

# Northwest History Consortium

## Presidential Recommendation: Imperialism, Assistance, or Inaction

### Version 1

**Susan Black**  
10<sup>th</sup> – 12<sup>th</sup> Grade & College

#### National Standard

**Era 7: The Emergence of Modern America (1890-1930) / Standard 2**

*Standard 2: The changing role of the United States in world affairs through World War I*

#### Washington State EALRs

*Civics: 1, 2, 3, 3.2.3b*

*History: 1, 2, 3*

*Inquiry and Information Skills: 1.1a – 1.1f, 2.1a, 2.1b, 3.1.1a – 3.1f*

### SCENARIO

For centuries the British Empire had engaged in imperialistic activities, although it was not always successful. Nation after nation was being gobbled up by countries desiring to increase their own power and influence in world affairs. With every acquisition, the “conquering” nation gained economic opportunities and reduced competition within that region. Many but not all, Americans believed that expansion overseas was an extension of Manifest Destiny. Others believed that the Anglo-Saxons were the dominant race and were charged by their god to enlighten primitive cultures. Still others contended that freedom and free cultural expression was a core human right, and thus, imperialism was a violation of this entitlement.

### TASK

You and your group are part of an independent committee tasked with creating a recommendation to President McKinley about the issue of US expansion (imperialism). President McKinley already holds strong opinions on the matter; however, Congress is requiring him to seek outside advice prior to acting to annex or assist other countries in order to maintain their independence. Your recommendation to President McKinley must include a thorough examination that addresses the complexities and ramifications of these actions, or for that matter, of inaction.

### RESOURCES

#### Internet

Beveridge, Senator Alfred J. “In Support of an American Empire” from *The Congressional Record, 56<sup>th</sup> Congress, 1 session*. Mount Holyoke College. 2010. South Hadley, MA. 22 July 2010 <<http://www.mtholyoke.edu/acad/intrel/ajb72.htm>>.

Beveridge, Senator Alfred (R-Indiana). “From a Speech in Congress on January 9, 1900” from *The Congressional Record, 56<sup>th</sup> Congress, 1<sup>st</sup> session*. History Matters (George Mason University). 2010. Fairfax, VA. 22 July 2010 <<http://historymatters.gmu.edu/blackboard/beveridge.html>>.

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Bryan, William Jennings. “The Paralyzing Influence of Imperialism” from the Official Proceedings of the Democratic National Convention. July 1900. Mount Holyoke College. 2010. South Hadley, MA. 22 July 2010 <<http://www.mtholyoke.edu/acad/intrel/bryan.htm>>.

Carnegie, Andrew. “Distant Possessions: The Parting of Ways (excerpts)” from *The Gospel of Wealth*, edited by Jim Zwick. ©1995 – 2010 by Jim Zwick. All Rights Reserved. Vancouver Island University. 2010. Nanaimo, BC, Canada. 22 July 2010 <<http://web.viu.ca/davies/H324War/Carnegie.Distant.1898.htm>>.

Halsall, Paul. “Modern History Sourcebook: American Anti-Imperialist League, 1899” from the *Internet Modern History Sourcebook*. ©1997 Paul Halsall. Modern History Sourcebook (Fordham University). 1997 – 2010. Bronx, NY. 22 July 2010 <<http://www.fordham.edu/halsall/mod/1899antiimp.html>>.

Halsall, Paul. “Modern History Sourcebook: Albert Beveridge: The March of the Flag, 16 September 1898” from the *Internet Modern History Sourcebook*. ©1997 Paul Halsall. Modern History Sourcebook (Fordham University). 1997 – 2010. Bronx, NY. 22 July 2010 <<http://www.fordham.edu/halsall/mod/1898beveridge.html>>.

Hoar, George. “The Lust for Empire” from *The Congressional Record*, 55<sup>th</sup> Congress, 3<sup>rd</sup> session. Mount Holyoke College. 2010. South Hadley, MA. 22 July 2010 <<http://www.mtholyoke.edu/acad/intrel/ghoar.htm>>.

McKinley, William. “War Message” from the U.S. Department of State, *Papers Relating to the Foreign Affairs (Washington)*. 1898. Mount Holyoke College. 2010. South Hadley, MA. 22 July 2010 <<http://www.mtholyoke.edu/acad/intrel/mkinly2.htm>>.

“The U.S. Occupation: U.S. Senate Secret Debate Regarding Hawaii.” 31 May 1898. HawaiianKingdom.org. 2010. Honolulu, HI. 22 July 2010 <<http://www.hawaiiankingdom.org/us-senate-secret-debate-1898.shtml>>.

Wallace, Alfred Russel. “America, Cuba, and the Philippines (letter to the editor)” from the *Daily Chronicle* (London), 19 Jan. 1899. Western Kentucky University. 2010. Bowling Green, KY. 22 July 2010 <<http://people.wku.edu/charles.smith/wallace/S559.htm>>.

Woodford, Stewart L. “Note of United States to Spain, September 23, 1897” from the U.S. Department of State, *Papers Relating to the Foreign Relations of the United States*. 1901. Mount Holyoke College. 2010. South Hadley, MA. 22 July 2010 <<http://www.mtholyoke.edu/acad/intrel/woodford.htm>>.

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#### ASSESSMENT

### Presidential Recommendation Rubric

CATEGORY	4	3	2	1
<b>Information</b>	All information presented in the recommendation was clear, accurate, and thorough.	Most information presented in the recommendation was clear, accurate, and thorough.	Most information presented in the recommendation was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
<b>Use of Facts/Statistics</b>	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
<b>Understanding of Topic</b>	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
<b>Position Statement</b>	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.
<b>Support for Position</b>	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).

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<b>Evidence and Examples</b>	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
<b>Accuracy</b>	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.
<b>Sources</b>	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.

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#### REFERENCES/CITATIONS

ALTEC. "Rubistar: Presidential Recommendation Rubric." 4Teachers.org. 2009. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 22 July 2010 <[http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank\\_rubric\\_id=4&section\\_id=1](http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=4&section_id=1)>.

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"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 22 July 2010 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.

OSPI. "Social Studies Essential Learning Requirements: Recommended Grade-by-Grade Sequence for Grade Level Expectations – K-12." Office of Superintendent of Public Instruction. 2009. Olympia, WA. 22 July 2010 <<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>>.