<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Early 1900s U.S. foreign policy</th>
<th>Teacher</th>
<th>Lindsay Skillman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>11</td>
<td>Duration of Lesson</td>
<td>180 minutes</td>
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</tbody>
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**Lesson Topic**

This lesson examines the effects early 1900s United States’ foreign policy had on its’ international relationships.

**SC Standards and Indicators**

USHC-5.3 – Summarize United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt’s “big stick diplomacy,” William Taft’s “dollar diplomacy,” and Woodrow Wilson’s “moral diplomacy” and changing worldwide perceptions of the United States.

**Common Core Strategy(ies) addressed**

Reading Standards for Information Text
- Key Ideas and Details #’s 2-3
- Craft and Structure #’s 5-6
- Integration of Knowledge and Ideas #7 & 9

Reading Standards for Literacy in History/Social Studies
- Key Ideas and Details #’s 1-3
- Craft and Structure #’s 5-6
- Integration of Knowledge and Ideas #7-9

**Academic Vocabulary**

foreign policy, sphere of influence, Open Door policy, dollar diplomacy, moral diplomacy, big stick diplomacy, Monroe Doctrine, Roosevelt Corollary, Boxer Rebellion, Panama Canal

**Lesson Materials Needed (attached at end of lesson)**

Smart board, colored pencils/markers, poster board, iPads or computer lab, primary source analysis sheet

Teachers can download copies of these primary sources from the web sites that follow:

1. **Theodore Roosevelt’s Corollary to the Monroe Doctrine**

2. **William Taft’s Dollar Diplomacy**

3. **Woodrow Wilson’s Moral Diplomacy**
   [http://millercenter.org/president/wilson/essays/biography/5](http://millercenter.org/president/wilson/essays/biography/5)
In the late 1800s and early 1900s the United States started to develop into a nation that could compete economically and militarily with Europe. Towards the end of the 1800s the United States joined the trend of acquiring territories across the world. Some Americans believed the United States should not try to be a colonial superpower. Others believed the United States should show off how powerful, independent, technologically advanced and reformed they had become.

The United States had established close commercial ties to Cuba by means of sugar plantations and real estate. As a result of the Spanish-American War, the United States continued to use their military power to acquire new lands and/or political influence in territories such as Cuba, Panama, Guam and the Philippines. However, not all territories, like the Philippines, wanted America involved in their business. Arguments developed over how far the United States should go when it came to making foreign policy decisions.

America’s role in world affairs depended on the foreign policy of the current president. President Roosevelt’s “big stick” diplomacy said the United States would not be a threatening presence in the Western Hemisphere, but also would not hesitate to protect its interests. President Taft’s “dollar” diplomacy promoted American foreign investments to maintain international order. President Wilson’s “moral or missionary” diplomacy stated the role of the United States was to encourage democracy and moral progress in the world.

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<th>Lesson Set</th>
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| **Content Objective(s)** | Students will be able to:
1. Explain how Theodore Roosevelt’s foreign policy promoted American power around the world.
2. Examine the effectiveness of William Taft’s dollar diplomacy.
<p>| <strong>Literacy Objective(s)</strong> | Read, analyze and infer various primary sources that identify the impact various foreign policies had on America’s international relationships. |
| <strong>Lesson Importance</strong> | This lesson explores how the foreign polices of Presidents Roosevelt, Taft, and Wilson enhanced America’s military and economic power around the world. |
| <strong>Connections to prior and future learning</strong> | Indicator 5.2 explains the influence of the Spanish-American War had on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines. Indicator 5.4 analyzes the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson’s leadership in the |</p>
<table>
<thead>
<tr>
<th>Skill Development</th>
<th>Treaties of Versailles and the creation of the League of Nations.</th>
</tr>
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<tbody>
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<td><strong>Anticipatory Set/ Hook (Engage)</strong></td>
<td>Ask students how they would resolve a conflict between two friends. How might the United States try to resolve a conflict between two countries? What about a civil war conflict within another country?</td>
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</tbody>
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**Skill Development**

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

| Introduce content components | Presentation and/or discussion that explains the following:
1. America’s foreign policy after the Spanish-American War
2. Concerned areas that will be affected by foreign policy, such as China, Japan, and Panama
3. Foreign policies of Presidents Roosevelt, Taft and Wilson

**Use iPad app “American history timeline” to show the progression of these events** |

| “I do” Skill from objective introduce/explain/model | Teacher will display quotes from the foreign policies of Presidents Roosevelt, Taft and Wilson. Teacher will lead a discussion posing questions about the quotes. (Conduct a search on foreign policy on the Library of Congress website or download iPad app for the Library of Congress for examples. Or use the quotes and questions on the PowerPoint provided with this lesson.) |

**Guided Practice**

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

| “We do” Activity Description | Students will rotate at three primary source stations. Each station has one of the primary sources listed in the lesson materials section. Students will discuss and complete a primary source analysis sheet for each station. After students have completed each station, the class will discuss the pros and cons of each of these foreign policies. Students will work in pairs to create a newspaper article that explains the impact of one of the foreign policies discussed in this lesson.

**If iPads are available, students can pull these documents from the Library of Congress or National Archives apps or a google.com search** |

| Checking for Understanding—“Informal” Assessment | Teacher will review and clarify content by conducting a question/answer drill to check for understanding and comprehension. |

**Closure**

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

| Content Solidified | Students will work in pairs to create five potential multiple-choice or short answer test questions. Students will then switch papers with each other and answer their questions. |
Independent Practice

| **“You Do”** | Students will be given a real-world scenario of the United States’ relationship with another country. Examples include North Korea threatening to test nuclear weapons or Iran wanting nuclear weapons. Students will draft a one-page foreign policy response on how to deal with their country.

*Students can use their iPads to conduct research about their scenario.* |

Summative/ “Formal” Assessment

| **Assessment** | A standardized test will be used as a formal assessment. Questions will include teacher created multiple-choice and short answer questions. The teacher can also include the questions developed by the students from the closure activity. |

Differentiation

| **During Lesson** | The teacher can provide guided notes and/or graphic organizers to break down the content of this indicator further. For advanced students, more discussion questions and group work can replace teacher lecture. |
| **Assessment** | Struggling students could answer discussion questions to pre-selected articles related to their scenario and reduce the length of written paper. Advanced students could conduct a United Nations panel to discuss how to deal with their scenarios. |

Reflection

| **Lesson Reflection** (What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson) | Students understood what foreign policy was. Some students did not realize how involved we were in world politics. When I do this lesson differently I will review the pros and cons of why a nation should or should not be involved in world affairs.

Some students struggled with the language of the primary sources and lost focus because they did not understand what the source was saying. When I do this lesson again I will have them write down a list of words they do not understand. We will have a one-on-one and/or class discussion on what the words mean based on their context. Then I will have them read the document again and/or possible rewrite certain parts of the primary sources so they can understand the main ideas.

Some students wrote brilliant foreign policies related to their real-world scenarios. However, some students did not delve deep enough in their research so they short-changed their essay. For example, one student said “My foreign policy would be to just nuke Iran off the face of this earth”. This was the entire essay. When I do this lesson again, I will give a structured outline of what I’m looking for in their foreign policy response. |
Materials Needed for Lesson

| Lesson Materials and Handouts | Smart board, colored pencils/markers, poster board, computer lab, primary source analysis sheet  
Copies of primary source analysis sheet and primary sources listed above |