

## Unit 2: Challenge History

### Lesson 4: A Dysfunctional Relationship

Adapted from *Pinoy Teach* ([www.pinoyteach.com](http://www.pinoyteach.com))

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#### Background

Imperialism is the policy and practice of extending one's boundaries and dominating another country or area. As a nation expands and takes over another territory, the rights of the native population are not protected or asserted. Imperialism impedes self-determination and empowerment of the colonized people. Through this lesson, the students will analyze primary documents to make comparative reasoning and judgments of historical events, and apply this information to new context, while developing a more critical eye on modern society.

#### Connections to NCSS Standards

*Culture:* The students explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

*Time, Continuity, and Change:* The students expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

*People, Places, and Environments:* The students relate their personal experiences to happenings in other environmental contexts. They use data and apply skills in analyzing human behavior in relation to its physical and cultural environment.

*Individuals, Groups, and Institutions:* The students examine the ways in which institutions change over time, promote social conformity, and influence culture.

*Power, Authority, and Governance:* The students apply their awareness of rights and responsibilities in more complex contexts with emphasis on new applications.

*Production, Distribution, and Consumption:* The students expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the fundamental economic questions.

*Science, Technology, and Society:* The students explore the complex relationships among technology, human values, and behavior.

*Global Connections:* The students examine policy alternatives that have both national and global implications.

*Civic Ideals and Practices:* The students expand their ability to analyze and evaluate the relationships between ideals and practice.

#### Lesson Objectives

The students will be able to:

- learn the three stages of imperialism: opportunity, propaganda, justification
- examine United States imperialism in the Philippines
- examine other examples of imperialism

**Time:** four 1-hour sessions

#### Materials

- *Pinoy Teach* handouts
  - "Under the Eagle's Eye"
  - "A Dysfunctional Relationship" script
  - Mark Twain interview
- "The Game of Imperialism" chart (pdf)
- Political cartoons
- Spanish black top hat and red sash
- American red, white, & blue top hat and white mask

- purple garland, lei, and tiara
- examples of Yellow Journalism (transparencies of political cartoons)

## Procedures

### A. Opening: Imperialism

1. Begin the lesson by asking the students what they know about the term, "Imperialism." (the policy and practice of dominating the political, economic, commercial, education, and social affairs of under-developed areas or weaker countries).
2. Have the students develop class definitions for the following terms:
  - a. Semantics – the language used (as in advertising or political propaganda) to achieve a desired effect on an audience through the use of words with novel or dual meanings
  - b. Opportunity – a favorable circumstance of being some place at the right time
  - c. Yellow Journalism – the use of cheaply sensational or unscrupulous methods in newspapers
  - d. Justification – to prove to be right; to be free from guilt or blame; an excuse
  - e. Democracy – government by the people and for the people; the practice of social equality
3. Ask students to give examples of each term. For example, what are present day examples of yellow journalism (the *Inquirer* and cartoons)?
4. Inform the class that at one time, Philippines was a colony of the United States. In 1898, the U.S. moved in and laid claim on the Philippines, even though the Philippines already had a president, cabinet, congress, constitution, flag, and national anthem. This move established U.S. as a world power.
5. Follow this information with questions for the students to think about:

- a. Why did the U.S. take over the Philippines?
  - b. How did the U.S. take over the Philippines?
  - c. Can a country be a democracy and imperialist nation at the same time?
  - d. What are the stages of imperialism?
6. Have the students read "Under the Eagle's Eye" to help them answer the previous questions.

### B. Role Playing: "A Dysfunctional Relationship"

1. Ask four students to volunteer to act out a skit titled: "A Dysfunctional Relationship." Choose two dominant males and a female or two dominant females and a male.
2. Tell the class that the four will do this short skit to help the class learn about imperialism, specifically the events that transpired between Spain, U.S., and the Philippines.
3. The three major characters in the skit are: Maganda, Don Ramon, Sam, and Clemens. Maganda represents the Philippines, Don Ramon represents Spain, Sam is imperialist U.S., and Clemens (Mark Twain) is anti-imperialist U.S.
4. Bring the volunteers outside and dress them up in their appropriate costumes and props. Maganda dresses up like a prize to be won and fought over. Have the volunteers look over the script. Prep them on their character role.
5. Meanwhile, have the rest of the class review the concept and terms. They can use and write the terms in a sentence.
6. Introduce the characters of the skit. Tell the class that they need to look for examples of opportunity, propaganda, and justification in the skit.
7. Read the skit. Slowly have students perform each act of the skit. At the end of each act, have students summarize what they saw and analyze the play according to the three stages of imperialism. Have the audience write down

their observations in their “The Game of Imperialism” chart:

- a. Act 1: Background check
  - b. Act 2: What opportunity did Sam have to get good with Maganda?
  - c. Act 3: What did Sam do to spread his ideas? What did Clemens do?
  - d. Act 4: How did Sam justify his actions?
8. Ask the students if they can guess what country Maganda represents, Don Ramon, Sam, and Clemens? Draw out a love triangle to represent the relationship between the Philippines, Spain, and U.S.
  9. Ask: what opportunity did the U.S. have to enter the picture and take over the Philippines?
  10. Discuss how, given the opportunity, the U.S. was still divided over whether or not to take over the Philippines. The U.S. was split between the imperialists and the anti-imperialists.

## C. Analyzing Propaganda: Political Cartoons

1. Ask the students what they would do when they need to make a big decision in life. Share how President McKinley prayed to decide what to do. Read McKinley’s quote in “Under the Eagle’s Eye: Swirls of Controversy.” Ask: Do you think McKinley was for or against imperialism?
2. Discuss anti-imperialist and Mark Twain’s views by reading Mark Twain’s October (1900) interview in “The New York World.”
3. Discuss how the imperialists and anti-imperialists worked hard at convincing the rest of the nation their side was right. How did they spread their ideas? One method they used was yellow journalism or political cartoons. Have students review “Under the Eagle’s Eye: The Power of Propaganda.”
4. Show several examples of political cartoons. Have the students examine, as a class or in groups, the cartoon and determine whether it

promotes an imperialist or anti-imperialist viewpoint.

## D. Closing: Justification

1. Ask students how the U.S. justified their actions in the Philippines? The U.S. felt they had a reason to take over the Philippines because they wanted to uplift, educate, spread democracy, and civilize the Filipino people.
2. Fact: The U.S. specifically created the Colt 45 gun to stop/kill the Filipino.
3. Ask: Do you think the U.S. benefited from taking over the Philippines? The U.S. benefited economically and politically from their presence in the Philippines.
4. What did the Filipinos think when the U.S. took over the Philippines? How did they feel?
5. Have students compare “A Dysfunctional Relationship” with the historical events in the Philippines by completing their “The Game of Imperialism” chart. Allow the students to share their observations.

## Suggested Assessment

In written format, have the students answer the questions:

1. Can a country be a democracy and imperialistic nation at the same time?
2. Do you think the U.S. was justified in taking over the Philippines?

## Enrich/Extend

1. Have students pretend they are members of the U.S. Congress in 1898. Spain has just ceded the Philippines to the U.S. They must decide the specific political and economic policies for the new territory. Compare their plan to U.S. policy in the Philippines.
2. Compare and contrast the concept of imperialism to present day multinational corporations such as Nike and Reebok that

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conduct business and exploit the workers in third world countries.

3. Add to the skit, "A Dysfunctional Relationship," to include other historical characters that represent imperialist or anti-imperialist perspectives.
4. Rewrite the skit using Ebonics or Pidgin for the dialogue.
5. Read and analyze Rudyard Kipling's poem about imperialism.

### Resources

Print

1. *Pinoy Teach* textbook and Activity Workbook