

**Research Lesson Plan:** Interpretations of Idealism and Realism in American Foreign Policy during the American/Philippine War

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**Targeted Grade Level:** 11<sup>th</sup>

**Essential Question:** Is American foreign policy during the American/Philippine War motivated more by idealism or realism?

### **Formative Assessment Prompts:**

**Instructional Chunk #1:** What are idealism and realism, and how does it relate to American imperialism in the 1800s?

**Instructional Chunk #2:** What is the chronology (name five events) involved in American imperialism in the Philippines?

**Instructional Chunk #3:** Based on the analysis of political cartoons created during the American/Philippine War, does the evidence support American foreign policy motivated by idealism or realism?

**Standard Addressed: History Standard 2- 9-12b:** Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

### **Problematic Prior Knowledge (PPL) Addressed:**

America always does the right thing for the right reasons. America's way is better and always right- and we have the right to impose that on anyone and everyone. America's way will succeed in any situation. Students think that anything that is published is a fact- if they can see it, it must be factual. All opinions are equally valid regardless of what evidence one has to back up their opinion.

### **Activating Strategies:**

Strategy 1: Situational examples that clarify idealism and realism

Strategy 2: Imperialism simulation activity with post-it notes

Strategy 3: Explicit instruction on how to analyze a political cartoon using current event cartoons

### **Key Vocabulary to preview**

Idealism  
Realism  
Imperialism  
Interpretation  
Symbolism

## Teaching Strategies:

Simulation  
Think-Group-Share  
Direct Instruction

## Graphic Organizer(s) Used:

T-chart- did not use in implementation, would use for larger group  
Political cartoon graphic organizer- did not use in implementation  
Timeline

## Materials Needed:

Copies of the Philippine War Timeline  
Copies of the political cartoon graphic organizer  
Electronic interactive Philippine War Timeline  
Paper copies of political cartoons- Current Event, 10,000 Miles (did not use), and American/Philippine War  
Electronic presentation of political cartoons- Current Event, 10,000 Miles, and American/Philippine War  
Post-it notes  
White drawing paper  
DBQ Philippine Background Information- page 17  
DBQ Background Information questions  
Cartoon Questions  
Summarizing strategy Instruction Sheet

## Differentiation Strategies:

Providing visuals  
Accommodations provided by paraprofessional and/or classroom teacher: scribe, ASL interpretation, large print  
Heterogeneous grouping (peer tutoring)  
Cartoon assignments based on ability level

## Instructional Plan:

**Instructional Chunk #1:** What are idealism and realism, and how does it relate to American imperialism in the 1800s?

- Procedures:** Divide the class into two groups: Group A and Group B. If you have a large class, you can divide the class into more groups, however, only one group should get the instructions for group "A" and the remaining groups would get the instructions for group "B". Give each group a set of instructions. Tell the students that they must read all of the instructions before beginning. Students have 10 minutes to complete this activity. You may want to give the students a few minutes to read the instructions before the 10 minutes start.

### Instructions: Group A

The stuff in this classroom is up for grabs! Your group has the opportunity to “claim” anything in this classroom that you want. Think about what items would be most valued to your group, and then follow the instructions below to “claim” items in our classroom. You will have 10 minutes to claim items that you want.

- 1) Create a name for your group
- 2) Create a flag for your group
- 3) Draw flag on sticky notes
- 4) Place sticky notes on furniture and objects in the room you wish to “claim”
- 5) Create a map of the room and mark with X’s which items you claimed
- 6) You may not claim an item that another group has already claimed

### Instructions: Group B

The stuff in this classroom is up for grabs! Your group has the opportunity to “claim” anything in this classroom that you want. Think about what items would be most valued to your group, and then follow the instructions below to “claim” items in our classroom. You will have 10 minutes to claim items that you want.

- 1) Create a name for your group
- 2) Create a flag for your group
- 3) Create a map that places X’s on items you wish to claim
- 4) Draw your flag on your sticky notes
- 5) Place flag on furniture and items you wish to claim
- 6) You may not claim an item that another group has already claimed

Monitor both groups throughout the 10 minutes to make sure that each group is following the instructions they were given. Group B is likely to be frustrated that Group A is taking items they want before they can get to them. Encourage Group B to keep following the instructions and do the best they can.

When the ten minutes are up, have the students return to their seats. Give the groups time to make a list of what they “claimed”.

## 2. Debrief: ask the students...

Say: Now that you have “claimed” your items in the classroom, let’s talk about how this relates to what we have been learning about in class, colonization and imperialism.

- 1) What do the groups and flags represent? ( countries)
- 2) What do the furniture and other items you claimed represent? ( colonies)
- 3) Why did you (countries) claim items?
- 4) Did you know how you would use the items (resources)?
- 5) Why did you want specific items? (The teacher should use this question to guide students towards categorizing their answers as motivated by realism or idealism. This will help make the connection to the lesson essential question).
- 6) Which group claimed the most items? Why did this group have an advantage?
- 7) Which country might Group A represent? (Britain)
- 8) Why did Group B have a disadvantage? Who does the Group B represent? ( USA, Germany, France, etc)
- 9) Why did countries compete for colonies? (Again, teacher should help students categorize answers as realism or idealism).
- 10) How do you think the colonial people responded?

11) What permitted Britain or the USA the ability to claim colonies?

3. **Check for Understanding/Summarizing Activity:** Have students answer the following questions as an exit ticket, journal entry or other collected written response:

What motivated your group more: realism or idealism? Give an example of something you “claimed.” Explain why you chose this item and how it shows you were motivated by realism or idealism.

What do you think motivated countries like Great Britain and the United States to claim colonies? Give an example to support your answer and explain how your example shows that Great Britain/United States were motivated by imperialism or realism.

***Instructional Chunk #2:*** What is the chronology (name five events) involved in American imperialism in the Philippines?

1. **Procedures:**

Using Philippine War timeline interactive notebook file and paper copy of timeline (Resources #1 and #3), talk through the event timeline with students (direct instruction). **DBQ background reading as whole group.(Resource #10)**

2. **Debrief:**

Teacher-led question: Do you agree with America’s involvement in the Philippines? Why or why not? All students must speak their opinion and explain it.

3. **Check for Understanding/Summarizing Activity:**

Split students into partners/groups of three. Hand students mixed-up version of timeline (Resource #2). Have students reconstruct timeline, placing dates into correct locations. Check accuracy with page 2 of interactive file (Resource #3)- placing events into the correct place on the timeline as a whole group. **With the same partners/groups of three, answer the DBQ Background Questions (Resource #11).**

***Instructional Chunk #3:*** Based on the analysis of political cartoons created during the American/Philippine War, does the evidence support American foreign policy motivated by idealism or realism?

1. **Procedures:**

A) Students analyze a current event cartoon (review/practice)

- 1) Cartoon questions handout and Smartboard image (Resource #6 and #4)
- 2) Worksheet questions
  - a) What people are shown in the cartoon?
  - b) What objects are shown in the cartoon?
  - c) What symbols are shown in the cartoon and what do they mean?
  - d) Describe what is happening in the cartoon
  - e) What message or opinion is the cartoonist expressing?
  - f) Do you agree or disagree with the cartoonist? Why or why not?

B) Students analyze a cartoon on imperialism “ Ten Thousand Miles from Tip to Tip” (Resources #5 and #6)

Follow same procedures and questions above

- C) Students analyze cartoons related to the U.S. War against the Filipinos
- 1) Students are assigned a partner
  - 2) Partners work together to analyze a set (2) political cartoons from the Filipino War (Resources #6, #7, #8 and #9)
  - 3) Teacher and students practice analysis of first set of political cartoons
    - a) Cartoon image on Smartboard
    - b) Answer worksheet questions
    - c) Complete graphic organizer (omit all of step 3)
  - 4) Pairs of students analyze cartoons
    - 1) Complete worksheet questions
    - 2) Complete graphic organizer (omit)
  - 5) Student groups present one of their cartoons to the class- complete graphic organizer during peer presentations

2. **Debrief: ask the students...**

A) Teacher led discussion

- 1) How is America depicted by supporters of American expansion?
- 2) How is America depicted by critics of American expansion? (omit #s 1 and 2, changing it to the following question: How to the cartoons demonstrate idealism and/or realism in American foreign policy?)
- 3) What do these cartoons tell you about America in the 1890's?
- 4) Do you see images like these today? If so, Where? Why or why not?

3. **Check for Understanding/Summarizing Activity:**

Students create their own political cartoon related to American expansion:

- 1) The United States role in the world today

**Summarizing Strategy:** Given the situation in Iraq- changed wording to Given a current world situation, do you believe that American involvement was motivated by idealism or realism? Draw a political cartoon showing your interpretation. Write a one or two sentence caption that describes your cartoon. (Resource #12)

*Lesson Resources:*

Sources:

Stanford History Education Group: Unit 7- American Imperialism: <http://sheg.stanford.edu/?q=node/33>  
Timeline, American/Philippine War political cartoons, political cartoon graphic organizer

Wikipedia.com- Jingoism article: 10,000 Miles from Tip to Tip cartoon: <http://en.wikipedia.org/wiki/Jingoism>

Reuters.com article: Rio Cartoonist Inspires Arab Rebellions From Afar: Current Event Political Cartoon: <http://www.reuters.com/article/2011/08/29/us-brazil-cartoonist-mideast-idUSTRE77S3IW20110829>

Mini - Qs in American History, Volume 2: 1877 - Present, The DBQ Project: DBQ Philippine Background information

**Resources:**

- 1) *American/Philippine War Timeline- paper copies*
- 2) *American/Philippine War Mixed-Up Timeline- paper copies*
- 3) *American/Philippine War Timeline- notebook interactive file*
- 4) *Current Event cartoon- electronic copy*
- 5) *10,000 Miles from Tip to Tip Cartoon- electronic copy*
- 6) *Cartoon Reflection Questions*
- 7) *Sets of political cartoons from American/Philippine War- paper copies*
- 8) *Political Cartoons from American/Philippine War- electronic file*
- 9) *Political Cartoon Graphic Organizer- paper copies* – *Revise to match Cartoon Questions*
- 10) *DBQ Philippine Background Information- page 17*
- 11) *DBQ Philippine background Information Questions*
- 12) *Summarizing Strategy Instruction Sheet*

**Student work- See Mike McKibben- gave paper copies to Fran O'Malley Feb. 24th**