**Imperialism Primary / Secondary Sources Stations**

Work with your partners to complete each task given. Envelopes will rotate appx. every 10-12 minutes so work deligently.

Envelope 1 – Hawaii and Alaska

After reading the material, devise a list advantages and disadvantages of American involvement in Hawaii. Then do the same with Alaska. Here are some questions to consider:

* How would the Natives of Hawaii felt about American involvement?
* What about the sugar planters?
* Did any of this arrangement seem sketchy or shady?
* Why was the Alaskan Purchase considered “Seward’s Folly”?
* Why did Russia wish to sell lands to America and not the British?
* Did any of this arrangement seem sketchy or shady?
* Which land acquisition was better for America at the time?

**Hawaiian Advantages Hawaiian Disadvantages**

**Alaskan Advantages Alaskan Disadvantages**

Envelope 2 – Mapping Imperialism

Use the red textbook, page 562, to locate and identify the 9 territorial possessions of the U.S. and then complete the chart that follows.



|  |  |  |  |
| --- | --- | --- | --- |
| **Territory** | **Date Acquired** | **Acquired From** | **How Acquired** |
| **1.Hawaii** | **1887/1898/1900** | **Queen Lilo, Hawaiian Mon** | **Direct – Dole & US Marines** |
| **2.** |  |  |  |
| **3.** |  |  |  |
| **4.** |  |  |  |
| **5.** |  |  |  |
| **6.** |  |  |  |
| **7.** |  |  |  |
| **8.** |  |  |  |
| **9.** |  |  |  |

Envelope 3 – Roosevelt Corollary and Monroe Doctrine

The word corollary, by definition, means this: statement easily proved from another: a proposition that follows, with little or no further reasoning, from the proof of another. This statement is a direct extension of the Monroe Doctrine. Read the original text and complete the organizer below.

Monroe Doctrine

**Key Words:**

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**Summary:**

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**In Your Own Words:**

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Roosevelt Corollary

**Key Words:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**In Your Own Words:**

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Envelope 4 – Yellow Journalism

Use your textbook to define yellow journalism and explain how it was used during events such as the Spanish-American War. Then use the box provided to create a sketch of your own yellow journalism headline of a major current event of today.

Yellow Journalism:

Explanation of Significance:

Envelope 5 – Imperialism Political Cartoons

In your groups, use the organizers to help analyze the imperialism cartoons.

Political Cartoon #1:

S –

E –

L –

A –

I –

Now put it all together:

1. Describe the issue, event or idea being shown in the cartoon.
2. What opinion or idea do you think the cartoonist is trying to convey with this cartoon?
3. What would be the opposing viewpoint of the cartoonist’s opinion?

Political Cartoon #2:

S –

E –

L –

A –

I –

Now put it all together:

1. Describe the issue, event or idea being shown in the cartoon.
2. What opinion or idea do you think the cartoonist is trying to convey with this cartoon?
3. What would be the opposing viewpoint of the cartoonist’s opinion