**Lesson Title** | Spanish-American War and Yellow Journalism | **Teacher** | J. Bessinger
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| **Grade Level** | 11th- USHC | **Duration of Lesson** | 1 90 minute Period

| **Lesson Topic** | Imperialism/Spanish-American War
| **SC Standards and Indicators** | USHC-5: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. USHC-5.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro-and anti-imperialists over annexation of the Philippines.
| **Common Core Strategy(ies) addressed** | - Represent and interpret Earth’s physical and human systems by using maps, mental maps, geographic models, and other social studies resources to make inferences and draw conclusions. - Analyze, interpret and synthesize social studies information to make inferences and draw conclusions.
| **Academic Vocabulary** | Imperialism, Alfred Mahan, Theodore Roosevelt, Rough Riders, William McKinley, San Juan Hill, Yellow Journalism, DeLome Letter, USS Maine, Anti-Imperialist League, Social Darwinism
| **Lesson Materials Needed (attached at end of lesson)** | See attached

**Content Narrative** (What is the background information that needs to be taught to understand the context of the lesson? Be sure to include necessary citations)

“The involvement of the United States in the Spanish-American War marked America’s emergence as a world power. The humanitarian desire to support the rights of Cubans against an oppressive Spanish regime contributed to the United States’ involvement in the war because of sympathy for the democratic aspirations of the Cuban rebels. Pressures from domestic tensions at home and expanding capitalism pushed Americans to find new markets and impelled involvement. The push for increased naval power [Alfred Thayer Mahan] also contributed to the United States’ entry into the..."
war and the expanded navy helped to prepare America for involvement world-wide. Yellow journalism led to a public outcry for American involvement in Cuba’s struggle for independence. Competition for sales between rival newspapers in New York led to sensationalism that was exacerbated by the explosion of the U.S.S. Maine in Havana’s harbor and the publication of the DeLome letter. All of these factors put pressure on President McKinley to ask Congress for a declaration of war”. (SC State Department of Education US History and Constitution Support Documents)

“The initial result of the war declaration was expansion of the United States in the South Pacific with the annexation of Hawaii and the capture of Manila Harbor in the Philippines. Both of these islands offered the United States a convenient fueling stop on the way to the markets of the Far East. When the war ended, the Anti-Imperialists argued against annexation of the Philippines on the grounds that the Filipinos could never be incorporated into the union. McKinley argued that it was an American responsibility to govern the Filipinos who were incapable of governing themselves. Social Darwinism and racial prejudices played a role in both of these arguments and found a domestic counterpart in the passage of the Jim Crow laws and restrictions on voting for African Americans. The treaty ending the war recognized United States’ ownership of the Philippines, Wake Island, Guam and Puerto Rico and the United States’ control of Cuba. With acquisition of new lands came the struggle to govern these areas. The United States soon faced armed resistance in the Philippines. The United States Supreme Court ruled in several cases [known collectively as the Insular cases] that the ‘Constitution does not follow the flag’ so subject peoples did not have the same rights as citizens of the United States. Unlike the contiguous territories populated by westward migration, these new lands were not offered statehood. The perception of the United States among subject peoples therefore changed from a champion of liberty to a colonial power, just like European powers”. (SC State Department of Education US History and Constitution Support Documents)

**Lesson Set**

**Content Objective(s)** Students will be able to identify how the American belief in political democracy led the United States to support natural rights and political democracy when it benefitted American interests. Students will analyze the level of American willingness to intervene in other parts of the world both politically and economically. Students will identify how these interventions by the United States led to the United States emerging as a world power.

**Literacy Objective(s)**

- Assess the relationships among multiple causes and multiple effects and analyze, interpret, and synthesize social studies information.
- Represent and interpret Earth’s physical and human systems by using maps, mental maps, geographic models, and other social studies resources to make inferences and draw conclusions.
Lesson Importance

United States’ Imperialism is extremely important in understanding how the United States emerged as a world power. It is also important to realize that this desire to intervene in the affairs of other countries led to a division between those in favor of imperialism and those opposed to it (anti-imperialists).

Connections to prior and future learning

“Students were introduced to the Spanish-American War as the cause of America’s control of new territories and studied the causes and effects of the Spanish American War as a reflection of American imperialist interests”. (SC State Department of Education US History and Constitution Support Documents)

Anticipatory Set/ Hook (Engage)

Students will begin with viewing “Discovery Education’s: “Spanish-American War”-clip. Following this, the teacher will lead a brief discussion into what images stood out the most to the students which will then lead into our discussion of yellow journalism, Spanish American War and US imperialism.

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 give students 5 statements. Students must take a stand on each statement (agree or disagree) and explain why. (Anticipatory Guide). Teacher will utilize History Shorts- “The Fight to Free Cuba” reading/questions and power point/guided notes on the Spanish-American War.

“I do” Skill from objective introduce/explain/model

Students will create their own yellow journalism headline article utilizing the teacher provided handout.

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

• Students will complete the History Shorts- “The Fight to Free Cuba” readings and questions handouts.
• Students will complete guided notes on power point on the Spanish American War.
opportunities for them to explain their learning.

| Checking for Understanding- “Informal” Assessment | Students will view and complete a Brain Pop Quiz on the Spanish American War. |

**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 | Students will discuss the effects Imperialism had on US society, economy and politics  
| | Students will discuss the role yellow journalism played on the US’ decision to enter the Spanish American War.  
| | Students will take notes on their guided notes handout as it relates to the power point presentation |

**Independent Practice**

| “You Do” | Students will create a newspaper article that is designed to persuade people to want to buy their newspaper (yellow journalism). Included in the front page article should be pictures/symbols which would entice people to want to read it. |

**Summative/ “Formal” Assessment**

| Assessment | Using the guided notes and maps, the students will analyze the significant economic, social and political impacts that Imperialism had on the United States. The students will also analyze the impact Imperialism had on the emergence of the United States as a world power. |

**Differentiation**

| During Lesson | Students will be heterogeneously mixed to support various reading levels: History Shorts “The Fight to Free Cuba” |
| Assessment | Teacher will assign a quiz to measure student understanding of the impact Imperialism had on the emergence of the United States as a world power. |
### Reflection

**Lesson Reflection**  
(What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson)

I had some success with this lesson. The history shorts readings were the perfect level for my students’ understanding of the material. Many of my students volunteered to read aloud in class. I attribute this to the fact that the text of the history shorts is at an easy to understand level. The students were very engaged in creating the yellow journalism assignment. I attribute this to the fact that most of my students are more kinesthetic learners. They are extremely creative and like to draw.

### Materials Needed for Lesson

2. Imperialism/Spanish-American War Guided Notes  
3. Imperialism/Spanish-American War Power Point  
5. Colored pencils, crayons, markers, glue  
6. *Spanish-American War Clip* (available on Discovery Education) |