



Spanish American War- Yellow Journalism “Remember the Maine”

<http://chroniclingamerica.loc.gov/lccn/sn85066387/1898-02-18/ed-1/seq-1/>

Overview/Prior Knowledge

In the prior lessons, students received background information on the Spanish American War, imperialism, and the relationship between Cuba and the United States. Students are also familiar with vocabulary words from this unit including: muckrakers, yellow journalism, and imperialism.

Objective

- The student will be able to understand how yellow journalism impacted public opinion towards the Spanish American War.

Time Required

50 minutes

Recommended Grade Range

6-8; 9-12

Subject/Sub-Subject

U.S. History, World History, English Language Arts

Standards

Social Studies

Mississippi: 1. Understand the role of the United States in the world geo-political system.

- Recognize the effects of U.S. public opinion and U.S. policies on other peoples and countries around the world. (DOK 1)

Mississippi: 4. Understand civil rights and human rights in the contemporary world.

- Identify and describe the social and economic circumstances of the world's indigenous peoples and assess the causes and effects of those circumstances. (DOK 2)

Mississippi: 5. Understand economic development, economic globalization and global resource use.

- Use maps and other geographic representations, tools, and technologies to explain the

geographic reasons of economic interactions among people, places, and environments of the world.

- d. Identify and analyze the ways in which innovations in transportation and communication networks impact the world. (DOK 3)

English Language Arts

CCSS HISTORY/SOCIAL STUDIES

ELA-L-RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

ELA-L-RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).

Library of Congress - Teaching with Primary Sources Skills:

- Analyze primary sources to formulate questions that connect to the topic of study
- Examine primary sources closely to form conjectures about their meaning and intent
- Draw conclusions about questions and hypotheses
- Formulate investigative questions

Highlighted Strategies:

- Headlines
- Visual Discovery/Spiraling Questions
- KWL
- Quick Write

Credits:

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Materials:

- Primary Sources – See Resource Guide at the end of this document.
- KWL Chart
- Projector
- Strips of paper
- Tape

Procedures

Introduction

- KWL- TTW assess how much the students know and want to know about the Spanish American War and yellow journalism, TSW record the information in a KWL chart, TSW will record what they learned on the chart at the end of the lesson

During

Picture Discovery (TCI): Spanish American War Yellow Journalism Newspaper

Step 1- Use powerful images to teach social studies concepts.

Step 2- Arrange your classroom so projected images will be large and clear.

Step 3-Ask carefully sequenced questions that lead to discovery. Use the detective analogy to create spiraling questions that will help your students better analyze and understand the image.

- Level 1- Gathering Evidence (have students find details or evidence they can touch) Ex. "What do you see in this image? Describe the location. What are the people wearing?"
- Level 2- Interpreting Evidence (have students make inferences based off image) Ex. "What do the people appear to be doing?"
- Level 3- Making Hypotheses from Evidence (have students figure out what is happening in the picture)

Step 4- Challenge students to read about the image and apply what they learn.

Step 5- Have students interact with the image to show what they have learned by doing an activity.

- Now that students have recognized yellow journalism used during the Spanish American War, TSW examine yellow journalism used in recent events Ex. 9/11 newspaper, gossip magazine.
- TSW complete a Headlines activity to show what they have learned about yellow journalism.

Assessment

Formative:

- Visual Discovery (TCI): Students will be graded on participation.
- Headlines (Making Thinking Visible): Students will be graded on participation and presenting their headline.
- Exit Ticket (Political Cartoon Quick Write): Students must write a paragraph answering the prompt, use proper grammar, and provide evidence from the primary document to support their ideas.

Differentiation

- The primary source documents used have different levels of difficulty to accommodate different Lexile levels.
- This lesson uses visual, verbal, and hands on ways to learn to accommodate most learning styles.
- Other forms of differentiation can be giving students more time to work on the exit ticket.

Supplementary Materials

- Textbook
- Current examples of yellow journalism (i.e. gossip magazines, clickbait articles)

Teaching with Primary Sources Resource Guide

Title: Spanish American War- Yellow Journalism “Remember the Maine”

Historical Background:

The lesson purpose was to reinforce the ideas of yellow journalism and the impact yellow journalism had on America become involved in the Spanish American War.

Primary Source 1:



Title: The San Francisco call. April 12, 1898

Link:

<http://chroniclingamerica.loc.gov/lccn/sn85066387/1898-04-12/ed-1/seq-1/>

Purpose: This illustrates the use yellow journalism related to the events of the explosion of the Maine. The headline states the president’s feelings about the explosion.

Primary Source 2:



Title: Maine Exploded in Havana Harbor

Link: <http://chroniclingamerica.loc.gov/lccn/sn85066387/1898-02-16/ed-1/seq-1/>

Purpose: The purpose of this article is to show the way media portrayed the explosion of the Maine in Havana harbor.

Primary Source 3:



Title: Did an Agent of Spain Destroy the Battle-Ship

Link: <http://chroniclingamerica.loc.gov/lccn/sn85066387/1898-02-17/ed-1/seq-2/>

Purpose: The purpose of this section of the newspaper is to show the speculation that was going on after the explosion. The questions of Spanish involvement in the headline is evidence of yellow journalism. Use of the words indications and believes are further evidence of the newspaper using yellow journalism to attract the reader's attention.

Primary Source 4:



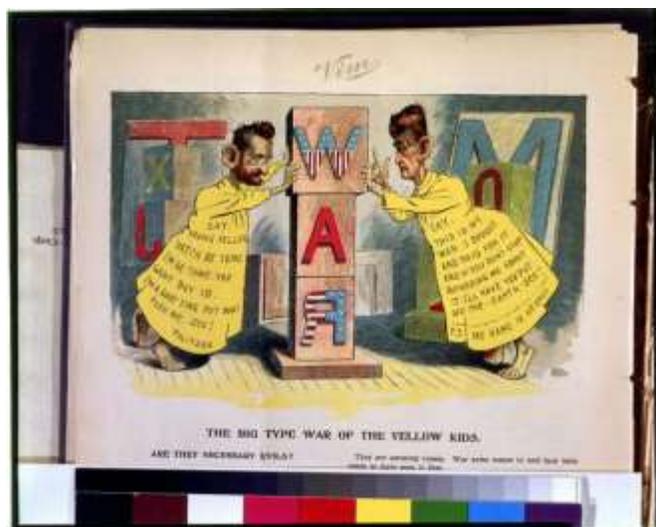
Title: A Floating Torpedo Destroyed the Maine

Link:

<http://chroniclingamerica.loc.gov/lccn/sn85066387/1898-02-18/ed-1/seq-1/>

Purpose: This article is used to show the students the continued speculation of what had happened to the Maine. This article discusses the idea of the Maine being destroyed by a torpedo from the shoreline instead of the more commonly known stories of a mine blowing up the Maine.

Primary Source 5:



Title: Big Type of War of the Yellow Kids

Link:

<http://www.loc.gov/pictures/item/95508199/>

Purpose: This cartoon is used to show the kids one of the reasons behind yellow journalism. The cartoon shows the competition between Hurst and Pulitzer.

Primary Source 6:



Title: The Yellow Press Puck, October 12, 1910

Link:

<http://www.loc.gov/pictures/item/2011647630/>

Purpose: The purpose of this cartoon is to show the students the role the press plays in politics. The students will figure this out through looking at the picture and seeing the people in power putting money into the printing press and the joker throwing the papers to the masses. In the far back right corner the students will observe the man standing on something with the two flags to the side of him. This man represents politicians in America using the press to help gain support. This image can create discussion on the role media plays in politics in the modern era as well.