

Teaching American History Project

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Lesson Title: Views concerning U.S. Imperialism after the Spanish-American War

Length of Class Period: 45 min (plan for two class periods)

Inquiry: What were the various views (pro and con) surrounding U.S. imperialism in 1898 immediately after the Spanish-American War?

Objectives: (What content and skills do you expect students to learn from this lesson?)

Students will investigate various views about U.S. imperialism by many prominent figures of the day from multiple perspectives (military, political, social, economic, etc).

Students will discuss if the U.S. was correct if following the path of Imperialism and its impact/social consequences (both positive and negative) today.

Materials : Please note that the webs addresses may change over time. However, if you goggle the persons name + imperials and or the title of the speech, letter, opinion, etc, it will show up in your search.

- 1) A Matrix of 19th Century Views/Attitudes Towards American Imperialism (See Attached)
- 2) Senator Albert Beveridge's September 16, 1898 speech "The March of the Flag" (5 pages) www.fordhamedu/HALSALL/MOD/1898beveride.html
- 3) President McKinley's First Inaugural Speech, Thursday, March 4, 1897. (7 pages). www.bartleby.com/124/pres40.html
- 4) Theodore Roosevelt's letter to A.T. Mahan "Obstacles to Immediate Expansion, 1897." (2 pages). www.mtholyoke.edu/acad/intrel/trmahan.htm
- 5) Andrew Carnegie's "Distant Possessions: The Parting of Ways" (4 page excerpt) published in the *North American Review*, Aug. 1898. www.web.mala.bc.ca/davis/H324War/Carnegie.distant.1898.htm
- 6) Fredrick Jackson Turner's 1890 "The Significance of the Frontier in American History." (14 pages) www.xroads.virginia.edu/Hyper/TURNER/chapter1.html
- 7) Alfred T. Mahan's 1890 "Sea Power." (2 pages) www.mtholyoke.edu/acad/intrel/protected/alfred.htm
- 8) Josiah Strong, 1891, "Anglo-Saxon Predominance." (3 pages). www.mtholyoke.edu/acad/intrel/protected/strong.htm
- 9) Henry Cabot Lodge's speech, "For Intervention in Cuba." (3 pages) www.mtholyoke.edu/acad/intrel/protected/lodge.htm
- 10) Jose Marti letter to the editor of *The New York Evening Post*, March 25, 1889. (2 pages). www.fiu.edu/~fcf/martilettertoeditor.html

Activities: (What will you and you students do during the lesson to promote learning?)

Day 1

Students will be arranged into groups of 2 and assigned one of the 10 views/attitude's surrounding U.S. Imperialism. Each group will need to read the information and become an "expert" on that view in order to debate it the following day. One member of the group will represent and express the figure/attitude on the day of the debate (The Speaker/Debater). The other student (Poster Designer/Information Gatherer) will make a visual representation of the groups view on day 1. The poster is to include a). the historical figure's name, b). the figures view, and c). 4 visuals to give the other groups cues and better express the view. In addition, this student will record the various arguments on the matrix (see attached) presented and assist the debater on debate day (Day 2).

Homework: Speaker/Debater- study view and prepare to present and defend the view
Poster Designer/Information Gatherer: Finish Poster

Day 2

Arrange the class into 10 sections facing each other. Have each group tape their poster to the front of their desk(s) so everyone can see it. Each group is to present their assigned point of view. The Information gatherer is to record the information on the Matrix and use that information to assist the speaker/debater with counter arguments. About 10 to 15 minutes before the end of class, explain that this was exactly what was going on in the U.S.- that is- much debate over a number of years as to what the U.S. should do on this issue. Then hold a short class discussion on the consequences of U.S. Imperialism in relation to democracy, freedom, equality, self-determination, etc.

Assessment:

Group grade based on 1). completion of poster 2), completion of matrix, and 3). how well the debaters knew and debated the information.

Connecticut Framework Performance Standards-

- Formulate historical questions and hypotheses from multiple perspectives using multiple sources
- Describe the multiple intersecting causes of events
- Use primary source documents to analyze multiple perspectives