place to which the phrase refers. Match the phrases up with the correct person or place by drawing a line from the phrase to the right individual or location.

I. Famous Phrases

1. White Man's Burden
2. Splendid Little War
3. Seward's Folly
4. Hawaii for Hawaiians
5. Remember the Maine
6. Rough Riders
7. Boxers
8. Big Stick Policy
9. Dollar Diplomacy
10. Moral Diplomacy

II. Person/Place

- A. John Hay
- B. Havana Harbor
- C. William H. Taft
- D. Queen Liliuokalani
- E. Rudyard Kipling
- F. Alaska
- G. Theodore Roosevelt
- H. Cuba
- I. Woodrow Wilson
- J. China

WORD SEARCH

In each statement below, fill in the name that best completes the statement. Then, find and circle each person's last name hidden in the puzzle. The names are hidden vertically, horizontally and diagonally.

WORD BANK

Aguinaldo
Cleveland
Hay
Liliuokalani
Mahan
Marti
McKinley
Perry
Roosevelt
Sigsbee
Stevens
Taft
Villa
Wilson

W	L	I	L	I	U	O	K	A	L	A	N	I	Q	P
C	V	G	B	M	J	Z	X	C	H	W	D	N	N	H
L	Q	Q	S	I	G	S	B	E	E	C	N	M	A	P
E	K	S	L	M	N	T	Y	L	K	Q	Z	Y	Z	X
V	Z	N	Q	V	R	W	Q	D	P	V	B	E	Q	P
E	X	E	W	Z	R	O	O	S	E	V	E	L	T	W
L	S	V	W	Q	P	D	D	V	R	Q	P	N	K	L
A	K	E	Q	V	I	L	L	A	R	P	N	I	V	T
N	V	T	W	G	G	R	A	R	Y	Z	Z	K	W	A
D	Q	S	X	A	B	B	N	W	G	N	M	C	Q	F
R	R	D	M	A	R	T	I	G	N	B	V	M	M	T
W	X	Z	K	L	L	D	U	J	M	H	A	Q	J	J
J	K	D	W	V	N	K	G	W	W	H	P	P	W	Z
Z	B	N	N	M	X	Q	A	S	A	J	K	L	N	M
N	O	S	L	I	W	H	K	N	L	W	Z	Z	V	G

This person...

1. wanted to open trade with Japan. _____
2. worked for Cuban Independence. _____
3. was a "Rough Rider." _____
4. was captain of the U.S.S. Maine. _____
5. created an administration based on "moral diplomacy". _____
6. declared the United States at war against Spain. _____
7. suggested the "Open Door" policy. _____
8. surrendered the throne for the United States to claim territory. _____
9. opposed the annexation of Hawaii. _____
10. supported expanding U.S. military strength. _____
11. created the policy named "dollar diplomacy." _____
12. declared the Philippines independent. _____
13. overthrew the Queen of Hawaii to claim U.S. territory. _____
14. rebelled against the United States as it tried to take over Mexico. _____
15. saw the value of the Alaskan territory. _____

ESSAY QUESTIONS - STATE YOUR OPINION

On a separate piece of paper write a two-paragraph expository essay in response to each statement.

1. Describe at least three viewpoints of the Imperialists and another three of the Anti-Imperialists. Also name one Imperialist and one Anti-imperialist from history and state why he or she would be classified as such.
2. Describe three results of the Spanish-American War.
3. Discuss the Open Door Policy and its effects on China.
4. Compare and contrast the foreign policies of the Roosevelt, Taft and Wilson administration.

TEST

Read each of the following statements, then circle the best answer.

1. Admiral Alfred T. Mahan's attempt to expand United States military strength did NOT include:
 - a. building a canal across the Isthmus of Panama.
 - b. forming an alliance with Spain.
 - c. acquiring the territory of Hawaii.
 - d. establishing Caribbean naval bases.
2. Who negotiated to gain Alaska as a United States territory?
 - a. Alfred T. Mahan
 - b. Matthew Perry
 - c. John Steven
 - d. William Steward
3. Who voyaged to Japan in support of opening trade?
 - a. Matthew Perry
 - b. Alfred T. Mahan
 - c. William Steward
 - d. John Hay
4. Where did the explosion of the U.S.S. Maine occur?
 - a. Havana Harbor
 - b. Pearl Harbor
 - c. Manila Bay
 - d. Edo Harbor
5. The term yellow journalism refers to:
 - a. The yellow, magazine style newspapers popular at the turn-of-the-century.
 - b. A strict code of journalistic ethics that prevents stories from being exaggerated.
 - c. Printing sensational stories designed to sell newspapers.
 - d. None of the above
6. The Peace Treaty signed at the conclusion of the Spanish-American War stated the United States took control of:
 - a. the Philippines
 - b. Puerto Rico
 - c. the Pacific Island of Guam
 - d. all of the above
7. The purpose of the Great White Fleet was:
 - a. to fight in honor of the "White Man's Burden".
 - b. to take a world tour to display the United States warships.
 - c. to escape the naval base before the warships were destroyed.
 - d. none of the above.

TEST (CONTINUED)

8. The Rough Riders were:
- a. a traveling group of performers who put on a "wild-west" show in the mid-1800s.
 - b. a group of volunteer soldiers who fought in the Spanish-American War.
 - c. a group of volunteer soldiers who fought in the Philippines War.
 - d. none of the above.
9. Which of the following limits Cuba's right to make treaties and permits the United States to send in troops into Cuba to keep order?
- a. Treaty of Cession
 - b. Gentleman's Agreement
 - c. Platt Amendment
 - d. Monroe Doctrine
10. The desire of the United States to link the Atlantic and Pacific Oceans led to:
- a. the election of Teddy Roosevelt as president.
 - b. the separation of Columbia into two different countries.
 - c. a geologic state of emergency.
 - d. the building of the Panama Canal.

TEST-SHORT ANSWER QUESTIONS

Read each of the following statements and answer in one or two sentences.

11. What were the three main reasons for expansionism? _____

12. Why was the purchase of Alaska referred to as "Seward's Folly" and "Seward's Icebox"? _____

13. According to the American press, who was responsible for the explosion for the U.S.S. Maine? _____

14. Name three of the main causes of the Spanish-American War. _____

TEST-SHORT ANSWER QUESTIONS (CONTINUED)

15. In the Boxer Rebellion, what were the Boxers rebelling against? _____

16. What did the Gentleman's agreement state? _____

17. Which policy guaranteed equal trading rights and prevents one nation from discriminating against another within its sphere? _____

18. Which president was known for his "big stick policies"? _____

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

America in the 20th Century Series:

2728 *The Progressive Era*

2730 *World War I: The War in Europe*

2731 *World War I: On the Homefront*

American Diary Series:

9751 *New Beginnings (1895-1904)*

9752 *The Brave New Age (1903-1912)*

9753 *Winds of Change (1912-1916)*

9754 *Clouds of War (1916-1917)*

9755 *The Great Campaign (1917-1918)*

9756 *The Price of Peace (1917-1918)*

2621 *The Underground Railroad*

2338 *Tales of the Frontier*

9130 *As the Wind Rocks the Wagon*

8692 *The Civil War: The South Secedes and War Begins*

8642 *The Civil War: Four Years of War and its Aftermath*

8968 *U.S. History, 1760-1800: Forming a New Nation*

8969 *U.S. History, 1800-1860: Westward Migration*

8970 *U.S. History, 1860-1900: The Civil War and Reconstruction*

INTERNET RESOURCES FOR TEACHERS AND STUDENTS

For Teachers

Small Planet Communications

<http://www.smplanet.com/imperialism/toc.html>

Education World

<http://www.education-world.com>

For Students

Note: Teachers should preview all sites to ensure they are age-appropriate for their students.

Small Planet Communications: The Spanish-American War

<http://www.smplanet.com/imperialism/remember.html>

The Spanish-American War Centennial Website

<http://www.spanam.war.com/>

ANSWER KEY for page 9

VOCABULARY

The following vocabulary words and terms are relative to America Becomes a World Power. Fill in the number of each term next to its closest definition. Use a dictionary if necessary.

- A) annex
- B) diplomacy
- C) expansionism
- D) guerrilla
- E) imperialism
- F) industrialism
- G) isthmus
- H) protectorate
- I) treaty
- J) yellow journalism

1. F social and economic organization characterized by large industries, machine production, concentration of workers in cities
2. G a narrow strip of land with water on both sides that connects two larger bodies of land
3. C the policy of expanding a nation's territory or its sphere of influence, often at the expense of other nations
4. H the relation of a strong state to a weaker state under its control and protection
5. A to incorporate into a country, state, etc.
6. I a formal agreement between two or more nations, relating to peace, alliance, trade, etc.
7. B the conducting of relations between nations, as in making agreements
8. D a member of a small defensive force of irregular soldiers, usually volunteers, making surprise raids behind the lines of an invading enemy army
9. J the use of cheaply sensational or unscrupulous methods in newspapers or other media to attract or influence the readers or viewers
10. E the policy and practice of forming and maintaining an empire; characterized by a struggle for control of raw materials and world markets, the subjugation and control of territories, the establishments of colonies

ANSWER KEY for page 10

EXPANSIONIST REASONING - PRO AND CONS

Complete the following chart describing the advantages and disadvantages of expansionist reasoning for each event in history.

After completion of the chart, use a separate piece of paper to write a letter to the president regarding your own personal viewpoint as if you were a U.S. citizen during the Expansionist Era. This letter should contain whether or not you feel the United States should continue expanding, using the points from the chart below.

Students' answers will vary. Charts and letters may be judged on:

- 1) execution - how well the letter was written; and
- 2) content - how accurately the chart was completed, and the use of the chart's contents in supporting the viewpoint of letter.

	Alaska	Japan	China	Caribbean
Explain what happened to this country or region during the U.S. Expansionist Era				
Advantages of Expansionism				
Disadvantages of Expansionism				

ANSWER KEY for page 11

REMEMBER THE MAINE

In 1898, the United States press reported that a Spanish mine was responsible for the explosion of the U.S.S. Maine. Later, other theories emerged that stated that the cause of the explosion was actually unknown. Research the Internet and other resources to find alternative theories for the cause of the explosion.

Write a summary of each cause you find and site the source along with it. After collecting at least two possibilities, create your own hypothesis.

Students' answers will vary.

REASON #1 _____

Source _____

REASON #2 _____

Source _____

Personal Hypothesis _____

A list of suggested Internet research sites:

<http://www.history.navy.mil/faqs/faq71-1.htm>

<http://www.cascobay.com/history/ussmaine/ussmaine.htm>

<http://www.chinfo.navy.mil/navpalib/ships/battleships/maine/maine.html>

<http://www.mtholyoke.edu/acad/intrel/ashaw39.htm>

ANSWER KEY for page 12

SPEAKING YOUR MIND - THE POLITICAL WRITINGS OF JOSE MARTI

Jose Marti was a Cuban who at the age of sixteen years began practicing political writing in a call for Cuban Independence. Marti became a national hero as he fought for ending Spanish colonial rule.

Think of something in which you strongly believe that needs the support of others to successfully come true. Some examples could be to stop pollution, a solution for national health care, world peace or even no homework.

Use the Internet, library texts or other resources as necessary for research then on a separate piece of paper, write a letter, poem or story that could be published as political writing. It should be an attempt to encourage others to join in, just as Jose Marti encouraged others to join in the goal of Cuban Independence.

Students' answers will vary. Students' letters can be judged on how well they are written, the creativity of their ideas, and how persuasive a letter is in influencing the reader.

ANSWER KEY for page 13

TRUE OR FALSE

Place a T next to statements that are true, and an F next to statements that are false.

1. **T** The factors supporting United States expansionism were economic interests, desire for military strength and belief in the "White Man's Burden".
2. **F** After the Civil War, the United States adopted a policy of isolationism.
3. **F** Vietnam was believed to be an ideal location for United States ships to refuel.
4. **T** The Queen of Hawaii was forced to surrender the throne, so the United States could make the land its own territory.
5. **F** Alaska was given to the United States as a gift from Russia.
6. **F** Establishing refueling ports in the Atlantic Ocean was key to the United States expansionist strategy.
7. **T** The explosion of the battleship U.S.S. Maine was a major factor contributing to the declaration of war against Spain.
8. **F** The United States sought to guarantee equal trading rights in an "Open Door" policy with Cuba.
9. **F** Members of the Fists of Righteous Harmony, the Boxers, were fighting to preserve foreign influence in China.
10. **T** President Roosevelt sent new warships, known as the Great White Fleet, on a world tour as a show of naval strength.

ANSWER KEY for page 14

FAMOUS PHRASES - WHO SAID WHAT?

Read the following famous phrases. Each phrase can be matched up to the person who is well known for having said it, or with a place to which the phrase refers. Match the phrases up with the correct person or place by drawing a line from the phrase to the right individual or location.

I. Famous Phrases

II. Person/Place

-
1. White Man's Burden — E. Rudyard Kipling
2. Splendid Little War — B. Havana Harbor
3. Seward's Folly — F. Alaska
4. Hawaii for Hawaiians — D. Queen Liliuokalani
5. Remember the Maine — G. Theodore Roosevelt
6. Rough Riders — J. China
7. Boxers — H. Cuba
8. Big Stick Policy — A. John Hay
9. Dollar Diplomacy — I. Woodrow Wilson
10. Moral Diplomacy — C. William H. Taft

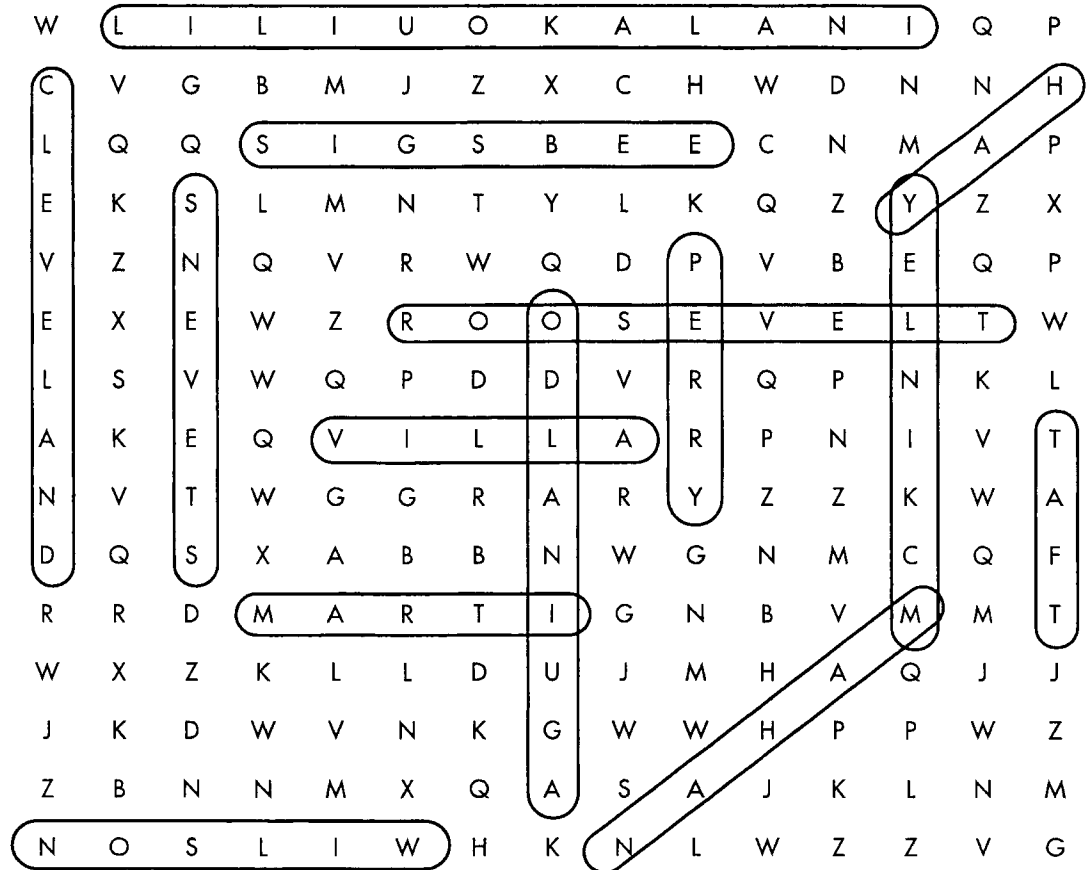
ANSWER KEY for page 15

WORD SEARCH

In each statement below, fill in the name that best completes the statement. Then, find and circle each person's last name hidden in the puzzle. The names are hidden vertically, horizontally and diagonally.

WORD BANK

Aguinaldo
Cleveland
Hay
Liliuokalani
Mahan
Marti
McKinley
Perry
Roosevelt
Sigsbee
Stevens
Taft
Villa
Wilson



This person...

1. wanted to open trade with Japan. (**Perry**)
2. worked for Cuban Independence. (**Marti**)
3. was a "Rough Rider." (**Roosevelt**)
4. was captain of the U.S.S. Maine. (**Sigsbee**)
5. created an administration based on "moral diplomacy." (**Wilson**)
6. declared the United States at war against Spain. (**McKinley**)
7. suggested the "Open Door" policy. (**Hay**)
8. surrendered the throne for the United States to claim territory. (**Liliuokalani**)
9. opposed the annexation of Hawaii. (**Cleveland**)
10. supported expanding U.S. military strength. (**Mahan**)
11. created the policy named "dollar diplomacy." (**Taft**)
12. declared the Philippines independent. (**Aguinaldo**)
13. overthrew the Queen of Hawaii to claim U.S. territory. (**Stevens**)
14. rebelled against the United States as it tried to take over Mexico. (**Villa**)
15. saw the value of the Alaskan territory. (**Seward**)

ANSWER KEY for page 16

ESSAY QUESTIONS - STATE YOUR OPINION

On a separate piece of paper write a two-paragraph expository essay in response to each statement.

1. Describe at least three viewpoints of the Imperialists and another three of the Anti-Imperialists. Also name one Imperialist and one Anti-imperialist from history and state why he or she would be classified as such.

Imperialist's points were economic interests, military strength and racist theories regarding "white superiority" and a "duty" to "civilize" other groups of people. Some of the main Imperialists were advocates of expanding U.S. military strength, Alfred T. Mahan, John Hay - who helped lead the Panama Canal and the Open Door Policy - and the leader of imperialists, President Theodore Roosevelt, who developed the Rough Riders in Cuba.

2. Describe three results of the Spanish-American War.

Three outcomes were the signed peace treaty, Cuba's independence as a protectorate of the U.S., and U.S. control over Puerto Rico - a commonwealth of the U.S. - the Philippines and Guam.

3. Discuss the Open Door Policy and its effects on China.

Once the other foreign powers were able to obtain equal trading rights without any discrimination, the Chinese market would then grow to a stronger economy and allow for further independence in China.

4. Compare and contrast the foreign policies of the Roosevelt, Taft and Wilson administration.

Roosevelt wanted to take a strong role in Asia. He added the corollary to the Monroe Doctrine limiting European expansion militarily. Roosevelt also used "big stick" policy. Taft used "dollar diplomacy" to encourage U.S. investment in Latin America and China. That policy also served to discourage European investment. Wilson tried "moral diplomacy" by applying a moral standard and not formally recognizing any government that was undemocratic or hostile to U.S. interests. He tried to stabilize Haiti, the Dominican Republic and Cuba, and caused great conflict between Mexico and the U.S. None of the three administration's policies were long-lasting.

ANSWER KEY for page 17

TEST

Read each of the following statements, then circle the best answer.

1. Admiral Alfred T. Mahan's attempt to expand United States military strength did NOT include:
 - a. building a canal across the Isthmus of Panama.
 - b. forming an alliance with Spain.**
 - c. acquiring the territory of Hawaii.
 - d. establishing Caribbean naval bases.
2. Who negotiated to gain Alaska as a United States territory?
 - a. Alfred T. Mahan
 - b. Matthew Perry
 - c. John Steven
 - d. William Steward**
3. Who voyaged to Japan in support of opening trade?
 - a. Matthew Perry**
 - b. Alfred T. Mahan
 - c. William Steward
 - d. John Hay
4. Where did the explosion of the U.S.S. Maine occur?
 - a. Havana Harbor**
 - b. Pearl Harbor
 - c. Manila Bay
 - d. Edo Harbor
5. The term yellow journalism refers to:
 - a. The yellow, magazine style newspapers popular at the turn-of-the-century.
 - b. A strict code of journalistic ethics that prevents stories from being exaggerated.
 - c. Printing sensational stories designed to sell newspapers.**
 - d. None of the above
6. The Peace Treaty signed at the conclusion of the Spanish-American War stated the United States took control of:
 - a. the Philippines
 - b. Puerto Rico
 - c. the Pacific Island of Guam
 - d. all of the above**
7. The purpose of the Great White Fleet was:
 - a. to fight in honor of the "White Man's Burden".
 - b. to take a world tour to display the United States warships.**
 - c. to escape the naval base before the warships were destroyed.
 - d. none of the above.

ANSWER KEY for page 18

TEST (CONTINUED)

8. The Rough Riders were:
- a. a traveling group of performers who put on a "wild-west" show in the mid-1800s.
 - b. a group of volunteer soldiers who fought in the Spanish-American War.**
 - c. a group of volunteer soldiers who fought in the Philippines War.
 - d. none of the above.
9. Which of the following limits Cuba's right to make treaties and permits the United States to send in troops into Cuba to keep order?
- a. Treaty of Cession
 - b. Gentleman's Agreement
 - c. Platt Amendment**
 - d. Monroe Doctrine
10. The desire of the United States to link the Atlantic and Pacific Oceans led to:
- a. the election of Teddy Roosevelt as president.
 - b. the separation of Columbia into two different countries.
 - c. a geologic state of emergency.
 - d. the building of the Panama Canal.**

TEST-SHORT ANSWER QUESTIONS

Read each of the following statements and answer in one or two sentences.

11. What were the three main reasons for expansionism? **economic interest, desire for military strength and belief in the racist ideas of the "white man's burden."**
12. Why was the purchase of Alaska referred to as "Seward's Folly" and "Seward's Icebox"? **The territory was seen as an untamed wilderness with no benefit to the United States.**
13. According to the American press, who was responsible for the explosion for the U.S.S. Maine? **The Spanish were thought to be responsible.**
14. Name three of the main causes of the Spanish-American War. **The desire for expansionism, the Cuban fight for independence, yellow journalism and the explosion of the U.S.S. Maine.**

ANSWER KEY for page 19

TEST-SHORT ANSWER QUESTIONS (CONTINUED)

15. In the Boxer Rebellion, what were the Boxers rebelling against? The Boxers were against foreign influences in China.
16. What did the Gentleman's agreement state? It stated that the U.S. would eliminate Asian discrimination in public schools and Japan must limit its immigration to the U.S.
17. Which policy guaranteed equal trading rights and prevents one nation from discriminating against another within its sphere? The "Open Door" Policy
18. Which president was known for his "big stick policies"? Theodore Roosevelt

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