Unit V: American Foreign Policy 1890-1920

Partner Project on Imperialism

DIRECTIONS:

 Your group will work together to create the four following artifacts for at least **THREE** of the territories listed below:

1. **Summary of events** (Including a minimum of 5 vocab terms- bolded in the section the info is from. **Minimum 5 sentences per entry**)
2. **Letter to the American government** requesting intervention (you choose who wrote it) **Minimum 5 sentences.**
3. **Letter of protest** from a native against American actions **Minimum 5 sentences.**
4. Group-created **political cartoon/propaganda poster** criticizing or praising American actions

In order to do this properly, you will need to **read the relevant sections in the textbook** AND do a **little outside research** to familiarize yourself with all the information surrounding American actions in your chosen topic. Then you’ll need to collaborate with your group to create the four artifacts mentioned above. It is expected that everyone does work of an equal quality/quantity. The following is a suggested timeline for this project:

**Wednesday:** Begin researching your countries.

**Thursday:** Work on summaries and artifacts.

**Friday:** Complete whatever needs to be completed

**Monday:** Present 1 topic to the class (All 4 parts must be included)

**Topics**:

1. Hawaii (10-1)
2. Cuba (10-2 and 10-3)
3. Puerto Rico (10-3)
4. The Philippines (10-2 and 10-3)
5. China (10-3)
6. Nicaragua (10-4)
7. Colombia (Panama) (10-4)
8. Mexico (10-4)

**Tips:**

--start with research/note taking

--make sure your summaries are detailed

--don’t get hung up on artistic talent (too much or too little) it’s the message of the cartoon/poster that is important

--everyone works. No one chills. Work time in class is precious

--try to see your topic from multiple sides. Who benefited and who didn’t.

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| --- | --- | --- | --- | --- |
| **Topic** | **Summary**  | **Letter to America** | **Letter of Protest** | **Political Cartoon/Poster** |
|  | Student provided a detailed summary including 5 vocab words**3-5 Points**Students did not Provide a detailed summary or did not include 5 vocab words**0-2 Points**Total: | Students wrote a historically accurate letter that was 5 sent.**3-5 Points**Students did not write a historically accurate letter that was 5 sent.**0-2 Points**Total: | Students wrote a historically accurate letter that was 5 sent.**3-5 Points**Students did not write a historically accurate letter that was 5 sent.**0-2 Points**Total: | Students created a P.C./Poster that had both color and touched on historical topics. **3-5 Points**Students created a P.C./Poster that didn’t have both color and touched on historical topics.**0-2 Points**Total: |
|  | Student provided a detailed summary including 5 vocab words**3-5 Points**Students did not Provide a detailed summary or did not include 5 vocab words**0-2 Points**Total: | Students wrote a historically accurate letter that was 5 sent.**3-5 Points**Students did not write a historically accurate letter that was 5 sent.**0-2 Points**Total: | Students wrote a historically accurate letter that was 5 sent.**3-5 Points**Students did not write a historically accurate letter that was 5 sent.**0-2 Points**Total: | Students created a P.C./Poster that had both color and touched on historical topics. **3-5 Points**Students created a P.C./Poster that didn’t have both color and touched on historical topics.**0-2 Points**Total: |
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**Total: /60 points= %**