# Chapter 5: Imperialism

Essential Question: What are the worldwide consequences of imperialism?

Learning Targets/Objectives:

 Content: What is imperialism?

 What are its pros and cons?

 How did Americans feel about it at the start of the 20th C?

 Skills: Collaboration

Product: Graphic (Can be digital) (poster); Presentation to class

Grouping: 1-2 people in a group or working by yourself

Length of Challenge: 2-3 workdays/classroom hours, 1 for presentations

Materials and Resources:

 Textbook

 Classroom computer

 Classroom library

 Chart paper

 Markers (set for each group)

 Masking tape

The Challenge:

 As part of this chapter “America Becomes a World Power” I would like you to work in groups of 2 or work by yourself to create a graphic display about imperialism and America at the turn of the 20th century. It is important that each graphic include (1) a definition of imperialism in your own words; (2) reasons a nation might want to engage in imperialism; (3) arguments against imperialism; and (4) at dawn of the 20th century was America engaged in imperialistic behavior? why or why not? Compare this to today's foreign policy.

an analysis of recent American foreign policy – is it imperialist? Be prepared to present your display to the class on \_\_\_\_third day of project\_\_\_

 Make sure that each member of the group contributes to the graphic and the presentation. Also, make note of any disagreements you have within your group. How were these solved?

## ***Assessment***

(Would normally allow for student input here making sure each descriptor was clear and they agreed to it)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent** | **Good** | **Fair** | **Poor** |
| **Process**:Collaboration | All members contributed (enthusiastically / committed); conflicts resolved;  | Cooperation | Teacher interference needed to solve problems | Group unable to work without teacher supervision. |
| **Product:**Graphic and Presentation | Neat and clear; all criteria present; articulate explanation; fielded questions. | Some explanation of graphic was needed; most of criteria was present | A lot of explanation was required for the graphic; most of criteria was present;  | Graphic was indecipherable and or missing criteria; presentation was inarticulate |
| **Understanding:**Imperialism | All four criteria are present; it is complete and accurate; judgements on American foreign policy is well considered and defended | At least three of the criteria are well done; the fourth is passable | Two are well done; two are okay. | One or none of the criteria have been correctly addressed. |

**Comments:**

At the conclusion of each presentation each group and or person will be called upon to critique the display. The author’s will be asked to do the same. Positive comments are encouraged.

After the presentations the students will assess their own work as well as their group’s work using the above work. The students will also answer the questions “What special contributions did you make during this challenge?” and “How did you work as a group? Were there any conflicts? How were they resolved?” The teacher will also assess the students using the rubric.