

The Spanish American War
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I. Summary

A. The following lesson plan is a study of the Spanish American War and the impact that sensationalism played in US involvement in the war. It includes activities that prompt students to make connections to today's media usage of sensationalism and its role in US foreign policy. Students will use critical thinking skills to determine if the US had the authority to intervene in the affairs of Latin American countries. Students will also understand how the Spanish American War empowered the United States and changed US foreign policy towards other countries. The activity ends as a DBQ for assessment for understanding.

B. Sunshine state standards: SS.B.246, SS.C.144, SS.B.243, SS.B.245, SS.A.543

Curriculum Map: American History 4X4, America becomes a world power

C. Spanish American War (Turn of the Century)

D. 11th Grade American History (average)

E. Materials needed: The Americans: Reconstruction to the 21st Century, clipped samples of sensationalism in today's media (newspapers, magazines), vocabulary list **student handout 1**, copy of world map or map of Caribbean/Pacific-teacher's choice, Notes: Spanish American War **Teacher Resource 1**, Ad Lib: Sp-Am War **student handout 2**, Map activity **student handout 3**, DBQ: Spanish American War and the United States **student handout 4**.

F. 4 ½ hours

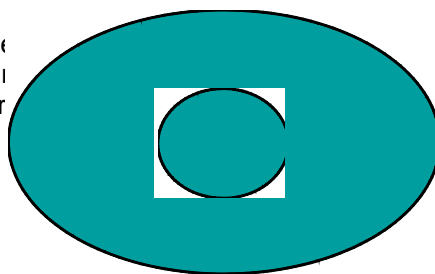
II. Procedures

Day 1, 1 ½ hours

1. Teacher will introduce concept of "sensationalism" by showing clips of articles showing sensationalism in today's news. Teacher will discuss with students the difference between facts and biased statements used to sway the reader's opinion. Students will read headlines and summarize truths vs. sensationalism.

2. Students will complete a graphic organizer and draw a larger circle and supporting facts go around it.

Students will use "doughnuts". Students start with a small circle and the vocabulary word goes in the small circle.



You may have students turn this in for a grade or share responses in a large group setting. See list: **student handout 1**

3. Notes: Spanish American War: Teacher will display notes from overhead projector or use a power

point presentation to teach students about US involvement in the Spanish American War and its impact on US power abroad. **Teacher resource 1**

Day 2: 1 ½ hours

1. Complete map activity **student handout 2**
2. Complete ad lib activity **student handout 3**

Day 3: 1 ½ hours

1. In a large group discussion, create a thematic chart discussing 3 different topics about the Spanish American War. Begin with the Main Idea: The Spanish American War, draw a line down the middle of the paper, write United States on one side and Spain on the other, draw 3 boxes in each column. In box #1 in each column, describe events leading to war from US and Spanish perspective. In boxes #2 in each column, describe effects on US and Spain while fighting the Spanish American War. In box #3 in each column, list affects of the outcome of the war on US and Spain.

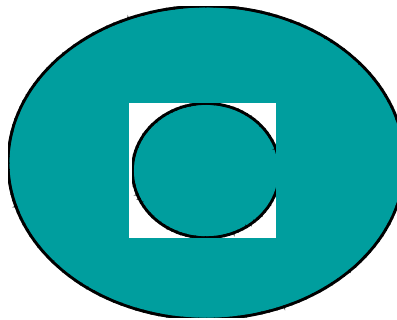
2. Assess student understanding of US involvement in Spanish American War by completing DBQ

(attachment)

**Student handout 1
vocabulary list**

Directions: Use the doughnut model to complete your vocabulary list. Place term in inner circle and write related terms in outer circle. Complete a doughnut for each term.

- Imperialism
- Yellow Journalism
- USS Maine
- Gorge Dewey
- Rough Riders
- San Juan Hill
- Treaty of Paris, 1898
- De Lome Letter
- Platt Amendment
- Protectorate



Teacher Resource 1

Notes: Spanish American War

- A. Expansion in 1800's
 - 1. Manifest Destiny: America Superior and has divine right to control land from Atlantic Ocean to Pacific Ocean
 - a. Purchase Florida
 - b. Purchased Alaska
 - c. Gained Oregon Territory
 - d. Fought for Texas
 - e. Seized California
 - f. Seized Southwest territory from Mexico
 - g. Louisiana Purchase
 - 2. Civil War 1861-1865, limited expansion
 - 3. Turn to expansion
 - a. improved communication
 - b. improved transportation
 - c. surplus of goods
 - d. need for new markets
 - e. new foreign policy
 - 4. Expansion to Imperialism
 - a. desire for new markets
 - b. notion of American empire
 - c. Alfred T. Mahan suggests need for improved Navy
 - d. modernization of US Navy in 1883
 - e. Patriotism
 - f. Christian duty
 - 5. Debate
 - a. Imperialists: favored expansion and colonization
 - b. Anti- imperialists: did not favor expansion and colonization
- B. Revolution in Cuba
 - 1. Trouble
 - a. Cubans struggle for independence form Apain
 - 2. US interests in Cuba
 - a. identified with struggle for independence
 - b. natural expansion of US

- c. Spain viewed as oppressive
 - d. protect US sugar plantations in Cuba
 - 3. Revolution begins
 - a. Jose Marti launches revolution from US
 - b. destroy Spanish assets in Cuba
 - c. Spanish place Cuban rebels in camps
 - d. some Americans mistaken for rebels
 - e. starvation, disease, death
 - 4. Americans keep watch
 - a. US investments in sugar
 - b. horrific conditions in camps
 - c. sensationalism arouses anger against Spain in US
 - 5. McKinley wants to avoid war and demands reform in Cuba, Spain reforms leadership
In Cuba
- C. The Maine
 - 1. Explosion
 - a. riots in Havana (Cuban capital)
 - b. USS Maine sent to show US concern and presence
 - c. Feb. 15, 1898-USS Maine explodes killing 260 Americans
 - 2. Mystery
 - a. Remember the Maine, War with Spain
 - b. no evidence fo Spanish responsibility
- D. Yellow Journalism causes war
 - 1. Yellow Journalists push for military action, sensationalize events in Cuba
 - a. sensational headlines in US calling for war with Spain
 - b. stir up emotions
 - c. ploy to sell news
 - 2. McKinley calls for War
 - a. Ultimatum: armistice, end to camps
 - b. Spain does not respond
 - c. Congress declares war with Spain in Cuba
- E. Outbreak of war in Philippines
 - 1. Americans fear attack on West coast of US form Spanish in Philippines
 - 2. US Commodore George Dewey ordered from Hong Kong to Manila Bay to defeat Spanish
 - 3. Spain defeated in Manila Bay within hours
 - 4. Rebels help liberate Manila from Spain
 - 5. Americans do not give Philippines independence
- F. War in Cuba
 - 1. US lands in Cuba
 - a. fighting begins June 20, 1898
 - b. 17,000 troops in Santiago, Cuba
 - c. African Americans fought too
 - 2. Rough Riders
 - a. Volunteers, adventurers
 - b. led by Theodore Roosevelt from Tampa to Cuba
 - c. vital to winning war with Cuba
- G. US defeats Spain
 - 1. African Americans in War
 - a. ignored and not credited with efforts in Cuba
 - b. important to rough riders
 - c. crucial to capture of San Juan Hill

2. Defeating Spanish
 - a. US wins battle of San Juan Hill
 - b. US destroys Spanish Fleet in Santiago Bay
 - c. Conquer Spanish in Puerto Rico
3. War toll on soldiers
 - a. splendid little war
 - b. 385 killed in action
 - c. 5000 killed by disease and food poisoning
- H. US emerges as Imperialist power
 1. Splendid Little War
 - a. cease fire Aug. 12, 1898
 - b. Treaty of Paris 1898, granted independence to Cuba, ceded Puerto Rico, Guam, and Philippines to US
 2. US influence in Cuba
 - a. Protectorate of US
 - b. Platt amendment: limited Cuba's foreign interaction, gave US rights fo build Naval bases in Cuba, US troops keep order
 3. Philippines become US colony
 - a. Filipinos unfit for self gov't
 - b. Educate, civilize, Christianize Filipinos
 4. US emerges as world power and imcreases influence in Latin America and Asia

Student handout 2

Map activity: Spanish American War

Directions: Label the following on the map your teacher has supplied for you. Create a key if necessary. Include a compass rose. Answer the questions that follow. Use maps in Chapter 10 in your textbook as a resource.

Label: Caribbean Sea, Florida, Cuba, Haiti, Dominican Republic, Havana, Tampa, Santiago, Battle of San Juan Hill, Jamaica, Puerto Rico, Atlantic Ocean, Gulf of Mexico, Admiral Shafter from Tampa to Cuba July 1, 1898, Admiral Miles from Cuba to Puerto Rico July-Aug, 1898, US blockades in caribbean, Spanish forces 1898, Philippines, Battle of Manila Bay, Hong Kong, Commodore Dewey's voyage of Philipines Apr.-May, 1898, South China Sea, Pacific Ocean

1. Where were Spanish forces concentrated during the Spanish American War?
2. Why was Florida and Tampa Bay important to the Spanish American War effort?
3. Summarize the main events of the Spanish American War using the map you have created and maps in Chapter 10 of your textbook.

Student handout 3

Ad Lib: Spanish American War

Directions: Use your knowledge of the Spanish American War to complete the following ad lib. Your response is accurate as long as it is historically correct.

The Spanish American War was a(n) _____ war. Expansion of the US was halted after the 1850's due to _____. Imperialists wanted expansion to continue because of _____. Anti-imperialists thought expansion was _____. In the late 1800's, things in Cuba were _____. Cubans were _____ for independence. The US could _____ the Cuban struggle for independence because of our own _____ with Britain. The Cuban Revolution began when _____ launched an offensive to _____ Spanish assets in Cuba. Some Cubans and Americans were even _____. President McKinley demanded that Spain _____. The explosion of the Maine was a(n) _____ act. Many Americans blamed the _____ for the explosion. Many newspapers sensationalized the _____ in Cuba and this eventually led to _____. Commodore George Dewey was a _____ leader. Dewey led an American fleet to _____ against the Spanish in the Philippines. Many _____ Americans volunteered to fight the war in Cuba. Theodore Roosevelt led a group of _____ Rough Riders to _____ the Spanish at San Juan Hill. Loss of life in the war was _____. Many Americans died of _____. The cease fire occurred _____. At the end of the war the US was _____. They gained Puerto Rico, Guam, and the Philippines. The US was about what to do with the new territories. The Platt Amendment gave the US _____ control of Cuba. The Philippines became a US _____. The US began to _____ its influence in Latin America and _____.