

UPLIFT Social Studies Unit Plan

Course	United States History (10 th Grade)
Unit Topic	Imperialism and Resistance
Designer(s)	J. Cyriac Mathew (email: jcyriacmathew@hotmail.com)
Unit Introduction	<p>This unit is primarily designed to get students to understand imperialism by making connections between the Spanish American War and the Iraq War, culminating in a project on military recruitment among CPS students.</p> <p>Too often traditional US history topics are taught too removed from issues affecting students today. Imperialism is a phenomenon that affects people worldwide, so rather than just look at US conduct after the Spanish American War as an example of imperialism, I wanted students to make the connection to US conduct today as an empire. The unit begins with a look at the Spanish American war, during which it is commonly accepted that the U.S. engaged in imperialism . But rather than fall into the trap of saying that imperialism was something only in the “past,” we look at the reasons behind the war in Iraq. With this understanding of an imperial US, a big portion of the unit is devoted to researching the question: what should young people know before joining the military? In addition to family connections to the military, many CPS students directly connect with the US empire through contact with military recruiters, military schools, and the consideration of military as an option after high school. The project was a presentation about information that high school students should know before they join the military. I videotaped the presentations were then compiled and edited into a 10-minute video that was posted to YouTube. I developed this unit as I taught it, and I’ve only taught it once so far. I have my own criticisms of the unit and I plan on changing things up the second time around. I was happy with the general framework for the unit and the idea of the final project. Overall, I felt the unit was successful because students learned a lot of information that is both important and directly relevant to their lives.</p> <p>*During the 3rd week of the unit, I went to Washington D.C. for a week, so I was not around. I had to leave work for students and they were responsible for preparing their presentations. When I returned, we went to the computer lab and they began making their PowerPoint presentations. They then presented their products. Being out definitely affected the quality of their work. You’ll see below that the daily activities are lacking in detail after the 2nd week because I was gone.</p>
NCSS Themes Emphasized	<input type="checkbox"/> Culture <input type="checkbox"/> Time, Continuity, and Change <input type="checkbox"/> People, Places, and Environments <input type="checkbox"/> Individual Development and Identity <input type="checkbox"/> Individuals, Groups, and Institutions <input checked="" type="checkbox"/> Power, Authority, and Governance <input type="checkbox"/> Production, Distribution, and Consumption <input type="checkbox"/> Science, Technology, and Society <input checked="" type="checkbox"/> Global Connections <input type="checkbox"/> Civic Ideals and Practices

Desired Results

Goals (This section should include standards identified in the department plan for this course.)

Illinois Learning Standards and Benchmarks

14.E.4 Analyze historical trends of United States foreign policy

15.A.4b Describe Gross Domestic Product (GDP).

16.B.4b (W) Identify political ideas from the early modern historical era to the present which have had worldwide impact

16.C.4a (W) Describe the growing dominance of American and European capitalism and their institutions after 1500.

18.C.4b Analyze major contemporary cultural exchanges as influenced by worldwide communications.

Illinois Social Studies Mandates

African American History

Civics

Consumer Education

Holocaust Study

Study of History of Women

Not Applicable

ACT Readiness Standards (Those standards checked will be a focus of this unit.)

Reading

Main Ideas and Author's Approach

Supporting Details

Sequential, Comparative and Cause-Affect Relationships

Meanings of Words

Generalizations and Conclusions

Other Goals (AP requirements, teacher generated goals, National Standards in Historical Thinking, or others)

Desired Results (continued)

Overarching (dept. and course) and Topical (unit) Understandings	Overarching (dept. and course) and Topical (unit) Essential Questions
<ol style="list-style-type: none"> 1. Imperialism is exploitation, oppression, and racism on an international level, and directly serves ruling class interests 2. The U.S. empire began most significantly with the Spanish-American war, but continues today 3. Working class youth of color are targeted for military recruitment in Chicago because of relatively fewer opportunities after high school 4. Empires can be challenged when ordinary people organize to resist them. 	<ol style="list-style-type: none"> 1. Why are some nations wealthier than others? 2. Who does the US empire benefit? Who is oppressed by the US empire? 3. How was U.S. involvement in the Spanish American war an example of imperialism? 4. How is the current war in Iraq an example of imperialism? 5. Why are there seven military high schools in CPS and none in suburban school districts?
Unit Objectives: Students will know and be able to ... (dept., course and unit)	
<p>Knowledge</p> <ol style="list-style-type: none"> 1. The history of Spanish American War 2. The history of the U.S. war of occupation in the Philippines 3. The history of the U.S. occupation of Cuba 3. The official and unofficial reasons for the war in Iraq 4. Specific information about joining the military: salary, benefits, money for college, requirements of the contract, the experience of racism and sexism, reality of war, post-traumatic stress disorder 5. Vocabulary: imperialism, empire, anti-imperialist, occupation, 	<p>Skills</p> <ol style="list-style-type: none"> 1. Read and interpret maps, charts, and graphs 2. Read and analyze historical documents 3. Engage critically with military recruiters 4. Speak publicly on the issue of military recruitment 5. Order simple sequences of events in uncomplicated literary narratives 6. Identify clear relationships between people, ideas, and so on in uncomplicated passages 7. Identify clear cause-effect relationships in uncomplicated passages

Assessment Evidence

This section should support the department plan for assessment.

Performance Task(s) (GRASPS Format) or Other Culminating Assessment Task

In groups of 3 -4, students will create a PowerPoint presentation that answers the question: “What Should Young People Know Before Joining the Military.”

Required Sections of the Presentation

- _____ **0. Introduction** (1 slide) - Introduce yourselves and explain the purpose of the presentation

- _____ **1. The History of American Empire** (2 slides)
 - *What is imperialism? How did the US practice imperialism in the Spanish American War?
 - *How did the people of Cuba and the Philippines feel about what the US being in their countries?

- _____ **2. The War in Iraq Today** (2 slides)
 - *What were the “official” reasons for invading Iraq? What are the other probable reasons?
 - *Should young people be signing up to fight in the Iraq war?

- _____ **3. The Poverty Draft in Chicago** (2 slides)
 - *What is the poverty draft?
 - *What connections does CPS have to the military? Why are there so many military schools in the Chicago Public Schools system compared to the suburbs?

- _____ **4. Enlisting in the Military** (2 slides)
 - *How much does the military pay? (Army, Navy Air Force, Marines)
 - *What does the military contract actually say? What happens if you sign it?

- _____ **5. The Promise of Money for College and Job Training** (2 slides)
 - *Does the military really help you pay for college? How much?
 - *What kind of job training does the military offer? Is it any good?

- _____ **6. Racism and Sexism in the Military** (2 slides)
 - *What kinds of discrimination do people of color experience in the military?
 - *What kinds of discrimination and violence do women experience in the military?

- _____ **7. The Reality of War** (2 slides)
 - *As a soldier, what do you experience in a war? What kinds of terrible things might you do?
 - *What challenges do soldiers face when they come home? What is post-traumatic stress disorder?

_____ **8. Taking Action: What You Can Do** (2 slides)

- *How does the No Child Left Behind Act make it easy for the military to contact students?
- *How can I keep the military from getting my information?

Key Criteria (Attach rubric or describe key criteria.)

[Don't have a rubric I'm happy with ...]

Other Evidence (Document Based Questions (DBQs), Thematic Essays, Papers, Multiple Choice Quizzes/Exams, Journals, etc.)

- *teacher observations
- *students reflections
- *quizzes
- *classwork

Learning Plan

WHERE TO elements, reading strategies, differentiation, AVID strategies, multiple intelligences, teaching style, fine arts, and technology

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Topic: Unit Introduction *Introduction to Unit through discussion of a the story of an Iraqi suicide bomber.</p>	<p>Topic: Intro to Spanish American War *Lecture with powerpoint on basics of the Spanish American War</p>	<p>Topic: The US in Cuba *Museum activity focusing on the US in Cuba, in which students move around room looking at different stations</p>	<p>Topic: the US in the Philippines *Read excerpts from A People's History of American Empire to learn about the U.S. in the Philippines</p>	<p>Topic: student questions *Introduce unit project *In groups, students brainstorm questions they have about the military as an option after high school. *take individual survey on military</p>
<p>Topic: The Iraq War *students look over the compiled list of questions from Friday's activity *Intro to Iraq War *Watch Bill Moyers video clip on reasons for war *Compare/contrast with clips of Bush speaking about the reasons for the war</p>	<p>Topic: The Iraq War *read short excerpt from The Shock Doctrine about the US in Iraq *watch clips of Fahrenheit 9/11 *brainstorm questions to ask tomorrow's guest speakers</p>	<p>Topic: The Experience of War *Guest speakers from Iraq Veterans Against the War</p>	<p>Topic: The Poverty Draft *Read article on the poverty draft *watch PBS video on Chicago's military schools</p>	<p>Topic: The Contract *examine and discuss the military enlistment contract and pay *watch clips on recruiters tactics and lies</p>
<p>Looking at the final project assignment, students have learned about 4 of the 8 topics. In groups, students take one of the first 4 topics and then choose one of the remaining 4 topics, so that each student is responsible for 2 sections of the presentation.</p>	<p>Students worked independently on their 2 sections. I provided materials for each section along with questions.</p>	<p>They were then to turn the information into a powerpoint presentation. Each student was responsible for creating the slides for their 2 sections, and then the group had to combine them into a finish product.</p>	<p>Each group presented and I videotaped the presentations. I compiled and edited the video into the final product that was uploaded onto YouTube.</p>	

Resources

Include complete references for all resources when possible.

Additional Text-based Resources
<p>*<i>Winter Soldier Iraq and Afghanistan: Eyewitness Accounts of the Occupations</i> - Iraq Veterans Against the War & Aaron Glantz</p> <p>*<i>10 Excellent Reasons Not to Join the Military</i> – Elizabeth Weill-Greenberg, editor</p> <p>*<i>A People’s History of American Empire</i> – Howard Zinn, Mike Konopacki, & Paul Buhle</p> <p>*<i>DMZ magazine</i>, published by the War Resisters League</p> <p>*<i>The Shock Doctrine</i> – Naomi Klein</p>
Internet Resources
Media Resources (AV and other)
<p>*Fahrenheit 9/11</p> <p>*YouTube videos: suicide bombing, George W. Bush’s speeches, Bill Moyers on the Iraq War, PBS segment on Chicago’s military high schools</p> <p>*</p>