



Unit Title: America Claims an Empire (Ch 10, The Americans) ||
Lesson Title: The Spanish-American War (Ch 10, Sec 2,
The Americans)

Goals & Objectives

Goals:

Students will have a basic understanding of the events leading up to and those that took place during the Spanish-American war.

Students will have a grasp of the causes and effects that led to and ended this conflict.

Objectives:

Students must demonstrate their knowledge of these events by creating a timeline that illustrates the series of events

Students will complete a graphic organizer that accurately depicts the causes and subsequent effects of the escalating conflict

California State Content Standards

11.2.6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

11.4.2. Describe the Spanish-American War and U.S. expansion in the South Pacific.

Common Core Literacy Standards

CCSS.ELA-Literacy.RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

CCSS.ELA-Literacy.RI.11-12.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.



CCSS.ELA-Literacy.RI.11-12.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-Literacy.RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Driving Historical Questions

-What events or ideas contributed to the U.S. going to war with Spain?

-Who wanted to go to war and why?

-What caused the war to end?

-What, if anything, of value came out of this war?

Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) || Time: 7 min

Once students have settled in, I will introduce the topic and section for today's work. This includes a verbal introduction, as well as writing the Driving Historical Questions on the board for their reference.

Once completed, we will continue with a brief video:

<https://www.youtube.com/watch?v=4PK5XvSxJhU>

After the video will will discuss what students felt about it. This discussion includes answering any basic questions students have, as well as defining words used within it, such as 'Revolutionaries', 'Annexation', and 'Guerilla Warfare'. While the video has a tendency to be more informative rather than representing a particular view, we will ask if anyone has something to add on this account, such as if they felt it was worth it for the U.S. to fight.

This discussion will be proctored by volunteers raising their hands and giving their feedback in a full class setting. Those who do contribute may be asked further questions by myself to pull out more accurate answers, or to trigger others in the class to contribute by answering my response question.

Vocabulary (Content Language Development) || Time: 8 min

Vocabulary and Timeline handouts will be passed around. The Vocabulary Handout is just a list of the terms (also included below) that are important to the section, and what their definitions are. This is to help provide a simple context for information they will come across, given to them prior to reading so as to make the actual reading more simple.



During this time, I, the teacher, will briefly read off the terms and definitions to the class, clarifying where I feel necessary based on the quality of the definition, as well as an questions students might bring up.

Cuba
Second War for Independence
Jose Marti
Valeriano Weyler
Yellow Journalism
De Lome Letter
U.S.S. Maine
War in the Philippines
George Dewey
War in Caribbean
Rough Riders
San Juan Hill
Treaty of Paris

Content Delivery (Method of Instruction) || Time: 20 min

As we begin the actual content portion, I will again refer to the Driving Historical Questions as a pre-reading framing device, in order to make sure students are clear on the questions that they should be able to answer by the end of the day.

Students will break up into groups and determine amongst themselves which group member will read each separated portion from the section (pgs 346-351). Each individual, once all have completed their reading portion, must summarize to the group what they read, and the significant points. This requires the students to build upon their own reading abilities for the good of the group, and breaks it down into manageable chunks.

I will move throughout the classroom monitoring and intervening as necessary in each group. This is also an opportunity to assess, asking questions of what they've read so far, what questions they may have on the content, or how far they are based on the time provided.

As students come across significant events, either from their individual reading and or as the group, they are to note them on their Timelines. This should help emphasize important points and direct them to what to look for when reading, given the Driving Historical Questions and their group member's answers as criteria.

At the end of the reading, students are asked to take turns in their groups summarizing the paragraph they read in front of the rest of the class. Each group can select a representative from their group to speak, so all are not forced to do so.

Student Engagement (Critical Thinking & Student Activities) || Time: 15 min

I will then hand out the Cause and Effect Graphic Organizer. I will quickly go through the method of completion I wish them to use. In this case, students will use the list of events from their timeline to help narrow down what causes and effects are most significant. They will then complete this in their small groups.

Included on the Graphic Organizer, and a note that I will make verbally in class, as well as modeling visually/textually on the board, is that each Effect MUST have a direct cause (i.e. The Spanish feel threatened by the size of the U.S. Navy [Cause 1]. Therefore, they begin to build up their own navy to better protect themselves [Effect 1])

Lesson Closure || Time: 5 min

Finally, I will bring the class back together and review Driving Historical Questions. Are they able to answer each of them? I will ask one student to provide an answer based on the work they did in their group. At that point, the student who answered is able to choose another student, whoever they wish, to share. This new student answers and chooses another student, and so on.

If students have not completed either their Timeline or Graphic Organizer, they can take them home and bring back the next day completed.

Assessments (Formative & Summative)

-Timeline (Formative)- This will illustrate the student's grasp of spatial and chronological organization, as a way to depict information, especially time.

-Graphic Organizer (Formative)- This will require students to analyze events, based on their spatial knowledge from the timeline, and evaluate each as the first step in a pattern that may extend through a long period of time. These patterns will show students how one event often influences another down the line.

-Questioning (Formative)- This will be my method to help determine the student's needs while in progress of the lesson, allowing me to adapt as necessary.

Accommodations for English Learners, Striving Readers and Students with Special Needs

ELs:

All students will be provided with a written list of definitions, verbal explanation of those definitions, and instructions that can help to put difficult subject-specific terms into a meaningful form.

We will be reading slone, which will allow for verbal acquisition of content, and will students will summarize for group support of both their language and interpretation of the content. Students, if in a group which contains all native non-English speakers, may converse in whatever language works best for the entire group.



For those that I have identified in need of serious support, they will be paired with advanced readers/students who are willing to help and take a leadership role. The Timeline and Graphic Organizer are being used not only as assessments, but as visual representations of information that can be used by students in the future for test preparation or as an easy method of review.

Striving Readers:

These students should benefit much in the same way as those accommodations that are part of the lesson intended to aid ELs: Verbal explanations, visual representation of information, group support, etc.

SSNs:

My SSNs may benefit most from the way that writing is used with this lesson, as that appears to be a common struggle amongst them. Instead of facing a blank sheet of paper and being asked to write notes, or a paragraph summary, they have a basic visual template provided for them, in which they must only input small pieces of information. This cuts down on the amount and complexity of writing, while still connecting to the content. They may also copy what another in their group wrote down, as long as they are participating as part of the group to process the content.

These students, who may need more time to complete Graphic Organizer or Timeline, are allowed to take it home and return it the next day with no penalty.

Resources (Books, Websites, Handouts, Materials)

- Textbook: The Americans pgs 346-351
- Timeline Handout
- Cause and Effect Graphic Organizer
- Classzone.com
- Class website: <http://mrmartinsamericanimperialism.weebly.com/>