

## Placing U.S. Global Expansion

Elizabeth Mulcahy

**Subject(s):** World History, US History

**Key Words:** Expansion, Imperialism, Spanish American War, Teddy Roosevelt, Panama Canal, World War II

**Time Allotted:** 60 minutes

<b>Lesson Overview</b>	During the 19 <sup>th</sup> century the United States was motivated by Manifest Destiny to control land from the Atlantic to the Pacific Ocean. However, the leaders of the young nation were not satisfied with staying within the continent. From the Monroe Doctrine forward, the US expanded its international political and economic influence while gaining numerous territories. Students will explore this movement of global expansion through a GIS Story Map and Library of Congress primary sources.
<b>Compelling Question</b>	How did the United States become a global political, economic, and military power?
<b>Supporting Questions</b>	Why did the U.S. expand globally in the 19 <sup>th</sup> and early 20 <sup>th</sup> centuries? How did the U.S. expand and to where? What was the impact of expansion? How did the US benefit? What were the long-term costs of expansion?
<b>Learning Objectives</b>	Student will be able to: <ul style="list-style-type: none"> <li>• Locate territories of the United States</li> <li>• Explain how the United States gained international territories through military action, treaties, and trade., expanded their political influence, and</li> <li>• Explain how the United States benefited economically through cash crops such as sugar and new trade routes.</li> <li>• Explain how the United States benefited politically in global power with new military bases and diplomatic influence.</li> <li>• Explain why the U.S. expanded globally to specific locations because of accessibility of resources and strategic locations for international diplomacy</li> <li>• Analyze the costs versus the benefits of global expansion</li> <li>• Connect Theodore Roosevelt to US expansion in through his Roosevelt Corollary</li> <li>• Understand that US expansion led to involvement in WWI and the Treaty of Versailles</li> </ul>
<b>C3 Standards &amp; Practices</b>	D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.  D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

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	<p>D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.His.2.9-12. Analyze change and continuity in historical eras.</p> <p>D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p>D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</p>
<b>Materials/ Resources</b>	<p>Story Map Journal Link - <a href="https://arcg.is/4r1zj">https://arcg.is/4r1zj</a></p> <p>Computers and headphones</p> <p>Student Response Guide (Graphic Organizer) – separate attachment</p> <p>Access to Stanford History Education HATs Assessments</p>
<b>Modifications/ Extensions</b>	<p>The Great War Extension Questions and Assessment</p> <p>Stanford History Education HATs Assessments</p> <ul style="list-style-type: none"> <li>• <a href="#">American Imperialism</a></li> <li>• <a href="#">Explosion of the USS Maine</a></li> <li>• <a href="#">Opposition to the Philippine-American War</a></li> <li>• <a href="#">Connections to the Philippine-American War</a></li> </ul>

### Contextual Essay

In the 21<sup>st</sup> century, the United States is defined as a world power for its economic and political influence. This status did not happen overnight, but was a step-by-step expansion that occurred across a century. After the United States won the War of 1812 over Great Britain and solidified itself as an independent nation, the country moved towards its own territorial expansion. To take a stand against continuing European interference in the Western Hemisphere, President Monroe issues his doctrine announcing to the world that the U.S. is the leading power in the Americas. Europe should stay an ocean away. After fulfilling its Manifest Destiny, the US expanded globally through purchasing territory, winning conflicts, and putting diplomatic pressure on other nations. In East Asia, the US pushed the door open by landing the fleet of Commodore Perry on Japanese soil laying the foundation for years of future trade. At the end of the 19<sup>th</sup> Century the US stood up to European powers in its push to make China open to trade with all nations. At the same time, the Spanish American War provided the context for gaining the majority of U.S. territories after fulfilling the Monroe Doctrine promise and aiding Caribbean and Southeast Asian nations in the movements for Independence against Spain. The larger than life personality of Theodore Roosevelt emerged as the face of American global expansion. Through his rise to notoriety in the Spanish American War to his display of military power with the Great White Fleet, and then the economic investment into the Panama Canal, Teddy took center stage. The annexation of territories that desired their independence such as Hawaii and the Philippines, gained the U.S. the reputation as an imperial nation from conquered peoples who saw the U.S. as hypocrites. Finally, the United States moved from a peripheral world influence to taking the

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center stage with victory in WWI. Having crossed the Atlantic to aid European nations, the United States would be the leading diplomatic and military influence on world affairs.

### **Teacher Preparation Instructions**

Depending on the student level the story map can be divided into sections, and the teacher can guide the entire class through the activities. Students can also independently complete the response guide or discuss with other students. Some students may need guidance on using GIS tools on the maps such as turning on layers, searching, clicking on map points, or measuring distance.

For a United States history class, this lesson is situated in between the Civil War and World War I. However, it can be after WWI as a culmination of the US becoming a world power with the World Wars. It builds upon the Louisiana Purchase and even the industrial revolution with the technical and military advancements with transportation.

For a World History class, this lesson can be used in parallel with European imperialism of the late 19<sup>th</sup> century. Comparisons can be made with British expansion in Africa and Asia, and concepts such as White Man's Burden. It is useful as part of the causes of World War I and US involvement. The story map can also be part of discussion as to the rise of Japan and Russia in years leading up to WWII.

### **Instructional Procedures/Process (Explain the instructional steps to your activity)**

1. Students discuss what it means to be a world power and who would they consider to be world powers in the 21<sup>st</sup> Century. The teacher can guide this conversation and connect to who would have been considered world powers in the 18<sup>th</sup> century.
2. The teacher will explain that students will explore how the United States gained world power and
3. Students will complete the student response guide as they work with the provided materials in the story map. The teacher will decide if this is done as a class, small groups, partners, or as individuals.
4. The teacher will collect the student response guides to check for understanding.
5. The teacher will decide whether to assign the extension activity on the Great War with the assessment on Wilson's Fourteen Points.
6. The teacher will conduct a classroom discussion (organization is up to the teacher) on teacher created questions or on student created questions from the story map activity.

### **Closure (Activity/Procedure that brings the lesson/activity back to the guiding questions)**

The teacher can start the discussion with a silent four corners activity. As the teacher poses the statements below, students silently go to a corner of the room matching their opinion of each statement (i.e. strongly agree, agree, disagree, strongly disagree).

- The United States is an empire.
- U.S. territories should become independent.
- The U.S. should continue to follow the Monroe Doctrine and Roosevelt Corollary.

Students will have a class discussion/seminar that answers the compelling and supporting questions with information from the story map. Students will have their response guide as a resource. Then

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students will pose questions they have about the expansion of the United States. This can be done as a Socratic seminar, fish bowl, Harkness discussion, or another format of the teacher's choosing. The teacher can also pose questions such as:

- Is the United States an Empire?
- Should U.S. territories become states, remain territories, or become independent?
- Does the U.S. still follow the Monroe Doctrine and Roosevelt Corollary?

\*\*If the extension questions on the Great War are assigned then the following statement and question can be added to the discussion.

- Congress should have passed the Treaty of Versailles and the Fourteen Points.
- Why did Congress not pass the Treaty of Versailles and Fourteen Points?