

## **Day One**

### **Topic**

1. Europe and America's social and economic justification for expansion.

### **Activities**

1. Begin with basic map exercise
2. Power Point Lecture
3. Primary Source analysis

### **Modifications**

1. For a middle school classroom, I would use guided notes for the lecture such as pyramid notes.

## **Day Two**

### **Topic**

2. Causes and effects of the Spanish American War and problems of American expansionism.

### **Activities**

4. Begin by reading the Monroe Doctrine and having students sum up its importance and meaning.
5. Define Expansionism.
6. Have the students create a chart listing what role American expansionism played in relationship to Spain, the Philippines, Cuba, Puerto Rico, Hawaii, and Samoa.
7. Have the students write a brief essay about a paragraph in length explaining why the Spanish American War is sometimes referred to as "a splendid little war."
8. Yellow Journalism Activity

### **Modifications**

1. For a middle school classroom, I would not use the Monroe doctrine, but a brief paragraph defining it. Also, I would guide the students through the Yellow Journalism activity showing how to make sensational headlines.

## **Day Three**

### **Topic**

3. Signing the Treaty of Paris and the birth of American Imperialism.

### **Activities**

9. Have the students work on the DBQ "The Treaty of Paris of 1899."

### **Modifications**

1. For a middle school classroom, I would simplify the question, remove unnecessary documents, and give more direction about the internal argument among Americans for and against imperialism.

## **Day Five**

### **Topic**

4. The ongoing debate among Americans of Imperialism.

### **Activities**

10. Have the students debate the two sides using political, moral, and economic arguments for and against American imperialism.

### **Modifications**

1. For a middle school classroom the basic premise for the arguments should be discussed or developed before the debate starts so the students have adequate knowledge of why Americans would be either for or against the policy.

## **Day 6**

Topic: Definition and Implementation of Progressivism

Suggested Activities:

1. Mini-lecture that covers the following material:
  - a. defining Progressivism as a class
  - b. aspects of Progressivism, i.e. negative aspects of industrialization, unethical business monopolies, unequal distribution of wealth, political corruption, urban decay, worker exploitation, unequal rights of poor, blacks, and women
  - c. Teddy Roosevelt furthering the Progressive cause, i.e. government regulation of big business, dissolution of corporate monopolies, environmental causes and conservation, tax reform, worker rights, labor laws for women and children, women's suffrage, fair election practices
  - d. Woodrow Wilson furthering the Progressive cause
2. Show political cartoons of the era that depict Progressive and anti-Progressive cause. Discuss each cartoon and what it means in terms of the information received in the mini-lecture.  
[www.history.ohio-state.edu/projects/uscartoons/GAPECartoons.htm](http://www.history.ohio-state.edu/projects/uscartoons/GAPECartoons.htm) or  
[www.boondocksnet.com/gallery/tr\\_intro.html](http://www.boondocksnet.com/gallery/tr_intro.html) are good websites for some Progressive Era cartoons.

Middle School Modifications:

You will need a simpler mini-lecture, with less detailed information and more explanation of some terms. The political cartoon activity will work better with middle schoolers if you stick 5 of the simpler cartoons.

## **Day 7**

Topic: Defining Progressivism Continues

Suggested Activities:

1. Students will work with nine major voices of the era.
  - a. Andrew Carnegie
  - b. Eugene Debs
  - c. William Dubois
  - d. Mother Jones
  - e. Robert LaFollette
  - f. Alice Paul
  - g. John D. Rockefeller
  - h. Teddy Roosevelt
  - i. Ida Tarbell

In a group, students will receive a little background information about the person they have been assigned. Then, they will receive a list of quotes on that person. They will synthesize this information and then report to the class on what their person thought of Progressivism. In the report they should use the evidence that they have to support their assertion.

Middle School Modifications:

This activity will work with middle school; however, I modified this from a History Alive activity on a press conference, and you might want to look at that instead. If you did it the way I have described, a middle school teacher would probably want to give fewer quotes and stretch this lesson over two class periods.

## Day 8

Topic: Muckraking, The Jungle, and Urban Life

Suggested Activities:

1. short (5 minutes) introduction to muckraking
2. read and discuss The Jungle excerpts (meat-packing factory parts)
3. Discussion: Can The Jungle be accepted as a primary source because it is fiction? Students should pick a position. A possible follow-up is a writing assignment on whether or not the student finds The Jungle to be an acceptable primary source because it is based in a real situation, or if it must be treated as fiction.

Middle School Modification:

I would not teach this novel to middle schoolers unless it was in a very pared-down form. If you used it, I would just pick a pertinent paragraph or two and talk about it with the kids.

## Day 10

Topic: The Results and Effects of Progressivism

Suggested Activities:

1. Short review verbally of what's been discussed this week.
2. Get partially blank chart from history text. On one side of the chart is a list of laws that resulted from Progressive activists. On the other side of the chart is a corresponding list of the movement and/or events that led to the law. White out one or the other side all of the way down the chart (there are 10.) Do the first one as a class, and then have students try to figure out the rest.

Middle School Modifications:

I would cut up the entire chart and have the kids put it back together and try to match the law with the movement/events.

## Day 11

## Topic: Causations of World War I

### Possible Activities

1. Image Based Lecture
  - a. Use pictures of the World leaders
  - b. Use Maps to demonstrate where the countries are and when they entered the war
2. World Leader Role Playing
  - a. Have students read scripts demonstrating which leader they are portraying and some of the reasons they enter WWI
3. The 1914 Calendar Activity
  - a. Have your students create a calendar revealing the important dates and what happened.
    - i. You could supply pictures and let them create the traditional calendar with images.
4. Color Coded Map Activity
  - a. Have your students color code a map to show pre-war alliances and wartime alliances
    - i. Have them include dates of entry into the War within the borders of each country

**We believe these activities are very workable on both the High School and Middle School levels.**

Days 12 and 13

## Topic: The Debate over American Involvement in the First World War

### Possible Activities

5. Primary Source Activity – The Lusitania
  - a. Have students analyze the legitimacy of Germany’s sinking of the Lusitania by investigating a list of its cargo and political cartoons from 1915.
  - b. Students will then read speeches and newspaper articles depicting Americans’ reactions to the sinking
    - i. Journaling on reluctance or willingness
6. Primary Source Activities – The Zimmerman Telegram
  - a. Have your students “Break The Code” and decipher the Zimmerman Telegram
  - b. Discuss reliability of this sort of espionage and how it contributes to willingness or reluctance to join in a war effort
    - i. Journaling on willingness or reluctance
7. Primary Document Analysis – Compare and Contrast Wilson’s Second Inaugural with Wilson’s War Message
  - a. Give your students document analysis sheets focused on comparing and contrasting documents.
  - b. Have them work in groups or lead the students through a guided comparison of these two documents
    - i. Journaling on elements of reluctance or willingness

### **Middle School Modifications**

**For Activity # 1 Lead a discussion about what cargo could be viewed as war materials and what would not. Have the students discuss if there is more threatening cargo or non-threatening cargo and if that matters (is this load a threat to Germany). How might Americans have reacted? Lead the students in a reluctance/willingness discussion. The teacher can read some excerpts from the speeches and articles and have students identify reluctance and/or willingness.**

**For Activity # 3 The teacher can assume the role of Woodrow Wilson and deliver the two speeches, don’t tell the students they are both by the same man. Prompt the students to note differences in tone in terms of the War in Europe. Ask the students to discuss each right after you read it, two**

**separate discussions on reluctance and willingness. Reveal to the students that the President gave both speeches. Have them journal on reluctance and/or willingness.**

Days 14 and 15

**Topic: The Debate over American Involvement in the post war world**

**Possible Activities**

8. Primary Source Activity – Woodrow Wilson’s 14 Points
  - a. Have students analyze the role that Wilson thought he was going to play at the peace conference.
  - b. Counterfactual: What if Wilson had not been so forward at pushing his plan on Europe?
    - i. Journaling on reluctance or willingness
9. Primary Source Activities – Selected Articles of the Versailles Treaty’s League Covenant
  - a. Group analysis of what the potential ramifications were for America, what would have to have changed?
  - b. Discuss the presence of willingness or reluctance on the League issues.
    - i. Journaling on willingness or reluctance
10. Primary Document Analysis – Wilson vs. Lodge and the Irreconcilables
  - a. Give your students document analysis sheets focused on comparing and contrasting documents.
  - b. Group discussion or debate on which group seems to be making the better arguments and why.
  - c. What kind of compromises might they have been able to reach based on their stances?
    - i. Journaling on elements of reluctance or willingness
11. Image and Document based lecture on the referendum of 1920
  - a. Discuss maps and speeches made by Wilson on his tour in 1919-1920
  - b. Discuss the election results in 1920 and the campaign styles, what is Normalcy?

**Middle School Modifications**

**For Activity # 1 Prepare a “translation” of Woodrow Wilson’s 14 points telling the students what it is that he wanted to do. Give them both copies and carry on with the activity as planned.**

**For Activity # 2 Attempt to list the types of changes America would have to make after reading the selection to your students. Discuss what those changes might mean for America.**

**For Activity # 3 Have the students create a T chart for the argument. What is good about the league and what is bad. Using the T Chart challenge the students to find a middle ground.**