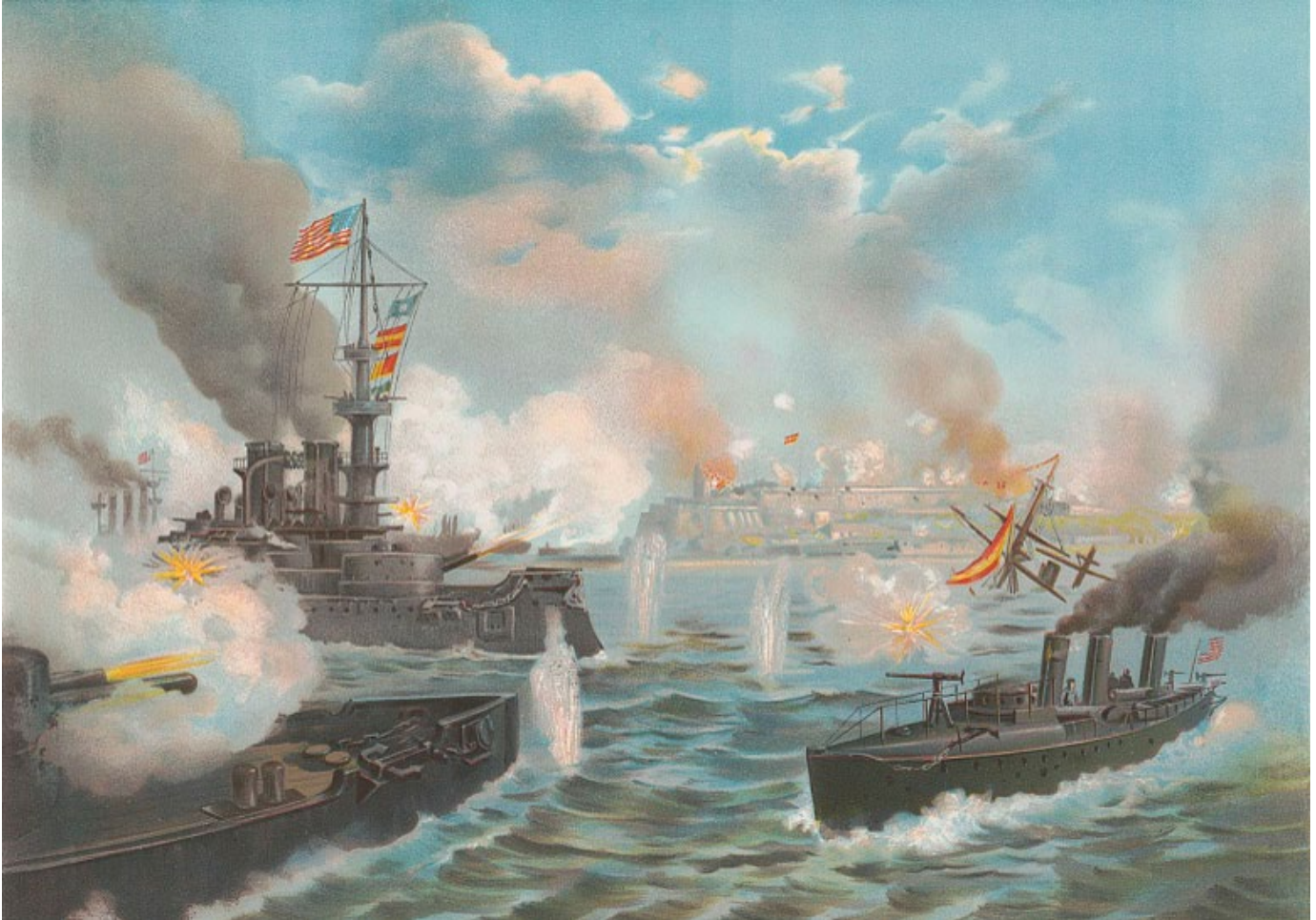




Puerto Rico and the Spanish-American War: Instructor's Guide



U.S. Navy ships bombard San Juan, Puerto Rico, on May 12, 1898 (Library of Congress, LC-USZC4-8328)

Essential Question

- ✿ Why did the U.S. Navy bombard San Juan, Puerto Rico, on May 12, 1898?

Instructor's Guide:

Puerto Rico and the Spanish-American War

Duration

80 minutes (double period or two single periods)

Grades

9–12

Subjects

- ✿ Social Studies
- ✿ U.S. History and Government

Materials Needed

Student Packet (one per student)

Field-Specific

Vocabulary

- ✿ protectorate
- ✿ Treaty of Paris (1898)
- ✿ plantation slavery
- ✿ wealthy agriculturalists
- ✿ blockade
- ✿ naval bombardment
- ✿ consul, consulate

Planning and Preparation

Classroom arrangement: pairs or individual desks, instructor's discretion.
Prior Knowledge for the instructor to have:

- Causes of the Spanish-American War
- Outcomes of the Spanish-American War
- U.S. foreign policy in the 1890s
- U.S. debates about imperialism in the 1890s
- Economy, society, politics, and culture in late-19th-century Puerto Rico

Skills and Competencies Objectives

- Corroborate accounts of events by cross-comparison among sources.
- Build an argument by setting two or more sources in conversation.
- Establish context by combining and evaluating information in sources and by evaluating bias and point of view.
- Use evidence to demonstrate the validity of an argument.

Content Objectives

- Assess the motivations behind the expansionist foreign policy of the United States in the 19th century.
- Evaluate the assumptions and justifications related to the U.S. decision to intervene in Caribbean affairs in the 1890s.

Essential Question

- ✿ Why did the U.S. Navy bombard San Juan, Puerto Rico, on May 12, 1898?

Sequence of Activities

The lesson (and formative assessment) is designed for a double block (1 hour, 20 minutes) or two class periods (40 minutes each). The homework (summative assessment) is designed to take 30 to 45 minutes.

At the instructor's discretion, this lesson could expand to include more time for discussion and/or direct instruction. It also contains an optional exercise for deeper engagement with the topic and themes..

Sequence of Activities (continued)

1. Distribute the student packets.
2. Read the context section aloud with the students and answer any questions about the 1890s in Spain, its colonies, and the United States.
3. Put the students in groups of two or three and have them read and discuss each source selection. Working together, they should complete the worksheet (formative assessment).
4. Collect the worksheets and redistribute them in random order around the classroom. For questions 1–3, ask the students to share answers from the worksheets in hand. For questions 4–6, initiate small-group discussions or discuss as a class.
5. Return worksheets to their respective authors. Allow students to make any corrections or additions to their worksheets from what they learned during the activity (and/or discussion).
6. Explain the homework assignment (summative assessment).
7. At the next class, collect the formative (worksheet) and summative (homework) assessments.

**Please note: This lesson plan does not contain rubrics. The intent is for the plan to be malleable enough for integration into an existing skills-based curriculum. It is therefore recommended that the instructor use those rubrics with which the students are already familiar.*

Assessments

Formative: Student worksheet (self- or peer-assessed)

Summative: Homework writing exercise (instructor-assessed)

Optional Summative for Extension Exercise: Essay (instructor-assessed)

Further Reading

Marisabel Brás (ed.), “In Search of a National Identity: Nineteenth and Early-Twentieth-Century Puerto Rico,” a digital collection of the Library of Congress, available online at <https://www.loc.gov/collections/puerto-rico-books-and-pamphlets/articles-and-essays/nineteenth-century-puerto-rico/>.

Ada Ferrer, *Insurgent Cuba: Race, Nation, and Revolution, 1868–1898* (Chapel Hill, NC: University of North Carolina Press, 1999).

Gervasio Luis García, “I Am the Other: Puerto Rico in the Eyes of North Americans, 1898,” *Journal of American History* 87 (2000), 39–64.

Piero Gleijeses, “1898: The Opposition to the Spanish-American War,” *Journal of Latin American Studies* 35 (2003), 681–719.

Alexis Heraclides and Ada DiIalla, “The U.S. and Cuba, 1895–98,” chap. 10 in *Humanitarian Intervention in the Long Nineteenth Century: Setting the Precedent* (Manchester: Manchester University Press, 2015).

Luis Martínez-Fernández, “Puerto Rico in the Whirlwind of 1898: Conflict, Continuity, and Change,” *OAH Magazine of History* 12 (1998), 24–29.

Paul T. McCartney, *Power and Progress: American National Identity, the War of 1898, and the Rise of American Imperialism* (Baton Rouge, LA: Louisiana University Press, 2006).

Joseph Smith, *The Spanish-American War: Conflict in the Caribbean and the Pacific, 1895–1902* (London: Longman, 1994).

Learning Standards Sources

“Common Core: State Sponsored Initiative—Preparing America’s Students for College and Career,” accessed 15 April 2020, <http://www.corestandards.org/>.

National Council for the Social Studies, “National Curriculum for Social Studies: Executive Summary,” accessed 15 April 2020, <https://www.socialstudies.org/standards/execsummary>.

Adjustments in Relation to Common Core Standards

This lesson adheres to the pedagogical adjustments required by the Common Core standards as implemented by the states. This lesson is a series of skills-based activities designed to develop students’ competencies with respect to the Common Core.

Learning Standards

Common Core Learning Standards in ELA and Literacy in History/Social Studies

For Grades 9 and 10

RH.9–10.1; RH.9–10.2; RH.9–10.3; RH.9–10.4

For Grades 11 and 12

RH.11–12.1; RH.11–12.2; RH.11–12.3; RH.11–12.4; RH.11–12.5; RH.11–12.7; RH.11–12.8

Common Core Learning Standards in ELA and Literacy in Reading Informational Texts

For Grades 9 and 10

CR.9–10.1; CR.9–10.3; CR.9–10.4; CR.9–10.5; CR.9–10.6; CR.9–10.8

For Grades 11 and 12

RI.11–12.1; RI.11–12.4; RI.11–12.6

Common Core Learning Standards in ELA and Literacy in Writing

For Grades 9 and 10

WHST.9–10.1; WHST.9–10.1A; WHST.9–10.1B; WHST.9–10.1C; WHST.9–10.2; WHST.9–10.2C; WHST.9–10.4; WHST.9–10.5; WHST.9–10.9

For Grades 11 and 12

WHST.11–12.1; WHST.11–12.1A; WHST.11–12.1B; WHST.11–12.2B; WHST.11–12.2C; WHST.11–12.4; WHST.11–12.5; WHST.11–12.9

National Council for the Social Studies Themes

- ✿ Culture
- ✿ Time, Continuity, and Change
- ✿ People, Places, and Environments
- ✿ Power, Authority, and Governance
- ✿ Global Connections