

Teacher Guide for the Lesson on **annex/annexation**

Standard:

US.4(B)US.4(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico.

Content Objective:

We can evaluate the effects of American expansionism through the **annexation** of new territories.

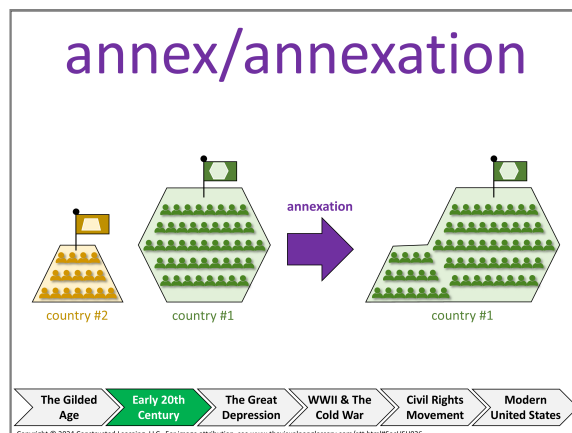
Language Objective: Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

What might be a disadvantage of **annexation**?

Why?

*One disadvantage of **annexation** is...
because...*

Other key vocabularies: [annexation](#), [Spanish-American War](#), [Annexation](#)



By studying this visual, students might:

Notice	Wonder
There are two countries to the left side, before annexation occurs.	Why did the green country absorb the yellow country?
After annexation, there is only one country.	How does annexation impact the people of the territory annexed?
The green country is bigger and has more people in it.	Why does annexation occur?

• The green country took over the territory and population of the yellow country.	• What happens to the government from the yellow country when it is annexed?
• The yellow country no longer exists.	• Is annexation common?

EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENTIAL
What does it mean to annex a country? To annex a country means...	How is annexation related to the Spanish-American War? Annexation is related to the Spanish-American War because...	What might be a disadvantage of annexation? Why? One disadvantage of annexation is... because...

Example Student Responses to the Observational Question

Low-Level	High-Level
To annex a country means when one country takes over another one.	To annex a country means to add it to another country's territory, just like it happened to country 2 being absorbed into country 1 in the visual.

RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation



[Here is an example](#) of structuring a conversation with Q-SSS-A.

Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.

Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
The purpose for reading is to learn how annexation impacted new U.S. territories so we can understand why some people viewed it as unfair.	• Who was annexed and how it happened • What changed for the people in annexed territories • Reasons the U.S. wanted to annex other places • How people responded to annexation (support or opposition) • Long-term effects of annexation on the U.S. and the annexed areas	Why might annexation be viewed as unfair to people in the annexed territories? Annexation might be viewed as unfair because...

STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:

- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.

DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <i>Triangle is bottom-left</i>	 <i>Square is bottom-left</i>	 <i>Circle is bottom-left</i>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.