Christina School District Assignment Board

Grade Level: 11th

Week 2: of April 13, 2020

		Day 1	Day 2	Day 3	Day 4
ELA		In a short response define 'Identify'. What everyday experiences help shape your identity? List images and activities that characterize the way you live: the sounds and smells of your neighborhood, the places you go, the foods you eat, and so on. Call a friend and ask them the same questions. Compare your answers. Which experiences, if any, do you have in common?	Read the poem 'The Negro Speaks of Rivers', 'I Too' and "Weary Blues" by Langston Hughes. Answer the questions that follow each poem.	In 1-2 paragraphs respond to the following. Much of Langston Hughes's identity was shaped by his environment. How did he feel about the people and places he wrote about in his poetry? What shapes your identity?Explain your answer using examples from Hughes' poems.	Create your own poem that embodies your history, your culture and identify. Make sure to title your poem. Attempt to use some of the style and elements of poetry that you read in the Langston Hughes poems.
Math (IM3)		*Common Logarithms Revisited* Read pages 59-60 (attached). Use the examples as a guide. Complete p. 60 #1-8. (attached)	Use the examples from pages 59-60 as a guide to complete p. 60 #9-16. (attached) .	Use the examples from pages 59-60 as a guide to complete p. 60 #17-24. (attached).	Complete Summarize the Mathematics a, b, and c. (attached) Reference p.59-60 if needed.
Science		**Early Ideas About**	**The Law of Conservation**	**Law of Definite**	**Law of Multiple**

Christina School District Assignment Board

		Atoms: Read article. Highlight, underline, and/or annotate for understanding. In your own words, write a one-paragraph summary of what you learned.	**of Mass:** Read article. Highlight, underline, and/or annotate for understanding. In your own words, write a one-paragraph summary of what you learned.	**Composition:** Read article. Highlight, underline, and/or annotate for understanding. In your own words, write a one-paragraph summary of what you learned.	**Proportions:** Read article. Highlight, underline, and/or annotate for understanding. In your own words, write a one-paragraph summary of what you learned.
Social Studies		Complete Activity 1 from the document titled, "Maine Explosion"	Complete Activity 2 from the document titled, "Maine Explosion"	Complete Activity 3, the Guiding Questions and Graphic Organizer for Document A from the document titled, "Maine Explosion"	Complete Activity 3, the Guiding Questions and Graphic Organizer for Document B and the 2 questions on the bottom of the graphic organizer from the document titled, "Maine Explosion" NOTE: Activity 4 will be on next week's CSD Assignment Board

The Negro Speaks of Rivers

Langston Hughes - 1902-1967

I've known rivers:
I've known rivers ancient as the world and older than the
flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.
I built my hut near the Congo and it lulled me to sleep.
I looked upon the Nile and raised the pyramids above it.
I heard the singing of the Mississippi when Abe Lincoln
went down to New Orleans, and I've seen its muddy
bosom turn all golden in the sunset.

I've known rivers:
Ancient, dusky rivers.

My soul has grown deep like the rivers.

Comprehension and Analysis

1. Summarize the poem in 1-2 sentences.

_____
_____

2. What traits of the speaker are identified in the poem?

_____
_____

3. What do the poem's images convey about the speaker's sense of identity?

_____
_____

I, Too

BY LANGSTON HUGHES

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed—

I, too, am America.

Comprehension and Analysis

1. Summarize the poem in 1-2 sentences.

_____
_____

2. Identify the speaker of the poem. What aspects of the African-American experience does the speaker describe?

_____
_____

3. What is the speaker's attitude toward America?

_____

_____

4. What qualities do the speakers of both poems share? In what ways are they different?_____

_____

_____

_____

_____

_____

_____

The Weary Blues

BY LANGSTON HUGHES

Droning a drowsy syncopated tune,
Rocking back and forth to a mellow croon,
I heard a Negro play.
Down on Lenox Avenue the other night
By the pale dull pallor of an old gas light
He did a lazy sway. . . .
He did a lazy sway. . . .
To the tune o' those Weary Blues.
With his ebony hands on each ivory key
He made that poor piano moan with melody.
O Blues!
Swaying to and fro on his rickety stool
He played that sad raggy tune like a musical fool.
Sweet Blues!
Coming from a black man's soul.
O Blues!
In a deep song voice with a melancholy tone
I heard that Negro sing, that old piano moan—
"Ain't got nobody in all this world,
Ain't got nobody but ma self.
I's gwine to quit ma frownin'
And put ma troubles on the shelf."

Thump, thump, thump, went his foot on the floor.
He played a few chords then he sang some more—
"I got the Weary Blues
And I can't be satisfied.
Got the Weary Blues
And can't be satisfied—
I ain't happy no mo'
And I wish that I had died."
And far into the night he crooned that tune.
The stars went out and so did the moon.

The singer stopped playing and went to bed
While the Weary Blues echoed through his head.
He slept like a rock or a man that's dead.

Comprehension and Analysis

1. Summarize the poem in 1-2 sentences.

_____

_____

2. Who is the speaker of the poem and what happens to him?

_____

_____

3. Identify three examples of repetition in the poem. What is the impact of this repetition?

_____

_____

4. How does the diction of the speaker impact the reader. Is it meaningful?

_____

_____

IM3 – Week of April 13th

Common Logarithms Revisited

LOGARITHMS 5.2.1 – 5.2.4

The earlier sections of this chapter gave students many opportunities to find the inverses of various functions. Here, students explore the inverse of an exponential function. Although they can graph the inverse by reflecting the graph of an exponential function across the line $y = x$, they cannot write the equation of this new function. Writing the equation requires the introduction of a new function, the logarithm. Students explore the properties and graphs of logarithms, and in a later chapter use them to solve equations of this type. For further information see the Math Notes box in Lesson 5.2.2.

Example 1

Find each of the values below and then justify your answer by writing the equivalent exponential form.

a. $\log_5(25) = ?$ b. $\log_7(?) = 3$ c. $\log_2\left(\frac{1}{8}\right) = ?$

A logarithm is really just an exponent, so an expression like the one in part (a), $\log_5(25)$, is asking "What exponent can I raise the base 5 to, to get 25?" We can translate this question into an equation: $5^? = 25$. By phrasing it this way, the answer is more apparent: 2. This is true because $5^2 = 25$.

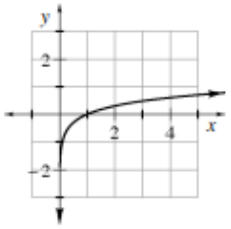
Part (b) can be rephrased as $7^3 = ?$. The answer is 343.

Part (c) asks "2 to what exponent gives $\frac{1}{8}$?" or $2^? = \frac{1}{8}$. The answer is –3 because $2^{-3} = \frac{1}{2^3} = \frac{1}{8}$.

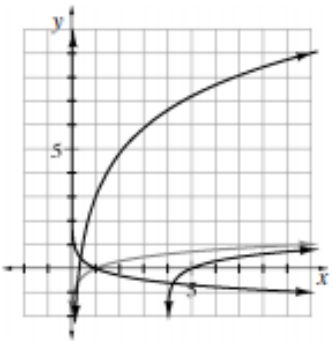
Example 2

The graph of $y = \log(x)$ is shown at right. Use this "parent graph" to graph each of the following equations. Explain how you get your new graphs.

$y = \log(x - 4)$ $y = 6\log(x) + 3$ $y = -\log(x)$



The logarithm function follows the same rules for transforming its graphs as other functions we have used. The first equation shifts the original graph to the right four units. The graph of the second equation is shifted up three units (because of the "+ 3") but is also stretched because it is multiplied by six. The third function is flipped across the x-axis. All three of these graphs are shown at right. The original function $y = \log(x)$ is also there, in light gray. Note: When a logarithm is written without a base, as in $y = \log(x)$ and the log key used on a calculator, the base is 10.



Problems

Rewrite each logarithmic equation as an exponential equation and vice versa.

1. $y = \log_4(x)$
2. $3 = \log_2(x)$
3. $x = \log_5(30)$
4. $4^x = 80$
5. $\left(\frac{1}{2}\right)^x = 64$
6. $x^3 = 343$
7. $5^x = \frac{1}{125}$
8. $\log_x(32) = y$
9. $11^3 = x$
10. $-4 = \log_x\left(\frac{1}{16}\right)$

What is the value of x in each equation below? If necessary, rewrite the expression in the equivalent exponential equation to verify your answer.

11. $4 = \log_5(x)$
12. $2 = \log_9(x)$
13. $9 = \log(x)$
14. $81 = 9^x$
15. $\left(\frac{1}{3}\right)^x = 243$
16. $6^x = 7776$
17. $7^x = \frac{1}{49}$
18. $\log_2(32) = x$
19. $\log_{11}(x) = 3$
20. $\log_5\left(\frac{1}{125}\right) = x$

Graph each of the following equations.

21. $y = \log(x + 2)$
22. $y = -5 + \log(x)$
23. $y = -\log(x - 4)$
24. $y = 5 + 3\log(x - 7$

Summarize the Mathematics

In this investigation, you reviewed the definition of the base 10 or common logarithm function. You then considered the ways that this function can be used to solve inverse problems involving exponential functions with base 10.

a How would you explain to someone who did not know about logarithms what the expression $\log b = a$ tells about the numbers a and b?

b What can be said about the value of $\log y$ in each case below? Give brief justifications of your answers.

i. $0 < y < 1$

ii. $10 < y < 100$

iii. $0.1 < y < 1$

iv. $1 < y < 10$

v. $100 < y < 1{,}000$

vi. $0.01 < y < 0.1$

c Describe the main steps in solving equations in these forms for x.

i. $10^{ax + b} = c$

ii. $k(10^{ax + b}) = c$

Be prepared to explain your ideas to the class.

Early Ideas about Atoms

The concept of the atom as an indivisible building block of matter was recorded as early as the 5th century BCE.

LEARNING OBJECTIVES

Describe the early developments leading to the modern concept of the atom

KEY TAKEAWAYS

Key Points

- The ancient Greek philosophers Democritus and Leucippus recorded the concept of the *atomos*, an indivisible building block of matter, as early as the 5th century BCE.
- The idea of an indivisible particle was further elaborated upon and explored by a number of scientists and philosophers, including Galileo, Newton, Boyle, Lavoisier, and Dalton.
- John Dalton, an English chemist and meteorologist, is credited with the first modern atomic theory based on his experiments with atmospheric gases.

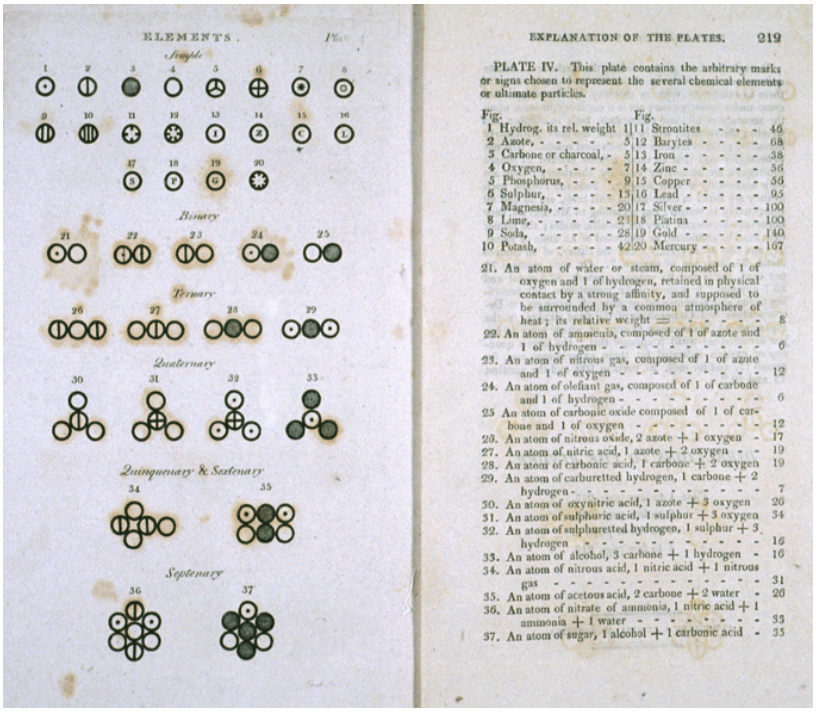
Key Terms

- **atom**: The smallest possible amount of matter that still retains its identity as a chemical element, now known to consist of a nucleus surrounded by electrons.
- **law of multiple proportions**: The law stating that reactants will always combine in set whole number ratios.

Early History of the Atom

Matter is composed of indivisible building blocks. This idea was recorded as early as the fifth century BCE by Leucippus and Democritus. The Greeks called these particles *atomos*, meaning indivisible, and the modern word “atom” is derived from this term. Democritus proposed that different types and combinations of these particles were responsible for the various forms of matter. However, these ideas were largely ignored at the time, as most philosophers favored the Aristotelian perspective.

The concept of the atom was revisited and elaborated upon by many scientists and philosophers, including Galileo, Newton, Boyle, and Lavoisier. In 1661, Boyle presented a discussion of atoms in his *The Sceptical Chymist*. However, the English chemist and meteorologist John Dalton is credited with the first modern atomic theory, as explained in his *A New System of Chemical Philosophy*.



ELEMENTS. Plate

Simple

1 2 3 4 5 6 7 8

9 10 11 12 13 14 15 16

17 18 19 20

Binary

21 22 23 24 25

Ternary

26 27 28 29

Quaternary

30 31 32 33

Quinquenary & Sextenary

34 35

Septenary

36 37

EXPLANATION OF THE PLATES. 219

PLATE IV. This plate contains the arbitrary marks or signs chosen to represent the several chemical elements or ultimate particles.

Fig.		Fig.	
1	Hydrog. its rel. weight	1	11 Strontites - - - - 46
2	Azote, - - - - -	5	12 Barytes - - - - 68
3	Carbone or charcoal, -	5	13 Iron - - - - - 38
4	Oxygen, - - - -	7	14 Zinc - - - - - 56
5	Phosphorus, - - -	9	15 Copper - - - - 56
6	Sulphur, - - - -	13	16 Lead - - - - - 95
7	Magnesia, - - - -	20	17 Silver - - - - - 100
8	Lime, - - - - -	23	18 Platina - - - - 100
9	Soda, - - - - -	28	19 Gold - - - - - 140
10	Potash, - - - -	42	20 Mercury - - - - 167

21. An atom of water or steam, composed of 1 of oxygen and 1 of hydrogen, retained in physical contact by a strong affinity, and supposed to be surrounded by a common atmosphere of heat; its relative weight = - - - - - - 8
22. An atom of ammonia, composed of 1 of azote and 1 of hydrogen - - - - - - - - - - 6
23. An atom of nitrous gas, composed of 1 of azote and 1 of oxygen - - - - - - - - - 12
24. An atom of olefiant gas, composed of 1 of carbone and 1 of hydrogen - - - - - - - - - 6
25. An atom of carbonic oxide composed of 1 of carbone and 1 of oxygen - - - - - - - - - 12
26. An atom of nitrous oxide, 2 azote + 1 oxygen - 17
27. An atom of nitric acid, 1 azote + 2 oxygen - - 19
28. An atom of carbonic acid, 1 carbone + 2 oxygen 19
29. An atom of carburetted hydrogen, 1 carbone + 2 hydrogen - - - - - - - - - - - - - 7
30. An atom of oxynitric acid, 1 azote + 3 oxygen 26
31. An atom of sulphuric acid, 1 sulphur + 3 oxygen 34
32. An atom of sulphuretted hydrogen, 1 sulphur + 3 hydrogen - - - - - - - - - - - - - 16
33. An atom of alcohol, 3 carbone + 1 hydrogen - 16
34. An atom of nitrous acid, 1 nitric acid + 1 nitrous gas - - - - - - - - - - - - - - 31
35. An atom of acetous acid, 2 carbone + 2 water - 26
36. An atom of nitrate of ammonia, 1 nitric acid + 1 ammonia + 1 water - - - - - - - - - 33
37. An atom of sugar, 1 alcohol + 1 carbonic acid - 35

John Dalton's *A New System of Chemical Philosophy*: Chemical structures from Dalton's A New System of Chemical Philosophy.

Dalton's experiments with gases led to some of the earliest measurements of atomic masses and a concept of atomic structure and reactivity. Dalton's atomic theory contained the following ideas:

- All atoms of a given element are identical.
- The atoms of different elements vary in mass and size.
- Atoms are indestructible. Chemical reactions may result in their rearrangement, but not their creation or destruction.

Dalton also outlined a law of multiple proportions, which described how reactants will combine in set ratios. Like the early philosophers, Dalton's theories were not popularly accepted for much of the 19th century, but his ideas have since been accepted, with amendments addressing subatomic particles and the interconversion of energy and mass.

The Law of Conservation of Mass

The law of conservation of mass states that mass in an isolated system is neither created nor destroyed.

LEARNING OBJECTIVES

Define the law of conservation of mass

KEY TAKEAWAYS

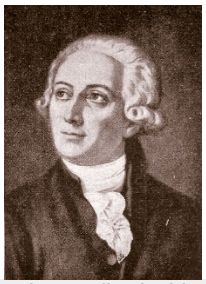
Key Points

- The law of conservation of mass states that mass in an isolated system is neither created nor destroyed by chemical reactions or physical transformations.
- According to the law of conservation of mass, the mass of the products in a chemical reaction must equal the mass of the reactants.
- The law of conservation of mass is useful for a number of calculations and can be used to solve for unknown masses, such the amount of gas consumed or produced during a reaction.

Key Terms

- **law of conservation of mass**: A law that states that mass cannot be created or destroyed; it is merely rearranged.
- **product**: A chemical substance formed as a result of a chemical reaction.
- **reactant**: Any of the participants present at the start of a chemical reaction. Also, a molecule before it undergoes a chemical change.

History of the Law of the Conservation of Mass



Antoine Lavoisier: A portrait of Antoine Lavoisier, the scientist credited with the discovery of the law of conservation of mass.

The ancient Greeks first proposed the idea that the total amount of matter in the universe is constant. However, Antoine Lavoisier described the law of conservation of mass (or the principle of mass/matter conservation) as a fundamental principle of physics in 1789.

This law states that, despite chemical reactions or physical transformations, mass is conserved—that is, it cannot be created or destroyed—within an isolated system. In other words, in a chemical reaction, the mass of the products will always be equal to the mass of the reactants.

The Law of Conservation of Mass- Energy

This law was later amended by Einstein in the law of conservation of mass-energy, which describes the fact that the total mass and energy in a system remain constant. This amendment incorporates the fact that mass and energy can be converted from one to another. However, the law of conservation of mass remains a useful concept in chemistry, since the energy produced or consumed in a typical chemical reaction accounts for a minute amount of mass.

We can therefore visualize chemical reactions as the rearrangement of atoms and bonds, while the number of atoms involved in a reaction remains unchanged. This assumption allows us to represent a chemical reaction as a balanced equation, in which the number of moles of any element involved is the same on both sides of the equation. An additional useful application of this law is the determination of the masses of gaseous reactants and products. If the sums of the solid or liquid reactants and products are known, any remaining mass can be assigned to gas.

The Law of Definite Composition

The law of definite composition states that chemical compounds are composed of a fixed ratio of elements as determined by mass.

LEARNING OBJECTIVES

Define the law of definite composition

KEY TAKEAWAYS

Key Points

- The law of definite composition was proposed by Joseph Proust based on his observations on the composition of chemical compounds.
- Proust proposed that a compound is always composed of the same proportions of elements by mass.
- Though initially controversial, the law of definite composition was supported by Dalton's atomic theory.

Key Terms

- **element**: Any one of the simplest chemical substances that cannot be decomposed in a chemical reaction or by any chemical means, and are made up of atoms all having the same number of protons.
- **law of definite composition**: A law that states that chemical compounds are formed of constant and defined ratios of elements as determined by mass.

History of the Law of Definite Composition or Proportions

Joseph Proust: Portrait of Joseph Proust

French chemist Joseph Proust proposed the law of definite composition or proportions based on his experiments conducted between 1798 and 1804 on the elemental composition of water and copper carbonate.

In 1806, Proust summarized his observations in what is now called Proust's Law. It stated that chemical compounds are formed of constant and defined ratios of elements, as determined by mass. For example, carbon dioxide is composed of one carbon atom and two oxygen atoms. Therefore, by mass, carbon dioxide can be described by the fixed ratio of 12 (mass of carbon):32 (mass of oxygen), or simplified as 3:8.

At the time, Proust's theory was a controversial one and disputed by a number of chemists, most notably another French chemist, Claude Louis Berthollet. Berthollet supported the concept that elements could mix in any ratio. However, the English chemist John Dalton's formulation of atomic theory supported Proust's idea at an atomic level, as Dalton proposed that chemical compounds were composed of set formulations of atoms from different elements. Dalton's law of multiple proportions expanded on the law of definite composition to postulate that, in situations in which elements can combine to form multiple combinations, the ratio of the elements in those compounds can be expressed as small whole numbers.

Applications of the Law of Definite Composition or Proportions

The law of definite composition has applications to both molecular compounds with a fixed composition and ionic compounds as they require certain ratios to achieve electrical neutrality. There are some exceptions to the law of definite composition. These compounds are known as non-stoichometric compounds, and examples include ferrous oxide. In addition, the law of definite composition does not account for isotopic mixtures.

The Law of Multiple Proportions

The law of multiple proportions states that elements combine in small whole number ratios to form compounds.

LEARNING OBJECTIVES

Define the law of multiple proportions.

KEY TAKEAWAYS

Key Points

- The law of multiple proportions is a rule of stoichiometry.
- John Dalton formulated the law of multiple proportions as part of his theory that atoms formed the basic indivisible building block of matter.
- The law of multiple proportions says that when elements form compounds, the proportions of the elements in those chemical compounds can be expressed in small whole number ratios.
- The law of multiple proportions is an extension of the law of definite composition, which states that compounds will consist of defined ratios of elements.

Key Terms

- **law of multiple proportions**: A law stating that if two elements form a compound, then the ratio of the mass of the second element and the mass of the first element will be small whole number ratios.
- **atom**: The smallest possible amount of matter that still retains its identity as a chemical element, now known to consist of a nucleus surrounded by electrons.

Dalton's Law

The law of multiple proportions, also known as Dalton's law, was proposed by the English chemist and meteorologist John Dalton in his 1804 work, *A New System of Chemical Philosophy*. It is a rule of stoichiometry. The law, which was based on Dalton's observations of the reactions of atmospheric gases, states that when elements form compounds, the proportions of the elements in those chemical compounds can be expressed in small whole number ratios.

For example, the reaction of the elements carbon and oxygen can yield both carbon monoxide (CO) and carbon dioxide (CO_2). In CO_2, the ratio of the amount of oxygen compared to the amount of carbon is a fixed ratio of 1:2, a ratio of simple whole numbers. In CO, the ratio is 1:1.

In his theory of atomic structure and composition, Dalton presented the concept that all matter was composed of different combinations of atoms, which are the indivisible building blocks of matter. Dalton's law of multiple proportions is part of the basis for modern atomic theory, along with Joseph Proust's law of definite composition (which states that compounds are formed by defined mass ratios of reacting elements) and the law of conservation of mass that was proposed by Antoine Lavoisier. These laws paved the way for our current understanding of atomic structure and composition, including concepts like molecular or chemical formulas.

Maine Explosion

Benchmark Standard:	History 2b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.
Grade:	11/12
Vocabulary / Key Concepts:	Fact Interpretation Point of view

~This is a SHEG lesson modified by CSD for Home~

CENTRAL HISTORICAL QUESTION: What sank the *Maine*?

ACTIVITY 1: Read the headlines and answer the questions.
Headlines from two different newspapers say the following:

- "Search for Missing Bride Continues"
- "Bride Missing! Groom's Family Blame History of Mental Illness"

Answer the following questions in response to the newspapers' headlines:

1. How do these headlines differ?
2. Consider the wording in the headlines and how a reader might respond to each article.
3. What does each headline imply?
4. If these were articles, which would you have wanted to read first?
5. Which do you think would have been the most reliable story? Why?
6. Why might different newspapers choose to present the same event so differently?

In this assignment, you are going to compare two newspaper accounts of an event that happened in 1898.

Destruction of the U.S. battleship *Maine* in Havana Harbor February 15, 1898

NOTES on the *Maine*:

- *Cuba was colonized by Spain.*
- *Cuban rebels had been fighting for independence.*
- *Spain was thought to be brutal in repressing the rebellion.*
- *U.S. had business interests in Cuba.*
- *President McKinley had sent the* Maine to *Cuba (Why? To protect American interests? To prepare for war? To intimidate Spain? This is debated by historians).*
- Maine *exploded on February 15, 1898.*

ACTIVITY 2: Read the Song and answer the questions.

"Awake United States"

This song was rushed into print between the sinking of the Maine *on February 15, 1898, and the declaration of war on April 25, 1898.*

Eagle soar on high, and sound the battle cry!
And how proudly sailed the warship *Maine*,
a Nation's pride, without a stain!
A wreck she lies, her sailors slain.
By two-faced butchers, paid by Spain!
Eagle soar on high,
And sound the battle cry
Wave the starry flag!
In mud it shall not drag!

Answer the following questions in response to the song "Awake United States"

1. According to this song, who sunk the Maine?
2. Does this prove the Spanish blew it up? Explain.

ACTIVITY 3: Read Document A and Document B and complete the Guiding Questions for Document A and for Document B; complete the Graphic Organizer and the questions below the graphic organizer for both documents A and B.

Document A: *New York Journal* (Modified)

The following is an excerpt from New York Journal and Advertiser, published February 17, 1898. Purchased by William Randolph Hearst in 1895, the Journal published investigative and human interest stories that used a highly emotional writing style and included banner headlines and graphic images.

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY
Assistant Secretary Roosevelt Convinced the Explosion of the War Ship Was Not an Accident.
The Journal Offers $50,000 Reward for the Conviction of the Criminals Who Sent 258 American Sailors to Their Death.
Naval Officers All Agree That the Ship Was Destroyed on Purpose.
NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY A SPANISH MINE.

George Bryson, the Journal's special reporter at Havana, writes that it is the secret opinion of many people in Havana that the war ship Maine was destroyed by a mine and 258 men were killed on purpose by the Spanish. This is the opinion of several American naval authorities. The Spaniards, it is believed, arranged to have the Maine drop anchor over a harbor mine. Wires connected the mine to the magazine of the ship. If this is true, the brutal nature of the Spaniards will be shown by the fact that they waited to explode the mine until all the men had gone to sleep. Spanish officials are protesting too much that they did not do it. Our government has ordered an investigation. This newspaper has sent divers to Havana to report on the condition of the wreck. This newspaper is also offering a $50,000 reward for exclusive evidence that will convict whoever is responsible. Assistant Secretary of the Navy Theodore Roosevelt says he is convinced that the destruction of the Maine in Havana Harbor was not an accident. The suspicion that the Maine was purposely blown up grows stronger every hour. Not a single fact to the contrary has been produced.

Source: New York Journal and Advertiser, February 17, 1898.

Document B: *New York Times* (Modified)

Excerpt from the New York Times, February 17, 1898. Established in 1851, the New York Times provided investigative coverage of local New York issues and events, as well as national and international news

MAINE'S HULL WILL DECIDE

Divers Will Inspect the Ship's Hull to Find Out Whether the Explosion Was from the Outside or Inside.

Magazines of War Ships Sometimes Blow Up Because of Too Much Heat Inside –

Hard to Blow Up the Magazine from the Outside.

It has been a busy day for the Navy Department. The war ship Maine was destroyed in Havana Harbor last night. Officials in Washington and Havana have been sending cables all night long. Secretary Long was asked whether he thought this was the work of the enemy. He replied: "I do not. I am influenced by the fact that Captain Sigsbee has not yet reported to the Navy Department. It seems he is waiting to write a full report. So long as he has not made a decision, I certainly cannot. I should think from the signs however, that there was an accident – that the magazine exploded. How that came about I do not know. For the present, at least, no other war ship will be sent to Havana." Captain Schuley, who knows a great deal about war ships, did not entertain the idea that the Maine had been destroyed on purpose. He said that fires would sometimes start in the coal bunkers, and he told of such a fire on board another war ship that started very close to the magazine. The fire became so hot that the heat blistered the steel wall between the fire and the ammunition before the bunkers and magazine were flooded with water to stop the fire. He did not believe that the Spanish or Cubans in Havana had either the information or the equipment necessary to blow up the magazine, while the Maine was under guard.

Source: *New York Times*, February 17, 1898.

Guiding Questions:

Document A – New York Journal

Sourcing:

1. How long after the explosion of the Maine was this article written?
2. What does the headline of the article suggest about the newspaper's point of view?

Close Reading:

3. Upon what type of evidence does the New York Journal base its claims?

Document B – New York Times

Sourcing:

1. How does the date of this article compare with the date on the New York Journal and Advertiser article?

Close Reading:

2. According to these headlines, what happened to the Maine?
3. What kinds of evidence does the New York Times include to support its account of the incident?

Graphic Organizer for Document A and Document B

Document	Publication Date	According to this article, what happened to the Maine?	What information is included to support this version of the story?	Write a quotation that contrasts with something written in the other article.
A ***Journal***				
B ***Times***				

1. Compare the evidence used by both newspapers to support their claims about what happened to the Maine. Which newspaper uses stronger evidence? Explain.
2. Based on the work you have done so far; do you really know what happened to the Maine?

ACTIVITY 4:

DIRECTIONS: Read Documents 1 and 2 and answer the questions (1-4) that follow the two documents.

Document 1:

In 1898, the battleship USS *Maine* was sent to Havana, Cuba, to protect U.S. interests during a Cuban revolt against Spain. On February 14, the vessel exploded and sank. Many Americans blamed Spain, and the incident helped trigger the Spanish-American War. The excerpt below is from an official report of a U.S. Naval Court of Inquiry into the sinking of the Maine. The report was released on March 21, 1898.

"… [T]he vertical keel [of the ship] is broken in two and the flat keel is bent at an angle similar to the angle formed by the outside bottom plating. This break is now about six feet below the surface of the water, and about thirty feet above its normal position.

. . . . In the opinion of the court, the MAINE was destroyed by the explosion of a submarine mine, which caused the partial explosion of two or more of her [ammunition storage rooms] . . . . The court has been unable to obtain evidence fixing the responsibility for the destruction of the MAINE upon any person or persons."

Document 2:

This excerpt appeared as a front-page story on March 6, 1898 in *The San Francisco Call.*

"The Call correspondent has the best of grounds for saying that Consul General Lee . . . has been quietly conducting an investigation of his own, independently of the Naval Court; that he has employed detectives who have obtained front Havana sailors evidence strongly pointing to a plot to destroy the Maine, and that he filed a report with the State Department expressing the opinion that although the Spanish Government was not in any way responsible for the Maine's destruction, it appears the work was done by Spaniards who were sympathizers of [Spain's governor in Cuba] Weyler."

1. In the weeks after the loss of the Maine, confusion about what caused the explosion added to American tensions with Spain over Cuba. How does Document A provide evidence of this confusion?
2. How does Document B also provide evidence of the confusion about what caused the explosion of the Maine?

CENTRAL HISTORICAL QUESTION:

3. Who sunk the Maine? Explain and support your conclusion with evidence.

OVERARCHING QUESTION:

4. How does this assignment / lesson help you identify the need to be able to differentiate between historical facts and historical interpretations? Explain.