

# America Becomes a World Power

**Grade Level:** Seventh Grade

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**Length of Unit:** Three Weeks

## I. ABSTRACT

This Unit will detail America's rise to a world power through the eyes of newspaper personnel. Students will create a newspaper as a rival to two prominent newspapers during the time period, Pulitzer's The New York World and Hearst's The New York Journal. Each student's newspaper will contain information about the events that surrounded America's rise to a world power, including: the expansion of the US Navy, the annexation of Hawaii, the Spanish-American War, the complications of imperialism, and the building of the Panama Canal.

## II. OVERVIEW

### A. Concept Objectives:

1. Develop a sense of historical empathy. See through the eyes of people who were there.
2. Understand the meaning of time and chronology. Learn how major events relate to each other.
3. Understand cause and effect in a historical context.

### B. Specific Content:

1. Expansion of the US Navy and Captain Alfred Mahan's Influence
2. US Annexation of Hawaii
3. The Spanish-American War
  - a. Cuban War for Independence
    1. Jose' Marti
  - b. Teddy Roosevelt and the Rough Riders
  - c. Spain gives the US: Guam, Puerto Rico, and the Philippines.
4. Complications of Imperialism
  - a. War with the Philippines
  - b. Anti-Imperialist League
5. Building the Panama Canal
  - a. "Roosevelt Corollary" to the Monroe Doctrine
  - b. "Speak softly and carry a big stick"

### C. Skills:

1. The learner will recognize points of view, propaganda, and statements of fact and nonfact.
2. The learner will be able to analyze and create parts of a newspaper, including: a political cartoon, a newspaper article, a map, an editorial, an advertisement, an illustration, an obituary, and a letter to the editor.
3. The learner will be able to identify and analyze cause and effect

## III. BACKGROUND KNOWLEDGE

### A. Teachers:

Chidsey, Donald. The Spanish American War, A Behind-the-Scenes Account of the War in Cuba. New York: Crown Publishers Inc., 1971.

Trask, David. The War with Spain in 1898. New York: Macmillan Publishing Co., Inc., 1981.

### B. Students:

Hirsch, Jr. E. D. What Your Sixth Grader Needs to Know. New York: Dell Publishing, 1991. ISBN # 0-385-31467-1.

#### IV. RESOURCES

- A. Due to space, see materials needed for each lesson

#### V. LESSONS

##### Lesson One: Annexation of Hawaii

###### A. Objectives:

1. Lesson Content:
  - a. The learner will understand the reasons behind the U.S. annexation of Hawaii and how it relates to U.S. imperialism.
2. Concept Objectives:
  - a. Understand the meaning of time and chronology. Learn how major events relate to each other.
3. Skill Objectives:
  - a. The learner will be able to annotate a reading selection.

###### B. Materials:

1. Reading and questions on Hawaii (Appendix A)
2. Highlighters
3. Pen or a pencil.
4. Folder (journal)

###### C. Key Vocabulary:

1. Imperialism - the policy of extending a nation's authority by territorial acquisition or by the establishment of economic and political hegemony over other nations.
2. Annexation - the act or process of incorporating a territory into an existing country or state.
3. Monarchy - government by a sole and absolute ruler of a state such as a king or emperor.

###### D. Procedures/Activities:

1. Pass out the reading on Hawaii and a highlighter to each student
2. Have students write above reading: *Journal Entry # 1*
3. Have students perform the following annotation steps before answering the questions.
  - a. Number the paragraphs;
  - b. Highlight any titles of subtitles on the paper.
  - c. Read each paragraph, and highlight any important facts or information found.
  - d. Beside each paragraph, have the students write several words or draw pictures that tell the main idea of the paragraph.
4. Have students answer the questions.
5. Have students write the paragraph number in which they found the answer to each question beside the question.
6. Take up the reading and questions at the end of class.
7. Return reading and questions to students after assessment has been done. Tell students to put them in their journal (folder).

###### E. Evaluation/Assessment:

1. Grade the annotation and questions together based on this grading scale: numbering paragraphs - 10 points; highlighting correctly - 10 points; main idea in margin - 20 points; paragraph number beside question - 10 points; questions - 50 points (5 pts. apiece).

##### Lesson Two: The Newspaper War

###### A. Objectives:

1. Lesson Content:
  - a. The learner will recognize how two rival newspapers, Pulitzer's The New York World and Hearst's The New York Journal influenced America's public opinion

during the Cuban War for Independence and how their intervention helped lead to the Spanish-American War.

2. Concept Objectives:
    - a. The learner will be able to see through the eyes of U.S. citizens at that time how these two newspapers were using their influence to sway public opinion.
  3. Skill Objectives:
    - a. The learner will be able to identify propaganda.
    - b. The learner will be able to distinguish between fact and opinion.
    - c. The learner will be able to identify different parts of a newspaper: editorial, article, political cartoon, byline, and a headline.
- B. *Materials:*
1. Examples of each part of a newspaper (listed in skill objective C) on a transparency and several political cartoons. Copies of the front pages of newspapers and political cartoons during this time period can be found at: [www.smplanet.com/imperialism/newspaper.html](http://www.smplanet.com/imperialism/newspaper.html) and [www.smplanet.com/imperialism/cartoon.html](http://www.smplanet.com/imperialism/cartoon.html)
  2. Political cartoon sheet that goes along with the transparencies. (Appendix B).
  3. wet erase marker
  4. pen or pencil for each student
  5. teacher notes on Pulitzer and Hearst and their form of journalism. (Appendix C)
  6. overhead projector
  7. A copy of the Guidelines for Student Newspapers for each student. (Appendix D)
- C. *Key Vocabulary:*
1. propaganda- the systematic publicizing of a given doctrine or of allegations reflecting its views and interests.
  2. editorial- an article in a newspaper or magazine which expresses the opinion of a publisher or editor.
  3. headline- a title, caption, or summarizing words of a newspaper story or article printed in large type.
  4. yellow journalism- journalism that exploits, distorts or exaggerates the news to create sensations and attract readers.
  6. article- a nonfiction literary composition that forms an independent part of a publication.
- D. *Procedures/Activities:*
1. Tell the students that to learn about the U.S. becoming a world power, they are going to go to work for a newspaper. Explain that there are two men who owned prominent newspapers during that time. Use teacher notes in Appendix C to present information on these two men, their newspapers, and the influence that they had on public opinion. Tell them that the class is going to pretend they were starting their own newspaper in the same time period and that they were going to use these two men's tactics to sell more newspapers than them.
  2. Explain to the students that before they go to work, they need to know the different parts of the newspaper and the journalism tactics used during that period.
  3. Pass out student handouts (Appendix B)
  4. Put transparencies of each part of the newspaper on the overhead, start with the definition of yellow journalism, and discuss each part. Have the students analyze several political cartoons using their handout.
  5. Pass out the Newspaper Guidelines to each student. Explain to them that every day they are going to be given information about America becoming a world power in different media. By the end of the unit, they will have completed each of the following: a feature story, a political cartoon, a map, an obituary, an advertisement, an illustration, and an editorial. Explain that every day they will have to be reporters and take notes in their journal when the information is given. At the end of the unit, they will take all of these

parts and put together a special edition of their newspaper to be distributed to parents and teachers. They will perform all of these activities on their own paper until it is time to put them into newspaper form (Culminating Activity).

E. *Evaluation/Assessment:*

1. Assessment will be done after culminating activity is completed.

**Lesson Three: Cuban War for Independence**

A. *Objectives:*

1. Lesson Content:
  - a. The learner will analyze the Cuban War for Independence.
  - b. The learner will understand the causes and effects of the Cuban War for Independence.
2. Concept Objectives:
  - a. The learner will be able to see through the eyes of the newspaper personnel during this time.
3. Skill Objectives:
  - a. The learner will be able to create a political cartoon.
  - b. The learner will be able to create an obituary.
  - c. The learner will be able to understand cause and effect.

B. *Materials:*

1. Transparency of Notes on Cuban War (Appendix E)
2. Notebook paper
3. Pen or a pencil.
4. Reading on Jose' Marti (Appendix F).

C. *Key Vocabulary:*

1. Malaria- an infectious disease characterized by cycles of chills, fever, and sweating, transmitted by the bite of an infected female anopheles mosquito.
2. Yellow fever- an acute infectious disease of subtropical and tropical New World areas, caused by a filterable virus transmitted by a mosquito and characterized by jaundice and dark-colored vomiting from hemorrhages.
3. Imperialism- the policy of extending a nation's authority by territorial acquisition or by the establishment of economic and political hegemony over other nations.

D. *Procedures/Activities:*

1. Put notes and a coversheet on overhead before students to come in to class.
2. Have students get out a sheet of notebook paper and title it: *Journal Entry # 2*
3. Cover up all notes except #1, have students write down the note. As they are writing, read the note out loud and discuss each note thoroughly. Continue process until all notes have been copied and discussed.
4. Pass out Reading on Jose' Marti. Instruct students that they are to write an obituary for him and a political cartoon on the Cuban war.
5. Give students time to work on these assignments.
6. Have students put these activities in their journal untitled.

E. *Evaluation/Assessment:*

1. Grade journal notes as based on completion. Wait until end of unit to grade all journal entries as a whole or grade each separately.
2. Grade each newspaper activity individually after adequate time is given to complete or wait until culminating activity to grade.

## **Lesson Four: The Beginning of the Spanish-American War**

### A. *Objectives:*

1. Lesson Content:
  - a. The learner will analyze the impact the sinking of the *Maine* had on American public opinion.
  - b. The learner will understand the causes of the Spanish-American War.
2. Concept Objectives:
  - a. The learner will be able to see through the eyes of newspaper editors during this time.
3. Skill Objectives:
  - a. The learner will be able to create an article and a headline.
  - b. The learner will be able to understand cause and effect.

### B. *Materials:*

1. *Maine* telegram (Appendix G)
2. Notebook paper
3. Pen or a pencil.
4. A person outside of class to bring in the *Maine* message during the 1st 10 minutes of class.

### C. *Key Vocabulary:*

1. Torpedo- a cigar-shaped, self-propelled underwater projectile launched from a plane, ship, or submarine, and designed to detonate on contact with or in the vicinity of the target.
2. Mine- an explosive device used to destroy enemy personnel, fortifications, or equipment, usually placed in a concealed position and designed to be detonated by contact or by a time fuse.

### D. *Procedures/Activities:*

1. Begin the class by talking about how they had left off the day before with the *Maine* being deployed to the port of Havana. Review the reasons for this and discuss some of the effects this might have on the Cuban War.
2. Have the person with the message bring it in the class in a hurried fashion. Read the message to the class.
3. Instruct all students that all of them must write an article and provide an illustration to be turned in for a grade at the end of class. Tell them the articles must include: a headline, all facts given in the letter, and some sensationalism. The articles must be half a page long. Remind them that they are working as yellow journalists and that their goal is to out sell Hearst and Pulitzer. Tell them to be creative and that the facts have to be mentioned, but they do not have to be the dominant part of the paper. Provide some examples. (i.e. Hearst's real paper said it was hit by a torpedo in headline and in small print said that this was a belief gaining ground).
5. (Optional due to time.) Have students trade papers and edit each other's work before they turn in the assignment

### E. *Evaluation/Assessment:*

1. Grade the students newspaper articles based on the criteria you gave them (procedure 3).

## **Lesson Five: Background on U.S. Navy: Mahan's influence and the expansion of the navy**

### A. *Objectives:*

1. Lesson Content:
  - a. The learner will recognize the influence Captain Alfred T. Mahan had on the US navy, the Spanish-American War, and the world.
  - b. The learner will understand why the U.S. expanded its navy, how expansion helped cause the Spanish-American War, and why it helped the U.S. win.
2. Concept Objectives:

- a. The learner will be able to see through the eyes of newspaper editors during this time.
- 3. Skill Objectives:
  - a. The learner will be able to create a feature story for a newspaper.
- B. *Materials:*
  - 1. A recorded tape of Mahan's interview
  - 2. A Tape recorder
  - 3. Notebook paper
  - 4. Pen or pencil
- C. *Key Vocabulary:*
  - 1. Navy - one of a nation's organizations of defense; a Nation's fleet of ships.
- D. *Procedures/Activities:*
  - 1. Before this lesson can be taught, record on a blank tape an interview of Captain Mahan about his influence on the Navy.
  - 3. Tell students that their assignment for the newspaper today is to do an interview of Captain Mahan. Tell the students that Capt. Mahan could not be available for everyone so an interview was done before hand and that they must listen and take notes to complete the activities afterwards. Do not worry about introducing Mahan to students, it is all taken care of in interview.
  - 3. Have students take out a piece of paper, title it *Journal Entry #4: Mahan's Interview*. Provide students with the interview questions by reading them out loud or putting them on the board for the students to copy.
  - 4. Play the tape. Repeat necessary amount of times for students to take adequate notes.
  - 5. Tell them that they must do an article based on the interview they just heard. The article must include one quote from Mahan and be half a page in length.
  - 6. Allow students the necessary time to complete newspaper article.
  - 7. Have students put their journal notes in their "journal" (folder).
- E. *Evaluation/Assessment:*
  - 1. Grade journal notes as based on completion. Wait until end of unit to grade all journal entries as a whole.
  - 2. Grade each newspaper activity individually after adequate time is given to complete or wait until culminating activity to grade.

### **Lesson Six: Naval Campaigns**

- A. *Objectives:*
  - 1. Lesson Content:
    - a. The learner will identify the major naval campaigns during the war.
    - b. The learner will understand the effects the Naval battles had on the outcome of the war.
  - 2. Concept Objectives:
    - a. The learner will be able to see through the eyes of newspaper editors during this time.
  - 3. Skill Objectives:
    - a. The learner will be able to create a map and an advertisement.
    - b. The learner will be able to understand cause and effect.
    - c. The learner will be able to use a map.
- B. *Materials:*
  - 1. Blank Maps of the Western Hemisphere for each student
  - 2. Notebook paper
  - 3. Pen or a pencil
  - 4. Map colors
  - 5. Overhead markers
  - 6. Overhead projector

7. Transparency of Western Hemisphere
  8. Map of major naval battles
  9. Teacher notes to go along with map
  10. Notes on Dewey and the products using his name
- C. *Key Vocabulary:*
1. Cruiser - one of a class of warships of medium tonnage, designed for high speed and a long cruising radius.
  2. Battleship - any of a class of warships that are the most heavily armored and one equipped with the most powerful armament.
  3. Blockade - the isolating of a place, especially a harbor, or a part of a coast, by hostile ships or troops, by preventing entrance or exit.
  4. Admiral George Dewey - U.S. Admiral who defeated the Spanish fleet in Manila Bay during the Spanish-American War; He became a war hero and “Dewey products” began to be sold in stores across the United States.
- D. *Procedures/Activities:*
1. Pass out blank maps and map colors to students and have one on the overhead.
  2. Have students title the map *Journal Entry #4*
  3. Begin to label the major naval battles in different colors. As you are labeling each battle, have the students label their map. Discuss each battle as you label using your teacher notes.
  4. Make sure students understand the effects and outcomes that the naval battles had on the war and its outcome.
  5. Tell students that the map will go in their newspaper and to put it in their journal.
  6. Put the Dewey products list on the overhead and briefly discuss how he became an overnight hero with his naval victory. Tell them that these are some of the products that used his name. Tell them that their next assignment is to choose a product from the list and make an advertisement for this “Dewey product” to put in their newspaper.
- E. *Evaluation/Assessment:*
1. Grade journal notes as based on completion. Wait until end of unit to grade all journal entries as a whole.
  2. Grade each newspaper activity individually after adequate time is given to complete or wait until culminating activity to grade.

## **Lesson Seven: Army Campaigns**

### A. *Objectives:*

1. Lesson Content:
  - a. The learner will identify the major army campaigns during the war.
  - b. The learner will understand the effects the Army battles had on the outcome of the war.
  - c. The learner will identify Theodore Roosevelt and the Rough Riders.
  - d. The learner will analyze the influence Roosevelt’s Rough Riders had on America’s culture and on America’s politics after the war.
2. Concept Objectives:
  - a. The learner will be able to see through the eyes of newspaper editors during this time.
3. Skill Objectives:
  - a. The learner will be able to create an editorial.
  - b. The learner will be able to understand cause and effect.

### B. *Materials:*

1. Introduction to army campaigns
2. Kent, Zachary. The Story of the Rough Riders. Chicago: Children’s Press, 1991. ISBN # 0-516-04756-6 (Class set)

3. Notebook paper
  4. Pen or a pencil
- C. *Key Vocabulary:*
1. Teddy Roosevelt - Theodore Roosevelt (1858-1919) American Statesman and author, 26th President of the United States. Graduated from Harvard in 1880. Elected three times to the New York Legislature. Member of the U.S. Civil Service Commission until 1895, and President of the Police Commission of New York City. In 1897, President McKinley appointed him Assistant Secretary of the Navy. Upon the outbreak of the Spanish-American War (April 1898), he resigned to assist in organizing the Roughriders. He was elected governor of New York in November of 1898. He was elected Vice President of the United States in 1900, and served as President when McKinley died in 1901. Elected President of the United States for the 1905-09 term. In 1906, he was awarded the Nobel Peace Prize, the 1st American to do so, for his efforts in bringing a peace treaty between Russia and Japan. He wrote numerous books including The Rough Riders and The Great Adventure.
  2. Rough Riders - the members of a volunteer regiment of the U.S. Cavalry organized chiefly by Teddy Roosevelt for service in the Spanish-American War.
  3. Leathernecks - a U.S. Marine
  4. Doughboys - a U.S. infantryman
  5. Infantryman - a soldier or military unit that fights on foot with bayonets, rifles, machine guns, grenades, and mortars.
  6. Cavalry - a member of a military force composed of troops who serve on horseback.
  7. Krag Gun - an updated rifle that was lighter in weight and smoked less than other rifles. Used by the Rough Riders.
- D. *Procedures/Activities:*
1. Read and discuss the army notes with special attention to effects they had on the war and public opinion.
  2. Hand out The Story of the Rough Riders or another reading on Roosevelt and the Rough Riders.
  3. Have students read the reading out loud. At different intervals, stop and discuss the readings with different questions aimed at making the students think critically.
  4. Tell students that they are to do an editorial on Roosevelt. In the editorial they must address the question: Is Roosevelt a hero? Tell them they must state their opinion and explain it thoroughly. It must be half a page in length.
  5. Give students time to complete assignment.
  6. Have students put their editorial in their journal.
- E. *Evaluation/Assessment:*
1. Grade journal notes as based on completion. Wait until end of unit to grade all journal entries as a whole.
  2. Grade each newspaper activity individually after adequate time is given to complete or wait until culminating activity to grade.

### **Lesson Eight: Outcome of the War**

#### **A. Objectives:**

1. Lesson Content:
  - a. The learner will analyze the treaty that ended the war.
2. Concept Objectives:
  - a. The learner will be able to see through the eyes of newspaper editors during this time.
  - b. The learner will understand cause and effect in a historical context.



3. Skill Objectives:
  - a. The learner will be able to analyze primary sources.
  - b. The learner will give examples of cause and effect.
- B. *Materials:*
  1. Handout of the treaty signed by Spain and the United States (go to [www.offisland.com/feature/treatyofparis.html](http://www.offisland.com/feature/treatyofparis.html) to get a copy).
  2. worksheet on the treaty.
  3. Pen or a pencil.
- C. *Key Vocabulary:*
  1. Treaty - a formal agreement between two or more nations in reference to peace, alliance, or commerce.
  2. Treaty of Paris - Treaty between the United States and Spain that officially ended the Spanish-American War.
- D. *Procedures/Activities:*
  1. Pass out handout of the treaty and the worksheet that goes along with it.
  2. Have students title the map *Journal Entry #5*
  3. Have students answer the questions on the worksheet after reading the treaty.
  4. Have students turn in worksheets at the end of class.
- E. *Evaluation/Assessment:*
  1. Grade the worksheets based on number of correct answers.

### **Lesson Nine: Complications of Imperialism**

- A. *Objectives:*
  1. Lesson Content:
    - a. The learner will analyze the causes and effects of the war with the Philippines.
    - b. The learner will understand the major events of the War with the Philippines.
    - c. The learner will analyze the effect the War with the Philippines had on the United States and the Imperialist movement.
  2. Concept Objectives:
    - a. The learner will be able to see through the eyes of newspaper editors during this time.
    - b. The learner will understand cause and effect in a historical context.
  3. Skill Objectives:
    - a. The learner will be able to create a letter to the editor.
    - b. The learner will give examples of cause and effect.
- B. *Materials:*
  1. Blank cause and effect chart for the Philippines
  2. Completed cause and effect chart for the Philippines
  3. Teacher background notes on Philippine War
- C. *Key Vocabulary:*
  1. Filipinos - citizens of the Philippines.
  2. William McKinley - twenty-fifth President of the United States. Served from 1897-1901 when he was assassinated by an unemployed laborer.
  3. Guerilla Warfare - a type of warfare where small independent bands of fighters harass the enemy by surprise attacking the enemy and quickly retreating.
  4. Anti-Imperialist League - The political group which, after the close of the Spanish War in 1898, opposed the retention of the Philippine Islands by the U.S. They maintained that holding this territory, or any other, on the terms contemplated by the treaty with Spain, would be a violation of the principles and institutions of the U.S. The leading figures in this group were Senator George F. Hoar of Massachusetts, Republican, and Senator Arthur P. Gorman of Maryland, Democrat. Prominent members of this league included

Andrew Carnegie, Mark Twain, and Grover Cleveland.

D. *Procedures/Activities:*

1. Lecture to students about the War with the Philippines. Stress the causes and effects of this war. Hold a discussion about Filipino point of view vs. the U.S. point of view. Have the students take notes while lecture and discussion is going on.
2. Put blank cause and effect chart on overhead and pass them out to the students.
3. Fill in the cause and effect chart together.
4. Have students put this chart in their journal.
5. Have students write a letter to the editor from the Philippine perspective for their Newspaper. Letters must be half a page in length and must include at least two reasons discussed on Filipino point of view.
6. Give students appropriate time to finish assignment and have them put it in their journal.

E. *Evaluation/Assessment:*

1. Grade journal notes based on completion. Wait until end of unit to grade all journal entries as a whole.
2. Grade each newspaper activity individually after adequate time is given to complete or wait until culminating activity to grade.

**Lesson Ten: Introduction to the Panama Canal**

A. *Objectives:*

1. Lesson Content:
  - a. The learner will be able to identify terms and people associated with the building of the Panama Canal.
  - b. The learner will differentiate between the French efforts and the American efforts to build the canal.
2. Concept Objectives:
  - a. The learner will be able to understand the reasons behind building the canal and the effect the canal had on the world.
3. Skill Objectives:
  - a. The learner will draw and label diagrams.
  - b. The learner will be demonstrate an ability to interpret social studies data.

B. *Materials:*

1. Panama Canal chart
2. Panama Canal Teacher Chart
3. Overhead projector
4. Pen and Paper
5. Wet erase pens.

C. *Key Vocabulary:*

1. Malaria - an infectious disease characterized by cycles of chills, fever, and sweating, transmitted by the bite of an infected female anopheles mosquito.
2. Yellow fever- an acute infectious disease of subtropical and tropical New World areas, caused by a filterable virus transmitted by a mosquito and characterized by jaundice and dark-colored vomiting from hemorrhages.
3. Canal - an artificial waterway used for navigation.
4. Sea Level Canal - a canal which levels the land between two areas or bodies of water.
5. Steam Shovel - a large piece of equipment powered by steam used for relocating large amounts of earth, developed for use by Americans building the Panama Canal.
6. Lock - an enclosed chamber in a dam or canal with gates at each end for raising or lowering vessels by admitting or releasing water.
7. Ferdinand de Lesseps - French promoter who wanted a sea-level canal built in Panama.

9. Baron Godin de Lepinay - French Engineer who proposed a canal based on locks; Lesseps convinced the French to use his plan instead of Lepinay's. If Lepinay's plan had been used, the French would have had a better chance of succeeding.
  10. John Stevens - appointed by Roosevelt in 1905 to take over the canal project, his efforts to clean up the isthmus made U.S. success in building the canal possible.
  11. Lieutenant Colonel George Goethale - The man appointed by Roosevelt after Stevens left the project. He had engineering experience and under his command, the canal was finished on time and under budget.
- D. *Procedures/Activities:*
1. Put transparency of identification chart on overhead.
  2. Introduce the beginnings of the Panama Canal in lecture format and by using the identification chart.
  3. Have students fill in the identification sheet as you lecture.
  4. Have students then draw and label a diagram of the Panama Canal on the back of their charts.
  5. Have students put charts in their journal.
- E. *Evaluation/Assessment:*
1. Check the students completed activities and grade for completeness.

### **Lesson Eleven: "A Man, a Plan, a Canal"**

- A. *Objectives:*
1. Lesson Content:
    - a. The learner will be able to identify terms and people associated with the Panama Canal.
    - b. The learner will be able to describe the basic working of the canal: steam engines, locks, gravity, gates, and electric power from dam.
  2. Concept Objectives:
    - a. The learner will be able to understand how and why the canal was built.
  3. Skill Objective:
    - a. The learner will be demonstrate an ability to interpret social studies data.
- B. *Materials:*
1. Video "A Man, a Plan, A Canal"
  2. TV/VCR
  3. Video viewing guide
  4. Discussion question for video
  5. Pen/paper
  6. Completed chart from Lesson 10.
- C. *Key Vocabulary:* Same as Lesson 10
- D. *Procedures/Activities:*
1. Pass out video viewing guide to all students.
  2. Play the video and have students fill in guide as they watch the film.
  3. Give the students the discussion questions after the video and have them complete for homework. Students may use chart from lesson ten to help them complete the essay questions.
  4. Take up video viewing guide that day and the discussion question the following day.
- E. *Evaluation/Assessment:*
1. Grade viewing guide and discussion questions for assessment.

## VI. CULMINATING ACTIVITIES

A. Putting It All Together: Making the Newspaper

B. *Materials:*

1. 11x17 pieces of blank white paper, at least 2 per student
2. pen, pencil
3. Newspaper Guidelines Part I Sheet
4. Map Colors
5. All newspaper activities completed in previous lessons
6. Newspaper Example
7. Newspaper Guidelines Part II (Appendix H).
8. Rulers

D. *Procedures/Activities:*

1. Have students gather all their newspaper assignments from the previous lessons together and their Newspaper guidelines part I sheet.
2. Read the newspaper guidelines part I sheet out loud.
3. Pass out newspaper guidelines part II sheet and read that out loud also. As you read it, use the newspaper example to show them
4. Pass out 11x17 sheets to each student. Have them begin their activity.
5. Give students appropriate time to work in class or do for homework.
6. Have students turn in their newspapers and journals for grades.

E. *Evaluation/Assessment:*

1. There will be eleven grades given after the newspaper is turned in. The first eight grades will be the newspaper assignments you assigned in previous lessons. Grading should be easy because all assignments are in the same place on every newspaper.  
 Grade 1: Article on the *Maine*                      Grade 2: Political Cartoon on Cuban War  
 Grade 3: Article on Mahan interview            Grade 4: Obituary about Jose Marti'  
 Grade 5: Dewey Advertisement                Grade 6: Map of Navy Battles  
 Grade 7: Editorial on T. Roosevelt            Grade 8: Article on Treaty of Paris  
 Grade 9: Letter to the editor from the Philippines  
 Grade 10: Newspaper as a whole: Make sure all directions and guidelines are followed.  
 Extra Credit: Give extra credit to any students who added extras to their papers.  
 Grade 11: The Journal: Make sure all journal activities are included and complete.

## VII. HANDOUTS/WORKSHEETS

Attached Appendices A - H

## VIII. BIBLIOGRAPHY:

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<http://khanda.unl.edu/~daniel/monroe.html>

<http://www.k12.hi.us/~tethree/95-96/services/g15/modforeignpolicy.html>

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## Appendix A: America Becomes a World Power

### Journal Entry #1

#### The Annexation of Hawaii

Hawaii's closeness to the United States made it an ideal location for a naval base in the Pacific Ocean. Ships could stop over in Hawaii and get coal, provisions, and repairs as needed. The geography of Hawaii was also attractive. Hawaii had rich, fertile soil, which was perfect for raising sugar cane. The tropical location also aided in the growing of fruit trees. Plus, the climate was ideal year round. Hawaii's location and geography made it a virtual paradise.

American businessmen soon came to Hawaii looking to make money. Soon large American industries began popping up on the islands. These Americans slowly began gaining control of Hawaii's government. Annexation became championed by some of these Americans.

Queen Liliuokalani was the monarch of Hawaii. Many of her followers wanted Hawaii to hold on to her independence. Others, however, hoped Queen Liliuokalani would favor joining the United States. They were disappointed when Queen Liliuokalani opposed annexation. The Queen tried to create a new constitution to strengthen the monarchy. Her ultimate goal was to eliminate American influence from the islands.

The Americans that held economic interests in Hawaii organized the Committee of Safety to overthrow the Queen. They soon captured the government building and set up a provisional government. A group of native Hawaiians tried to come to the aid of the Queen, but they were turned away by U.S. troops. Queen Liliuokalani had no choice but to surrender. The U.S. quickly drew up a treaty to annex Hawaii and sent it to the House of Representatives. The Queen asked to be reinstated as the ruler of Hawaii, but her request was denied.

During this time, Grover Cleveland became the new President of the United States. He held reservations about taking over Hawaii, an independent country. The treaty to annex Hawaii was withdrawn and a commissioner was sent to Hawaii to investigate the revolution.

Meanwhile, the provisional government had elected its first President. This President, President Dole, refused to give the government back to the Queen. Dole's new government created a new constitution and declared Hawaii an independent Republic. Other countries began to recognize the new republic. Congress voted to adopt a hands-off policy towards Hawaii.

Queen Liliuokalani and her supporters began secretly planning to overthrow the new government. However, the plot was discovered, and the Dole's government was prepared for the revolution. The revolution was easily put down, and the Queen and her supporters were captured. The Queen was forced to sign a document denouncing any claim to the throne or Hawaii. The new republican government was now secure.

William McKinley succeeded Cleveland and became the 24th President of the United States. This triggered a new hope for those who wanted to annex Hawaii. In 1898, President McKinley submitted a treaty of annexation to the Senate. There the treaty remained until the war with Spain broke out. On May 4, 1898, a joint resolution was introduced to the House of Representatives to annex Hawaii. After the measure passed both the House and the Senate, President McKinley signed the resolution on July 7, and Hawaii was officially a part of the United States. This began the age of imperialism for the United States.

Appendix A: America Becomes a World Power  
The Annexation of Hawaii Questions

1. The word paradise in paragraph one means:
  - a. a place where everything is perfect
  - b. a place where everything is not perfect
  - c. ironically
  - d. unattractive
2. Who was the President of the United States when Hawaii was annexed?
  - a. William McKinley
  - b. Grover Cleveland
  - c. Stanford Dole
  - d. Theodore Roosevelt
3. In this passage, paragraph one is mainly about:
  - a. Queen Liliuokalani
  - b. the climate and geography of Hawaii
  - c. Hawaii's location being ideal for the U.S.
  - d. The reasons why the U.S. wanted to acquire Hawaii
4. Which of these statements best expresses the reasons for annexation.
  - a. Hawaii wanted to be part of the U.S.
  - b. American businessmen wanted to exploit the sugar cane industry
  - c. The U.S. needed a naval base in the Pacific
  - d. Hawaii needed U.S. protection from Japan
5. The word monarch in paragraph three means:
  - a. an elected official
  - b. a person who has complete power
  - c. a person put in power by the parliament
  - d. a king or a queen
6. From this reading, you can conclude that:
  - a. most native Hawaiians favored annexation and did not like the Queen
  - b. no one in the U.S. wanted to Hawaii to become a part of the U.S.
  - c. Americans in Hawaii helped set up a government that favored annexation
  - d. monarchy's are a bad form of government
7. Which of the following is a fact expressed in the passage?
  - a. Hawaii was an independent republic before being annexed
  - b. Queen Liliuokalani was a bad ruler
  - c. All Americans favored annexing Hawaii
  - d. Sanford Dole became famous for his fruit company
8. The sentence "Congress adopted a hands-off policy towards Hawaii." means:
  - a. Congress would intervene in Hawaiian affairs if needed
  - b. Congress would reinstate the Queen as ruler of Hawaii
  - c. Congress would secretly control the Hawaiian government
  - d. Congress would not interfere in Hawaiian affairs
9. Which of these occurred first?
  - a. Hawaii was annexed in 1898
  - b. Cleveland became President of the United States
  - c. The U.S. organized a committee to overthrow the Queen
  - d. The Queen gave up all claims to the throne
10. The main idea of paragraph four is:
  - a. U.S. troops put down Queen Liliuokalani's revolt
  - b. After the Committee of Safety was organized, the Queen lost her control of Hawaii
  - c. The Hawaiian government building was captured
  - d. The Queen tried to be reinstated, but she was denied

## Appendix B: America Becomes a World Power

### Journal Entry # 2

#### Analyzing a Political Cartoon

#### Introduction:

Political cartoons have been around for centuries. They were first designed to carry messages to those who could not read. They first appeared in the United States in colonial newspapers or as separate prints distributed by booksellers. Today, political cartoons contain much more humor than they used to. Political cartoons back then were more serious and very critical of political and religious events and leaders. Cartoonists usually use symbols to portray messages in their cartoons. For example, the United States is often represented as Uncle Sam, an eagle, the Statue of Liberty, etc. Today, there are over two hundred political cartoonists that produce work on a daily basis for more than 1,700 newspapers across the country.

#### Reading a Political Cartoon

Editorial cartoons, or political cartoons, are editorials in picture form. They express the opinion of the artist on a controversial issue, using both fact and opinion. The artist designs them to get the reader's attention, often by humor, and then to cause a reaction. Cartoonists use many techniques when drawing a political cartoon. These techniques include:

- Caricature - distorting a person's features, but still keeping that person recognizable.  
Example: giving Bill Clinton a big nose, Ross Perot big ears, etc.
- Stereotyping - showing all persons of one group as looking or acting the same.  
Example: Teachers are often shown as wearing glasses down on the nose and having a bun held together by a pencil.
- Symbols - using a sign or object to stand for something else.  
Example: Uncle Sam for the U.S., a bear for Russia, etc.
- Satire - pointing out something wrong and ridiculing it.
- Exaggeration - overemphasizing a situation or portraying it as "bigger than life."  
Example: show a problem as a bottomless pit.
- Labels - using written words to identify figures in a cartoon.

#### Analyzing a Political Cartoon:

Answer these questions when viewing a political cartoon:

1. What facts are given or implied?
2. Are any symbols used to add meaning to the cartoon?
3. If YES, list each symbol and explain its meaning.
4. Who, or what, do the characters in the cartoon represent?
5. Has the cartoonist used caricature or exaggeration in depicting any characters? Explain.
6. Does the cartoon have a caption? If YES, What meaning does the caption give to the cartoon?
7. With what issue is this cartoon concerned?
8. What seems to be the cartoonist's point of view on this issue?
9. What other points of view can you suggest on this issue?



Appendix D: America Becomes a World Power  
Teacher Notes on Pulitzer and Hearst

**Joseph Pulitzer (1847-1911)**

1. He created the Pulitzer Prizes:
  - a. These are endowments originally of \$500,000 given to individuals who exposed corruption in society through journalism.
  - b. The prize for best novel was given to authors who presented the wholesome atmosphere of American life in their novels.
2. He was committed to raising the standards of professional journalism.
3. He purchased the *New York World* in 1883, which made him very wealthy.
  - a. He then founded the *Evening World* in New York.
  - b. In 1890, he had a circulation war with rival paper, the *New York Journal*, and was accused of practicing “yellow journalism.”
4. His sensationalistic newspaper accounts during the Cuban War for Independence forced an unwilling President McKinley into the Spanish-American War.

**William Randolph Hearst**

1. Hearst was a newspaper and magazine publisher as well as a film and broadcasting pioneer.
2. The *San Francisco Examiner* was the first newspaper he acquired.
  - a. He hired very talented journalists.
  - b. He crusaded for civic improvements and exposed rampant corruption.
3. At his peak, Hearst owned over two dozen newspapers.
4. The *New York Journal* published illustrations of the *Maine* sinking.
  - a. Spaniards were shown attaching mines to the ship.
  - b. The *Journal* devoted more than eight pages a day to the sinking of the *Maine*.
  - c. Hearst told correspondents to furnish the pictures and he would furnish the war.
5. Hearst and Pulitzer competed for reader circulation.
  - a. they fabricated stories in order to sell more papers.

Appendix D: America Becomes a World Power  
Guidelines for Student Newspapers

Description:

You are a newspaper editor, and you are going to create a newspaper covering the Cuban War for Independence and the Spanish-American War. The first thing you need to do is name your newspaper. Be sure to date your paper and include your name as editor. You are to create articles, editorials, political cartoons, and illustrations about the material presented in class. You are to express the views of the time period and write like the journalists of that time did. Use your imagination and be creative.

Requirements:

1. Your newspaper must include all assignments for the newspaper specified in class.
2. You must have a rough draft in pencil. Your final copy must be in ink and printed. Any pictures/cartoons must be in pencil and may be colored with colored pencils.
3. Your newspaper must be neatly written or typed.
4. Your newspaper must be completed and turned in on the due date.
5. Your newspaper may also include other parts of a newspaper not assigned, such as a classified section, sports, comics, advertisements, etc. (Extra Credit)
6. Each article must have a title. The title should be short and to the point.
7. The articles should have eight or more sentences, and should be interesting, informative, and based on facts. However, you are also writing during a time period when “yellow journalism” was prominent. Each paragraph should begin with a topic sentence and end with a conclusion. Good news articles answer the questions: who?, what?, when?, why?, and how?.

Remember:

1. Rough copy in pencil
2. Get it approved by teacher
3. Go over in fine black felt pen or in ink, if not typed
4. Erase pencil lines
5. **Must be completed and turned in on:** \_\_\_\_\_ .

Appendix E: America Becomes a World Power  
Notes on Cuban War

1. Cuba resented Spanish domination. They paid taxes to the Spanish government and had no representation. Spain looked to its own interests while ruling the island and paid no attention to Cuba's needs or interests. Spanish troops and police on the island kept order, Spanish judges ruled in the courts and were harsh to any protesters, sending them to Spanish firing squads for execution.
2. The Cubans revolted in 1868. The rebellion lasted for ten years, almost to the day, and became known as the Ten Years War. It was a very bloody, costly war for both sides. Spain "won" the war by force, but Spain did promise reforms.
3. After the war ended, thousands of Cubans fled to the United States fearing retribution by Spain. They fled mainly to Florida and New York, forming their own tight knit communities. Some of these refugees were leaders of the revolution and would help Cuba fight in the future.
4. Once order was restored in Cuba, Spain resumed control by force and ignored the reforms it promised. Arrests and executions were increased, causing a deeper resentment for Spain by the Cubans. Cuba became a time bomb waiting to explode.
5. In April, 1895, Gomez, Maceo, who were leaders in the Ten Years War, along with Jose' Marti' returned to Cuba to lead another revolution. "Cuba Libre!" became the battle cry of the revolutionaries.
6. The Cuban revolutionaries were heavily outnumbered and outgunned. Gomez, the commander in chief, began leading his men in guerrilla warfare tactics. These tactics involved using small bands of fighters operating behind enemy lines. They would surprise attack the enemy and quickly retreat. They would constantly move and would never come in contact with the Spanish army face to face.
7. Gomez also began a scorched-earth policy, burning all valuable land and crops. They hoped that by destroying all the valuable land and crops in Cuba, Spain would deem the island too costly to maintain and give up the war. However, Spain had no intentions of doing so.
8. The tactics of guerrilla warfare began to wear on the Spanish troops. Their morale was down and they were constantly on edge, never knowing when the Cubans would attack. Yellow fever also took its toll on the Spaniards. It killed more troops than rebel bullets.
9. Instead, Spain decided to fight fire with fire. They sent a new military governor, General Weyler, to Cuba. He put all the peasants in concentration camps, where they lived in horrible conditions, many dying of disease and starvation. He then began burning, poisoning and killing every plant, animal, and person outside of the military zones.
10. Soon, President McKinley intervened. He issued a warning to Spain to stop the atrocities or else. Spain, in no shape to fight the U.S., replaced Weyler and tried to appease the Cubans. The Cubans, however, would agree to nothing but independence.
11. Spaniards in Cuba protested U.S. intervention. They began to riot in Cuba. Weyler's troops soon joined in the riots. Foreign shops were looted and foreigners were roughed up. A rumor began to spread that there was a plan to kill all Americans on the island.
12. Fearing harm to Americans in Cuba, President McKinley sent the battleship *Maine* to the port of Havana, Cuba, to protect Americans on the island.

Appendix F: America Becomes a World Power  
Jose' Marti' (1853-1895)

Jose' Marti' was born in Havana, Cuba to poor Spanish immigrants. Thanks to the aid of a teacher, he was able to go high school just at the time the Ten Tears' War began. Jose' was just fifteen when the war broke out. He soon became an avid supporter of Cuban independence. Jose' was a gifted poet and writer. He soon turned these talents to helping the rebel cause. He started a newspaper to spread their ideas and was soon arrested by Spanish police. After serving a stint in prison, he was exiled to Spain. While in Spain, he attended the University of Madrid and became a lawyer. However, the Cuban cause remained close to his heart.

Marti' escaped his exile and fled to New York to join other ex-rebels. The revolution became Marti's whole life. He published articles in Latin America newspapers, gave speeches, and printed recited poetry trying to reach as many Cuban communities as he could. He spent much of his time planning a second Cuban war for independence. He founded a newspaper, *Patria* (Fatherland), and founded the Cuban Revolutionary Party in 1862 to help organize this war. He persuaded other Cubans to donate ten percent of their weekly earnings to the cause. By 1895, his preparations were complete.

He was ready to set sail with two generals from the last struggle, Maceo and Gomez. In April, 1895, they left from Fernandina, Florida with plenty of supplies and a plan. However, U.S. authorities seized the ships and interrupted the plan.

Marti' died two weeks later in a small skirmish with Spanish troops. The insurgents circulated a false story that Marti' had been led ashore under a flag of truce by the Spanish and executed. Marti' became a hero-martyr for the cause of Cuban independence.

Appendix G: America Becomes a World Power  
Maine Telegram

At 9:40 p.m., a massive explosion shook the *Maine*. The blast occurred within the forward section of the ship. Preliminary reports conclude between 254-266 Americans dead. Numerous others injured. No report on what caused the explosion. Ship is completely destroyed. Investigation is underway.

Appendix H: America Becomes a World Power  
Guidelines for Student Newspapers II

Read and follow all directions:

1. Take one sheet of 11x17 sheet of paper and fold it in half so that it looks like a regular sheet of paper (hamburger style).
2. Fold it in half again
3. Fold it in half once more.
4. Open the paper up and it should have 8 equal squares on it.
5. Trace the creases in your paper with a pencil.
6. Put your paper on the desk so that two squares are across and four squares are down.
7. Number these boxes from one to eight, putting the numbers in the bottom right-hand corner. Make your numbers small.
8. Repeat instructions 1-6 on the next sheet of paper, number those boxes 9-16.
9. In those boxes put:

Boxes 1 and 2: Name and Date of your newspaper, your name as editor

Boxes 3 and 4: Your article on the *Maine* goes in these two boxes

Box 5: The political cartoon on Cuban War

Boxes 6 and 8: Article on Capt. Mahan's interview

Box 7: Obituary on Jose Marti'

Box 9: Advertisement on Dewey product

Boxes 10 and 12: Editorial on Teddy Roosevelt

Box 11: Map of Major Naval battles

Boxes 13 and 14: Article on Treaty of Paris

Boxes 15 and 16: Letter to Editor from the Philippines

**Note: Be sure to follow all directions on Guidelines Sheet. If your articles will not fit in appropriate boxes, continue them on a new 11x17 sheet, repeating the steps above. Make sure you tell which page and box you are continuing you article on. Include any extras to your newspaper on extra pages.**