

Week 10

10/12

Expansion – Assignment #30

11.4 Trace the rise of the US to its role as a world power in the 20th century.

I. Expansion – Assignment #30

-Answer the following prompt in one sentence.

Why did the United States want to have colonies?

II. Time Line

-Flow Map-

A. Boxes:

1. Top Box:

a. Title of the "event".

b. Answer: What is the "events" connection to US expansion?

2. Below Boxes:

a. Left Box = DATE of this "event".

b. Right Box = ICON representing "1b" connection to US expansion above.

B. "Events"

1. Cuban War for Independence, p. 144

2. Dupuy de Lome Letter, p. 145

3. *USS Maine*, p. 146

4. Teller Amendment, pp. 146 & 150

5. Annexation of Hawaii, p. 143

6. Treaty of Paris, 1898, p. 149

7. Foraker Act, p. 156

8. Election of 1900, p. 150

9. Platt Amendment, p. 157

10. Panama Canal, p. 158

11. Jones Act, p. 153

III. Explanations

-Answer the following prompt in one sentence.

How did the United States become an empire around the turn of the 20th century?

Use two key "events" from your flow map above in your answer.

Identification Terms: #'s 4 & 7 -11.

10/13

Open Door Policy – Assignment #31

11.4.1 List the purpose and effects of the Open Door Policy.

Open Door Policy – Assignment #31

-modified Cornell Notes-

****IF ABSENT, THEN TAKE NOTES BASED ON THE EXCERPT GIVEN BELOW FOR PART I. FOR PART II, THEN TAKE NOTES FROM PAGE 140 IN THE TEXT BOOK: "US POWER GROWS IN THE PACIFIC". FOR PART III AND PART IV, THEN TAKE NOTES FROM PAGES 153 – 154: "THE UNITED STATES PURSUES INTERESTS IN CHINA".**

I. Silk Wall

When We Landed in Japan Commodore Matthew Perry

As the atmosphere cleared and the shores were disclosed to view, **the** steady labors of the Japanese during the night were revealed in the showy effect on the Uraga shore.

Ornamental screens of cloth had been so arranged as to give a more distinct prominence as well as the appearance of greater size to the bastions and forts; **and** two tents had been spread among the trees. **The** screens were stretched tightly in the usual way upon posts of wood, **and** each interval between the hosts was thus distinctly marked, **and** had, **in** the distance, **the** appearance of paneling. **Upon** these seeming panels were emblazoned the imperial arms, **alternating** with the device of a scarlet flower bearing large heart-shaped leaves. **Flags** and streamers, **upon** which were various designs represented in (festive) colors, **hung** from the several angles of the screens, **while** behind them thronged crowds of soldiers, arrayed in a costume which had not been before observed, **and** which was supposed to belong to high occasions only. **The** main portion of the dress was a species of cloth of a dark color, **with** short skirts, **the** waists of which were gathered in with a sash, **and** which was without sleeves, **the** arms of the wearers being bare.

All on board the ships were alert from the earliest hour, **making** the necessary preparations. **Steam** was got up and the anchors were weighed that the ships might be moved to a position where their guns would command the place of reception. **The** officers, **seamen**, **and** marines who were to accompany the Commodore were selected, **and** as large a number of them mustered as could possibly be spared from the whole squadron. **Many** of the officers and men were selected by lot, **and** when the full complement, **which** amounted to nearly three hundred, **was** filled up, **each** one busied himself in getting his person ready for the occasion. **The** officers, **as** had been ordered, **were** in full official dress, **while** the sailors and marines were in their naval and military uniforms of blue and white.

Before eight bells in the morning watch had struck, **the** *Susquehanna* and *Mississippi* moved slowly down the bay. **At** the same time with this movement of our ships, **six** Japanese boats were observed to sail in the same direction, **but** more within the land. **The** government striped flag distinguished two of them, **showing** the presence on board of some high officials, **while** the others carried red banners, **and** were supposed to have on board a guard of soldiers. **On** passing the peninsula which separated the former anchorage from the bay below, the preparations of the Japanese on the shore came suddenly into view. **The** land bordering the head of the bay was decorated with a long stretch of painted screens of cloth, **upon** which was emblazoned the arms of the Emperor. **Nine** tall standards stood in the center of an immense number of banners of diverse lively colors, **which** were arranged on either side, **until** the whole formed a crescent of variously tinted flags, **which** fluttered brightly in the rays of the morning sun. **From** the tall standards were suspended broad pennons of rich scarlet which swept the ground with their flowing length. **On** the beach in front of this display were ranged regiments of soldiers, **who** stood in fixed order, **evidently** arrayed to give an appearance of martial force, **that** the Americans might be duly impressed with the military power of the Japanese.

<http://www.fordham.edu/halsall/mod/1854Perry-japan1.html>

In the left column write a one sentence response to this....

What is the significance of a miles long silk wall along the shores of Tokyo Bay?

II. Japan

In the left column write a one sentence response to this....

What interest did the United States have in Japan?

III. China

In the left column write a one sentence response to this....

Predict: How would the United States get involved in China?

IV. John Hay

In the left column write a one sentence response to this....

Predict: How will the United States influence the course of history in Asia?

****Summary**

1. Draw a line below the very last line of notes/commentary.
2. Drop down a line and write the word "Summary"
3. Summarize all four points of your notes including the three main lecture points, the three commentaries, and the three sets of notes from the text book by answering the question below:
-How did the ideas of the Open Door policy evolve and then become accepted?

Identification Terms: #'s 12 - 15.

10/15

Imperial Policies – Assignment #32

11.4.4 Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.

I. Imperial Policies – Assignment #32

A. Spheres of Influence

-What is a "sphere of influence"?

B. Tree Map, pp. 156 – 163

A. Imperial Policies

-Sub-Topics

1. "big stick"
2. "dollar diplomacy"
3. "moral diplomacy"

-Tiers

1. Which president?
2. Glossary definition
3. Everything Else = historical context = everything else about this policy.

C. Relations

-Answer the following prompt in one sentence.

- How did these policies affect US-Latin American relations?

II. Portrait

A. Choose one of the above presidents.

B. Draw a portrait of this president (p. 703) within a scene depicting his imperial

policy.

Identification Terms: #'s 9, 11 – 15.

10/16 & 10/19

The Great War – Assignment #33

11.4.5 Trace the rise of the United States to its role as a world power in the 20th century with an emphasis on analyzing the political, economic, and social ramifications of World War I on the home front.

I. Homework

A. Unit 3 Identification Terms DUE

B. Quiz 4

II. The Great War – Assignment #33

A. The Scope

-Explain what the contextual clues within the text would be to determine in which category a World War I issue would be for each category:

- 1. cause (before World War I)**
- 2. mobilization (during World War I)**
- 3. peace/result (after World War I)**

B. Posters (landscape)

-Each poster must include:

- 1. Title (topic)**
- 2. Glossary definition**
- 3. Category: Cause/Mobilization/peace (result)?**
- 4. Explain the connection to US involvement in World War I.**
- 5. Draw a picture of the above explanation.**

C. Assignments:

-One topic per group:

- 1. Neutrality 175**
- 2. Unrestricted submarine warfare 176 & 179**
- 3. *Lusitania/Sussex* 176 – 177**
- 4. Zimmermann Note 179**
- 5. Selective Service 180 – 181 & 183 – 184**
- 6. War Industrial Board (WIB) 181 – 182**
- 7. Committee of Public Information (CPI) 182, 184**
- 8. Espionage Act 184**
- 9. Red Cross 185**
- 10. 19th Amendment 183 & 185**
- 11. Great Migration 186 – 187**
- 12. Fourteen Points 193 – 194**
- 13. Self – determination 194**
- 14. League of Nations 194 & 196**
- 15. Reservationists 196 – 197**
- 16. Treaty of Versailles 197**

- 17. Red Scare 201 – 202**
- 18. Creditor Nation 203**

Today's ID Terms: #'s 15 – 25