

WASAH Lesson Plan Project Proposal – Year 2

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Race and Imperialism: America's emergence as a world power

1. I will be examining the issues of race and imperialism during the period of America's emergence as a world power. I will be using examination of primary sources as a key component of the lesson plan, but also hope to incorporate some ideals of backward design as I draft my lesson plans. I also believe it will be critical that I strive to provide an appropriate context for this discussion which will occur early on in my American History class with junior students, American Studies 11 (AS11)

I am interested in this subject, but frankly this summer's sessions were so rich it has been an extremely difficult decision. In the end, I saw the topic as a way to tie together themes from several of the presentations to address an area where in the past I have been at worst somewhat dismissive of the era or at the very least haven't given time to thoroughly planning how to more actively engage my students in the major themes of the era.

I hope to address the varied nature of thinking about race in America at that time by introducing students to the diverse ideas of that era from multiple perspectives. But I hope to do so in a way that pushes them to engage in ideas of change rather than just dismissing the concepts as the laughable ravings of another era. The most important problem I hope to confront is that it is also difficult to address these issues that really drag America through the muck (perhaps the first time some of these students have really confronted this part of American history outside of the Civil War era) without leaving them dismayed about themselves, their teacher or their country. Questioning is good, but to borrow a phrase from presenter Jerry Podair, I also have to be sure they don't, "jump off the bus." I need to, "guide them through the tunnel and get them to the other side." A place where their understanding of America might be somewhat more mature and nuanced. (An ambitious goal, yes, but good in the end I think.)

2. I have already had discussions with Josh Ranger about what materials might be worthwhile for examining primary sources on this issue from the era. He just e-mailed a great list to begin examining and building a through and varied document collection for this unit. I am also going to use materials from Professor Stanley Schultz, particularly Beveridge's "March of the Flag." I am also considering the wisdom of including material from Vince Lowery on the Wilmington race riot, but am uncertain at this point of how broad I want the examination to be. Ed O'Donnell's structure for examining images will also prove useful in examining the visual documentary evidence I include in the unit. I also owe a great debt to the presentation of Jerry Podair who did an excellent job of putting into context the concepts of morality and morally ambivalent decisions in American history. That discussion will be critical to the success of the lesson given the problem I state earlier. I have contact information for all of these presenters and will not hesitate to contact them for bibliographical recommendations or follow-ups on my conception on how to present the material.
3. I hope to request in-service presentation time during our first early release day. The time I am allotted will determine greatly what I am able to present. I hope to share content from this and last spring's sessions with my secondary school colleagues, but perhaps more informally. My major plan is to introduce the major concepts of Thinking Like a Historian to all K-12 social studies staff this year. If time allows, I will also share strategies for examining visual evidence from Ed O'Donnell's presentation.
4. I am currently envisioning these lesson plans as an introductory unit for the year in AS11. It would include an introduction to the facts of what America is like "on the ground" on the eve of the era of Empire to set the stage for what is to come. I hope to include works from some of the transitional and familiar figures of the era they last studied in AS10. It would also include an examination of the issues of imperialism and race from varying perspectives via primary resources to include some of the following depending on their availability (Josh has already given me a nice start on this) songs, essays, political cartoons, speeches, images, as well as secondary text from our text book. I plan on using Ed O'Donnell's structure for examining images as a starting point as well as ideas from Thinking Like a Historian.

My lesson plans might help students better understand the concept of freedom running through history because it will challenge their understanding of race and the journey that the concept of race has taken since the imperial era. It will also push them to question the relationship of America in the world to freedom throughout the world. Have we been a force for freedom or not in this era?

5. I will be using these lesson plans in my AS11 class during the first semester though I hope to continue building upon some of the themes that I have introduced in the second semester as well. I am in a somewhat unique position in that, since I will only have one section of AS11, that I will almost certainly have an entirely or almost entirely new cohort of students at the end of January when the second semester begins.

The lesson plans will align with:

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

6. Initial Bibliography: pardon the format please...

Suggestions from Josh available from ILL or the archival system.

- Cartoons of the War of 1898 with Spain from leading foreign and American papers
- La Grafica Politica del 98 (
- 1898 : la Guerra hispanoamericana en caricaturas = the Spanish American War in cartoons
- He also suggested examining some archival materials on the Progressives for their views.

Beveridge, Albert J. "March of the Flag" 16 September 1898.

Brands, H.W. "The Coils of Empire" *Diplomatic History*, Vol. 33, No.1 (Jan 2009)

Campbell, James T., et al. *Race, Nation and Empire in American History*. (Chapel Hill: UNC Press, 2007).

Giddings, Franklin H. "Imperialism?" *Political Science Quarterly*, Vol. 13, No.4 (Dec. 1898) – JSTOR

Kramer, Paul A. "Race-Making and Colonial Violence in the US Empire: The Philippine-American War as Race War." *Diplomatic History*. Vol. 30, No. 2 (April 2006).

Love, Eric, T.L., *Race over Empire: Racism and U.S. Imperialism, 1865-1900*. (Chapel Hill: UNC Press, 2004).