

# INSTRUCTIONAL FOCUS DOCUMENT

## HS/US History/Social Studies



**UNIT: 04      TITLE: The United States In World Affairs**

**SUGGESTED DURATION: 12 days**

Exemplar Lesson 01: Imperialism and Expansionism  
 Exemplar Lesson 02: Causes and Events of The Great War  
 Exemplar Lesson 03: The Treaty of Versailles

**State Resources:**  
 The Social Studies Center Glossaries, Biographies, Bibliographies:

[http://www.t](http://www.tea.state.tx.us/ssc/)

**RATIONALE:**

The unit focuses on the events and issues that ushered the United States onto the world stage. America's success in the Spanish-American War changed its interactions with the world. This unit investigates the context of the times, America's internal struggle between practicality and its values and beliefs, as well as The Great War itself, with a special focus on the Treaty of Versailles, which set up the conditions for World War II.

**MISCONCEPTIONS/UNDERDEVELOPED CONCEPTS:**

NONE IDENTIFIED

According to the Texas Administrative Code, school districts shall implement the English Language Proficiency Standards (ELPS) as an integral part of each subject in the required curriculum. <http://www.tea.state.tx.us/curriculum/biling/elps.html>

PERFORMANCE INDICATORS	CONCEPTS	KEY UNDERSTANDINGS FOR LEARNERS
Create a magazine spread spanning critical events from 1890-1920 detailing how the debate about U.S. foreign policy objectives changed over time. (1A, 1C, 3A, 12D, 12E) 5G	change beliefs/values contradictions policy	The economic and political beliefs and values of a country may shift over time creating contradictions between what is said and policies or actions.
Create a photo journal, with explanatory captions, that connects the context, causes, events, and effects of U.S. involvement in The Great War to Woodrow Wilson's statement, "The world must be safe for democracy. Its peace must be planted upon the foundations of political liberty." (1A, 1C; 3B, 3C, 3D; 18C; 22B) 5G	power conflict beliefs/values	A nation's beliefs and values may lead to involvement in conflict.
As a newspaper editorial writer and informed U.S. citizen in early 1919, write an editorial for your paper supporting a point of view on the Treaty of Versailles. (3D, 12E) 4J, 5G	compromise motivation conflict checks and balances geographic factors political factors	Domestic and foreign issues affect a nation politically, economically, and socially.

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### KEY ACADEMIC VOCABULARY SUPPORTING CONCEPTUAL DEVELOPMENT

- **Policy** – a plan or course of action, as of a government, political party, or business, intended to influence and determine decisions, actions, and other matters

TEKS# SE#	TEKS	SPECIFICITY
1	<i>History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</i>	
1A	Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;	Identify, Describe  MAJOR ERAS IN U.S. HISTORY FROM 1877 TO PRESENT  Including, but not limited to: <ul style="list-style-type: none"> <li>• Imperialism and Nationalism: Spanish American War, Panama Canal, Roosevelt Corollary</li> <li>• World War I (1914-1918): Woodrow Wilson, League of Nations, total war, technological advances</li> </ul>
1C	Explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957.	Explain  SIGNIFICANCE OF DATES  Including, but not limited to: <ul style="list-style-type: none"> <li>• 1898: Spanish-American War</li> <li>• 1914-1918: The Great War (World War I)</li> </ul>
3	<i>History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:</i>	
3A	Explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt, moved the United States into the position of a world power;	Explain  WHY SIGNIFICANT EVENTS AND INDIVIDUALS MOVED THE UNITED STATES INTO THE POSITION OF A WORLD POWER  Including, but not limited to: <ul style="list-style-type: none"> <li>• As our industrial might matures, we looked to new markets in Foreign lands.</li> <li>• Our sense of destiny to spread democracy throughout the world.</li> <li>• Spanish-American War: Officially a war to protect the rights of Cubans who were being tormented by their Spanish rulers. The controversial sinking of the battleship <i>USS Maine</i> brings us into a war with Spain, U. S. attacks both Cuban and Spanish possessions (The Philippines) in the Pacific. After a U.S. victory, Cuba is liberated and the Philippines become a U.S. territory.</li> <li>• U.S. expansionism: Hawaii and other Pacific islands, economic influence is spread.</li> <li>• Henry Cabot Lodge: supported American expansion as a way to increase national pride, spread civilization, and gain world power.</li> <li>• Alfred Thayer Mahan: Historian and author of a book on the importance of the navy to a country's power.</li> <li>• Theodore Roosevelt: "Rough Rider" during the Spanish American War; Expansionist policies as president increased the U.S. role in Latin America and the world. Reasserted the Monroe Doctrine;</li> </ul>

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TEKS# SE#	TEKS	SPECIFICITY
3B	Identify the reasons for U.S. involvement in World War I, including unrestricted submarine warfare	<p>negotiated for the Panama Canal. Slogan most noted for, "Walk softly and carry a big stick."</p> <p>Identify</p> <p>REASONS FOR U.S. INVOLVEMENT IN WORLD WAR I</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Unrestricted submarine warfare</li> </ul>
3C	Analyze significant events such as the battle of Argonne Forest and the impact of significant individuals including John J. Pershing during World War I; and	<p>Analyze, Impact</p> <p>EVENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Total War: entire country mobilized to the war effort, old rules of warfare did not apply.</li> <li>• Battle of the Somme &amp; Verdun: Shows the massive lose of life , trench warfare, stalemate of the Western Front</li> <li>• Submarine warfare and the ethics of war, such as the sinking of the Lusitania</li> <li>• Battle of the Argonne Forest: Major American offensive in 1918</li> <li>• War on the Eastern Front between Germany and Russia.</li> </ul> <p>INDIVIDUALS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Gen. John J. Pershing: Commander of the American Expeditionary Forces.</li> <li>• Kaiser Wilhelm: German monarch</li> <li>• Yanks: European term for Americans (soldiers)</li> <li>• Lenin: Leaders of the Communist party in Russia, takes over the government in November.</li> <li>• Woodrow Wilson: American President during World War I, author of the Fourteen Points and League of Nations.</li> </ul>
3D	Analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles.	<p>Analyze</p> <p>MAJOR ISSUES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• WORLD WAR I: <ul style="list-style-type: none"> <li>• Isolation v. Internationalism,</li> <li>• Self-determination of all peoples</li> <li>• U.S. relations to communist Russia/USSR</li> <li>• Mobilization for war (Total Warfare),</li> <li>• Home front- volunteer and the military draft</li> </ul> </li> <li>• FOURTEEN POINTS PLAN <ul style="list-style-type: none"> <li>• League of Nations and its defeat in U.S. and how that defines our international position(failure of Fourteen Points),</li> <li>• Fear of entangling alliances</li> </ul> </li> </ul>

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TEKS# SE#	TEKS	SPECIFICITY
		<ul style="list-style-type: none"> <li>• TREATY OF VERSAILLES                             <ul style="list-style-type: none"> <li>• Unjust treatment of Germans in Treaty of Versailles, including the reparation payments</li> </ul> </li> </ul>
<b>8</b>	<b>Geography. The student uses geographic tools to collect, Analyze, and interpret data. The student is expected to:</b>	
<b>8A</b>	<b>Create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and</b>	Create  THEMATIC MAPS, GRAPHS, CHARTS, MODELS AND DATABASES  Including, but not limited to: <ul style="list-style-type: none"> <li>• Immigration charts and graphs</li> <li>• Environmental Impacts</li> </ul>
<b>9</b>	<b>Geography. The student understands the impact of geographic factors on major events. The student is expected to:</b>	
<b>9A</b>	<b>Analyze the effects of physical and human geographic factors on major events including the building of the Panama Canal; and</b>	Analyze  EFFECTS OF PHYSICAL AND HUMAN FACTORS ON MAJOR EVENTS  Including, but not limited to: <ul style="list-style-type: none"> <li>• Panama Canal: created to connect two oceans for trade and military purposes.</li> </ul>
<b>12</b>	<b>Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</b>	
<b>12D</b>	<b>Analyze the effects of economic policies including the Open Door Policy and Dollar Diplomacy on U.S. diplomacy; and</b>	Analyze  EFFECTS OF ECONOMIC POLICIES  Including, but not limited to: <ul style="list-style-type: none"> <li>• Open Door Policy – Sec. of State John Hay's economic policy in China giving the imperial powers equal trading rights in the country 1899-1900; Boxers' Rebellion, U.S. forces suppressed the uprising.</li> <li>• Dollar Diplomacy - Taft encouraged investment by U.S. banks/businesses in Latin America &amp; Far East. He promised military protection to those who invested abroad. WWI reoriented the priorities of the emerging world power and U.S. foreign policy makers returned to a goal of isolationism.</li> </ul>
<b>12E</b>	<b>Describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.</b>	Describe  ECONOMIC EFFECTS OF INTERNATIONAL CONFLICTS  Including, but not limited to: <ul style="list-style-type: none"> <li>• As the U.S. takes over territory, it expands its markets and finds more resources for its use.                             <ul style="list-style-type: none"> <li>• Wars fueled the economy, and in the case of Spanish American War, led to America becoming an imperial power.</li> <li>• WW I led to great levels of industrialization in the U.S.</li> <li>• Increased exports, increased agricultural production</li> </ul> </li> </ul>
<b>18</b>	<b>Citizenship. The student understands the efforts to expand the</b>	

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	<i>democratic process. The student is expected to:</i>	
18C	Explain how participation in the democratic process reflects our national identity.	Explain  HOW PARTICIPATION IN THE DEMOCRATIC PROCESS REFLECTS NATIONAL IDENTITY  Including, but not limited to: • Right to vote, participation in various levels of politics, recall, referendum
22	<i>Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</i>	
22B	Explain how scientific discoveries and technological innovations such as those in agriculture, the military, and medicine resulted from specific needs; and	Explain  HOW SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS RESULT FROM SPECIFIC NEEDS  Including, but not limited to: • MILITARY <ul style="list-style-type: none"> <li>• Machine guns</li> <li>• Airplanes / Air Combat /</li> <li>• Submarines</li> <li>• Mines (Sea and land)</li> <li>• Gas (Mustard gas, Chlorine gas)</li> <li>• Tanks</li> <li>• Radar</li> <li>• Airplanes</li> </ul>
22C	Analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.	Analyze  IMPACT OF TECHNOLOGICAL INNOVATIONS  Including, but not limited to: • Assembly Line Production <ul style="list-style-type: none"> <li>• Increase productivity</li> <li>• Lower prices</li> </ul> • Innovation is transportable to other products • Electrical power <ul style="list-style-type: none"> <li>• Changes locations of industries</li> <li>• Alternative energy source (as oppose to steam power)</li> <li>• Lighting allows extension of the work day and shifts</li> <li>• Communication: Telegraph/telephone</li> </ul>

**Social Studies Skills TEKS:** *Use appropriate social studies skills to support instruction.*

TEKS# SE#	TEKS
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<b>SE#</b>	
24	<i>Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</i>
24A	Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;
24B	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
24C	Explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;
24D	Use the process of historical inquiry to research, interpret, and use multiple sources of evidence;
24E	Evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
24F	Identify bias in written, oral, and visual material;
24G	Support a point of view on a social studies issue or event; and
24H	Use appropriate mathematical skills to interpret social studies information such as maps and graphs.
25	<i>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i>
25A	Use social studies terminology correctly;
25B	Use standard grammar, spelling, sentence structure, and punctuation;
25C	Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
25D	Create written, oral, and visual presentations of social studies information.
26	<i>Social studies skills. The student uses problem-solving skills, working independently and with others, in a variety of settings. The student is expected to:</i>
26A	Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of a solution; and
26B	Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

SAMPLE