

The Maine Event

The Role of the Media in the Spanish-American War

Laura Halstied, Dewey Hulsey, Teresa Lansford, Sherry Franklin
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Grade Level	11th Grade	**Time Frame**	90 minutes
Subject	Social Studies	**Duration**	1-2 periods
Course	U.S. History		

Essential Question

How much influence does the media have on major events?

Summary

This lesson provides an overview of yellow journalism and its impact on the Spanish-American War. Using hands-on activities and discussions, students explore the vocabulary and attributes of yellow journalism. Students also evaluate the field of journalism. Following completion of the lesson, students gain deeper understanding of how yellow journalism began and what part it played in the Spanish-American War.

Snapshot

Engage

Students discuss the purpose of the news.

Explore

Students analyze historical front pages of newspapers to look for similarities and differences.

Explain

Students explore yellow journalism and its impact on the Spanish-American War by watching a video and creating an Anchor Chart.

Extend

Students develop an understanding of the field of journalism through an interview with a reporter.

Evaluate

Students create a sensationalized newspaper front page article about the USS Maine explosion in a yellow journalism style format.

Standards

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.3.1: Evaluate the impact of American imperialism on international relations and explain its impact on developing nations.
USH.3.1B: Assess the role of yellow journalism and jingoism in inciting the desire of Americans to go to war with Spain.

Attachments

- Give, Get, Reflect—The Maine Event - Spanish.docx
- Give, Get, Reflect—The Maine Event - Spanish.pdf
- Give, Get, Reflect—The Maine Event.docx
- Give, Get, Reflect—The Maine Event.pdf
- Lesson Slides—The Maine Event.pptx
- The USS Maine Explosion—The Maine Event - Spanish.docx
- The USS Maine Explosion—The Maine Event - Spanish.pdf
- The USS Maine Explosion—The Maine Event.docx
- The USS Maine Explosion—The Maine Event.pdf
- Yellow Journalism 3-2-1—The Maine Event - Spanish.docx
- Yellow Journalism 3-2-1—The Maine Event - Spanish.pdf
- Yellow Journalism 3-2-1—The Maine Event.docx
- Yellow Journalism 3-2-1—The Maine Event.pdf

Materials

- Lesson Slides (attached)
- Give, Get, Reflect handout (attached; 1 per student)
- Yellow Journalism 3-2-1 handout (attached; 1 per student)
- USS Maine Explosion handout (attached; 1 per 2 students)
- Poster board or large chart paper
- Markers
- Pen/pencil
- Copy paper (1 per pair of students)

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Display **slide 3** and read the Essential Question: *"How much influence does the media have on major events?"* Ask students to think of this question throughout class. Move to **slide 4** and review the Lesson Objectives with students.

Pass out the attached **Give, Get, Reflect** handout or have students create a three-columned chart with the labels *Give, Get, Reflect.* Display **slide 5** and introduce students to the Give, Get, Reflect strategy. Move to **slide 6** and display the question for students: *"What is the purpose of the news?"* Ask students to write their thoughts in the first column. Then, tell students to exchange their paper with three students and have them write their thoughts in the other student's *Get* column. Have students return to their desks and read the responses in their *Get* column. Then, ask students to write down their thoughts about the question after reviewing other responses in the *Reflect* column. Directions are on slide 6 as well.

Move to **slide 7**. Ask for several volunteers to share their thoughts about the purpose of the news and hold a brief class discussion. Ask students to think about the ways in which the news is reported. Consider discussing the following questions:

- How do news sources grab the attention of their readers?
- How do people decide to pick one news source over another?

Sample Student Responses

The news informs the public about events, tells people's stories, and entertains.

News sources attract people by using bright colors, interviews with people, and big headlines.

People choose news sources based on their favorite reporters, whether they agree with the news, and what they have access to.

10 minutes

Explore

Display **slide 8** and place students in pairs. Tell students to examine the two front-page examples of newspapers shown on the next slide and to compare and contrast the two images.

Move to **slide 9** and provide time for students to talk with their partners about the similarities and differences between the two images.

Sample Student Responses

The newspapers are similar in that they both have texts and images. They are different in that the yellow journalism front page has much bigger headlines and less overall text to read. The yellow journalism front page has a large image that takes up half of the page while the non-yellow journalism page has many small images but mostly text.

25 minutes

Explain

Teacher's Note: Lesson Preparation

This portion of the lesson requires a large chart paper or a poster board and markers to create a class Anchor Chart.

Pass out the attached **Yellow Journalism 3-2-1** handout and display **slide 10**. Tell students as they watch a video about yellow journalism, they will look for the information on the handout that is a modification of the 3-2-1 strategy.

Move to **slide 11** and show the video to students.

Embedded video

https://youtube.com/watch?v=oU2BjNTcToU

After students have watched the video, provide time for them to finish their Yellow Journalism 3-2-1 handout. Ask students to discuss their responses with a partner.

As a class, discuss the important components of yellow journalism. Tell students that the class is going to create an Anchor Chart together that illustrates the important components of yellow journalism. The Anchor Chart can be displayed in class as a visual reminder of yellow journalism.

Using markers and poster board, as a class, create a title for the Anchor Chart. Display **slide 12** and introduce students to the Stand Up, Sit Down strategy. Ask all students to stand up at their desks. Ask for volunteers to share one attribute of yellow journalism they have written down. As students share, write those attributes on the Anchor Chart. Once students have heard all three of the attributes they have written down, ask them to sit down. Continue this process until all students have taken their seats. Review the collaborative Anchor Chart with the class to ensure that all information has been added.

Sample Student Responses

1. Exaggerated headlines in big print.
2. Large pictures or drawings.
3. Fake or misleading information.
4. News that is inaccurate or has not been checked with sources.

15 minutes

Extend

Display **slide 13** and tell students that now they are going to watch a video of a news reporter discussing the field of journalism. Play the video for students.

Embedded video
https://youtube.com/watch?v=loq9HW6LhQE

After the video, move to **slide 14** and ask students to consider what the POMS: Point of Most Significance is from the video. Have students write down their POMS on the back of their Yellow Journalism 3-2-1 handout. Ask students to share their POMS and have a class discussion about the ways in which Mr. Resendiz makes sure he is reporting accurate news.

30 minutes

Evaluate

Pass out the attached **USS Maine Explosion** handout. Display **slide 15** and provide time for students to read the paragraph about the USS Maine Explosion.

Ask students to work in partners to complete the task. As students are reading, pass out a piece of copy paper to each pair of students. Ask students to create a newspaper front page that reflects the components of yellow journalism. Students should rewrite the paragraph about the USS Maine to be sensationalized and dramatic in order to gain attention from readers. They should also include a large, flashy headline and a prominent illustration. Remind students to refer to the Anchor Chart they collaboratively created as a reminder of what the front page should include.

Optional Technology Integration

Students can create their front pages digitally using Google Slides or another app of your choosing.

Collect student's Yellow Journalism 3-2-1 handout and their completed front pages to assess understanding of the lesson content. Consider displaying the front pages in class or have students present them to review the concept of yellow journalism.

Resources

- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- K20 Center. (n.d.). Anchor chart. Strategies. https://learn.k20center.ou.edu/strategy/58
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/1
- K20 Center. (n.d.). Give, get, reflect. Strategies. https://learn.k20center.ou.edu/strategy/2184
- K20 Center. (n.d.). POMS: Point of most significance. Strategies. https://learn.k20center.ou.edu/strategy/101
- K20 Center. (n.d.). Stand up, Sit down. Strategies. https://learn.k20center.ou.edu/strategy/1771
- K20 Center. (2022, July 12). K20 ICAP - The Maine event. [Video interview with Mr. Resendiz]. YouTube. https://www.youtube.com/watch?v=loq9HW6LhQE
- PBS. (2021, September 27). American experience. Yellow journalism | Citizen Hearst | American experience | [Video]. YouTube. Retrieved June 23, 2022, from https://www.youtube.com/watch?app=desktop&v=oU2BjNTcToU
- Wikimedia Commons. (n.d.). File: USS Maine (ACR-1) Starboard bow view, 1898 (26510673494).JPG. Retrieved June 27, 2022, from https://commons.wikimedia.org/wiki/File:USS_Maine_(ACR-