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| **Daily Agenda** | **Mon 1/13/14** | **Tues 1/14/14** | | **Wed 1/15/14** | **Thurs 1/16/14** | **Fri 1/17/14** |
| **Unit Vocabulary:**  Imperialism, William Seward, Alfred T. Mahan, Pearl Harbor, Sanford Dole, yellow journalism, U.S.S. Maine, Rough Riders, San Juan Hill, Treaty of Paris (1898), Foraker Act, Platt Amendment, Open Door Policy, Boxer Rebellion, Panama Canal, Roosevelt Corollary, dollar diplomacy, Missionary Diplomacy, Francisco “Pancho” Villa, John J. Pershing, nationalism, militarism, Allies, Central Powers, Archduke Franz Ferdinand, trench warfare, Lusitania, Zimmerman Note, Selective Service Act, convoy system, conscientious objector, armistice, propaganda, Espionage and Sedition Act, Great Migration, Fourteen Points, League of Nations, Georges Clemenceau, Treaty of Versailles, reparation, war-guilt clause, Henry Cabot Lodge | | | | | | |
| **Learning Target** | **I can:** analyze the causes and consequences of the Spanish-American War. | | **I can:** analyze the causes and consequences of the Spanish-American War. | **I can:**  evaluate positions on the various U.S. foreign policies in the late nineteenth and early twentieth centuries. | **I can:** evaluate, take, and defend positions on the various U.S. foreign policies in the late nineteenth and early twentieth centuries. | **I can:** defend positions on the various U.S. foreign policies in the late nineteenth and early twentieth centuries. |
| **Quality Core** | 1. Evaluate, take, and defend positions on the various U.S. foreign policies in the late nineteenth and early twentieth centuries. 2. Analyze the causes and consequences of the Spanish-American War. 3. Identify and evaluate the factors that influenced U.S. imperialism in the late nineteenth and early twentieth centuries and the ensuing debate over imperialism. | | | | | |
| **Instructional Practices** | Discussion; document analysis | | Discussion; document analysis; graphic organizer | Enrichment | Active-viewing guide; discussion | Assessment; discussion |
| **Bell Ringer**  **Activities/ Assignments** | Discussion: What is the purpose of strong headlines? How does the media impact the public?  Video: Introduction of the Spanish American War  Document analysis: NY Journal/NY Times  Discussion: What evidence is the strongest? Which article do you most believe? | | Many anti-imperialists worried that imperialis might threaten the American democratic system. How might this happen?  Graphic Organizer: Spanish American War | Early Release  Enrichment Activity: Cultural changes of the late 19th and early 20th century. | Based on the evidence, do you think the Spanish-American War was more about helping Cubans or protecting American economic and military interests? Explain.  Active Viewing Guide: The Century  Discussion | How did US foreign policy at the turn of the century affect actions taken by the US toward China? Consider: why the US wanted access to China’s markets, the purpose of the Open Door notes, the US response to the Boxer Rebellion.  Complete “The Century”  Common Assessment #1 for 2nd semester |
| **Exit** | In your opinion, which of the three causes of the Spanish-American War had the biggest factor in the US going to war? Explain. | | What were two long-term effects of the Spanish-American War? |  | How was US policy toward China different from US policy toward the Philippines? To what can you attribute the difference? | What do you think were the similarities and differences between Roosevelt’s Big Stick policy and Wilson’s missionary diplomacy? Use evidence to support your response. |
| **Intended Homework** | Unit 5 vocab | | Unit 5 vocab | Unit 5 vocab | Unit 5 vocab | Unit 5 vocab |
| **Accommodations** | Written and oral directions; reading out loud; prompting; ability based groups; extended time. | | | | | |
| **Assessment:** | F: Exit Slip  S: Exam 1/17 | F: Exit Slip  S: Exam 1/17 | | F: Exit Slip  S: Exam 1/17 | F: Exit Slip  S: Exam 1/17 | F: Exit Slip  S: Exam 1/17 |