



National Museum
of American Diplomacy

THE SPANISH AND AMERICAN CONFLICT OF 1898

Treaties and Self-Determination



The **National Museum of American Diplomacy** (NMAD) offers educators immersive programs that explore the goals and practice of diplomacy, teach diplomatic skills, build global competence, and illustrate how the critical work of American diplomats impacts people's everyday lives. Lesson plans emphasize 21st century skills: creativity and innovation; critical thinking and problem solving; and communication and collaboration. These skills are keys to success for the next generation of global citizens.

The **Diplomacy Simulation Program** is the museum's premier educational program. In a collaborative learning environment, students step into the shoes of real-life diplomats. The diplomacy simulations are designed for 15-30 participants, plus a teacher/moderator. Students receive a scenario related to a global issue, which could be real-world or hypothetical, current, or historic. Within each simulation, there are five to six stakeholder groups (e.g., foreign ministries, NGOs, and international organizations), each with different perspectives and priorities. Students role-play these stakeholders in small teams of three to five. Under set time constraints, the groups are challenged to negotiate a peaceful solution to the crisis in the scenario. Students use the information provided in the simulation packet to develop their group's policy positions and defend or modify their choices in real time.

The diplomacy simulations help audiences to understand that many of the opportunities and challenges before us as a nation are global in source, scope, and solution. In these efforts, NMAD has created the **Historical Diplomacy Simulation Program** to provide educators with the opportunity to bring diplomacy and the work of U.S. diplomats into the classroom.

The goal of NMAD's Historical Diplomacy Simulation Program is to engage participants in the art and practice of diplomacy, while introducing them to the contributions of the State Department and U.S. diplomats in the context of an historical event addressed in the teaching of U.S. history. Funded by the Uma Chapman Cox Foundation, and developed along with partners National History Day and George Mason University's Roy Rosenzweig Center for History and New Media, the Historical Diplomacy Simulation Program offers three simulations:

- **The Barbary Pirates Hostage Crisis: Negotiating Tribute and Trade**
- **The Spanish and American Conflict of 1898: Treaties and Self-Determination**
- **The Suez Canal Crisis: National Sovereignty versus International Access to Waterways**

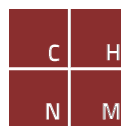
To access the complete Diplomacy Simulation Program, including training and subject matter expert videos, please visit diplomacy.state.gov.



National Museum
of American Diplomacy

NHD
NATIONAL
HISTORY DAY

Uma Chapman Cox
FOUNDATION



ROY ROSENZWEIG
Center FOR
History AND
New Media

TABLE OF CONTENTS

Student Materials

1	Scenario
4	Geography
6	Stakeholders
7	Strategy Worksheet
8	Opening Statement
9	Mid Negotiation Worksheet
10	Post-Negotiation Worksheet

“The ‘international isolation’ of the United States so far as industry and commerce are concerned, has, in fact, been made a thing of the past by the logic of the change in our economic requirements, and we can no longer afford to disregard international rivalries now that we ourselves have become a competitor in the world-wide struggle for trade.”

Frederic Emory, Chief of the Bureau of Foreign Commerce,
Department of State, April 25, 1898 (in Review of the World's Commerce for 1897)

“Once the United States is in Cuba, who will drive them out?”

José Martí, Cuban independence leader,
(qtd in Louis Pérez, Cuba: Between Reform and Revolution, 2006)

From about 1500 to 1800, the Spanish Empire grew to be the largest in the world. Spain possessed colonies throughout the Americas and Southeast Asia as well as outposts along the eastern coast of Africa. Spain did not hold on to these possessions, however. Many colonies in the Americas gained their independence beginning with Peru, Bolivia, Ecuador in 1809 and Mexico in 1810. By the end of the 1830s, Spain was left with Cuba and Puerto Rico in the Caribbean, and the Philippines and several smaller islands in the western Pacific Ocean including Guam, the Marianas, and the Marshall Islands (see map). These remaining colonies were still very valuable for Spain. Cuba provided revenue through cash crops such as tobacco and sugar. The Philippines provided an important port for Spanish ships engaged in the spice trade in Asia. Other Spanish colonies also provided additional ports and produced valuable commodities such as coffee.

During the same period that Spanish control was weakening in the Americas and the Pacific, the United States was expanding its global economic power and domestic territory. The United States expanded through both treaties and wars with Europeans and Native American nations. But the United States consistently looked south as well as west for continued opportunities for influence or expansion. America's first foreign policy directive, the 1823 Monroe Doctrine, warned Europeans that the United States would view any attempts Europeans made to recolonize Latin or South American republics as dangerous to its security and prosperity. In the 1840s and 1850s, during the Manifest Destiny period, the United States made several unsuccessful attempts to annex Caribbean and Central American territories to expand the lucrative

cotton trade, booming from enslaved labor. These included plans to annex Cuba in 1849 and Nicaragua in 1856, both of which ultimately failed.

After the American Civil War, rapid industrialization led the United States to search for foreign markets for international trade. One influential thinker, Alfred T. Mahan, a captain in the U.S. Navy and eventual president of the Naval War College, argued that the United States should establish military bases in the Caribbean, Hawai'i, and the Philippine islands. Under Mahan's plan, these naval bases could protect U.S. merchant ships and grow the economy.

In the last decades of the 1800s, independence movements emerged in Spain's remaining colonies, Cuba and the Philippines. In 1895 a new movement for independence led by José Martí and *El Partido Revolucionario Cubano* (The Cuban Revolutionary Party) declared Cuban independence from Spain. Cuban forces instigated uprisings at several locations on the island. In the Philippines, the secret anti-colonial group known as the *Katipunan* launched the Philippine Revolution in the capital city of Manila in late August 1896. Similar rebellions, on a smaller scale, occurred in other Spanish colonies including Guam and Puerto Rico in the same time period.

In both Cuba and the Philippines, independence movements were determined to expel the Spanish. The Spanish army tried to put down uprisings, often using brutal practices against the native peoples. In Cuba, these actions against civilians included forced resettlement and the public execution of those charged as rebels. Newspapers in the United States covered these events, focusing on Spanish violence against Cubans. Two news publishers in New York, Joseph Pulitzer and William Randolph Hearst, used the war to compete for readers. Their newspapers published examples of Spanish violence and Cuban suffering and sometimes exaggerated the atrocities. This emphasis on sensational stories to compete for readers was known as yellow journalism. These newspapers and others across the country reminded their readers that violence in Cuba posed a security and economic threat to the United States. U.S. presidents Grover Cleveland and William McKinley needed to protect American investments on the island and address the humanitarian crisis, but also not alienate Spain—a long-time American ally.

In both Cuba and the Philippines, independence forces controlled a large section of each nation. The Spanish military was not strong enough ever to regain them. Not only were the Cubans and Filipinos determined to be independent of Spain, they were also wary of the United States. They would not accept exchanging one occupying power for another.

How can this crisis be resolved?

Tensions within the United States were high. Many wanted to go to war against Spain. Some wanted to help Cuba become a free and independent country and some wanted the United States to replace Spain and take control over Cuba and other Spanish colonies in an effort to become a global power. But all agreed that America's commercial investments in these regions—Cuba especially—must be protected.

The United States sent a battleship, the U.S.S. *Maine*, to Havana's harbor to protect United States interests in the Spanish-Cuban conflict. On the night of February 15, 1898, an explosion rocked the ship which eventually sank, killing 252 sailors on board. Whether it was an attack or an accident, no one knew for sure. The American press blamed Spain immediately, and it was clear that war between the United States and Spain was more likely than ever.

While war seems certain and each side hopes it will prevail, what might happen when the war is over is unclear. If Spain loses control of Cuba, will Cuba gain its independence or will the United States try to assert control? What about the Philippines? Will the press in the United States push for a war of liberation or a war of expansion? All parties must work together to negotiate a post war agreement that ensures a lasting peace.

Priorities to be considered by all country groups:

- What would help your country or group? To promote independence? To expand territory?
- Which stakeholder(s) could help you improve your country or group's position?
- What are the costs or risks with each decision?



West Indies c. 1898

Eugenia A. Wheeler Goff, Henry Slade Goff, cartographers, *Goff's Historical Map of the Spanish-American War in the West Indies*, 1899, 33 x 34 cm, (Chicago: Fort Dearborn Publishing Co., 1899), <https://www.loc.gov/item/98687149/>.



World Map of Empires c. 1823

Edward Quin, cartographer, A.D. 1823 *End of the General Peace*, 42 x 34 cm, in *An Historical Atlas, Containing Maps of the World At Twenty-One Different Periods* (London: Seeley and Burnside, 1830), <https://bit.ly/3sUEa2n>.

STAKEHOLDERS



U.S. Department of State



United States Press Corps



Spain



Cuba



The Philippines

Forming Your Strategy

This worksheet will guide you in developing your country's position and strategy. Use it to list your priorities, goals, allies, and negotiation strategies.

Goals

What do you want to accomplish in the negotiations? Who has similar goals to you?

Interests

What are your group's interests moving into negotiations?

Obstacles

Who or what might be standing in the way of your country's goals?

Resources

Who can help you get what you want? What can you offer to motivate others? What negotiation strategies can you use to sway others in your direction?

OPENING STATEMENT

Drafting Your Opening Statement

Your country stakeholder group will deliver a minute-long opening statement at the start of the negotiation. The statement should introduce your team to the others, outline your goals, and offer a sense of what you would like to accomplish in the negotiation.

You do not have to share everything you want, or how you would like to achieve it. It is fine to hold information back, and to keep secrets within your team.

Write the points you would like to make in your opening statement:

Mid-Negotiation Strategy Worksheet

1 What new information did you learn in the first round of negotiations?

2 How does this new information change your group's interests and priorities?

3 What are your re-established or new priorities?

4 What do you need to accomplish in the next round to advance your interests?

1. What did you learn?
2. What skills did you use?
3. What did you learn about diplomacy?
4. What did you learn about the work of diplomats?
5. What was challenging about the negotiation?
6. What was challenging about working within your team?
7. Did the simulation end as you thought it would?
8. Once you learned about how the crisis ultimately resolved, how did that compare to how the group played the simulation?
9. What insights did this experience give you about how diplomacy has shaped history?
10. Would you consider becoming a diplomat after this experience?

Located at the U.S. Department of State in Washington, D.C., the National Museum of American Diplomacy is a public-private partnership between the State Department and the Diplomacy Center Foundation. NMAD's education program connects high school and college students with the world of American diplomacy, increasing their understanding of the skills, practices, and language of diplomats. Through simulations, online resources, and the museum's annual Educator's Workshop, NMAD inspires involvement in foreign affairs and citizen diplomacy.





National Museum of American Diplomacy



@NMADMuseum



@NMADMuseum



@NMADMuseum



NMAD@state.gov



diplomacy.state.gov

The cover image is illustrated by Muller, Luchsinger & Co and located at the Library of Congress, Prints and Photographs Division. It has been edited for use in this publication. Print illustrates the U.S.S. *Maine* blowing up in the harbor at Havana, Cuba. This publication was designed by Tiina Ojala.

Diplomacy Simulations are developed and presented by NMAD as an integral component of the museum's education offerings. This document and all associated materials are intended exclusively for educational use.