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| **Daily Agenda** | **Mon 1/6/14** | **Tues 1/7/14** | | **Wed 1/8/14** | **Thurs 1/9/14** | **Fri 1/10/14** |
| **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:** | | **I can:** | **I can:**  evaluate, take, and defend positions on the various U.S. foreign policies in the late 19th and early 20th centuries. | **I can:** identify and evaluate the factors that influenced U.S. imperialism in the late 19th and early 20th centuries and the ensuing debate over imperialism. | **I can:** identify and evaluate the factors that influenced U.S. imperialism in the late 19th and early 20th centuries and the ensuing debate over imperialism. |
| **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** |  | |  | Review procedures | Active viewing guide; discussion | Active viewing guide; discussion |
| **Bell Ringer**  **Activities/ Assignments** | No School | | No School | What are three goals that you have for the semester?  Review school and classroom policies | Is a large/strong country justified in taking over a smaller/weaker country? Explain.  Active viewing guide: American imperialism  Discussion: Imperialism | In your own words, define “imperialism”.  Active viewing guide: American imperialism  Discussion: Imperialism |
| **Exit** |  | |  |  | Who were the Anti-Imperialists and why were they opposed to expansion? | In your own opinion, which president’s foreign policy do you most agree with? Explain using two specific reasons to justify your answer. |
| **Intended Homework** |  | |  | NA | NA | NA |
| **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 |