

## Stories and More from the Spanish-American War

### Lesson Overview

<b>Overview:</b>	In this lesson the students read a story in their basal reader about a young girl and her grandfather who are talking about his experiences in the Spanish-American War. Many parts are true, but he also adds exaggerations to make the story more exciting for the young girl. In this lesson the students will spend time looking at primary source photographs and a video taken in the late 1890s. An in depth analysis of these items will help the students better understand the events of the war and how they led to a turning point in American history.
<b>Grade Range:</b>	3-5
<b>Objective:</b>	After completing this activity students will be able to: <ul style="list-style-type: none"><li>• Understand and describe some of the challenges faced by the soldiers fighting in the Spanish-American War and explain the reason for the war.</li><li>• Investigate attire worn by many soldiers and explain why certain items were important.</li><li>• Distinguish between fact and fictional events in their reading based on inference and knowledge gained from analyzing the primary sources.</li></ul>
<b>Time Required:</b>	Two class periods of 60 minutes.
<b>Discipline/Subject:</b>	Reading/Language and Art/History
<b>Topic/Subject:</b>	War, Military
<b>Era:</b>	Rise of Industrial America, 1876-1900

### Standards

#### Illinois Learning Standards:

CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.3.R.I.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CC.3.R.I.7 Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.3.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

## Materials

- Handouts:** LOC image “Spanish American War, Infantry, holding Drag rifle with fixed bayonet, cartridge belt”
- Analysis Tools:** Put Yourself in the Image, The More You Look the More You See with Interpretation
- Books:** *Papa Tells Chita a Story* by Elizabeth Howard
- Other:** World pull down map, T-Chart

### Library of Congress Items:

Title of Source: Spanish-American War  
 URL of Source: <http://www.loc.gov/pictures/item/2004669668/>  
 Note: This image will be broken down into sections and analyzed piece by piece to learn about the locations and history of the Spanish-American War.

Title of Source: Spanish American War, infantry, holding Krag rifle with fixed bayonette, cartridge belt  
 Date of Creation: 1898  
 URL of Source: <http://www.loc.gov/pictures/item/2010645139/>  
 Notes: This photograph shows a full length portrait of a soldier in uniform holding a weapon. The photograph includes a hat and belt similar to the one mentioned in the story.

Title of Source: Colonel Funston swimming the Bagbag River  
 Creator of Source: Edison Mfg. Co.  
 Date of Creation: 1898  
 URL of Source: [http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field\(NUMBER+@band\(sawmp+4086\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field(NUMBER+@band(sawmp+4086)))  
 Notes: This video footage captures an incident in the Spanish-American War when an American officer swam the Bagbag River despite the presence of enemy soldiers on the opposite shore. He jumps into the river under cover of fire by his men at the enemy, leading some on a raft, and eventually the American flag is unfurled in victory.

### Online Resources:

Title: The World of 1898-The Spanish American War  
 URL: <http://www.loc.gov/rr/hispanic/1898/intro.html>  
 Description: This Library of Congress webpage gives an overview of the Spanish-American war and describes the involvement of the different countries. This resource would allow the teacher to gather accurate background information for leading discussions throughout the lesson.

## Procedures

Procedure Step #	Resource or Material Used
1. <b>DAY 1:</b> Begin by explaining that the story we are about to read, <i>“Papa Tells Chita a Story”</i> by Elizabeth Howard, is the genre “historical fiction”. Discuss that in this genre the author has written a story that contains some fictional people and events but is set in a time and place that is significant in history. Preview the title and have the students make predictions.	Book
2. Explain that this story is set in the time of the Spanish-American War. Use a <i>world map</i> to locate the places involved, (U.S., Cuba, Philippines, Puerto Rico, Guam, and Spain) Explain that the Spanish once controlled these regions and the American people wanted to help them become free of Spanish rule.	World Map
3. Introduce the illustration that depicts some major events that took place during the war and that sometimes pictures can tell a story. Explain that the illustration contains multiple scenes and each one gives us a better idea of what the war was like.	
4. Project the photo “Spanish-American War”. Uncover only one scene at a time and ask students to describe what they see and predict what is happening. Encourage them to explain ideas.	LOC Item

5. Allow students time to share ideas and then clarify information as needed/necessary. If needed, use the site Introduction: The World of 1898—The Spanish American War to gain background knowledge or answer questions throughout the lesson. Continue by uncovering one section at a time and discussing each until the entire image is revealed. At this point discuss the image as a whole and talk about how it tells a story.	Online Source LOC Item
6. Once the entire illustration is revealed and time for adequate discussion, students work with a partner to fill in “ <i>The More You Look, The More You See</i> ” photo analysis form. Have students work with a partner to discuss the photo as a whole and fill out the analysis form accordingly. Allow students to analyze just one section if that is easier for them.	Analysis Tool LOC Item
7. Read “ <i>Papa Tells Chita a Story</i> ” as a class. During reading students should pay close attention to details told by the narrator. Remind students to think about which parts seem realistic and which are fictional exaggerations based on what they have learned about the time and place of the Spanish-American War.	Book
1. <b>DAY 2:</b> Begin by listening to “ <i>Papa Tells Chita a Story</i> ” on tape as students follow along.	Book
2. As a class, discuss events that happened in the story including how the grandfather helped deliver the message to end the war. Discuss events that were not completely true. Using a <i>T chart</i> , have students categorize events into real (fact) and make believe (fictional exaggerations) and explain their reasoning for placing each event in the chart.	T-Chart
3. After completing the chart, discuss why the author included exaggerations. Explain that they make stories more exciting. The author told how the grandfather had to swim with alligators and fight beasts, some of this might have been possible. Show the video clip “ <i>Colonel Funston swimming the Bagbag River</i> ”. Discuss what might have been his reason for jumping into the water and swimming to shore where his enemies were waiting. Discuss how brave efforts such as these helped the Americans win so many of the battles.	LOC Item
4. Ask students to recall what the grandfather in the story still treasured from his days of being a soldier -hat, belt, and medal from the war. Project the “ <i>Spanish American War, Infantry, holding Krag rifle with fixed bayonette, cartridge belt</i> ” and discuss items that soldiers were equipped with. Talk about how each item may have been used to help keep him safe.	LOC Item
5. Give each student a copy of the photo for closer observation and complete a “ <i>Put Yourself in the Image Analysis</i> ” form to imagine (using 5 senses) what it might have felt like to be a soldier fighting in the war. Allow time for sharing after everyone is finished.	LOC Item Analysis Tool
6. Discuss the importance of the setting in a story and how these primary sources helped us better understand the setting of the story “ <i>Papa Tells Chita a Story</i> ”. Make any changes to the T Chart at this time if necessary.	T-Chart
Notes: Having a sense of place plays a vital role in many aspects of my 3 <sup>rd</sup> grade curriculum. Of course we talk a lot about settings when we are studying units in social studies, but more importantly we discuss the importance of setting and context as we read our weekly reading story. Often times I present mini lessons prior to reading the story or throughout the week in order to give the students a better sense of the time frame in which the story is taking place and to build their background knowledge. In this particular story the students read about a young girl who loves to listen to her grandfather tell stories about his experiences in the Spanish-American War. He explains how he joined the army while he was saving up money to go to medical school. He was sent to the tropical, swampy region of Cuba to fight in the Spanish-American War. While there he volunteered to bravely deliver a secret message to the other troops on an island far away. He describes how he sent with the bare necessities including an oilskin pouch that contained the message, a canteen, a map, and his horse. He encounters many dangers along the way including huge birds, man eating alligators, and much more. At the end he completes his task and is awarded a medal for his bravery. Many parts of the story are true, but he also adds exaggerations to make the story more exciting for the young girl. In this lesson the students will spend time looking at photographs and a video taken in the late 1890s. This in depth analysis will help the students better understand the events of the war and how they led to a turning point in American history. In this sense, understanding the setting and time frame of the story is crucial for comprehension!	

## Evaluation

Student evaluation will take place using various methods throughout the course of the lesson. I will observe student understanding during the discussions that we have. Their answers to the questions that I pose to them will allow me to judge their overall understanding of the topic. After analyzing the photos and viewing the video clip, as a class we will create a T chart to come up with a list of facts and fictional parts of the reading story. Students will have to use what they have learned from their reading as well as apply the knowledge they have gained from the primary sources to accurately sort items into the two categories. I will also use the responses that the students write on the analysis forms as a means of evaluating student understanding. The weekly reading story test will also be a means of checking their reading comprehension of the story.

## Extension

1. Students imagine that they are a member of the infantry in the Spanish-American war. They then create a postcard that they might have sent home to their families while they were away. On one side the students draw a picture to illustrate a key event or place associated with the war (ideas for illustrations may come from the primary source that were shown and analyzed). On the other side, the student would write about some of the struggles they have had to endure or some of the events that might have happened while there. They should also include some of the thoughts and feelings that might have been going through their minds at this point in time.
2. This student work would be displayed in the hallway on the bulletin board. I would place a picture of the student in place of the soldier's face so it would look like they were equipped in their uniforms and ready for battle.

### **Author Credits:**

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**THE MORE YOU LOOK, THE MORE YOU SEE PHOTO ANALYSIS**



**What I See (observe)**

On the lines below, describe exactly what you see in the photo.

What people and objects are shown?

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What is the setting?

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How are people and objects arranged?

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What other details can you see?

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**What I Infer (deduction)**

Summarize what you already know about the situation and time period shown and people and objects that appear.

I see

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I think

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**Interpretation**

Pick one scene and write what you conclude from what you see.



Circle the scene that you picked



What is going on in the picture?

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Who are the people and what are they doing?

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What objects do you see and what is the function (purpose/job) of the objects?

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What can we conclude (figure out) about the time period?

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Why do you believe this object was saved after all these years?

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**What I Need to Investigate**

What are three questions you have about the photo?

1.

2.

3.

Where could you find answers to these questions?

Imagine yourself in the image provided and list three phrases describing what you see, hear, taste, touch and smell.

**SOUND**

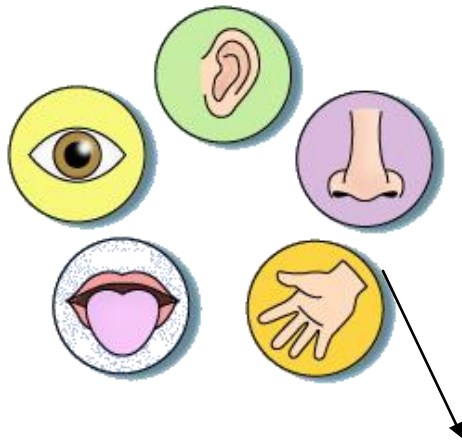
What do you hear? People? Animals? Nature? Sounds from inside or outside of buildings? Sounds can indicate something good, bad or sad.

- 1.
- 2.
- 3.

**SIGHT**

What do you see? People? Buildings? Animals? Interesting Items? Do these things give you clues about this time and place?

- 1.
- 2.
- 3.



**SMELL**

What smells are around you? City or rural scents? People? Animals? Businesses? Do they make you think of something good or bad?

- 1.
- 2.
- 3.

**TASTE**

What do you taste? Are things edible or is there "something in the air"?

- 1.
- 2.
- 3.

**TOUCH**

How and what do you feel? What is the environment like? Hot? Cold? Wet? Are there "things" that you can touch? What do they feel like?

- 1.
- 2.
- 3.

