

Should the United States Have Annexed the Philippines?

Lesson Question

Should the United States Have Annexed the Philippines?

Lesson Task

After reading four primary source documents on both sides of the question, students write a five-paragraph argumentative essay in the form of a newspaper editorial. They use evidence from the documents to support the side of their own choosing, and address one counter-argument.

NAEP Era: 6. The Development of Modern America (1865 to 1920)

Focal Skill: Writing argument essays

Number of Documents: 4

Number of Days: 5–7

Common Core Standards

- CC reading standard (primary): RHSS.6-8.1 Cite specific textual evidence to support analysis of primary sources
- CC reading standard (secondary): RHSS.6-8.6 Identify aspects of a text that reveal an author's point of view
- CC writing standard: WHSS.6-8.1 Write argumentative texts

TABLE OF CONTENTS

[Suggested time: 1 session]

OVERVIEW 2

- Objectives
- Instructional Sequence
- Lesson Background

THE HOOK 3

- Purpose & Process
- Transition to Context-Setting

CONTEXT 5

- Overview
- Four Context Slides
 - Purpose & Process
- Slide Review
- Transition to Documents

[Suggested time: 4–6 sessions]

DOCUMENTS 10

- Documents Overview
- Document 1: Showing the Light to the Filipinos
 - Purpose, Teacher Guided Reading, Discussion
- Document 2: Senator Albert Beveridge Speaks About Empire
 - Purpose, Process, Discussion
- Document 3: Galicano Apacible on U.S. War in Philippines
 - Purpose, Process, Discussion
- Document 4: Platform of the American Anti-Imperialist League
 - Purpose, Process, Discussion

[Suggested time: ½ session]

CONNECT 27

- Purpose
- Cross-Document Discussion
 - Re-engage students in historical inquiry
 - Compare big ideas and details across documents
 - Help students articulate own thinking

[Suggested time: 1–2 sessions]

WRITING 29

- Teachers' Roles During Writing
- Preparing Students to Write
- Writing Outline
- Set Level of Writing Support
- Sample Student Essay
- Writing Rubric

OVERVIEW

[Suggested time: 5 minutes]

Content Objectives

Students will understand the range of claims being made on both sides of the annexation debate, and how those claims connected to a range of U.S. foreign policy goals.

Pro-Annexation – Increase U.S. territory and gain wealth; help Filipinos and spread democracy to Philippines

Anti-Annexation – Respect a nation’s right to self-government

Historical Thinking Objectives

- Close Reading
- Understand the structure of historical arguments

Skill Objectives

- Writing an argument essay
- Using reasoning and evidence to support a claim and refute a counter-claim

Instructional Sequence

Before you begin the lesson you should share a brief agenda with students:

HOOK	Together, we will look at and discuss a list of common U.S. foreign policy goals.
CONTEXT	We’ll then review some background context about the history leading up to the annexation of the Philippines.
DOCUMENTS	On your own, you will read and analyze four primary source documents for the claim each author makes about annexation.
CONNECT	We’ll discuss how the documents connect to the Context and the lesson question. We’ll also connect the documents’ claims to U.S. foreign policy goals.
WRITE	You’ll write a five-paragraph argument essay taking a position on the lesson question.

Lesson Background

History textbooks often ignore the Philippine War (1899-1902), and cover U.S. expansion at the turn of the twentieth century only in Cuba. Yet at the time, the war and occupation in the Philippines provoked widespread debate, resulted in thousands of casualties, consumed significant military expenditures, and helped shape U.S. foreign policy in the twentieth century.

In 1895, Cuban revolutionaries began fighting to overthrow Spanish rule. In the U.S., popular support for the cause of Cuban independence was fed by sensationalized newspaper coverage of the conflict, most famously of a mysterious explosion on the *U.S.S. Maine* in Havana harbor. When Congress declared war

against Spain in April of 1898, it added the Teller amendment to the war authorization. The Teller amendment specified that if the U.S. defeated Spain, it would not annex Cuba.

After defeating Spain in Cuba, the U.S. negotiated possession of the Philippines (another Spanish colony) as part of the peace treaty, much to the dismay of the Philippine nationalists who had been fighting for their independence since 1896. Under the leadership of Filipe Aguinaldo, the Nationalists had formed their own government after the departure of Spanish troops. The U.S. began amassing troops on the islands before Congress approved the peace treaty with Spain, and a small skirmish led the U.S. to declare war. The Philippine army was small and poorly armed, but widely supported by the population. As a result, the U.S. military targeted the civilian population as well, forcing residents to move into concentrated villages that could be patrolled by U.S. troops, and torturing citizens to reveal information about the armed resistance. U.S. soldiers burned many villages and towns to the ground, and historians estimate that over 220,000 Filipinos died of war-related causes.

In the U.S., robust opposition to the war challenged U.S. imperialism and brought together a broad collection of groups and individuals, including novelists, labor leaders and volunteer soldiers. The Anti-Imperialist League held meetings and lectures, published newspapers and pamphlets, and supported anti-war political candidates. Some who opposed the annexation did so out of respect for the right of the Filipinos to govern themselves. (Not addressed in this lesson is the fact that others opposed the idea of granting U.S. citizenship to a group of Asians.)

THE HOOK

[Suggested time: 10 minutes]

Common Goals of U.S. Foreign Policy

Purpose

To introduce the concept of “foreign policy goals.”

To begin a debate among students on which foreign policy goals are most important.

To consider how people make arguments to support particular perspectives and priorities.

Process

- **Introduce** the concept of foreign policy, beginning with the definition.
 - Foreign policy: The goals, values, and strategies that guide how a nation acts towards other nations
- **Provide** necessary background information about U.S. foreign policy.
 - The Constitution doesn’t say much about how the U.S. should interact with other nations and peoples.
 - Congress has to approve big decisions like going to war, raising an army, or signing a treaty with another country.

Common Goals of U.S. Foreign Policy

Foreign Policy (n): the goals, values, and strategies that guide how a nation acts towards other nations

Goals that have influenced U.S. foreign policy over time:

- * Increase the wealth, land, and power of the U.S.
- * Protect U.S. citizens from outside threats
- * Spread democracy to people in other countries
- * Respect the right of other nations to govern themselves
- * Help other nations and people who are suffering

- But the President is mostly responsible for deciding on foreign policy, usually by talking with advisers and other experts.
 - In figuring out a foreign policy, the President and his/her advisers must decide which goals are most important.
- **Ask** the **Think About It** question: Which of these foreign policy goals do you think are most important for the U.S.?
- Have students **discuss** their ideas. Use whole class discussion, turn-and-talk partnerships, or table groups.
- Students will likely start by drawing on their personal opinion when selecting the most important goals. If possible, connect the conversation to current events to help ground students' thinking in real-world scenarios.
 - Consensus is not necessary: Point out moments of disagreement and the arguments students might make to defend their choices.
 - Note that deciding goals is something that Americans have historically disagreed about and debated.
- **Ask** follow-up questions for discussion, such as:
 - Why is that most important?
 - Why might these goals lead to arguments at home? To conflicts abroad?
- Share the Lesson Question. **Tell** students that in this lesson, they will examine a major foreign policy debate that took place in the late 1890s: **Should the U.S. annex the Philippines?**

TRANSITION TO CONTEXT-SETTING

Transition students to the Context slides by letting them know that they are now going to learn more about what annexation is and what events led up to the U.S.'s decision to annex the Philippines.

Context slides are intended to serve as a support for a relatively quick "interactive lecture" with students. The goal is to provide essential background information and engage students' prior knowledge and thinking.

While you can certainly slow the process down according to your students' needs, Context is not intended to be a "deep dive" into slide images. Documents in the Context slides serve the role of illustrating content, sparking quick observations and reactions, and making abstract ideas more concrete.

CONTEXT

[Suggested time: 25–30 minutes— to be completed in the first session]

Context Overview

The purpose of these slides is to provide the background information that students need in order to understand the lesson documents and the debate over the annexation of the Philippines. This content will help students connect the debate to American expansion and Americans' disagreements over what U.S. foreign policy goals should be.

The four Context slides focus on these ideas:

U.S. Territorial Acquisitions – A map shows a history of U.S. expansion

1898: The U.S. Considers Annexation – A second map depicts U.S. opportunities for global expansion in the late 1890s

U.S. Support Cuban Independence from Spain – U.S. foreign policy was inconsistent; the U.S. treated Cuba and the Philippines differently

U.S. and the Philippines: 1896–1900 – A timeline of events focusing on Filipinos' fight for independence

Slide 1: U.S. TERRITORIAL ACQUISITIONS

Purpose

To use a map to contextualize the history of expansion in the territorial U.S.

To introduce the concept of annexation.

Suggested Process

- **Read** the slide title and introduction.
- **Ask:** What can you infer you will learn from this map?
- Give students time to **examine** the map. Ask them to notice what the different colors on the map represent.
- **Provide** students with background information about U.S. expansion.
 - One of the foreign policy goals we discussed was increasing the land of the United States. On the map you can see that the U.S. had a long history of gaining new territory.
 - To annex territory means to take it over—to conquer or occupy it using military force, and then to rule over it.

U.S. Territorial Acquisitions, 1783–1898



- The original 13 states were increased by the Louisiana Purchase (1803), by the annexation or addition of Texas in 1845, and by adding the Mexican and Oregon Territories just after this. By the 1850s, the U.S. had more than tripled in size from what it was originally. In some cases, such as Texas, people in the territory asked to become part of the U.S., and in other cases, such as Mexico, there was a war.
- When the country reached from the Atlantic to the Pacific Oceans, Americans wondered whether this was the end of territorial expansion.
- **Ask** the **Think About It** question: After 1898, how could the U.S. keep expanding its territory? Should it?
- *(Optional discussion)* What might have been one reason to continue expanding? What might have been one reason to stop expanding?

Slide 2: 1898: THE U.S. CONSIDERS ANNEXATION

Purpose

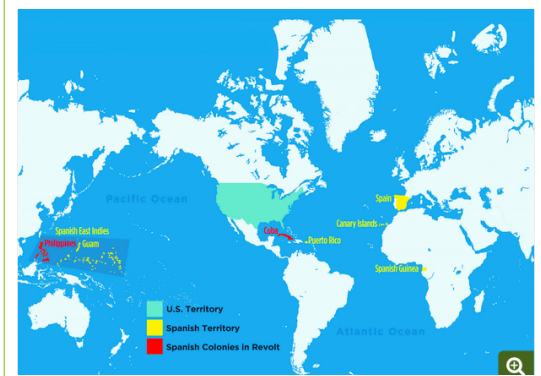
To give students a global perspective about the debate over whether the U.S. should grow beyond its borders in the late 1890s.

To solidify students' understanding of annexation.

Suggested Process

- **Ask** students to read the title and subtitle.
- **Ask:** What is labeled?
- Use the key to **identify** what the colors mean.
 - Green: U.S. territory; Yellow: Spanish territory; Red: Cuba and Philippines (Spanish colonies in revolt)
- **Ask/Prompt** students:
 - What is this map showing us?
 - Let's remember what "annexation" means.
 - What decisions around annexation do you think the U.S. was considering at this time?
- **Explain** the context and the debate to students.
 - This question of expansion—or how much the United States should grow beyond its borders—became a major debate in 1898.
 - Led by President William McKinley, the U.S. had to decide how it would respond to two revolutions being fought against the Spanish empire.
 - > One: The Cuban War for independence, happening only 90 miles off the coast of Florida
 - > Two: Revolution in the Philippines, an island nation thousands of miles in the Pacific Ocean
 - Involvement in either revolution would be a turning point in U.S. foreign policy.

1898: A Turning Point in U.S. Foreign Policy



- The new and improved U.S. Navy was expected to easily defeat the weaker Spanish forces.
- The U.S. would likely emerge as a global power, and also have the opportunity to take control of Spain's colonies for itself.
- **Discuss** the **Think About It** question: What would be the advantages of annexing Cuba and/or the Philippines?
- Follow-up questions to **ask** include:
 - Do you think Cubans and/or Filipinos would support U.S. annexation? Why or why not?
 - What would annexation mean for the U.S.? For these colonies?

Slide 3: U.S. SUPPORTS CUBAN INDEPENDENCE FROM SPAIN

Purpose

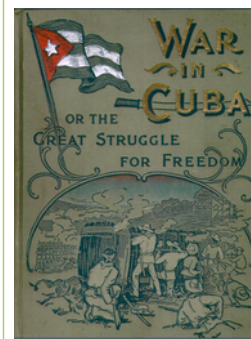
To help students understand that U.S. expansion was uneven at this time.

- The U.S. decided to support Cuban rebels in their fight for independence, but did not do the same in the Philippines.

Suggested Process

- **Ask** students to describe what they see in the two slide images.
 - You may need to tell them that the blue and white striped flag is the Cuban flag.
- **Ask** the **Think About It** question: What messages do these images seem to communicate?
- **Explain** the U.S. decision to support Cuban independence.
 - Cubans had been fighting for independence from the Spanish empire for many years, and now they wanted help from the United States. Some American businessmen, who wanted to protect their investments in Cuba, also wanted the government to help get rid of the Spanish.
 - The U.S. blamed Spain when the American naval ship The Maine was mysteriously sunk in Havana, Cuba, and McKinley decided to help the Cuban rebels. The U.S. declared war against Spain.
 - Congress approved the declaration of war against Spain, and passed a law saying that the U.S. would not annex Cuba if it won the war. That meant it would not add Cuba as a new territory to the U.S. Thus, Cuba would become independent, and Cuba and the U.S. would remain 'good friends.'
- *Optional discussion* Ask: What foreign policy goals and values factored into McKinley's decision?
 - Respect the right of other nations to govern themselves.

U.S.-Cuba Relations, Spring-Summer 1898



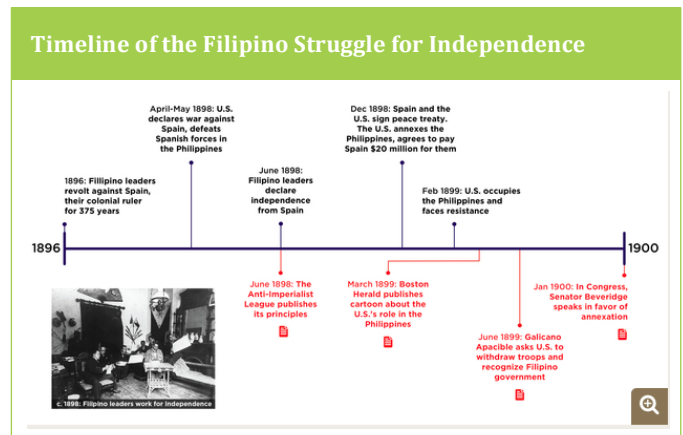
Slide 4: U.S. AND THE PHILIPPINES, 1896–1900

Purpose

To help students see the active steps Filipinos were taking to win their independence from Spain and, later, the U.S.

Suggested Process

- Have students **read** the slide title and introduction.
- Ask:** What can you infer about the events this timeline will highlight?
- Read** through the timeline events with students.
- Ask** questions to deepen students' thinking:
 - Which countries did Filipinos take action to resist? Why?
 - What were the reactions to Filipinos resistance?
 - What evidence do you see on this timeline for different perspectives about annexation?
 - What did Filipino resistance ultimately lead to? [The Philippine–American War]
- As you discuss the timeline, **explain** the following teaching points:
 - April and May 1898:* The U.S. quickly defeats Spain in both Cuba and the Philippines. Cuban and Filipino leaders both want to become independent nations and not U.S. territories.
 - June 1898:* Cubans and Filipinos write their own Constitutions; tell the U.S. “We will govern ourselves, and be friends with you.”
 - You can point out the image of Filipino leaders working for their independence. This image can be an interesting one to return to after an exploration of how Filipinos are portrayed in Document 1: “Showing the Light.”
 - December 1898:* But, Spain and the U.S. begin secret negotiations to settle the end of the war and sign the Treaty of Paris. No Cuban or Filipino representatives are allowed to participate.
 - December 1898:* Spain and the U.S. recognize Cuban independence, but the U.S. annexes the Philippines.
 - February 1899:* Filipino leaders strongly oppose the treaty and begin to fight against American soldiers who have been sent to occupy the Philippines.
 - 1900:* Filipinos are now fighting a war against U.S. annexation. The U.S. must decide what to do.
- Ask** the two **Think About It** questions: What steps did Filipinos take to gain their independence? What challenges did they face?
- Point out** that the lesson documents students will read are in red.
- Tell students they may want to refer back to this timeline as they are reading documents to get a better sense of what was happening at the time each document was created.



Slide 5: CONTEXT REVIEW: ANNEXATION

Purpose

To summarize the essential information that students will need to understand the larger context in which the debates over annexation occurred.

To review and take notes on key Context ideas and information students will need to draw on in reading, discussion and writing.

Suggested Process

- To begin Context review, **ask**: What were some of the ways the U.S. expanded its territory?
- Then, **ask** the **Take Notes on Context** questions:
 - How did the U.S. act differently with the Philippines than it did with Cuba?
 - What was the Filipino response to U.S. occupation?
- Let students **discuss** these questions in table groups or in partnerships.
- Each student should **record** his/her own notes on Context in the tool.

Context Review



[OPTIONAL] Review: Structuring a Historical Argument

Note: For more on this, see PD Document on the elements of argument.

- **Tell** students they will be writing a newspaper editorial stating their position on U.S. expansion:
 - Should the U.S. annex the Philippines and become an empire? Or, should the U.S. stay out of the imperial “game” and grant the Philippines independence?
- **Say**: In order to read these documents critically and to write an effective editorial that argues a position, you will need to have a clear sense of the structure of an argument.
- **Review** the elements of an argumentative essay.
 - Argument
 - Position
 - Claim
 - Evidence
 - Counter-claim
- Finally, return to the Hook document (foreign policy goals) to transition students to their own reading.
 - **Review** the five Common U.S. foreign policy goals.
- Then, **say**: In this lesson you’ll be reading what people at this time were saying about the debate over whether to annex the Philippines. Your job will be to figure out what claims each side was making, how they supported their claims, and how their claims connected to larger U.S. foreign policy goals.

TRANSITION TO DOCUMENTS

After reviewing the Context slides say to students:

The context information we just discussed will help you to better understand the information in the four documents you are about to read. The Context and the Documents will help you to choose one side in the debate: **Should the U.S. have annexed the Philippines?**

DOCUMENTS

[Suggested time: 4–6 sessions]

Documents: Overview

Students read four primary source documents (two in favor of and two against annexation) and identify the position each author takes on annexation, and the specific claims the authors make to support their position. Students also discuss which foreign policy goals each author's claims relate to most.

Showing the Light to the Filipinos (Political cartoon, 1899)

Position: In favor of annexation

Big Idea: Annexation will bring Filipinos, who are incapable of self-rule, the benefits of “civilization.”

Foreign Policy Goals: Spread democracy to people in other countries; help people who are “suffering”

Senator Albert Beveridge Speaks About Empire (Speech, 1900)

Position: In favor of annexation

Big Idea: Annexing the Philippines will increase trade with Asia and create new markets for U.S. goods, and the U.S. has a God-given right to spread its influence across the world.

Foreign Policy Goals: Increase the wealth, land, and power of the U.S.

Galicano Apacible on U.S. War in Philippines (Letter, 1899):

Position: Against annexation

Big Idea: The Philippines is an independent nation capable of ruling itself.

Foreign Policy Goals: U.S. should respect the right of nations govern themselves

Platform of the American Anti-Imperialist League (Pamphlet, 1899):

Position: Against annexation

Big Idea: Annexation violates the founding principles of the U.S. Filipinos have declared, and deserve, their independence.

Foreign Policy Goals: U.S. should respect the right of nations govern themselves

The central reading skill is to identify the claim being made by each author. (Is the author for or against annexation?)

A secondary reading skill is to gather evidence and details authors use to support their claims, and to connect each author's claim to foreign policy goals. (e.g. Beveridge supports annexation because it will increase U.S. territory and wealth.)

After reading the first document as a whole class, students can work on the last three documents independently while you circulate and support their work. (See PD Document on supporting students during document work.)

Document 1: SHOWING THE LIGHT TO THE FILIPINOS

Purpose

To help students uncover a political cartoonist's claims in support of U.S. annexation of the Philippines.

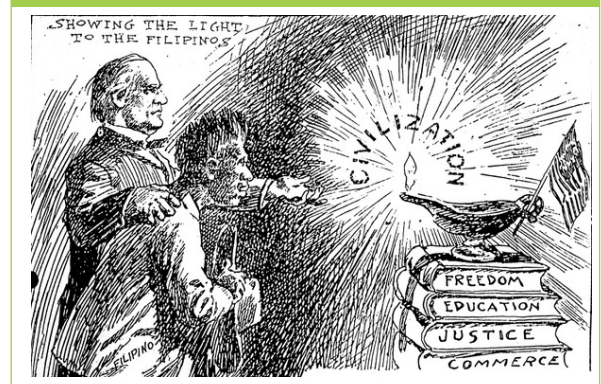
- U.S. will bring benefits of “civilization” to Filipinos.
- Filipinos are incapable of self-rule, and need U.S. aid.

To model a close read of a primary source document with students.

Suggested Strategy—Teacher Guided Reading

- *Zoom In* recommends that you model a close read of this document with students. We find that students often struggle to make deeper meaning from complex historical images, so they will benefit from a close “reading” of the cartoon as a whole class.
- While you are examining the image, use the document questions to guide you in discussing the document. Start by asking questions aloud to students and supporting their responses.
- When students get stuck, talk *aloud the strategies you use* for deeper comprehension.
- Give students time throughout and after discussion to write in *Zoom In* in response to the questions.
- If students read the document independently, be sure to pause to engage in a class discussion.
- **FORMATIVE ASSESSMENT.** Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question).

Political Cartoon, 1899



Document 1: Class Discussion

It is critical for students to briefly discuss each document after they have read it.

Purpose

Check for and deepen students'

- comprehension of the document
- grasp of the “Big Idea,” i.e., the cartoonist's position on annexation, and the claims he made in support of his position.

Process

Engage students in discussing one or two key questions they have answered in the tool.

- *Zoom In* provides Source It, Read Closely, Gather Evidence, Big Idea and Think About It questions and prompts alongside this document. Depending on your class's needs, you may choose to focus on certain question types over others.
- Students do not take notes on the document Think About It questions, but discussing these question types help students to think more closely about the author's position on annexation, and how it connects to certain foreign policy goals.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and *for accountable talk*. Use the prompts for the extension questions below.

FORMATIVE ASSESSMENT STRATEGY

Select student responses to the "Big Idea" question, and use them to guide discussion.

- Ahead of time, use the Teacher Dashboard to quickly scan your students' responses to the "Big Idea" question:
 - What is one claim that this cartoonist makes in favor of annexation?
 - What is the strongest evidence in the document that supports your answer?
- Identify student responses that reflect understanding of the Big Idea, and good use of supporting evidence, and those that reflect confusion or misunderstanding.
- Select and project a range of student responses to the Big Idea questions. You can choose model responses as well as responses that need development as a way to spark student discussion. (See the PD document and video on "Discussion Phase 1: Formative Assessment of Student Comprehension of Individual Documents" for more support on using students' responses to analyze their reading strengths and needs.)

Discuss the Source It Questions

A good focus here would be to probe and deepen students' understanding of political cartoons. **Ask:**

- What are political cartoons? Where do we see them? Why do people create them?
- Is this a primary or secondary source?
 - Primary
- What date was this cartoon published? What was going on at that time?
- What do you think the purpose of this cartoon was?
 - There is certainly an element of persuasion here as the cartoonist took a strong position on the debate.

Discuss the Read Closely Questions

The idea here is to help students to develop a general understanding of the document as a whole before they flag specific details. Students should also be identifying which side of the debate this cartoonist took.

Additional Read Closely questions to **ask** include:

- How do artists use images and words to symbolize bigger ideas? What bigger idea is “the light” representing here and how does that help us understand the title of this cartoon?
 - “Showing the Light” symbolizes bringing “civilization” to the Philippines in the form of education, trade, and government structures that will support “justice” and “freedom.”
- What is this cartoon all about? How is the U.S. being portrayed? How is the Philippines being portrayed? What makes you say that? Did anyone disagree?
 - The relationship depicted between the U.S. and the Philippines is paternalistic. Filipinos are portrayed as having an inferior culture.

Discuss the Gather Evidence Questions

Ask students to share the details they tagged for the first **Gather Evidence** question: How did the cartoonist view the relationship between white Americans and Filipinos?

Focus on key details, such as:

- The title (“Showing the Light to the Filipinos”)
- President McKinley
 - Standing tall
 - Gesturing toward the candle and books
- The Filipino man
 - Bending low
 - Hat in his hands
 - His face in the dark

As students are finding visual and textual evidence, **ask** them:

- What did you notice about the [size, dress, position, body language] of the figures?
- What do these details communicate?
- How might a Filipino have felt about this image? (How is this image different from the photograph of Filipino nationals we looked at on the Context timeline?)
- How do you think the way the cartoonist drew this relationship connects back to his ideas about annexation?

Prompt students to articulate the text in the cartoon *in their own words*.

Ask students to share the details they tagged for the second **Gather Evidence** question: What is the cartoonist’s position on annexing the Philippines?

Focus on key words and images, including:

- U.S. flag
- Words on the books: Freedom, education, justice, commerce
- The candle illuminating the word “Civilization”

As students are finding visual and textual evidence, **ask** them:

- Why did you flag that detail? What do you think it means? What makes you say that?
- Did anyone flag different details? Why?
- Which of these details do we think are most important? Why?
- How do these details connect to the position we identified? Why does this detail connect to that position?

Prompt students to articulate the text in the cartoon *in their own words*.

Discuss the Big Idea Questions

Students move at this stage from thinking about how the details connect to the larger position (pro-annexation) to how the author is using the details to make a specific claim.

Support students in **sorting** the claims (evidence) into the right category (“In favor of annexation” or “Against annexation”).

- One claim this document is making is that annexation will improve the lives of Filipinos through bringing them the benefits of “civilization.”
- A second, related claim is that annexation is necessary because Filipinos have a primitive culture in need of Western “civilizing” influence. Implicit here is the widely held idea that Filipinos were incapable of self-rule.

These are complex ideas that students may struggle to grasp. **Anticipate** difficulties they may have.

- Students may focus on smaller details from the image and have a hard time articulating these as larger claims (for example: *The cartoonist claimed that annexation would help Filipinos get books*).
- Or, they may articulate their ideas quite generally, without staying connected enough to the document (for example: *The cartoonist claimed that annexation would be good for Filipinos*).

Questions to **ask** to help students more clearly *identify and articulate claims* include:

- Why did the cartoonist include those details? How do these details connect? How can we take that smaller detail and connect it to a bigger idea?
- How does that detail connect to the argument that the U.S. should annex the Philippines?
- Imagine this cartoonist was in a debate; what claim would he make about the benefits of annexation based on what you see here?
- Did anyone see a different claim? Why? What evidence do you see in the document for that claim?
- OK, we have several ideas here about possible claims this document is making. Which ideas seem to have the strongest evidence from the document? What makes this evidence stronger?

The idea here is not to push students towards the “right” answer, as there are many possible ways to articulate the Big Idea, but to support them in **engaging in a rich text-based discussion** with one another.

Discuss the Think About It Question

Once students have more clearly articulated the claims, the next move is to help them connect these claims to larger foreign policy goals.

- In this case, the claim connects to two U.S. foreign policy goals:
 - Spread democracy to people in other countries
 - And, help other nations and people who are “suffering”

Allow students to share their own thinking about foreign policy goals. Questions you can **ask** to probe and deepen their thinking include:

- What makes you say that?
- Does anyone agree? Disagree? Why?
- What evidence do you have?
- How does that goal connect to the claims this cartoonist made?

Have students revise their notes. Allow students time to revise their notes after and/or during the discussion. In particular, students may need to be prompted to revise how they have articulated document claims.

Document 2: SENATOR ALBERT BEVERIDGE SPEAKS ABOUT EMPIRE

Purpose

To help students uncover a Senator’s claims in support of U.S. annexation of the Philippines.

- Annexation will open up trade with Asia and become an important market for U.S. goods.
- Filipinos are incapable of self-rule, and U.S. Constitution allows territorial expansion.
- U.S. has a God-given right to spread its influence around the world.

Albert Beveridge



Key Reading Challenge

Beveridge (and the authors of documents 3 and 4) refers to U.S. founding principles laid out in the Constitution and Declaration of Independence. He also draws on the idea of manifest destiny, made popular in the U.S. in the 1830s. Students may need support in making connections to these documents. Consider previewing some of the U.S. ideas laid out in the Declaration of Independence, and the concept of manifest destiny, if students are not familiar with them.

Suggested Process

- This is a very dense and complex text. It may be another text you want to read with your whole class.
- Tell students to refer to the map in Context Slide 2 (1898: The U.S. Considers Annexation) while reading this document to locate where the Philippines is in relation to the U.S.
- If students read it on their own, we recommend previewing the questions with them and/or giving them some background information about U.S. trade at this time. As students read and answer document questions independently, move around the room to diagnose difficulties and offer coaching. When you note several students struggling with particular passages or questions bring them to the attention of the class as appropriate.
- **FORMATIVE ASSESSMENT.** Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question) once a majority of students have finished reading the document. This will prepare you for the class discussion.



Document 2: Class Discussion

It is critical for students to briefly discuss each document after they have read it.

Purpose

Check for and deepen students'

- comprehension of the document
- grasp of the “Big Idea,” i.e., the position Beveridge took on the U.S. annexation of the Philippines and claims that he made to support his position.

Process

Engage students in discussing one or two key questions they have answered in the tool.

- *Zoom In* provides Source It, Read Closely, Gather Evidence Big Idea and Think About It questions and prompts alongside this document. Depending on your class's needs, you may choose to focus on certain question types over others.
- Students do not take notes on the document Think About It questions, but discussing these question types help students to think more closely about the author's position on annexation, and how it connects to certain foreign policy goals.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and *for accountable talk*. Use the prompts for the extension questions below.

FORMATIVE ASSESSMENT STRATEGY

Select student responses to the “Big Idea” question, and use them to guide discussion.

- Ahead of time, use the Teacher Dashboard to quickly scan your students' responses to the “Big Idea” question:
 - What was one claim that Beveridge made about annexation?
 - What is the strongest evidence in the document to support your thinking?

Discuss the Source It Questions

A good focus here would be to probe and deepen students' understanding of who Beveridge was and what it means that this was a speech to Congress. Questions to **ask** include:

- Before reading this document, why is it important to know that Beveridge was a U.S. Senator?
- Why would he have given a speech on this topic to Congress? Does that help us understand something about the purpose of this document?
 - Persuade Congress to vote in a particular way
- When did he give this speech? What was going on at that time?
 - We were already at war with the Philippines.
- Does knowing his political party help us predict what his position on annexation might be? Let's look back at that headnote...
 - Republicans favored a strong military and developing trade to build up the U.S.

Discuss the Read Closely Questions

The idea here is to help students to develop a general understanding of the document as a whole before they flag specific details. Students should also be identifying which side of the debate Beveridge took.

Discussion questions to **ask** include:

- What did Beveridge mean by “China is our natural customer,” and what does this have to do with the Philippines?
 - How does the map in Context Slide 2 help us understand what Beveridge said here?
- Beveridge started out by talking about trade, but then he moved to the Declaration of Independence. Why? What was the Declaration of Independence? What does it have to do with the idea of “regeneration in the world?”
- What can we infer about Beveridge's attitude about Filipinos?
- What did Beveridge say the Constitution allows us to do?
- How did he use the Declaration of Independence, the Constitution and his attitudes towards Filipinos to justify his thinking about annexation?
- Finally, what was Beveridge saying in this last paragraph? He wrote about our need for trade, our right to expand, and here he invoked God. Why? Does this connect to what we learned about Westward expansion? What was the doctrine of Manifest Destiny? Does this sound familiar?
- Why do you think Beveridge structured his argument this way? Let's notice, he started with the need to expand trade. What purposes do the rest of the paragraphs serve?
- What makes you say that? Does anyone disagree?
- How does this help us understand what position Beveridge took on annexation?

Discuss the Gather Evidence Questions

Ask students to share the quotes they highlighted for the **Gather Evidence** question: What was Beveridge's position on annexing the Philippines?

Focus on key quotes, including:

- China is our natural customer... The Philippines gives us a base at the door of China and the rest of Asia.
- The Declaration of Independence allows us to do our part in the regeneration of the world.
- The Declaration applies only to people capable of self-government.
- Our founders... knew that where our ships go our flag might follow. So they wrote into the Constitution language about growth, expansion, and empire.
- They said our expansion should not be limited by geography... "Congress shall have the power to... make all needful rules and regulations respecting the territory belonging to the United States."
- God has made us the master organizers of the world to establish order where chaos reigns.
- He has marked the American people as His chosen nation to lead in the regeneration of the world.
- This is the divine mission of America and it holds for us all the profit...

As students are finding quotes, **ask** them:

- Why did you choose that quote? What does it mean? How does that connect to Beveridge's position on annexation?
- Should you include more (or less) of the text? Why?
- Did anyone choose different quotes? Why?

Prompt students to articulate the quotes *in their own words*.

Discuss the Big Idea Questions

Students move at this stage from thinking about how the details connect to the larger position (pro-annexation) to how the author is using details to make specific claims.

Beveridge made several claims about why the U.S. should annex the Philippines, including:

- It will increase our ability to trade with Asia, which will create new markets for U.S. goods.
 - In many ways this is the key claim; the secondary claims (below) provide justification for this central foreign policy objective.
- Filipinos are not capable of self-rule and our governing principles allow for territorial expansion.
- The U.S. has a God-given right to spread our power and influence in the world.

These are complex ideas students may struggle with them. The document questions only ask students to identify one claim on their own. The hope is that students will pull out different key ideas that can be shared and compared in discussion.

Questions to **ask** to help students more clearly *identify and articulate claims* include:

- What is one claim you identified? What evidence is in the document for that claim? Did anyone find different evidence for that claim? Does anyone have a different way of articulating that idea?

- Is that the only claim Beveridge made? What other claims did he make? What evidence do you see for those claims?
- Which claim do you think is most important to the argument that Beveridge made? Why? What evidence do you have for this?
- How do these claims connect to each other?

Don't push towards a "right" answer, as there are many possible ways to articulate the Big Idea, but support students in **engaging in a rich text-based discussion**.

Discuss the Think About It Question

Once students have more clearly articulated the claims, the next move is to help them connect these claims to larger foreign policy goals.

- In this case, the claims connect to the idea that foreign policy should increase the wealth, land, and power of the U.S.

Allow students to share their own thinking about foreign policy goals. Questions you can **ask** to deepen their thinking include:

- What makes you say that?
- Does anyone agree? Disagree? Why?
- What evidence do you have?
- How does that goal connect to the claims Beveridge made?

Have students revise their notes. Allow students time to revise their notes after and/or during the discussion. In particular, students may need to be prompted to revise how they have articulated document claims.

Document 3: GALICANO APACIBLE ON U.S. WAR IN PHILIPPINES

Purpose

To help students uncover a Filipino nationalist's claims against U.S. annexation of the Philippines.

- Filipinos have already proven they are capable of self-rule.
- The Philippines is an independent nation.
- Annexation will be expensive and lead to great loss of life for U.S. soldiers.

Key Reading Challenge

This is the only document students will encounter from the Filipino perspective. Students will read a letter written by a Filipino nationalist, but addressed to a U.S. (and global) audience.

Galicano Apacible



Suggested Process

- Consider reading the document as a whole group, and modeling reading strategies. Use some of the discussion questions below while reading.
- If students independently read and answer the document questions, move around the room to diagnose difficulties and offer coaching. When you note several students struggling with particular passages or questions bring them to the attention of the class as appropriate.
- **FORMATIVE ASSESSMENT.** Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question), once a majority of students have finished reading the document. This will prepare you for the class discussion.



Document 3: Class Discussion

It is critical for students to briefly discuss each document after they have read it.

Purpose

Check for and deepen students'

- comprehension of the document
- grasp of the “Big Idea,” i.e., the position Apacible took on the U.S. annexation of the Philippines and claims that he made to support his position.

Process

Engage students in discussing one or two key questions they have answered in the tool.

- *Zoom In* provides Source It, Read Closely, Gather Evidence Big Idea and Think About It questions and prompts alongside this document. Depending on your class's needs, you may choose to focus on certain question types over others.
- Students do not take notes on the document Think About It questions, but discussing these question types help students to think more closely about the author's position and how it connects to certain foreign policy goals.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and for *accountable talk*. Use the prompts for the extension questions below.

FORMATIVE ASSESSMENT STRATEGY

Select student responses to the “Big Idea” question, and use them to guide discussion.

- Ahead of time, use the Teacher Dashboard to quickly scan your students' responses to the “Big Idea” question:
 - What was one claim Apacible made about annexation?
 - What is the strongest evidence from the document to support your thinking?

Discuss the Source It Questions

This is the first document that students will encounter written from a Filipino point of view. The Source It questions are an important place for students to slow down and understand who was writing this document and for what audience. Questions to **ask** include:

- Who wrote this letter? What do we know about the role Apacible played in the Philippines?
 - Apacible was a Filipino nationalist.
- Why is this role important to think about as we read this letter?
- How is this perspective going to be different from the perspective in the other documents we've read?
- What date was this letter written? Why is this date important?
 - It was written eight days after the Filipinos declared war on the U.S.
- What do you think the purpose of a letter like this might be? Can we tell who the audience for the letter is from the first sentence? Do you think the U.S. is the only audience?

Discuss the Read Closely Questions

The idea here is to help students to develop a general understanding of the document as a whole before they flag specific details. Students should also be identifying which side of the debate Apacible took.

Discussion questions to **ask** include:

- How did Apacible open his letter? Where was he placing responsibility for this war? Why might this be important?
- What justification did Apacible give for the Filipinos to fight back?
 - Have students notice that Filipinos were fighting to protect themselves and their homes and to prove they are capable of governing themselves as an independent nation (Paragraph 2).
- Apacible did not come out and say it, but what can we infer about the Philippines' reasons for declaring war against the U.S. from reading this letter? How does this connect back to what we learned about Spain's role in the Philippines?
- What makes you say that? Does anyone disagree?
- How does this help us understand what position Apacible took on annexation?

Discuss the Gather Evidence Questions

Ask students to share the quotes they found for the **Gathering Evidence** question: What was Apacible's position on annexing the Philippines?

Focus on key quotes, such as:

- It is deeply regrettable that your government is waging war against us.
- To not fight back would be proof we are not capable of self-government.
- During the six months before the outbreak of hostilities we carried on self-government. We extended our rule throughout the provinces and kept perfect order.
- There has been no anarchy except that which has been created by the aggressive actions of the McKinley government.
- Our government can conduct itself in a way that will satisfy all the nations we do business with.

As students are finding quotes, **ask** them:

- Why did you choose that quote? What does it mean? How does it connect to Apacible's position on annexation?
- Did anyone choose different quotes? Why?

Prompt students to articulate the quotes *in their own words*.

Discuss the Big Idea Questions

Students move at this stage from thinking about how the details connect to the larger position (anti-annexation) to how the author is using details to make specific claims.

- Apacible made several claims about why the U.S. should not annex the Philippines, including:
 - Filipinos are capable of and desire self-rule.
 - The Philippines is an independent nation.
 - It will be expensive for the U.S. and lead to a great loss of life for U.S. soldiers.

As with the other documents, students only have to identify one claim on their own. The hope is that students will pull out different key ideas that can be shared and compared in discussion.

Ask these questions to help students *identify and articulate claims*:

- What is one claim you identified? What evidence is in the document for that claim? Did anyone find different evidence for that claim? Does anyone have a different way of articulating that idea?
- Is that the only claim Apacible made? What other claims did he make? What evidence do you see for those claims?
- Which claim do you think is most important to the argument that Apacible made? Why? What evidence do you have for this?
- How do these claims connect to each other?

Don't push towards a "right" answer, as there are many possible ways to articulate the Big Idea, but support students in **engaging in a rich text-based discussion**.

Discuss the Think About It Question

Once students have more clearly articulated the claims, the next move is to help them connect these claims to larger foreign policy goals.

- In this case, the claims connect to the idea that U.S. foreign policy should respect the right of other nations to govern themselves.

Allow students to share their own thinking about foreign policy goals. Questions you can **ask** to deepen their thinking include:

- What makes you say that?
- Does anyone agree? Disagree? Why?
- What evidence do you have? How does that goal connect to the claims Apacible made?

Have students revise their notes. Allow students to revise their notes after and/or during the discussion. In particular, students may need time to revise how they have articulated document claims.

Document 4: PLATFORM OF THE AMERICAN ANTI-IMPERIALIST LEAGUE

Purpose

To help students uncover an American group's claims against U.S. annexation of the Philippines.

- Annexation is imperialism, and is contrary to our nation's founding principles that a government derives its powers from the consent of the people.
- The war involves the unjust loss of life of both U.S. soldiers and Filipinos.
- Filipinos have declared their own independence, which they deserve.
- Annexation violates our founding principle of liberty for all men, and is immoral under God.

Anti-Imperialist League Members



Suggested Process

- Discuss the Source It questions with students before reading the document.
- Consider reading the document as a whole group, and modeling reading strategies. Use some of the discussion questions below while reading.
- If students read the document independently, move around the room to diagnose difficulties and offer coaching. When you note several students struggling with particular passages or questions bring them to the attention of the class as appropriate.
- **FORMATIVE ASSESSMENT.** Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question), once a majority of students have finished reading the document. This will prepare you for the class discussion.

Document 4: Class Discussion

It is critical for students to briefly discuss each document after they have read it.



Purpose

Check for and deepen students'

- comprehension of the document
- grasp of the "Big Idea," i.e., the position the Anti-Imperialist League took on the U.S. annexation of the Philippines and claims that it made to support its position.

Process

Engage students in discussing one or two key questions they have answered in the tool.

- *Zoom In* provides Source It, Read Closely, Gather Evidence Big Idea, and Think About It questions and prompts alongside this document. Depending on your class's needs, you may choose to focus on certain question types over others.

- Students do not take notes on the document Think About It questions, but discussing these question types help students to think more closely about the author’s position and how it connects to certain foreign policy goals.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and *for accountable talk*. Use the prompts for the extension questions below.

FORMATIVE ASSESSMENT STRATEGY

Select student responses to the “Big Idea” question, and use them to guide discussion.

- Ahead of time, use the Teacher Dashboard to quickly scan your students’ responses to the “Big Idea” question:
 - What was one claim the League made about annexation?
 - What is the strongest evidence from the document to support your thinking?

Discuss the Source It Questions

This document was a platform statement put out by the Anti-Imperialist League to oppose the U.S. annexation of the Philippines. The Source It questions are an important place for students to slow down and understand who was writing this document and from what perspective. Questions to **ask** include:

- Let’s think about what the name of the League means. What is “anti-imperialist”? What’s a league?
- Who was in this group, and when and why did the group form?
- What’s important about June 1898? Let’s look back at our timeline slide to see what was happening on that date.
 - The platform was put out in 1898, the same month that the Philippines declared independence.
- This document is the league’s “platform.” What does that mean? What would the purpose of a document like this be? Who would the audience be?
- How does knowing all of this information help us think about what position this group took on annexation?
- How might this be similar to and/or different from Apacible’s perspective?

Discuss the Read Closely Questions

The idea here is to help students develop a general understanding of the document as a whole before they work to gather evidence. This is a long document, so students might benefit from a paragraph by paragraph close read of it.

Paragraph 1 questions to **ask**:

- What language did the League use here?
 - Phrases from the Declaration of Independence
- What did the League want to “reaffirm” to the American people?
- In what way did the League see imperialism as “hostile to liberty”?
- Why do you think the League began its platform statement in this way?

Paragraph 2 questions to **ask**:

- What specifically did the League disapprove of and protest?

Paragraph 3 questions to **ask**:

- What was the League calling on the U.S. government to do?

Paragraph 4 questions to **ask**:

- What did Lincoln say is “despotism”? And what did he mean by, “Those who deny freedom to others deserve it not for themselves”?
- Why do you think the League quoted Lincoln here? How do Lincoln’s words connect to what was happening in the Philippines?

Paragraph 5 questions to **ask**:

- Why did the Anti-Imperialist League refer to the Declaration of Independence and Constitution in this document?
- How is this different from the way that Beveridge used the Declaration of Independence and Constitution in his speech?
- What position did the Anti-Imperialist League take on annexation?

Discuss the Gather Evidence Questions

Ask students to share the quotes they highlighted to answer the **Gathering Evidence** question: What was the Anti-Imperialist League’s position on annexing the Philippines?

Focus on key quotes, such as:

- We hold that imperialism is hostile to liberty.
- We maintain that governments derive their just powers from the consent of the governed.
- We insist that the subjugation of any people is “criminal aggression” and is disloyal to the principles of our government.
- We condemn the policy of our administration in the Philippines. It seeks to extinguish the spirit of 1776 in those islands.
- We urge that Congress meet promptly to announce to the Filipinos that we will grant them the independence for which they have so long fought and which is rightfully theirs.
- We agree with Abraham Lincoln that “No man is good enough to govern another without the other’s consent.”
- When the white man...governs himself and also another man...that is despotism.

As students share quotes, **ask** these questions to *deepen thinking*:

- Why did you choose that quote? What does it mean? How does that connect to the League’s position on annexation?
- Did anyone choose different quotes? Why?

Prompt students to articulate quotes *in their own words*.

Discuss the Big Idea Questions

Students move at this stage from thinking about how the details connect to the larger position (anti-annexation) to how the author is using details to make specific claims.

The Anti-Imperialist League made several claims about why the U.S. should not annex the Philippines, including:

- Annexation is a form of imperialism and violates our founding principle that governments derive their powers from the consent of the people.
- The war involves the unjust loss of life of both U.S. soldiers and Filipinos.
- Filipinos have declared their own independence, which they deserve.
- Annexation violates our founding principle of liberty for all men, and is an action that is immoral under God.

Again, students only have to identify one claim on their own. Through discussion, the range of claims can be surfaced.

Questions to **ask** to help students more clearly *identify and articulate claims* include:

- What is one claim you identified? What evidence is in the document for that claim? Did anyone find different evidence for that claim? Does anyone have a different way of articulating that idea?
- Is that the only claim The Anti-Imperialist League made? What other claims did they make? What evidence do you see for those claims?
- Which claim do you think was most important to the argument that The Anti-Imperialist League made? Why? What evidence do you have for this?
- How do these claims connect to each other?

Again, don't push towards a "right" answer, as there are many possible ways to articulate the Big Idea, but support students in **engaging in a rich text-based discussion**.

Discuss the Think About It Question

Once students have more clearly articulated the claims, the next move is to help them connect these claims to larger foreign policy goals.

- In this case, the claims connect to the idea that U.S. foreign policy should respect the right of other nations to govern themselves.

Allow students to share their own thinking about foreign policy goals. Questions you can **ask** to deepen their thinking include:

- What makes you say that?
- Does anyone agree? Disagree? Why?
- What evidence do you have?
- How does that goal connect to the claims The Anti-Imperialist League made?

Have students revise their notes. Allow students time to revise their notes after and/or during the discussion. In particular, students may need to be prompted to revise how they have articulated document claims.

CONNECT

[Suggested time: ½ session]

Purpose

Before students write in response to a historical question, they need opportunities to talk. They need to clarify their understanding of the documents and how they connect with the larger context and the question they are answering. Your job as a *Zoom In* teacher is to create these discourse opportunities.

Cross-Document Discussion

In this discussion the main goal is to help students to synthesize their learning across documents and connect back to the context and the larger historical question under investigation. This supports the historical thinking skills of corroboration and contextualization.

Three major moves should happen here:

- Re-engage students in the historical inquiry
- Support students in comparing big ideas and details across documents
- Support students in articulating their own thinking

A) Re-engage students in the historical inquiry

Begin by reminding students of the lesson question and the larger historical context. Do an initial informal assessment of what “big picture” students have walked away with. **Say** to students:

- So who thinks they can summarize the central debate we’ve been reading about? What were the two sides and what were they arguing?
- Let’s think back to the Context. How did this debate connect back to what had been happening at the time?

In turn-and-talk or table groups, have students **discuss** these questions:

- What was going on prior to 1899? (Think about our war with Spain and what was happening with the Spanish colonies of Cuba and the Philippines.)
- Did the U.S. have a history of annexing territory for expansion? What were some past examples? [Prompt students to think back to the Context slides. Students can return to the slides and/or their notes to support this part of the discussion.]

Say:

- So, we have to understand this debate in the context of our own history of expansion as well as recent events with Spain and Cuba. Let’s look a little closer at what these documents tell us about the claims people were making on both sides of the debate.

The purpose of this initial phase is to prime students’ thinking and to give you an initial assessment of their general level of understanding. They do not need to come to a consensus.

B) Support students in comparing big ideas and details across documents

Display the Connect Tab.

Tell students:

- Let's look at the claims you identified for each document.

The Connect tab will display the key discussion questions. Connect will also project a t-chart labeled “In favor of annexation” and “Against annexation” that displays student notes on the Big Idea questions, and their supporting evidence from the documents. You can choose one student's work to project to guide the discussion, or you can project notes you've “starred” while using the Teacher Dashboard to review students' Big Idea notes.

An example of the t-chart with sample student work is given here:

In favor of annexation	Against annexation
<p>Showing the Light to the Filipinos Big Idea:</p> <ul style="list-style-type: none"> Annexation will help the Filipinos. <p>Evidence:</p> <ul style="list-style-type: none"> The U.S. will civilize Filipinos by bringing them freedom, education, justice and goods and services. 	<p>Galicano Apacible on U.S. War in Philippines Big Idea:</p> <ul style="list-style-type: none"> Filipinos should govern themselves. <p>Evidence:</p> <ul style="list-style-type: none"> Before the start of the war with the U.S., Filipinos did a good job governing themselves.
<p>Senator Albert Beveridge Speaks About Empire Big Idea:</p> <ul style="list-style-type: none"> Annexing the Philippines will bring the U.S. wealth. <p>Evidence:</p> <ul style="list-style-type: none"> A naval port in the Philippines will make trade with China easier. 	<p>Platform of the American Anti-Imperialist League Big Idea:</p> <ul style="list-style-type: none"> Annexation does not fit with American values. <p>Evidence:</p> <ul style="list-style-type: none"> The U.S. Constitution says you can only govern a place where the people want you to govern them.

Begin by checking on the ways that students have sorted the documents by position.

- Say:** OK, let's look at the way you organized your documents. Which position did each document represent? I'm going to put up a view of what the majority of you decided. Let's see if we agree or disagree with how these are organized. Who was taking this position [who is the author]? Why do you think this person might have taken this side of the debate?
 - You might skip this step if most students have sorted correctly, or if you have spent time discussing each document individually. If a large number of students have sorted documents incorrectly, this suggests that many students are struggling with basic comprehension of the documents. If this is the case, you may need to back up and re-read the difficult documents with students, as it will be hard to proceed without this foundational level of understanding.

Engage students in the “Connect” questions. Again, we recommend using turn-and-talk or table group structures to have students engage in these discussions with their peers. **Ask:**

- What kinds of claims did people make in favor of and against annexation?
- What do these claims tell us about people's foreign policy goals?

Follow-up questions you could **ask** include:

- Do any of these documents offer a counter-claim for [Beveridge's claim that Filipinos were not capable of self-rule]?
- Who made the counter-claim? Why?
- How did [Beveridge] support his claim? How did [Apacible] support his claim?
- What other claims and counter-claims can we identify?
- What are the larger foreign policy goals that these claims connect to? What do these goals say about each side's priorities?
- What were the foreign policy priorities of the pro-annexation side? The anti-annexation side?
- How do you know? What evidence do you have for that?

Give students time to **edit** their responses in *Zoom In* based on class discussion.

C) Support students in articulating their own thinking

Finally, be sure to allow students time to speak with each other about their own thinking and larger concepts. This can happen at any stage of the discussion through turn-and-talks or small group discussion. Questions to **ask** to support this kind of thinking include:

- What are the moral issues we see here?
- Why might people during this time period have made claims like this? Is this different from how we might think about these issues today?

WRITING

[Suggested time: 1–2 sessions]

In this five-paragraph essay, students must take a position on whether the U.S. should have annexed the Philippines from the standpoint of someone in 1900. The focal writing skill is for students to use evidence from documents to analyze those documents and support their position. Students must also address one counter-claim and write a conclusion that persuades the audience their position is the best one.

Teacher's Roles During Writing

As students are writing, support them in these key ways according to their needs:

- Circulate and observe students' progress through the template or outline. Take some notes to help you think about mini-lessons in writing you may want to teach to the whole class.
- Conference individually with students on their writing. Support their development through asking probing questions:
 - You seem stuck; where might you find that information?
 - If you don't remember what that quote means, where can you go?
 - Tell me why you introduced that evidence that way? What more do you think the reader might want to know?
 - Can you tell out-loud what the big idea is here? OK, how could you put that into writing?

- If you see patterns, pull together small groups of students for mini-lessons, or to review instructions.
- Support students in being peer editors.
- Help students move on to polished writing.

Preparing Students to Write

Let students know that the next stage of the lesson will be their writing. It's important to remind students that while they have been reading like historians looking back in time, they will shift perspectives in their writing. Because they are writing an editorial as if it were 1900, they have to put themselves in the position of someone alive during this time and suspend their own feelings and judgments. This review helps to model for and teach students about the structure of historical essay writing. The writing is an opportunity to do three things:

- Further develop historical thinking skills
- Use evidence from documents to support historical ideas
- Analyze how authors communicate their message

Students may choose to write from a perspective that we would now find morally unacceptable. This is a legitimate choice for this activity, which is why it is particularly important to raise questions about moral issues when they are still acting as historians. Students will have to navigate the difference between their thinking as “present day historians” with their thinking as someone living in the past. This is hard for middle school students to do and therefore warrants some discussion and preparation.

Briefly preview with students some of the ways that their writing might reflect this shift. For example,

- They can use the “I” voice, but they have to be careful that they are not writing their own personal opinions.
- They are writing an editorial, which means they would benefit from knowing something about what this form of writing looks like. If students are unfamiliar with editorials, we would recommend that you preview some examples with them.

Project the Essay Outline View. Use this to review the writing prompt and preview the essay structure with students. Review explicitly each part of the essay and the role it serves in developing an answer to the historical question. Making these elements of the essay explicit for students will help them to develop the skills to construct essays more independently down the road.

Essay Outline View

Prompt: Write a five-paragraph newspaper editorial from the standpoint of someone in 1900 that takes a position on the lesson question: Should the U.S. have annexed the Philippines?

Paragraph-by-paragraph guidance: In your essay you must have the following sections:

- **An introduction in which you introduce the debate and take a position**
 - State the topic of your essay.
 - Provide historical context about the U.S.–Philippine War and the debate about it in the U.S.
 - Introduce your thesis stating whether or not the U.S. should have annexed the Philippines.

- **A first body paragraph in which you introduce one claim that supports your position**
 - Provide a topic sentence(s).
 - Include 1–2 details from your documents to support this claim.
 - > Introduce your sources.
 - > Provide evidence from each document you cite.
 - > Connect each quote to the claim and to U.S. foreign policy goals.
- **A second body paragraph in which you introduce a second claim that supports your position**
 - Provide a topic sentence(s).
 - Include 1–2 details from your documents to support this second claim.
 - > Introduce your sources.
 - > Provide evidence from each document you cite.
 - > Connect each quote to the claim and to U.S. foreign policy goals.
- **A third body paragraph in which you write about one counter-claim**
 - Provide a topic sentence(s).
 - Include 1 detail from your documents to support this counter-claim.
 - > Introduce your source.
 - > Provide evidence from the document you cite.
 - > Connect the quote to the counter-claim.
- **A conclusion in which you win the debate**
 - Restate the debate.
 - Summarize your position and the main reasons that support your position.
 - State why your position is the most convincing.

Set the Level of Writing Support

Using the Teacher Dashboard, you can set the level of students' writing support. (Note: Do this before they begin drafting their essays, or essay writing will be lost.) *Zoom In* offers two levels of writing support. High Support (the default) gives all students sentence-level tips, optional sentence-starters, and guidance in selecting and using evidence. As students show progress as historical writers – especially in using evidence from documents to support their ideas – teachers can set writing support for individual students to Low Support. The system will provide these students with paragraph-level tips only, meaning students will shape and support their essays substantially on their own.

Preparing Students to Write with Low Supports

If most of your students are writing with Low supports (meaning with outline only, rather than the detailed Writing Template), you may wish to give them more up-front preparation to write their historical essays. The following outline may help.

Overview

- Let students know that the next stage of the lesson will be their writing.
- Remind them that they will be arguing whether the U.S. should have annexed the Philippines.
- Their final product will be a five-paragraph argument essay.

Introduction

- Remember, what is the purpose of your editorial? Right, you are going to argue convincingly for the position you take on annexation.
- What are editorials? Where do people read them and what style of writing is used?
- What needs to go into this introduction? [Topic sentence, context and thesis] How is it going to be similar to and different from other introductions?
- Imagine you are trying to get as many people as possible to read your piece. How might you begin your editorial?
- Editorial writers can't assume that their readers are experts on the topics they are writing about. What is the historical context you'll want to include? What do you need to tell them about the debate?
- What is the thesis statement in an essay like this? Right, you have to take a position. You'll need to support this position in body paragraphs one and two.
- Strong debaters also acknowledge and refute what the other side has to say on the issue. You'll do that in body paragraph three and in the conclusion.

Body Paragraphs One and Two

- OK, now that we have a sense of what needs to go into the introduction, let's think about the first two body paragraphs.
- How did the authors we read support their position on annexation? Right, they made specific claims about why annexation was either good or bad.
- You will also need to identify two claims that you want to use to support your position.
- For each claim, you will need to find supporting evidence in the documents and explain how that evidence connects to the claim and to the larger foreign policy goals people had at that time.
 - *Teachers:* Connecting evidence back to the larger historical ideas is typically the hardest move for students to make, and may be worth spending some time discussing and/or modeling.
- If two authors make the same (or a similar) claim you can certainly use more than one piece of evidence in a body paragraph.

Body Paragraph Three

- Remember, every debate has claims and counter-claims. To make a strong argument you can't ignore the counter-claims.
- In this paragraph you'll choose just one counter-claim to address. It is OK here to simply acknowledge one way in which the other side supports their position (using evidence from a document of course!).

Conclusion

- Finally, the conclusion is the place in your essay where you will remind the reader what the debate was about, refute the counter position and convince your audience of your position.
 - *Teachers:* You may need to spend some time discussing what it means to refute a point that the other side is making.

Allow students time to ask questions for clarification before they move on to independent writing.

Sample Student Essay

My fellow Americans, an important decision faces us about the Philippines. Events of the recent past are important to remember; until recently the Philippines was a colony of Spain yet they decided to declare their own independence during our war with Spain. Although we do not yet recognize their independence, they clearly do not want to be ruled by Spain or any other country. The central debate about this issue is whether the U.S. should annex the Philippines or not. I would argue that we should not annex this country.

One important claim being made that supports my argument is that Filipinos are capable of governing themselves. According to Apacible who is a Filipino and a member of a group that supported independence from Spain, “we carried on self-government, extended our rule throughout the provinces and kept perfect order.” This supports the claim that Filipinos can rule themselves because Apacible has seen that they already can.

Another important claim being made that supports my argument is that annexation goes against our democratic principles. According to the Anti-Imperialist League, which is a league that argues against annexation, “the policy known as imperialism is hostile to liberty and tends toward militarism, an evil from which it has been our glory to be free.” This supports the claim that annexing the Philippines is against America’s value of liberty. This connects to a larger foreign policy goal of spreading democracy.

It is true that the other side argues that annexation is important for the U.S. economy. According to Beveridge, who is a U.S. senator, “The Philippines give us a base at the door of all the East.” This supports their claim that if we owned the Philippines we could trade more easily with Asia and this would help our economy.

In summary the central debate is whether or not we should make this decision to annex the Philippines. While the pro-annexation side says this would help our economy, I would disagree with this claim because I don’t think any amount of money is worth acting in a way that goes against our American values. One of our central foreign policy goals should always be to respect the right of the other nations to govern themselves. My argument is the most convincing because the U.S. was founded on the idea that people should be free to govern themselves and that America is a democracy and not a place that believes in taking over the world. Stand up and make your voices heard so that we do not do this terrible thing.

Assessing Student Writing with the Essay Rubric

For information on assessing student writing, see these documents:

- “Zoom In Essay Rubric” (PDF)
- “Tracking Students’ Progress and Assessing Student Work” (PDF)