

## From the US Maine to War A Chronology of Events Using Primary Source Newspapers



Students will use newspaper headlines to see the events from the sinking of the Maine leading up to the Spanish American War.

[http://memory.loc.gov/cgi-bin/query/p?pp/ils:@FILREQ\(@FIELD\(CALL+@band\(LOT%204024\)\)+@FIELD\(COLLID+coll\)\)::SortBy=DOCID](http://memory.loc.gov/cgi-bin/query/p?pp/ils:@FILREQ(@FIELD(CALL+@band(LOT%204024))+@FIELD(COLLID+coll))::SortBy=DOCID)

### Overview

<b>Objectives:</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Evaluate how the events after the sinking of the Maine influenced the development of the Spanish American War (students evaluate the country's perspectives, US inquiry results, other country's reactions, etc.)</li> <li>• Evaluate how much the United States' response to the sinking of the Maine increased its global influence</li> <li>• Explain how the events following the sinking of the Maine influenced United States Foreign Policy</li> </ul>
<b>Recommended Time Frame:</b>	2-50 minute class periods
<b>Grade Level:</b>	High School
<b>Curriculum Fit:</b>	
<b>Materials:</b>	Computer with data projector links to websites given below, questions for discussion given below, individual computers for students, list of links to different newspaper pages.

### Michigan State Learning Standards

- US History and Geography Era 6.2.1
- Growth of U.S. Global Power- Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the US during its emergence as an imperial power between 1890-1914 and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy.

## Procedures

- Give a brief overview of Cuba's attempts at independence from Spain and the strains those attempts had placed on US/Spanish relations.
- Discuss the DeLome Letter. Explain that the fallout from the letter was beginning to wane, and relations between the US and Spain had a chance of improvement.
- Show the film clip "Wreck of the Battleship Maine" [http://lcweb2.loc.gov/cgi-bin/query/r?ammem/papr:@filreq\(@field\(NUMBER+@band\(sawmp+0229\)\)+@field\(COLLID+spanam\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/papr:@filreq(@field(NUMBER+@band(sawmp+0229))+@field(COLLID+spanam)))
- Show the film clip "Burial of the Maine Victims" [http://lcweb2.loc.gov/cgi-bin/query/r?ammem/papr:@filreq\(@field\(NUMBER+@band\(sawmp+1511\)\)+@field\(COLLID+spanam\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/papr:@filreq(@field(NUMBER+@band(sawmp+1511))+@field(COLLID+spanam)))
- Explain that the students will be seeing the chronology of events after the wreck which led to war and then researching on their own one of those events. They will then write an article as a war correspondent covering the event they researched.
- Show the newspaper clipping from The Omaha Daily Bee from the following morning (2/16/1898). <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-02-16/ed-1/seq-1.pdf> Discuss the way the Spanish are portrayed by the newspaper.
- Show the newspaper from 2/17/1898) <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-02-17/ed-1/seq-1.pdf> Discuss the reaction of the Spanish and the Americans to the tragedy.
- Show the 2/18/1898 newspaper. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-02-19/ed-1/seq-1.pdf> How are attitudes changing?
- Show the 2/20/1898 newspaper. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-02-20/ed-1/seq-1.pdf> What is the cause of the explosion according to the US? The Spanish?
- Show the 2/23/1898 newspaper. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-02-23/ed-1/seq-1.pdf> What is the new theory about the tragedy? (Lone fanatic caused explosion)
- Show the 2/25/1898 paper. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-02-25/ed-1/seq-1.pdf> The US inquiry has ended. What are its findings? Do the Spanish agree?
- Show the 2/27/1898 paper. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-02-27/ed-1/seq-1.pdf> What are some things that might stir up anti-Spanish feeling?
- Show the 3/3/1898 paper. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-03-04/ed-1/seq-1.pdf> What is the latest theory of the explosion? What is Washington's reaction to the press coverage?
- Show the 3/11/1898 paper. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-03-11/ed-1/seq-1.pdf> What are some of the ways the Spanish are portrayed in a negative way?
- Show the 3/13/1898 paper. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-03-13/ed-1/seq-1.pdf> What were the reactions of Germany and England to the crisis?
- Show the 3/31/1898 paper. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-03-31/ed-1/seq-1.pdf> How long has it been between issues? (18 days) How have relations changed?
- Show the 4/3/1898 paper. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-04-03/ed-1/seq-1.pdf> Are there still high hopes for peace?
- Show the paper for 4/6/1898. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-04-06/ed-1/seq-1.pdf> What are some ways the newspaper tries to show the US is prepared for war?
- Show the 4/10/1898 paper. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-04-10/ed-1/seq-1.pdf> What does Spain do to try to stop hostilities?
- Show the 4/14/1898 paper. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-04-14/ed-1/seq-1.pdf> Did Spain succeed in stopping hostilities?
- Show the 4/17/1898 paper. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-04-17/ed-1/seq-1.pdf> Why was Congress' recognition of Cuba important?
- Show the 4/22/1898 paper. <http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-04-22/ed-1/seq-1.pdf> Was war inevitable? What could the sides have done differently?
- Hand out the list of websites and the rubric and explain the directions for creation of the timeline to the students.

## Evaluation

Students are to research one of the events discussed and write an article as a newspaper correspondent of that event.

## Extension

Students may break into two groups for a mock trial of the sinking of the Maine. One group would represent the Spanish and one group the Americans. Have one student play the role of judge and others play the role of jurors. Other students would play witnesses for each side and attorneys for each side.

## Primary Resources from the Library of Congress

[http://memory.loc.gov/cgi-bin/query/p?pp/ils:@FILREQ\(@FIELD\(CALL+@band\(LOT%204024\)\)+@FIELD\(COLLID+coll\)\)::SortBy=DOCID](http://memory.loc.gov/cgi-bin/query/p?pp/ils:@FILREQ(@FIELD(CALL+@band(LOT%204024))+@FIELD(COLLID+coll))::SortBy=DOCID)

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<http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-02-20/ed-1/seq-1.pdf>

<http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-02-23/ed-1/seq-1.pdf>

<http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-02-25/ed-1/seq-1.pdf>

<http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-02-27/ed-1/seq-1.pdf>

<http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-03-04/ed-1/seq-1.pdf>

<http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-03-11/ed-1/seq-1.pdf>

<http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-03-13/ed-1/seq-1.pdf>

<http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-03-31/ed-1/seq-1.pdf>

<http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-04-03/ed-1/seq-1.pdf>

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<http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-04-10/ed-1/seq-1.pdf>

<http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-04-14/ed-1/seq-1.pdf>

<http://chroniclingamerica.loc.gov/lccn/sn99021999/1898-04-17/ed-1/seq-1.pdf>

<b>Rubric</b>				
Student Name: _____				
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Sources (Content)</b>	All sources used for quotes and facts are credible and cited correctly.	All sources used for quotes and facts are credible and most are cited correctly.	Most sources used for quotes and facts are credible and cited correctly.	Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
<b>Flow &amp; Rhythm (Sentence Fluency)</b>	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
<b>Sentence Structure (Sentence Fluency)</b>	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
<b>Word Choice</b>	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
<b>Sequencing (Organization)</b>	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
<b>Pacing (Organization)</b>	The pacing is well-controlled. The writer knows when to slow down and elaborate, and when to pick up the pace and move on.	The pacing is generally well-controlled but the writer occasionally does not elaborate enough.	The pacing is generally well-controlled but the writer sometimes repeats the same point over and over, or spends too much time on details that don't matter.	The pacing often feels awkward to the reader. The writer elaborates when there is little need, and then leaves out necessary supporting information.
<b>Accuracy of Facts (Content)</b>	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.

*Lesson plan developed from project facilitated through the Michigan Council for History Education and the Genesee Intermediate School District, funded by Library of Congress grant through the Midwest Center for Teaching with Primary Sources, Milner Library, Illinois State University, Summer 2009.*

<b>Focus on Topic (Content)</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
<b>Conclusion (Organization)</b>	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.

## Handouts

The only handouts needed would be the list of website resources and the rubric.