

Historical Literacy Project Model Unit – The Unaffiliated Group

Unit Title: Imperialism Era

Designed by: John Dunn, Teresa Stebner, Brent Freccia, Dennis Leizear, and Nicole Perry

District: Ferris School, Christina SD, Padua Academy, and Red Clay SD

Content Area: United States History

Grade Level(s): Secondary (9-12)

Summary of Unit: This unit will focus on the Philippine-American War. This war was originally noted as the Philippine-American insurrection if it was mentioned as a separate part of the Spanish-American War at all. The students will be able to discuss and understand the causes of the war, the results of the war, and why it was never officially considered a war in the first place.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards:

- Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.
- Students will gather, examine, and analyze historical data [Analysis].
- Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.
- Students will interpret historical data [Interpretation].
- Students will compare competing historical narratives, by contrasting different historian’s choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.
- Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].

Big Idea(s)

- Imperialism vs. Anti-Imperialism
- United States as a World Power
- Race War

Unit Enduring Understanding(s)

- Students will understand that history is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.
- Students will understand that many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used
- Students will understand that a historian must prove where the information can be found that is the basis for historical conclusions.
- Students will understand that what is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions.
- Students will understand that historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn.
- Students will understand that history is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences.
- Students will understand that there are themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student;
- Students will understand that there are relevant and important contemporary issues;
- Students will understand that resources for education and not the scope and sequence contained in a textbook.

Unit Essential Questions(s):

- Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?
- How much can we learn from studying historical responses to societal problems?
- What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read?
- Why does differentiating between fact and interpretation matter?
- How does the way research is conducted influence a historian's interpretation?
- To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read?
- Is there such a thing as completely unbiased history?

Knowledge and Skills:

- **Students will know...**
 - the difference between a primary and secondary source
 - what a race war is
 - the causes and results of the Philippine/American War.
- **Students will be able to...**
 - understand the reasons for this war not being recognized as an official war until recently
 - determine whether a historical source is basing their information on fact or opinion
 - have an opinion whether they believe the United States was justified at going to war.

Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

Suggested Performance/Transfer Task(s)

Essential Question Addressed

- Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?
- How much can we learn from studying historical responses to societal problems?

Prior Knowledge

- Discussion of the terms Imperialism and Anti-Imperialism and who held which opinion.
- Discussion of how the United States had demonstrated their position in times past.
- How a debate works

Scenario

- Student will plan to debate their position of Imperialism vs. Anti-Imperialism

Requirements

- Student will have a written outline of points that they wish to highlight in their debate.
- They must use at least 2 sources in their research for their position

Final Product

- Student will present their position to the class. If there are students on both sides then they will debate each other to reinforce understanding.

Essential Question Addressed

- How does the way research is conducted influence a historian's interpretation?
- To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read?
- Is there such a thing as completely unbiased history?
- What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read?
- Why does differentiating between fact and interpretation matter?

Prior Knowledge

- Definition of what a race war is, how this concept is applied to this war
- How accurate is the information being presented on the war and by whom?
- Make sure that they know how to write a short paper—paragraph compilation, sentence structure, main idea and bibliography

Scenario

- Students will write their papers in parts: outline, first draft, final copy that will be typed
- Teacher will check over sources and make sure requirements are fulfilled by students as to sources and to make sure no plagiarism

Requirements

- Student will turn in the pieces and have teacher check over each piece and provide feedback according to rubric requirements

Final Product

- Students will turn in their papers at the designated times, double spaced and with a complete bibliography
- Students may put them in portfolio if grade is sufficient

Rubric(s)

1) Student will be able to accurately defend point of Imperialism vs. Anti-Imperialism in the acquisition of the Philippines as a territory of the United States with at least 3 examples of the necessity or non-essential acquisition of the Philippines.

2) Student will score an 85% or above on a comprehensive Unit test

3) Student will demonstrate with an 85% or higher on the paper—student will outline how racism was demonstrated during the war by both the United States and Filipino people thru the use of first-hand accounts by Anglo-Saxons and Filipinos, political cartoons, and historical reflection by today's historians.

Other Evidence

- 1) Debate of Imperialism vs. Anti-Imperialism
- 2) Test on the Philippine-American War
- 3) Short-term paper 2-3 pages on the Race War

Students will choose 2 of the above 3 choices to show understanding and competency

Student Self-Assessment and Reflection

- Historical Thinking Anticipation/Response Guide
- Pre and post test of knowledge of Philippine/American War

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lessons # 1 and 2 Causes of the Philippine-American War

Author: Dennis Leizear

Lesson Description:

Students will be learning about the causes of the Philippine American War in respect to the US becoming a world power.

Time Required: 2-50 minute periods

Essential Question Addressed:

- Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?
- How much can we learn from studying historical responses to societal problems?

Enduring Understanding:

- Students will understand that history is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.
- Students will understand that there are themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student

Procedures:

The focusing of attention should be done by telling the students that there was a war that they did not know about. This war is something that was considered part of another war, but it's too important to just be considered part of another war once we break down what happened.

- 1) Distribute Historical Interpretation questionnaire (see attached)
- 2) Distribute Outline on Philippine/American War (on page 8). Teacher should ask as a guide to their reading—
 - Why was it important for the United States to prove itself as a World Power?
 - What did the United States stand to gain from gaining the Philippines as a territory?
 - Why were the Philippines problematic for Spain?
 - What opinion did Wilson have as to why we were going to war?
- 3) Go over the questions as a class along with the outline to ensure understanding

Debrief:

- Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?
- How much can we learn from studying historical responses to societal problems?
- What did we learn about the reasons that we were in the war? Were they upstanding motives or can you think of a current conflict that this reminds you of.

Formative Assessment (“Check for Understanding”):

- The questions that the students answered based on the materials are the initial check.
- Test on the Philippine-American War which will be given on Day 10

Philippine/American War Handout

- I. Philippine/American War
 - A. Was very brutal
 - B. One of the longest—1898-1902, but lasted longer depending on the historian...
 - C. 4300 American deaths—10x that of the Spanish/American War
 - D. 50000 Filipino deaths—more than that depending on the historical source...
- II. How was this war the first of its kind?
 - A. Hypocritical use of force
 - B. Continued rebellion against America just like Spain
 - C. Treated Filipinos as murderers
 - D. First Imperialistic War
 - 1. Create anxiety
 - 2. Create admiration of our power
 - 3. Close off rivals
 - 4. Expansion helps to prove ourselves
 - 5. Expand projects in Asia—for trade and power
 - E. 1st War in the Western Hemisphere for the U.S.
 - F. 1st War for the U.S. where they used ground troops and Navy
- III. Events of the War
 - A. Started out as an alternative to Spanish occupation
 - B. Started in 1898, captured their leader in 1901 and forced allegiance
 - C. Yellow Journalism pushed the War
 - 1. Political cartoons
 - 2. Newspaper articles
 - 3. Leaders speaking out for/against the War
- IV. Mobilized for War
 - A. Trained militia little
 - B. Accepted whatever treatment of prisoners that was done
 - C. Women threatened men by gaining rights. Reason for making men masculine?
 - D. We were rescuing the backward peoples
 - E. First War (Spanish/American) fought since the Civil War—join North/South
 - F. Deaths mostly because of disease—not from combat

Questions to Answer:

1. Why was it important for the United States to prove itself as a World Power?
2. What did the United States stand to gain from gaining the Philippines as a territory?
3. Why were the Philippines problematic for Spain?
4. What opinion did Wilson have as to why we were going to war?

Lesson # 3, 4, and 5
Imperialism vs. Anti-Imperialism

Authors: Teresa Stebner and Brent J. Freccia

Lesson Description: Looking at what Imperialism is and how that idea helped to drive the Philippine/American War

Time Required: 3-50 minute sessions

Essential Question Addressed:

- What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read?
- Why does differentiating between fact and interpretation matter?

Enduring Understanding:

- Students will understand that there are relevant and important contemporary issues
- Students will understand that history is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

Procedures:

- 1) Defining Imperialism and asking the students, do you think that it is important for a country to spread itself over different areas and take over other places?
- 2) Handout on Imperialism in cartoon assignment (page 10-12)
- 3) Handout on Imperialism vs. Anti-imperialism: The people involved (page 13)
- 4) Talking about which position they would choose in regards to this war and why? Write down a few points that could be part of your argument

Debrief:

- What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read?
- Why does differentiating between fact and interpretation matter?

Formative Assessment (“Check for Understanding”):

- Written points by students on Imperialism and Anti-Imperialism
- Quality of debate skills exhibited by those that choose to participate



SCHOOL BEGINS.

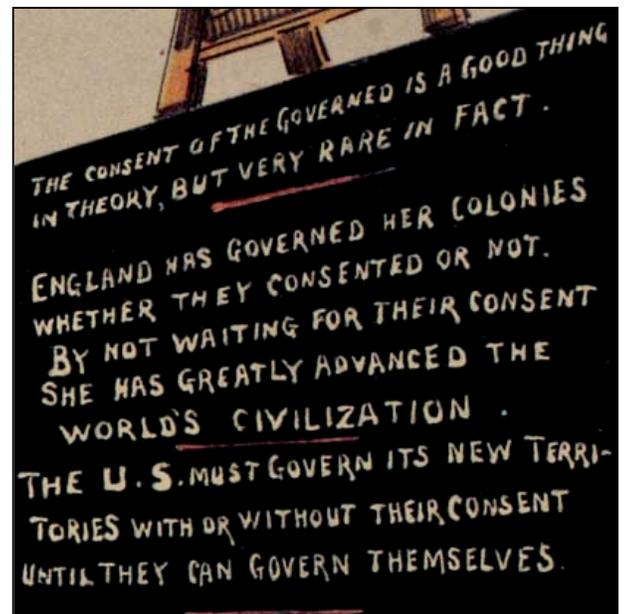
UNCLE SAM (to his new class in Civilization).— Now, child you've got to learn these lessons whether you want to or not! But just take a look at the class ahead of you, and remember that, little while, you will feel as glad to be here as they are!

“School Begins” was published following the United States victory in the Spanish-American War and represents one of the four reasons for Imperialism – to civilize “backwards” people (the other reasons include business, religion, and nationalism). Answer the questions below using the cartoon as a guide.

1. Who is the teacher in the picture? If you could label his demeanor (or emotion) in this cartoon, what would it be?
2. Who are the students sitting in the front? For each individual, what emotion(s) are they expressing? Why the difference?
3. What do you think the cartoonist is trying to say about the countries represented in the front row, compared to those sitting in the back rows (who represent the existing U.S. states of Texas and California and the territories of Alaska, Arizona and New Mexico)?
4. What type of techniques is the artist using in order to depict the differences between the front and back rows?



5. What course do you think Uncle Sam is teaching to the students in the front? Why do you think the students in the back not involved in his lesson?
6. Besides these students, what other three characters are in the picture? What are they doing?
7. What statement about each of the three outsiders is the artist conveying? Why aren't they joining the rest of the class?
8. On the blackboard in the back of the room (blown up on the right), it tries to explain how a democracy has the right to rule over conquered areas. Do you think a democracy has the right to force people to join it against their will? Explain why or why not in no less than five sentences. (worth two points)
9. Above the classroom is a poster that says “The Confederate States refused their consent to be governed but the Union was preserved without their consent”. Does that change your position made in the previous answer? Why or why not?



Cartoon to the right: Save me from my friends (1898)

10. How is the United States represented in this cartoon? How is Cuba represented? Why are they pictured this way?
11. “Lady Cuba” is hiding from her fellow revolutionaries, not the Spanish who formally ruled her country. Why does she need Uncle Sam’s protection?
12. Is ethnicity something to consider in this cartoon? Why or why not?
13. What does this cartoon express about the American goals of imperialism? Is America there to help the natives or conquer them?



Cartoon to the left: Miss Cuba receives an invitation (1899)

14. How is the United States represented in this cartoon? How is Cuba represented? Why are they pictured this way?
15. What is the “invitation” mentioned in the title. Why would the United States want to tender such an offer?
16. What symbol is included in this cartoon? What is its purpose?
17. What does this cartoon express about the American goals of imperialism? Is America there to help the natives or conquer them?



Imperialists vs. Anti-Imperialists: The People and their position

Famous Imperialists: Wilson, Hay, Roosevelt

Why: We were a strong power and other people should want to be governed by us. We would help to reverse their poor economy and backward ways. We needed to prove ourselves to ourselves and Europe and the rest of the world as a formidable force in every way. We needed the stronghold in Asia for military reasons. We needed to spread democracy to everyone because it is the best economic and political system in the world. We were good leaders to everyone else that we took over so why should the Philippines be any different. They needed our help against Spain.

Famous Anti-Imperialists: Mark Twain (author), Apacible (Filipino spokesman), Spahr (Anti-Imperialist League)

Why: Filipinos are humans too. Filipinos wished to have freedom not be governed over by another entity. Filipinos would not be governed well because the U.S. already has so many properties and does not need more. We do not need to show them how to live. We are just looking to decimate their people, lifestyle and rape their land of its resources. We are no better than the Spanish and don't deserve to control these people. We are not treating them humanely and are considering them to be equivalent to Negros.

- What is your opinion?
- Why do you hold that opinion?
- Do you understand the other side's position?

Lesson # 6, 7, 8, and 9
The Race War

Authors: John Dunn and Nichole Perry

Lesson Description: Students will be learning about the causes of the Philippine/American War from a race perspective based on American as well as Filipino experience

Time Required: 4-50 minute sessions

Essential Question Addressed:

- How does the way research is conducted influence a historian's interpretation?
- To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read?
- Is there such a thing as completely unbiased history?
- What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read?
- Why does differentiating between fact and interpretation matter?

Enduring Understanding:

- Students will understand that what is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions.
- Students will understand that a historian must prove where the information can be found that is the basis for historical conclusions.
- Students will understand that history is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences.
- Students will understand that resources for education and not the scope and sequence contained in a textbook.

Materials:

- 1) Political cartoon handouts
- 2) Revisit the Historical Interpretation Questionnaire (see attached)
- 3) Outline of the war as a Race War (page 16)
- 4) Handout from <http://www.tribo.org/history/history3.html>
- 5) Printout of excerpts from The Blood of Government—firsthand perspectives
- 6) Copies of pictures from The Blood of Government
- 7) Use of the website <http://www.historyguy.com/PhilippineAmericanwar.html>

Procedures:

Step 1) Distribute Political Cartoon Handouts, outline, pictures, and perspectives—Day 6/7
Step 2) Have students complete the Historical Interpretation Questionnaire—Day 8 and 9
Step 3) Go over the contents of the paper that are required for this section—written component, Grammatical errors to be avoided, How to write a Bibliography or source list, rules about Plagiarism.—Day 8 and 9

Questions to reflect on to initiate interest:

- 1) What is a race war and are you familiar with one that has happened that you learned about in history?
- 2) How does your previous learning about our power and desire to spread our prestige by dominating other countries help to justify our actions of conquering the Filipino people?
- 3) How do Filipinos see the way that the War took place from their perspective?
- 4) How can historians tilt the facts to fit the American ideal as to why the War was not really a race war as it has been argued? (Historical Interpretation)

Debrief:

- How does the way research is conducted influence a historian's interpretation?
- To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read?
- Is there such a thing as completely unbiased history?
- What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read?
- Why does differentiating between fact and interpretation matter?

Reflective question:

- Has your perspective changed since you were introduced to this lesson?

Formative Assessment (“Check for Understanding”):

- Written paper using sources in class, textbook can be a source, website and political cartoons and pictures, firsthand resources

Philippine/American War as a Race War

- I. Darwinian Competition
 - A. It is a biological struggle by Europe to beat out the less fortunate which is justified by their merit able power.
 - B. If you are elite then you are illustrato—enlightened, but you can't govern yourself
p. 138—MacArthur about racial mixing
- II. How does a civilized person fight?
 - A. The Filipinos utilized guerilla warfare
 - B. The Americans claimed to fight a civilized fight
 1. Roosevelt had to defend American Atrocities by minimizing our actions
 2. First documented use of "water torture" by Americans—known as the "Water Cure"
 3. We adopted guerilla warfare once we started to lose badly
 - a. Looted homes
 - b. Abused prisoners
 - c. Burned homes
 - d. Torture was seen as fun and ok to be done to them because they were seen as equivalent to negros
p. 141—Song about the water cure and its ability to civilize
 - e. Generals told them to kill everyone over the age of 10 because they could carry a gun
- III. Political Cartoons
 - A. Characterized the "Good Filipino vs. the Bad Filipino"
 - B. Characterized the U.S. as helping out the backward peoples
 - C. Showed how the U.S. was pushed into war by Europe
 - D. Showed the U.S. as caring for all of the other countries
- IV. Pictures
 - A. Looking at the pictures as to what was wanted to be seen
 - B. Looking at the pictures as to what really was happening
p. 20—Not naïve Filipino
p. 70—Filipino "savages"
p. 118—Anti-Imperialistic cartoon
p. 142—The water cure
p. 193—Good Filipino v. Bad Filipino
p. 202—Against the stereotype
p. 219—Murders of Filipinos that were part of cover up

Think about:

How was Race related to the War?

What did the government want everyone to think?

What was the truth?

Resources and Teaching Tips

- **What text/print/media/kit/web resources best support this unit?**
 - Brinkley, Alan. *American History A Survey Volume II. 13th Edition* 1995, McGraw Hill
 - <http://www.historyguy.com/PhilipineAmericanwar.html>
 - Kramer, Paul A. *The Blood of Government Race, Empire, the United States, & the Philippines* 2006, Chapel Hill
 - <http://www.tribo.org/history/history3.html>

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**
 - Teachers should make sure that students are knowledgeable about writing and what is being required on their papers. They should also make sure that students understand that history is free to interpretation and they need to make sure that the source is credible. Teachers should be sure that students understand the concepts and big ideas because those are the backbone of the lesson. If there is anything in the teacher knowledge base that they can lend to do a comparison for the students to ensure understanding then that is completely acceptable.