

<b>Topic</b>	<b>The Gilded Age and American Imperialism</b>
<b>Lesson Title:</b>	<b>The Spanish-American War</b>
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. Students will organize and list the causes for the Spanish-American War.</li> <li>2. Students will analyze primary sources and determine the role news and media played in shaping the national mood of conflict against the Spanish.</li> <li>3. Students will create and gather supporting information on how the war relates to the larger political debate over American imperialism.</li> </ol>
<b>Mississippi Social Studies Framework Connections</b>	<p><b>SS 8.1: Understand the major events, actors and ideas that precipitated the founding of the nation and relate their significance to the development of American constitutional democracy.</b></p> <p><b>SS 8.2: Understand how technology, geography, and social conflict has impacted the development of the United States.</b></p> <p><b>SS 8.3: Understand how geography and politics have influenced the historical development of the United States in the global community.</b></p>
<b>NCSS Theme (2)</b>	<ol style="list-style-type: none"> <li>1. Time, Continuity, and Change</li> <li>2. Global Connections</li> </ol>
<b>CCSS ELA or CCSS ELA SS</b>	<p><b>CCSS.ELA-Literacy.RH.8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9.</b></p> <p><b>CCSS.ELA-Literacy.W.8.1, 8.2, 8.2.b, 8.2.c, 8.2.d, 8.3, 8.3.b, 8.3.d, 8.4, 8.8, 8.9, 8.10.</b></p>
<b>Assessment</b>	<p><b>Formative:</b> Student ability to analyze primary sources; Student ability to generate compelling and supporting questions.</p> <p><b>Summative:</b> Student narratives will be evaluated for accuracy, completeness, and ability to apply specific details.</p>

**Procedures:**

**1. Before**

Begin the lesson by setting the stage for the sinking of the USS Maine, briefly explaining why it is in Havana. The setting will then be used to create a mystery scenario for students to discuss. After 5-10 minutes of discussion introduce the idea that maybe the Spanish had nothing to do with the sinking of the USS Maine.

At this point we will go into more detail as to what lead to the Spanish-American War. After introducing the idea that the Spanish had little or nothing to do with the sinking of the USS Maine have students evaluate reasons the American public might have rushed to such a conclusion.

**2. During**

After some discussion we will talk about the role of American news and media during the Spanish-American War. This is when primary source 1 (The Big Type War of the Yellow Kids) will be introduced to the class. Students will then evaluate and analyze the comic. Students will be asked to organize a short list of ideas explaining what they believe the comic to mean. From there we will focus on the events and conflicts of the Spanish-American War. Students will be provided source 4 (Spanish-American War Map) to help students understand the geographic locations involved in the conflict while providing visual stimuli. Students will then be asked to create a time line of the events leading to the Spanish-American War. The teacher will then show the students primary source 5 (Ten Thousand Miles from Tip to Tip).

Once students have evaluated the comic strip they will be shown primary source 3 (The Great Naval Battle of Cavite (Manila Bay)) and primary source 2 (The Maine is Avenged) reinforcing the idea that American media had placed a great deal of importance on the sinking of the Maine, even romanticizing American vengeance at Manila Bay.

**3. After**

Students will discuss and share their thoughts about how American imperialism played a role in the Spanish-American War in both military action and media.

Finally, students will be asked to use the information that has been covered along with any prior knowledge to form a narrative for the Spanish-American War focusing on the events or ideas they found most interesting. The teacher will then allow a few students to share what they have written with the class and provide supporting information if necessary.

The teacher will then give a brief summary of the topics and themes covered in that days lesson. Students will have the opportunity to ask further questions to expand their knowledge or make previously stated information more clear and palpable.

#### **4. Assessment**

Students will be evaluated on their ability to assess Primary source 1.

Students will organize a timeline of events leading to the Spanish-American War.

Students will create a narrative of the Spanish-American War based on the lesson and prior knowledge.