

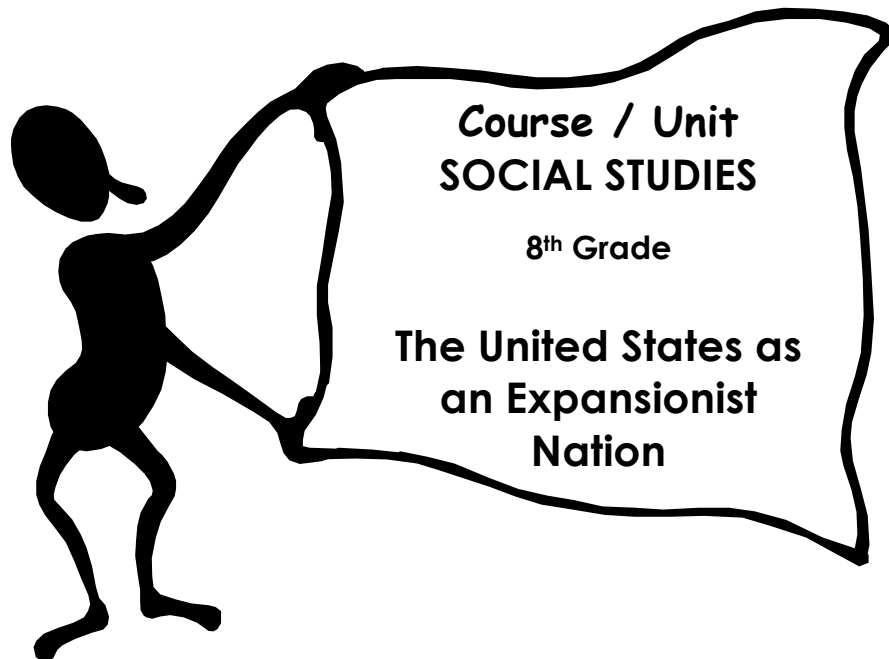
New York City Department of Education Magnet Program District 25 & 28

School Name

ASPIRES

25Q185

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Essential Question: How does a Nation balance its own needs with the needs of the World?

Suggested Time Frame: 4 Weeks

Theme: Social Justice

Graphic Overview of Unit

Suggested Time Frame: 6 weeks

Essential Question: How does a Nation balance its own needs with the needs of the World?

Unit name: **THE U. S. AS AN EXPANSIONIST NATION**

Mini-unit name

EARLY FOREIGN POLICY OF THE UNITED STATES

Mini-unit name

AMERICAN OVERSEAS EXPANSION IN THE LATE 1800's

Mini-unit name

SPANISH AMERICAN WAR AND ITS OUTCOME

Mini-unit name

AMERICAN FOREIGN POLICY FOR LATIN AMERICA

Mini-Units

* It is recommended that each mini-unit end with a standardized test that reflects the state / city assessment

Unit's Culminating Project: (briefly explain in 2-3 sentences):

An American territory (i.e. US Virgin Islands, Puerto Rico, American Samoa) has decided to declare its independence from the United States and has turned to you as a leader of the United States to support its bid for freedom. The Territory has no military significances but does have a history of aggression with some of its neighbors. Your country's population is split with supporting their independence because it has been speculated that your support will cause other territories to follow their lead and also request independence. You must decide if your Country will or will not support the Independence.

Stage 1- Desired Results

Standards-Based Learning Goals:

Social Studies Standard 1 – History of the United States and New York State – Key Ideas 1.1, 1.2, 1.3 and 1.4

Concepts

Big Ideas for this Unit

Is it socially just for a Nation to place its values and opinions onto another Nation?

**Magnet School Theme:
Social Justice**

How does the Big Idea in your unit connect to your theme?

Students will understand why the United States expanded its policies overseas sometimes without regard for social justice.

Enduring Understandings

- (Political) Decisions impact People everywhere
- The choices we make determine the future
- Choices are not easy to make, but they must be made
- There is more then one “right” answer to a question

Overarching Essential Question:

How does a Nation balance its own needs with the needs of the World?

Content and Skills

Content

Students will know...

Isolation, Commodore Perry’s mission, Treaty of Kanagawa, Japan, Purchase of Alaska, Seward’s folly, Imperialism, Expansion, Annexing Hawaii, Sphere of Influence, Open Door Policy, Boxer Rebellion, China, Pan American Union, Cuba, Remember the Maine, Spanish American War, Battle of San Juan Hill, Platt Amendment, Puerto Rico, Foraker Act, Philippines, Panama Canal, Yellow Fever, Monroe Doctrine Expansion, Roosevelt Corollary, Dollar Diplomacy, Mexico,

Skills

Students will be able to...

- **Identify & discuss Cause and Effect**
- **Identify & discuss Compare and Contrast**
- **Analyze, interpret & summarize Data**
- **Interpret Primary documents**
- **Analyze Sequence of Events**
- **Compare historical Timelines and Current events**
- **Express viewpoints and opinions in a Paideia seminar**
- **Produce a written report justifying a position**
- **Measure costs of involvement (monetary and Human)**
- **Differentiate ideologies and philosophies**

Stage 2- Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

G- (goal)

Students will be able to understand the different points of view and opinions of others when it comes to decision making for themselves and others while being able to explain why these decisions were made

R- (role)

World Leader

A- (audience)

Your Country's population and the Worlds population too!!!

S- (situation)

An American territory (i.e. US Virgin Islands, Puerto Rico, American Samoa) has decided to declare its independence from the United States and has turned to you as a leader of the United States to support its bid for freedom. The Territory has no military significances but does have a history of aggression with some of its neighbors. Your country's population is split with supporting their independence because it has been speculated that your support will cause other territories to follow their lead and also request independence. You must decide if your Country will or will not support the Independence.

P- (purpose and product)

Informative Speech – Persuasive speech to the United Nations. Although the students may refer to and explain other positions, they should express their decision and back it up with persuasive reasons

S- (standards for performance)

- **Speech to the United Nations**
- **Using lessons from history (prior knowledge and teachings)**
- **Present logical evidence for decision(s)**
- **Use 2 or 3 prior policies**
- **Clear stand must be presented**
- **Support for final decision must be given**
- **Use actual primary documents to justify your decision**

Student Task

In the space below, write the task exactly as students will see it. You should give this task to them on the first day of the unit. This way they know where they are going.

An American territory (i.e. US Virgin Islands, Puerto Rico, American Samoa) has decided to declare its independence from the United States and has turned to you as a leader of the United States to support its bid for freedom. The Territory has no military significances but does have a history of aggression with some of its neighbors. Your country's population is split with supporting their independence because it has been speculated that your support will cause other territories to follow their lead and also request independence. You must decide if your Country will or will not support the Independence.

Working in groups of 2 or 3 – With each member of the group required to speak

Your task is you must decide if your country should support their quest for Independence. You must address the World with your decision with a Speech to the United Nations that will be televised world wide.

To successfully accomplish this task your speech will be required to include following:

- **Take a clear stand on what you will decide to do – whether to decide to support the Independence or not (pro or con)**
- **Use prior knowledge and teachings to justify and support your decision**
- **Logical evidence must be presented supporting your decision**
- **Show prior policies sustaining your stand**
- **Roles can be assigned (i.e. President, Secretary of the State, Senator, Supreme Court Justice, etc.)**
- **Use a minimum of 2 primary documents (Laws, Bills, Executive Policies etc..) legitimizing your stand**
- **Approximate time speech should run is 5 – 7 minutes**

Rubric For Culminating Project

	Level 4	Level 3	Level 2	Level 1
Information	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Speech	Speech meets all requirements.	Speech meets 4 -5 requirements.	Speech meets 2-3 requirements.	Speech meets 0-1 requirements.
Understandings	Shows a complete understanding of the relevant ideas, concepts and shows substantial evidence and logic	Shows a adequate understanding of the relevant ideas, concepts and shows appropriate evidence and logic	Shows a limited understanding of the relevant ideas, concepts and shows some pertinent evidence and logic	Shows a little understanding of the relevant ideas, concepts and shows narrow evidence and logic
Organization	Speech is very organized with well-constructed evidence and logic.	Speech is organized with some-evidence and logic	Speech is organized, but evidence and logic is limited	The Speech appears to be disorganized with no evidence or logic
Mechanics	Well spoken, excellent eye contact, Powerful presentation with substantial evidence and logic.	Clearly Spoken. Good eye contact, Strong presentation with good evidence and logic	Speech is mostly read from paper with limited eye contact and limited evidence and logic	Speech is read directly from written document with no evidence and logic
Tasks	Product addressed all questions being answered	Product addressed most questions being answered	Product addressed some of the questions answered	Product addressed little or none of the questions being answered