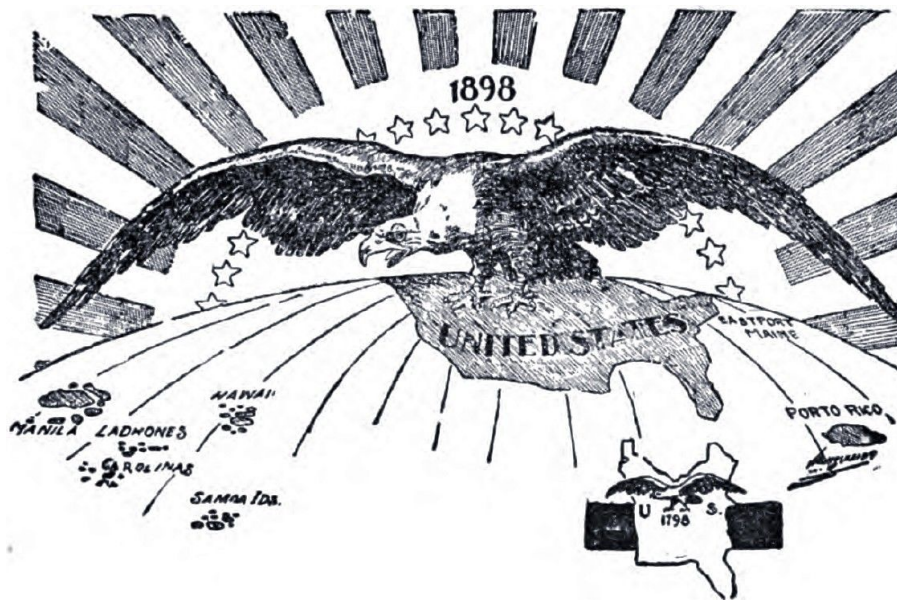


11th Grade Imperialism Inquiry Unit

How did American's role as a world power change between 1898 & 1928?



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

1898 cartoon "Ten Thousand Miles from Tip to Tip"

Originally published in the 19th century.

Scanned by [Infrogmation](#) via book "War in the Philippines" by Marshall Everet where it is attributed as being reprinted from the "Philadelphia Press". Uploaded by Infrogmation to [en.wikipedia](https://en.wikipedia.org) 2002-11-08 description page is/was [here](#).

Supporting Questions

1. How did various Presidents apply imperialism differently?
2. What caused the United States to shift away from isolationism to enter World War I?
3. How did propaganda shape the image people had about American during World War I?
4. Why did the United States avoid joining the League of Nations?

11th Grade World War II Inquiry

How did America's role as a world power change between 1898 & 1928?

California Social Studies Framework Key Idea & Practices	11.4.5: Explain Roosevelt's Big Stick diplomacy, Taft's Dollar Diplomacy, and Wilson's Moral Diplomacy, 11.4.6: Analyze the political, social, and economic ramifications of World War I on the homefront.
Staging the Compelling Question	Use Frayer Model to review the terms <i>imperialism</i> and <i>colonization</i> . Provide students with a list of justifications used to defend imperialism and allow them to define the justification and recall any examples learned during World History. Analyze a political cartoon that depicts imperialism.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did various Presidents (McKinley, Roosevelt, Taft, & Wilson) apply imperialism differently?	What caused the United States to shift away from isolationism to enter World War I?	How did propaganda shape the image people had about America during World War I?	Why did the United States avoid joining the League of Nations?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Complete the comparison graphic organizer for TWO political cartoons about presidential imperialism. Write a paragraph that compares the following: 1) point of view; 2) message; and 3) rhetorical devices.	Participate in a small group/class discussion about the causes for America's entrance into World War I. Teachers may use TWPS activity by comparing the two arguments.	Complete a HAPPY analysis chart for ONE political cartoon. Write a paragraph explaining the following: 1) purpose of the propaganda poster; 2) depiction of American ideals; 3) rhetorical devices.	Color a map and describe the changes as a result of the Treaty of Versailles on borders in Europe. Answer questions about the consequences of World War I and Wilson's 14 Points.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
Source A: Image bank. Political cartoons.	Source A: Woodrow Wilson's speech before Congress, April 2, 1917 Source B: Senator George B Norris' speech before Senate, April 4, 1917	Source A: Docs Teach Activity (National Archive) Source B: Image bank. Propaganda posters. Source C: Propaganda techniques	Source A: Map of Europe before & after World War I Source B: Consequence of World War I

Summative Performance Task	ARGUMENT Evaluate how the role of the United States as a world power changed between 1898 and 1918.
	EXTENSION Analyze anti-imperialist arguments and reasons the US did not join the League of Nations.
Taking Informed Action	UNDERSTAND The way countries justify expansionism and imperialism across the world. ASSESS The effects of imperialism on the colonized the resistances against colonial rule after World War I. ACT Read about contemporary resistances for self-determination.

Overview

Inquiry Description

The goal of this inquiry is to help students understand the various factors that caused America's role as a world power to change between 1898 and 1918. The compelling question engages students with the political and social factors that to America's shifts between isolationism and expansionism between the Spanish American War in 1898 and World War I in 1914. Students start with an examination the way imperialism is represented in political cartoons and how different presidents adopted their own imperial policies.

NOTE: This inquiry is expected to take four to five to 90-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries in order to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question "How did America's role as a world power change between 1898 and 1918?" students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence while acknowledging competing views.

Staging the Compelling Question

Teachers can stage the compelling question by having students review essential vocabulary and the justifications for imperialism that were covered in the World History course. Additionally, teacher may use a political cartoon showing Great Britain as an imperial power in the world.



English: American cartoon of John Bull (England) as an Imperial Octopus with its arms (with hands) in - or contemplating being in - various regions. (1888) Source: [Wikipedia](#)

Supporting Question 1

The first supporting question — “How did various president apply imperialism differently?” — initiates the inquiry by asking students to consider the justifications for American imperialism in various parts of the world. Beginning with the Spanish-American War, American presidents sought to expand political and economic power through through colonization efforts. Each president (McKinley, Roosevelt, Taft, and Wilson) enforced a different type of imperialism as evidenced by the justification of colonization different geographical regions. How did the geographical location influence the imperial policy and how did the president see America’s role shifting? It is important to consider the points of view of American politicians who support imperialism as well as the anti-imperialists and colonized peoples. The featured sources include several political cartoons representing the imperial policies enacted by each president. The formative performance task asks students to compare the representation of imperialism in political cartoons and to construct an analytical paragraph regarding the rhetorical strategies in the images. Teachers may scaffold this task by providing students with sample analyses and the graphic organizer called “See/Do/Mean/Matter” that will help students analyze political cartoons. Students may also use the chart that organizes interpretations of each political cartoon for the comparison paragraph.

Supporting Question 2

The second supporting question — “What caused the United States to shift away from isolationism to enter World War I?” — helps students focus on the first global conflict where imperialism was one of the main causes. Global competition with regards to imperialism and expansionism led to the formation of alliance in Europe. Additionally, the Industrial Revolution influenced the economic viability and perceived necessity to expand markets and access to natural resources. The United States remained neutral at the beginning of the war in Europe but eventually declared war in 1914 after several events. Students will focus on analyzing the historical context of these causes. The featured sources include two speeches about the reasons for the United States to declare war in 1917. One speech is by President Wilson and the other is by Senator George W. Norris. The formative performance task requires students to participate in a small group or whole class discussion where they will have to decide the primary cause for American’s shift away from neutrality to a declaration of war. In this discussion, students will refer to the documents they analyzed as evidence. Teachers may scaffold this task by providing students with sentence/question frames to be used during the discussion.

An additional task that may help students contextualize World War I would be to let students view short videos on the [History Channel website](#). Each of the these short videos (3-4 minutes) present information about the war ranging from the establishment of alliances, life in the trenches, and new technology. Because World War I in the United States history course focuses on more on the effects of the war on the home front, it is not necessary to review all of the details before the United States entered. However, if students require a little more background information, then viewing these videos could be useful. Allow students to select 4 or 5 videos to watch on their own. A graphic organizer is in Appendix D.

Supporting Question 3

The third supporting question — “How did propaganda shape the image people had about America during World War I?” — shifts the focus from the political context of World War I to the effects of World War I on the home front. The United States’ Committee on Public Information designed propaganda posters in order to increase support and funding for the war effort. These posters represent important contributions made by “regular” people in their daily lives. Additionally, the propaganda indicates the increasing necessity for the United States to increase its military efforts through recruitment. The featured sources include photographs and propaganda posters that represent the various goals of the

American government to shift public opinion about the countries support for the war effort. Students will use DocsTeach (National Archive) to analyze several primary sources for shifts in America as a world power as it is shown to people on the home front. The formative performance task is an analytical paragraph where students will evaluate the context and rhetorical devices of one propaganda poster. Teachers may scaffold this task with the “See/Do/Mean/Matter” organizer and information about characteristics of propaganda.

Supporting Question 4

The fourth supporting question – “Why did the United States avoid joining the United Nations?” – asks students to consider ways imperialism and participation in the war affected public opinion about engaging in international wars. While President Wilson offered his 14 points that attempted to offer a way of preventing future wars as a result of international competition, American politicians did not agree to the terms of his proposal. One specific problem was Article X of the League of Nations agreement that established the necessity for all countries within the League to declare war if another country was under attack or joined another war. The anti-imperialist stance won out in this argument as the United States did not join the League of Nations and instead saw the economic and political divisions in Europe continue to grow. Additionally, the Russian Revolution gained power as a socialist government led by Lenin was put in place. The featured sources include two maps; one map shows European borders before World War I and the second show the new borders as a result of the Treaty of Versailles. The second source includes statistics about the consequences of the war and a summary of Wilson’s 14 points. The formative performance task asks students to summarize the consequences of World War I for countries in Europe and the United States.

Summative Performance Task

At this point in the inquiry, students have examined the shift from isolationism to expansionism. Students should be expected to demonstrate the breadth of their understandings and abilities to use the evidence from multiple sources to support their claims. In this task, students construct evidence-based arguments responding to the compelling question “How did America’s role as a world power change between 1898 and 1918?” It is important to note that students’ arguments could take a variety of forms, including a detailed outline, poster, or essay.

Students’ arguments likely will vary, but could include any of the following:

- The United States required more natural resources and needed to defend international territories to support the Industrial Revolution.
- The United States continued its expansionism established by the ideas of Manifest Destiny and the Monroe Doctrine to the international stage in order to compete with growing powers like England and Austria-Hungary.
- In order to compete at an international level, the United States needed to gain the support of its citizens through nationalistic propaganda that changed the image of the government for the American people.

Students could extend these arguments by investigating the individual events and the negative impact of imperialism on the colonized (Philippines, Hawaii, Cuba, Mexico, China, etc.) Additionally, students could evaluate the anti-imperialist stances by reviewing newspapers and political speeches.

Supporting Question 1

Featured Source

Source A: Image bank. Political cartoons about American imperialism.

Image 1: [“Declined With Thanks”](#). Editorial cartoon showing Uncle Sam as a large, fat man. President William McKinley, as a tailor, is measuring Uncle Sam for larger clothing. Anti-expansionists, led by Joseph Pulitzer, are holding bottles of medicine labeled “Anti-Expansion Policy” and spoons; they say, “Here, take a dose of this anti-fat and get thin again!” Uncle Sam replies, “No, Sonny! I never did take any of that stuff, and I’m too old to begin!”

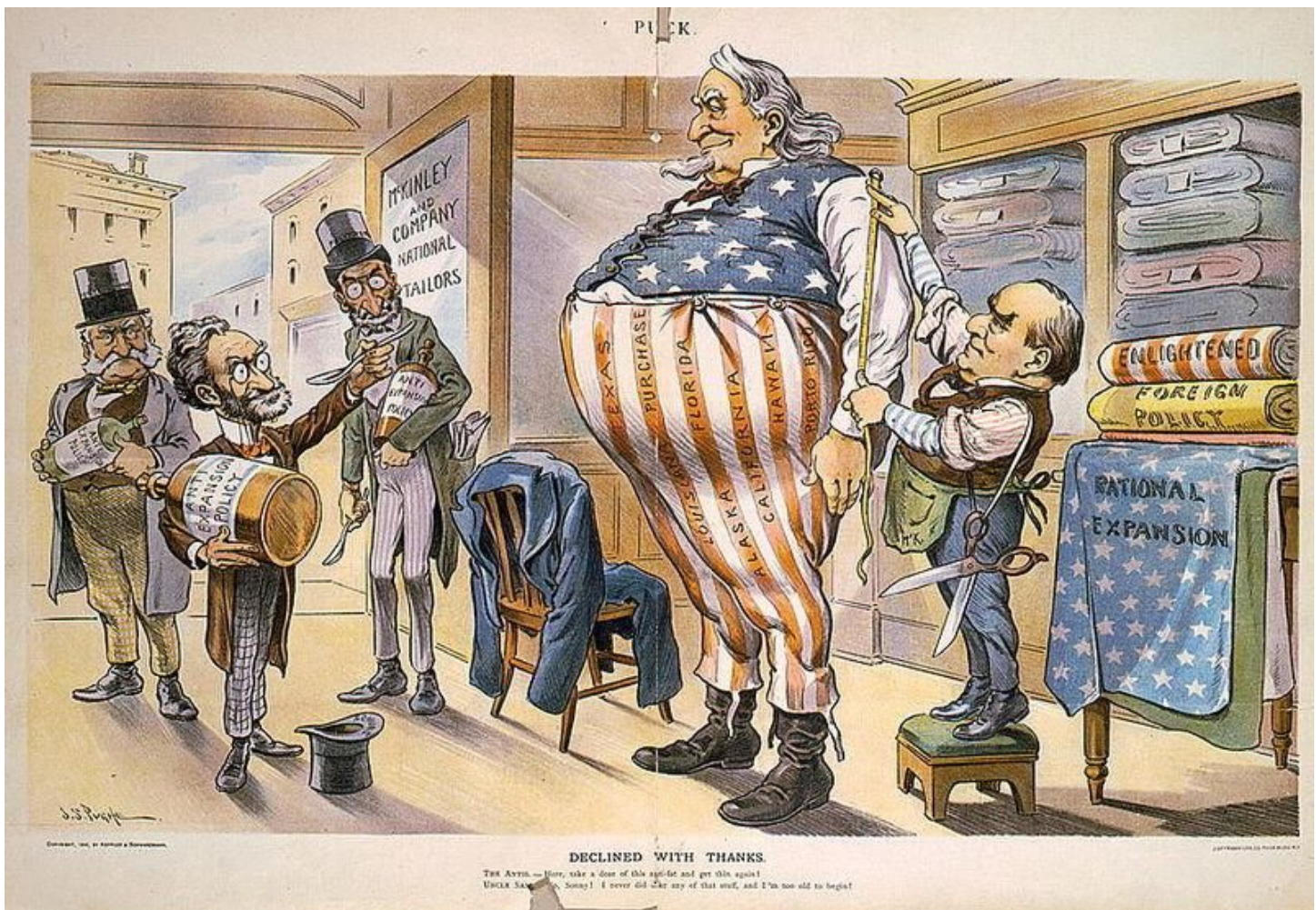


Image 2: 1914 cartoon by [John T. McCutcheon](#) illustrates the United States liberated former Spanish colonies from their oppressor[2] (*Chicago Tribune* 1914)



Image 3: [Theodore Roosevelt and his Big Stick in the Caribbean \(1904\)](#)



Image 4: [Wilson's Fourteen Points: European Baby Show](#). The infants presented to Woodrow Wilson are labeled to represent the various claims of the English, French, Italians, Polish, Russians, and even the enemy. Political cartoon, 1919.



Presidents of the Progressive Era – Sample Graphic Organizer

Clues for Cartoon Analysis

Source Various political cartoons

Context Use your timelines and textbook!

Directions Choose at least four cartoons and analyze their message.

Additional clues

Measuring Uncle Sam - the character in the suit is McKinley.

The Big Stick - Roosevelt was known for the phrase “speak softly and carry a big stick.”

Uncle Sam & Taft - Taft, who was known for being a large man (about 300 pounds), is trying to fit into Teddy Roosevelt’s Rough Rider uniform (the uniform Roosevelt wore as a soldier in the Spanish-American War).

Wilson’s Moral Diplomacy - a “pipe dream” is an unrealistic or foolish dream.

The Rainbow - the character in this cartoon is Wilson/

Cartoon Title	Context: What else was going on at this time that relates to this cartoon?	Main characters/ symbols: What do you see in this cartoon?	Overall message

Supporting Question 2

Featured Source

Source A: Woodrow Wilson's Speech to Congress, April 2, 1917

On February 3, 1917, the Imperial German Government announced that German submarines would attack all ships approaching Great Britain, Ireland, and other ports controlled by enemies of Germany. Below are excerpts of President Wilson's speech before Congress on April 2, 1917.

... The new policy [of the Imperial German Government] has swept every restriction aside. Vessels of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom without warning and without thought of help or mercy for those on board, the vessels of friendly neutrals along with those of belligerents. . .

... The present German submarine warfare against commerce is a warfare against mankind.

It is a war against all nations. American ships have been sunk, American lives taken . . . but the ships and people of other neutral and friendly nations have been sunk and overwhelmed in the waters in the same way. There has been no discrimination. . .

... Neutrality is no longer feasible or desirable where the peace of the world is involved and the freedom of its peoples, and the menace to that peace and freedom lies in the existence of autocratic governments backed by organized force which is controlled wholly by their will, not by the will of their people. . .

... The world must be made safe for democracy . . . We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but I of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.

Source: President Wilson's Declaration of War Message to Congress, April 2, 1917; Records of the United States Senate; Record Group 46; National Archives. Accessed 6/20/14. <http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=402>



Supporting Question 2

Featured Source

Source B: George W. Norris' speech to the Senate, April

Following President Wilson's speech before Congress requesting a declaration of War against Germany, Senator George W. Norris gave the following response on April 4, 1917.

... The resolution now before the Senate is a declaration of war. Before taking this momentous step, and while standing on the brink of this terrible vortex, we ought to pause and calmly and judiciously consider the terrible consequences of the step we are about to take. We ought to consider likewise the route we have recently traveled and ascertain whether we have reached our present position in a way that is compatible with the neutral position which we claimed to occupy at the beginning and through the various stages of this unholy and unrighteous war. . .

... There are a great many American citizens who feel that we owe it as a duty to humanity to take part in the war. Many instances of cruelty and inhumanity can be found on both sides. Men are often biased in their judgment on account of their sympathy and their interests. To my mind, what we ought to have maintained from the beginning was the strictest neutrality. If we had done this, I do not believe we would have been on the verge of war at the present time . . .

... We have loaned many hundreds of millions of dollars to the Allies in this controversy. While such action was legal and countenanced by international law, there is no doubt in my mind but the enormous amount of money loaned to the Allies in this country has been instrumental in bringing about a public sentiment in favor of our country taking a course that would make every bond worth a hundred cents on the dollar and making the payment of every debt certain and sure. Through this instrumentality and also through the instrumentality of others who have not only made millions out of the war in the manufacture of munitions, etc., and who would expect to make millions more if our country can be drawn into the catastrophe, a large number of the great newspapers and news agencies of the country have been controlled and enlisted in the greatest propaganda that the world has ever known, to manufacture sentiment in favor of war.

It is now demanded that the American citizens shall be used as insurance policies to guarantee the safe delivery of munitions of war to belligerent nations. The enormous profits of munition manufacturers, stockbrokers, and bond dealers must be still further increased by our entrance into the war. This has brought us to the present moment, when Congress, urged by the President and backed by the artificial sentiment, is about to declare war and engulf our country in the greatest holocaust that the world has ever known. . .

Source: Norris, George. "Against Entry Into War." *Congressional Record*, 65th Cong., 1st Sess., Vol. LV, pt. I, pp. 212-13. Accessed 6/20/14.

<http://stuff.mit.edu/afs/athena/course/21/21h.102/www/Norris,%20Against%20Entry%20into%20the%20War.html>

Supporting Question 3

Featured Source

Source A: Docs Teach Activity: “Americans on the Home Front Helped Win World War I”

Students may access the [Docs Teach activity](https://www.docsteach.org/activities/teacher/americans-on-the-homefront-helped-win-world-war-i) through any device or on the iPad app. Students do not have to complete the final paragraph, as it is written in the pre-designed lesson. However, this is a free website and teachers can create an account to edit or revise the activity as needed.

<https://www.docsteach.org/activities/teacher/americans-on-the-homefront-helped-win-world-war-i>

Americans on the Homefront Helped Win World War I

Seeing the Big Picture

Created by the National Archives



About this Activity

Created by:
National Archives Education Team

Historical Era:
The Emergence of Modern America
(1890-1930)

Thinking Skill:
Historical Analysis & Interpretation

Bloom's Taxonomy:
Analyzing

Grade Level:
Middle School

START ACTIVITY

In this activity, students will match documents to visualize ways that Americans contributed to the war effort on the home-front during World War I. Students will see a payoff image related to the armistice celebration and reflect on the sacrifices made during wartime.

Supporting Question 3

Featured Source

Source B: Image bank. World War I Propaganda posters.

Source C: Propaganda techniques

This [website](http://www.learnnc.org/lp/editions/ww1posters) includes a number of propaganda posters created during World War I for students to use in their analysis paragraph.

<http://www.learnnc.org/lp/editions/ww1posters>

This [website](https://www-tc.pbs.org/weta/reportingamericaatwar/teachers/pdf/propaganda.pdf) includes definitions of different propaganda techniques that artists use to express their ideas.

<https://www-tc.pbs.org/weta/reportingamericaatwar/teachers/pdf/propaganda.pdf>

Supporting Question 4

Featured Source

Source A: Maps of Europe before and after World War I



Source: *Regional Extensions*, 1999

Supporting Question 4

Featured Source

Source A: Consequences of World War I Reading

The End of World War I and the Consequences

1. **Death.**

Russia	1.9 million dead; 9.5 m dead/wounded/missing (76% of its soldiers.)
France	1.4 million dead; 6.2 m dead/wounded/missing (73%)
Britain	.9 million dead; 3.2 m dead/wounded/missing (36%)
Germany	1.8 million dead; 7.2 m dead/wounded/missing (65%)
Austria	1.2 million dead; 7 m dead/wounded/missing (90%)
USA	.1 million dead; .4 m dead/wounded/missing (8%)

2. **Versailles Peace Conference.**
 - The leaders of the most powerful allied nations meet near Paris to write a peace treaty.
 - Leaders of France Britain, Italy and the US control the conference.
 - Russia is not invited because it now has a communist government, and Germany is also not allowed to participate in the conference.
 - President Wilson of the US hoped to make a permanent peace using his "Fourteen Points"; this does not happen completely.
 - France, Britain, and Italy are angry with Germany and want revenge and punishment.
 - Germany must sign the following agreement or be invaded:
 - Germany loses land to Poland, Czechoslovakia, France and Denmark.
 - Germany loses all of its colonies to Britain, France, and Japan.
 - Germany may not have an army on its border with France.
 - Germany must agree that it alone was guilty of starting a war.
 - Germany may not have an army of more than 100,000 men.
 - Germany may not have an air force or a navy.
 - Germany must pay reparations to France, Britain, Belgium, and the US (money which will repair damage caused by the war)
 - Germany may not be a member of the League of Nations
 - The war left Germany very poor and the treaty slows down economic recovery.
 - The new democratic government of Germany looks weak to the German people when the government agrees to accept this treaty.
 - Many Germans promise to get revenge for this unfair treaty.

3. Only parts of President Woodrow **Wilson's Fourteen Points**, a plan for a permanent world peace, is used by the Allies.
 1. No alliances. Especially no secret agreements between countries.
 2. The ships of neutral nations must not ever be attacked.
 3. No tariffs on imports.
 4. Smaller armies, no bigger than police forces.
 5. Colonies fairly distributed; rights of the peoples in colonies respected.
 6. Russia must decide its own future (no one should interfere in its revolution)
 7. Belgium must be neutral.
 8. All French territory must be returned to France.
 9. All Italians should live in Italy.
 10. The peoples of the Austrian Empire should decide their own future.
 11. The borders of the new countries in Central Europe should fit each nationality/
 12. The peoples of the Turkish Empire would decide their own futures.
 13. Poland should be independent.
 14. A League of Nations should be formed to keep peace in the world.

4. Revolutions

- The empires in Russia, Austria, and Turkey are broken up, and several new countries are formed from their territory.
- The empire in Germany is reduced in size and territory is taken from it and given to France, Denmark, Poland, and Lithuania.

5. Many new **Democratic Republics** are founded in Europe. Most of these governments are weak, inexperienced, faced with serious problems, and most don't survive. By the 1930s most countries in Europe are ruled by dictators who allow few political freedoms: especially Spain, Poland, Germany, Italy, Yugoslavia, and Hungary.

6. **Communism and Socialism** become popular political ideas. These ideas attracted people who were tired of governments controlled by rich men, governments which did not seem to care about the needs of the majority of citizens. People were attracted to socialism and communism because they wanted more equality of wealth.

- Russia ruled by the Communist party from 1917-1991.
- Socialist parties became powerful in Austria, Germany, Italy, France, and Britain.
- Anti-communist, and anti-socialist parties become powerful as well.

7. **National Independence Movements.** As old empires were defeated, different nationality groups who wanted their own governments declared independence.

- Some were successful and got their own countries. (Latvians, Estonians, Lithuanians, Finns, Poles, Czechs, Slovaks, Hungarians, and Slavs.)
- Others were denied independence and were bitter. (Arabs, Jews, Indians, Armenians, Ukrainians, many Africans, and many Asians were denied the right to create independent countries.

8. **Weapons Innovation Continues.** The success of planes, tanks, submarines, machine guns, huge cannons, and rockets in World War I cause military leaders to improve these weapons very rapidly.

9. **International Peace Organizations.** A League of Nations is set-up to keep peace in the world. Many countries involved agree to limit the number of weapons they have. Many countries agree never to attack each other. However, the hatreds of World War I have not been solved. Most of these efforts at permanent peace are forgotten in the 1930s.

10. **Anger with the Peace of 1919.** Germany is bitter and feels humiliated. Italy does not feel that it was rewarded enough for its efforts in the war. Communist Russia wants to reclaim its lost empire.)

Appendix A: See/Do/Mean/Matter

This graphic organizer is designed to help students evaluate the historical context and construction of argument in political cartoons. The steps require students analyze the elements of a political cartoon to determine the cartoonists perspective about a particular topic. Here is a sample of how the analysis might look with regards to a political cartoon about the Spanish-American war.

Political Cartoon Analysis

STEP 1: Write a 1-2 sentence summary of the time period the cartoon references. Describe the major people, places, and/or conflicts.

This cartoon was created in 1898 as a result of the Spanish American war. It was published in *Judge* Magazine. McKinley was President. The United States was growing in economic, political, and military power at the international level. The United States navy was the largest in the world.

STEP 2: Complete the chart identifying and interpreting the cartoon.

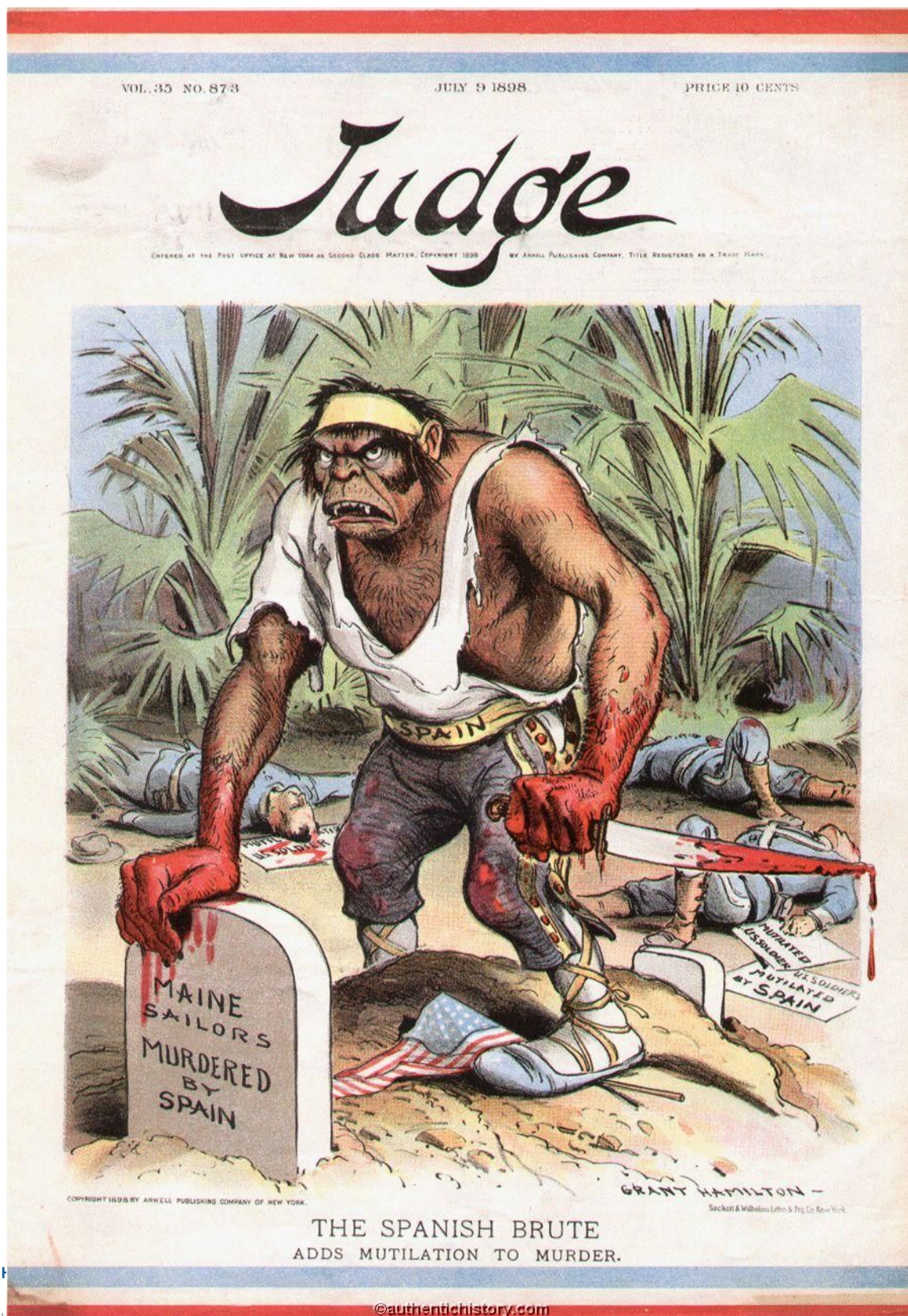
SEE What do I see?	DO What techniques does the cartoonist use?	MEAN What does it symbolize? Why is it depicted that way?
Ape/monkey American flag Dead soldiers Sword with blood Headstone "Maine soldiers" Jungle Belt that says "Spain" Title "The Spanish Brute"	Symbolism Captions/labels Exaggeration Color	Ape/monkey – Spanish Dead soldiers – soldier of the Maine Jungle – site of war Colors – show emotional reaction American flag being crushed/attacked
MATTER What is the cartoonist trying to say to the viewer?		
The cartoonist created an example of yellow journalism to incite an emotional reaction to the attack of the USS Maine. It exhibits the power of the newspapers during this time period to share information with readers in the United States. The demonizing view of the Spanish was used in order to gain support for entering a war to defend American honor and retaliate for the death of soldiers.		

STEP 3: Write a complete paragraph explaining the purpose and meaning of the political cartoon. Use the following to guide the structure of your paragraph.

- Topic Sentence (use historical summary statement)
- Evidence and Interpretation (analyze at least 2 elements of the cartoon)
- Concluding Sentence (what is the cartoonist trying to teach the viewer?)

Example:

This cartoon, originally published in *Judge* magazine, exhibits one emotional response to the sinking of the U.S.S. Maine during the Spanish American War. In 1898, the United States entered into a war with Spain, but it was fought in the Philippines and in Cuba where the United States proved the power of its navy. The image of the ape wielding a bloody sword in the center of the picture represents a demonizing view of the Spanish to show how monstrous it was to sink a United States ship. The vibrant blood dripping to the ground overwhelms the pale red of the United States flag being trampled on by "the Spanish Brute," which tries to represent the Spanish as unnecessarily violent. As an example of yellow journalism, this cartoon is used to encourage Americans to support entering a war with the Spanish. The cartoonist's message is very clear based on the title and central image of the monstrous character standing over the cemetery of dead American soldiers.



Appendix B: Think-Write-Pair-Share

This activity is intended to help students develop a shared response to an open-ended question or the lesson essential question. Each step will require that students take notes on their own ideas, the opinions of their partner, and responses during the whole class discussion.

The scaffolded discussion is based on students' exploration of the determined topic and include sentence frame to support academic language development. The organizer is an excellent formative assessment so the teacher to address misconceptions during the discussions.

Partner's Name: _____ Reading or Topic Discussed: _____

Open-ended Question or Prompt	What I Concluded (speaking)	What My Partner Concluded (listening)	What We Will Report (Consensus)
	<ul style="list-style-type: none"> I concluded that... because... It seems to me that... because... In my opinion... because 	<ul style="list-style-type: none"> Just to confirm, you believe... because... If I understand you correctly, you are saying... 	<ul style="list-style-type: none"> We concluded that... because... We agree that..., but we disagree about... because

Connections: Jot down at least two other ideas that were reported along with the name of the reporter.

Ideas:

- _____
- _____
- _____

Reporter:

Reporting on class discussions:

- (Classmate's Name) pointed out that...
- (Classmate's Name) indicated that...

Extension Questions:

1. _____
2. _____

Appendix C: Historical Thinking Skills Chart

The HAPPY Analysis chart allows students to analyze a primary source using their historical thinking skills. This process of sourcing, contextualization, and analyzing a document is an important step so that students can corroborate historical narratives with multiple opinions. Students should reference specific evidence from the primary source to support their interpretation of each historical thinking skill.

H-A-P-P-Y - Analysis Chart

Essential Question:

Document Type _____ **Author/Creator** _____ **Time Period** _____

<p style="text-align: center;">Historical Context</p> <p>When and where was this document created? What background information will help us understand the document?</p>	<p style="text-align: center;">Audience</p> <p>Who is the intended audience and what do we know about them? How are reliability & accuracy affected?</p>
<p style="text-align: center;">Purpose</p> <p>Why or for what reason was this source produced? What was the authors/creators goal?</p>	<p style="text-align: center;">Perspective</p> <p>What aspects of the author's identity affect his/her argument? What bias does the author have that is seen in the document?</p>

Why

Why is this document significant to the time period?
How does this document help answer the essential question?

Appendix D: Historical Video Note-Taking Guide

This organizer is intended to be used when students are building background information about a particular topic using short videos. The 3-2-1 summary strategy requires students interact with the content by reviewing the main ideas and by posing questions about the content and its relation to the current topic of study. Additionally, this allows students to choose the videos they want to view; hopefully, they will choose topics with which they are unfamiliar.

Title of Video:
3 Facts:
2 Questions:
1 Summary:

Title of Video:
3 Facts:
2 Questions:
1 Summary:

