

Title: U.S. Foreign Policy and American Imperialism

Grade Level: 9-10

Subject/Content: U.S. History

Summary of Lesson: Students will conduct research, form a position about Imperialism, create and share a presentation

Focus Question: Was/Is American Imperialism good or bad for our nation?

Resource: *U.S. History in Context*

Procedures:

Steps/Activities by the Teacher:

- Determine expectations for presentation and make copies for students
- Prompt students by asking what they know about Imperialism and what the effects of Imperialism are (answers will vary, some negative and some positive)
- Allow time for responses
- Ask students if they consider Imperialism to be a good or bad thing
- Allow student to share opinions
- Provide and review presentation expectations with the class
- Provide students access to *U.S History in Context*
- Direct students to conduct independent research on Imperialism in effort to determine their position on the issue
- Direct students to check in with you upon deciding their position. Briefly discuss their decision with them and assure they have direction for continued research
- Allow time for research
- Allow time for preparing and sharing presentations

Steps/Activities by Student(s):

- Consider the positive and negative elements/ effects of Imperialism
- Consider your position on whether Imperialism is good or bad
- Engage in thoughtful discussion on Imperialism and your opinion
- Go over presentation expectations provided by teacher and ask questions
- Access *U.S. History in Context*
- Begin exploring resources on Imperialism in effort to form your position
- Check in with your teacher and briefly discuss your position
- Continue independent research for material for presentation
- Prepare presentation explaining whether Imperialism is good or bad and defend your position
- Share presentation and act as audience for other presentations

Outcome: Students will be able discuss the pros and cons of Imperialism

Related Activities: This lesson can easily connect to the following subjects

English Language Arts: Expand presentation element of project. Expand and detail research process.

Learning Expectation: Students will use their research skills to explore a variety of material on Imperialism. Students will form and express a position on an issue. Students will create and share a presentation.

Standards Alignment

Common Core State Standards

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (Anchor Standard)

CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9)

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (10)

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10)

CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10)

CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10)

CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (9-10)

Standard Source: Common Core State Standards Initiative (2010)