

**Unit Title:** The Spanish-American Cuban War  
**Designed by:** Kimberlee Zellhart and Candace Whitelock  
**District:** Seaford School District  
**Content Area:** Social Studies  
**Grade Level:** Fifth

**Summary of Unit:** In this lesson, students will learn about key ideas of the Spanish-Cuban American War and be able to analyze significant documents and provide interpretations of this war and the impact on the United States during this time period.

### **Stage 1 – Desired Results**

What students will know, do, and understand

**Delaware Content Standards:** History Standard Two: Students will gather, examine, and analyze historical data [Analysis]

**Big Ideas:** Spanish-American Cuban War

**Unit Essential Questions:** How do artifacts and documents influence how history is written? Which historical source is best?

## Unit Enduring Understanding:

- *Students will understand that different types of sources exist to help us gather information about the past, such as artifacts and documents.*
- *Students will understand that they need to study historical topics which are integrated and important in order to provide themselves with a cultural context.*

## Knowledge and Skills:

Students will know historians use different sources.

Students will analyze primary source documents.

## Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

## Essential Question Addressed:

How do artifacts and documents influence how history is written?

## Prior Knowledge:

Now that you have examined and studied the Spanish-American Cuban War, you are prepared to present and explain consequences of this event.

**Scenario:**

Different grade levels in the school will be exhibiting major events that have resulted in the expansion of the United States.

**Requirements:**

You will need to include major consequences from the Spanish-American Cuban War in your project which will be displayed in the school-wide exhibit.

**Final Product:**

You are responsible for creating a four-door book (foldable). Your project must include four consequences of the Spanish-American Cuban War with illustrations and detailed explanations.

## Transfer Task Rubric

Scoring Category			
This timeline contains ...	Score Point 3	Score Point 2	Score Point 1
Four major consequences of the Spanish-American Cuban War	This timeline contains 4 major events	This timeline contains 3 major events	This timeline contains 2 major events
illustrations depicting critical events	This timeline contains <b>suitable illustrations</b> depicting critical events	This timeline contains <b>partial illustrations</b> depicting critical events	This timeline contains <b>minimal illustrations</b> depicting critical events
appropriate explanations of the illustrations	This timeline contains <b>appropriate and thorough explanations</b> of the illustrations	This timeline contains <b>appropriate or partial explanations</b> of the illustrations	This timeline contains <b>minimal explanations</b> of the illustrations
			<b>Total Score: _____</b>  <b>Above the Standard:</b> <b>7 to 9</b>  <b>Meets the Standard:</b> <b>5 to 6</b>  <b>Below the Standard:</b> <b>4 and below</b>

## Stage 3 – Learning Plan

### Materials:

- Six primary documents (attached)
- Handout 1 (anticipation guide)
- Handout 2 (graphic organizer)
- Construction paper (foldables)
- Markers/crayons/colored pencils

### Procedures:

#### Pre-assessment

Give the students the **Anticipation Guide: Handout 1**.

First, they should read each statement. Then, they need to decide if that statement is true or false. Write true or false on the line next to the statement. Have students complete the anticipation guide individually and then compare the responses with a partner.

Anticipation guides help students generate prior knowledge at the beginning of new units. New learning should be built on the foundation of previous learning. The guide may also “hook” students’ interest, particularly if opinion-based questions are included. In addition, both teachers and students can understand the misconceptions that the students have about the upcoming content or concept.

## **Activating Prior Knowledge and Introducing Vocabulary**

Gathering Information: Think-Pair-Share

Focus on the following documents in 6 groups. Ask each group to analyze sources (documents) for consequences of the Spanish-American Cuban War. These groups should, as much as possible not be homogenous. For example, having four students with a strong understanding of the same concept (e.g., civic responsibility) will not promote a sharing of ideas. Groups should be no larger than 4 students and 2-3 is preferable. Ask each group to share its document and tell the types of activities reported in the document. Students need to complete **Handout 2 - Analyzing Documents**.

**Debrief:** After completion of **Handout 2**, be sure to ask students to describe in their opinion, "Which historical document is best?"

**Assessment:**

There will be both informal and formal assessment for this lesson.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Anticipation Guide**

Read each sentence carefully and write true or false next to each statement.

- \_\_\_\_\_ 1. The Spanish-Cuban American War was known as the "splendid little war."
- \_\_\_\_\_ 2. By the end of the 1800's, Puerto Rico and Cuba were two colonies ruled by Spain in the Western Hemisphere.
- \_\_\_\_\_ 3. Many Americans supported Spain.
- \_\_\_\_\_ 4. The DeLome Letter hurt U.S. relations with Spain.
- \_\_\_\_\_ 5. The United States had economic motives to expand globally.
- \_\_\_\_\_ 6. Teddy Roosevelt was a key figure during this era.
- \_\_\_\_\_ 7. The explosion of the U.S.S. Maine did not incite war.
- \_\_\_\_\_ 8. The Spanish-Cuban American War lasted years.

# \$50,000 REWARD.—WHO DESTROYED THE MAINE?—\$50,000 REWARD

The Journal will give \$50,000 for information furnished to it exclusively that will secure the person or persons who sank the Maine.

EDITION FOR GREATER NEW YORK  
**NEW YORK JOURNAL**  
AND ADVERTISER.

The Journal will give \$50,000 for information furnished to it exclusively that will secure the person or persons who sank the Maine.

NO. 3,373. (PUBLISHED BY THE NEW YORK JOURNAL COMPANY, INC., 100 NASSAU ST., N. Y.) NEW YORK, THURSDAY, FEBRUARY 12, 1904. 10 PAGES. PRICE ONE CENT.

## DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY

**\$50,000!**  
**\$50,000 REWARD!**  
For the Detection of the Perpetrator of the Maine Outrage!

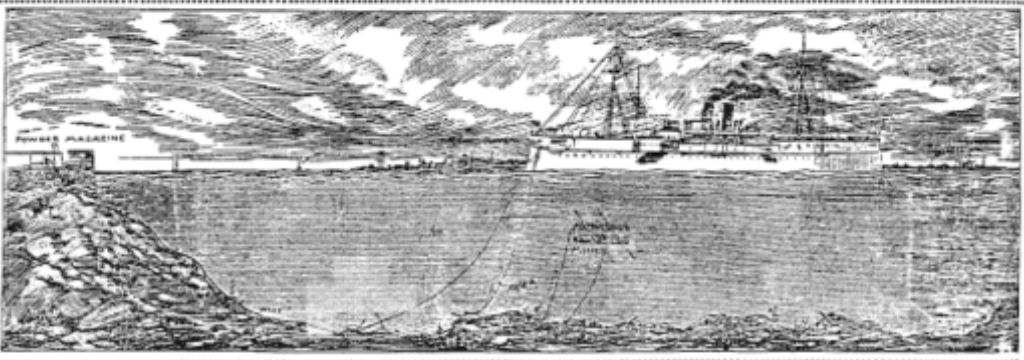
The New York Journal offers a reward of \$50,000 cash for information furnished to it exclusively that will secure the person or persons who sank the Maine. The reward will be paid to the person or persons who furnish the information, and will be paid in full when the person or persons who furnished the information shall have been identified and the person or persons who furnished the information shall have been convicted of the crime.

Assistant Secretary Roosevelt Convinced the Explosion of the War Ship Was Not an Accident.

The Journal Offers \$50,000 Reward for the Conviction of the Criminals Who Sent 258 American Sailors to Their Death. Naval Officers Unanimous That the Ship Was Destroyed on Purpose.

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### NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY A SPANISH MINE.

Longer Editor News, the Journal's special correspondent at Havana, cables that it is the unanimous opinion of naval officers in the Cuban capital that the Maine was destroyed and that her crew killed by a submarine mine or sunken torpedo. This is the opinion of several American naval authorities. The Spaniards, it is believed, arranged to have the Maine anchored over one of the harbor mines. Those concerned the mine with a single explosion, and it is thought the explosion was caused by setting an electric device through the mine. If this can be proved, the United States will be able to sue Spain for the loss of the ship and the lives of the crew.

Hidden Mine or a Sunken Torpedo Believed to Have Been the Weapon Used Against the American Man-of-War—Officers and Men Tell Thrilling Stories of Being Blown Into the Air Amid a Mass of Shattered Steel and Exploding Shells—Survivors Brought to Key West Scout the Idea of Accident—Spanish Officials Protest Too Much—Our Cabinet Orders a Searching Inquiry—Journal Sends





# Document 3



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DEWEY SMASHES SPAIN'S FLEET



The Defeated Commander of the Spanish Fleet.

Great Naval Battle Between Asiatic Squadron and Spanish Warships Off Manila.

THREE OF THE BEST SPANISH VESSELS WIPED OUT, OTHERS SUNK.

The Damage Done to the American Boats Engaged Only Nominal—Hundreds of the Enemy Slain in the Encounter.

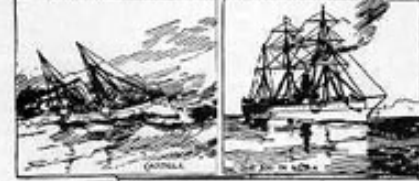


Commander of the Asiatic Squadron for the American Navy.

LISBON, Portugal, May 1, 11 P. M.—The Spanish fleet was completely defeated off Cavite, Philippine Islands, according to trustworthy advices received here.

WASHINGTON, May 2, Midnight.—President McKinley expresses entire satisfaction over the reported battle between Commodore Dewey's squadron and the Spanish fleet. He accepts the news as true, but believes it is worse for the Spanish than they will admit. There has been no official confirmation of the news. Nothing official is expected for forty-eight hours.

THE THREE SPANISH CRUISERS COMPLETELY DESTROYED.



THE THREE SPANISH CRUISERS COMPLETELY DESTROYED. (Continued from page 1.)

ADMIRAL MONTOJO ADMITS HIS UTTER ROUT.

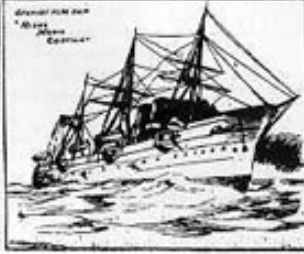
In His Report to Spain He Says Many Ships Were Burned and Sunk and the Losses in Officers and Men "Numerous."

MADRID (via Paris), May 2.—The text of the report of the American squadron dated May 1, 11 P. M., was received here at 11.30 A. M. The American squadron found the port before daylight and... The Spanish fleet was completely routed. The three best of the fleet, the cruisers, were destroyed. The other ships being less damaged were sent into Manila Bay. Some had to be sent to prevent their falling into the hands of the enemy. The losses are numerous, especially Capt. Cervera's crew, and one other person. The Spanish fleet is scattered, the vessels refusing to leave the harbor and taking San Juan de Abasco. There is the greatest anxiety for further news.

MADRID'S FORLORN HOPE. LONDON, May 2.—The Madrid correspondent of the Financial News, regarding the... The Spanish Ministry of Marine states a victory for Spain because the Americans were forced to retire behind the mountains. Capt. Cervera and his command on board of the Risco de Cervera, went down with the ship.

MADRID OFFICIAL REPORT ADMITS DISASTROUS DEFEAT

MADRID, May 1, 8 P. M.—The following is the text of the official despatch from the Governor-General of the Philippine Islands to the Minister of War, Lieut.-Gen. Concha, regarding the engagement off Manila: "Last night, April 30, the batteries at the entrance to the port announced the arrival of the enemy's squadron, forcing a passage under the obscurity of the night. "At daybreak the enemy took up positions, opening with a strong fire against Fort Cavite and the arsenal. "Our fleet engaged the enemy in a brilliant combat, protected



Document 5



## Document 6



Theodore Roosevelt and his Big Stick in the Caribbean, 1904 Roosevelt's policies seemed to be turning the Caribbean into a Yankee pond. (The Granger Collection.)

## Handout 2 - Analyzing Documents

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** After studying the given primary documents, complete the following chart explaining the historical impact of each.

Document Title	Historical Impact of Document

