

## THE BEGINNING OF US IMPERIALISM AND THE SPANISH-AMERICAN WAR

**Grade Level:** Seventh Grade

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**Length of Unit:** Five Lessons

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### I. ABSTRACT

- A. This seventh grade history unit focuses on the people and events involved in the Spanish-American war and how it transformed the United States into an imperialistic world power. Students shall understand and conceptualize the reasons for the war, the main events and battles of the war, and how the results affected the United States' role in world politics.

### II. OVERVIEW

- A. Three general **concepts** guide the entire unit
1. Understanding the factors contributing to the rise and decline of world powers.
  2. Understand that there are reasons why events occur in certain locations around the world.
  3. Understand how economics affect foreign policy.
- B. **Content**
1. Spanish-American War
  2. An introduction to American Imperialism
- C. **Skills –*Students will...***
1. Identify the roles of various Americans in instigating the Spanish-American War
  2. Analyze the U.S. movement towards becoming an imperialistic world power
  3. Sequence the military tactics and battles of the Spanish-American War
  4. Develop map skills:
    - a. Identify locations of – Spain, Cuba, Puerto Rico, Guam, Philippines, Wake Islands, Hong Kong, Hawaii
    - b. Identify the importance of Pacific islands in American/Asian trade routes
  5. Compare and contrast the changing world influences of the U.S. and Spain

### III. BACKGROUND KNOWLEDGE

- A. For the Teacher
1. Books
    - a. Leckie, Robert. The Wars of America. New York: Harper Collins, 1992.
    - b. Potter, E.B. Sea Power. Annapolis, Maryland: Naval Institute Press, 1981
    - c. Schlesinger, Arthur Jr. The Almanac of American History. New York: Barnes and Noble Books, 1993.
    - d. Smith, Carter. Presidents of a Growing Country. Brookfield, Conn: Millbrook Press, 1993.
    - e. Weigley, Russell. The American Way of War. Bloomington, Ind: Indiana University Press, 1973.
  2. Information
    - a. People
      - 1) *Alfred Thayer Mahan* - A.T. Mahan was a navy captain who ran the Naval War College in the late 1800's. He wrote the book The Influence of Sea Power Upon History, 1660-1783. This book influenced American thinking by encouraging the

expansion of the U.S. Navy and the United States itself. According to Mahan, the navy should control sea routes and deny those routes to the enemy. He felt this could only be accomplished by destroying the enemy fleet.

- 2) **Theodore Roosevelt** – Undersecretary of the Navy just before the war. Roosevelt gave the orders to Admiral Dewey to prepare to attack the Spanish Philippines when the war started. After the war started, Roosevelt resigned and helped form a volunteer cavalry unit known as the RoughRiders. Roosevelt led the RoughRiders (sans horses) up San Juan Hill in Cuba. For his bravery he was nominated for the Congressional Medal of Honor.
- 3) **William Randolph Hearst** - Hearst owned *The New York Journal*. Hearst made up and exaggerated the news stories from Cuba to sell newspapers. Hearst sent painter Fredrick Remington to Cuba to paint pictures of the war. When Remington wired Hearst that there was no war, Hearst replied, “You supply the pictures, I’ll supply the war.” Hearst went as far as faking photographs and offering \$50,000 rewards for those who he claimed mined the U.S.S. Maine.
- 4) **“Blackjack” John Pershing** – Pershing led the Ninth and Tenth Cavalry Regiments that charged up San Juan and Kettle Hills with the RoughRiders. The Ninth and Tenth Regiments were all-black units known as the Buffalo Soldiers. Pershing would later lead all U.S. troops in World War I.
- 5) **Admiral George Dewey** – Dewey was the commander of the U.S. Pacific Fleet. His flagship U.S.S. Olympia led the Battle of Manila where the U.S. fleet annihilated the Spanish Pacific Fleet.

b. Events/Battles

- 1) **U.S.S. Maine** – U.S. battleship sent to Cuba as a show of force. On February 15, 1898 the Maine explodes in Havana Harbor killing 260 of the crew. Hearst and others blamed the Spanish. To this day the cause is undetermined. The most likely cause of explosion is spontaneous combustion of coal dust, which burned through a bulkhead into the powder magazine, thus setting off the explosion. The disaster led to the battle cry of “Remember the Maine!”
- 2) **Manila Bay** – Manila Bay was the main port for the Spanish Pacific Fleet. Admiral Dewey, under orders from Undersecretary of the Navy Roosevelt, steamed into Manila Bay on May 1, 1898 and proceeded to sink every Spanish ship in the bay with the loss of only one American to heat stroke. In seven hours the U.S. Fleet ended 300 years of Spanish control of the Philippines.
- 3) **San Juan and Kettle Hills** - The hills were Spanish strongholds blocking the U.S. advance on the city of Santiago. On July 1, 1898 the Rough Riders and the Ninth and Tenth Cavalry Regiments attacked the hills. After eight hours, the hills were in American hands with the loss of 1,572 American dead and wounded. Teddy Roosevelt became a hero.

- 4) **Santiago, Cuba –SEA** - On July 3, 1898 the Spanish Fleet at Santiago attempted to flee one-by-one. After four hours the U.S. Fleet under Commodore Schley destroys the Spanish Fleet without a loss to his own ships.  
**LAND** – On July 10, 1898 U.S. General Shafter invades Santiago. Seven days later Santiago surrenders and the U.S. captures 24,000 Spanish soldiers. Less than ten days later, the war is essentially over.

B. For the Students:

1. 3<sup>rd</sup> grade- Roman Empire (Imperialism)
2. 5<sup>th</sup> grade- U.S. Westward Expansion, Age of Exploration
3. 6<sup>th</sup> grade- Capitalism, Immigration, Latin American Independence Movements.

IV. **RESOURCES**

- A. History of Us: An Age of Extremes, 1870-1917 by Joy Hakim
- B. Video: *The Rough Riders*

V. **LESSONS**

**Lesson One**

A. **Daily Objectives**

1. Lesson Content
  - a. Background/Introduction to Spanish-American War
2. Concept Objectives
  - a. Understand the factors contributing to the rise and decline of world powers.
3. Skill Objectives
  - a. Analyze the U.S. movement towards becoming an imperialistic world power

B. **Materials**

1. World Historical Atlas of your choice
2. Photocopied world political map from 1890-1914
3. Colored pencils

C. **Terms and Locations**

1. Imperialism: Controlling foreign colonies for a country's own use.
2. Manifest Destiny: The belief that Americans had the divine right to settle from the Atlantic to the Pacific Oceans.
3. Colonial Africa
4. Colonial Asia

D. **Procedures/Activities**

1. Review concept of Manifest Destiny through class discussion. Write final definition of Manifest Destiny on board.
2. Discuss the fact the American West is settled and the American pioneer spirit is looking for a new outlet of exploration and expansion.
3. Have students brainstorm names of empires they may have studied previously or have heard of
4. List on board characteristics of empires as students name them.
5. Produce a working definition of imperialism from previous discussions and write it on the board.
6. Have students open their world historical atlases and find the map of Colonial Africa before 1914. Discuss which countries control which parts of Africa and why.

7. Have students turn to the map of Colonial Asia and continue previous discussion.
8. Ask students how and where the United States could build an overseas empire. Students should notice that almost all of Africa and Asia are controlled by European powers. Lead the discussion toward the idea that the U.S. will have to take another country's territories to build their own empire.
9. Discuss the needs of U.S. trade with Asia and how acquiring additional territories would help facilitate this trade.
10. Introduce Alfred Thayer Mahan and his book. Discuss how he felt a strong U.S. Navy could help protect and expand foreign trade.
11. Conclude that with the West settled and ideas from Mahan, the U.S. began looking to catch up with European empire building.
12. Color map handout of the world European empires. Students will use specific colors for specific empires and label their maps.

**E. Evaluation/Assessment**

1. Map activity and answers to discussion.

**Lesson 2**

**A. Daily Objectives**

1. Lesson Content
  - a. Prelude to War
2. Concept Objectives
  - a. Understand that there are reasons why events occur in certain locations around the world.
  - b. Understand how economics effect foreign policy.
3. Skill Objectives
  - a. Identify the roles of various Americans in instigating the Spanish-American War.

**B. Materials**

1. History of Us: An age of Extremes 1870-1917 by Joy Hakim
2. Examples of Hearst's coverage of the Cuban Revolution
  - a. [www.onlineconcepts.com/pulitzer/yellow.htm](http://www.onlineconcepts.com/pulitzer/yellow.htm)

**C. Terms and Locations**

1. Revolution: To change a government through violence.
2. Instigate: To start
3. Yellow Journalism: Writing newspaper articles that were aimed at inflaming public opinion without heed to truth or accuracy. Named for the cheap paper many newspapers used.
4. Cuba – A large island in the Caribbean south of Florida.
5. Spain – A European country on the Iberian Peninsula. Controlled Cuba, Guam, Wake Island, and the Philippines.
6. Havana – The capital of Cuba. Located on the northern coast of Cuba.

**D. Procedures/Activities**

1. Introduce Wm. Randolph Hearst and Joseph Pulitzer and the newspaper war that was going on in New York City in the late 1890s.
2. Explain the revolution occurring in Cuba against the Spanish government in the late 1890s. Include the importance of Cuban sugar to the U.S.
3. Give examples of how the newspapers covered the Cuban Revolution and helped to sway American opinion against the Spanish government and toward involvement in the conflict.
4. Discuss the deployment of the U.S.S. Maine to Havana and its later explosion.
  - a. Brainstorm possible causes of the Maine explosion.

- b. Discuss impact of Maine disaster upon various American leaders. (Roosevelt, McKinley, etc...)
    - c. Discuss impact of Maine disaster upon the American people.
    - d. Give examples of the Yellow Journalists response to the disaster and discuss their motives for such articles. (Hearst to Remington quote.)
  - 5. Discuss the breakdown of negotiations between Spain and the U.S.
  - 6. Have students write their own Yellow Journalism article about the U.S.S. Maine explosion based on what they have discussed. Article should take a stance that they feel will help sell their imaginary newspaper.
- E. **Evaluation/Assessment**
  - 1. Student articles and discussion.

### Lesson 3

- A. **Daily Objectives**
  - 1. Lesson Content
    - a. The War in the Pacific
  - 2. Concept Objectives
    - a. Understand that there are reasons why events occur in certain locations around the world.
  - 3. Skill Objectives
    - a. Sequence the military tactics and battles of the Spanish-American War
    - b. Develop map skills: Identify locations of – Spain, Cuba, Puerto Rico, Guam, Philippines, Wake Islands, Hong Kong, Hawaii
    - c. Identify the importance of Pacific islands in American/Asian trade routes
- B. **Materials**
  - 1. History of Us: An Age of Extremes 1870-1917 by Joy Hakim
  - 2. World historical Atlas
- C. **Terms and Locations**
  - 1. Manila Bay – Main Spanish port in the Philippines
  - 2. Hong Kong – British colony on the Chinese coast used by the U.S. Navy as a coaling station
  - 3. Philippines – Group of 7,000 islands in the South China Sea
  - 4. Guam – An island in the Pacific Ocean between Hawaii and the Philippines.
  - 5. Wake Island – A tiny group of islands in the Pacific Ocean between Guam and Hawaii.
- D. **Procedures/Activities**
  - 1. Find Manila, Hong Kong, the Philippines, and Guam on a map in their atlas.
  - 2. Discuss Undersecretary Roosevelt’s actions in ordering Adm. Dewey to steam from Hong Kong to the Philippines in case the U.S. went to war with Spain.
  - 3. Students will read the first two pages of Chapter 29 in History of Us: An Age of Extremes 1870-1917.
  - 4. Illustrate the locations of the Spanish Fleet and the American Fleet in Manila Bay on May1, 1898. Discuss the ensuing battle and the overwhelming U.S. victory.
  - 5. Discuss the capture of Guam and Wake Island.
  - 6. Brainstorm the possible reaction of the American people to the news that the U.S. now controls a group of 7,000 islands in the Pacific and what it had to do with fighting Spain over Cuba.
- E. **Evaluation/Assessment**
  - 1. Brainstorming activity

## Lesson 4

### A. Daily Objectives

1. Lesson Content
  - a. The War in the Caribbean
2. Concept Objectives
  - a. Understand that there are reasons why events occur in certain locations around the world.
3. Skill Objectives
  - a. Students will sequence the events of the Spanish-American War in the Caribbean.
  - b. Develop map skills: Identify locations of Spain, Cuba, Puerto Rico, Guam, Philippines, Wake Islands, Hong Kong, Hawaii.

### B. Materials

1. Video: *The Rough Riders*
2. World Historical Atlas
3. History of Us: An Age of Extremes 1870-1917 by Joy Hakim

### C. Terms and Locations

1. Malaria: A tropical parasitic blood disease spread by mosquitoes
2. Cavalry: Military units on horseback
3. Yellow Fever: A tropical viral disease that attacks the liver and is spread by mosquitoes.
4. Puerto Rico – A small Spanish controlled island in the Caribbean near Cuba.
5. San Juan and Kettle Hills – Two Spanish controlled and fortified hills east of Santiago, Cuba.
6. Santiago – A large city and port in southern Cuba.

### D. Procedures/Activities

1. Have students locate Cuba and Puerto Rico in their atlases.
2. Look at the specific geography of Cuba. (Santiago, Daiquiri, Havana)
3. Explain how Teddy Roosevelt resigns as Undersecretary of the Navy to join a volunteer cavalry unit known as “The Rough Riders.”
4. Discuss how the Rough Riders had to leave their horses behind and how many U.S. soldiers had heavy wool uniforms while fighting in the tropics.
5. Read the last two pages of Chapter 29 in *The History of Us*. Define Malaria and Yellow Fever as the subjects come up in the reading. Explain how a far higher percentage of U.S. soldiers died from disease rather than battle-wounds.
6. Elaborate on “Blackjack” John Pershing and his all-black 9<sup>th</sup> and 10<sup>th</sup> regiments and their role in the Battle of San Juan and Kettle Hills.
7. Explain the Battle of Santiago in both its sea and land aspects.
8. Watch the video “The Rough Riders” Have students take notes and write out a study guide for the video.

### E. Evaluation/Assessment

1. Video study guide

## Lesson 5

### A. Daily Objectives

1. Lesson Content
  - a. American Empire
2. Concept Objectives
  - a. Understand how economics affects foreign policy.
3. Skills Objectives
  - a. Identify the importance of Pacific islands in American/Asian trade routes

- b. Compare and contrast the changing world influences of the U.S. and Spain.

**B. Materials**

1. World Historical Atlas

**C. Terms and Locations**

1. Annex: To absorb land into one's own country
2. Coaling Station: A place for steamships to refuel
3. Hawaii – A group of islands in the Pacific Ocean about 4,000 miles from the mainland of the United States.

**D. Procedures/Activities**

1. Tell students how far a ship can steam on one load of coal. (about 4,000 miles) Next ask the students (using their atlases) to decide on what the U.S. must do in order to trade with China. (Annex Hawaii, hold onto Wake Island, Guam and the Philippines) Have students decide where they would put coaling stations and write a paragraph explaining why they made those choices.
2. Discuss the annexation of Hawaii by the U.S. and its importance as a coaling station and as a military base in the Pacific.
3. Discuss the idea of the decline of the Spanish Empire (1492-1898) and the rise and growing influence of the American Empire.
4. Take a vocabulary quiz.

**E. Evaluation/Assessment**

1. Student paragraphs
2. Vocabulary quiz

**VI. CULMINATING ACTIVITY**

- A. Have students create a timeline of the events surrounding the Spanish-American War. Students will need to include ten key events.
- B. Students will write a one-page report on the person or event from the Spanish-American War that they found most interesting.

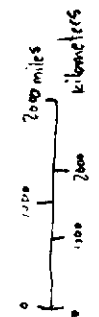
**VII. APPENDICES**

- A. Appendix A: World Political Map
- B. Appendix B: Map of the Pacific Ocean
- C. Appendix C: Student Handout- Yellow Journalism Article
- D. Appendix D: Student Handout- Rough Riders Video Study Guide directions
- E. Appendix E: Student Handout- How do we steam across the Pacific?
- F. Appendix F: Vocabulary Quiz

**VIII. BIBLIOGRAPHY**

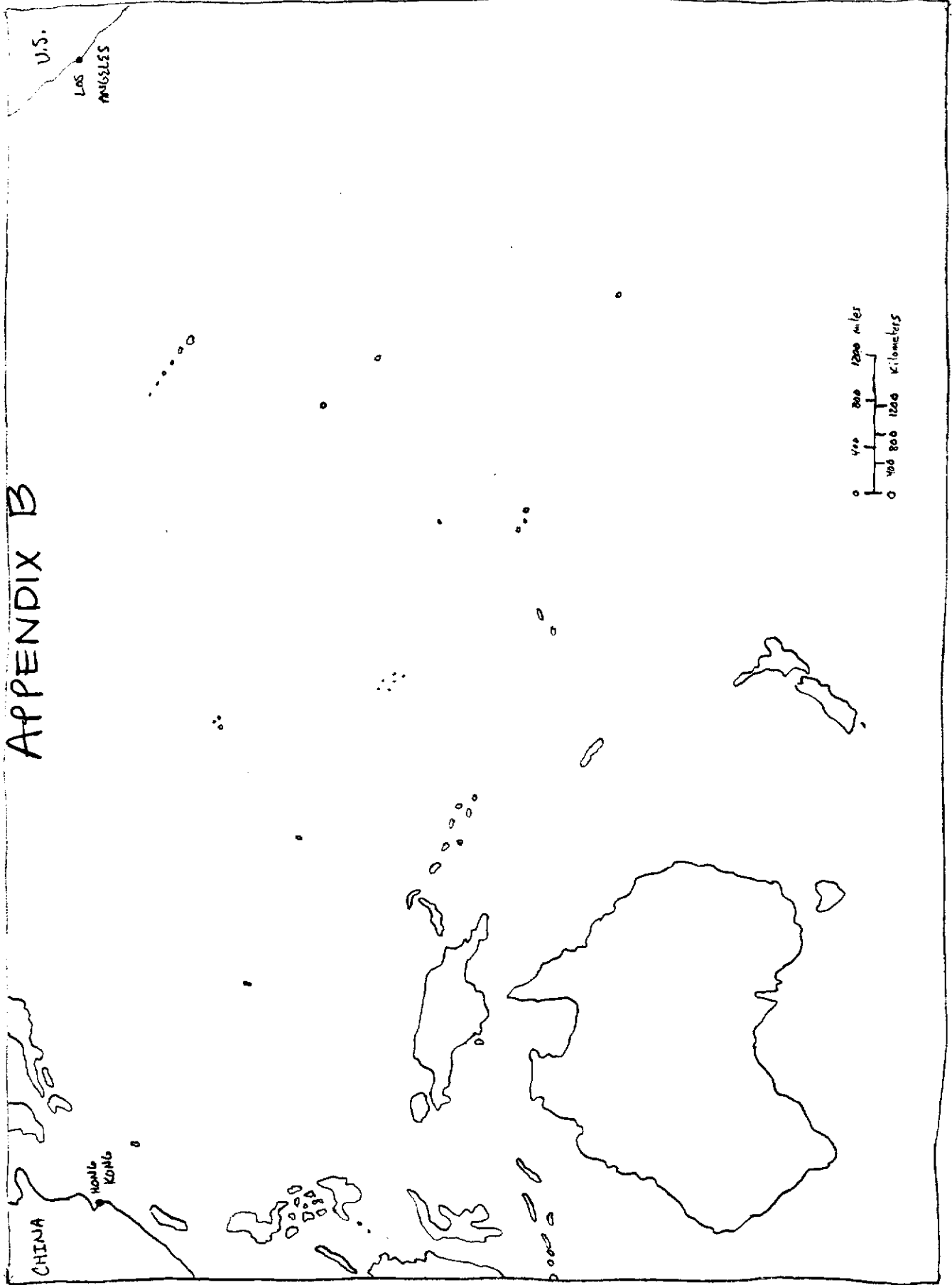
- A. Hakim, Joy. A History of Us: An Age of Extremes. 1870-1917. New York: Oxford University Press, 1993
- B. Leckie, Robert. The Wars of America. New York: Harper Collins, 1992
- C. Potter, E.B. Sea Power. Annapolis, Maryland: Naval Institute Press, 1981
- D. Schlesinger, Arthur Jr. The Almanac of American History. New York: Barnes and Noble Books, 1993
- E. Smith, Carter. Presidents of a Growing Country. Brookfield, Connecticut: Millbrook Press, 1993
- F. Weigley, Russell. The American Way of War. Bloomington, Indiana: Indiana University Press, 1973
- G. [www.onlineconcepts.com/pulitzer/yellow.htm](http://www.onlineconcepts.com/pulitzer/yellow.htm)

# APPENDIX A



- LEGEND**
- ENGLAND
  - FRANCE
  - NETHERLANDS
  - GERMANY
  - BELGIUM
  - PORTUGAL
  - SPAIN
  - RUSSIA

APPENDIX B



PACIFIC OCEAN

## APPENDIX C

### YELLOW JOURNALISM WRITING ASSIGNMENT

In this assignment you will be producing a newspaper article as if you were a Yellow journalist around the time of the Spanish-American War. Remember, your first and foremost goal is to write an article which will make people want to buy YOUR newspaper. Therefore, your article should be dramatic. Facts are important and should be included, but like the Yellow Journalists, let your imagination loose, and feel free to exaggerate.

Your article must include:

1. An inflammatory headline
2. Four paragraphs with at least three sentences each.
3. Include at least five REAL facts, dates, or names involved in the sinking of the U.S.S Maine.
4. Exaggerate other facts to make your story as exciting as possible.
5. Spell correctly.
6. Use Capital Letters and Punctuation.

## **APPENDIX D**

### ***ROUGHRIDERS VIDEO STUDY GUIDE DIRECTIONS***

As you watch the video on Teddy Roosevelt's Roughriders, TAKE NOTES. Afterwards you will be producing a study guide of your own. You may use it as a review for your Final.

This study guide should include:

1. A list of at least five major people and what they did.
2. A list of at least three geographical locations from the video, and what happened at each.
3. A timeline of events, including at least ten different events.
4. Five cool facts.

## APPENDIX E

Name \_\_\_\_\_

### How Do We Steam Across the Pacific Ocean?

In 1898, all major trade and military ships were powered by steam engines. As you know, these were fueled by coal. A ship can only carry so much coal, because it is heavy. It is your job to figure out how an American merchant/trading ship can get from Los Angeles to Hong Kong without running out of coal, food, or water.

You will need to choose good coaling stations for American ships by measuring distances across the Pacific and deciding which Islands to stop at on the way across.

Here are some guidelines:

1. An average ship can travel 4000 miles on one load of coal, and food and water last about that long, too.
2. Islands that you choose for coaling stations must:
  - a. Be close enough to the last Island to get there without running out of fuel, but not so close that it would make too many stops and waste time.
  - b. Be either friendly with the U.S. or be a U.S. colony so that we don't have any problems storing coal there and using it as a stopover for sailors.
  - c. Have a fresh water supply.
  - d. Have a food supply, or be on a trade route so that food can be stored there.
3. After you have chosen your coaling stations, label the names of the islands on your Pacific Ocean map and circle them.
4. Write a short paragraph (at least three sentences) on each Island, explaining why you chose that Island. Your reasons **MUST** be logical.  
Use your own paper and staple it to your map.

**APPENDIX F**

Name \_\_\_\_\_

**Spanish-American War Vocabulary Quiz**

Fill in the blanks using the following words:

malaria            yellow fever            cavalry            Imperialism            Manifest  
Destiny            revolution            instigate            annex  
coaling station            Yellow Journalism

1. Hawaii was an important \_\_\_\_\_ for the United States Navy.
2. Cuban peasants staged a \_\_\_\_\_ against the Spanish government.
3. \_\_\_\_\_ is caused by a parasite carried by mosquitoes.
4. \_\_\_\_\_ is caused by a virus that damages the liver.
5. Wanting to acquire colonies in order to expand a country's land holdings is called \_\_\_\_\_.
6. If a newspaper publisher wants to influence the public unethically, he is using \_\_\_\_\_.
7. William Randolph Hearst used his newspaper to \_\_\_\_\_ U.S. involvement in the Spanish-American War.
8. Theodore Roosevelt commanded his \_\_\_\_\_ unit up San Juan Hill.
9. The idea that the U.S. had a divine right to occupy all the land between the Atlantic Ocean and the Pacific Ocean is called \_\_\_\_\_.
10. To \_\_\_\_\_ a piece of land is to absorb it into your own land.

Appendix G

**Notes Quiz: The war in the Caribbean**

Matching: Match the word right with the question on the left.

- |          |  |                     |
|----------|--|---------------------|
| 1. _____ | The nickname for the 9 <sup>th</sup> and 10 <sup>th</sup> regiments. | A. Pershing         |
| 2. _____ | The battle that made Roosevelt famous.                               | B. Roosevelt        |
| 3. _____ | Teddy Roosevelt led them.  | C. Buffalo Soldiers |
| 4. _____ | He led the 9 <sup>th</sup> and 10 <sup>th</sup> regiments in Cuba.   | D. San Juan Hill    |
| 5. _____ | He was the leader of the Rough Riders                                | E. Rough Riders     |

Multiple Choice: Write the correct letter on the blank next to the question.

6. \_\_\_\_\_ Why did the Rough Riders not have their horses at San Juan Hill?
- a. The horses had to be used as food
  - b. The hill was too steep
  - c. The horses were left in Florida to save room on the ships
7. \_\_\_\_\_ What position did Teddy Roosevelt hold before joining the Rough Riders?
- a. Undersecretary of the Navy
  - b. President of the United States
  - c. Cowboy
8. \_\_\_\_\_ What city did San Juan and Kettle Hills overlook?
- a. Havana
  - b. Santiago
  - c. Daiquiri
9. \_\_\_\_\_ Who led the U.S. Fleet at the Battle of Santiago?
- a. Admiral Dewey
  - b. Commodore Schley
  - c. Teddy Roosevelt
10. \_\_\_\_\_ What two countries fought the Spanish-American War?
- a. United States and Mexico
  - b. Spain and France
  - c. Spain and the United States