

Is it permissible for one nation to take over the actions of another?



Dalrymple, L. (1898) The duty of the hour; - to save her not only from Spain, but from a worse fate / Dalrymple. N.Y.:
Published by Keppler & Schwarzmann. [Image] Retrieved from the Library of Congress,
<https://www.loc.gov/item/2012647563/>.

Supporting Questions

1. In which territories did the US intervene during and after the Spanish-American War?
2. What justifications did America use in each of the areas of intervention?
3. What are the positive and negative effects of US intervention in each of these areas?

| Is it permissible for one nation to take over the actions of another? | |
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| Inquiry Standard | New Hampshire: SS:HI:12:2.3: Decide to what extent democratic ideals, economic motives and empire building have influenced U.S. foreign policy in events and policies. Pennsylvania: 8.4.12B Identify and evaluate primary documents, material artifacts and historic sites important to world history from 1890 to present. |
| Staging the Compelling Question | Using the cartoon, "Ten thousand miles from tip to tip", infer the artist's message and the possible meanings of imperialism. |

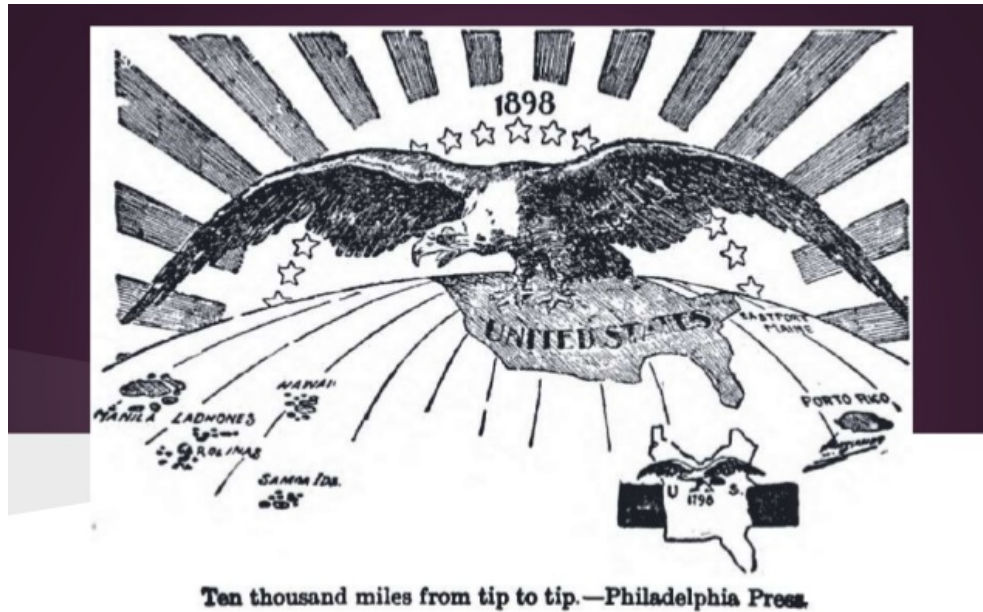
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |
|--|---|---|
| In which territories did the US intervene during and after the Spanish-American War? | What justifications did America use in each of the areas of intervention? | What are the positive and negative effects of US intervention in each of these areas? |
| Formative Performance Task | Formative Performance Task | Formative Performance Task |
| Label, on a map, the areas in which the US intervened as a result of the Spanish-American War. | Use SCIM-C to explain, in a paragraph, the justifications the US used to intervene in each area. | Use SCIM-C to describe the positive and negative effects of US intervention in each of these areas. Be sure to identify whose perspective the positive and negative effects are viewed. |
| Featured Sources | Featured Sources | Featured Sources |
| Source A: Patient Waiters and No Losers Source B: Well, I hardly know which to take first! | Source A: Sometime in the Future Source B: School Begins Source C: He can't let go! Source D: The duty of the hour! | Source A: The dream of the anti-expansionist Source B: Emilio Aguinaldo's Letter to the American People 1900 |

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| Summative Performance Task | ARGUMENT Using the evidence you've gathered through SCIM-C, craft a response to the compelling question: Is it permissible for one nation to take over the actions of another? |
| | EXTENSION Describe one event in US or World History that can be used as evidence to support your response to the compelling question: Is it permissible for one nation to take over the actions of another? |
| Taking Informed Action | UNDERSTAND Identify events today where one nation is taking over the actions of another ASSESS Determine in what ways are these modern actions similar to or different from the actions of the US during the Spanish-American War. ACTION Knowing what you know now, write an editorial to your local newspaper about whether or not the US should intervene in Syria. |

Staging the Compelling Question

Featured Source A

U.S. Imperialism

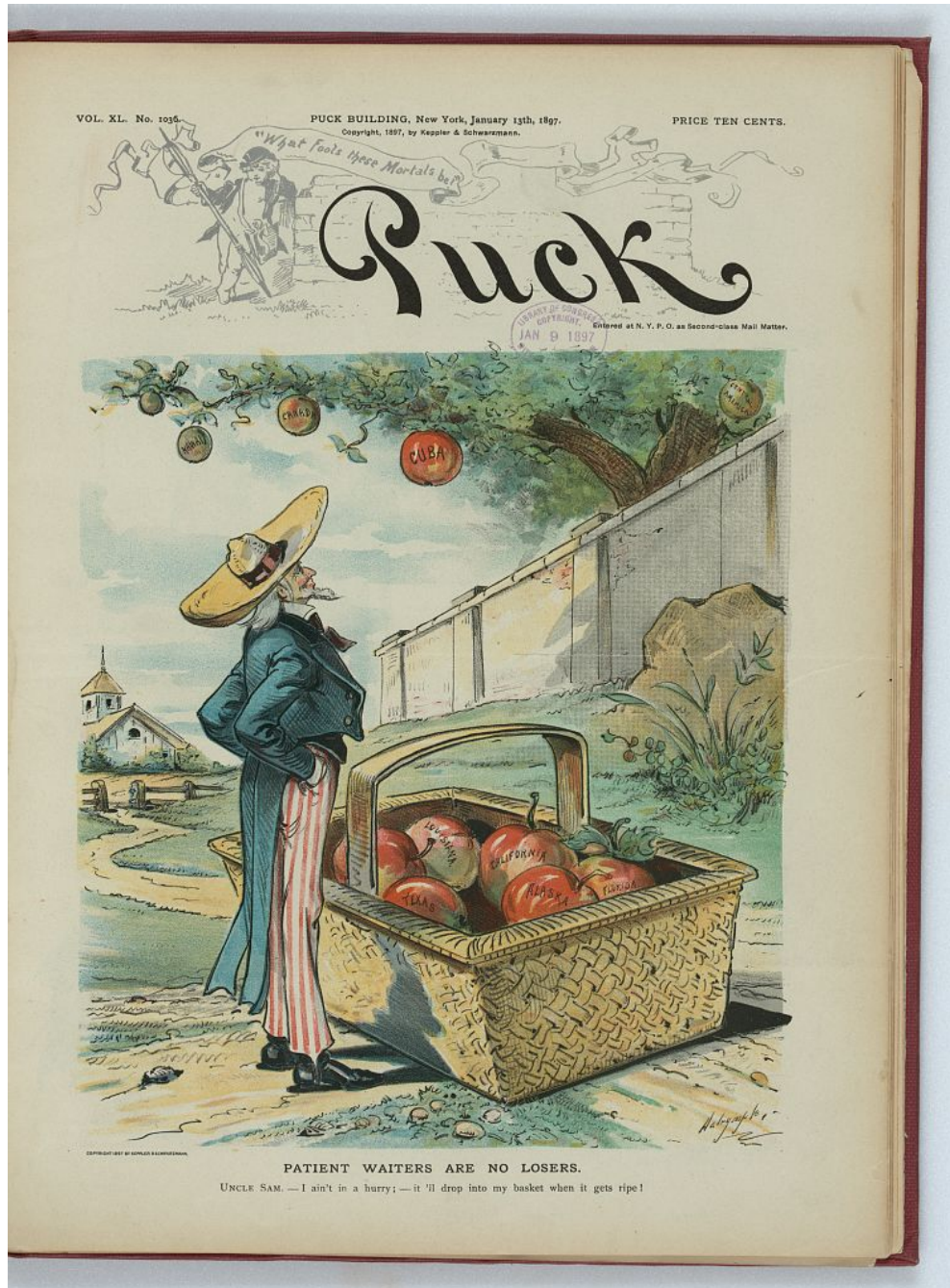


United States Imperialism

Hasen Teacher Follow, S. (2014). US Imperialism. Retrieved January 02, 2017, from <http://www.slideshare.net/steventeacher/us-imperia..>

Supporting Question 1

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|----------------------------|--|
| Supporting Question | In which territories did the US intervene during and after the Spanish-American War? |
| Formative Performance Task | Label, on a map, the areas in which the US intervened as a result of the Spanish-American War. |
| Featured Sources | <ul style="list-style-type: none">● Source A: Patient Waiters and No Losers● Source B: Well, I hardly know which to take first! |



Source A: Dalrymple, L. (1897) *Patient waiters are no losers* / Dalrymple. N.Y.: Published by Keppler & Schwarzmann. [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/2012648452/>.

Supporting Question 1

Featured Source B

Well, I hardly know which to take first!



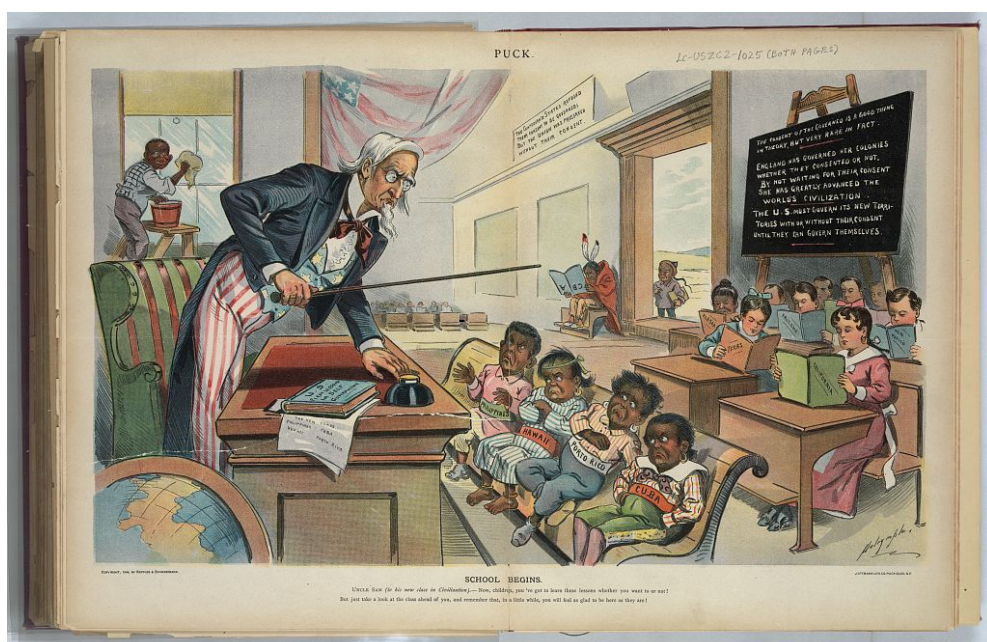
(1898) *Well, I hardly know which to take first!* [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/96512090/>.

Supporting Question 2

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|----------------------------|--|
| Supporting Question | What justifications did America use in each of the areas of intervention? |
| Formative Performance Task | Use SCIM-C to explain, in a paragraph, the justifications the US used to intervene in each area. |
| Featured Sources | <ul style="list-style-type: none"> ● Source A: Sometime in the Future ● Source B: School Begins ● Source C: He can't let go! ● Source D: The duty of the hour! |
| Additional Materials | <ul style="list-style-type: none"> ● SCIM-CWorksheet.docx (https://s3.amazonaws.com/idm-dev/u/4/f/9/1/151/4f912f0c8b25dd71d2900ce9c13ac667a92eab00.docx) |



Source A: Dalrymple, L. (1895) *Some time in the future* / Dalrymple. N.Y.: Published by Keppler & Schwarzmann. [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/2012648643/>.



Source B: Dalrymple, L. (1899) *School begins* / Dalrymple. N.Y.: Published by Keppler & Schwarzmann. [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/2012647459/>.

Supporting Question 2

Featured Source C

He can't let go!



Dalrymple, L. (1898) *He can't let go* / Dalrymple. N.Y.: Published by Keppler & Schwarzmann. [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/2012647490/>.

Supporting Question 2

Featured Source D

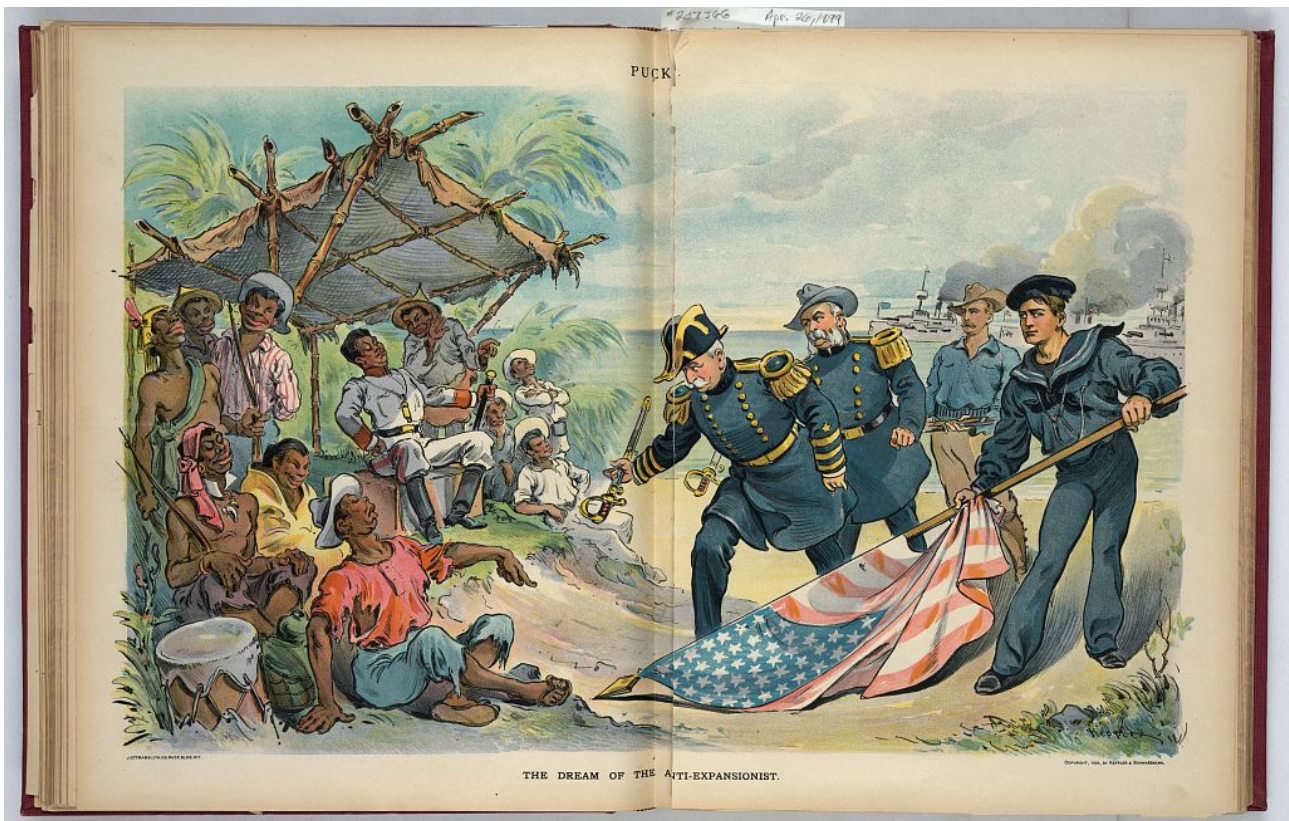
The duty of the hour!



Dalrymple, L. (1898) The duty of the hour; - to save her not only from Spain, but from a worse fate / Dalrymple. N.Y.:
Published by Keppler & Schwarzmann. [Image] Retrieved from the Library of Congress,
<https://www.loc.gov/item/2012647563/>.

Supporting Question 3

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| Supporting Question | What are the positive and negative effects of US intervention in each of these areas? |
| Formative Performance Task | Use SCIM-C to describe the positive and negative effects of US intervention in each of these areas. Be sure to identify whose perspective the positive and negative effects are viewed. |
| Featured Sources | <ul style="list-style-type: none"> • Source A: The dream of the anti-expansionist • Source B: Emilio Aguinaldo's Letter to the American People 1900 |
| Additional Materials | <ul style="list-style-type: none"> • Imperialism10.pdf (https://s3.amazonaws.com/idm-dev/u/a/e/0/4/151/ae0489b4d46db97d404d24f606254b980a8f7bb2.pdf) • SCIM-CWorksheet.docx (https://s3.amazonaws.com/idm-dev/u/4/f/9/1/151/4f912f0c8b25dd71d2900ce9c13ac667a92eab00.docx) |



Source A: Keppler, U. J. (1899) *The dream of the anti-expansionist* / Keppler. N.Y.: Published by Keppler & Schwarzmann. [Image] Retrieved from the Library of Congress, <https://www.loc.gov/item/2012647415/>.

Supporting Question 3

Featured Source B

Emilio Aguinaldo's Letter to the American People 1900



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Emilio Aguinaldo's Letter to the American People

June 1900.

God Almighty knows how unjust is the war which the Imperial arms have provoked and are maintaining against our unfortunate country! If the honest American patriots could understand the sad truth of this declaration, we are sure they would, without the least delay, stop this unspeakable horror.

When we protested against this iniquitous ingratitude, then the guns of the United States were turned upon us: we were denounced as traitors and rebels; you destroyed the homes to which you had been welcomed as honored guests, killing thousands of those who had been your allies, mutilating our old men, our women and our children, and watering with blood and strewing with ruins the beautiful soil of our Fatherland.

... the Spanish government, whose despotic cruelty American Imperialism now imitates, and in some respects surpasses, denied to us many of the liberties which you were already enjoying when, under pretext of oppression, you revolted against British domination.

Why do the Imperialists wish to subjugate us? What do they intend to do with us? Do they expect us to surrender -- to yield our inalienable rights, our homes, our properties, our lives, our future destinies, to the absolute control of the United States? What would you do with our nine millions of people? Would you permit us to take part in your elections? Would you concede to us the privilege of sending Senators and Representatives to your Congress? Would you allow us to erect one or more federal states? Or, would you tax us without representation? Would you change your tariff laws so as to admit our products free of duty and in competition with the products of our own soil?

Emilio Aguinaldo, Central Filipino Committee, LETTER TO THE AMERICAN PEOPLE, (1899).

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| Creator | Emilio Aguinaldo and the Central Filipino Committee |
| Context | Philippine-American War |
| Audience | The American people and readers of pamphlets published by the Cincinnati Anti-Imperialist League and the New England Anti-Imperialist League |
| Purpose | To show the outrage by Filipinos against American occupation |

Historical Significance

In 1899, Emilio Aguinaldo, a Filipino general and politician, declared Philippine independence and proclaimed the Philippines as the First Philippine Republic. The United States did not recognize Aguinaldo's government, and Aguinaldo declared war on the United States. Anti-imperialists opposed United States occupation of the Philippines and attempted to muster support to stop the war by publishing pamphlets such as this one. By 1901, the United States had captured Aguinaldo, but sporadic resistance by Filipino rebels continued for another decade. By the end of the war, more than 4,000 American and 16,000 Filipino soldiers had lost their lives.

Aguinaldo, E. (n.d.). Emilio Aguinaldo's Letter to the American People. Retrieved January 02, 2017, from <https://www.learner.org/courses/amerhistory/resour..>

Summative Performance Task

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|---------------------|---|
| Compelling Question | Is it permissible for one nation to take over the actions of another? |
| Argument | Using the evidence you've gathered through SCIM-C, craft a response to the compelling question: Is it permissible for one nation to take over the actions of another? |
| Extension | Describe one event in US or World History that can be used as evidence to support your response to the compelling question: Is it permissible for one nation to take over the actions of another? |

Taking Informed Action

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|------------|---|
| Understand | Identify events today where one nation is taking over the actions of another. |
| Assess | Determine in what ways are these modern actions similar to or different from the actions of the US during the Spanish-American War. |
| Action | Knowing what you know now, write an editorial to your local newspaper about whether or not the US should intervene in Syria. |

