

SS Grade 8 Name: _____

Period: ___

Objective: What were the historical circumstances and impacts of Imperialism?

MODULE: UNIT 5- IMPERIALISM AND WWI

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Unit 5 Vocab

What does “BIG STICK DIPLOMACY” refer to? – Theodore Roosevelt’s plan for U.S. foreign relations that depended on a strong military to achieve its aims.

What happened during the BOXER REBELLION?– The 1900 revolt by secret Chinese societies against outside influences of imperialism.

What was DOLLAR DIPLOMACY?– President Taft’s foreign policy to encourage investment rather than use force in Latin America.

What did the FOURTEEN POINTS call for? – Wilson’s plan for lasting peace through international openness and cooperation at the end of WWI

What did the GENTLEMEN’S AGREEMENT result in? – The United States made a pact with Japan. The U.S.A. ended segregation of Asian children in San Francisco public schools. In return, Japan agreed to limit the immigration of its citizens to the United States.

What was the purpose of the GREAT WHITE FLEET? The goal of the 1907 world cruise by an armada/convoy of U.S. battleships was to demonstrate American naval strength.

What is GUERRILLA WARFARE?– A form of nontraditional warfare, generally by small bands of fighters.

What occurs during IMPERIALISM?– A stronger nation extends political, economic, and military, control over weaker territories.

What was the LEAGUE OF NATIONS?– A world organization to promote peaceful cooperation between countries at the end of WWI.

What was the impact of the OPEN DOOR POLICY?– Created by U.S. Secretary of State John Hay’s, it opposed European’s spheres of influence in China and resulted in all countries having equal trading rights in China.

What was the goal of the PANAMA CANAL?– To create a waterway across Panama that shortened the trip between the Atlantic and the Pacific .

What was the purpose of the PLATT AMENDMENT?– To set the conditions under which Cuba was granted independence in 1902 that included restrictions on rights of Cubans and granted the U.S. the “right to intervene” to preserve order in Cuba.

13. **What was the ROOSEVELT COROLLARY an extension of?** – President Theodore Roosevelt’s corollary was an extension of the Monroe Doctrine that kept the Western Hemisphere free from intervention by European powers.

14. **Who were the ROUGH RIDERS?**– A volunteer cavalry unit assembled by Theodore Roosevelt, famous for their 1898 charge at San Juan Hill that helped win the U.S. the Spanish American War.

15. **What is SELF-DETERMINATION?**– The right of people to choose their own form of government.

16. **What were SPHERES OF INFLUENCE?**– Zones that gave an imperial nation like the European powers exclusive access to commerce/trade.

17. **What was the impact of “SEWARD’S FOLLY”?**– Purchase of Alaska from Russia creates 49th U.S. state.

18. **What is SOCIAL DARWINISM?**– Belief that Darwin’s theory of the survival of the fittest should be applied to societies, justifying imperialism and racism.

19. **What was the U-BOAT used for?**– German submarine used in unrestricted submarine warfare during WWI.

20. **What was the WESTERN FRONT?**–The battle front between the Allies and Central Powers in Western Europe during World War I.

21. **What is YELLOW JOURNALISM?**– newspapers that used sensational headlines and exaggeration to promote readership

22. **What was the ZIMMERMANN NOTE?**– A telegram from the German foreign minister Zimmerman that proposed an alliance with Mexico against the United States during WWI.

I. REASONS FOR AMERICAN EXPANSION

1. _____

The closing of the western frontier

⇒ U.S. needed a new frontier

2. _____ The

survival of the fittest

3. _____

Goal was to spread Christianity

4. _____

need for new markets to sell goods to

need for raw materials to produce goods

5. _____

improved transportation & communications

RR's & ships & Telephone & Telegraph

6. _____

European nations were also imperialistic

7. _____

- wrote The Influence of Sea Power Upon History

-strong navy = world power (Great White Fleet)

-islands needed for fueling stations

result = U.S. acquires Samoa, Midway Islands, & Hawaii

Unit 5 EQ 1: How and why did the United States take a more active role in world affairs?

I. REASONS FOR AMERICAN EXPANSION

1867



Annexation of the Midway Islands

Purchase of Alaska from Russia

1893

Queen Liliuokalani is dethroned in Hawaii - a provisional government is set up instead by the United States

Debates over annexation begin in the US Congress



1898

April 1898 - the United States declares war on Spain and invades Cuba, sparking the Spanish American War

August 1898 - the United States formally annexes Hawaii

August 1898 - the Spanish American war ends with the United States winning; US gains all of Spain's holdings outside of Africa including Guam, Philippines, and Puerto Rico (Cuba becomes a

1899

February 1899 - US - Philippine War begins for Philippine independence; the war takes an ugly turn with both sides resorting to guerilla tactics

Sept 1899 - Secretary of State John Hay writes the open door notes - providing the United States an open door to trade in China.



1903

Panama Canal Zone established - the US begins construction on the Panama Canal, taking over the project from France and forcing Colombia to recognize Panamanian independence.



1904

After helping settle conflicts and debt between Venezuela and Santo Domingo with European powers, President Roosevelt formally expands US foreign policy by declaring the Roosevelt Corollary to the Monroe Doctrine



CRQ: HISTORICAL AND GEOGRAPHICAL CONTEXT - ANALYSIS QUESTIONS:

1. After 1867, did the United States remain generally isolated or were they more formally involved in global affairs? TTQA
2-3 Sentences / Include Evidence to Support

2. In which parts of the world was the US extending their influence? Give 2

II. CAUSES OF THE SPANISH AMERICAN WAR 1898

Unit 5 EQ 1: How and why did the United States take a more active role in world affairs?

STOP&THINK

Directions: Watch the video and answer the questions



https://drive.google.com/open?id=0B6SAc5Td_JPCMX_NMNVRubmtLOGs

1) How many miles from the United States is Cuba?

- a. 90
- b. 70
- c. 50

2) Whose colony was Cuba?

- a. Mexico
- b. Spain
- c. Brazil

3) What did Cuba export?

- a. Sugar, Fruit, and Wheat
- b. Sugar, Cotton, and Tea
- c. Fruit, Sugar, and Tobacco

4) Were American businessmen investing money into Cuba?

- a. Yes
- b. No

5) What was the name of the Navy ship that President McKinley moved into Havana?

- a. USS Oklahoma
- b. USS Montana
- c. USS Maine

6) What happened to the US Navy ship that had been moved into Havana?

- a. It was destroyed by a storm
- b. Nothing happened to it
- c. An explosion tore it apart & many died

7) When did the United States invade Cuba?

- a. June 1898
- b. December 1899
- c. April 1898

II. CAUSES OF THE SPANISH AMERICAN WAR 1898

Unit 5 EQ 1: How and why did the United States take a more active role in world affairs?



POOR OLD SPAIN!

STOP & THINK

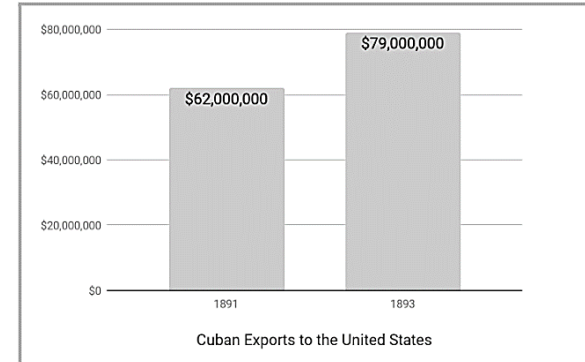
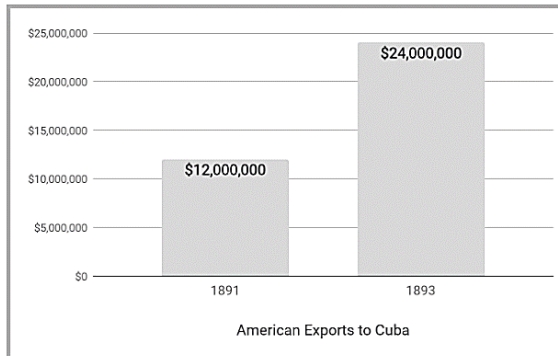
Homework

Cuba's economy became even more closely linked with the United States...

By the 1880s the US consumed (bought) most of Cuba's exported (items sold) sugar, tobacco, cacao, coffee, tropical fruits, and nuts; iron ore. The US imported (bought) all of Cuba's copper production. Sugar estates and mining interests passed from Spanish and Cuban to U.S. hands, and it was U.S. capital, machinery and technicians that helped to save the sugar mills that remained competitive with European beet sugar.

Furthermore, as the dependence of Cuban sugar on the U.S. market increased, the Cuban sugar producers were more and more at the mercy of the U.S. refiners to whom they sold their raw sugar. In 1894 nearly 90 percent of Cuba's exports went to the United States, which in turn provided Cuba with 38 percent of its imports. That same year Spain took only 6 percent of Cuba's exports, providing it with just 35 percent of its imports.

Clearly, Spain had ceased to be Cuba's economic metropolis...it was now America.



1. CRQ According to this political cartoon, what belief did the United States hold when it came to Latin American Countries and Imperial Spain? TTQA

2. According to the documents, during the late 19th and early 20th centuries, United States intervention in Latin America was motivated (caused) by the United States desire to

- protect its growing economic investments in Latin America
- encourage Latin American trade with Africa
- end the Latin American independence movements
- reduce the influence Australia in Latin America

II. CAUSES OF THE SPANISH AMERICAN WAR 1898

Unit 5 EQ 1: How and why did the United States take a more active role in world affairs?

Exaggeration of stories / sensationalism

William Randolph Hearst & Joseph Pulitzer

Spanish letter that criticized President McKinley as a bad leader

Americans

the battleship exploded in the harbor of Havana, Cuba
266 crew members died
Spanish military blamed

<https://www.youtube.com/watch?v=l2clZS1Qft0>

<https://www.youtube.com/watch?v=-csV05z-PtQ>



STOP & THINK

1. Yellow journalists created support for the Spanish-American War by writing articles about the

- A. political popularity of William Jennings Bryan
- B. efforts of the United States to control Mexico
- C. destruction of United States sugar plantations by Hawaiians
- D. sinking of the United States battleship Maine in Havana Harbor



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Enduring Issue	Main Idea	Outside Info
		Monroe Doctrine, 1823 – U.S.A would intervene in if they felt threatened. US business interests in Cuba

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY
Assistant Secretary Roosevelt Convinced the Explosion of the War Ship Was Not an Accident.

The Journal Offers \$50,000 Reward for the Conviction of the Criminals Who Sent 258 American Sailors to Their Death
Naval Officers Unanimous That the Ship Was Destroyed on Purpose.

NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY A SPANISH MINE.

George Eugene Bryson, the Journal's special correspondent at Havana, cables that it is the secret opinion of many Spaniards in the Cuban capital, that the Maine was destroyed and 258 men killed by means of marine mine or fixed torpedo. This is the opinion of several American naval authorities. The Spaniards, it is believed, arranged to have the Maine anchored over one of the harbor mines. Wires connected the mines with a... magazine, and it is thought the explosion was caused by sending an electric current through the wire. If this can be proven, the brutal nature of the Spaniards will be shown by the fact that they waited to spring the mine after all the men had retired for the night. The Maltese cross in the picture shows where the mine may have been fired.

Mine or a Sunken Torpedo Believed to Have Been the Weapon Used Against the American Man-Of-War Officer and Men Tell Thrilling Stories of Being Blown into the Air Amid a Mass of Shattered Steel and Exploding Shells Survivors Brought to Key West Scou[t] the Idea of Accident Spanish Officials Protest Too Much Our Cabinet Orders a Searching Inquiry Journal Sends Divers to Havana to Report Upon the Condition of the Wreck. Was the Vessel Anchored Over a Mine?

Assistant Secretary of the Navy Theodore Roosevelt says he is convinced that the destruction of the Maine in Havana Harbor was not an accident. The Journal offers a reward of \$50,000 for exclusive evidence that will convict the person, persons or government criminally responsible for the [destruction]...of the American battleship and the death of 258 of its crew.

The suspicion that the Maine was deliberately blown up grows stronger every hour. Not a single fact to the contrary has been produced....

How does the date of this article compare with the date of the New York Journal?

According to the New York Times headline, what happened to the Maine?

What type of evidence does the New York Times include to support its account of the incident?

New York Times - February 17th 1898

MAINE'S HULL WILL DECIDE
Divers to Find Whether the Force of the Explosion Was from the Exterior or Interior.
SHE WAS AFLOAT FOR AN HOUR
Spontaneous Combustion in Coal Bunkers a Frequent Peril to the Magazines of Warships – Hard to Blow Up the Magazine.

WASHINGTON, Feb. 16 – After a day of intense excitement at the Navy Department and elsewhere, growing out of the destruction of the battleship Maine in Havana Harbor last night, the situation at sundown, after the exchange of a number of cablegrams between Washington and Havana, can be summed up in the words of Secretary Long, who when asked as he was about to depart for the day whether he had reason to suspect that the disaster was the work of the enemy, replied: "I do not. In that I am influenced by the fact that Capt. Sigsbee has not yet reported to the Navy Department on the cause. He is evidently waiting to write a full report. So long as he does not express himself, I certainly cannot. I should think from the indications, however, that there was an accident – that the magazine exploded. How that came about I do not know. For the present, at least, no other warship will be sent to Havana."

Capt. Schuley, who has had experience with such large and complicated machines of war as the New York, did not entertain the idea that the ship had been destroyed by design. He had found that with frequent and very careful inspection fire would sometimes be generated in the coal bunkers, and he told of such a fire on board of the New York close to the magazine, and so hot that the heat had blistered the steel partition between the fire and the ammunition before the bunkers and magazine were flooded. He was not prepared to believe that the Spanish or Cubans in Havana were supplied with either the information or the appliances necessary to enable them to make so complete a work of demolition, while the Maine was under guard...

What does the headline of the New York Journal article suggest about the newspaper's point of view?

What type of evidence does the New York Journal base its' claims?

II. CAUSES OF THE SPANISH AMERICAN WAR 1898

USS Maine Sunk

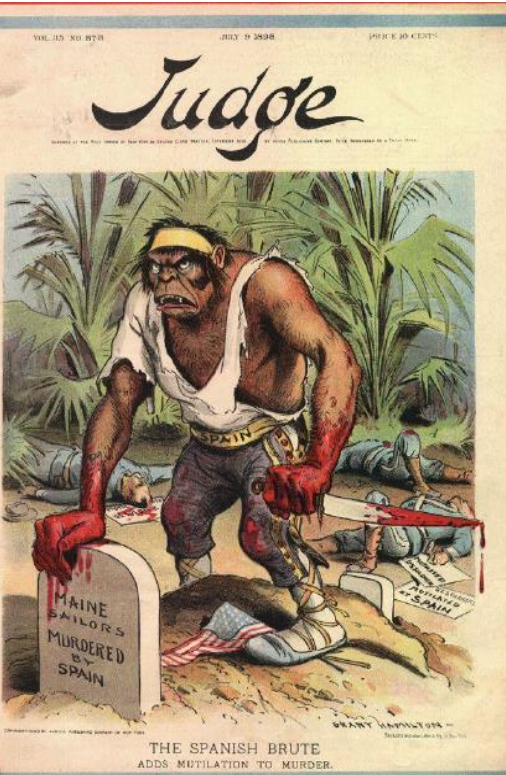
STOP & THINK

“Political cartoons and drawings were popular features in 1890s newspapers and the yellow journals of the Spanish-American War era. Yellow journalism (exaggeration of facts) was used to embellish this story and show the suffering of Cubans under Spanish rule to gain political and public support for a war against Spain (Cuba’s Independence)

After the Maine blew up, yellow journalism helped rally sympathy for the Cuban people and fuel a pro-war feeling in America. The U.S. declared war on Spain – the Spanish American War had started - pbs.org



Source: New York Evening Journal, May 12, 1898 (adapted)



<https://view.genial.ly/61e97ee6d7da8c001421577a/interactiv-e-content-blackboard-quiz>

1. The explosion of the USS Maine and the practice of yellow journalism played a significant role in the

- A. public’s support for the Spanish-American War
- B. creation of the Open Door policy
- C. acquisition of Florida
- D. purchase of Alaska

2. Which historical circumstance led to the decision by the United States to declare war on Spain in 1898?

- A. isolationist policy
- B. labor union pressure
- C. yellow journalism
- D. unrestricted submarine warfare

3. The actions referenced in the documents resulted in what turning point in U.S. history?

- A. American annexation of Hawaii
- B. Roosevelt Corollary
- C. Spanish American War
- D. World War I

4. These 1898 headlines are best understood as an example of

- A. Political advertising
- B. Yellow Journalism
- C. Public opinion polling
- D. Isolationist policies

III. IMPACTS OF THE SPANISH AMERICAN WAR:

<p>1. _____ _____</p>	<p>2. _____ _____</p>	<p>3. _____</p>
<ul style="list-style-type: none"> • _____ San Juan Hill and El Caney (Cuba) • T.R. becomes war _____ • very short war - only _____ deaths 	<ul style="list-style-type: none"> • _____ becomes independent • U.S. gets _____ & _____ as territories 	<ul style="list-style-type: none"> • U.S. gets Philippines for _____ • U.S. can _____ in Cuba • U.S. gets _____ in Cuba



Teddy Roosevelt resigned as U.S. Secretary of Navy to lead a group of volunteers against the Spanish in Cuba – this group became known as the Rough Riders - Roosevelt referred to the war as a “Splendid Little War” –



STOP & THINK

One historical impact of the Spanish-American War was that the United States

- formed an alliance with England
- gained recognition as a world power
- repealed the Monroe Doctrine
- decreased the size of its navy

Roosevelt’s Rough Riders charge San Juan Hill in Cuba – many people believe the conclusion of the Spanish American War firmly positioned the U.S. as an imperialistic nation – Roosevelt’s brilliant leadership and bravery helped accelerate his political career

Unit 5 EQ 2: How did the United States extend its influence once it became a world power?

Homework

III. IMPACTS OF THE SPANISH AMERICAN WAR:

... The [Spanish-American] war was a turning point in the history of American foreign policy. From that time on Americans could no longer look merely inward. The United States had established undisputed dominance of the Caribbean and had extended its influence to the shores of Asia. It had become a recognized world power through its own inherent strength, and that strength affected the international politics of all the great powers of the world. Even if it wanted to, the United States in the new century could no longer remain aloof from the politics of the rest of the world - Source: Alexander DeConde, *A History of American Foreign Policy*, Charles Scribner's Sons, 1963

1. Based on these two documents, what was one historical impact of US expansion in the 1890's?

- A. American imperialism became a topic of debate
- B. The United States established dominance over the Caribbean and gained recognition as a world power
- C. American participation in the Spanish-American War did not change American foreign policy
- D. American influence in the Caribbean led to American influence in Asia

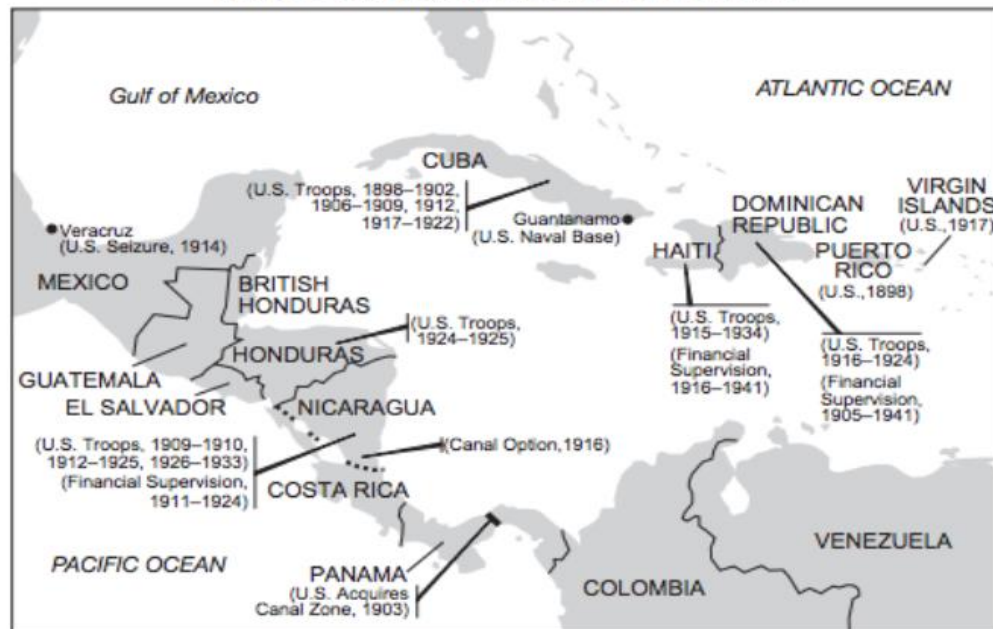
2. According to Alexander DeConde, the Spanish American War was a turning point in American foreign policy history because

- A. The United States annexed Hawaii
- B. The United States had become a world power
- C. The United States could remain isolated from global affairs
- D. The United States was considering annexing Cuba and Puerto Rico

3. Which claim is best supported by the evidence provided in the map?

- A. Prior to the Spanish-American War, the United States was applying influence over the Caribbean
- B. From the Spanish-American War onwards, the United States began to intervene militarily in the Caribbean
- C. The United States colonized all the Caribbean nations in the early 1900's, making them all US territories
- D. The United States left the Caribbean to govern itself after the Spanish-American War

United States Interventions in the Caribbean



Source: Thomas G. Paterson et al., *American Foreign Policy: A History, 1900 to Present*, D. C. Heath, 1991 (adapted)

IV. THE U.S. GETS INVOLVED WITH LATIN AMERICA



[E:\11 SS\Unit 6 - Imperialism & WWI\How a Rebellion Built the Panama Canal.mp4](#)

STOP & THINK



With the Panama Canal, a trade route by boat from New York to San Francisco would be 5,200 miles or 8,500 km

Without the Panama Canal, boats might have travelled around the southern end of South America, a journey that would take 13,000 miles or 21,000 km

Directions: Watch the Video and answer the Questions

1. Why did the US choose to build the canal in Panama and not in Nicaragua?

2. Why did the US choose to support the Panamanian rebels in Colombia?

3. How did the US support the rebels once they declared independence?

4. As a result of the Spanish-American War, The United States saw the need to build the Panama Canal because

- A. new colonies had been acquired in Africa
- B. Spanish opposition to the canal had ended
- C. the United States navy could then move more quickly between oceans
- D. United States railroads could not transport enough manufactured goods

Unit 4 EQ 2: How did the United States extend its influence once it became a world power?

IV. THE U.S. GETS INVOLVED WITH LATIN AMERICA

1. U.S. relations between L.A. countries

U.S. seen as

_____ between U.S. & L.A. nations



Source: W. A. Rogers, *A World Worthwhile*, Harper & Bros.

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STOP & THINK

CRQ 1: How did the United States view its' role in world affairs according to the cartoons?



Unit 4 EQ 2: How did the United States extend its influence once it became a world power?



IV. THE U.S. GETS INVOLVED WITH LATIN AMERICA

Directions:

- 1. Create a Yellow Journalist Instagram photo of the Panama Canal**
- 2. Create a username as a Yellow Journalist**
- 3. Write a description with at least two hashtags that explains what you witnessed**



V. PROTECTING U.S. INTERESTS IN L.A

1. Roosevelt Corollary 1904

Addition to the

1823

- U.S. will act as an _____ force in L.A.
- U.S. can _____ in L.A.

1. "speak softly, and carry a big stick."
2. U.S. should be willing to use _____ to protect interests in _____



STOP & THINK

1. Roosevelt's Big Stick Policy in Latin America was best characterized by his

- A. rejection of the Monroe Doctrine
- B. belief that European nations had the right to hold onto colonies in the Western Hemisphere
- C. belief that the US had an obligation to assume the role of an international police force throughout the Western Hemisphere
- D. recognition of freedom of the newly independent nations in the Eastern Hemisphere

Leads to

between L.A. countries & U.S.

The Roosevelt Corollary was an amendment to the Monroe Doctrine by U.S. President Theodore Roosevelt in 1904.

Roosevelt's extension of the Monroe Doctrine extended the right of the United States to intervene to stabilize the economic affairs of small nations in the Caribbean and Central America if they were unable to pay their international debts.

The alternative was intervention by European powers, especially Britain and Germany, which loaned money to the countries that did not repay. The cause of the new policy was Germany's aggressiveness in the Venezuela affair of 1902-03.

V. PROTECTING U.S. INTERESTS IN L.A

STOP & THINK

2. Taft's _____

- urged American banks/businesses to _____ in L.A.
- this would help L.A. _____ and provide big profits to U.S. businesses
- _____ between L.A. & U.S.

3. Wilson's _____

- U.S. will act in making decisions in L.A. based on what is _____
- promote _____ in L.A. governments

4. F.D.R.'s _____

- U.S. will have _____ emphasis on _____ and more on _____

1. Early in the 20th century, Presidents William Taft and Woodrow Wilson used the concept of dollar diplomacy to
 - a. help European nations avoid war
 - b. expand United States influence in China
 - c. protect United States investments in Latin America
 - d. support welfare programs for immigrants to the United States

Unit 5 EQ 2: How did the United States extend its influence once it became a world power?

<https://www.youtube.com/watch?v=79sxHMSJSYQ&t=1s>

[Here's Why President Taft's Dollar Diplomacy Was a Failure | History - YouTube](#)



V. PROTECTING U.S. INTERESTS IN L.A

STOP & THINK



Priming the old pump.

Enduring Issue	Main Idea	Outside Info

Arguments For and Arguments Against Imperialism



Pro Imperialism



Con Imperialism

Directions:

1. Using the color legend to highlight the sources.
2. After reading each source circle Pro if the author supports Imperialism or Con if they are against Imperialism

PRO OR CON

God has not been preparing the English-speaking Anglo-Saxon (*White*) peoples for a thousand years for nothing but vain and idle (*staying still*) self-admiration. No! He has made us the master organizers of the world to establish a system in place of chaos. He has made us skilled in government so that we may manage government among savage (*non-white*) and senile (*uneducated*) peoples. Were it not for such a force as this the world would fall back into barbarism (*Fighting*) and night (*darkness/bad*). And of all our race, HE (*God*) has marked the American people as HIS (*God*) chosen nation to finally lead in the regeneration (*rebuilding/ fixing*) of the world. ~ **Senator Beveridge of Indiana 1888**

PRO OR CON

We assume that what we like and the practice and what we think are better and must come as a welcome blessing (should want the help) to people in other nations that we control. This is untrue. They hate our ways. They are hostile toward our ideas. Our religion, language and institutions (ways of doing things) offend them. They like their own ways, and if we appear amongst them as rulers, there will be rebellion (fighting back against being controlled).

Now the great reason why saying to somebody else "We know what is good for you better than you know yourself and we are going to make you do it" is false and wrong. It violates liberty, the liberty that Americans talk so much of. That liberty should be extended to them, leaving people to live their own way while we do the same.

If we believe in liberty as an American Principle, why do we not stand by it? ~ **Professor William Sumner 1902**

PRO OR CON

Whether they will or not, Americans must now begin to look outward. The growing production of the country demands it. The public demands it. The position of the United States between two Old Worlds (England and Spain) and two great oceans (Atlantic & Pacific) demands it.

The growth of European Colonies in the Pacific the advancing civilization of Japan and the rapid peopling of our Pacific States demand it.

Therefore, we need to build a more powerful navy to protect our harbors and ships and to extend our influence to other parts of the world. Moreover, there are threats to peace all over the world. (threats to democracy) For example unsettled political conditions exist in Haiti, Central America, and many of the Pacific Islands, especially of the Hawaiian group. ~ **Admiral Alfred T. Mahan**

PRO OR CON

We Never thought that our friends and allies from the United States would ever go so far as to overthrow our government to seize our nation by the throat!

Who gives the United States this "Right of Conquest" (right to imperialize another country) under which robbers may establish themselves in possession of whatever they are strong enough to take? The question of taking us over is a change from the existing policy of the United States. The native people of Hawaii are faithful to our own chiefs and are deeply attached to their own customs and government. They either do not understand or bitterly oppose its takeover.

Oh honest Americans, hear me...! Our form of government is as dear to us as yours precious to you. Quite as warmly as you love your country, so we love ours. With all your goodly possessions, concerning a territory so immense that there yet remain parts unexplored, why do you seek our lands, so far from your shores? You will surely be punished if not in your day, then in that of your children.... ~ **Hawaii's former Queen Liliuokalani 1893**

VI. DEBATE OVER IMPERIALISM



FOR

- need for new _____
- become a _____
- take care of the _____
- _____
- _____

STOP & THINK

AGAINST

- U.S. once a _____ revolted
- not right to _____ others
- cost _____ & _____
- violates _____

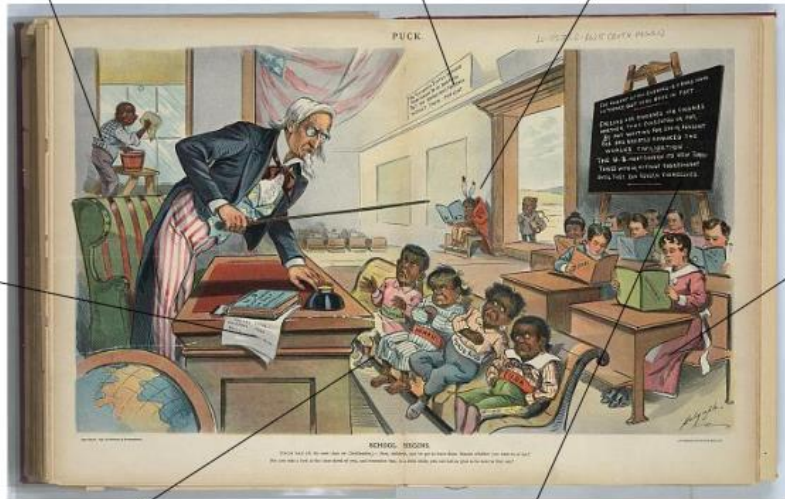
Enduring Issue	Main Idea	Outside Info

VI. DEBATE OVER IMPERIALISM

Poster reads: The Confederate States refused their consent to be governed; But the Union was preserved without their consent.

African American boy cleans the windows

Native American student reading a book upside down, title of book is "ABC"



Book on desk labelled "U.S. First Lessons in Self-Government"

Students are labelled: Cuba, Porto Rico (Puerto Rico), Hawaii and Philippines

Blackboard reads: The consent of the governed is a good thing in it but very rare in fact. England has governed her colonies whether they consented or not. By not waiting for their consent she has greatly advanced the world's civilization. The U.S. must go its new territories with or without their consent until they can govern themselves.

These students are reading books labelled: California, Texas, New Mexico, Arizona, and Alaska

The figure on the left is labelled Cuba, the figure on the right is labelled Puerto Rico - they have already "washed" themselves, and are therefore civilized. Now, they put on American stars and stripes clothing. They are lighter skinned because they have been washed.

STOP & THINK

CRQ: Find at least two pieces of evidence that prove the concept of the "White Man's Burden" in each of the two political cartoons and document them below.

Take up the White Man's burden—
Send forth the best ye breed—
Go send your sons to exile
To serve your captives' need

To wait in heavy harness
On fluttered folk and wild—
Your new-caught, sullen peoples,
Half devil and half child

Take up the White Man's burden
In patience to abide
To veil the threat of terror
And check the show of pride;

By open speech and simple
An hundred times made plain
To seek another's profit
And work another's gain

Take up the White Man's burden—
And reap his old reward:
The blame of those ye better
The hate of those ye guard—

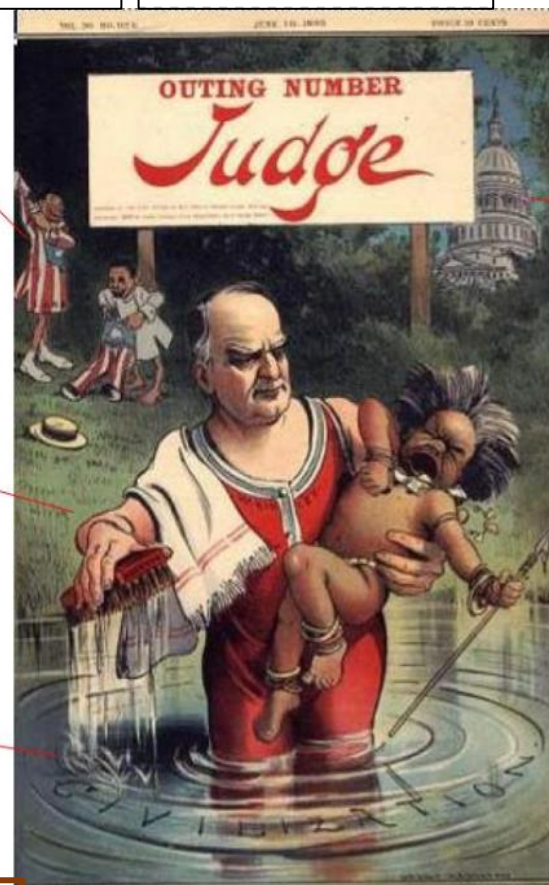
The cry of hosts ye humour
(Ah slowly) to the light:
"Why brought ye us from bondage,
Our loved Egyptian night?"

Take up the White Man's burden—
Have done with childish days—
The lightly proffered laurel,
The easy, ungrudged praise.

Comes now, to search your manhood
Through all the thankless years,
Cold-edged with dear-bought wisdom,
The judgment of your peers!

President McKinley is washing a Filipino baby or young child with a scrub brush labelled "education".

President McKinley is standing in water labelled civilization, he is washing the "babies" in that water.



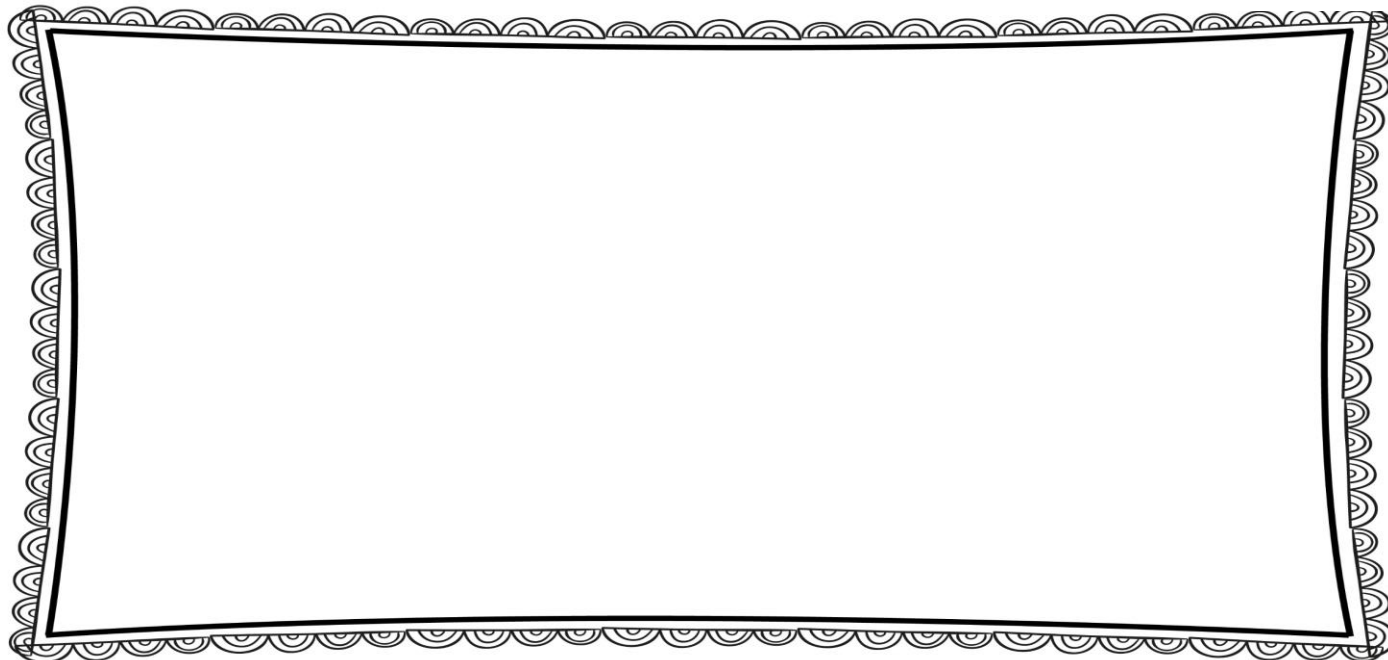
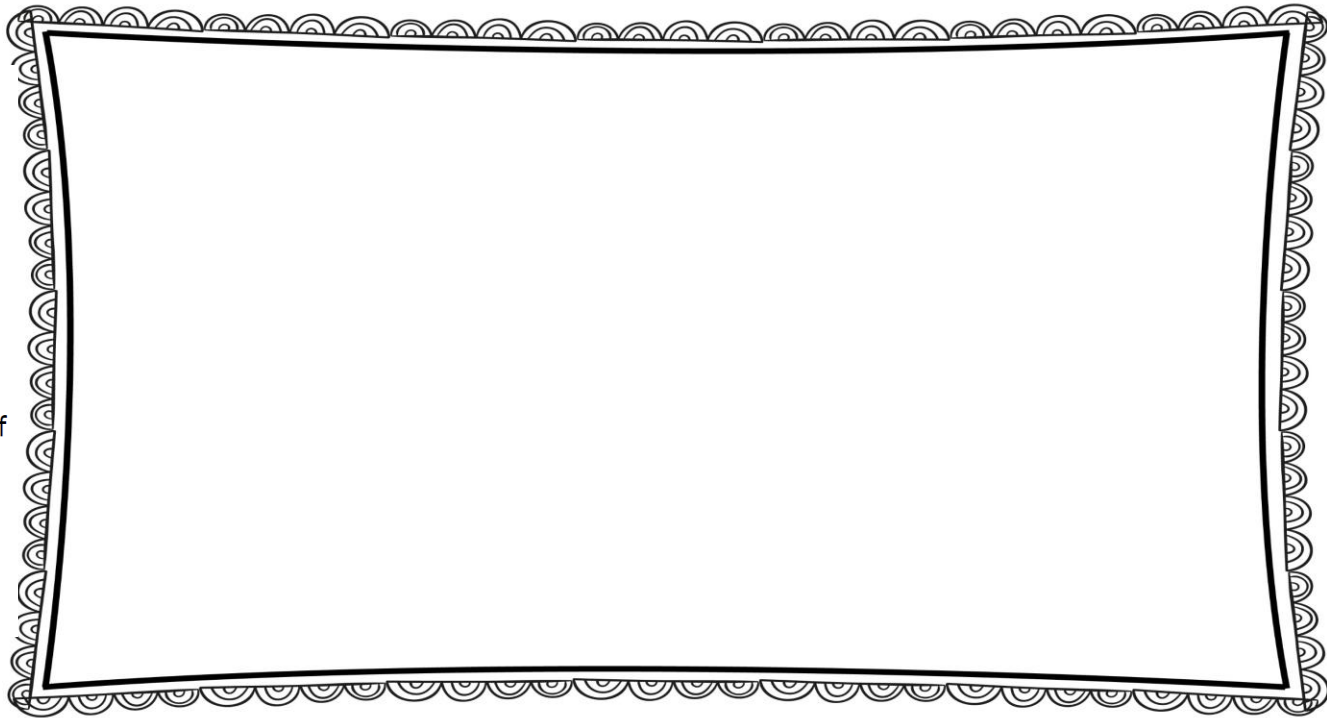
IMPERIALISM CARTOONS

Instructions:

Draw **two** cartoons that represent American imperialism during the late 1800s and early 1900s.

Requirements:

1. Cartoon #1 – Show reason(s) in favor of American imperialism.
2. Cartoon #2 – Show reason(s) against American imperialism.
3. Cartoons must use symbolism and be colored.



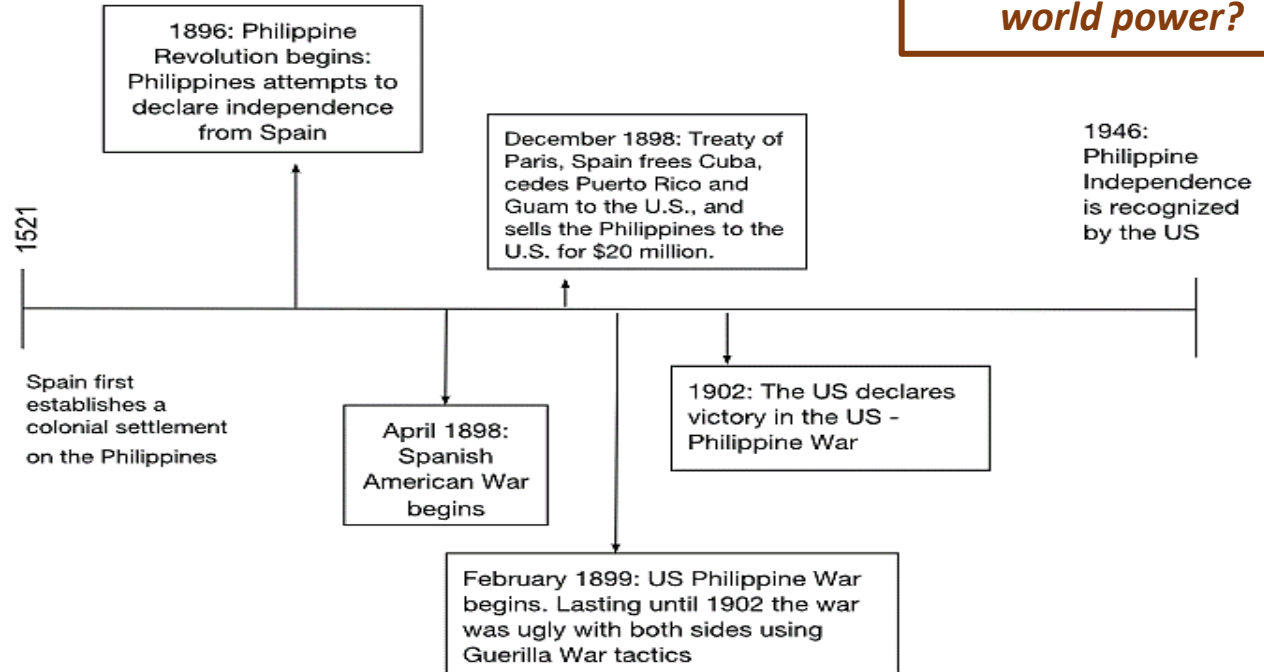
VII. THE PHILIPPINES

- ❖ Filipino rebel leader felt _____ by the Treaty of Paris 1898
- ❖ wages _____ on the U.S. 1899
- ❖ 7/4/1946 = Philippines gain _____

Unit 5 EQ 2: How did the United States extend its influence once it became a world power?

STOP & THINK

Directions: Highlight or Underline the text & timeline with the correct colors



Emilio Aguinaldo supported the U.S. at first because he believed the U.S. would help the Philippines get their independence from Spain (Spanish American War) – the Filipino leader quickly realized that the U.S. intended to run the Philippines as a colony

Aguinaldo and his followers waged war on an overpowering U.S. enemy – the U.S. forced Aguinaldo to pledge his allegiance to America – it wasn't until after WWII when the U.S. would grant the Philippines their independence – notice anything ironic about the date Filipino independence was granted?

VII. THE PHILIPPINES

STOP & THINK



3. In the 1890s, the main goal of those who supported United States imperialism was to

- A. bring self-government to areas under United States control
- B. obtain overseas markets and naval bases
- C. defend against attacks by enemy nations
- D. spread democracy to Africa and Latin America

Unit 5 EQ 2: How did the United States extend its influence once it became a world power?

1. That we could not give them back to Spain—that would be cowardly and dishonorable;
2. that we could not turn them over to France and Germany—our commercial rivals in the Orient—that would be bad business and discreditable;
3. that we could not leave them to themselves—they were unfit for self-government—and they would soon have anarchy and misrule over there worse than Spain's was; and
4. that there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them, and by God's grace do the very best we could by them, as our fellow-men for whom Christ also died.

Source: Interview with president McKinley

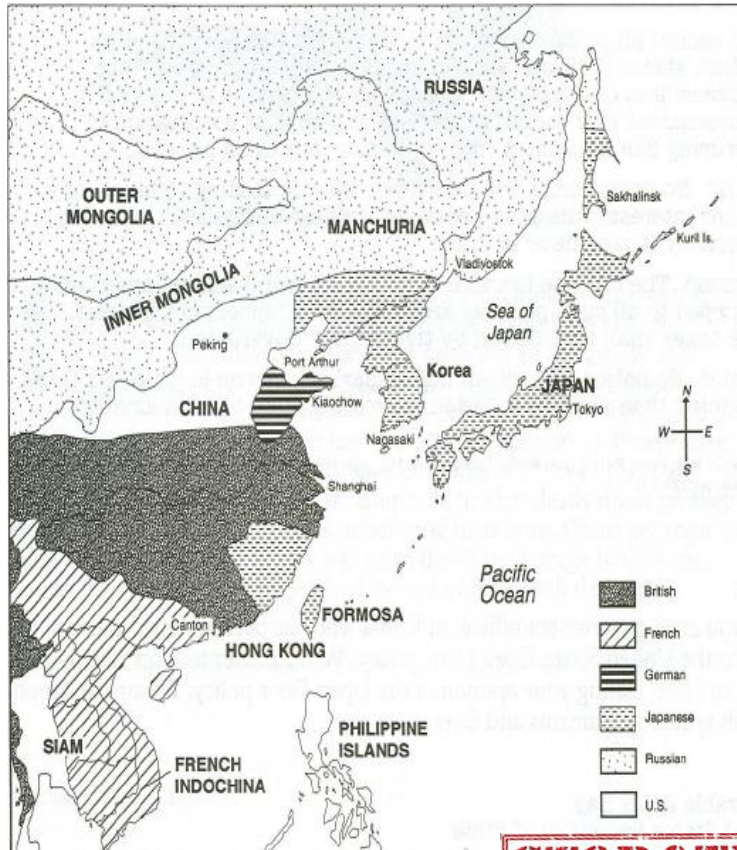
1. CRQ: How does President McKinley allude to (suggest) the concept of “White Man’s Burden” in his reasons for annexing the Philippines? TTQA

2. CRQ: How did Filipinos feel about the US buying the Philippines from Spain at the end of the Spanish American War, given that they were in the midst of fighting Spain for independence? TTQA

[E:\11 SS\Unit 6 - Imperialism & WWI\Why did the U.S. buy the Philippines.mp4](#)



VIII. U.S. IN THE FAR EAST



STOP & THINK

According to the stimulus, the circumstance that caused the U.S. to develop the Open Door policy was

- allow the United States to expand its trade with China
- demonstrate the positive features of democracy to Chinese leaders
- aid the Chinese Nationalists in their struggle with the Chinese Communists
- encourage Chinese workers to come to the United States

- _____
 - carved into _____ by Europeans (rights for trading)
 - U.S. wants _____ China _____ to all for trade

The Open Door Policy in China.

In September of 1899, United States Secretary of State John Hay proposed the Open Door policy in a letter to the leaders of Great Britain, Germany, Russia, Japan, Italy, and France, inviting them to agree to three principles. The following excerpt outlines the terms of the Open Door policy.

Dear Friends,

To ensure all nations involved in trading in China the benefits which should develop from claiming "spheres of interest," the Government of the United States would be pleased to see your Government give formal agreement and lend its cooperation in securing like agreement from the other interested powers.

First. No government will interfere with any trading rights or any other interests within any so-called "sphere of interest" or leased territory it may have in China.

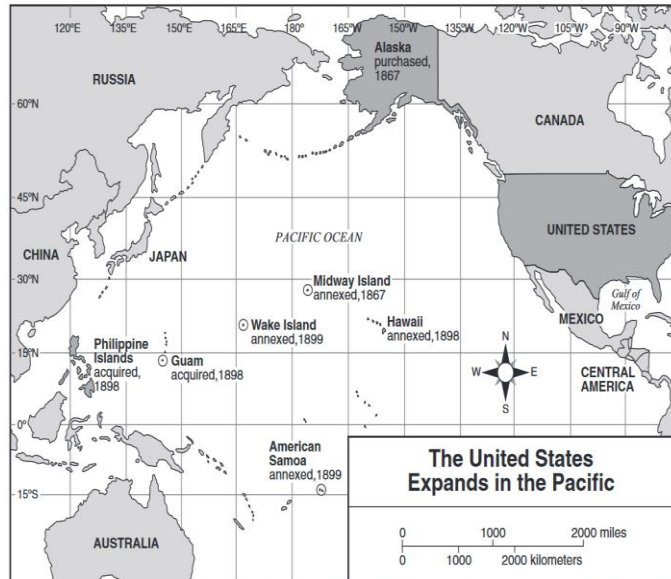
Second. The Chinese tax shall apply to all merchandise landed or shipped to all such ports as are within said "spheres of interest." All taxes shall be collected by the Chinese Government.

Third. No nation will collect higher harbor dues on ships of another country than shall be collected on vessels of its own nationality.

Adapted from *Papers Relating to the Foreign Relations of the U.S.*, John Hay (Washington, DC: Government Printing Office, 1899), pp:129-130.

Unit5 EQ 2: How did the United States extend its influence once it became a world power?

VIII. U.S. IN THE FAR EAST



Source: James Davidson and Michael Stoff, *American Nation*, Prentice Hall (adapted)

- _____ - Chinese nationalists attempt to rid China of _____
- failed because China was not _____

Circumstance: European powers quickly imperialized and divided China into Spheres of Influence – this gave European powers exclusive rights to trade with China (silks & spices) Since the U.S. missed out on the division of China, it pushed for an Open Door policy.

Context: Many Chinese did not care for western influence and tried to rebel. The most famous rebellion was the Boxer Rebellion. Many Chinese believed that bullets would bounce off them – it is now about

Impact: Since the Chinese did not have modern weapons, the rebellion was quickly put down.

STOP & THINK

1. This map supports the conclusion that by 1900 the United States was committed to a foreign policy of
 - a. containment
 - b. isolationism
 - c. imperialism
 - d. neutrality



S
P
A
M

THE BOXERS.
UNCLE SAM (to the obstreperous Boxer). "I occasionally do a little boxing myself."

Unit 5 EQ 2: How did the United States extend its influence once it became a world power?

Unit 5 EQ 2: How did the United States extend its influence once it became a world power?

<https://www.youtube.com/watch?v=393zF50VCf4>

“Putting His Foot Down”



CRQ: 1 According to the stimulus, what historical circumstances led the United States to develop the “Open Door Policy” in China. TTQA

STOP & THINK



The Boxers

The League of Harmonious Fists, also known as the Boxers, was a secret society encouraged by the Empress of China. The following is an excerpt from their literature.



A dragon design that appeared on Boxer banners.

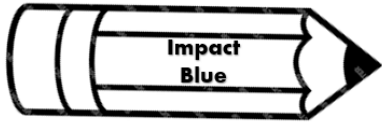
FOREIGN DEVILS have come with their teachings. Converts to Christianity, Roman Catholic and Protestant, have become numerous. These churches have attracted all the greedy and grasping people as converts. To an unlimited degree these foreigners have practiced oppression, until every good official has been corrupted and has become their servant. So telegraphs and railways have been built, foreign rifles and guns have been manufactured. There are locomotives, balloons, and electric lamps the foreign devils think excellent. Though they ride in special seats unbefitting their rank, China yet regards them as barbarians. The Boxers will burn down the foreign houses and restore the temple. Foreign goods of every kind they will destroy.

Adapted from "The Associated Fists: from Open Court, Rev. George T. Candlin (London, 1900), pp. 558, 560.

Directions : Create a slogan for the Boxers to support them in rebellion against Imperialism.

VIII. U.S. IN THE FAR EAST

Directions: Highlight or Underline the texts with the correct colors



**the first time Matthew Perry arrived in Japan (1853) he was turned away – the Japanese did not want any outsiders in their country – prior to Perry outsiders were violently turned away or captured and beheaded by the samurai – on Perry's 2nd visit to Japan (1854) he was accompanied by several U.S. warships – these ships entered Tokyo harbor and displayed their firepower – that is when Japan opened its door

In an effort to rapidly modernize, Japan hired experts from Germany, Great Britain, France, & the U.S. to develop modern buildings, electricity, telegraph & telephone lines, and most importantly a modern army & navy – Japan became Japan was quick to learn western customs and culture, but always maintained a strict code of behavior instilled by the samurai (Code of Bushido) in military, education, and business – today, this code of honor and devotion still influences many Japanese

With the help of many western powers, Japan developed one of the most sophisticated armies and navies of the 20th century –

2. _____

- Commodore Matthew Perry _____ Japan to U.S. for _____ 1854
- Japan _____ & _____
- Japan becomes a _____ in under 25 years

Unit 5 EQ 2: How did the United States extend its influence once it became a world power?

VIII. U.S. IN THE FAR EAST

3. _____

1904-1905

- _____ defeats _____
- T.R. holds peace talks with Japan and Russia to keep _____
- U.S. recognizes Japanese _____ of _____
- _____ agrees not to advance to _____
- growth of _____ between the _____ & _____

Japanese troops trained & equipped by the U.S. & other western powers defeat the Russian army in the Russo-Japanese War – this shocked the world as it was the first time an eastern power defeated a western power in war – Japan had become a world power – President Roosevelt interacted with foreign nations more than any president before him – negotiating the peace talks between Japan and Russia earned President Roosevelt the Nobel Peace Award

4. _____

1907

- T.R. sends the U.S. _____ on world cruise to show the U.S. power and strength / _____

Although Roosevelt negotiated peace between Japan & Russia, he did not trust Japan would stay out of the Philippines – Roosevelt increased the size of the U.S. Navy and sent the Great White Fleet on a world wide tour around the world – in a sense, Roosevelt was flexing America's muscles – again, this showed the influence Captain Mahan's book had on Roosevelt

5. _____

- Chinese Immigration
 - _____ 1882
- Japanese Immigration
 - _____ 1907

Unit 5 EQ 2: How did the United States extend its influence once it became a world power?

AMERICAN IMPERIALISM

WORLD MAP



- Motivating Factors**
1. Thirst for new markets
 2. Belief in Cultural superiority
 3. Desire for military strength



1. 1853-Matthew Perry travels to _____ to force trade with US. This country is impressed by America's Navy ships.
2. 1893- Queen Lilukalani is overthrown from power in _____ and the US annexes this island as an American territory, it will later become a state.
3. 1898- USS Maine explodes in the Havana Harbor of _____, as a result the Spanish-American War begins.
4. 1898- After America defeats Spain in the Spanish-American War the US gains territory of _____.
5. 1898- After America defeats Spain in the Spanish-American War the US gains territory of _____.
6. 1898- After America defeats Spain in the Spanish-American War the US gains territory of _____. This is still an American territory today.
7. 1898- After America defeats Spain in the Spanish-American War the US becomes a protectorate of _____ and enforces the Platt Amendment.
8. 1899- The US issues an Open Door Policy in _____, which allows the US to exploit a huge new market for trade.
9. 1904- the Us pays for and completes the building of the _____ Canal and controls it until 1990.

Directions:

1. Fill in each blank on the right with the correct country.
2. Label the country next to its corresponding number on the map.
3. Color the box with the information and that country the same color. Each of the 9 countries should be a different color.

*each flower is not to scale

Militarism

Alliances

Create balance of power = created war

a. Triple Alliance = _____, _____

b. Triple Entente = _____, _____



The formation of secret alliances placed European nations against one another – when the “spark” ignited, nations were quickly drawn into war with one another (snowball effect)

Nationalism

Imperialism

new markets
raw materials

Assassination:

= alliances attack/_____ effect/powder keg explodes

On June 28th, 1914, Archduke Ferdinand (Austria – Hungary) was assassinated by Serbian nationalist, Gavrilo Princip (Black Hand Organization) – this led to Austria Hungary invading Serbia, an ally of Russia

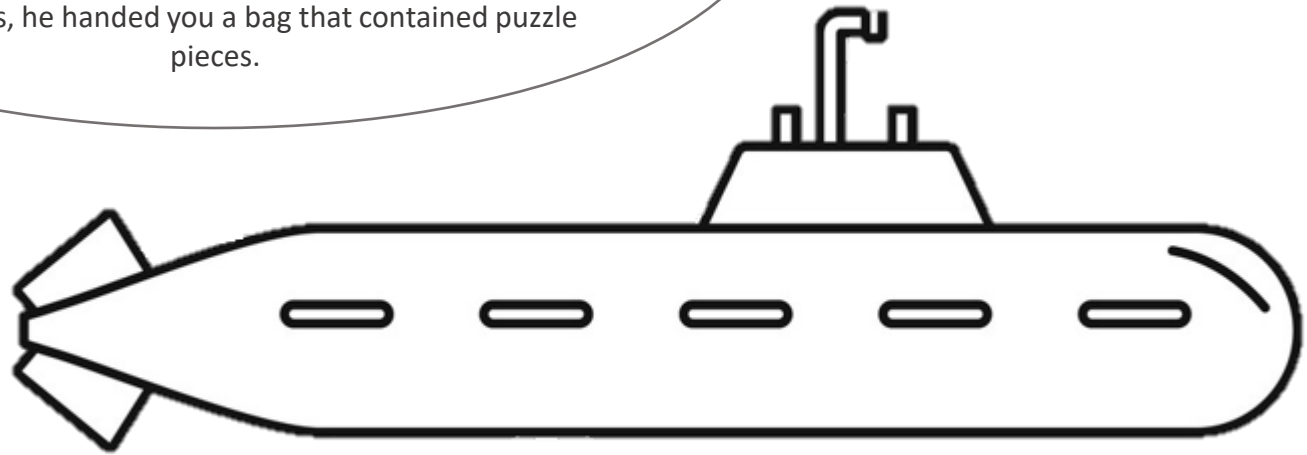
TOP SECRET

Mission Challenge Alliances



Before World War 1, European countries began making alliances and ententes. Alliances promised military support, while ententes were often for economic reasons. Some of these were secret, and alliance partners were not always informed.

When you asked your commanding officer about these agreements, he handed you a bag that contained puzzle pieces.



DIRECTIONS

- Your task, put together the puzzle pieces to reveal which countries had alliances or ententes.
- There are 2 separate puzzles, as part of your mission, you will need to figure out which pieces go with which puzzle.
- Once you have solved both puzzles, you will see the first 5 letters on one puzzle make a code word. Record that code

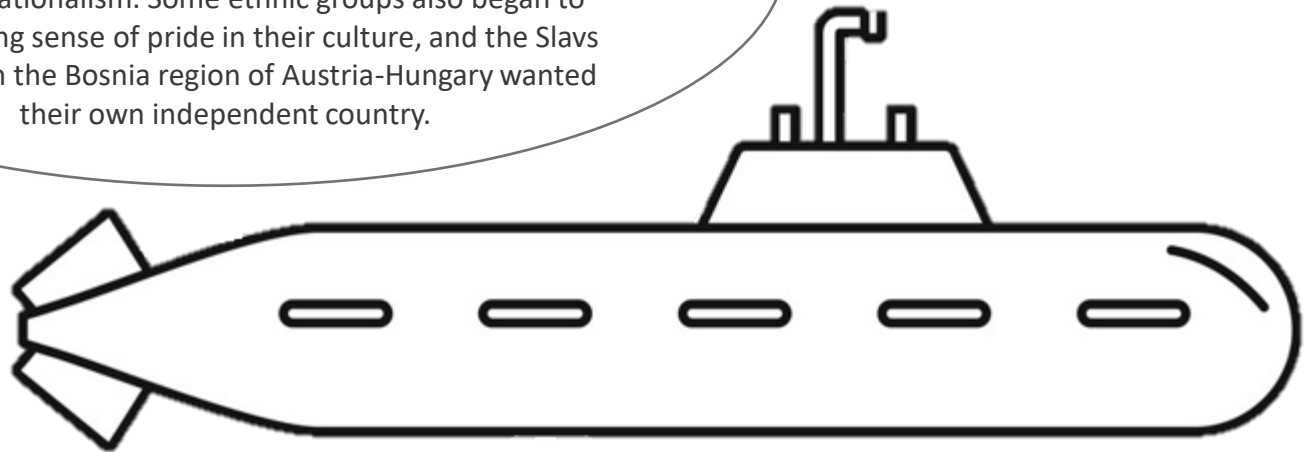
TOP SECRET



Mission Challenge Powder Keg



There were many causes of World War 1, and the events leading up to its outbreak can be compared to a domino effect. Many European countries wanted to build up their military forces and weapons. As stronger militaries emerged, many Europeans began to display a strong sense of nationalism. Some ethnic groups also began to have a strong sense of pride in their culture, and the Slavs that lived in the Bosnia region of Austria-Hungary wanted their own independent country.



DIRECTIONS

- To figure out the code, you will lay the dominoes end-to-end, revealing the effects of each event that occurred leading up to the outbreak of fighting across Europe.
- The final result will be the events in chronological orders.
- Once the events are in order, the 5 letter code will be revealed. Record the code on the U-BOAT.

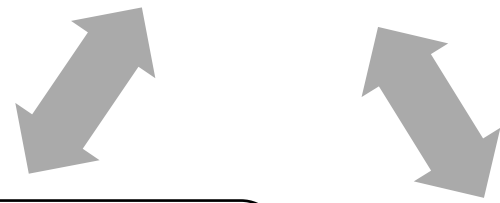
The people of the United States are drawn from many nations, and chiefly from the nations now at war. It is natural and inevitable that some will wish one nation, others another, to succeed in the momentous struggle.

Such divisions among us would be fatal to our peace of mind and might seriously stand in the way of our duty as the one great nation at peace, the one nation ready to play a part of mediator and counselor of peace.

The United States must be neutral in fact, as well as in name, during these days that are to try men's souls. We must be impartial in thought, as well as action.

Source: President Woodrow Wilson, in a speech before Congress, August 19, 1914.

1. Cultural Links = ties with _____
was U.S.'s first _____

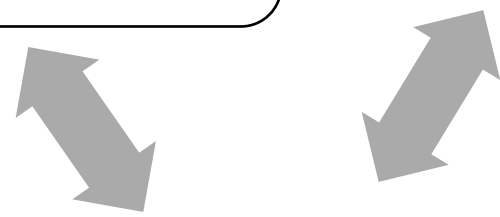


4. _____ Warfare

- _____-boats sinking ships
- a. sunk the _____ = passenger ship
- b. sunk the _____ = passenger ship
- _____ = Germany promised to stop sinking ships _____
- _____ breaks promise = _____ submarine warfare

2. _____ Ties = U.S. biggest trading partner - _____

3. _____ = Britain and France portrayed Germany & Austria-Hungary as _____ countries



Unit 5 EQ
3: What historical circumstances led to World War I, and why did the United States enter the war?

X.
AMERICAN
REASONS
TO JOIN
WWI

STOP & THINK

CRQ1: According to the Wilson's speech in 1914, does he believe that the United States should enter WWI? Why or Why not? TTQA

The Zimmermann Plot A few weeks later, a startling discovery moved the United States closer to war. In February, Wilson learned that Arthur Zimmermann, Germany's foreign secretary, had sent a secret note to the German minister in Mexico. The Zimmermann telegram instructed the minister to urge Mexico to attack the United States if the United States declared war on Germany. In return, Germany would help Mexico win back its “lost provinces” in the American Southwest, which would include all of Texas, Arizona, and New Mexico. When Americans heard about the Zimmermann telegram, anti-German feeling soared.

Unit 5 EQ 3:
What historical circumstances led to World War I, and why did the United States enter the war?

CAUSES OF AMERICA JOINING WWI

5. _____ Note = message from _____ to _____
 • said _____ in an _____
 the _____ in return get _____ lost from the Mexican War

*We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal of alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona. The settlement in detail is left to you.... — **Telegram of January 19, 1917***

1. The intended audience of the Zimmermann Telegram was

- A. German ambassador to Mexico
- B. German ambassador to the United States
- C. Mexico’s secretary of war
- D. Mexico’s president

2. The Zimmermann telegram was part of an effort to

- A. form an alliance between Germany and the United States
- B. convince several western states to secede from the United States
- C. bring Mexico into World War I on the side of Great Britain and France
- D. enlist Mexican support for Germany if the United States declared war

3. A historical impact of the Zimmermann Telegram could be considered a turning point because

- A. US foreign policy shifted from neutrality to direct involvement in war
- B. Congress passed neutrality legislation to ensure the United States would stay out of the war
- C. Woodrow Wilson was re-elected as president of the United States for a third term
- D. New Mexico and Arizona were granted statehood in the United States

CAUSES OF AMERICA JOINING WWI

Homework

Unit 5 EQ 3: What historical circumstances led to World War I, and why did the United States enter the war?

Document B: Woodrow Wilson Speech #2 (Modified)

Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce is a warfare against mankind.

The German policy has swept every restriction aside. Ships of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom of the ocean without warning. American ships have been sunk, American lives taken.

I advise that the Congress declare the recent actions of the Imperial German Government to be, in fact, nothing less than war against the Government and people of the United States.

Neutrality is no longer feasible or desirable where the peace of the world is involved.

The world must be made safe for democracy. We have no selfish ends to serve. We desire no conquest, no dominion. We seek not material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind.

It is a fearful, but right thing to lead this great peaceful people to war. We shall fight for the things which we have always carried nearest our hearts – for democracy, for the right of [people] to have a voice in their own government, for the rights and liberties of small nations.

Source: President Woodrow Wilson, in a speech before Congress, April 2, 1917.

THE TEMPTATION



Enduring Issue	Main Idea	Outside Info

CRQ 1: According to his speech in 1917 does Wilson believe that the United States should enter WWI? Why or Why not?

TTQA

World War I Documents

DIRECTIONS: Use the following historical evidence to uncover which alliance the United States will join in World War I, either the Central Powers (Triple Alliances) or the Allies (Triple Entente). Once you have completed analyzing the sources, you will then make a recommendation to President Woodrow Wilson. You must use at least three documents to support your answer.

Part I: Historical Documents (Evidence)

Source #1

Excerpt from the Declaration of Independence

“... The History of the present King of Great-Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid World.

HE has refused his Assent to Laws, the most wholesome and necessary for the public Good...

FOR cutting off our Trade with all Parts of the World:

FOR imposing Taxes on us without our Consent:

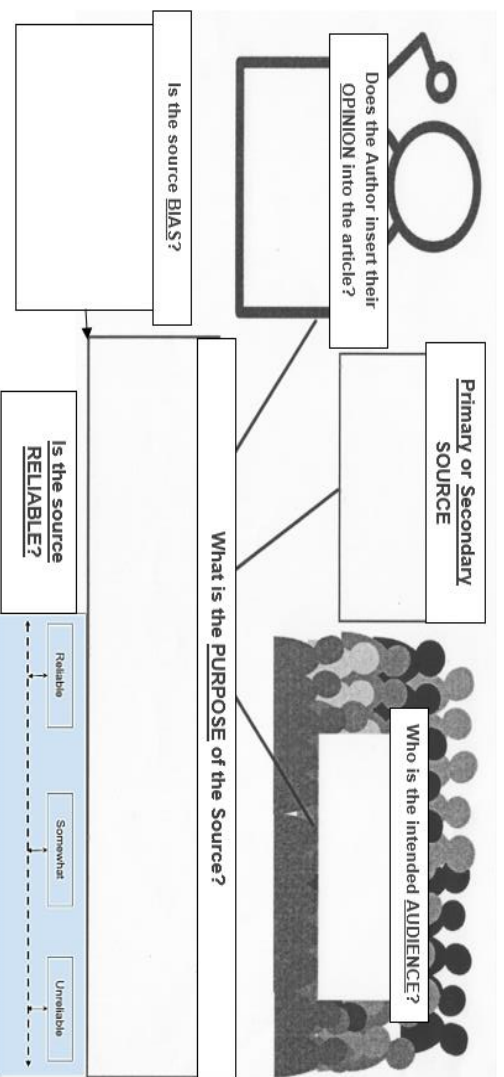
FOR depriving us, in many Cases, of the Benefits of Trial by Jury...

... **WE**, therefore, the Representatives of the UNITED STATES OF AMERICA, in GENERAL CONGRESS, assembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the name, and by Authority of the good People of these Colonies, solemnly publish and declare, that these United Colonies are, and of right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all allegiance to the British Crown.”

Based on this source, which alliance would you choose? [1]

Allies / Central Powers

Explain why. [2]



Marquis de Lafayette

(French General during the American Revolution)

Marquis de Lafayette was born on September 6, 1757 in Chavaniac, France. He was orphaned at a young age, both parents died before the age of thirteen. He became very wealthy after his grandfather's death. At the age of sixteen, he married Marie Adrienne Francoise de Noailles. Before his involvement in the American Revolution, he had little prior military experience.

After hearing about the revolution at a dinner party, Lafayette was eager to help the struggling colonies. With his part of his fortune, he bought a ship and sailed to America in 1777, along with several other French officers. Congress appointed him Major General at the age of nineteen and he refused any payment for his services. Lafayette became close friends with George Washington and also a trusted advisor.

During the revolution, Lafayette fought in the battles of Brandywine, Gloucester, Barren Hill, Monmouth and Yorktown. He was given command of several divisions of Virginia's military. When America was in need of help, Lafayette skillfully solicited funds, soldiers, and ships from the King of France. He visited France on many occasions throughout the war and was there when the revolution ended in 1783. He was invited back a year later by Washington, where he was formally thanked for his assistance.

He returned to America once more in 1824, where he was honored with celebrations across the country.

Marquis de Lafayette died on May 20, 1834 at the age of seventy-six.

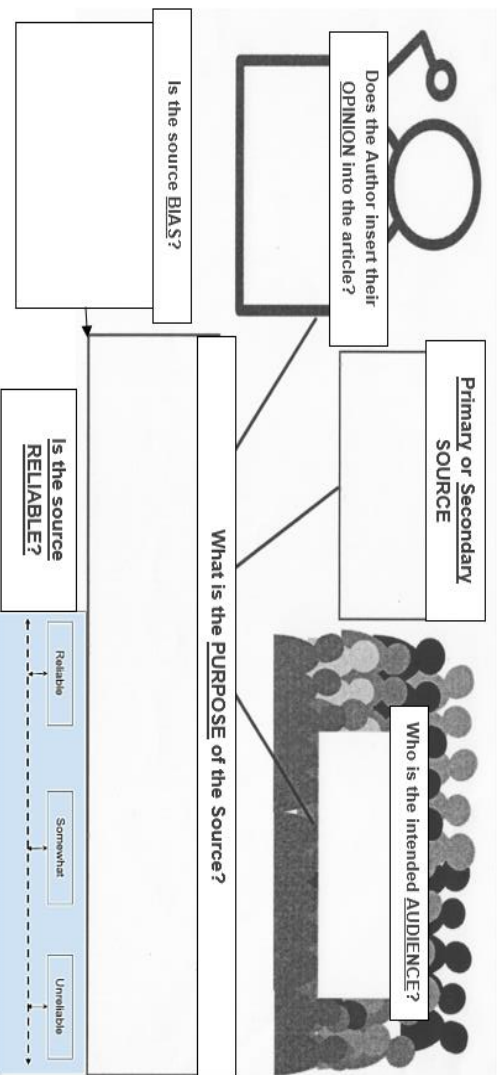


Marquis de La Fayette
Nickname: The Hero of
the Two Worlds

Based on this source, which alliance would you choose? [1]

Allies / Central Powers

Explain why. [2]



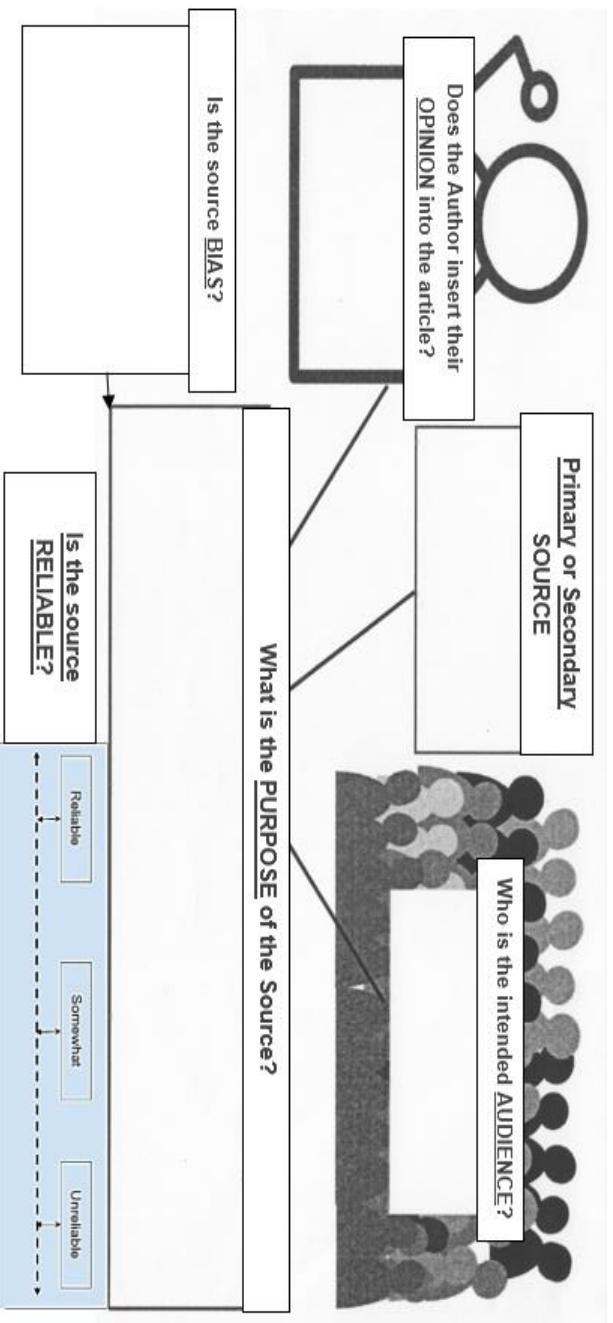
US Trade Summary at the Start of WWI (1914-1918)

- Exports to England and France: \$750 million in 1914, \$3 billion in 1916
- Exports to Germany, Austria, and Italy: \$345 million in 1914, \$29 million in 1916
- U.S. credit: banks loaned \$2 billion to England and France
- U.S. credit: banks loaned \$27 million to Germany, Austria, and Italy

Based on this source, which alliance would you choose? [1]

Allies / Central Powers

Explain why. [2]



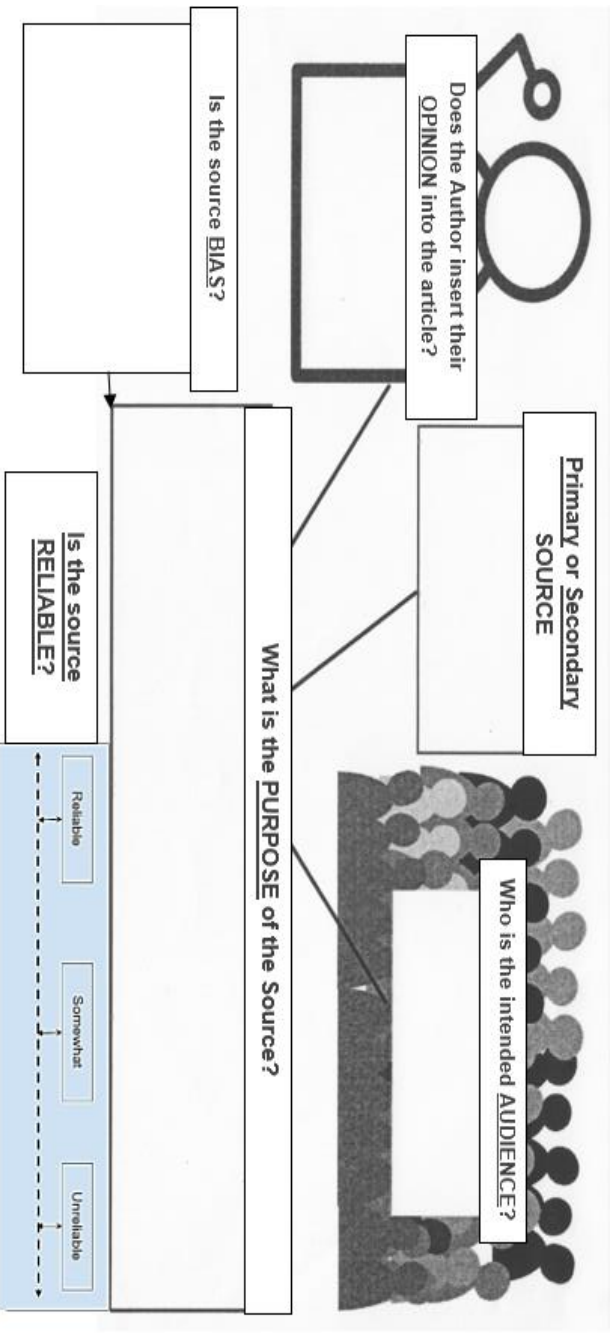
British poster sent to America and viewed by American citizens



Based on this source, which alliance would you choose? [1]

Allies / Central Powers

Explain why. [2]



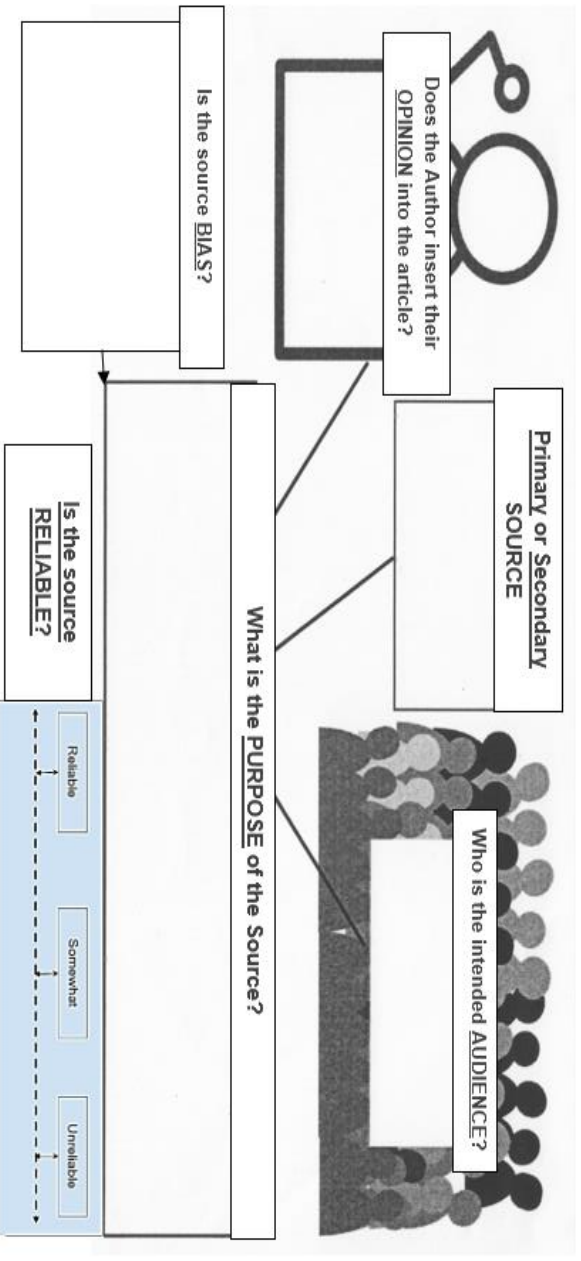
Headline from the New York Times article reporting on the German attack on the passenger ship, the Lusitania- May 8, 1915



Based on this source, which alliance would you choose? [1]

Allies / Central Powers

Explain why. [2]



Zimmerman Telegram (note from Germany to Mexico)

Berlin, January 1917

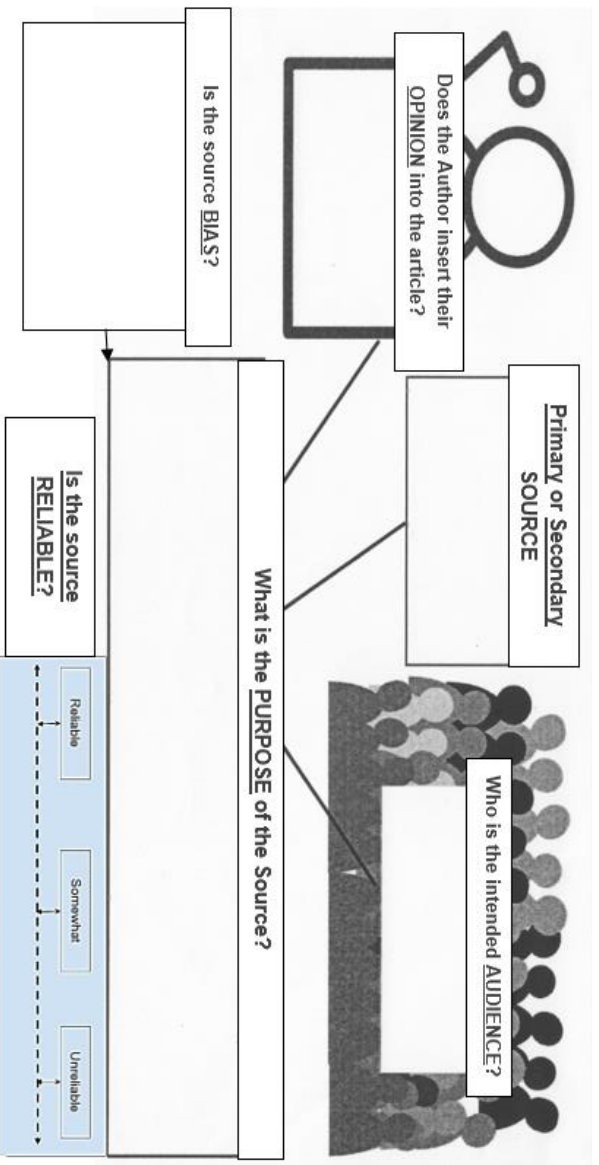
We [Germany] intend to begin on the 1st of February unrestricted submarine warfare. We shall endeavor [try] in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal of alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to regain the lost territory in Texas, New Mexico and Arizona.... Inform the President [of Mexico] of the above most secretly.... Please call the [Mexican] President's attention to the fact that the ruthless employment of our submarines now offers the prospect of compelling England in a few months to make peace.

Arthur Zimmerman-German Secretary of State

Based on this source, which alliance would you choose? [1]
Allies / Central Powers

Explain why.[2]

4



	Evidence to support joining the Allies	Evidence to support joining the Central Powers
evidence		

Unit 5 EQ 3: What historical circumstances led to World War I, and why did the United States enter the war?

ALLIES or CENTRAL POWERS



(circle one)



Part 3: Alliance Recommendation

You are a member of President Woodrow Wilson's cabinet. You and your fellow cabinet members have successfully kept America out of World War I. However, it has become inevitable that the United States must enter World War I. President Wilson has asked his cabinet (your group) to analyze past events to direct a decision as to which alliance the United States should join in World War I.

Statement to President Woodrow Wilson:

Based on past occurrences, we feel that it is in the United States' best interest to abandon neutrality and join the _____ because.....

TASK: In April of 1917, President Woodrow Wilson asked Congress to declare war and official enter the United States in World War I. Identify which alliance was recommended for the United States to join, and provide at least two details from the documents to support your answer.

)

)

XI. U.S. GOES TO WAR

STOP & THINK

1. U.S. troops called A.E.F. = _____
_____ led by
General Pershing
2. War Industries Board = _____
regulates (decides what industries
_____) and fixes _____
during the war
3. Lever Food and Fuel Act = citizens urged to
_____ consumption and
use less _____ - more food and fuel for

4. Labor
 - thousands of Americans left their jobs for war
 - Increase in _____ in factories
 - Increase in the migration of _____
_____ to the norther urban areas
5. Financing the War = _____
- sold \$20 _____ in _____
6. War Revenue Act - raised taxes on _____,
_____, _____ & _____

1. Which situation was the immediate historical circumstance of the United States entry into World War I in 1917?

- A. The League of Nations requested help.
- B. The Maine was blown up in Havana Harbor.
- C. Nazi tyranny threatened Western democracy.
- D. German submarines sank United States merchant ships.

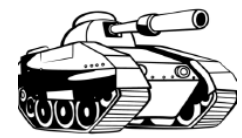
2. Which argument did President Woodrow Wilson use to persuade Congress to enter World War I?

- A. making the world safe for democracy
- B. retaliating against the Japanese bombing of Pearl Harbor
- C. assisting the neutral nations with their defense
- D. removing the Nazi threat from the Western Hemisphere

Unit 5 EQ 3: What historical circumstances led to World War I, and why did the United States enter the war?

XI. U.S. GOES TO WAR

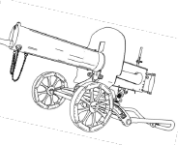
TANKS



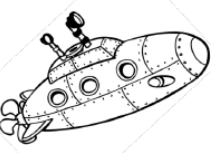
AIRPLANES



MACHINE GUNS



SUBMARINES & BATTLESHIPS



7. Modern Warfare

- a. _____ = brutal conditions/starvation/

- b. Chemical Warfare = _____
- c. Modern Weapons = _____

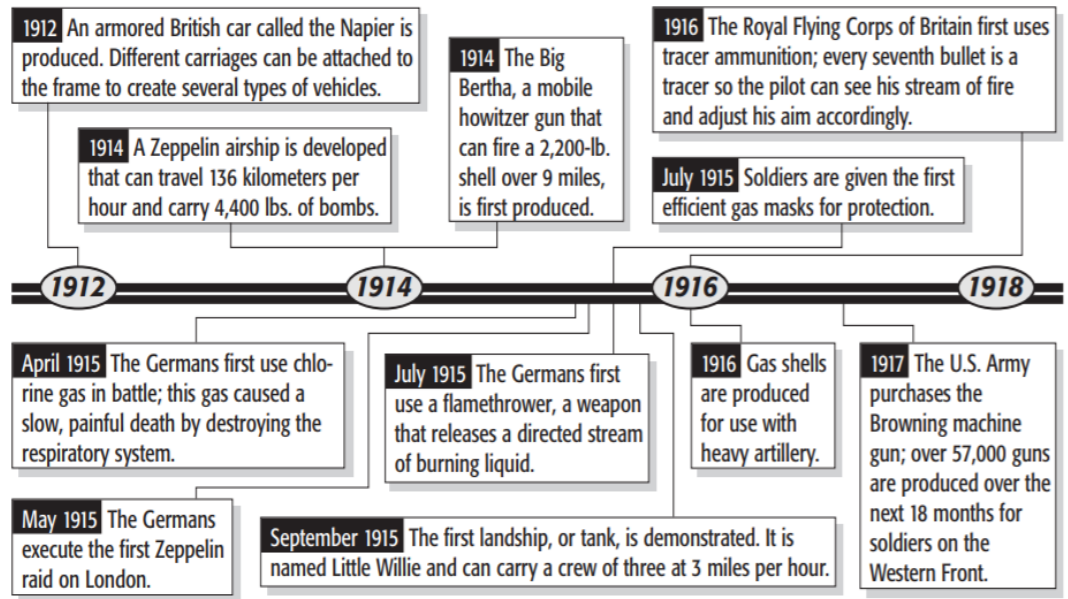
Airplanes collected intelligence about enemy troops, and they were used to drop bombs on opposing troops and cities. Airplanes had machine guns mounted on them, so they could shoot down enemy planes. During the second half of the war, having a superior airplane was very important in being successful in the war.

Chemical weapons were feared by many soldiers. Mustard gas could take up to 12 hours to affect a soldier, and death could take up to 5 weeks! These poisonous gases affected a soldier's eyes, nose, throat, skin, and lungs. Soldiers spent most of their day worrying about this terrifying death.

CHEMICAL WEAPONS



However, the gases were largely ineffective because the wind played a large part in it being successful. If the wind changed directions, the gas could end up killing your own troops! Eventually gas masks were invented to protect against the chemical weapons. Even horses and mules wore gas masks.



“Approximately 8.5 million men were killed; and twice as many wounded.”
 “Many were handicapped for life.”
 “Sometimes entire battles were fought for only a few hundred yards of territory

“High casualties and poor leadership often led to extremely low morale among troops. For example, in the French cities of Arras and Champagne, 50,000 French soldiers refused to fight because they saw the futility in trench warfare and were disheartened by poor leadership, so 23,000 of them were court-martialed and 432 were given the death sentence.”

TRENCH WARFARE SIMULATION

<https://www.youtube.com/watch?v=cwUzUzpG8aM>



1. Which alliance were you part of
2. How many on your side died when you were the assaulting army?

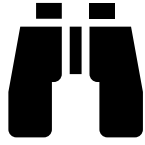
3. Were you able to capture the enemy's trench? Why or why not?

Trench warfare is a form of warfare where both combatants have fortified positions and fighting lines are fixed. The result was a slow and grueling form of defense-oriented warfare in which both sides constructed elaborate and heavily armed trench and dugout systems opposing each other along a front, with soldiers in both trench lines largely hidden from the other's small arms fire and enclosed by barbed wire. The area between opposing trench lines (known as "no man's land") was fully exposed to small-arms and artillery fire from both sides. Attacks, even successful ones, often sustained severe casualties.

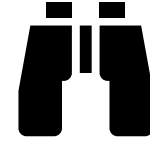
Trenches were never straight but were dug in a zigzagging pattern that broke the line into bays connected by traverses. This meant that a soldier could never see more than 10 meters (30 ft) or so along the trench. The trenches were dug like this so an enemy would not be able to attack from the sides thus causing major damage.

Consequently, the entire trench could not be enfiladed if the enemy gained access at one point; or if a bomb or shell landed in the trench, the fragmentation (often called shrapnel) could not travel far. Another bonus for building trenches in a zig zag pattern was that if enemy aircraft were sent to gather intelligence for artillery strikes, it would be harder for them to accurately give co-ordinates for zig zagging trenches than straight trenches. The side of the trench facing the enemy was called the *parapet* and had a *fire step*.

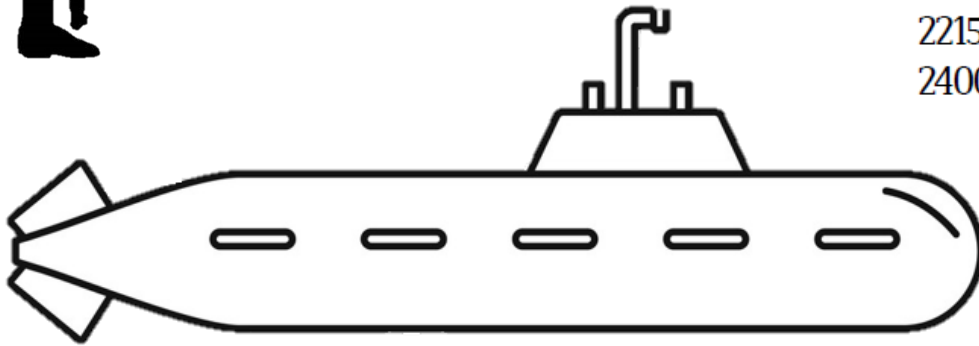
TOP SECRET



Mission Challenge



Signal flags are used so sailors in different ships can communicate with each other. The flags can be seen through telescopes and binoculars, so ships don't have to be close to communicate with each other or with the shore. You are on duty in the crow's nest for the next 12 hours. You are looking for these signal flags. You record in the ship's log the messages you see, and the time you saw them.



0200	_____	_____	_____	_____
0530	_____	_____	_____	_____
0915	_____	_____	_____	_____
1045	_____	_____	_____	_____
1230	_____	_____	_____	_____
1300	_____	_____	_____	_____
1745	_____	_____	_____	_____
2015	_____	_____	_____	_____
2215	_____	_____	_____	_____
2400	_____	_____	_____	_____

DIRECTIONS

You will need to put the binoculars in order from earliest time to latest time. The times are written in military times. Once you have the binoculars in time order, you will decode the flags in the binocular lenses to the corresponding letters. You will read the flags from left to right (like reading a book). Record the code on the submarine.

The code is the 5 flags that have a small dot under them, in chronological order.

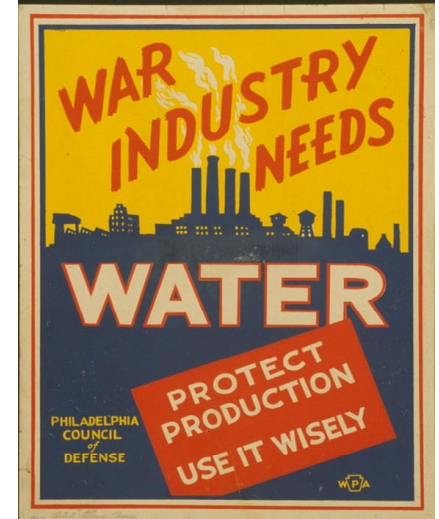
XI. U.S. GOES TO WAR

STOP & THINK

Homework



1. Who is this poster intended for?
2. What is the message?
3. What is the result the government is looking for?



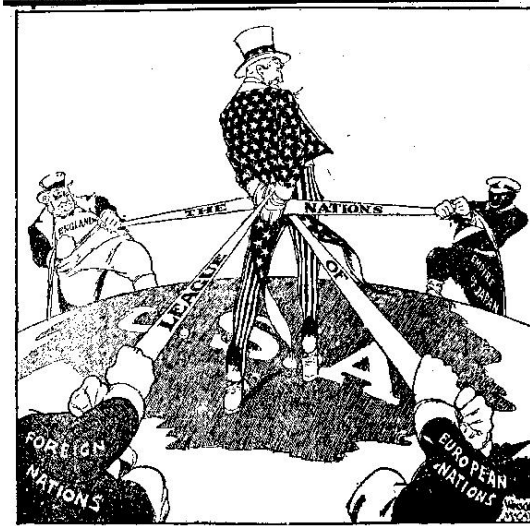
1. Who is this poster intended for?
2. What is the message?
3. What is the result the government is looking for?



1. Who is this poster intended for?
2. What is the message?
3. What is the result the government is looking for?

XI. IMPACTS OF WWI

STOP & THINK



1. According to the political cartoon, the Senate opposition (against) to United States membership in the League of Nations was based mainly on the
 - a. fear that the United States would be forced to pay most of the costs of League operations
 - b. belief that League decisions would involve the United States in foreign conflicts
 - c. demand by President Woodrow Wilson that the nation not join the League
 - d. assumption that the League would ask the United States to reduce the size of its army

S
P
A
M

IV. _____
= sought to end war

1. _____ =
no _____ treaties, freedom of _____, no
trade barriers, reduce _____, self-
determination = no _____
2. _____ of _____ =
international peace keeping force to prevent war
3. Leads to _____ because
 - a. Germany _____ for war
 - b. Germany loses _____
 - c. Germany has to pay _____
(\$56 billion)
 - d. Germany loses _____
(total disarmament)

V. U.S. _____

1. led by republican senator Henry Cabot Lodge
 - a. this would restrict _____
policy decisions
 - b. as a _____ of the League of Nations
U.S. could get involved in another _____
 - c. _____ never approves or joins the
League of Nations

**Unit 5 EQ 4: What were the historical impacts
of WWI on the United States?**

XI. IMPACTS OF WWI

VI. Effects of WWI

1. U.S. becomes _____ / never joins League of Nations
2. _____ devastated = reluctant to go to _____
3. U.S. becomes _____
4. leads to the rise of _____ = _____ & _____ = WWII

STOP & THINK

1. Which document contains President Woodrow Wilson's call to create the League of Nations to prevent future wars?
 - a. Zimmerman telegram
 - b. Atlantic Charter
 - c. Fourteen Points
 - d. Kellogg-Briand Pact
2. Which source of information is a primary source on trench warfare during World War I?
 - a. a novel about World War I
 - b. a textbook map showing World War I battlefields
 - c. an encyclopedia article about World War I
 - d. a diary kept by a soldier fighting on the western front during World War I



Unit 5 EQ 4: What were the historical impacts of WWI on the United States?



Unit 5 Test

Please study your NOTES!



1. What is imperialism?
2. What is isolationism?
3. What is expansionism?
4. What island was annexed by the United States?
5. What was "Seward's Folly"?
6. Why was the Great White Fleet important?
7. Who controlled the Spheres of Influence in China?
8. What was the historical impact of the United States' Open Door policy?
9. What happened at the Boxer Rebellion?
10. What is yellow journalism?
11. What was the impact of yellow journalism for the colony of Cuba?
12. Who led the Rough Riders on the Battle of San Juan Hill?
13. What did the Platt Amendment give the United States control over?
14. Why did the U.S.A. support the Panamanian Revolts against Columbia?
15. What geographic and economic circumstances led the United States to build the Panama Canal?
16. What was the Roosevelt Corollary? What was it an addition to?
17. What is Dollar Diplomacy? What presidents supported Dollar Diplomacy?
18. What countries were part of the Triple Alliance/Central Powers?
19. Why did Austria-Hungary declare war?
20. What was this war called besides WWI?
21. Which countries were part of the Triple Entente/Allied Powers?
22. What is trench warfare?
23. What argument did President Woodrow Wilson use to persuade Congress to enter World War I?
24. What is propaganda?
25. What is a U-boat/ unrestricted submarine warfare?
26. What happened to the Lusitania/ Sussex? What happened as a result of it?
27. What was the Zimmermann Telegram? What happened as a result of it?
28. What kind of government was set up in Germany after the German emperor resigned?
29. What was the basis of President Wilson's Fourteen Points?
30. Define the term, reparations.
31. What was the outcome Treaty of Versailles? For the United States & for Germany?
32. Did the United States join the League of Nations? Why or Why not?

Crossword Puzzle

Unit 5 Vocab

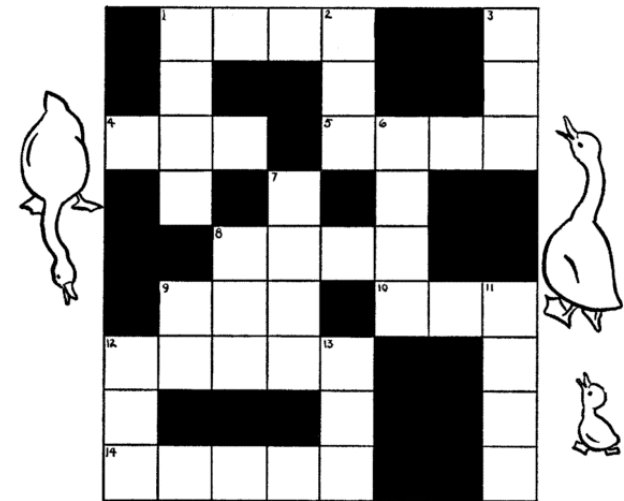
- **Use Unit 5 Vocabulary**

- Index Cards & News Letters
- TEAMS

- **Create 2 Crossword Puzzle**

- For each Pick ½ Vocab Words from Unit 5
- Create a clue for each (be sure to label across and down
- Create a crossword puzzle
- Create a crossword puzzle key

A FARM CROSSWORD PUZZLE



Across:

1. Yield of a planted field
4. A kind of tree, like oak
5. This machine digs up fields
8. A place where animals and crops are raised
9. Opposite of stand
10. Sack to carry feed in
12. An animal to ride on
14. A long-necked bird which honks

Down:

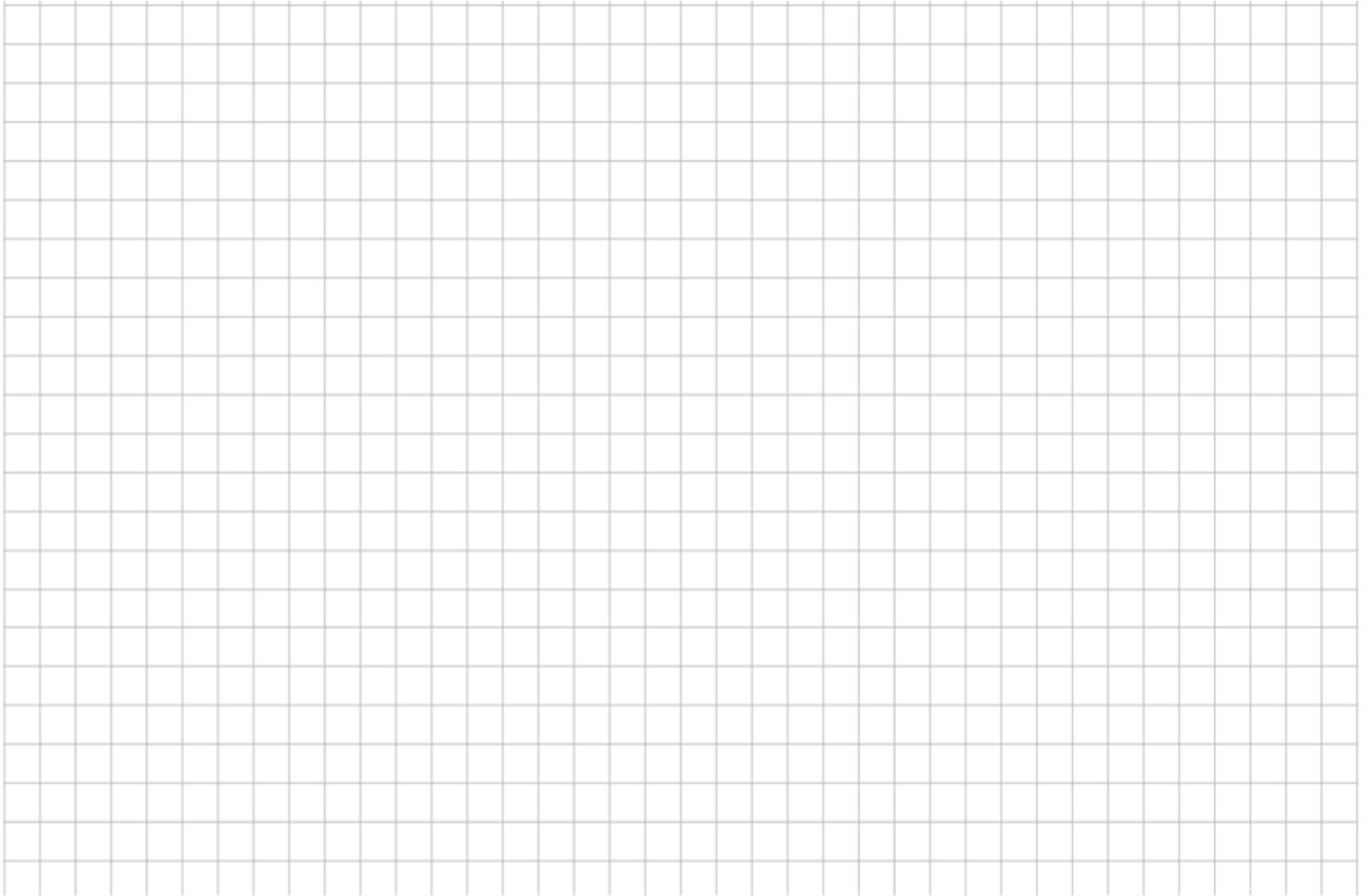
1. A baby horse
2. A baby dog
3. An animal that gives milk
6. A baby sheep
7. Animals that chase mice
8. A kind of evergreen tree
9. Word that rhymes with go
11. Animal with horns
12. Another word for pig
13. What we see with

Across: 1. crop, 4. elm, 5. plow, 8. farm, 9. sit, 10. bag, 12. horse, 14. goose
 Down: 1. colt, 2. pup, 3. cow, 6. lamb, 7. cats, 8. fit, 9. so, 11. goat, 12. hog, 13. eye

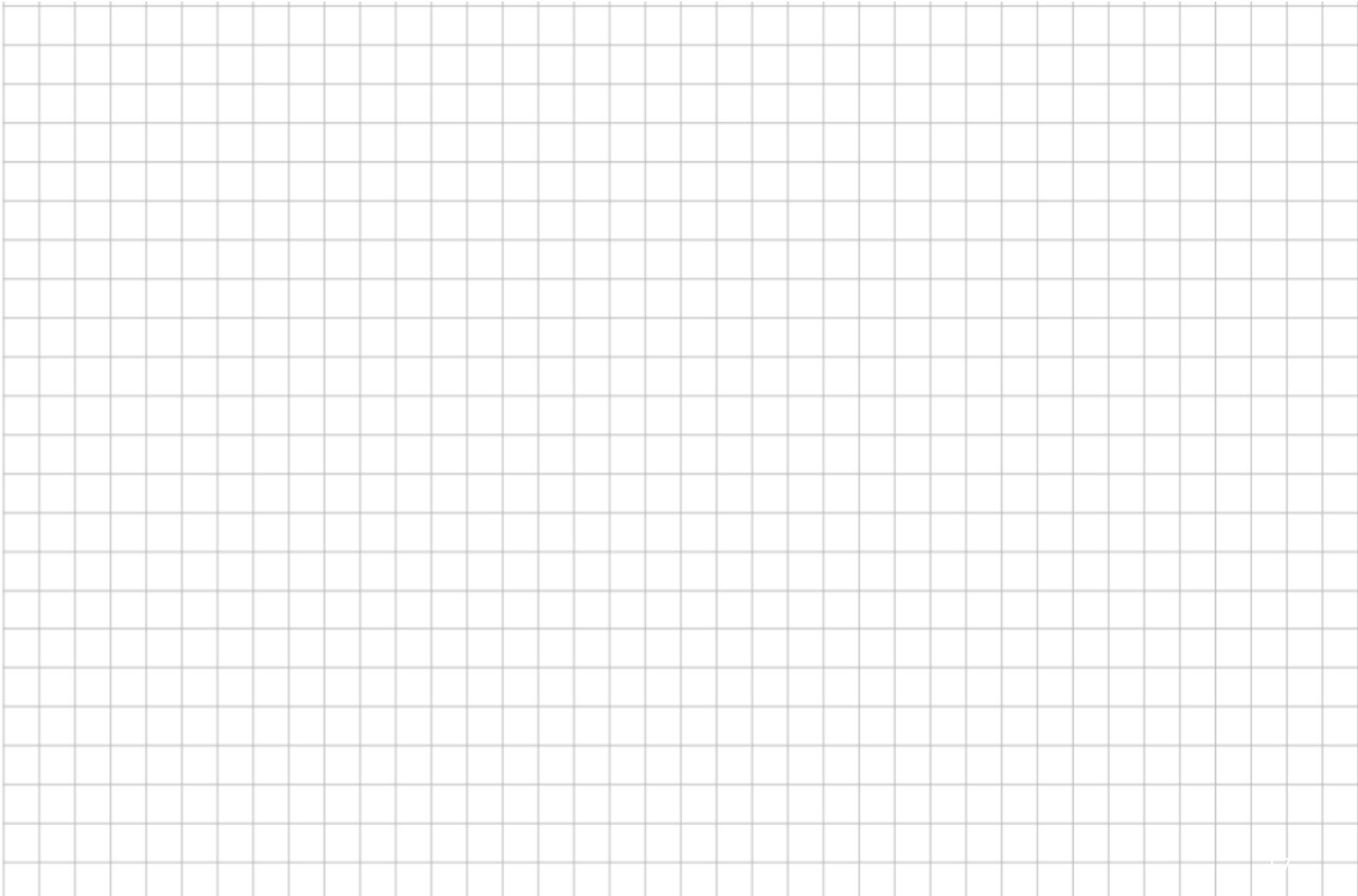
Crossword Puzzle 1 – Unit 5

ACROSS CLUES	DOWN CLUES
1.	
2.	
3.	
4.	
5.	
6.	

Crossword Puzzle Unit 5



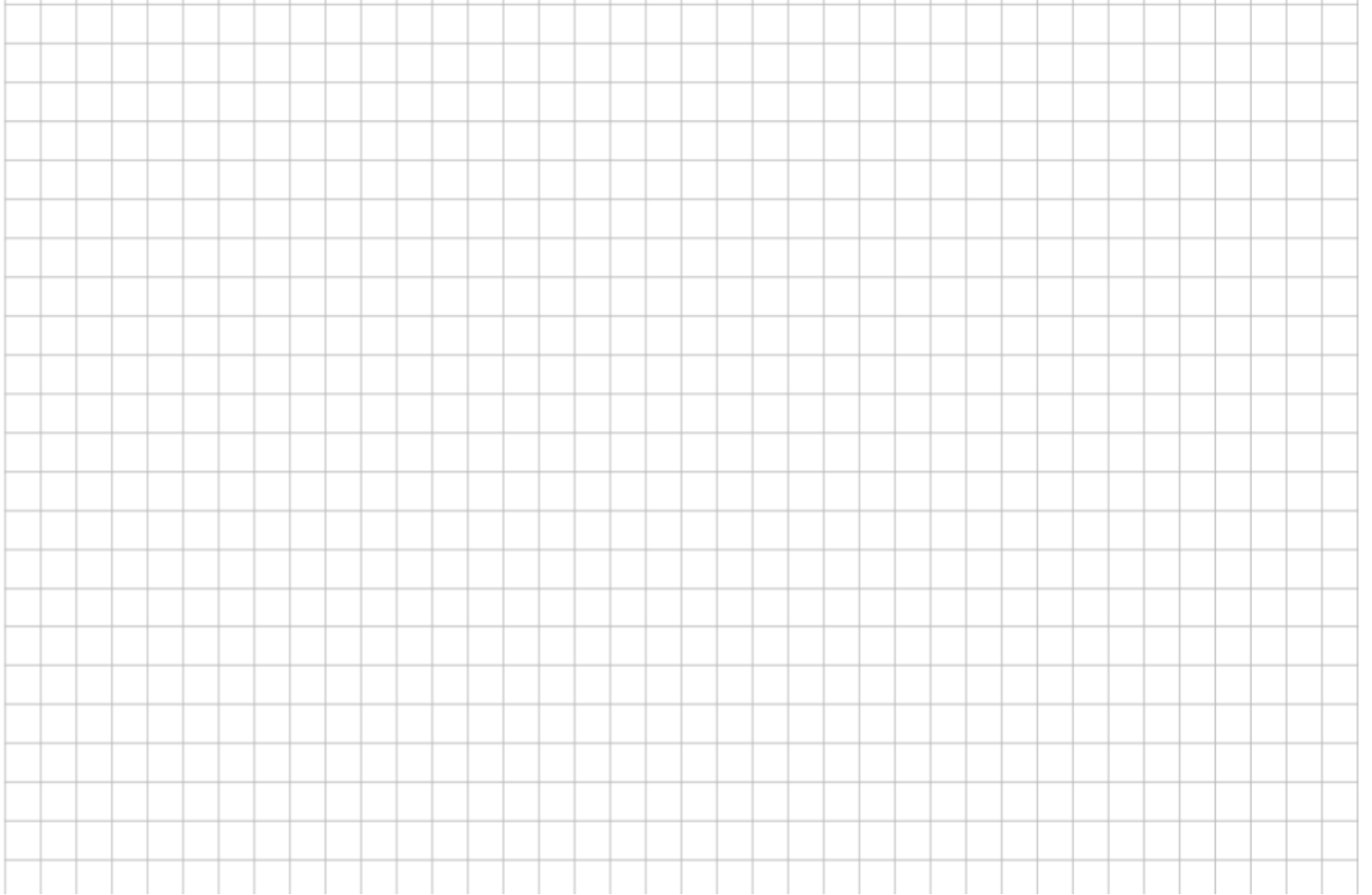
Crossword Puzzle Unit 5- Key



Crossword Puzzle 2 – Unit 5

ACROSS CLUES	DOWN CLUES
1.	
2.	
3.	
4.	
5.	
6.	

Crossword Puzzle Unit 5



Crossword Puzzle Unit 5 - Key

