



Sirius Resources for Social Studies

Print, Digital, and Blended Learning for STAAR-tested Courses!



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Era-Based Lesson Instruction

Each era includes **streamlined lesson instruction** with authentic STAAR Practice.

PRINT Lesson Instruction

Concise and student-friendly lessons teach all of the content TEKS.

Print

LESSON 3.1 American Expansionism

3.1.1 How did the United States become a world power?

By the end of the 1800s, the United States was looking beyond domestic issues and thinking about its position in the world. The country began to take a more assertive foreign policy, acquiring new lands and expanding its economic influence.

Expanding Influence Overseas For several decades after the Civil War, the growth of the country's navy stagnated. In books and lectures, an influential naval officer and historian named **Alfred Thayer Mahan** argued that any powerful country needed a powerful navy, both for defense and for commerce. His ideas had a huge impact on the government. Congress allocated funds to expand the navy, and by the 1890s, the U.S. Navy ranked among the top five navies in the world.

Diagnostic Test Item

This excerpt is from an 1890 article written by Alfred Thayer Mahan.

Whether they will or not, Americans must now begin to look outward. The growing production of the country demands it.

Mahan suggests that an end to isolationism is necessary because —

- A the country's economy is expanding
- B it is a Christian duty
- C the country is too small
- D the United States is facing a depression

Annexing Hawaii The ideas of people like Mahan and Lodge continued to influence the nation. These ideas encouraged expansionism, or the policy of territorial and economic growth. One of the first examples of expansionism involved Hawaii.

Roosevelt as President Returning from the Spanish-American War, **Theodore Roosevelt** used his new status as war hero to advance his political career. Serving as Republican governor of New York, he ran for vice president with **William McKinley** in 1900. When McKinley was assassinated in 1901, Roosevelt became the youngest person ever to serve as president of the United States.

VIP Sanford B. Dole was born in Hawaii, the son of American missionaries. He became a planter and was part of the effort to oust the Hawaiian monarchy and have the United States annex Hawaii. Dole was the first governor of the U.S. territory of Hawaii. He was also related to the founder of the Dole Food Company, which is still a major pineapple producer.

Each section uses a key question with TEKS.

Students revisit Diagnostic Test items.

Student-friendly text uses descriptive heads.

Explanations analyze all answer choices.

Engaging margin features

DIGITAL Lesson Instruction

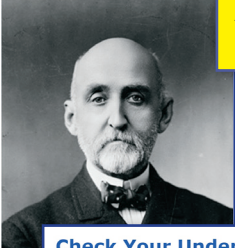
Online lessons use additional images as well as Check Your Understanding activities.

Digital

3.1.1 How did the United States become a world power?

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Ample images support text

Check Your Understanding

Choose the correct answer from each drop-down menu to complete the sentence.

As a result of the Spanish-American War, the United States acquired , , and the .

Check Your Understanding may include non-STAAR format questions

Diagnostic Test Item Review

This excerpt is from an 1890 article written by Alfred Thayer Mahan.

Whether they will or not, Americans must now begin to look outward. The growing production of the country demands it.

Mahan suggests that an end to isolationism is necessary because —

Revisit Diagnostic Items

Ample Authentic STAAR Practice

Each lesson includes **authentic STAAR practice with test tips**. To match STAAR, 60%+ of the question include a stimulus such as a quote, art, graphic organizer, etc.

PRINT STAAR Practice

To match STAAR, 60%+ of the question include a stimulus such as a quote, art, graphic organizer, etc.

LESSON 3.1 **STAAR Practice**
Read each question carefully and choose the best answer.

1 This diagram describes elements of economic growth in the United States in the late 1800s.

Which of the following BEST completes this diagram? (H.15D, H.38B)

- A United States becomes increasingly urbanized
- B United States increases its money supply
- C United States gains access to more resources
- D United States creates new foreign enemies

When a question includes a diagram, think about the form of the diagram. What is it telling you? For example, boxes with arrows to other boxes can sometimes indicate cause and effect, or one thing leading to another.

2 How did the United States acquire Puerto Rico? (H.44)

- F By forcing Spain to cede Puerto Rico after the Spanish-American War
- G By purchasing Puerto Rico from Spain under the provisions of the Treaty of Paris of 1898
- H By overthrowing the Puerto Rican monarchy and formally annexing the territory
- J By defeating Mexican forces in Puerto Rico during the U.S.-Mexican War

3 This excerpt is from an 1893 congressional report.

I, Liliuokalani, . . . Queen, do hereby solemnly protest against any and all acts done against myself and the constitutional government of the Hawaiian Kingdom by certain persons claiming to have established a Provisional Government of and for this Kingdom.

Whose interests were served by the events Queen Liliuokalani protests in this quotation? (H.4E, H.26A)

- A native Hawaiians who wanted to establish a democracy
- B American planters in Hawaii who sought control of the region
- C owners of businesses that competed with products from other countries
- D wealthy native Hawaiian landowners who hoped to expand their landholdings

4 This image was created around 1913.

This political cartoon suggests that the building of the Panama Canal will — (H.12A, H.28A)

- F make New York City the main center of trade in the United States
- G increase the political influence of the United States throughout South America
- H make the trip around South America increasingly expensive
- J shorten the shipping distance from the eastern United States to the Pacific Ocean

5 This is an excerpt from a speech by President Theodore Roosevelt.

Chronic wrongdoing . . . [may] ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power. If every country washed by the Caribbean Sea would show the progress in stable and just civilization . . . all question of interference by this Nation with their affairs would be at an end.

—Corollary to the Monroe Doctrine, 1904

Which of the following BEST describes the purpose of this text? (H.4A, H.28B)

- A To defend the U.S. traditions of isolationism and neutrality
- B To illustrate the economic benefits of U.S. expansionism
- C To describe the political and economic policies of the United States
- D To describe the political and economic policies of other nations

Reading a quote more than once can help you fully understand its meaning. Try reading and re-reading long or difficult quotes in smaller pieces to make sense of the overall statement.

Test-taking tips

Practice emphasizes Readiness TEKS.

Over 300 authentic STAAR questions

Questions use stimuli such as art

Print

DIGITAL STAAR 2.0 Practice

Online STAAR practice includes all new question types. And students get **Hints, immediate feedback**, and can **Try Again**. Online practice matches the STAAR testing platform closely.

This political cartoon was created around 1913.

Highlighter

The cartoon suggests that the building of the Panama Canal will —

- A shorten the shipping distance from the eastern United States to the Pacific Ocean
- B make New York City the main center of trade in the United States
- C increase the political influence of the United States throughout South America
- D make the trip around South America increasingly expensive

Strikethrough

Digital

Hints give item specific tips

Hint

Look for Clues Study all the details in the political cartoon--the text, as well as the lines and labels on the map.

Try Again **Show Correct Answer** **Show Hint**

Sorry, that's not correct.

While this cartoon shows routes around South America, does not show any costs associated with those routes. You are in preview mode. Your answer will not be submitted.

Actionable Feedback for every answer choices.

Teaching the STAAR-tested Reasoning

In social studies, STAAR tests analytical reasoning. Sirius **print Zingers** and **digital Reasoning** lessons model how to approach and answer STAAR test items by carefully reading what is given and asked, and eliminating weak answer choices.

1 READ CAREFULLY

This section shows a difficult test item from previous STAAR tests. If the item uses hard words or refers to an idea or event that might be unfamiliar, the question or questions in this section will help you understand them.

2 THINK ABOUT IT/EXAMINE THINKING

Here you see what two students are thinking as they read the question and answer choices.

- Which student will probably do better?
- What can you learn from how these students think?

Seeing how other students think can help you become more aware of your own thinking and avoid problems and negative thoughts.

3 USE LOGIC/THINK

In this part, you answer questions about things you know. Your answers will help you narrow down the answer choices.

- Which answer choices can you eliminate?
- Can you answer the test question?

4 GUIDED PRACTICE/YOUR TURN

Here, you apply what you learned by answering a question similar to the STAAR question. Again, questions about what you know will steer you in the right direction.

TAKE-AWAY

Lessons end with a reflective “Take-Away” activity. This summarizes a strategy you learned in the lesson. You will write down your own ideas about how this way of thinking can help you take a test.

The screenshot displays a digital learning interface with four numbered sections:

- 1 READ CAREFULLY:** Shows a "ZINGER 2" test item. The text reads: "These listed demands are tied by their emphasis on economic interests. Populist Demands in the Late 1800s" followed by a bulleted list: "Regulation of railroad shipping charges", "A graduated income tax", and "Free and unlimited coinage of silver". Below this is a question: "These demands MOST reflected the concerns of —" with four choices: A (small farmers in need of affordable credit), B (robber barons pursuing higher profits), C (prominent bankers who controlled the money supply), and D (immigrant workers seeking economic justice). A red oval labeled "Print" is overlaid on the right.
- 2 EXAMINE THINKING:** Shows two student thoughts. "David thinks..." says, "I have no idea, but I know that immigrants were often treated unfairly, so I'll go with the choice about immigrant workers." "Leo thinks..." says, "I don't know much about Populists! Well, let me see whether any of these groups would be in favor of the listed demands." Below the thoughts is a text box for "Enter your text here" and a yellow box with the text "Reflect on your thinking." A red oval labeled "Digital" is overlaid on the right.
- 3 THINK:** Shows a question: "Which student is likely to do better on this item, and why?" Below it is a "Save Answer" button. A yellow box with the text "Interactive instruction" is overlaid on the right.
- 4 GUIDED PRACTICE:** Shows a "GUIDED PRACTICE" section with the text: "Common Practices of Big Business in the Late 1800s" followed by a bulleted list: "Creation of trusts to limit competition", "Payment of low wages to factory workers", and "Control of the supply of products to raise prices". Below this is a question: "These practices led to Congressional efforts to —" with four choices: F (limit the power of big businesses), G (help workers employed by big businesses form unions), H (encourage imports to compete with American businesses), and J (restrict the profits made by all businesses on a yearly basis). A yellow box with the text "Practice with a new, similar item." is overlaid on the right.

At the bottom of the interface, it says "6 U.S. History Zingers Answering the Most-Missed STAAR Test Items".

Companion Workbooks for *Sirius Online*

Sirius Online and its companion print workbooks have similar content so teachers can use the modality that best **serves each unique student's needs**.

Blended Learning That's Easy to Use

Many **struggling students take greater ownership** of their learning when they can write in their OWN workbooks. And students are often better able to **transfer their thinking** processes to an online testing platform after working in print formats.

Sirius Online digital resources enhancements include:

- **Authentic STAAR 2.0 practice** includes new question types
- **Analyzing Visuals** activities in every lesson
- **DBQs** (Document-Based Questions) for every era Module

**Authentic
STAAR 2.0
practice**

And *Sirius Online* includes the same **tools** and **features** as the STAAR online platform. Students benefit from online practice in a similar digital experience.

This diagram describes elements of economic growth in the United States in the late 1800s.

Move the correct answer to the box.

United States becomes increasingly urbanized

United States creates new foreign enemies

United States increases its money supply

United States gains access to more resources

United States enters foreign military conflicts

United States gains new territories

United States expands its markets

Hint

BREAK IT DOWN When a question includes a diagram, think about the form of the diagram and what it is telling you. For example, boxes with arrows to other boxes usually indicate a cause-and-effect relationship, or one thing leading to another.

Submit Answer Show Hint

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Additional Resources for STAAR Success

- **Preview Activities**—promotes **visual literacy** and previews key vocabulary
- **Study Guide and Review**—**main ideas, people, places, and events** for each era
- **Analyzing Visual Activities**—**critical thinking skills** as applied in STAAR
- **Document-Based Questions**—**analyze** and **synthesize** primary sources