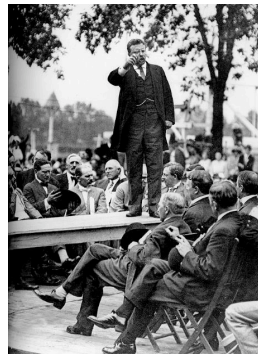


# The Emergence of Modern America

A McRAH Project created by  
Joe Bradley, Joe O'Brien, and Ali Schultz



“What a cohesive collaboration!” – Michael Ebner, author of *Creating Chicago’s North Shore*

“A innovative and creative unit!” – *The Chicago Tribune*

“Would you guys keep it down over there?” – Rick Holtz, group next door

## **Goals:**

- 1. The teacher wants to accomplish postholing across the unit; that is, we will go into depth, not breadth.**
- 2. The teacher will use primary sources to facilitate understand of the reluctance and/or willingness of America's emergences as a player on the world stage after World War 1.**
- 3. The teacher will encourage passion for the struggle Americans encountered as the country became a part of the modern era.**

## **Objectives:**

- 1. The students will gain appreciation for and become proficient at analyzing and discussing primary documents.**
- 2. The students will "do history" by engaging in the creation of an historical argument.**
- 3. Students will show greater proficiency with higher-order critical thinking and analysis skills through experience with documents and primary sources.**

# **Pedagogical Foundations for our Unit**

## **I. An overarching theme**

**A. We want to give our students a frame of reference, which will be referred to throughout the unit.**

**1. This theme shall be: “America: Reluctantly Becoming a World Power”.**

**B. This theme shall be reflected in an alternative assessment exercise.**

## **II. Postholing**

**A. Postholing is a great word to say.**

**B. Depth good. Breadth bad.**

**C. We will guide students’ in making connection that are consistent with our unit’s theme.**

## **III. Implementation of McRAH strategies**

**A. Student-centered learning activities.**

**1. We will strive not to love the sound of our own voices.**

**B. “Doing” history**

## **The Unit: Rationale**

### **Three Subtopics**

- 1. Imperialism: Lightly Bearded Joe**
- 2. Progressivism: Ali**
- 3. World War 1ism: Non-Bearded Joe**

**We settled on these three subtopics for these reasons:**

- 1. Each “ism” covers a major theme of the era and is a blanket under which to discuss every important issue we wish to cover.**
- 2. Three of them, three of us.**
- 3. Chronologically, these isms provide a natural order with which to progress through the unit.**
- 4. We ran these topics by Michael and he said they were effective, and yes, very logical divisions.**

## **Imperialism**

**Focus: Senate debate over Spanish-American War and role of US in the war in the Philippines.**

### **Topics:**

- 1. Urge to Expand**
- 2. Spanish American War**
- 3. Expansion Under Roosevelt**
- 4. American Involvement in World Affairs**

### **Activities:**

- 1. Debate on American involvement in Imperialism**
- 2. Power Point student-centered lecture for “the Urge to Expand”**
- 3. Yellow journalism newspaper creation activity**
- 4. DBQ**

# **YELLOW JOURNALISM ACTIVITY**

**Purple journalism activity to follow**

## **Progressivism**

**Focus: The Jungle as an illustration of Progressive thought**

### **Topics:**

- 1. Definition and Implementation of Progressivism**
- 2. Muckraking, The Jungle, urban life**
- 3. Results of Progressivism**

### **Activities:**

- 1. Defining/mini-lecture on roots of progressivism with political cartoon analysis**
- 2. Group activity with nine major voices of the era**
- 3. The Jungle excerpt, with authenticity discussion and images of urban life**
- 4. Muckraking writing assignment**
- 5. Evaluation: matching laws with aspect of Progressive movement**

## **World War 1**

**Focus: the debate and ultimate defeat of the treaty of Versailles**

### **Topics:**

- 1. Causations of World War 1**
- 2. Debate over American Involvement**
- 3. Making a Tenuous Peace**

### **Activities:**

- 1. World leader role-playing simulation**
- 2. Day-by-day calendar: possibly Sept./Oct. 1914**
- 3. Document-based learning: Zimmerman telegram, TR's ideas on American involvement**
- 4. Map activity: summary warfare, blockade economics**
- 5. Compare/contrast activity**
  - a. 14 Points vs. Versailles**
  - b. Versailles vs. Senate opposition**



# **Pedagogical Justification**

- 1. We expect that students learn more through the practice of post-holing.**
- 2. Hands-on activities engage students in the historical time period and encourage critical thinking.**
- 3. The formation of a historical argument (i.e. if America reluctantly or willingly became a world power) is an important skill that fosters higher-order thinking skills.**

## **Synthesis through Assessment Strategies**

### **1. DBQ**

### **2. Quizzing for factual knowledge**

### **3. Unit Journal**

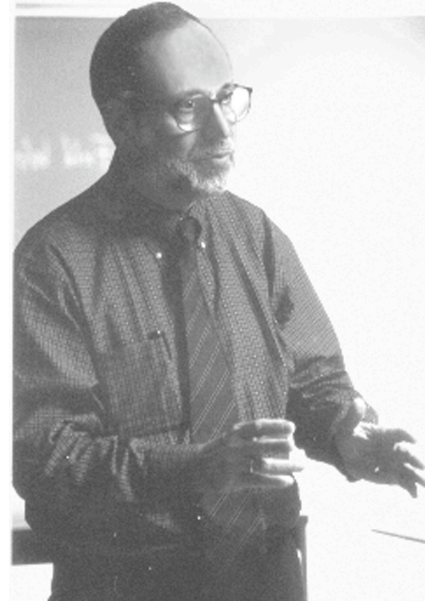
- **students will journal throughout the unit when the day's lesson reflects the reluctance or willingness of America on becoming a world power**

**.....this will lead to.....**

### **4. The Final Essay**

- **students will gather their journals and formulate an argument in a yes/no essay where they argue both sides of the problem and demonstrate their ability to see both sides**

## Some Very Helpful Resources:



- Michael Ebner
- *History Alive*
- Upton Sinclair's The Jungle
- [www.firstworldwar.com](http://www.firstworldwar.com)

## **Self Reflection: History Project as Group Process**

**Joe B: I don't think we really need to put this on the Elmo. I mean, I think I'm just going to stand there and say, yeah, so the group was good. You really think we need to put it up there?**

**Joe O: Friends, Romans, countrymen. I'd like to thank the Academy, Michael Ebner, Dawn Abt-Perkins, and all of the professors for inspiring me and lifting me to that next level. I'd also like to thank the new cohort and the Fellows for some really thoughtful discussion that helped our group to be successful. Also, my parents and my wife, for supporting me away from McRAH.**

**Ali: Did you notice that he didn't thank me or Joe for being part of the collaborative process? That's it, O'Brien, you're out of the group. We don't care if you're an All-Star collaborator.**

**And now..... heeeeeeeere's  
Michael!!!!**

