



ISD Virtual Learning

APUSH Period 7 Review: Spanish American War

April 24, 2020



APUSH

Lesson: April 24, 2020

Objective/Learning Target: Students will explain the similarities and differences in attitudes about the nation's proper role in the world and explain the effects of the Spanish-American War.

Warm Up

How does this political cartoon attempt to explain and justify the participation of the United States in the Spanish-American War?

What is an anti-imperialists counter argument to the message in this political cartoon?



Lesson Activity: Comparing Arguments

The following two documents address the controversial decision of the United States to annex the Philippines after the Spanish American War

Read the two documents then answer the following SAQ prompt using full sentences.

- A. Explain ONE piece of evidence President McKinley used to support his argument FOR the annexation of the Philippines
- B. Explain ONE piece of evidence Senator Hoar used to support his argument AGAINST the annexation of the Philippines.
- C. Summarize ONE effect the actions of the United States had on the Philippines.

Lesson Activity: Comparing Arguments

The initial decision whether or not to annex the Philippines was made by President McKinley. In the following excerpt, he explains why he recommended annexation to the U.S. Senate. He was speaking to a group of religious leaders when he made this statement.

I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed Almighty God for light and guidance. . . . And one night late it came to me this way . . .

1. That we could not give them back to Spain—that would be cowardly and dishonorable;
2. that we could not turn them over to France or Germany—our commercial rivals in the Orient—that would be bad business and discreditable;
3. that we could not leave them to themselves—they were unfit for self-government—and they would soon have anarchy and misrule there worse than Spain's was; and
4. that there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them, and by God's grace do the very best we could by them, as our fellowmen for whom Christ also died.

Lesson Activity: Comparing Arguments

U.S. Senator George F. Hoar represented Massachusetts in Congress from 1869 until his death in 1904, and was a major opponent of imperialism. The following excerpt comes from a speech Hoar made in January 1899, in opposition to the treaty annexing the Philippines.

. . . the question with which we now have to deal is whether Congress may conquer and may govern, without their consent and against their will, a foreign nation, a separate, distinct, and numerous people, a territory not hereafter to be populated by Americans. . . .

. . . under the Declaration of Independence you cannot govern a foreign territory, a foreign people, another people than your own . . . you cannot subjugate them and govern them against their will, because you think it is for their good, when they do not; because you think you are going to give them the blessings of liberty. You have no right at the cannon's mouth to impose on an unwilling people your Declaration of Independence and your Constitution and your notions of freedom and notions of what is good.

Lesson Activity: Video Questions

Watch [Crash Course US History: American Imperialism](#) and answer the following video questions.

1. Why does John Green argue the United States has “always been an empire?”
2. Summarize the economic motivations for American Imperialism in the late 1800’s.
3. Explain the historical significance of the Panama Canal and the purchase of Alaska.
4. How did the rise of nationalism motivate American imperialism?
5. What did “filibustering” used to mean?
6. Why did the United States annex Hawaii? Why does John Green argue it was treated differently than the Philippines and Puerto Rico after the War of 1898?
7. What did the United States claim caused them to go to war with Spain in 1898? How is this assertion supported by the Teller Amendment?
8. Why was the War of 1898 called a “splendid little war?”
9. What territories did the United States gain after the War of 1898?
10. What atrocities occurred during the Filipino War of Independence?
11. Why is Puerto Rico still not a state?
12. Summarize the arguments against imperialism that arose in the late 1800’s and early 1900’s.

Additional Unit 7 Resources - *America's History* 8th Ed. Review Videos

[Click HERE](#) to watch a review video on Chapter 21 (watch until 6:10 for imperialism review)

Additional Unit 7 Practice- Define and Review Key Terms

Chapter 21 Part 1

1. American Exceptionalism
2. Queen Liliuokalani
3. War of 1898
4. Sinking of the Maine
5. "Rough Riders"
6. Teller Amendment
7. Annexation of the Philippines
8. Insular Cases
9. Platt Amendment
10. Open Door Policy
11. Panama Canal
12. Roosevelt Corollary
13. Big Stick Diplomacy
14. Pancho Villa

Reflection

Can you think of examples in which the United States is still accused of imperialism today? What do you think the United States' proper place in the world?



ISD Virtual Learning

APUSH/ Period 7: The Progressives

April 24, 2020



APUSH

Period 7: The Progressives: April 24, 2020

Objective/Learning Target:

Compare the goals and effects of the Progressive reform movement.

Warm Up

The Gilded Age brought the Second Industrial REvolution to the US. What are some of the NEGATIVE changes this time brought to American Society?

The picture to the right might help you remember some of those negative changes.



Warm Up

The Gilded Age brought the Second Industrial REvolution to the US. What are some of the NEGATIVE changes this time brought to American Society?

The picture to the right might help you remember some of those negative changes.

Some negative changes are, failing farms so people have to move to cities to find work, women and children are working, alcoholism is on the rise, low wages and bad working conditions, inequality. There are definitely many more you could list.



Lesson Activity



The Progressive Movement: 1890-1920

-this movement consisted of reformers who wanted to use the federal government to help fix many of the social issues of the time.

-Labor

-Inequality

-Alcoholism

-Many More

What this [Crash Course](#) to learn more about these reformers: You will use this information in the practice section of this lesson.

Practice

Now you are going to do some research for some of the people that were a part of this Progressive Movement.

In your notes you should write the goals, and the effects of each person's work.

Jane Addams
Louis Brandeis
Eugene Debs
Walter Rauschenbusch
Jacob Riis
Ida Tarbell
Carrie Chapman Catt
Frederick Winslow Taylor
John Dewey
WEB Dubois
Samuel Jones
Alice Paul
William Haywood
Theodore Roosevelt
William Howard Taft

Carry Nation
Lincoln Steffens
Robert LaFollette

Upton Sinclair
Francis Perkins

Florence Kelley
Margaret Sanger
William James
Carlos Montezuma
Theodore Dreiser
Woodrow Wilson

Reflection

Now look at your list of Progressives and their work. Answer in your notebook:

1 Which Progressive was the most effective?
Use historical evidence to support your argument.

2. Which Progressive was the least effective?
Use historical evidence to support your argument.

