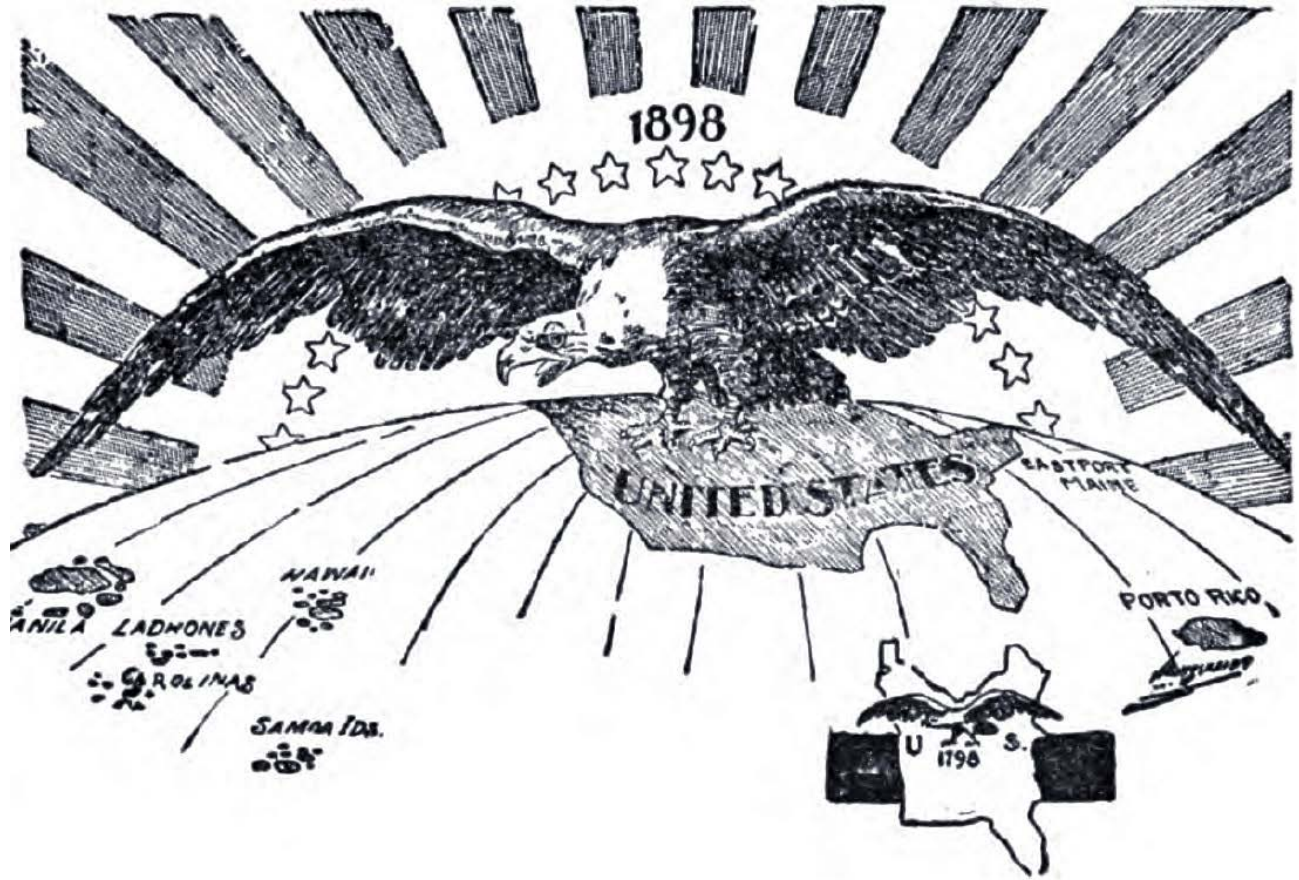


The American Empire: **Imperialism and World War I** *1890–1920*

Year 2
History Unit 5
Workbook

Lesson 1: The Birth of Imperial America



Ten thousand miles from tip to tip.—Philadelphia Press.

“Ten Thousand Miles from Tip to Tip”, published by the Philadelphia Press, 1898 (Wikimedia)

Why did the United States adopt imperial policies in the late 19th century?

Lesson 1
Do Now



"Declined with Thanks," by J. S. Pughe, 1900 (Library of Congress)

1. What are **two** things you notice about this image?
2. What are **two** questions you have about this image?

Lessons 2–4: The Spanish-American War



Colonel Roosevelt and his Rough Riders at the top of the hill they captured during the Battle of San Juan, 1898 (Wikimedia)

Why did the United States invade Cuba in 1898?

Lessons 2–4
DBQ

Historical Context: On February 15, 1898, the American ship the *Maine* exploded in Havana Harbor. Hostilities grew in the months that followed, leading the United States to declare war on Spain, which controlled Cuba at the time. In August, the United States emerged victorious.

Task: Using the information from the documents and your knowledge of history, answer the questions that follow each document. Your answers will help you write the essay that follows: *Why did the United States invade Cuba in 1898?*

As you read documents A through D, answer the corresponding questions below:

1. According to the newspaper article in Document A, why did the *Maine* explode? Be sure to think carefully about your claim and to articulate it simply and clearly.

2. How does President McKinley justify the U.S. invasion of Cuba in Document B? Be sure to think carefully about your claim and to articulate it simply and clearly.

3. According to Beveridge in Document C, why should the United States invade Cuba? Be sure to think carefully about your claim and to articulate it simply and clearly.

4. How does Marti characterize the United States' interests in Cuba and the Caribbean in his letter to Mercado, Document D? Be sure to think carefully about your claim and articulate it simply and clearly.

DBQ Planning Page

Directions: Write a well-organized essay of no more than 400 words that answers the following question: **Why did the United States invade Cuba in 1898?**

In your essay, be sure to:

- Clearly answer the question being asked. **THINK before you write!**
- Use evidence from **at least** three of the documents provided.
- Include relevant outside information from your knowledge of U.S. history.

Thesis:

Piece of evidence 1:

Analysis:

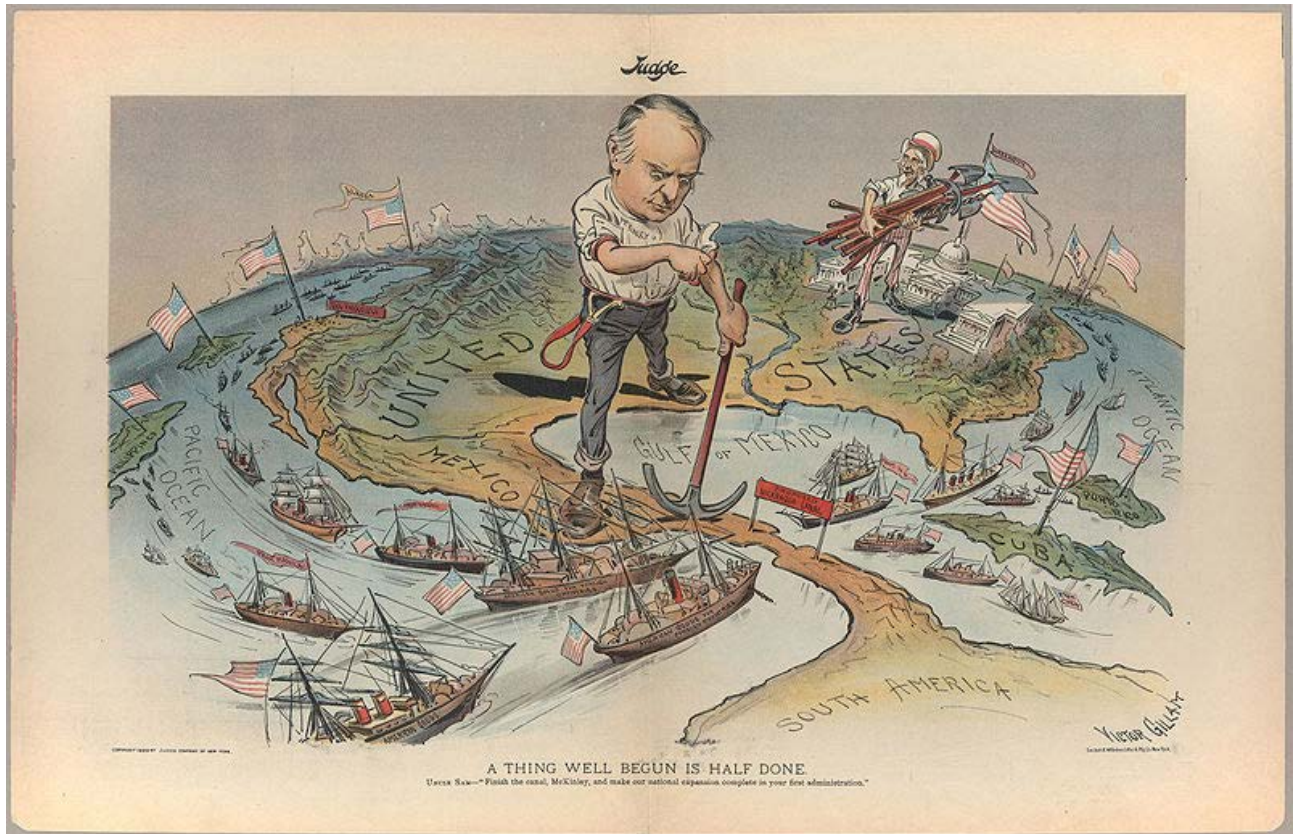
Piece of evidence 2:

Analysis:

Piece of evidence 3:

Analysis:

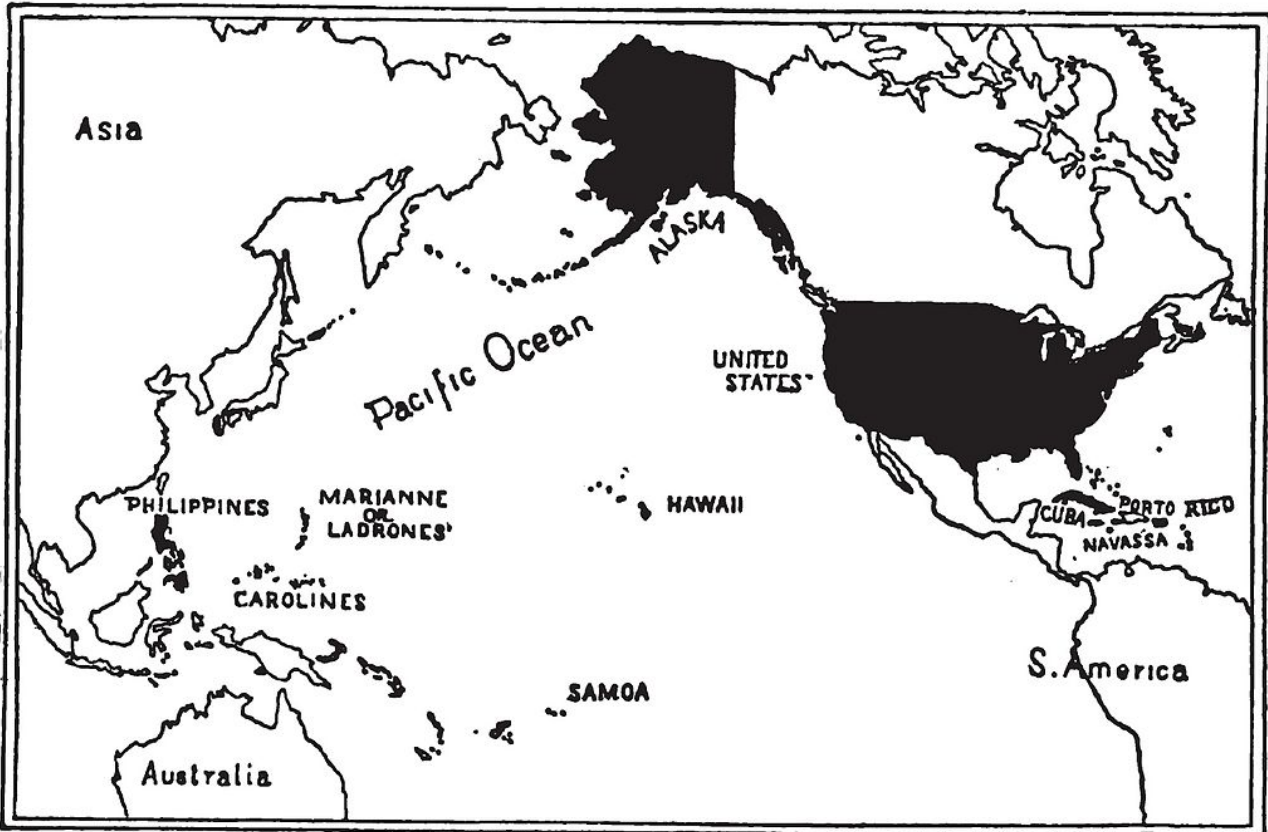
Lesson 5: Presidential Imperial Policy



"A Thing Well Begun Is Half Done," published in Judge magazine, 1899 (Wikimedia)

How did presidents McKinley, Roosevelt, Taft, and Wilson promote American imperialism?

Lesson 5
Do Now



OUTLINE MAP SHOWING THE TERRITORY OF GREATER AMERICA.

"Greater America," from the book War in the Philippines, by Marshall Everett, 1899 (Wikimedia)

1. What are **two** things you notice about this image?

2. What are **two** questions you have about this image?

Lesson 5
Note-Taking Template

President McKinley	President Roosevelt	President Taft	President Wilson

Lesson 5
Exit Ticket

1. How did the foreign policies of Roosevelt and Wilson differ?
 - a. While Roosevelt prioritized establishing U.S. influence and control abroad, Wilson intervened to promote democracy.
 - b. While Roosevelt hoped to boost the American economy through intervention, Wilson wanted to prioritize a relationship with China.
 - c. While Roosevelt prioritized establishing a relationship with China, Wilson prioritized establishing U.S. influence and control abroad.
 - d. While Roosevelt intervened to promote democracy, Wilson hoped to boost the American economy through intervention.

2. Imperialism promoted American interests abroad in all of the following ways except:
 - a. opening new trade networks and influence with countries like China.
 - b. establishing positive relationships with countries through intervention.
 - c. increasing American influence and global power.
 - d. boosting the American economy through new resources.

3. Which president's foreign policy agenda best promoted American ideals?
 - a. President McKinley's trade and annexation policies
 - b. President Roosevelt's big stick policy
 - c. President Taft's dollar diplomacy
 - d. President Wilson's moral diplomacy

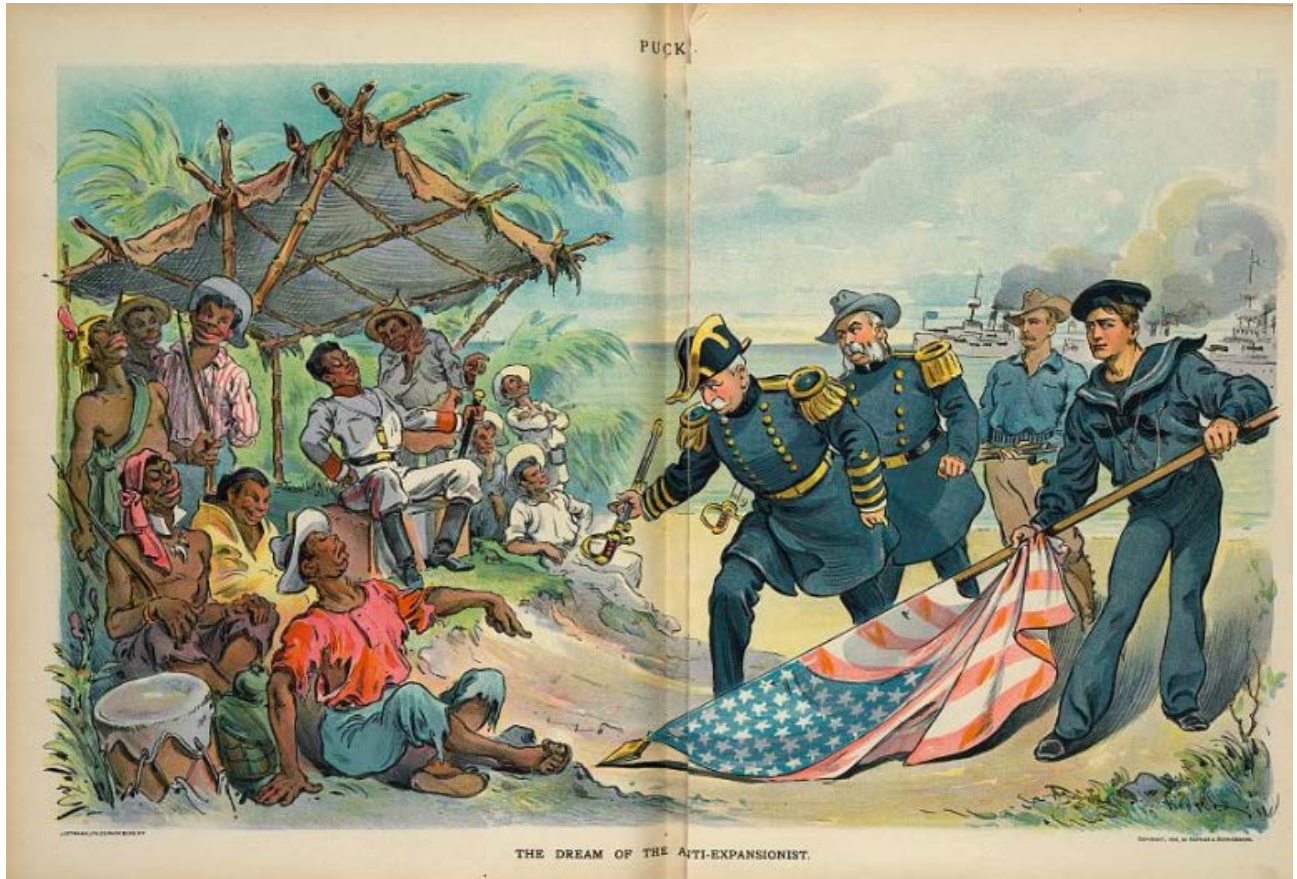
Lesson 6: Anti-Imperialism



"Declined with Thanks," by John S. Pugh, published in Puck Magazine, 1900 (Wikimedia)

**Why did people at home and abroad
oppose American imperialism?**

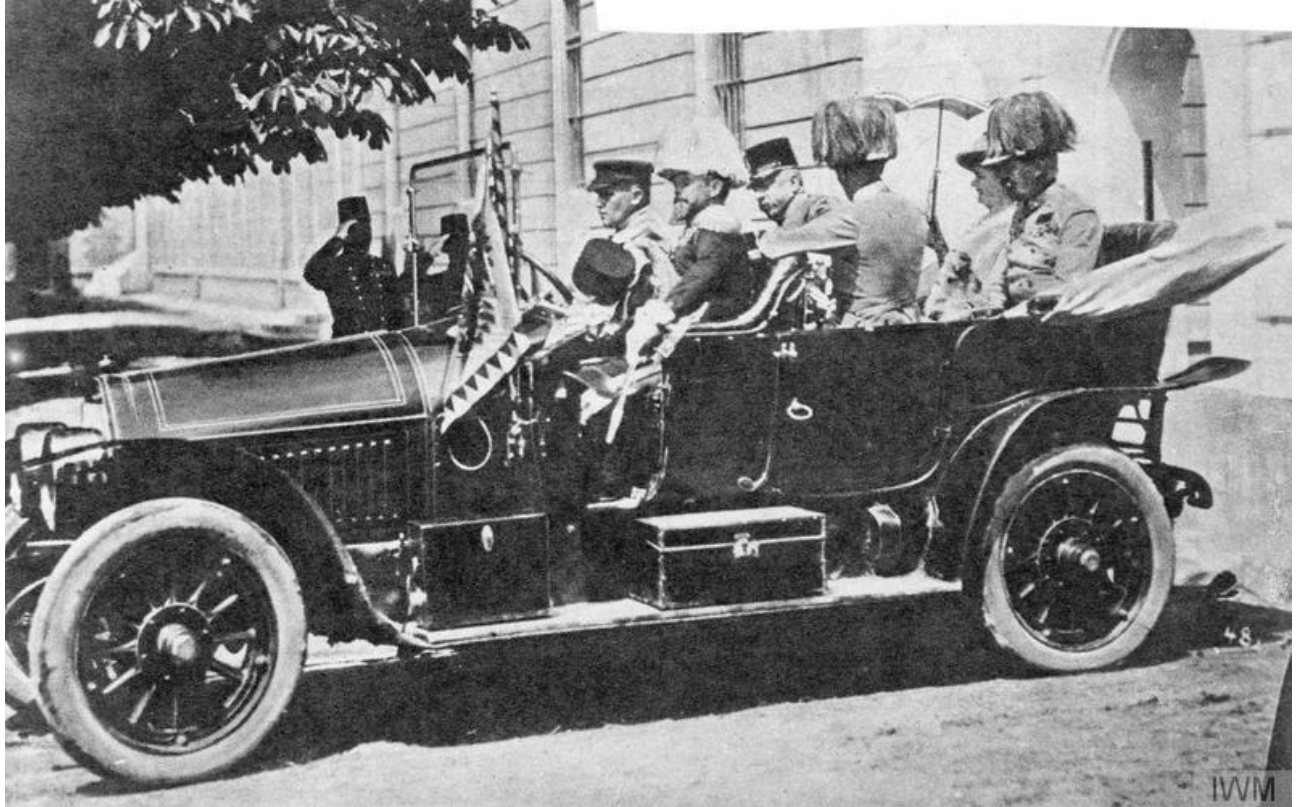
Lesson 6
Do Now



"The Dream of the Anti-Expansionist," by Joseph Keppler, Puck magazine, 1899 (Library of Congress)

1. What are **two** things you notice about this image?
2. What are **two** questions you have about this image?

Lesson 7: World War I



Archduke Franz Ferdinand in June 1914, before his assassination. Photograph by Jaroslav Brunner-Dvořák (Wikimedia)

Why did World War I become a global conflict?

Lesson 7

Simulation Guidance Handout

Objective: Students will understand the meaning and purpose of alliances and simulate how alliances led to World War I.

Stage 1 Understanding the Alliance System:

Provide background on why countries form alliances:

1. Most countries created alliances in *secret*.
2. Many alliances were dealing with the probability of war.
3. Alliances threatened to pull all allies into war.
4. Some alliances were becoming more war-like.
5. Some countries, such as Germany, began to feel trapped.
6. Some countries were officially neutral but had preferences toward one side or the other.
7. Many European countries were headed by royal families that were related to each other. Like all families, many didn't get along.

Stage 2 Simulating Alliances

Students will simulate a country's participation in World War I by drawing a card representing a country.

1. In advance, print individual cards for each of the countries below. On one side, provide the background information. On the other side, print the name of the country in large, bold print. The cards can be laminated or inserted into sleeve protectors for durability. For smaller classes, be sure to select countries that had direct involvement in events so that an important position is not overlooked. If possible, move to a larger space or outdoors. Post signs labeled CENTRAL POWERS, NEUTRAL, and TRIPLE ENTENTE/ ALLIES.
2. Review task instructions (below). These may be kept on display or printed as a poster for reference during the lesson.

Your Task:

- a. Read your card and become familiar with the country you represent and what your country thinks. Remember, these countries worked in secret, so you can't shout out your preferences.
- b. Look for clues on your card to help you find an ally.
- c. When allies find each other, they have to stay together as they search for more allies.
- d. Allies can help each other.
- e. Neutral countries have to stay out of alliances.
- f. When you are able to determine this, stand next to the sign that represents your position — either CENTRAL POWERS, NEUTRAL, or TRIPLE ENTENTE/ALLIES.
- g. Once you have found your allies, organize your countries by the date they entered the war.

Hint: Countries in red are enemies, countries in green are allies.

Country Cards

Germany

Germany wanted a system of alliances to keep its domination of Europe. Germany wanted to isolate France by making alliances with Austria, Russia, Italy, and Great Britain. Not all of these alliances would succeed. Germany was friends with Austria because of ethnic ties and because Austria was weaker. Also, Austria was close to the Balkans (Serbia), where Germany wanted influence. Germany promised to aid Italy if attacked by France. When Serbia threatened Austria, Germany threatened to make war with Russia, Serbia's ally. Germany tried to become allies with Mexico, suggesting this would be a chance for Mexico to take back Texas and lost territory of the Mexican Cession. **August 1, 1914**

* Eventually Germany will be part of the CENTRAL POWERS. Go and stand next to this sign.

France

France was determined to challenge Germany because Germany had defeated France in 1871 and took two French provinces — Alsace and Lorraine. France allied with Russia against Germany. In 1904, France allied with Great Britain. France recognized Great Britain's claim to Egypt and the Sudan. **August 1, 1914**

* Eventually France will be part of the TRIPLE ENTENTE or ALLIED POWERS. Go and stand next to this sign.

Russia

Russia supported the Balkan states and defeated Turkey in 1878, when Bulgaria was formed. Russia was angry that Austria was occupying Bosnia and Herzegovina. When Germany began to seem less friendly, Russia allied with France. However, Russia found itself up against Japan and Great Britain in the Far East. Russia was an ally of Serbia. Russia had fought a war with Japan in 1904. **July 29, 1914**

Austria

Austria is allied with Hungary. Both Austria and Germany promised to support each other if attacked by Russia. Austria also allied with Italy. **July 28, 1914**

Serbia

Serbia is allied with Russia and is fearful of invasion by Austria. Serbia threatened war with Austria and began to build an army. In 1914 a Serbian assassinated the Austrian archduke, who was in line to become emperor of Austria. **June 28, 1914**

Bulgaria

Bulgaria owed its existence to Russia. Later Bulgaria was divided and Macedonia and Herzegovina were created. These two countries were occupied by Austria, which angered Russia. Russia feels humiliated by Germany and Bismarck because they allowed this to happen. **July 28, 1914**

Turkey

Turkey lost territory in a war with Russia. Between 1893 and 1898, the Turkish sultan killed 200,000 Armenian subjects, and Great Britain suggested sending its navy to rescue those who were still alive. Turkey eventually allies with Germany. **October 24, 1914**

Armenia

Armenia was angered by the deaths of 200,000 Armenian people by the sultan of Turkey. Great Britain supported Armenia. **February 15, 1915**

Great Britain

Great Britain saw Germany as a rival and did not want it to become an ally of Russia. Britain tried to raise support for Armenians who were being slaughtered by the sultan of Turkey. Eventually Britain created an alliance with Japan against Russia. In 1904, Britain allied with France. Britain recognized France's claim to Morocco. **August 4, 1914**

Hungary

Hungary allied with Austria. Both countries promised to support each other if attacked by Russia. **August 6, 1914**

Italy

Italy was angry that France had seized territory in Africa, so it became an ally of Germany and Austria. **April 26, 1915**

Japan

At the request of Great Britain, Japan entered the war on the side of the Entente Powers and attacked Germany. **August 23, 1914**

Egypt

Egypt was claimed by Turkey (the Ottoman Empire) and was encouraged to revolt against Turkey by Great Britain. **August 4, 1914**

Sudan

Sudan was claimed by Turkey (the Ottoman Empire) and was encouraged to revolt against Turkey by Great Britain. **August 4, 1914**

Morocco

Morocco was claimed as a colony by France, so it had to go where France went! **August 1, 1914**

The Netherlands

The Netherlands remained neutral.

Switzerland

Switzerland remained neutral.

Spain

Spain remained neutral.

Sweden

Sweden remained neutral on the surface but secretly supported the Entente Powers.

Norway

Norway remained neutral on the surface but secretly supported the Entente Powers.

United States

The United States officially remained neutral at first, but U.S. companies had contracts to supply weapons to France and England during the first years of the war. The U.S. will eventually enter the war on France and Great Britain's side in 1917. **April 6, 1917**

Mexico

There were too many political problems within Mexico. Mexico maintained that it was neutral. Germany tried to convince Mexico to join the war and reclaim Texas and territory lost in the Mexican Cession.

Canada

As a former British colony and a member of the British Commonwealth, Canada will follow Great Britain's lead. **August 4, 1914**

Australia

As a former British colony and a member of the British Commonwealth, Australia will follow Great Britain's lead. **August 4, 1914**

Chile

Chile maintained that it was neutral.

Brazil

Brazil maintained that it was neutral.

Colombia

Colombia maintained that it was neutral.

Cuba

At this time, Cuba was a U.S. "treaty protectorate," so it had to support the U.S. Cuba's location was an advantage to the U.S. in protecting the Gulf of Mexico from German submarines. **April 6, 1917**

Panama

At this time, Panama was a U.S. "treaty protectorate," so it had to support the U.S. **April 6, 1917**

Haiti

Haiti broke off relations with Germany when it sank a Haitian ship with Haitian citizens on board. **July 12, 1918**

Dominican Republic

The Dominican Republic was under occupation by the U.S. and declared war against Germany. **April 6, 1917.**

Nicaragua

Nicaragua was under occupation by the U.S. and declared war against Germany. **April 6, 1917.**

China

China joined the Allies (Great Britain, France, and the U.S.), hoping that they would help it to stop Japan from trying to take China. **August 14, 1917**

Belgium

Germany declared war on Belgium because it was allied with France. **August 4, 1914**

Stage 3 Report from Alliances

After all students have found their positions, it is time to see how World War I started.

1. Begin by asking "Serbia" to step forward and read the background information on the card to the class.
2. If possible, have the class self-direct themselves by stepping forward when their country comes into the conflict and reading the information about their country to the class. **Teacher Notes** below will help with tracking the sequence. Prompt students when needed to recall clues that would indicate which country should step forward next. Ask students to hold their cards so the class can see the name of the country. When necessary, if a country is out of place, ask a volunteer to provide evidence why that person should move to a different side and then reposition that person. This may require movement of allies as well.
3. Students return to their seats and complete maps if needed.

Teacher Notes:

Use this as students reveal their countries and alliances.

The war started because...

A Serbian (*call Serbia to step out*) assassinated the Archduke of Austria.

(*Call Austria to step to your other side.*) What country was part of the Austrian Empire?

(*Ask Hungary to step next to Austria.*) These two declare war on Serbia.

Serbia's ally steps up to defend Serbia. Do you know who you are? (*If not, call Russia to stand by Serbia*) With Russia comes Bulgaria (*call Bulgaria over*).

Austria's secret ally joins the war on Austria's side. Do you know who you are? (*If not, call Germany to stand by Austria.*)

Germany invades neutral Belgium, which causes its ally, France, to enter the war against Germany (*call France to join Serbia and Russia*).

France's ally must now go to war (*call Great Britain to join France*).

Other allies of France join (*call Morocco, to join*).

Other allies of Great Britain join (*call Canada, Australia, and India*).

Great Britain convinces Egypt and the Arabs to revolt against Turkey, so Turkey joins the other side. (*Send Egypt to the Allied side and Turkey to the German side.*) Then Great Britain convinces Japan to join (*call Japan over*).

Armenians, who hate Turkey, join the Allies (*call Armenia over*).

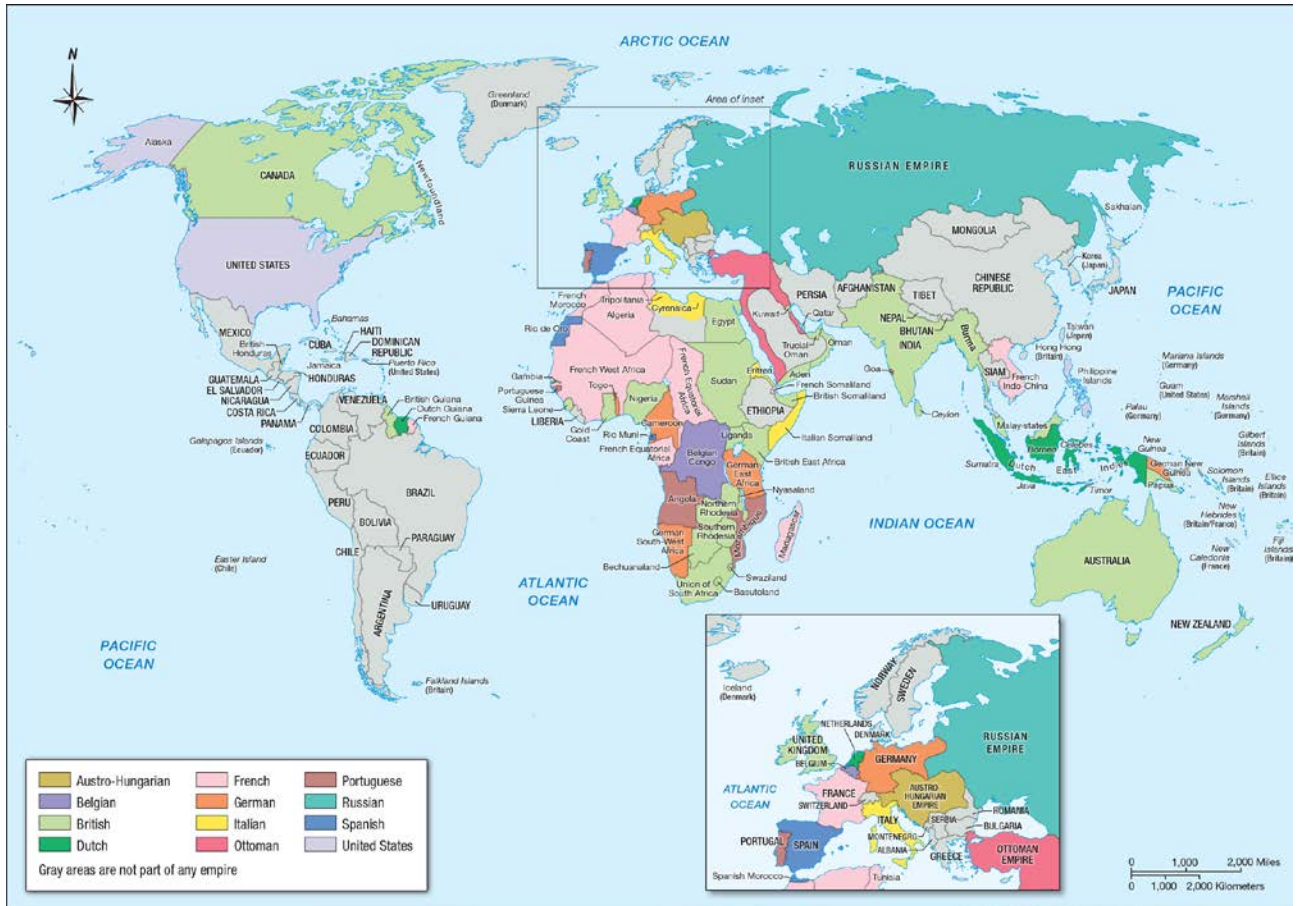
Germany tries to ally with Mexico so the U.S. joins the war (*call U.S. over to Allies side*).

With the U.S. come those nations under treaty to the U.S. (*such as Cuba, Panama, the Philippines, and Nicaragua*).

Mexico remains neutral (*have Mexico stand alone*).

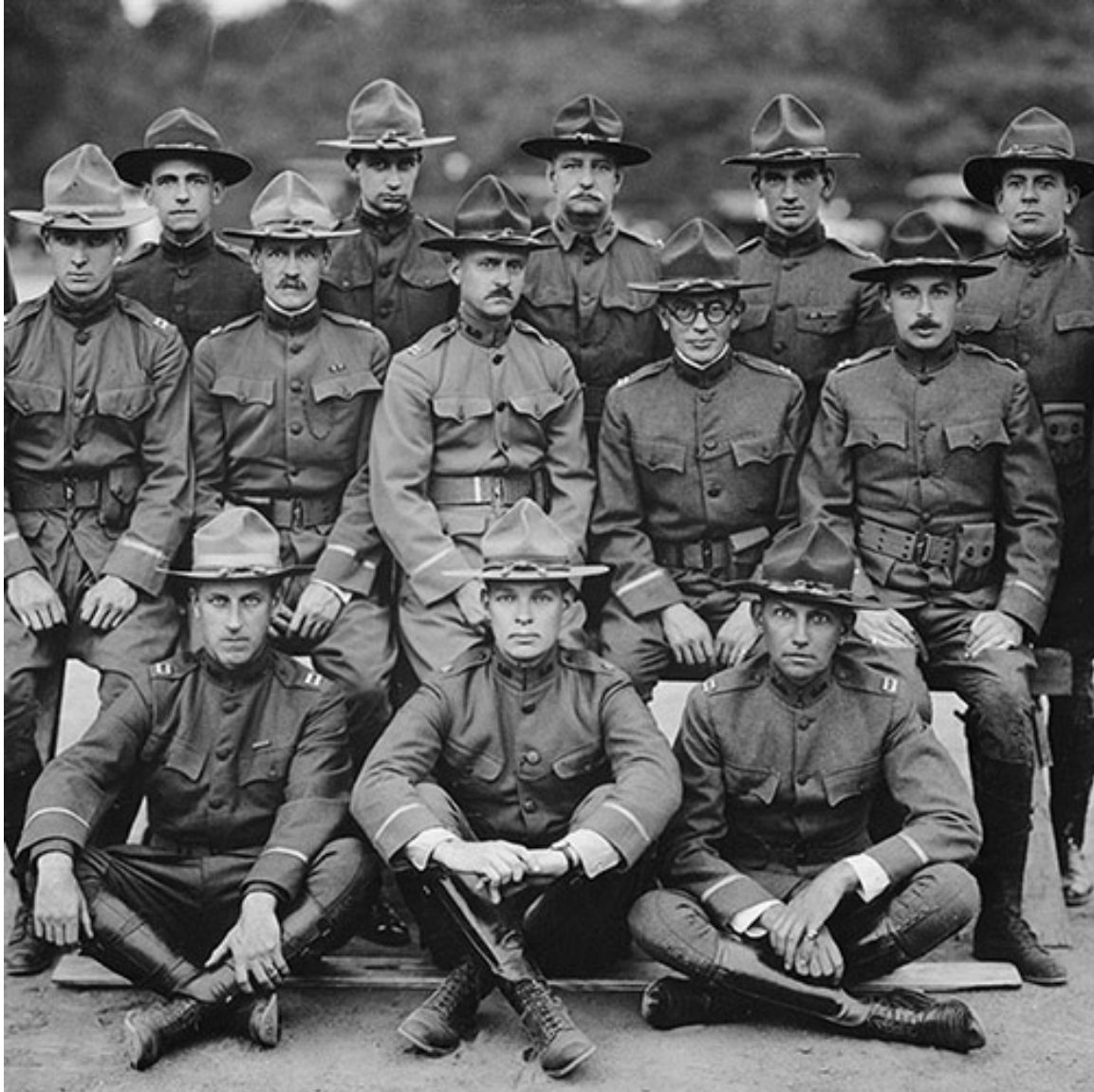
China, while worried about the intentions of Russia and Japan, joins the Allies, thinking its "friends" might not turn on China.

Lesson 7 Simulation Map



World empires before World War I (Facing History and Ourselves)

Lessons 8–10: The United States and World War I



U.S. officers in World War I (National Archives)

Why did the United States join World War I?

Lessons 8–10
DBQ

Historical Context: In 1917, President Woodrow Wilson declared that neutrality in the Great War was “no longer feasible” and that the United States had to intervene to make the world “safe for democracy.” But just years earlier, Wilson had promised neutrality, and the nation had little interest in getting tangled up in European conflicts. Between 1914 and 1917, however, as war raged in Europe, it became more and more difficult for the United States to remain neutral.

Task: Using the information from the documents and your knowledge of history, answer the questions that follow each document. Your answers will help you write the essay that follows: *Why did the United States join World War I?*

As you read documents A through D, answer the corresponding questions below:

1. According to President Wilson in Document A, why should the United States join World War I? Be sure to think carefully about your claim and to articulate it simply and clearly.

2. In Document B, how does Zinn criticize Wilson’s justification for joining World War I in Document A? Be sure to think carefully about your claim and to articulate it simply and clearly.

3. Why did the Zimmerman telegram in Document C pose a threat to the United States? Be sure to think carefully about your claim and to articulate it simply and clearly.

4. Based on the excerpt and the table in Document D, why did Lansing believe that the United States should support the Allied Powers in World War I? Be sure to think carefully about your claim and to articulate it simply and clearly.

DBQ Planning Page

Directions: Write a well-organized essay of no more than 400 words that answers the following question: **Why did the United States join World War I?**

In your essay, be sure to:

- Clearly answer the question being asked. **THINK before you write!**
- Use evidence from **at least** three of the documents provided.
- Include relevant outside information from your knowledge of U.S. history.

Thesis:

Piece of evidence 1:

Analysis:

Piece of evidence 2:

Analysis:

Piece of evidence 3:

Analysis:

Lesson 11: The Treaty of Versailles



Delegations at the signing of the Treaty of Versailles, 1919 (Wikimedia)

Should the United States have signed the Treaty of Versailles?

Lesson 11 Debate Planning Guide

DIRECTIONS: Answer the following questions to brainstorm ideas for your debate. Be as specific and as thorough as possible!

Your Task: Based on your assigned role (pro or con), should the United States have signed the Treaty of Versailles?

DIRECTIONS: Outline your debate below. Make sure that your arguments are simple, clear, and compelling. Then make sure the evidence you choose is convincing and supports your arguments.

- **Argument 1:**
 - **Piece of evidence 1:**

 - **Piece of evidence 2:**

- **Argument 2:**
 - **Piece of evidence 1:**

 - **Piece of evidence 2:**

Lesson 11 Do Now



"In Order to Get the Sugar," published by Chicago Tribune, 1919 (Ohio State University)

1. What are **two** things you notice about this image?
2. What are **two** questions you have about this image?