

Veterans Legacy Program Curricular Materials

Florida and the Spanish American War

Grade(s): 9-12

Time (minutes): Three (3), 50-minute class periods

Lesson Overview:

Students will analyze primary source documents and articles to understand the role that Florida played in the Spanish-American war, and how this role helped certain Florida towns grow into bustling cities. Students will also research the lives of Florida soldiers and hypothesize what their experiences might have been like based on factual information from the era.

Relevant Social Studies Standards:

SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history. Examples are the Spanish-American War, Ybor City, Jose Marti.

SS.912.A.4.3 Examine causes, course, and consequences of the Spanish American War.

- Examples are Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.
- Trace the origin, course, and/or consequences of the Spanish-American War.

SS.912.A.4.2 Explain the motives of the United States acquisition of the territories.

- Examples are Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.
- Compare and/or contrast imperialist and anti-imperialist viewpoints from the late nineteenth and early twentieth centuries.

Related Benchmarks:

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.6 Use case studies to explore social, political, legal, and economic relationships in history.

Required Materials:

UCF Veteran's Legacy Project [video](#)

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Pen/Pencil

Southeastern map activity worksheet

Textbook or internet map for reference

Colored pencils/markers/crayons

Florida Memory [article](#)

Note-taking activity worksheet

Paper for creating pamphlets/advertisements

Burial Information Card for James Nelson

Burial Information Card for William Walden

Learning Management System such as Canvas/Blackboard, Google Classroom, etc. OR paper/index card/reflection journal for discussion

Learning Objectives:

- Students will be able to understand the role of Florida during the Spanish-American war and the growth of major cities and towns that supported the war effort
- Students will understand the role of the Tampa Cigar Industry and how it contributed to the outbreak of the Spanish-American War
- Students will research and analyze real Florida soldiers who died serving their country during the Spanish-American War
- Students will apply meaningful information regarding Florida and Florida-based soldiers during the war to a real-life scenario

Special Vocabulary:

Imperialism, Platt Amendment, Teller Amendment, U.S.S. Maine, Rough Riders, Yellow Journalism, yellow fever/typhus, Buffalo Soldiers

Procedure:

Day 1

1. Students will begin by completing a bell-work activity where they review the causes of the Spanish American War
2. Students will start by watching an intro [video](#) to the Veterans Legacy Project at UCF to understand the background to the project and why it's important to study veterans from our own state, and the importance of the project's mission in honoring and commemorating our nation's veterans. Teacher should pause after the video to discuss the importance of the project and ask students probing questions such as

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- a. Why would it be important to study veterans of the Spanish-American War?
- b. How could our location in Florida be even more pertinent to the events of the Spanish-American War? What information can be gained from analyzing soldier's experiences in our FL cities?
- c. How do you think soldiers were treated, particularly the Buffalo Soldiers, during this time? What conditions of Florida in the 1890s exist that might impact the way minority soldiers were treated?

(5-8 minutes)

2. Students will work together in groups or independently to complete a map that analyzes the distance between FL and Cuba, the location of the Spanish-American War
 - a. Students may use a textbook or Internet resource to complete the map
 - i. Students will label important cities in FL.
 - ii. Students will trace shipping routes from major FL cities to major Cuban cities.
 - iii. Students will predict which cities might be more ideal for a "staging area" and why.
 - iv. Teacher considerations: Be sure to monitor students and ensure they are locating relevant cities such as Tampa, San Juan Hill, Lakeland, Ybor City, etc.

(25 Minutes)

4. Teacher will bring whole class back together to discuss locations and explain the importance of FL as a major staging area for the war in Cuba.
 - a) Teacher can choose to collect students' maps for review or instruct students to bring them back with them the following day.

(7-10 minutes)

Day 2

1. Students will take out their maps from the day before. They will complete a bell-work recalling important vocabulary terms from the unit
 - a) Terms should include, but are not limited to, *buffalo soldier*, *rough riders*, *yellow fever/typhus*, *Platt Amendment*, *Teller Amendment*, *Imperialism*

(10 minutes)

3. Students will work individually to read the [article](#) from the Florida Memory Institute on Florida's role in the Spanish-American War.
 - a. While reading, students should reference their maps from the previous activity.

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- b. While reading, students will complete a note taker of important information.
- c. Teacher discretion can be used in several ways. Teachers can choose to have students close read the article multiple times, completing the worksheet after read 2 or read 3. The worksheet can also be used as a pre-reading strategy. Furthermore, this activity can be done in groups, with sections of the website/worksheet given to different groups, or sections of the website given to different students within a group.
 - i. Monitoring activities should include discussing with students where locations are on their maps that are mentioned in the article, how/why those would be good locations during the War, etc.

(25 minutes)

4. Students will then work to create an advertisement/pamphlet for Florida from the 1900s that identifies the ways the State has grown since its use during the Spanish-American War.
 - a. Students should have at least 3 details from the website included in their advertisement. A sample rubric to use has been included.
 - b. Teacher discretion can be used to provide a different type of deliverable - online, a presentation, etc. Students may also complete this as a group activity if group-work style was used in Part 2.
 - i. If students need more time, instruct them to bring back materials for day 3.

(15 minutes with continuation into day 3)

Day 3

1. Students will begin the class by finishing up any work on their pamphlets/advertisements.
(15 minutes)
2. Students will then get in groups (or remain in already-established groups) to research the deaths of two Florida soldiers who died during the war and are buried in FL Veteran's cemeteries.
 - a. Instruct students to pull out their FL/Cuba maps.
 - b. read through the documents for James Nelson and William Walden. For both soldiers, students should be focusing on where they died, and circling these locations on their maps.**(15 minutes)**
3. Students will then choose one of the men and write a journal entry from his perspective *before* his death. Students should use information gained from the reading on life at the camps in FL to inform their journal entry. They should write about how they feel, what they're experiencing, and what they see/hear/smell etc.



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a. Teacher discretion can be used, but for sake of time, entries should be roughly around 5-8 sentences in length.

b. Teachers can choose through which platform they would like their students to complete their journal entries. Examples include, but are not limited to, a Learning Management System such as Canvas or Blackboard, Google Classroom, on paper, in a reflection journal, as an exit slip/index card, etc.

(20 minutes)