

## Debating the DOCUMENTS

Interpreting Alternative Viewpoints  
in Primary Source Documents

# Why Fight for Cuba?

*At the end of the 19th century, America suddenly took its place as a new imperial power on the world stage. Why?*



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# Teacher Introduction

## ★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it’s because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,  
conflicting  
perspectives are  
among the truths  
of history.  
No single  
objective or  
universal account  
could ever put an  
end to this endless  
creative dialogue  
within and  
between the past  
and the present.”*

---

From the 2011 Statement on Standards  
of Professional Conduct of the Council of  
the American Historical Association.

## ★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

### **Each *Debating the Documents* Booklet Includes**

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way.* (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

## ★ *How to Use This Booklet*

### **1. Have students read “Suggestions for the Student” and the Introductory Essay.**

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

### **2. Have students do the worksheets.**

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

### **3. “Debate the documents” as a class.**

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

### **4. Have students do the final DBQ.**

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

**The DBQ for this Booklet (see page 20):**

What were the real reasons for the U.S. war with Spain in 1898?

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.

## ★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

### **Excellent Essay**

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

### **Good Essay**

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

### **Fair Essay**

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

### **Poor Essay**

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.



# Suggestions to the Student

## ★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

## ★ *How to Use This Booklet*

### 1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.



### 2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These considerations give you clues as to the source’s historical value.

### 3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

### 4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

### 5. Do the final DBQ.

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

## Why Fight for Cuba?

For most of the 1800s, the United States was a vigorous, expanding nation. However, the lands it took over were all within the continent and mainly bordering the U.S. If America was building an empire, it was an internal empire. It was also an empire of lands that would be parts of the same nation, with all the same rights as the other parts. It was not an empire of overseas colonies to be kept separate and less than equal. At a time when Europe's powers were carving up much of Africa and extending their rule elsewhere in the world, the U.S. showed little interest in acquiring overseas colonies.

All that changed suddenly in 1898, when a short, sharp war over Cuba led the U.S. to take control of Cuba, the Philippines, Guam and Puerto Rico. The U.S. also annexed Hawaii that year, though not as a part of the war. Why did the nation go to war over Cuba? Was that war the opening act of a new U.S. drive for a colonial empire?

Cuban rebels had long been fighting to free their land from Spanish rule. In 1895, this rebellion flared up again. It was very bloody, and it also threatened U.S. interests in Cuba. Spain's unwillingness to grant Cuba its long overdue independence led many in the U.S. to say that a war for Cuba was needed.

As for deeper underlying causes for this Spanish-American War, and the sudden arrival of the U.S. on the world stage, four others have been debated by historians.

First, there was Spain's cruel treatment of the rebels and the outrage many in the U.S. felt about this. In other words, this cause of the war was the need to end a terrible humanitarian disaster just off our shores.

A second cause is related to this first one. A new sensational kind of journalistic crusade was mounted in the U.S. It focused on the

reports of atrocities by Spanish forces in Cuba. In particular, Cuba became a key topic in a New York newspaper war between William Randolph Hearst and Joseph Pulitzer. Their papers' sensational reports of bloody Spanish rule culminated when the U.S.S. *Maine* blew up in Havana Harbor. What or who caused this explosion has never been fully determined. Yet the press played on intense nationalist pride and anger to goad the public into demanding war in response. In other words, the war was fought for glory and out of aggressive, nationalistic pride.

Other historians note that sugar and other U.S. business interests in Cuba may have wanted a war of conquest to protect their property. More generally, some say a need for overseas markets for our huge industrial output drove the U.S. to seek colonies. We are told this explains why we went to war over Cuba but wound up fighting a far more bloody war for the Philippines. There, we dealt with rebels as harshly as Spain had dealt with its rebels in Cuba. Did we fight for profit and empire? Perhaps—although at least one key anti-imperialist of the time was Andrew Carnegie, one of the most powerful businessmen of the age.

Finally, a small group of U.S. officials backed the war as part of a more limited drive to increase U.S. naval power in the Caribbean and the Pacific. Theodore Roosevelt was in this group. Those who see its ideas as the war's chief cause point out that the lands we did acquire had value mainly as coaling stations on trade routes to Asia and Central and South America. If this was imperialism, it was a quite limited kind of imperialism.

So why did we fight for Cuba? Which explanation makes the most sense to you? Perhaps the documents for this lesson will help you make up your mind about this important turning point in the nation's past.

# Spanish-American War Time Line

1890

Naval officer Alfred Thayer Mahan publishes *The Influence of Sea Power upon History, 1660–1783*, to show that sea power was the key to a nation's greatness. Mahan's views influence Theodore Roosevelt and other leaders who believe the U.S. must lead in the Western Hemisphere and need a big navy to do so.

1895

The latest Cuban revolt against Spanish rule begins.

1896

Spanish General Weyler (labeled the “Butcher”) comes to Cuba. He soon begins rounding up Cubans and putting thousands of them in concentration camps. He is recalled by Spain in 1897. In August a revolution against Spanish rule begins in the Philippines.

1898

**February:** The U.S.S. *Maine* is sent to Cuba. Hearst publishes Spanish ambassador Dupuy du Lome's letter insulting President William McKinley. This outrages the public. A few days later the U.S.S. *Maine* explodes in Havana Harbor. Assistant Secretary of the Navy Theodore Roosevelt cables Commodore Dewey, telling him to attack the Philippines if war with Spain breaks out.

**April:** The U.S. formally declares war on Spain. The Teller Amendment to the war resolution promises that the United States will not annex Cuba, but will return control of it to its people after the war. **May:** The Battle of Manila Bay in the Philippines takes place. The Spanish fleet there is destroyed. **June:** The American Anti-Imperialist League is organized to oppose annexation of the Philippine Islands. Among its members are Andrew Carnegie, Mark Twain, and Samuel Gompers. **July:** Main fighting in Cuba takes place, including the taking of San Juan Heights with the help of Teddy Roosevelt's “Rough Riders” at the battle on Kettle Hill. Attempting to leave Santiago Bay, Admiral Cervera and the Spanish fleet are destroyed by the U.S. squadron under Admiral Schley. On July 7, Hawaii is annexed. **August:** Spain signs the armistice, while the next day U.S. troops capture Manila. **December:** The Treaty of Paris is signed, and the U.S. annexes Puerto Rico, Guam, and the Philippines.

1899

Followers of Emilio Aguinaldo declare the Philippines an independent republic. Aguinaldo leads Filipinos in a guerilla war against the U.S. that lasts three years.

1900

The Foraker Act allows some self-government in Puerto Rico. In 1917, Puerto Rico is made a U.S. territory and its people are granted citizenship.

1901

Emilio Aguinaldo is captured.

1902

The U.S. withdraws from Cuba. The war ends in the Philippines, with more than 4200 U.S. soldiers and more than 200,000 Filipino civilians and soldiers dead. Under William Howard Taft, civilian rule is restored and the economy improves. In 1916, an elected Filipino legislature is established. Full independence is granted in 1946.



## Visual Primary Source Documents 1 & 2



**Document 1**

The Granger Collection, New York



**Document 2**

Library of Congress, Prints and Photographs Division, LC-USZC4-5232

### Information on Documents 1 & 2

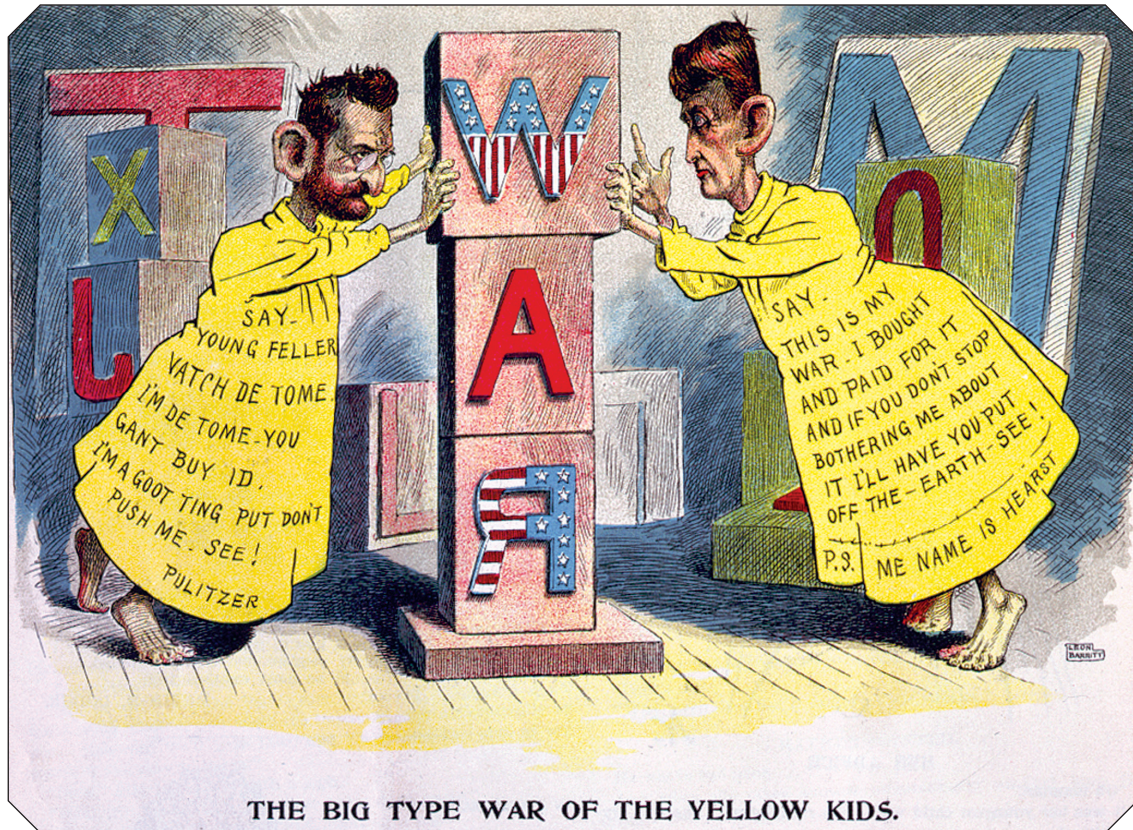
**Document 1** is an 1898 cartoon by Louis Dalrymple urging war with Spain to save Cuba from Spanish colonial misrule.

**Document 2** is an 1898 poster created by the Strobridge Lithograph Company. The poster shows a naval battle in order to advertise the Barnum & Bailey Circus's

recreation of the key naval showdown of the Spanish-American War. The smaller type beneath the image reads: "The Total Destruction of the Spanish Fleet on the Cuban Coast. The Greatest Naval Battle of Modern Times, Truthfully Represented by Fac-Similies of All the Huge Fighting Ships."



## Visual Primary Source Document 3



Library of Congress, Prints and Photographs Division, LC-USZC4-3800

### Information on Document 3

This cartoon by Leon Barritt was published on June 29, 1898. Its caption, “The big type war of the yellow kids,” refers to the New York City newspaper rivalry between Joseph Pulitzer and William Randolph Hearst. Hearst’s *New York Journal* and Pulitzer’s *New York World* competed for readers by trying to be as sensational as possible. In 1898, this meant arousing patriotic anger at Spain and calling for war.

This sort of emotional reporting came to be known as “yellow journalism.” The name comes from a popular comic strip called *The Yellow Kid*, by artist R. F. Outcault. This strip first appeared in Pulitzer’s paper. Outcault soon moved to Hearst’s *Journal*, but Pulitzer then created his own version of the same strip. Here both Hearst and Pulitzer are dressed as the Yellow Kid, each pushing against opposite sides of a pillar of wooden blocks that spells “W-A-R.”



## **Study the Documents: Visual Sources 1 & 2**

*Instructions:* Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

### **1 Main Idea or Topic: Doc 1** \_\_\_\_\_

The caption for this cartoon reads as follows: "The duty of the hour—to save her not only from Spain but from a worse fate." Add a second sentence that makes clear the meaning of this first one.

### **2 Main Idea or Topic: Doc 2** \_\_\_\_\_

What view of the Spanish-American War does this poster seem to take? What visual features in the poster help to express this point of view?

### **3 Background Knowledge** \_\_\_\_\_

List four facts about the U.S. in the late 1800s that you think a student needs to know to better understand these documents. Choose facts or trends that also help explain why some Americans backed the war against Spain.

## **Study the Document: Visual Source 3**

*Instructions:* Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

### **1 Main Idea or Topic**

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First read the background information provided along with this political cartoon. Using this information, add a sentence to the cartoon's caption that will make its meaning clearer to readers today.

### **2 Visual Features**

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What features add to the impact of this cartoon? Notice all the objects in the cartoon, the use of color, the composition, the hand gestures and facial expressions of the two men, etc. How do all these features add to the point the cartoon seeks to make?

### **3 Compare and Contrast**

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What does this cartoon suggest was the reason the U.S. went to war with Spain over Cuba? How does its view about this differ from that of the other two illustrations (Document 1 and Document 2)? Are there ways in which all three illustrations can be seen as similar?

# Comparing the Documents

## ★ *The Visual Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

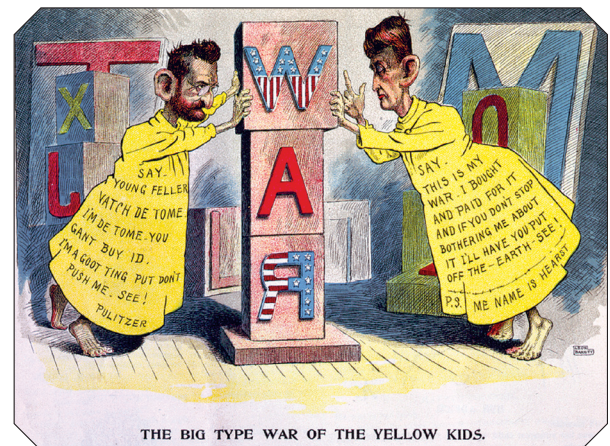
**Which of these primary source documents would be most useful to a historian trying to understand the reasons why the U.S. went to war with Spain over Cuba in 1898?**



**Document 1**



**Document 2**



**Document 3**

**Documents 1 & 2**

## Comparison Essay

*I chose Documents \_\_\_\_\_ because:*

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*I did **not** choose Documents \_\_\_\_\_.*

*However, a historian still might use the documents in the following way:*

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**Keep this in mind:** Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

## Written Primary Source Documents 1 & 2

### Information on Documents 1 & 2

**Document 1** is part of an 1897 speech Theodore Roosevelt gave to the Naval War College. He gave the speech a week after he took office as President McKinley's Assistant Secretary of the Navy. That was several months before the Spanish-American War broke out, at a time when McKinley was still pledged to peace.

**Document 2** is a set of notes taken during some speeches by McKinley in October 1898 while he was still trying to decide what to do with the lands the U.S. had won during the Spanish-American War. The speeches were meant to help Republican congressional candidates in the Midwest. The stenographer taking these notes tried to measure the applause after various statements by McKinley.

#### Document 1

*All the great masterful races have been fighting races, and the minute a race loses the hard fighting virtues, then, no matter what else it may retain, no matter how skilled in commerce and finance, in science or art, it has lost its proud right to stand as the equal of the best. Cowardice in a race, as in an individual, is the unpardonable sin, and a willful failure to prepare for danger may in its effects be as bad as cowardice. The timid man who cannot fight, and the selfish, short-sighted, or foolish man who will not take the steps that will enable him to fight, stand on almost the same plane.*

#### Document 2

*Tamar, Iowa*

*We do not want to shirk a single responsibility that has been put upon us by the results of the war. [Strong applause]*

*Omaha, Nebraska*

*Shall we deny to ourselves what the rest of the world so freely and so justly accords to us? [Audience: "No!"]*

*Charlton, Iowa*

*Territory sometimes comes to us when we go to war in a holy cause, and whenever it does the banner of liberty will float over it and bring, I trust, blessings and benefits to all the people. [Great applause]*

*Springfield, Illinois*

*Having gone to war for humanity's sake, we must accept no settlement that will not take into account the interests of humanity. [Prolonged Applause]*

*Columbus, Ohio*

*Whatever obligation shall justly come from this strife for humanity, we must take up and perform and as free, strong, brave people, accept the trust which civilization puts upon us. [Applause and cheers]*



## Written Primary Source Documents 3 & 4

### Information on Documents 3 & 4

**Document 3** is from an essay titled *Distant Possessions: The Parting of the Ways*, by Andrew Carnegie. The essay was first published in the *North American Review* in August 1898. Carnegie, a powerful industrialist, was a key leader in the American Anti-Imperialist League. This group was formed in 1898 to oppose the Spanish-American War and President McKinley's decision to annex the Philippines.

**Document 4** is by another anti-imperialist. The passage is from *The American Birthright and the Philippine Pottage: A Sermon Preached on Thanksgiving Day, 1898*, by Henry Van Dyke, Pastor of the Brick Church in New York City.

### Document 3

*If it be a noble aspiration for the . . . Cuban, as it was for the citizen of the United States himself, and for the various South American republics once under Spain, to have a country to live and, if necessary, to die for, why is not the revolt noble which the man of the Philippines has been making against Spain? Is it possible that the Republic is to be placed in the position of the suppressor of the Philippine struggle for independence? Surely, that is impossible. With what face shall we hang in the school-houses of the Philippines our own Declaration of Independence, and yet deny independence to them? What response will the heart of the Philippine Islander make as he reads of Lincoln's Emancipation Proclamation? Are we to practise independence and preach subordination, to teach rebellion in our books, yet to stamp it out with our swords, to sow the seed of revolt and expect the harvest of loyalty? President McKinley's call for volunteers to fight for Cuban independence against the cruel dominion of Spain meets with prompt response, but who would answer the call of the President of an "imperial" republic for free citizens to fight the Washington and slaughter the patriots of some distant dependency which struggles for independence?*

### Document 4

*The proposal to annex, by force, or purchase, or forcible purchase, these distant, unwilling, and semi-barbarous islands is hailed as a new and glorious departure in American history. A new word—imperialism—has been coined to define it. . . .*

*Let us be on our guard against the flattering comparison with England. The English people have a natural genius for governing inferior races—a steady head, an inflexible hand, and a superb self-confidence. What proof have we given of any such extraordinary genius in our dealing with inferior races? Does the comparison of the treatment of the Indians in Canada and in the United States give us a comfortable sense of pride? Is the condition of drunken and disorderly Alaska a just encouragement to larger enterprises? Is our success in treating the Chinese problem and the Negro problem so notorious that we must attempt to repeat it on a magnified scale eight thousand miles away? The rifle-shots that ring from Illinois and the Carolinas, announcing a bloody skirmish of races in the very heart of the republic—are these the joyous salutes that herald our advance to rule eight millions more of black and yellow people in the islands of the Pacific Ocean?*

## Study the Documents: Written Sources 1 & 2

*Instructions:* Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

### **1 Main Idea or Topic: Doc 1** \_\_\_\_\_

What do you think Roosevelt means by “race” here? What does he think is the most important quality of a great nation?

### **2 What Else Can You Infer?** \_\_\_\_\_

What is suggested or implied in Document 1? For example, from what Roosevelt says, why do you think he strongly favored going to war against Spain in 1898?

### **3 Main Idea or Topic: Doc 2** \_\_\_\_\_

What main reason does McKinley give for holding on to lands taken during the Spanish-American War?

### **4 Compare and Contrast** \_\_\_\_\_

In what ways do Roosevelt and McKinley (and those listening to McKinley) agree as to why America needed to go to war against Spain? In what ways do they differ?

## Study the Documents: Written Sources 3 & 4

*Instructions:* Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

### **1 Main Idea or Topic: Doc 3**

In a sentence or two, sum up Carnegie's reasons for not wanting the U.S. to take control of the Philippines.

### **2 Main Idea or Topic: Doc 4**

In a sentence or two, sum up Van Dyke's reasons for not wanting the U.S. to take control of the Philippines.

### **3 Compare and Contrast**

In what ways do Van Dyke and Carnegie agree as to why the U.S. should not have colonies? In what ways do they disagree?

### **4 What Else Can You Infer?**

What ideas do all four written sources seem to share? What views do they share about other cultures and America's role in the world? Does this suggest that these views were very widely held in America? Why or why not?

# Comparing the Documents



## *The Written Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

**Which of these primary source documents would be most useful to a historian trying to understand the reasons why the U.S. went to war with Spain over Cuba in 1898?**

*Part of an 1897 speech  
Theodore Roosevelt  
gave to the  
Naval War College  
several months before  
the Spanish-American War,  
and a set of notes taken  
during some speeches  
by McKinley  
in October 1898*

**Documents 1 & 2**

☐

*A passage from an  
August 1898 essay by  
Andrew Carnegie on  
why America should not  
keep control of  
the Philippines, and  
another anti-imperialist  
passage from an 1898  
Thanksgiving Day sermon  
by Henry Van Dyke*

**Documents 3 & 4**

☐

## Comparison Essay

*I chose Documents \_\_\_\_\_ because:*

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*I did **not** choose Documents \_\_\_\_\_.*

*However, a historian still might use the documents in the following way:*

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**Keep this in mind:** Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.



# Document-Based Question

Your task is to answer a document-based question (DBQ) on the reasons for the Spanish-American War. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question.

## *Document-Based Question*

**What were the real reasons for the U.S.  
war with Spain in 1898?**

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*  
Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?
- *The Internal Paragraphs—1*  
Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?
- *The Internal Paragraphs—2*  
Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?
- *Use of Primary Source Documents*  
Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?
- *Concluding Paragraph*  
Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

# **Visual Primary Sources**



## First Group—Documents 1 & 2



Document 1

The Granger Collection, New York

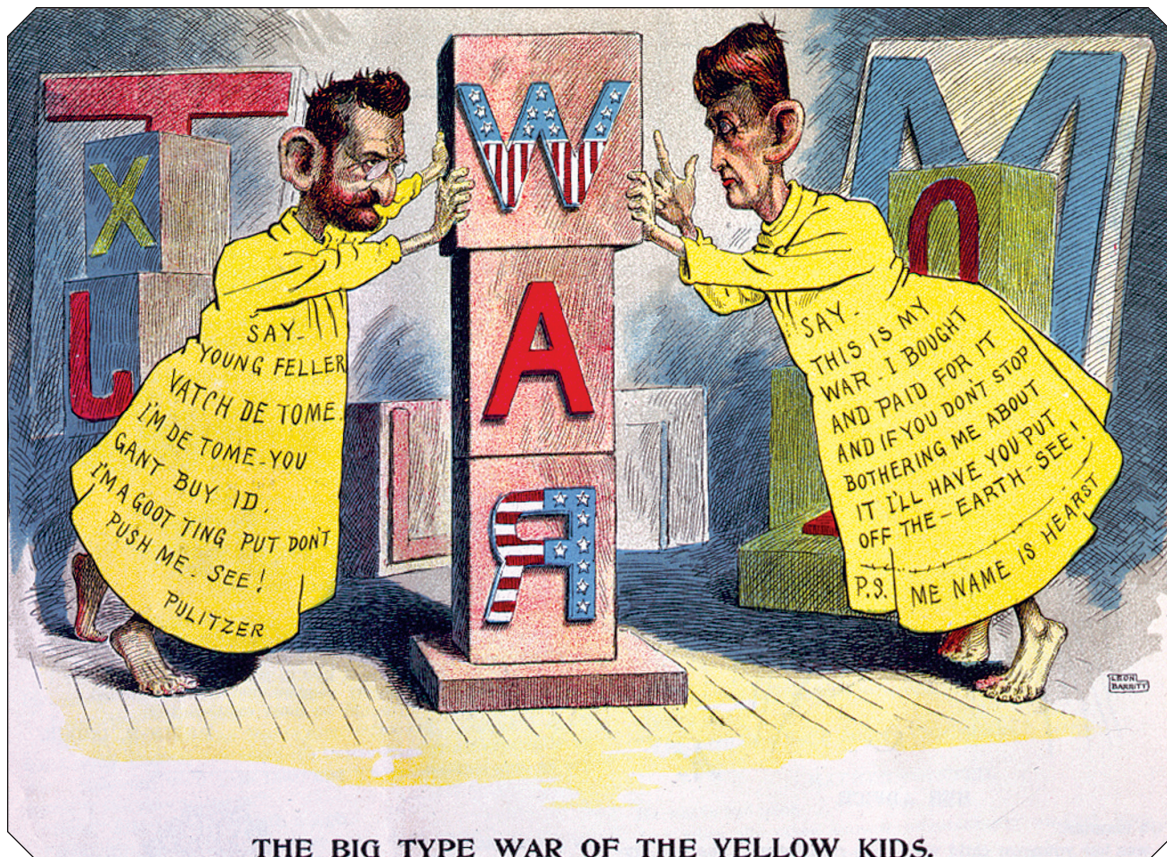


Document 2

Library of Congress, Prints and Photographs Division, LC-USZC4-5232



## First Group—Document 3



THE BIG TYPE WAR OF THE YELLOW KIDS.

Library of Congress, Prints and Photographs Division, LC-USZC4-3800