

Policeman of the World: America's Burden?



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This module sits inside a unit in which students study several primary and secondary sources relating to American Imperialism in the late 19th and early 20th centuries. After engaging in this research, students will write an argumentation essay.

GRADES

11 - 12

DISCIPLINE

Studies

COURSE

U.S. History

PACING

② N/A

Section 1: What Task?

Teaching Task

Task Template 2 - Argumentation

Should America be the Policeman of the World? After reading primary & secondary sources on American Imperialism during the late 19th and early 20th century, write an argumentation essay in which you address the question and argue whether or not the United States has a responsibility to be the Policeman of The World. Support your position with evidence from the text(s). Be sure to (acknowledge; refute) competing views.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11—CCR text complexity band independently and proficiently.

WHST.11-12.1

Write arguments focused on discipline-specific content.

WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Texts

Beveridge Speech1898 Albert J. Beveridge Campaign Speech

George Hoar Senate Speech 1899 George F. Hoar Senate Speech

% The Annexation of Hawaii. Digital History

- A New History of the United States

 Fenton, Edwin (Ed). A New History of the United States. New York: Holt, Reinhart and Winston. 1969.
- President McKinley's Speech to a Methodist Children's Group McKinley, William. A President's Decision. Speech to a Methodist Church group. November 1899.
- The Monroe Doctrine

Theodore Roosevelt. "The Roosevelt Corollary to The Monroe Doctrine." A Documentary History of the United States: 6th Edition. Comp. Richard D. Heffner. Australia: Mentor Publishing, 1999. 259-261.

- United States Acquisitions and Annexations "United States Acquisitions and Annexations." America: Pathways to the
- Platt Amendment

"The Platt Amendment." Documents Relating to American Foreign Policy From 1898 to 1914. www.mtholyoke.edu/acad/intrel/platt.htm. 2 April 2000

- Open Door Notes
 - John Hay. "First Open Door Note." Paper Relating to the Foreign Relations of the United States. Comp. Jim Zwick, George Welling, Gary Wiersema. Netherlands: Department of Alfa-information, 1997.
- Anti-Imperialist League
 Anti-Imperialist League. "We Must Perfect Imperialism." American Issues: Volume II. Comp. Irwin Unger,
 Robert R. Tomes. New Jersey: Prentice Hall, 1999. 97-99.
- The March of the Flag

Albert J. Beveridge. "The March of the Flag." Constructing the American Past: Volume II. Comp. Elliot J. Gorn, Randy Roberts, Terry D. Bilhartz. Massachusetts: Addison Wesley Longman Inc., 1999. 91-93.

- Imperialism Political Cartoon
 - "Uncle Sam Wished to Add Another Star to His Flag." The Spanish-American War in Viennese Cartoons. www.marktwain.about.com/arts/marktwain/library/texts/bl_vienna_cartoons.htm. 8 April 2000.
- Businessmen Supporting an Agressive China Policy
 The American Asiatic Association. "The American Asiatic Association Organizes Businessmen in Support of an Aggressive China Policy." Enduring Voices: Volume II. Comp. James J. Lorence.
 Massachusetts: D.C. Heath and Company, 1996. 132.
- The White Man's Burden

 Roosevelt, Theodore. Manhood and Foreign Policy. Speech justifying and promoting imperialism. 1899.

 Kipling, Rudyard. "The White Man's Burden." McClure's Magazine February 1899
- Teacher Work Packet

Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes a general claim with an unclear focus.	Establishes a clear claim that addresses the prompt, with an uneven focus.	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.	Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic.
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim. Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the claim and supporting ideas. Consistently cites sources with minor formatting errors.	Includes well-chosen details, examples, and/or quotations from sources that fully support the claim and supporting ideas. Consistently cites sources using appropriate format.
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the argument, with some incomplete reasoning or explanations.	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization.	Groups and sequences ideas to develop a cohesive argument. Uses transitions to clarify the relationships among claim(s), reasons, and evidence.	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole. Uses varied transitions to clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors, while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose.	Consistently applies standard English conventions, with few errors. Demonstrates varied syntax and precise word choice. Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Policeman of the World: America's Burden?

Background for Students

In this module you apply what you learned in the unit on United States Imperialism in the late 1800s and early 1900s to assess whether the United States has a responsibility to be "Policeman of The World." You should draw on what you have learned in the unit and apply the reading, research, and writing skills you learned throughout the semester thus far.

Extension

The students will use their essays to narrate a video on American Imperialism in the late 1800s and early 1900s.

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > **TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING > **TEXT SELECTION**: Ability to identify appropriate texts.

ACTIVE READING > **ESSENTIAL VOCABULARY**: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > **NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.

POST-READING > **ENHANCING COMPREHENSION**: Ability to identify the central point and main supporting elements of a text.

POST-READING > **ACADEMIC INTEGRITY**: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING > **PLANNING** THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

DEVELOPMENT > **INTRODUCTORY PARAGRAPH**: Ability to establish a claim and consolidate information relevant to task.

DEVELOPMENT > **BODY PARAGRAPHS**: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, **EDITING**, **AND COMPLETION** > **REVISION**: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, **EDITING**, **AND COMPLETION** > **EDITING**: Ability to proofread and format a piece to make it more effective.

REVISION, **EDITING**, **AND COMPLETION** > **FINAL DRAFT**: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	SHORT RESPONSE WITH BULLETS Write a bulleted response as a brainstorm of United States foreign conflicts as it relates to the task.	Meets expectations by responding thoroughly.	Link United States foreign policy in the late 1800s and early 1900s to United States foreign policy today. • Provide readings to establish timeline. • Discuss student responses. • Clarify timetable and support plans for the task.
15 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	BULLETS In your own words, what are the important features of a good response to this prompt? Rewrite the task prompt in your own words and share out.	Meets expectations by paraphrasing prompt accurately.	 Share examples of type of text students will produce (either from past students or from professional writers). Identify or invite students to identify key features of examples. Pair students to share and improve their individual bullets. Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.
Reading	Process			
40 mins	PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.	NOTES For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.	Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology). Includes reasonable evidence that work is credible and/or worthy of study.	 Provide citation guide and discuss why each element of citation is needed. Ask students to brainstorm what makes an author credible and/or worthy of study. Provide access to research sources for students to assess the texts. Note: for an "after researching" task, add teaching and time for students to select the texts they will use.
20 mins	ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	VOCABULARY LIST In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.	 Lists appropriate phrases. Provides accurate definitions. 	 After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
35 mins	ACTIVE READING >	NOTES	• Identifies	Teach a sample format for note taking.

	NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.	relevant elements. Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).	Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).
20 mins	POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.	SHORT REFLECTIVE ENTRY FOR EACH TEXT What is the author trying to accomplish? Which parts of the text show you that?	Answers questions with credible response.	 Invite students to brainstorm ways to figure out any author's intent. Invite students to share and discuss their answers for each text. After the discussion, allow them to add to their entries.
15 mins	POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.	DEFINITION AND STRATEGIES Define "plagiarism" and list ways to avoid it.	 Provides accurate definition. Lists several appropriate strategies. 	 Discuss respect for others' work to assemble evidence and create texts. Discuss academic penalties for stealing others thoughts and words.
Transition	on to Writing			
15 mins	BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.	BULLETS In a quick write, note what you know now that you've read about (content).	No scoring	 Discussion-based strategies, such as seminar. Small group discussion using question.
Writing	Process			
1 hr	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.	OUTLINE/ORGANIZER Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.	 Creates an outline or organizer. Supports opening claim. Uses evidence from texts read earlier. 	 Provide and teach one or more examples of outlines or organizers. Invite students to generate questions in pairs about how the format works, and then take and answer questions.
40 mins	DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.	OPENING PARAGRAPH Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.	 Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. 	 Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

			Identifies key points that support development of argument.	
2 hrs	DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.	INITIAL DRAFT Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	 Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	Encourage students to re-read prompt partway through writing, to check that they are on track.
1 hr	REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	MULTIPLE DRAFTS Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	 Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	 Sample useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues.
30 mins	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	 Provides draft free from distracting surface errors. Uses format that supports purpose. 	 Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
1 hr	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL PIECE Turn in your complete set of drafts, plus the final version of your piece.	Fits the "Meets Expectations" category in the rubric for the teaching task.	None

Instructional Resources

Student Handout

Teacher Work Packet LDC Module US Imperialism.doc

Teacher Resource

LDC Module US Imperialism.doc

Section 4: What Results?

Student Work Samples

Advanced

4 Advanced.docx

Meets Expectations

3 Meets Expectations.docx

Approaches Expectations

2 Approaches Expectations.docx

Teacher Reflection

Not provided

All Attachments

% The Annexation of Hawaii. Digital History: https://s.ldc.org/u/9kak4zu9xrgxhsb3tk84ignkv

- Teacher Work Packet: https://s.ldc.org/u/7pdtrd4dd82rl6wd3ib00pjo5
- 4 Advanced.docx : https://s.ldc.org/u/4dk7d6shr0jx7ks7jqiu0qxwl
- 3 Meets Expectations.docx: https://s.ldc.org/u/3rixam4pzor1kp6eqvecrcaj0
- 2 Approaches Expectations.docx : https://s.ldc.org/u/eqn5j2tgo4y3pbezfwu30t9vp
- Teacher Work Packet LDC Module US Imperialism.doc: https://s.ldc.org/u/8fjjcp7j1w09j0zfirn7f7lfx
- LDC Module US Imperialism.doc: https://s.ldc.org/u/b53trmzewelerpqf7yibix88x