

Book: *World Contender 1900–1912*

Chapter One: The Roosevelt Presidency

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One to two 40-minute periods

Objectives:

- 1) Students will read and explain a quote.
- 2) Students will examine the ways this philosophy has shaped government today.
- 3) Students will research areas of conflict in modern day (e.g., Iraq, Iran).
- 4) Students will write a well-developed essay in which they explain the quote, agree or disagree with the quote, and show implications of the philosophy on today's world.

Materials needed:

- ✓ Paper
- ✓ Pens or pencils
- ✓ Computers with Internet access

Activities:

- 1) Review chapter 1 with the students.
- 2) The students should select a quote, read it, and explain it. They should examine the way this philosophy has shaped governments today.
- 3) Students will then read news articles about areas of modern-day conflict (e.g., Iraq, Iran) and write a well-developed essay in which they explain the quote, state whether they agree or disagree with the philosophy expressed by the quote, and show implications of the philosophy on today's world, with specific examples.

Assessment:

- ✓ Does the essay reflect understanding of the selected quote?
- ✓ Does the essay state whether the student agrees or disagrees with the quote?
- ✓ Does the essay show understanding of the implications in today's conflicts?
- ✓ Are conventions of good writing followed?

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Chapter Two: The Panama Canal

Subject area(s): Social Studies, Economics

Amount of time needed: One to two 40-minute periods

Objectives:

- 1) Students will examine a map of the original Panama Canal and the canal as it is today.
- 2) Students will examine the influence of the canal on commerce worldwide.

Materials needed:

- ✓ Paper
- ✓ Pen
- ✓ Maps from the Internet or encyclopedias

Activities:

- 1) The teacher should review the chapter in the text, explaining the history of the Panama Canal.
- 2) Divide the class into groups, and have each group examine the maps. How are they similar and how are they different?
- 3) Have students brainstorm ideas relating to the influence the canal had on commerce. Possible questions to lead discussion may include: How would shipping be affected? How was the population of Panama affected? Is the canal as vital to shipping today as it was then? Why or why not? Each group should select a scribe to write down the group's ideas about each topic. Each group should report back to the class as a whole.

Assessment:

- ✓ Did each group's list of ideas and responses demonstrate understanding of issues and reflect good effort?
- ✓ Was the presentation to the class done clearly?

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Chapter Three: The Roosevelt Corollary

Subject area(s): Social Studies

Amount of time needed: One to two weeks as homework

Objectives:

- 1) Students will collect political cartoons from newspapers, magazines, and Web sites, developing a portfolio of cartoons to accompany the ones in the chapter.
- 2) Students will interpret the cartoons.

Materials needed:

- ✓ Newspapers, magazines, and books containing political cartoons
- ✓ Paper
- ✓ Writing materials
- ✓ Computer with Internet access

Activities:

- 1) After reviewing the material in the text, the teacher will direct the students' attention to political cartoons in the chapter, leading a discussion about the meanings of those cartoons.
- 2) Students will develop a portfolio of political cartoons from newspapers, books, magazines, and the Internet. Students will include 4–6 cartoons and their written explanations of what the cartoons mean, along with at least one of the cartoons from the text. A brief essay about the importance of these cartoons will accompany these cartoons and explanations. Students may want to tie into the concept of freedom of speech and freedom of press. All pieces of the project should be presented in a portfolio with attention to neatness and creativity. Some students may want to draw their own cartoons.

Assessment:

- ✓ Are the portfolios organized, well researched, and include all required pieces (4–6 cartoons and explanation of what each cartoon means and their essay about the importance of cartoons, at least one of the cartoons from the book)?
- ✓ Does the essay reflect an understanding of the role political cartoons play?
- ✓ Does the essay follow appropriate conventions of good writing?

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Chapter Four: Dollar Diplomacy

Subject area(s): Social Studies

Amount of time needed: Two to three 40-minute periods

Objectives:

- 1) Students will analyze information.
- 2) Students will organize thoughts into cohesive argument for an opinion.
- 3) Students will use public-speaking skills to present ideas.

Materials needed:

- ✓ Writing paper
- ✓ Pens
- ✓ Timer

Activities:

- 1) After reading chapter 4 and outlining major American activities in Nicaragua, divide students into two groups. Assign each group a viewpoint to defend:
 - Americans had every right to behave as they did.
 - Americans had no right to behave as they did.
- 2) Allow class time for the students to organize their ideas into a debate. Take one class period to host the debate.
 - Up to 10 minutes for each group to present view and give support.
 - Up to 5 minutes for each group for rebuttal.
 - Up to 5 minutes for each group to defend point of view.

Assessment:

- ✓ Do the written notes contain facts that support the group's assigned viewpoint?
- ✓ Are the arguments presented clearly, convincingly, and with supporting information?

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Chapter Five: President Wilson’s Foreign Policies

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives:

- 1) Students will analyze reading in the text.
- 2) Students will organize information in the form of a chart.

Materials needed:

- ✓ Large sheets of paper
- ✓ Markers

Activities:

- 1) After reading chapter 5, have students go back and make notes of the areas in which the United States was active. They should note the following: Who were the leaders of these lands? Why were these areas important to the United States?
- 2) Give students large pieces of paper and markers. Show them the sample chart. Have them fill in the information using the assigned text reading.

Foreign Policy Chart

	Mexico	Caribbean	Europe
Value to the U.S.			
Political			
Economic			
Leaders			

Assessment:

- ✓ Do the charts contain the correct information?
- ✓ Were the notes correctly written?

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Chapter Six: World War I

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives:

- 1) The students will be able to correctly complete a reading comprehension worksheet on World War I and the Progressive Movement.

Materials needed:

- ✓ Worksheet
- ✓ Pens

Activities:

- 1) Students will complete the following worksheet, using the textbook:
 1. What was the catalyst that began World War I?
 2. How did President Wilson first respond?
 3. In what way did America's immigrant population complicate the nation's opinion of the war?
 4. Explain the role of the sinking of the *Lusitania* in moving America into the war?
 5. What was the "Zimmerman telegram"?
 6. How did this piece of information force the United States to declare war on Germany?
 7. In what year did women receive the right to vote?
 8. What was the subject of Upton Sinclair's novel *The Jungle*?
 9. Name three important changes brought about by the Progressive Movement.

Assessment:

- ✓ Were the questions on the worksheet answered correctly?