

Middle Childhood Education Lesson Plan Template v. 2

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Lesson Title: The Philippines “A Sea of Troubles”

Grade Level: 6

Lesson Foundations

Content Standards	Human Systems- 7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. Key Ideas and Details- 3. Identify key steps in a text’s description of a process related to history/social studies.
Learning Objective(s)	1.) Students will critique political, environmental, social and economic factors on people, products and ideas. 2.) Students will arrange events that have impacted the Philippines in chronological order.
Materials & Resources	-A Sea of Troubles: The Philippines and Pacific Geopolitics Article found here: https://origins.osu.edu/article/sea-troubles-philippines-and-pacific-geopolitics - Whiteboard or chalk board with markers or chalk - Notebook Paper for each student - YouTube Video: http://www.nytimes.com/2015/07/08/world/asia/obama-hosts-a-top-official-from-vietnam-at-oval-office.html? r=0 -Emaze presentation: https://www.emaze.com/@AIOCOWQI/presentation-name

Assessments

Description of assessment	Modifications and accommodation to the assessment so that all students can demonstrate their learning.	Evaluation Criteria - What evidence of student learning (identify learning objective(s) being assessed) does the assessment provide?
A1 Formative	Name: Political Cartoon Description: Students will critique political, environmental, social and economic factors on people, products and ideas.	L.O. #1: Students will critique political, environmental, social and economic factors on people, products and ideas. Evidence to look for- Students may state that the Philippines is only

		<p>a stepping stone for the United States to China. Students may state the United States brought with them their modern technology and influence. Students may state the United States took their school system to the Philippines during the “American Period”.</p>
<p>A2 Formative</p>	<p>Name: Build a Timeline of Events Description: Students will read their section of the article and write some of the key events that occurred and how they impacted the Philippines.</p>	<p>L.O. # 2: Evidence Key event examples in section 1-</p> <ol style="list-style-type: none"> 1.) Washington mostly maintained an unassuming role in the western Pacific, unable to compete with European power or Russian and Japanese proximity. 2.) The American position in the Pacific changed fundamentally with the Spanish-American War in 1898. In May of that year, Commodore George Dewey crushed the Spanish fleet in Manila Bay and American troops occupied the city proper. Filipino revolutionaries proclaimed an independent republic, but it quickly became apparent that the United States would not be leaving. 3.) In the four decades of the “American Period,” the new administrators built a government, school system, and infrastructure in their own image. They generally won the acceptance of the people, though talk of independence persisted in Philippine political discourse. <p>Key event examples in section 2-</p> <ol style="list-style-type: none"> 1. Theodore Roosevelt began to rethink the level of respect that Washington had shown Japan in the Far East. 2. Japan grew more aggressive; even some American imperialists began to see the Philippines as a liability. In 1907 Theodore Roosevelt pondered whether the islands formed a “heel of Achilles.” After World War I, American planners thought they would lose the islands in the event of a conflict with Japan. 3. The largest naval battle in history took place in a failed attempt to cut off the beachheads. Manila returned to American control in February 1945—many civilians were lost—and the Japanese defenders were driven into the mountains, where they remained until the end of the war. General MacArthur presided over the restoration of the Commonwealth government on February 27. <p>Key event examples in section 3-</p> <ol style="list-style-type: none"> 1. On July 4, 1946, the United States delivered on the promise of independence, but as the Cold War came there was no question

		<p>about whose sphere claimed the Philippines.</p> <ol style="list-style-type: none"> If the turn-of-the-century Philippines had provided a waystation for U.S. activity in Asia, now the archipelago became a keystone of a global foreign policy. The Philippines became a charter member of the Association of Southeast Asian Nations (ASEAN), founded in 1967 to foster regional stability and cooperation. Marcos did not align ASEAN with American interests, but made close ties with Japan and, to some extent, China. <p>Key event examples in section 4-</p> <ol style="list-style-type: none"> Many countries wanted to have ownership of the South China Sea because of its major global shipping lanes, valuable fishing, and prospective oil beds. This potential wealth, combined with a scattering of small, unpopulated islands, creates a perfect recipe for territorial disputes. In February 1995, less than three years after the closure of American bases at Clark and Subic, China suddenly occupied Mischief Reef, arguably within the Exclusive Economic Zone of the Philippines. By 2012, it was China’s turn to assert itself. That April a Philippine warship attempted to detain several Chinese crews for illegal fishing, but Chinese surveillance ships blocked them from doing so. The Philippine vessel withdrew in accordance with a U.S.-brokered deal, but the Chinese ships remained. Within a few months, the Chinese built a barrier to keep ships out of the shoal interior and effectively boxed the Philippines out of the area. In June 2012, President Aquino made official the name “West Philippine Sea,” and there were anti-China boycotts. A return to the twentieth-century norm of close collaboration that began in the American Period.
<p>A3 Formative</p>	<p>Name: 3, 2,1 Exit Ticket Description: 3 things I learned today or found interesting 2 events that have impacted the Philippines from the article or the timeline. 1 question I still have.</p>	<p>L.O. #1 and L.O. #2: Students’ answers should show that they have retained some information about the lesson and are referencing things that we have done and discussed. They should also be able to Ex. Three things that I learned today or found interesting were</p>

Instructional Procedures/Steps

	Teacher will...	Student will...
<p>Opening ____5____ Minutes</p>	<p>Include instructional practices, questions you will ask, checks for understanding, differentiation, evidence of culturally responsive teaching practices</p> <p>1.) <i>Set up: PowerPoint, YouTube video, desks in 8 groups of four.</i></p> <p>2.) Show the political cartoon (LO1). Make a list of the things you see in this political cartoon. What view does this show that the United States has on the Philippines? (A1)</p> <p>(End 5 minutes into class)</p>	<p>What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/Opportunities for Practice and Apply</p> <p>2.) -Uncle Sam stepping on the Philippines, Uncle Sam carrying steel rails, bridges, and a train to China, Uncle Sam with a book that is labeled with education and religion. -The Philippines is just a stepping stone to China.</p>
<p>Instruction ____40____ Minutes</p> <p>Procedures and steps to the lesson.</p>	<p>1.) Watch “On July 7th 2015 President Obama met with leader of Vietnam Communist Party” http://www.nytimes.com/2015/07/08/world/asia/obama-hosts-a-top-official-from-vietnam-at-oval-office.html?_r=0 Explain why this meeting is important. What events and factors caused or influenced the relationship we have with the Philippines today?</p> <p>(End 10 minutes into class)</p> <p>2.) Transition (LO2)</p> <ul style="list-style-type: none"> - Article Timeline Activity (<i>Students are in the groups you set up at the beginning of class. Give each student a paper with just their section from the four article sections- The “American Period” (1898-1941); The Japanese Threat; Cold</i> 	<p>1.) <i>Students will watch the short clip from the meeting of President Obama and the leader of the Vietnamese Communist party.</i></p> <p>-It shows we are trying to make a stronger relationship with other Asian countries</p> <p>2.) <i>Students will be in there groups of four with their section of the article in front of them on their desk. They will work together to read the article and choose important key events from their section that were impactful to the Philippines. (They may use a highlighter to highlight important events being mentioned or they can write their key events on a foldable timeline.)</i></p>

War Pragmatism: Between the U.S., Soviet Union, and China; Fighting In and Over the South China Sea. There will be 2 groups reading each section. 8 groups of four. Tell students to write down the main points from their section. While students are working together, monitor progress)

- 3.) Timeline Activity Large Group (*Tell the students with the same sections to come together after working and make a group of 8 and discuss the main events that they chose from their section. They will discuss whether or not certain material should be included as a take away of the section and clarify what events they consider most impactful. While students are working together, monitor progress*)
(End 35 minutes into class)

- 4) Whole Class Discussion of Final Class Timeline (*Tell students to fill out their timeline foldable as the class discusses the article as a whole. Each group will choose one representative to explain to the class the main events they chose from their section.*) **What are the key events of The “American Period” (1898-1941)?**
- Explain the important events of the Japanese Threat.
 - Select the critical events of the Cold War Pragmatism: Between the U.S., Soviet Union, and China.
 - Arrange the key events of Fighting In

3.) Student will combine groups to make four groups of eight students. One representative from each group of four will read the list of event that they chose to include. One representative from the other group of four will read their list of events. Then, they will debate and defend any differences in the events chosen to narrow down their final choices.

4.) Each group will have one representative read the events from their section of the article to the class. As each group reads the events from their section the other student will be writing down the events on the class timeline on their timeline foldable. The groups will present their events in chronological order.

Key event examples in section 1-

- Washington mostly maintained an unassuming role in the western Pacific, unable to compete with European power or Russian and Japanese proximity.
- The American position in the Pacific changed fundamentally with the Spanish-American War in 1898. In May of that year, Commodore George Dewey crushed the Spanish fleet in Manila Bay and American troops occupied the city proper. Filipino revolutionaries proclaimed an independent republic, but it quickly became apparent that the United States would not be leaving.

and Over the South China Sea. (A2)
(End 45 minutes into class)

- In the four decades of the “American Period,” the new administrators built a government, school system, and infrastructure in their own image. They generally won the acceptance of the people, though talk of independence persisted in Philippine political discourse.

Key event examples in section 2-

- Theodore Roosevelt began to rethink the level of respect that Washington had shown Japan in the Far East.
- Japan grew more aggressive, even some American imperialists began to see the Philippines as a liability. In 1907 Theodore Roosevelt pondered whether the islands formed a “heel of Achilles.” After World War I, American planners thought they would lose the islands in the event of a conflict with Japan.
- The largest naval battle in history took place in a failed attempt to cut off the beachheads. Manila returned to American control in February 1945—many civilians were lost—and the Japanese defenders were driven into the mountains, where they remained until the end of the war. General MacArthur presided over the restoration of the Commonwealth government on February 27.

Key event examples in section 3-

- On July 4, 1946, the United States delivered on the promise of independence, but as the Cold War came there was no question about whose sphere claimed the Philippines.
- If the turn-of-the-century Philippines had provided a waystation for U.S. activity in Asia, now the archipelago became a keystone of a global foreign

		<p>policy.</p> <ul style="list-style-type: none">- The Philippines became a charter member of the Association of Southeast Asian Nations (ASEAN), founded in 1967 to foster regional stability and cooperation. Marcos did not align ASEAN with American interests, but made close ties with Japan and, to some extent, China. <p>Key event examples in section 4-</p> <ul style="list-style-type: none">- Many countries wanted to have ownership of the South China Sea because of its major global shipping lanes, valuable fishing, and prospective oil beds. This potential wealth, combined with a scattering of small, unpopulated islands, creates a perfect recipe for territorial disputes.- In February 1995, less than three years after the closure of American bases at Clark and Subic, China suddenly occupied Mischief Reef, arguably within the Exclusive Economic Zone of the Philippines.- By 2012, it was China's turn to assert itself. That April a Philippine warship attempted to detain several Chinese crews for illegal fishing, but Chinese surveillance ships blocked them from doing so. The Philippine vessel withdrew in accordance with a U.S.-brokered deal, but the Chinese ships remained. Within a few months, the Chinese built a barrier to keep ships out of the shoal interior and effectively boxed the Philippines out of the area.- In June 2012, President Aquino made official the name "West Philippine Sea," and there were anti-China boycotts.- A return to the twentieth-century norm of close collaboration that began in the American Period.
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<p>Closure</p> <p><u>5</u> Minutes</p>	<p>1.) Exit Ticket: 3,2,1</p> <p>Students will write the answers to a 3,2,1 activity on a piece of notebook paper.</p> <p>3 things I learned today or found interesting?</p> <p>2 events that have impacted the Philippines from the article or the timeline?</p> <p>1 question I still have is...</p>	<p>1.) <i>Students will answer the 3, 2, 1 questions on a piece of notebook paper.</i></p> <ol style="list-style-type: none">1. One thing I found interesting is Philippines were the originators of kamikaze pilots.2. Different countries own the ocean and all that is in it from 200 feet of shore.3. Philippians had a close relationship with America. <ol style="list-style-type: none">1. One event that impacted the Philippines from our timeline was the US administrators building a government, school system, and infrastructure in their own image.2. The South China Sea is worth lots of money and many countries want to claim it block others access. <ol style="list-style-type: none">1. How often does the US work with the Philippines now; what is their relationship like?