

***Hispanic Heritage  
Commemorating Florida's Quincentenary  
in Tampa Bay***

***October, 2012***

**University of South Florida**

**Lesson Title**

*"Mapping the Spanish American War"*

**Author**

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**Concept/Main Idea/Big Idea of Lesson**

The proximity of Tampa and Key West, Florida to the island of Cuba, and how their geographic locations played a major part in the Spanish American War. In this lesson, students will transfer/combine historical data from different sources to create a representative map, developing a deeper understanding of the connections between Tampa and Cuba and practicing their mapping skills.

(This lesson plan is designed for two days or can be used for a block schedule)

**Conference Themes**

- Spanish Florida in the 19<sup>th</sup> and 20<sup>th</sup> Centuries
- Migration, Exile, Diaspora

**Intended Grade Levels**

Grades 6-12

**Infusion/Subject Areas**

Geography

Florida History

American History

**Curriculum Standards**

*NCSS Themes:*

People, Places, and Environments

Global Connections

*Next Generation Sunshine State Standards:*

SS.912.G.6.3: Formulate hypotheses and test geographic models that demonstrate complex relationships between physical and cultural phenomena.

SS.912.G.6.4: Translate narratives about places and events into graphic representations.

SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history

### **Instructional Objectives**

Students will:

- Collect historical information from a short video about the Spanish American War
- Use information collected from the video to annotate several maps
- Design and draw maps of the Spanish American War Atlantic Campaign
- Annotate the maps with historical data collected from the video
- Correctly add a Compass Rose and Legend to each map

### **Learning Activities Sequence**

**Preparation:** Before class, tape five 24” by 30” sheets of poster paper on the walls around your room. Label the sheets of poster paper 1 to 5. Divide the colored markers into five sets of two (same color in each set, i.e. two orange, in one set, two blue in another, etc.), cut HO4 Instruction Cards into ten separate cards and place in envelopes. Tape one envelope per poster on the wall next to the poster paper so the envelopes can be opened without removing them from the wall. (10 mins prior to class)

**Bell Work:** As students enter the classroom, hand out a packet comprising of HO1, HO2, and HO3 to each student. Point student’s attention to the KWL activity. Instruct students to use a Know-Want to Know-Learn (KWL) structure for notes to be taken in their notebooks. As them to complete the first two columns (Know and Want to Know) in their notebooks.

**Video Analysis:** Tell students that today they will learn about the major historical events of the Spanish American War in the Atlantic Theater. We will also learn how we use maps as historical representations by combining information from the video with data collected from several maps in this packet.

- Inform the students that they will first watch a short 7:30 min video of the Spanish American War. During the video they are to take notes on the KWL in their notebooks by adding information to the “Learned” column.
- Remind Students to follow along with the video on their maps and timelines to ensure accuracy of their note taking.

**Play video** “The Spanish American War”. Travel around the room to ensure students are taking notes in their notebooks using a KWL format. Students should follow the following guidelines for their note taking:

- Describe what you see.
- When did this event occur?
- Where did this event occur?
- Who commanded this group?
- What was the affect of this event on the total war?

(15 mins)

**Mapping Activity:** Tell students that they will be creating maps about the Atlantic Theater of the Spanish American War using some of the information from the video we

just watched. Divide students into groups of five and ask for one to volunteer to serve as the Recorder for the group. Two students will be the Cartographers, and the remaining two will serve as the Historians. Direct each group to a sheet of poster paper. Hand out colored markers to each group. Advise students they will have five minutes at each of the five stations to accomplish what is written on the information cards. Instruct students to find the card labeled “STEP 1 FOR EVERYONE” in the envelope taped to the wall. Tell students to begin their maps by following the instructions on that card. After five minutes have passed, instruct students to move to another map and select a new card from the envelope taped next to that map. The Historians will select one of the remaining 9 cards and instruct the cartographers on what they will draw at each map. At each map, the Cartographers will add their group number and initials on the bottom right of the map. The Recorder will list the map number and copy what is on the card selected by the Historians into the group’s notebook. Recorders will collect the used card from each map station and include them in the notebook (stapled as a bunch to the back of the page). In this fashion, have the students travel to all of the maps, visiting each one twice, for about five minutes each. Students should randomly select both maps and cards during the course of this activity. The intent is for every group to visit every map twice. For the cards that instruct the students to “Add a Historical Annotation,” students will need to review the map and add something from their notes taken during the video analysis.  
(60 mins This can be split into two days)

**Closure:** Create an annotated timeline highlighting the major events of the Spanish American War in the Atlantic. Students will create the timeline in their notebooks by combining information from their mapping exercise with notes taken from the video analysis. (This activity can be done individually or in small groups)  
(20 mins)

**Cleanup:** (5 mins each day or at the end of the block schedule period)

### **Materials and Resources**

VID1 – Video: The Spanish American War (Internet access required, computer and projector needed to screen video)

HO1 – Map “Naval Operations in the Atlantic, 1898”

HO2 – Map “Cuba, US Naval Operations, 1898”

HO3 – Timeline

HO4 – Instruction Cards (cut into individual cards before handing out, one entire set to each team)

5 standard size envelopes

Student notebook

24" x 30" Poster paper 1 sheet per team

2 packages 5 color markers (give two each of one color to each team)

Masking Tape

### **References**

Kent, E., (2012), Historical Map of the Spanish American War 1898: Cuba, *History for the Relaxed Historian*, Retrieved from:

[http://www.emersonkent.com/images/santiago\\_02.jpg](http://www.emersonkent.com/images/santiago_02.jpg)

Kent, E., (2012), Historical Map of the Spanish American War: Cuba – June 20<sup>th</sup> 1898, *History for the Relaxed Historian*, Retrieved from:

[http://www.emersonkent.com/images/map\\_cuba\\_1898.jpg](http://www.emersonkent.com/images/map_cuba_1898.jpg)

Kent, E., (2012), Historical Map of the Spanish American War: April - May 1898, *History for the Relaxed Historian*, Retrieved from:

[http://www.emersonkent.com/map\\_archive/spanish\\_american\\_war\\_04.htm](http://www.emersonkent.com/map_archive/spanish_american_war_04.htm)

Media Rich Learning, (2009), America in the 20<sup>th</sup> Century "The Spanish American War"

<http://www.youtube.com/watch?v=IU5l4yQCpMM&feature=related>