



# Field-Test Edition

**Grade 7/8**

## **New York City in American Wars From the Revolution to Vietnam**

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### **A Sample Unit of Study**

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*New York City and the Nation:*  
A School/Community Consortium to Teach American History

**New York City in American Wars**  
**From the Revolution to Vietnam**  
**Grade 7/8**

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# Introduction

**Why History?** History provides an essential foundation for our students to become informed and active participants in our communities. With your guidance, this unit of study will help students gain essential skills and strategies as they immerse themselves in “doing” history. As students learn about how communities change over time, they will gain a deeper understanding of how all communities are both alike and different, and that each one has a uniquely interesting story.

**Why New York City History?** As a major port, one-time capitol, and longtime financial center, New York City lay at the heart of the American Experience for most of U.S. history. Our city’s past provides a privileged vantage point from which to view the course of national events. This unit brings this perspective into the classroom through informed teaching and engaging methodologies that follow New York City and New York State Learning Standards.

**Content of this Unit:** This is a non-chronological unit which examines the role played by New York City in five of America’s wars. In the Revolutionary War, a major battle was fought within the borders of modern-day New York. During the Civil War, the Draft Riots on the east side of Manhattan were a direct result of the federal government conscription policy. The Spanish-American War was driven by propaganda generated by two prominent New York City newspapers. Everyday New Yorkers played a variety of roles in two 20<sup>th</sup> century wars: World War II and the Vietnam War. Many were soldiers and sailors; others built the ships and the munitions that fought the war. Still others opposed the Vietnam War and worked to bring it to an end. Each of these lessons is designed to fit in when the curriculum requires or allows it and may be taught over the course of a year-long study of American History.

**Skills and Strategies Developed:** Our students become young historians as they gather, compile, and analyze information from a variety of sources in preparation for a final project. We have integrated skills and strategies that support literacy, the arts, and technology.

Your students will:

- **examine and interpret primary source documents**
- **develop their writing skills**
- **analyze and interpret maps**
- **integrate creative role play**
- **work collaboratively.**

**How the Unit is Organized:** The curriculum is project-based. We begin with an overarching essential question and some focusing questions. There is a curriculum web as well as suggested lessons and resources to support you as you bring this unit alive in your classroom. The lessons are designed so that you can customize and enrich the teaching points to meet the needs and interests of your students. We hope that this unit will inspire you to work closely with other grade-level teachers, discussing the classroom social studies collections and creating additional lessons to share with one another.

*This unit was developed through participation in “New York City and the Nation: A School/Community Consortium to Teach American History.” “New York City and the Nation” is a partnership of the Gotham Center for New York City History/CUNY, City Lore, Historic House Trust, Henry Street Settlement, New-York Historical Society and Brooklyn Historical Society.*

# **Teacher Background Information:**

## **Studying American History through New York City History**

Throughout American history, New York City has played a pivotal role. One way to deepen students' understanding of the breadth of the nation's history is to focus in on the place they know best: their home, New York City. This unit examines major national conflicts from the Revolutionary War to the Vietnam War, through the lens of the myriad experiences of millions of New Yorkers.

### **Content Areas:**

#### History

- The American Revolution in the Middle Colonies
- Civil and Political Turmoil during the 1860s
- Expansion and the Growth of Empire
- The Home Front during WWII
- Wartime Economy
- Protest and Upheaval: The Vietnam Era

#### Geography

- Historical maps, Revolutionary Era
- Current maps, USA and New York City

#### Economics

- Wartime Economy

#### Culture and Society

- Economic Disparity
- Media Influence
- Role of Women in the Working World
- Youth Culture
- Patriotism and Protest

### **Overview:**

- Students will learn about the Battle of Long Island (Brooklyn) and the retreat of Washington's army. They will understand how New York City became a loyalist stronghold and a haven for the British military.
- Students will learn about the inequities of the Union Army draft. They will learn about the ability of the rich to buy their way out of service, and how this placed the burden of service on the poor and middle class, including immigrants. They will learn how this disparity led to tragedy in a city filled with immigrants.
- Students will learn about the explosion aboard the USS Maine. They will learn of the uncertainty of its cause and how "yellow journalism" and propaganda in New

York propelled the nation into the Spanish-American War.

- Students will learn about the “home front” in World War II--the engagement of civilians in activities designed to help win the war. They will focus particularly on New Yorkers who served as civilian defense coordinators (air raid wardens), workers in munitions plants, etc., and will examine the vital role played by women in the wartime economy. Students will also learn that New York City’s coastal location made it a potential early target for German bombers or infiltrators and, in fact, Nazi spies were captured on Long Island during the war.
- Students will learn about the opposition to the Vietnam War that grew as the war progressed, particularly among draft-age citizens. They will learn about the ability of the wealthy and connected to avoid combat; and that the burden of service often fell to the poor and middle class. They will also learn that blacks often served in numbers that were out of proportion to their place in the population.

## Essential Question

*This is the overarching question for the unit. It includes and goes beyond the content of a unit. Lessons and activities are designed to help bring students closer to this question, though it is likely that it will never be fully answered.*

## To what extent is American history a progression of wars?

<b>Focus Questions</b> <i>These are the guiding questions for the unit. They are designed to address the Essential Question, the specific content of the unit and the NYS Standards. Lessons and activities are designed to help students come to answers to these questions.</i>	<b>Lessons/Activities</b> <i>These are lessons and/or activities designed to address the Essential Question and Focus Questions and build towards the culminating project. There should be 3-5 lessons to address each Focus Question. Title and list each question below.</i>
<b>1</b> Why did New York City become a loyalist city during the Revolution? Why did the fighting move from New England to the middle colonies? Why was Washington forced to retreat from Brooklyn to Manhattan to New Jersey to Pennsylvania?	<ul style="list-style-type: none"><li>• 1 Battle of Long Island</li></ul> <b>Other recommended lessons:</b> <ul style="list-style-type: none"><li>• Battle of Lexington and Concord</li><li>• Battle of Yorktown</li><li>• Valley Forge</li><li>• Battle of Trenton</li><li>• Battle of Gettysburg</li></ul>
<b>2</b> Why did New York City become the site of riots during the Civil War? Why were Irish immigrants the main perpetrators of violence? Why were blacks the main victims of the violence?	<ul style="list-style-type: none"><li>• 2 New York City Draft Riots</li></ul> <b>Other recommended lessons:</b> <ul style="list-style-type: none"><li>• Anti-war activism: Copperheads</li></ul>
<b>3</b> How did newspaper headlines drive the U.S. to engage in the Spanish-American War? Did a desire for expansion elevate an unsolved tragedy into an international incident? Does yellow journalism still drive policy?	<ul style="list-style-type: none"><li>• 3 The Spanish-American War: Yellow Journalism</li></ul> <b>Other recommended lessons:</b> <ul style="list-style-type: none"><li>• Teddy Roosevelt's Rough Riders</li></ul>

<p><b>4</b> How did average New Yorkers help the war effort in the 1940s?</p> <p>How did New York City's location make it strategically important as well as a potential target?</p>	<ul style="list-style-type: none"> <li>• 4 World War II: The Home Front</li> </ul> <p><b>Other recommended lessons:</b></p> <ul style="list-style-type: none"> <li>• Attack on Pearl Harbor</li> <li>• VE Day and VJ Day</li> </ul>
<p><b>5</b> What impact did the Vietnam War have on civilians, particularly New Yorkers?</p> <p>How did New Yorkers react to news from Vietnam?</p> <p>Did New Yorkers tend to support or oppose the war?</p> <p>In what ways did New Yorkers take part?</p>	<ul style="list-style-type: none"> <li>• 5 The Vietnam War: The Home Front</li> </ul> <p><b>Other recommended lessons:</b></p> <ul style="list-style-type: none"> <li>• Gulf of Tonkin incident</li> <li>• Kent State – National Guard shootings</li> <li>• War Powers Act</li> <li>• Fall of Saigon</li> </ul>
<p><b>Culminating Project:</b> Students will work collaboratively in small groups to create an <b>oral presentation</b> on the current Iraq War OR the War on Terror, from the perspective of New Yorkers. Students will <b>compare and contrast</b> the current war with issues surrounding earlier American wars.</p>	

# Culminating Project

*This project, tied to the Essential Question, should be introduced to students at the start of the unit in order to make the goals of the unit explicit. The skills and content of all the lessons and activities in the unit should be scaffolded such that students can successfully complete the project.*

Students will work collaboratively in small groups to create an **oral presentation** on the current Iraq War OR the War on Terror, from the perspective of New Yorkers. Using the knowledge gained in studying New York City in American Wars, the students will **compare and contrast** the current war with issues surrounding earlier American wars. The presentations are designed to address the Essential Question of the unit: **To what extent is American history a progression of wars?**

## 1. Presentations should include the following:

- visuals (slides, video, posters, etc.)
- a written component, 3-5 pages
- primary source documentation
- connections between the current war and at least 3 of the wars studied
- interpretation of some of the major themes of the unit: geography and its effects on war (Battle of Long Island), issues of race and class (Draft Riots), effects of the media (Yellow Journalism), the war effort at home (WW II), war protest (Vietnam War)
- point-of-view analysis from the perspective of New Yorkers (may include oral history)

## 2. Presentations will be judged with a Rubric for:

- rough draft
- attractiveness/design
- content
- cooperative group work
- oral presentation
- bibliography

**Lesson Title:** New York City and The Battle of Brooklyn

**Unit’s Essential Question:** To what extent is American history a progression of wars?

**Focus Questions:** Why did New York City become a loyalist city during the Revolution?  
Why did the fighting move from New England to the middle colonies?  
Why was Washington forced to retreat from Brooklyn to Manhattan to New Jersey to Pennsylvania?

**Skills/Strategies**

- Map reading/analysis

**Primary Sources**

- NYC maps for each student, one from the revolutionary and one from the current era (Colonial and Revolutionary Era maps  
<http://scarlett.libs.uga.edu/darchive/hargrett/maps/maps.html>)

**Mini-Lesson** *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

1. Using an overhead, the teacher will describe the Battle of Brooklyn, the defeat and retreat of the Continental Army.
2. Students will follow along on their own maps.

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

1. Students will make comparisons between their community in 1776 and their community today, and between Brooklyn and Manhattan in 1776 and the boroughs today.
2. Students will compare the roadways of 1776 with today’s roadways. Students will note that there were no bridges in 1776.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

Individual students will report to the class about the comparisons they made. One student will report on Manhattan, one on Brooklyn, and one on the community in which the school is located.

**Homework Suggestion**

Students will answer each of the following questions in paragraph form:

- Describe how the Continental Army lost the Battle of Brooklyn.
- Why was the Continental Army forced to continuously retreat following its defeat in the Battle of Brooklyn?
- Why/How did the fighting move to Brooklyn in the first place?

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

This lesson looks at location and geography and its effect on war. It will provide important background information for an **oral presentation** on the current Iraq War OR the War on Terror, from the perspective of New Yorkers, which will **compare and contrast** the current war with issues surrounding earlier American wars.

**Lesson Title:** The Civil War: New York City Draft Riots

**Unit’s Essential Question:** To what extent is American history a progression of wars?

**Focus Questions:** Why did New York City become the site of riots during the Civil War?  
Why were Irish immigrants the main perpetrators of violence?  
Why were blacks the main victims of the violence?

**Skills/Strategies**

- Interpreting information
- Recognizing different points of view; developing empathy and understanding
- Writing

**Materials, Supplies, and Equipment**

- The Civil War, Director: Ken Burns, Year: 1990
- DVD or video player

**Mini-Lesson** *This may include: Direct instruction (content/skills/research strategy ); shared reading (content/skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

1. The teacher will describe the Enrollment Act of Conscription, and the continuing need of the Union Army for more soldiers. The teacher will also give a quick description of the social setting on Manhattan’s East Side--Irish immigrants and African Americans each living in segregated, poor neighborhoods.
2. Play Draft Riot sequence from Ken Burns’ “The Civil War.”

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

1. Students will be given randomly selected pieces of paper with the identities of fictional characters printed on them. Some of these may include:
  - a 22-year old recent Irish immigrant
  - a black male shopkeeper
  - a 9-year old female resident of a black orphanage
  - a 21-year old wealthy white male
2. Students, writing in the first person, will describe their reaction to the NYC Draft Riots from the perspective of the person on their slip of paper, living in NYC in July of 1863.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

Students will read their writings aloud (as many as time permits). Other students will be permitted to question them.

**Homework Suggestion**

Students will answer the following questions in paragraph form.

- What government policy provoked the NYC draft riots?
- How did the social scene in NYC make it ripe for violence?
- What could have been done to prevent the riots? (Opinion)

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

This lesson looks at how soldiers are enlisted for service, and the issues of race and class involved. It will provide important background information for an **oral presentation** on the current Iraq War OR the War on Terror, from the perspective of New Yorkers, which will **compare and contrast** the current war with issues surrounding earlier American wars.

**Lesson Title:** The Spanish American War: Yellow Journalism

**Unit’s Essential Question:** To what extent is American history a progression of wars?

**Focus Questions:** How did newspaper headlines drive the U.S. to war?  
Did a desire for expansion elevate an unsolved tragedy into an international incident?  
Does yellow journalism still drive policy?

**Skills/Strategies**

- Writing
- Distinguishing fact from opinion
- Interpreting information
- Cooperative group work

**Materials, Supplies, and Equipment**

- Hakim, Joy. A History of US: An Age of Extremes. 1880-1917
- a small piece of oaktag for each student

**Mini-Lesson** *This may include: Direct instruction (content/ skills/research strategy ); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

1. The teacher will give an overview of “yellow journalism.” He/she will describe newspaper accounts of the explosion of the battleship Maine, particularly from the *New York World* and the *Morning Journal*, and how these stirred up support for the Spanish-American war.
2. Students will read about this incident in Chapter 29 of Hakim’s *A History of Us: Book Eight*.

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

1. Students will work in groups to create headlines (and write the first paragraph) of a news story for their own “newspaper” accounts of the explosion aboard the USS Maine. Students will carefully and neatly create the headline in black ink. Headlines should be attention-grabbing but accurate.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

1. Students will present their headlines to the class. Headlines will be collected and graded for accuracy, neatness, and artistic quality.

**Homework Suggestion**

Students will write an opening paragraph or two for the news story connected to the headline they created.

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

This lesson looks at the effects of the media on war. It will provide important background information for an **oral presentation** on the current Iraq War OR the War on Terror, from the perspective of New Yorkers, which will **compare and contrast** the current war with issues surrounding earlier American wars.

**Lesson Title:** World War II: The Home Front

**Unit’s Essential Question:** To what extent is American history a progression of wars?

**Focus Questions:** How did average New Yorkers help the war effort in the 1940s?  
How did New York City’s location make it strategically important as well as a potential target?

**Skills/Strategies**

- Image analysis
- Writing
- Presenting a persuasive argument

**Materials, Supplies, and Equipment**

- Newspaper/magazine ads to display in front of the class
- Markers
- Poster paper

**Mini-Lesson** *This may include: Direct instruction (content/ skills/research strategy ); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

1. Teacher will explain to students about the civilian war effort, the sacrifice it required, and the unity it generated. Students will learn that munitions factories and shops were common in places like Brooklyn. Ordinary citizens worked there building the products that would be used to make war. They will learn that many of the people working there were women, largely because so many men had left to fight the war. They will also learn about the Brooklyn Navy Yard and the fact that many locals worked there retrofitting old ships for service and even building new ones. These ships left Brooklyn to fight the war in the Pacific. Students will learn that many people, including children, took part in the war effort by donating/collecting vital materials, by serving in civilian defense jobs, or simply by purchasing war bonds. And, of course, many people throughout New York City and the nation helped the war effort by joining the actual fight.

2. The teacher will display a variety of advertisements for the class. These will be ads for commercial products, well-known logos, and public service announcements. Students will be asked to look at the ads and think about them.

3. Discussion: Students will be asked to identify each ad and its purpose. They will be asked about the effectiveness of the ads and what emotions (if any) are brought about by each ad.

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

The class will be divided into groups of three. They will be assigned a specific event or category related to WW II and will create a Public Service Announcement on that topic on the poster paper.

Possible Topics:

- Victory Gardens in residential neighborhoods in the boroughs
- rubber/metal drives
- the need to avoid talking about war-time information
- the importance of air raid drills

- war bonds
- enlisting in the Army, Navy, Marines

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

1. Students will display posters to the class. They will explain what they have created. Posters will be collected and graded. They will be displayed on a bulletin board.

**Homework Suggestion**

Students will write a paragraph explaining whether it is good or bad for civilians to be involved in a war effort.

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

This lesson looks at the war effort at home. It will provide important background information for an **oral presentation** on the current Iraq War OR the War on Terror, from the perspective of New Yorkers, which will **compare and contrast** the current war with issues surrounding earlier American wars.

**Lesson Title:** The Vietnam War: The Home Front

**Unit’s Essential Question:** To what extent is American history a progression of wars?

**Focus Questions:** What impact did the war have on civilians, particularly New Yorkers? How did New Yorkers react to news from Vietnam? Did New Yorkers tend to support or oppose the war? In what ways did New Yorkers take part?

**Skills/Strategies**

- Decoding/analyzing images
- Identifying basic assumptions
- Identifying conflicts of values

**Primary Sources**

- photographs: anti-war and pro-war
- CD of war protest songs

**Mini-Lesson** *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

1. Music of the 1960s will be played to show the disparity of views regarding the war. Some possibilities are “Feel Like I’m Fixin’ to Die Rag” (anti-war) and “Ballad of the Green Berets” (pro-military).
2. Students will examine photographs or video of anti-war displays and pro-war counter-displays.

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

Each student will be assigned a character with a specific scenario: age, gender, condition, activity, etc. Students will be assigned these characters randomly and will spend 8-10 minutes writing monologues which pertain to their characters.

Possible scenarios:

- a 20-year-old soldier serving in Vietnam writes about life in the Army to his girlfriend back in the Bronx
- a 45-year-old father from Brooklyn, whose son is fighting in Vietnam, writes a letter to the editor of the *Daily News*
- a 19-year-old anti-war activist from Columbia writes the introduction to a campus speech he will deliver
- an army officer from the Times Square recruitment office writes an advertisement appealing to potential enlistees.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

Students will display posters to the class. They will explain what they have created. Posters will be collected and graded. They will be displayed on a bulletin board.

**Homework Suggestion**

Students will write a paragraph explaining whether it is good or bad for civilians to be involved in a war effort.

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

This lesson looks at differing opinions about war, and particularly at war protest. It will provide important background information for an **oral presentation** on the current Iraq War OR the War on Terror, from the perspective of New Yorkers, which will **compare and contrast** the current war with issues surrounding earlier American wars.

## Resources

<p style="text-align: center;">Teacher Background References</p> <p><i>May include books, articles, museums, and websites</i></p>	<p style="text-align: center;">Student Literature</p> <p><i>May include primary documents, poetry, fiction, nonfiction, songs, etc.</i></p>	<p style="text-align: center;">Classroom Materials</p> <p><i>May include maps, globes, dictionaries, writing and art materials</i></p>	<p style="text-align: center;">Web Sites &amp; Technology Supports</p> <p><i>May include websites, software, and videos</i></p>	<p style="text-align: center;">Field Trips and Excursions</p> <p><i>May include permanent exhibits/collections in museums, historic houses, libraries, neighborhood walks, etc.</i></p>
<p>Burrows, Edwin G. &amp; Wallace, Mike. <u>Gotham. A History of New York City to 1898</u>. New York: Oxford University Press, 1999.</p> <p>Hakim, Joy. <u>A History of US: All the People. 1945-2001</u>. New York: Oxford University Press, 1993.</p> <p>Hakim, Joy. <u>A History of US: An Age of Extremes. 1880-1917</u>. New York: Oxford University Press, 1993.</p> <p>Hakim, Joy. <u>A History of US: Sourcebook and Index</u>. New York: Oxford University Press, 1993.</p> <p>Homberger, Eric. <u>The</u></p>	<p>Colonial and Revolutionary Era maps <a href="http://scarlett.libs.uga.edu/darchive/hargrett/maps/maps.html">http://scarlett.libs.uga.edu/darchive/hargrett/maps/maps.html</a></p> <p><i>The Declaration of Independence</i>, Hakim, Joy. <u>A History of US: Sourcebook and Index</u>. New York: Oxford University Press, 1993.</p> <p><i>The Emancipation Proclamation</i>, Hakim, Joy. <u>A History of US: Sourcebook and Index</u>. New York: Oxford University Press, 1993.</p> <p><u>Vietnam: Songs From a Divided House</u>. Q. Records, 2001.</p>	<p>Poster paper</p> <p>Markers</p>	<p><u>The Civil War: A Film by Ken Burns</u>. PBS Paramount, 1990.</p> <p><u>The Crossing</u>. Directed by Robert Harmon. A&amp;E Home Video, 2000.</p> <p><a href="http://www.nyfreedom.com">www.nyfreedom.com</a></p> <p><a href="http://www.brooklynonline.com">www.brooklynonline.com</a></p> <p><a href="http://en.wikipedia.org">http://en.wikipedia.org</a></p>	<p>Old Stone House <a href="http://www.oldstonehouse.org">www.oldstonehouse.org</a></p> <p>New York Freedom Trail <a href="http://www.nyfreedom.com">www.nyfreedom.com</a></p>

<p><u>Historical Atlas of New York City</u>. New York: Henry Holt &amp; Company, LLC, 1994.</p> <p>Klein, Milton M.,ed. <u>The Empire State. A History of New York</u>. Ithaca: Cornell University Press, 2001.</p> <p>O'Toole, G.J.A. <u>The Spanish War</u>. New York: W.W. Norton &amp; Company, Inc., 1984.</p> <p>The New York Post. <u>The Post New York</u>. New York: The New York Post, 2001.</p>				
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