Lesson Title | The Spanish-American War and the United States becoming a world power
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Teacher | B. Bradley

### Lesson Importance

Part of South Carolina USHC standards

### Connections to prior and future learning

Students have learned about the United States growing and getting stronger as a nation. Following the Spanish-American War, the students will learn more about American imperialism in the early 20th century.

### Anticipatory Set/ Hook (Engage)

Students will enter the room and will see that the desks have been made into four “tables”. Teacher will divide the class into four groups selected.
heterogeneously and will post the names on the board. Students will sit in their groups. The students will copy their “AIM” for the day which will read “How did two newspapers in New York City help start a war in Cuba” and “How did the Spanish-American War affect the United States?” Their “bell ringer” question will ask the students to “explain why you think companies like McDonalds, Burger King, Starbucks, etc. have many locations worldwide?” Teacher will give the students 5 minutes to complete their answers. Teacher will briefly review the students’ answers looking for the answer “the more stores they have, the more money they can make.” The teacher will then say that the students will see how the United States becomes like a McDonalds after today’s lesson!

Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction, the bulk of the student learning will take place during the guided practice activity.

| Introduce content components | Teacher will explain that today the students will be working in groups learning about the Spanish-American War and how two newspapers in New York city played a big role in the war. The teacher will briefly explain the lesson and what the war was about to give the students a foundation to work on. |
| “I do” Skill from literacy objective introduce/explain/model | The teacher will go around and introduce each of the four stations to the students. Station one will show how and why the United States went to war with Spain. Station two will focus on Teddy Roosevelt and the Rough Riders, and will listen to a song by Bob Marley titled “Buffalo Soldiers”. Station three will focus on the outcome of the war and station four will look at how the United States becomes a world power as a result of the war. The students will have roughly 15 minutes in each station. |

Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

| “We do” Activity Description Include student “explore” components and opportunities for them to explain their learning. | Teacher will pass out the station packets and the students will begin work in their stations working together to complete the activities. All student answers will be recorded in their notebooks! Station packets must stay in the stations. Teacher will facilitate the lesson and will assist students with questions they may have. Every 15 minutes, the teacher will tell the students to switch stations. If the students need more time you may wait, but the lesson might spread into 2 days. |
| Checking for | Following the completion of the station activity the teacher will hold a class |
Understanding- “Informal” Assessment

discussion with the students to make sure the students understood the lesson. The teacher will ask questions and look for student answers. Teacher will collect and check that students completed the station activity and answers are correct.

Closure

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

Content Solidified

Teacher will discuss the outcome of the war and the importance “yellow journalism” played. Teacher will explain the outcome and the possessions the United States gained as a result of the war.

Independent Practice

“You Do”

Students will be given a homework assignment based on the lesson. They will take the role of a yellow journalist. They will have to write their own newspaper article on the sinking of the USS Maine and draw a picture.

Summative/ “Formal” Assessment

Assessment

Teacher will grade the newspaper article with attached rubric.

Differentiation

During Lesson

Students will work with documents, pictures, maps, and music.

Assessment

Students will write and draw a picture.
Attachments

Station Activity (19 pages)

Homework Assignment (1 page)

Homework Assignment Rubric (1 page)

Works Cited (2 Pages)
Station #1

America Goes to War

Time: 15 minutes

Directions: Use the documents provided to answer the questions on a separate sheet of paper.
Background Information

Copy in your notes!

**Yellow Journalism** - Publications that exaggerate events to sell their products.

**Propaganda** - Ideas or information designed and spread to influence opinion.

**Joseph Pulitzer** - Owner of “The World” newspaper.


**USS Maine** - U.S. Battleship stationed in Havana, Cuba. On February 15, 1898, Maine sank when her forward gunpowder magazines exploded which killed 260 men.
Based on the headline of the “New York Journal”, answer the questions below

1) According to “New York Journal” who do they believe destroyed the USS Maine?

2) Do you believe that the newspaper editor knew that everything printed was 100% true? If not, why do you think that it was printed?
3) What kind of reaction do you think the American public had when they read this? Why would they react like that?

**Document 2**

1) When you first look at the headline above, what do you read?
2) Why do you believe the newspaper made the phrase “cabinet in session growing belief in” smaller than “SPANISH TREACHERY”?

1) Who are the two people being portrayed in the cartoon above? What do they have in common?

2) What do they seem to be arguing about?

3) What do you think their goal was?
William Randolph Hearst is believed to have said this quote to an artist who illustrated a story on the Cuban revolt for his “New York Journal” newspaper.

1) What did Hearst mean when he said this?

2) Why do you think Hearst wanted to deliver a war?

3) Do you think William Hearst and Joseph Pulitzer were in any way responsible for the United States going to war? Why or why not?
1) What is written on the American flag?

2) What does the artist mean when he says “Rally round the flag”?
Station #2

Buffalo Soldiers and the Rough Riders

Time: 15 minutes to complete

Directions: Read the passage on the Buffalo Soldiers and the Rough Riders then listen to the song “Buffalo Soldier” by Bob Marley and look along at the lyrics provided and answer the questions.
**Buffalo Soldiers**

The nickname was given to the Negro Calvary units by the Native American tribes they fought against. They got this nickname because they fought hard and their hair resembled those of the buffalo; the term eventually became synonymous with all of the African-American regiments formed after the Civil War. After the Indian Wars ended in the 1890s, the regiments continued to serve and participated in the Spanish-American War, including the Battle of San Juan Hill, where they earned five Medals of Honor.

**Rough Riders**

The most famous unit that fought in the Spanish-American War, they were commanded by Theodore Roosevelt who had recently resigned his position as Assistant Secretary of the Navy in order to lead the Rough Riders. They trained in San Antonio, Texas and soon after arrived in Cuba.

The Buffalo Soldiers and the Rough Riders joined together to capture San Juan Hill in Cuba.

**In your own words, define Buffalo Soldiers and Rough Riders in your notebook**
“Buffalo Soldier”  
By Bob Marley  

Buffalo soldier, dreadlock Rasta:  
There was a buffalo soldier in the heart of America,  
Stolen from Africa, brought to America,  
Fighting on arrival, fighting for survival.

I mean it, when I analyze the stench -  
To me it makes a lot of sense:  
How the dreadlock Rasta was the buffalo soldier,  
And he was taken from Africa, brought to America,  
Fighting on arrival, fighting for survival.

Said he was a buffalo soldier, dreadlock Rasta -  
Buffalo soldier in the heart of America.

If you know your history,  
Then you would know where you coming from,  
Then you wouldn’t have to ask me,  
Who the ‘eck do I think I am.

I’m just a buffalo soldier in the heart of America,  
Stolen from Africa, brought to America,  
Said he was fighting on arrival, fighting for survival;  
Said he was a buffalo soldier win the war for America.

Dreadie, way yoy yoy, way yoy-yoy yoy,  
Woy yoy yoy yoy, yoy yoy-yoy yoy!  
Woy yoy yoy, way yoy-yoy yoy,  
Woy yoy yoy, yoy yoy-yoy yoy!

Buffalo soldier troddin’ through the land, w-o-ho-ooh!  
Said he wanna ran, then you wanna hand,  
Troddin’ through the land, yea-hea, yea-ea.

Said he was a buffalo soldier win the war for America;  
Buffalo soldier, dreadlock Rasta,  
Fighting on arrival, fighting for survival;  
Driven from the mainland to the heart of the Caribbean.

Singing, way yoy yoy, way yoy-yoy yoy,  
Woy yoy yoy yoy, yoy yoy-yoy yoy!  
Woy yoy yoy, way yoy-yoy yoy,  
Woy yoy yoy, yoy yoy-yoy yoy!

Troddin’ through San Juan in the arms of America;  
Troddin’ through Jamaica, a buffalo soldier -  
Fighting on arrival, fighting for survival:  
Buffalo soldier, dreadlock Rasta.

Way yoy yoy, way yoy-yoy yoy,  
Way yoy yoy, yoy yoy-yoy yoy!  
Way yoy yoy, way yoy-yoy yoy,  
Way yoy yoy, yoy yoy-yoy yoy!

1) After listening to this song, what did you learn about “Buffalo Soldiers”?  
2) How do you think Bob Marley felt about how the U.S. used “Buffalo Soldiers”? Do you think others felt that way?
Station #3

Results of the War

Time: 15 minutes to complete

Directions: Look at the maps and textbook pages to answer the questions.
Map of United States and its possessions **before** the Spanish-American War:
Map of United States and its possessions after the Spanish-American War:
1) Based on the two maps you have seen, did the United States gain or lose territory following the Spanish-American War?

2) In what ways will the United States benefit from the land they gained during the Spanish-American War?

3) Do you think America’s influence on the world will increase or decrease now that we have territory across the world? Explain.

Use textbook page 266-267 to answer the following

1) What lands did the United States receive after the Spanish-American War?

2) What did the members of the Anti-Imperialist League feel imperialism violated?

3) What did the Platt Amendment allow the United States to do?
Station #4
The United States Becomes a World Power

Directions: Analyze the documents and answer the questions on how the United States became a world power after the Spanish-American War.
1) What does the eagle represent?

2) Was the United States bigger in 1798 or 1898?

3) What does the caption mean underneath the cartoon?
1) Who is the person standing in the middle of the cartoon?

2) What is he holding up?

3) What does the caption below say about the United States Military?
1) Who is the man on the right (the waiter)?
2) Who is the man on the left (the costumer)?
3) What is on the menu?
4) What does this cartoon say about America after the war?
1) Based on the piece of paper, where is the person on the right from?

2) Based on the cartoon and the caption below, do you think this artist was in favor of imperialism? Why or why not?

3) What does this artist believe will happen if we have an imperial policy on this foreign land?
The year is 1898. You are a reporter for “The Charleston Gazette” You have been assigned to cover the mysterious explosion of the USS Maine. Your editor is concerned about one thing and one thing only, selling papers! He gives you a list of facts that they know about the explosion. Your job is to take those facts and get people to buy newspapers!

Your assignment:
- Write a main headline and draw a picture for the front page
- Write 1 article informing your readers about the sinking of the USS Maine.
- Remember, you need to sell newspapers!! Make sure your headline and article will make people want to buy your newspaper!!!!

**The Facts:**
- On the evening of February 15, 1898 the USS Maine exploded in the harbor of Havana, Cuba.
- 260 U.S. soldiers were killed in the explosion.
- Spanish crews were near the Maine when the explosion occurred.

Homework will be collected and graded as 2 homework assignments!
# Yellow Journalism Homework Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Title is creative, sparks interest and is related to the story and topic.</td>
<td>Title is related to the story and topic.</td>
<td>Title is present, but does not appear to be related to the story and topic.</td>
<td>No title.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.</td>
<td>The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.</td>
<td>The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.</td>
<td>There is little evidence of creativity in the story. The author does not seem to have used much imagination.</td>
</tr>
<tr>
<td><strong>Problem/Conflict</strong></td>
<td>It is very easy for the reader to understand the problem.</td>
<td>It is fairly easy for the reader to understand the problem.</td>
<td>It is fairly easy for the reader to understand the problem, but it is not clear why it is a problem.</td>
<td>It is not clear what problem the main characters face.</td>
</tr>
<tr>
<td><strong>Illustrations</strong></td>
<td>Original illustrations are detailed, attractive, creative and relate to the text on the page. Picture catches the reader's eye.</td>
<td>Original illustrations are somewhat detailed, attractive, and relate to the text on the page.</td>
<td>Original illustrations relate to the text on the page.</td>
<td>Illustrations are not present OR they are not original.</td>
</tr>
<tr>
<td><strong>Spelling and Punctuation</strong></td>
<td>There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.</td>
<td>There is one spelling or punctuation error.</td>
<td>There are 2-3 spelling and punctuation errors.</td>
<td>There are more than 3 spelling and punctuation errors.</td>
</tr>
</tbody>
</table>
Works Cited (In order that they appear in the documents)

Photo of USS Maine exploding (cover of Station One)
Tamalpais High School. Yellow Journalism and the USS Maine.
   http://staff.tamhigh.org/chamberlin/chamberlin%20period%205%20website/online%20news%20paper/pages/elise.htm (July 6, 2011)

New York Journal Front Page
PBS. From the Times to the Tomes: Remember the Maine, to hell with Spain!

New York Journal Front Page (Crisis at Hand)
Social Studies Help. Why did the United States go to war with Spain?

Yellow Kids
Library of Congress. The big type war of the yellow kids.
   http://www.loc.gov/pictures/item/95508199/ (accessed July 6, 2011)

William Randolph Hearst Quote
Time Magazine. The Press: I’ll Furnish the War.
   http://www.time.com/time/magazine/article/0,9171,854840,00.html (accessed July 6, 2011)

Uncle Sam Cartoon (Rally Round the Flag)
City of Art. The Spanish-American War, 1898 and the Birth of the U.S. as a World Power.

Cover of Station 2
Americas Library. Teddy Roosevelt and the Rough Riders.
   http://www.americaslibrary.gov/jb/progress/jb_progress_rriders_2_e.html (accessed July 6, 2011)

Buffalo Soldier

Photo of Teddy Roosevelt (Cover of Station 3)
   http://www.npg.si.edu/exh/roosevelt/horse.htm (accessed July 6, 2011)

Cover of Station 4
Eagle Cartoon
Webster’s Online Dictionary.
http://www.websters-online-dictionary.org/definitions/jingoism?cx=partner-pub-0939450753529744%3Avqd01-tdlq&cof=FORID%3A9&ie=UTF-8&q=Jingoism&sa=Search#906
(accessed July 6, 2011)

Holding His End Up Cartoon
http://www.knowledgerush.com/kr/encyclopedia/History_of_United_States_Imperialism/
(accessed July 6, 2011)

Uncle Sam Bill of Fare
Library of Congress. Well, I hardly know which to take first.
http://www.loc.gov/pictures/item/2004679622/ (accessed July 6, 2011)

Troubles Which May Follow an Imperial Policy
Billy Ireland Cartoon Library& Museum. The Ohio State University.
https://cartoonimages.osu.edu/index.cfm?fuseaction=collections.selectItemInCollection&CollectionID=02d5386b-a575-4bfa-8005-cf676fd41345&ItemID=622aa6ed-83fd-4f2c-bc37-2af67c1f5299
(accessed July 6, 2011)