9th Grade World History Benchmark:

SS.912.W.6.6 Analyze the causes and effects of imperialism.

Directly Correlated 11th Grade U.S. History Benchmark(s):

SS.912.A.4.1 Analyze the major factors that drove United States imperialism.
SS.912.A.4.2 Explain the motives of the United States’ acquisition of the territories.
SS.912.A.4.3 Examine causes, course, and consequences of the Spanish American War.
SS.912.A.4.4 Analyze the economic, military, and security motivation of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

Learning Goals/Objectives:

- Students will be able to explain reasons for the United States’ acquisition of territories.
- Students will be able to compare pro-imperialist and anti-imperialist viewpoints.

Essential Question(s):

- Why did the United States acquire foreign territories?
- Was U.S. imperialism justified?

Key Vocabulary: (terms in BOLD also appear in 11th grade U.S. History item specs)
imperialism, protectorate, territory, annex, colonialism, exploitation, spheres of influence, assimilation, Panama Canal, “White Man’s Burden,” Guam, Spanish American War, Philippines

Materials Needed:
Attachment A: Cartoon Analysis Warm-Up
Attachment B: Philippine-American War Cartoons
Attachment C: Graphic organizer
**Time:** 80 min.

**Steps to Deliver the Lesson:**

**Introduction/HOOK:** Project the political cartoon warm up (Attachment A) to get students thinking about and discussing the topic of U.S. imperialism. The cartoon depicts a larger-than-life Theodore Roosevelt digging out the earth to create the Panama Canal. Give students a few minutes to list their observations and inferences of the cartoon in the T-chart; then use the Think-Pair-Share strategy to encourage class discussion about the cartoon and its meaning. Finally, show students the map (Attachment A) and ask them what reasons the United States might have had to want to take control over the Panama Canal Zone and build a canal there. Encourage students to consider military, economic, and political reasons. (15 min.)

**Activity:**

1. Using the Stanford History Education Group’s Lesson Plan on the Philippine-American War (http://sheg.stanford.edu/upload/V3LessonPlans/Philippine-American%20War%20Political%20Cartoons%20Lesson%20Plan_0.pdf), have students engage in a political cartoon analysis activity in which they will compare pro-imperialist versus anti-imperialist viewpoints. Students will first analyze the poem “White Man’s Burden” to begin examining these different viewpoints. Then they will work with a small group to analyze two cartoons using a graphic organizer guide to determine their meaning and also whether they reflect the pro- or anti-imperialist view. Detailed instructions for the lesson are found via the above link. The cartoons and a graphic organizer to assist with analysis can be found in Attachments B and C, respectively. (30 min.)

2. If time allows, after discussing the cartoons and viewpoints, have students participate in mini-debates to argue the pro-imperialist versus anti-imperialist viewpoints. (25 min.)
   - Divide the class into 3 groups—group A will argue the PRO side; group B will argue the ANTI side; and group C will be judges. Instruct groups A and B to work together to brainstorm a list of possible arguments they could use to win the debate. Have group C create a list of questions that they can use as judges to stimulate debate.
   - Match one student from group A with one student from group B and one student from group C until everyone is grouped in a triad made up of a student from each of the three groups. Each of these triads will have their own mini-debate, meaning that there will be 5-10 debates going on around the classroom at the same time.
   - Finally, after 5-10 minutes of debate, ask each judge to share their verdict—Who won the debate? Why?
Closure: Have students reflect on their cartoon analysis and the debates, and respond in writing to the essential question: Was U.S. imperialism justified? They must include supporting evidence and a clear explanation of their reasoning. (10 min.)

Optional Extension Activity/Home Learning:

- Create your own political cartoon representing your viewpoint of imperialism.
- Complete a Venn diagram to compare U.S. imperialism to European imperialism.
Cartoon Analysis Warm-Up

Why did the United States want to build the Panama Canal?

<table>
<thead>
<tr>
<th>Observations</th>
<th>Inferences</th>
</tr>
</thead>
</table>

**Cartoon Description:**
A cartoon depicts a figure labeled "The Man Who Can Make the Dirt Fly." The figure is using a shovel to create a Panama Canal, with a background showing a map of North and South America with the Panama Canal route highlighted. The cartoon humorously suggests the act of making dirt fly to construct the canal.
Philippine – American War

Political Cartoons
Example 1: *Judge*, 1899
Example 2: *Life*, 1899

"THE WHITE (?) MAN'S BURDEN."
Set A: Cartoon 1  
Judge, 1899

“A LESSON FOR ANTI-EXPANSIONISTS.”
“Showing how Uncle Sam has been an expansionist first, last, and all the time.”
Set A: Cartoon 2

*Life*, 1900

*Declaration of Independence*

"We hold these truths to be self-evident."

*Therefore*

"We hold these truths to be self-evident."

*We hold these truths to be self-evident.*

*That all men are created equal; that they are endowed by their Creator with certain unalienable Rights; that among these are Life, Liberty and the pursuit of Happiness.*

*That to secure these Rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.*

*Old Teddy Washington is a real Teddy that doesn't bend over.*

"*FUN FOR THE BOYS.*"¹

*Life, Life Publishing Company, New York, August 23, 1900*

[artist: William Bengough]
Set B: Cartoon 1  

*Judge*, 1899

"The Filipino's First Bath."
"McKinley—'Oh, you dirty boy!'"

*Judge*, Judge Company, New York, June 10, 1899 [artist: Grant Hamilton]
Set B: Cartoon 2

*Life*, 1900

**“A RED-LETTER DAY.”**

HE STRANGER: How long have you been civilized?  THE NATIVE: Ever since my home was burned to the ground and my wife and children shot.

*Life,* Life Publishing Company, New York, October 18, 1900
[artist: Frederick Thompson Richards]
Set C: Cartoon 1  
*Puck, 1901*
Set C: Cartoon 2

Life, 1898

"COLUMBIA IS BY NO MEANS ENTHUSIASTIC BY THIS TRANSACTION."

Life, Life Publishing Company, New York, December 8, 1898
[artist: Francis Gilbert Attwood]
“SCHOOL BEGINS.”

“Uncle Sam (to his new class in Civilization)—Now, children, 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, in a little while, you will feel glad to be here as they are!”
First Filipino: What's the matter? Second Filipino: Bee takin' another of those blamed lessons in the progress of civilization.
Set E: Cartoon 1  

Judge, 1899

"HE WOULDN'T TAKE IT ANY OTHER WAY."

Set E: Cartoon 2  *The World*, 1898

“CIVILIZATION BEGINS AT HOME.”

Set F: Cartoon 1  
Judge, 1900

"AND, AFTER ALL, THE PHILIPPINES ARE ONLY THE STEPPING-STONE TO CHINA."
Set F: Cartoon 2  
*Life, 1899*
Clues for Cartoon Analysis

Source:

Pro-Imperialism Magazines: *Judge* and *Puck*

Anti-Imperialism Magazines: *Life* and *The World*

Context: Use your timeline and textbook!

Additional clues for Set B:
William McKinley was President at the start of the Philippine-American War. He supported expansion and thought it was his duty to civilize the Filipinos.

Additional clues for Set C:
Columbia is a symbol of American liberty.

Additional clues for Set D:
Uncle Sam is a symbol of the United States.

Additional clues for Set E:
In the 1880s and 1890s, hundreds of African Americans were lynched in the United States.

Additional clues for Set F:
You will need to look at a map of the world to see how close the Philippines are to China.
**Philippine-American War Political Cartoons Graphic Organizer**

<table>
<thead>
<tr>
<th>Cartoon</th>
<th>Source: Publication/ Date</th>
<th>Context: What else was going on at this time that relates to this cartoon? (Use your timeline and textbook for background information)</th>
<th>Main characters/ symbols: What do you see in this cartoon?</th>
<th>Overall message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example 1</td>
<td><em>Judge</em>, 1899 Pro-Imperialist</td>
<td>U.S. begins war in Philippines; Rudyard Kipling publishes ‘White Man’s Burden’</td>
<td>White men (Uncle Sam and the guy who represents England) carrying baskets of people of color towards “Civilization”</td>
<td>America and England are helping to “civilize” people</td>
</tr>
<tr>
<td>Example 2</td>
<td><em>Life</em>, 1899 Anti-Imperialist</td>
<td>U.S. begins war in Philippines; Rudyard Kipling publishes ‘White Man’s Burden’</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SET ___ Cartoon ___**

**SET ___ Cartoon ___**