

America as a World Power



Essential Question

Why did the United States turn to empire in the late 1800s?



About the Photo: Through a combination of economic strength, military might, and aggressive foreign policy, the United States made its presence known in many parts of the world. One such place was Panama, where the United States built the Panama Canal, shown here.

In this module you will learn about how the United States became a world power in the late 1800s and early 1900s.

What You Will Learn ...

- Lesson 1: The United States Gains Overseas Territories 718**
The Big Idea In the last half of the 1800s, the United States joined the race for control of overseas territories.
- Lesson 2: The Spanish-American War 724**
The Big Idea As a result of the Spanish- American War, the United States expanded its reach into new parts of the world.
- Lesson 3: The United States and Latin America 732**
The Big Idea The United States expanded its role in Latin America in the early 1900s with new foreign policy.

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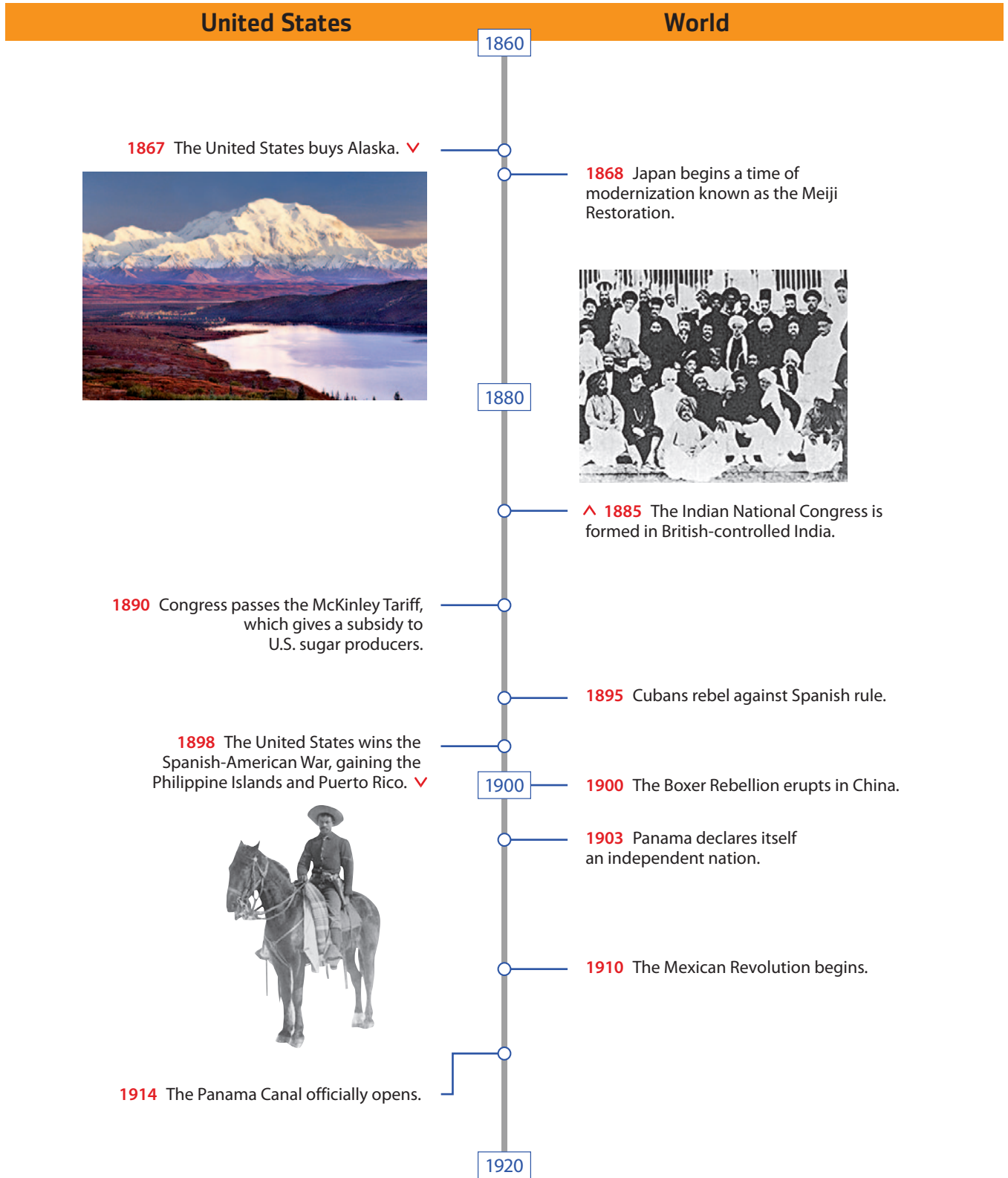
VIDEOS, including...

- Panama Canal Locks
- China: The Boxer Uprising
- The Battle of San Juan Hill
- Theodore Roosevelt: Big Stick Foreign Policies

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Image with Hotspots: Perry Arrives in Japan
- Interactive Map: War in the Caribbean
- Animation: The Panama Canal

Timeline of Events 1860–1920

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Reading Social Studies

THEME FOCUS:

Geography and Politics

In this module you will learn about how the political geography of the United States changed as it acquired overseas territories. You will also read about how national and international politics affected foreign policy and brought new responsibilities to the government of the United States.

READING FOCUS:

Compare Historical Texts

A good way to learn what people in the past thought is to read what they wrote. However, most documents will only tell you one side of the story. By comparing writings by different people, you can learn a great deal about various sides of a historical issue or debate.

Compare Texts When you compare historical texts, you should consider two things: who wrote the documents and what the documents were meant to achieve. To do this, you need to find the writers' main point or points.

Document 1

“We have cherished the policy of noninterference with affairs of foreign governments wisely inaugurated [begun] by Washington, keeping ourselves free from entanglement, either as allies or foes, content to leave undisturbed with them the settlement of their own domestic concerns.”

—President William McKinley,
First Inaugural Address, 1897

Document 2

“Therefore, Mr. President, here is a war with terrible characteristics flagrant [obvious] at our very doors [in Cuba]. We have the power to bring it to an end. I believe that the whole American people would welcome steps in that direction.”

—Senator Henry Cabot Lodge, Speech in
Congress, 1896

Document 1	Document 2
Writer	
President William McKinley	Senator Henry Cabot Lodge
Main Point	
The United States should not involve itself in the affairs of other countries.	The United States should go to war in Cuba.
Both Sides of the Issue	
Americans were torn over the war in Cuba. Some thought the United States should remain uninvolved as it always had. Others thought it was time for a change in foreign policy.	

You Try It!

Read the following passages, both taken from presidential addresses to Congress. As you read, look for the main point each president makes in his address.

Foreign Policy

In treating of our foreign policy and of the attitude that this great Nation should assume in the world at large, it is absolutely necessary to consider the Army and the Navy, and the Congress, through which the thought of the Nation finds its expression, should keep ever vividly in mind the fundamental fact that it is impossible to treat our foreign policy, whether this policy takes shape in the effort to secure justice for others or justice for ourselves, save as conditioned upon the attitude we are willing to take toward our Army, and especially toward our Navy.

—President Theodore Roosevelt,
Message to Congress, 1904

The diplomacy of the present administration has sought to respond to modern ideas of commercial intercourse [involvement]. This policy has been characterized as substituting dollars for bullets. It is one that appeals alike to idealistic humanitarian sentiments [feelings], to the dictates [rules] of sound policy and strategy, and to legitimate [make real] commercial aims.

—President William Howard Taft,
Message to Congress, 1912

After you read the passages, answer the following questions.

1. What was the main point Roosevelt made in his address?
2. What was the main point Taft made in his address?
3. How can a comparison of Roosevelt's and Taft's addresses to Congress help you understand the issues that shaped U.S. foreign policy in the early 1900s?

As you read Module 23, organize your notes to help you point out the similarities and differences among events or policies.

Key Terms and People

Lesson 1

imperialism
isolationism
William H. Seward
Liliuokalani
spheres of influence
Open Door Policy
Boxer Rebellion

Lesson 2

yellow journalism
Teller Amendment
Emilio Aguinaldo
Anti-Imperialist League
Platt Amendment

Lesson 3

Panama Canal
Roosevelt Corollary
dollar diplomacy
Mexican Revolution
John J. Pershing
Francisco "Pancho" Villa

The United States Gains Overseas Territories

The Big Idea

In the last half of the 1800s, the United States joined the race for control of overseas territories.

Main Ideas

- The United States ended its policy of isolationism and began imperial expansion.
- Hawaii became a U.S. territory in 1898.
- The United States sought trade with Japan and China.

Key Terms and People

imperialism

isolationism

William H. Seward

Liliuokalani

spheres of influence

Open Door Policy

Boxer Rebellion

If YOU were there . . .

You are a Hawaiian living on Maui, one of the Hawaiian Islands, in 1890. Your parents work in a sugar mill owned by American planters. Although the mill supplies jobs, you don't trust the sugar planters. They have already made your king sign a treaty that gives them a lot of power in the islands. You are afraid they will take over the government.

What would you do if the planters took over your islands?

End of Isolation

In the 1800s powerful Western nations were busy building naval bases to protect their shipping routes around the world. This was an aspect of **imperialism**—building an empire by founding colonies or conquering other nations. Between 1870 and 1914, Europeans used this foreign policy to extend their colonial empires until they controlled most of Africa and Southeast Asia.

Roots of Imperialism Several forces drove this wave of European imperialism. Countries wanted sources of raw materials—such as copper, rubber, and tin—to fuel industrial growth. Businesspeople wanted new markets for their manufactured goods. And many Europeans saw colonies as a source of power and national pride.

In contrast, the United States followed a limited foreign policy of **isolationism**—avoiding involvement in the affairs of other countries. In 1789 President George Washington had warned Americans “to steer clear of permanent alliances” with other countries. American leaders tried to follow this advice by staying out of overseas conflicts.

By the late 1800s, however, some American leaders believed the United States needed to expand to keep its economy strong. They sought new sources for raw materials and new places to sell goods. To do so, they wanted the United

States to expand beyond North America and establish territories overseas. In 1890 Alfred T. Mahan wrote *The Influence of Sea Power upon History*. In this book he argued that the United States needed a strong navy to protect its economic interests. Such a navy would need overseas bases and coaling stations—places for ships to take on coal for fuel.

Mahan and others argued that it was in the nation’s interest to shift its foreign policy. They supported imperial expansionism. This is a policy of gaining power by taking control of other lands. For the United States this meant acquiring new lands as U.S. territories. Advocates of expansionism claimed that it would increase the nation’s financial prosperity, strengthen the nation’s military, and help spread democratic ideals. In the late 1800s the U.S. foreign policy did indeed shift from isolationism to imperialism.

Seward’s Folly The United States took its first steps in becoming a world power by acquiring Alaska. In 1867 the United States greatly expanded its North American territory. Secretary of State **William H. Seward** arranged the purchase of Alaska from Russia for \$7.2 million. Some people thought Alaska was a frozen wasteland, calling the deal “Seward’s Folly” [foolish act]. But Seward had purchased an area more than twice the size of Texas for two cents an acre. And as he had hoped, Alaska became a source of valuable natural resources such as fur, timber, and minerals. Gold was found in Alaska in the 1890s, bringing miners and settlers to the area.

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U.S. Territories in the Pacific, 1856–1899



Interpret Maps
 Between 1856 and 1898, Alaska and many Pacific islands, including Hawaii, became U.S. territories.

- 1. Location** What U.S. territory was located below the equator?
- 2. Region** In what year did the United States acquire the most territories?

Reading Check
Analyze Why did U.S. leaders end isolationist policies in the late 1800s?

Based on Seward's belief that the United States "must continue to move on westward," the nation also annexed the Midway Islands in 1867. The islands' location about halfway between the U.S. West Coast and Japan made Midway an excellent coaling station for the U.S. Navy.

The United States wanted the island group of Samoa for similar reasons. The United States and Germany agreed to divide Samoa in 1899.

Hawaii Becomes a Territory

Even more appealing than Samoa were the Hawaiian Islands. The islands provided an economic opportunity for the United States and a chance to gain even more world power. Hawaiians first saw Europeans in 1778. Trading and whaling ships in the Pacific soon began stopping in Hawaii. In the early 1800s American missionaries came and attempted to convert Hawaiians to Christianity. Missionaries opened businesses and raised crops, such as sugarcane. Some Americans became rich sugar planters.

By the 1840s most shops and shipyards in Hawaii were owned by Americans. Sugar became a leading export of the Hawaiian economy. An 1875 treaty allowed Hawaiian sugar to be shipped duty-free to the United States. (A duty is a tax on imported items.) This agreement helped the Hawaiian sugar industry prosper.

The American planters used their power to force the Hawaiian king to sign a new constitution in 1887. It became known as the Bayonet Constitution because the king was forced to sign it at gunpoint. The constitution granted more power to the planter-controlled legislature. Many Hawaiians feared the foreigners' increase in power.

In 1891 the king died, and his sister, **Liliuokalani** (li-LEE-uh-woh-kuh-LAHN-ee), became queen. She proposed a new constitution that would return power to the monarchy. American planters in Hawaii saw these plans as threats to their political and economic interests. The planters

BIOGRAPHY

Liliuokalani 1838–1917

Born in Honolulu, Queen Liliuokalani was the first and only queen of Hawaii. She was a defender of Hawaiian traditions and territory. Even after being driven from power in 1893, she continued speaking out on behalf of native-born Hawaiians. In 1897 she traveled to Washington, DC. She met with President Grover Cleveland to argue against the annexation of Hawaii by the United States. Today her reign is a proud reminder of the islands' history as an independent nation.

Draw Conclusions

Why do you think Liliuokalani was a symbol of Hawaiian pride?



Reading Check
Identify Cause and Effect Why did American planters in Hawaii stage a revolt?

revolted. John L. Stevens, U.S. minister to Hawaii, called 150 marines ashore to support the revolt. It succeeded without a battle. The planters formed a new government. They asked the U.S. government to annex Hawaii to become part of the United States.

U.S. leaders already understood the value of the islands. It was in their interest to gain control. In 1887 they had negotiated with Hawaii's king to allow a U.S. base at Pearl Harbor. It was one of the best natural harbors in the eastern Pacific. The base became an important refueling station for American merchant and military ships bound for Asia. This helped the United States continue to gain world political power.

Congress voted to annex the Hawaiian Islands in 1898. Hawaii officially changed from an independent country to an American territory. As a territory, Hawaii would fall under the control of the United States.

With American territory now stretching between two oceans, America was well placed to extend its influence in the Pacific. Through purchase and annexation, the nation began expanding beyond its shores and becoming a world power.

United States Seeks Trade with Japan and China

Economic interest also drew the United States to Japan and China. The United States wanted to open and secure trade markets in both of these Asian countries.

Opening Trade with Japan By the mid-1800s European powers had formed strong trade ties with most East Asian countries. However, the island nation of Japan had isolated itself from the rest of the world for hundreds of years.

The United States wanted to open up trade with Japan before Europeans arrived. President Millard Fillmore sent Commodore Matthew Perry to Japan to secure “friendship, commerce, [and] a supply of coal and provisions.” Perry attempted a peaceful alliance in 1853 to influence economic change, but he was not successful.

Perry returned to Japan in 1854 with seven warships. He gave Japanese leaders gifts and tried to show some of the benefits that Japanese-American trade would have. For instance, Perry presented them with a telegraph transmitter and a model train. This effort—and the presence of U.S. naval power—persuaded Japanese officials to open trade with the United States. The two countries signed a trade agreement in 1858.

Some Japanese leaders welcomed trade with the United States. In 1868 people who favored the industrialization **process** came to power in Japan. This began a 40-year period of modernization. By the 1890s Japan was becoming a major imperial power. It defeated China in the Sino-Japanese War from 1894 to 1895. As a result, Japan gained new territory and enjoyed the same trading privileges in China as European countries. In 1904 Japan attacked Russian forces stationed in China. President Theodore Roosevelt helped to negotiate a peace treaty to end the Russo-

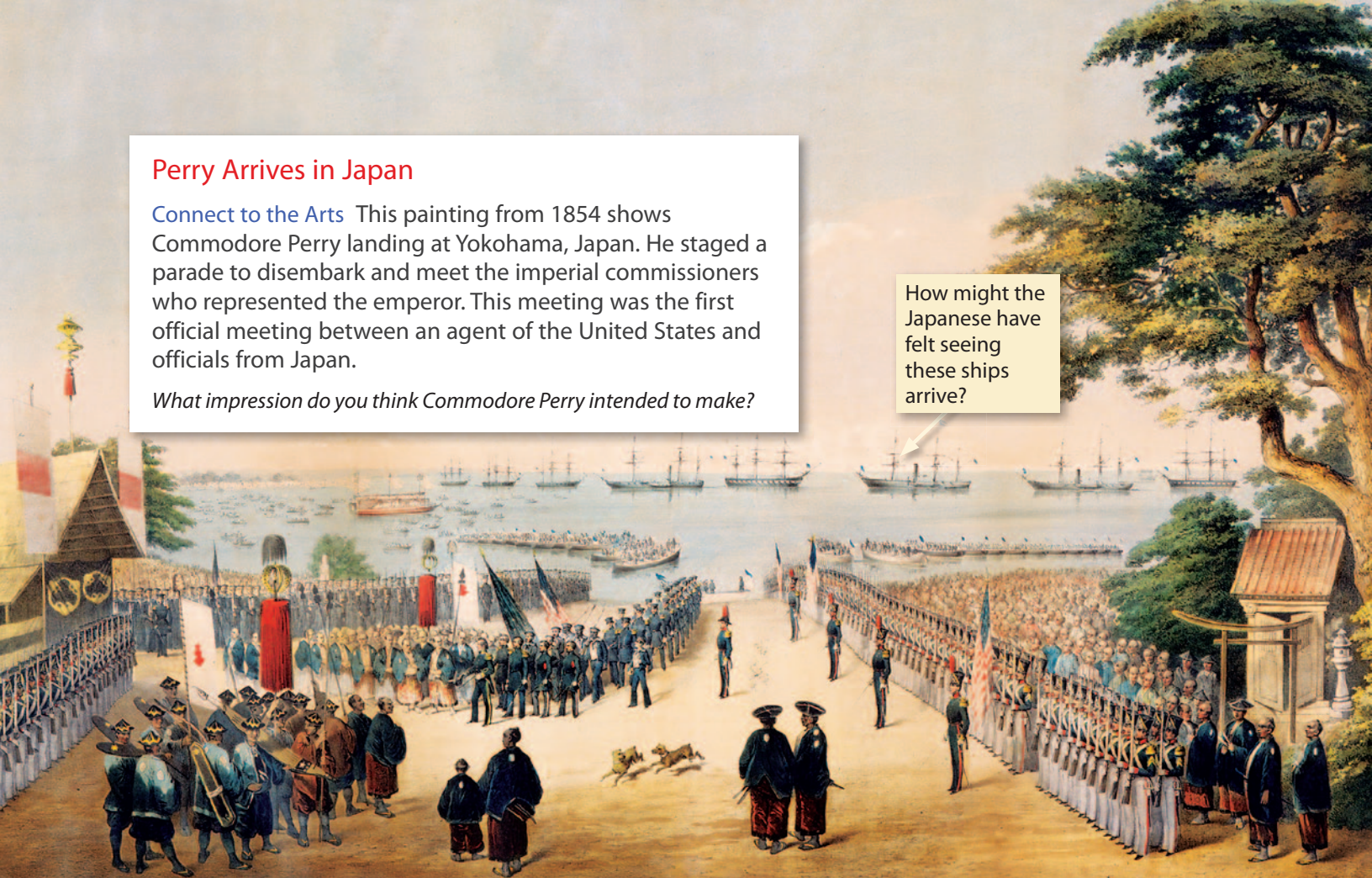
Academic Vocabulary
process a series of steps by which a task is accomplished

Perry Arrives in Japan

Connect to the Arts This painting from 1854 shows Commodore Perry landing at Yokohama, Japan. He staged a parade to disembark and meet the imperial commissioners who represented the emperor. This meeting was the first official meeting between an agent of the United States and officials from Japan.

What impression do you think Commodore Perry intended to make?

How might the Japanese have felt seeing these ships arrive?



Japanese War a year later. Japan gained control of Korea, a lease on Port Arthur in China, and other rights. Japan had become a world power.

Foreign Powers in China After Japan defeated China, other countries took advantage of China's weakness. They did this by seizing **spheres of influence**—areas where foreign nations claimed special rights and economic privileges. Germany, Great Britain, France, Japan, and Russia all took control of areas within China.

Some U.S. leaders feared that the United States would be closed out of Chinese markets and resources. To promote its national interests, the United States took action. In 1899 Secretary of State John Hay sent notes to Japan and many European countries announcing the **Open Door Policy**. This policy stated that all nations should have equal access to trade in China. The policy was neither rejected nor accepted by European powers and Japan, but it made U.S. intentions clear.

As a result, many Chinese resented the power and control held by foreign nations. This hostility sparked the **Boxer Rebellion**. The Boxers were Chinese nationalists who were angered by foreign involvement in China. In their language, the group was called the Fists of Righteous Harmony. Westerners called them Boxers because they used a clenched fist as their symbol. Although officially denounced, they were secretly supported by the Chinese government.

In June 1900 the Boxers took to the streets of Beijing, China's capital. They laid siege to the walled settlement where foreigners lived. They killed more than 200 people.

The siege continued for two months. Foreign military forces, including United States Marines, fought their way from the port of Tianjin to Beijing. There they invaded the Forbidden City, the imperial palace complex. The Boxers were soon defeated. China was forced to make a cash payment of \$333 million to foreign governments, \$25 million of which went to the United States.

Secretary of State Hay then sent another Open Door note to Japan and the European nations. The Open Door Policy remained in effect until World War II again closed China's borders to foreign influence.



Foreign forces engage Chinese nationalists in battle at Tianjin, China, in this illustration of China's Boxer Rebellion.

Reading Check
Identify Cause and Effect What factors led to the Boxer Rebellion, and what was the result?

Summary and Preview The United States greatly expanded its territory and influence in the Pacific. In the next lesson you will learn about the causes and effects of the Spanish-American War.

Lesson 1 Assessment

Review Ideas, Terms, and People

- a. Describe** What policy had the United States followed regarding other countries before the late 1800s?

b. Analyze Why did the United States expand to Alaska and to islands in the Pacific?

c. Evaluate Why did the United States change its foreign policy from one of isolationism to imperialism?
- a. Sequence** What events led to Hawaii's annexation as a U.S. territory?

b. Elaborate Explain why the planters revolted against Queen Liliuokalani.

c. Compare and Contrast In what way did Hawaii change when it became a territory of the United States?
- a. Describe** What was the purpose of the Open Door Policy?

b. Contrast How was the U.S. experience establishing trade with China different from U.S. attempts to open trade with Japan?

c. Evaluate Do you think Japan made the right decision in agreeing to open trade with the United States? Explain your answer.

Critical Thinking

- Generalize** In this lesson you learned about the areas or trade rights gained by the United States. Create a chart similar to the one below and identify the benefits of these areas and trade rights. Describe how these helped the United States become a world power.

American Expansion	
Areas or Trade Rights Gained	Benefits for United States

The Spanish-American War

The Big Idea

As a result of the Spanish-American War, the United States expanded its reach into new parts of the world.

Main Ideas

- In 1898 the United States went to war with Spain in the Spanish-American War.
- The United States gained territories in the Caribbean and Pacific.

Key Terms and People

yellow journalism
Teller Amendment
Emilio Aguinaldo
Anti-Imperialist League
Platt Amendment

If YOU were there . . .

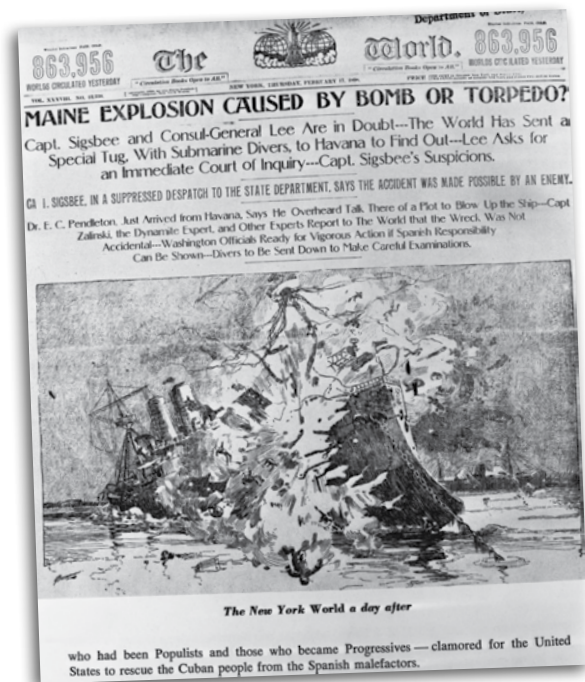
You live in New York City in 1898. Newspaper headlines are screaming about the start of war in Cuba. You hear that Theodore Roosevelt wants volunteers for a cavalry troop called the Rough Riders. You know how to ride a horse, and you've admired Roosevelt ever since he was New York's police commissioner. You know it will be dangerous, but it also sounds like a great adventure.

Would you join the Rough Riders? Why?

War with Spain

You read earlier that newspaper publishers Joseph Pulitzer and William Randolph Hearst were in a fierce competition for readers. In the late 1890s their newspapers published stories from Cuba, where Cuban rebels were fighting for independence from Spain. To attract readers, Pulitzer and Hearst printed sensational, often exaggerated, news stories. This technique is called **yellow journalism**. Vivid stories about Spanish brutality in Cuba convinced many Americans that the U.S. military should support the Cuban rebels.

Newspapers such as this one used yellow journalism to encourage Americans to seek war with Spain.



Despite growing support for military action in Cuba, President Grover Cleveland was opposed to U.S. involvement. In 1896 William McKinley, a supporter of Cuban independence, was elected president. At first, he was against war, but American public opinion forced him to take action. Several events soon led to war.

In February 1898, Hearst's newspaper published a letter written by the Spanish minister to the United States, Enrique Dupuy de Lôme. In it, de Lôme called McKinley "weak and a bidder for the admiration of the crowd." Many Americans were outraged.

In January 1898, even before de Lôme's letter became public, the United States sent the battleship USS *Maine* to Havana Harbor. Riots had broken out in Havana, the Cuban capital. The *Maine*'s mission was to protect U.S. citizens and economic interests in Cuba from the violence. On February 15 the *Maine* exploded and sank, with a loss of 266 men. Although the cause of the explosion was unclear, the American press immediately blamed Spain. "Remember the *Maine*!" became a rallying cry for angry Americans.

President McKinley requested \$50 million to prepare for war. Congress approved the money. Although Cuba was not a U.S. territory, Congress issued a resolution on April 20 declaring Cuba independent and demanding that Spain leave the island within three days. Attached to the resolution was the **Teller Amendment**, which stated that the United States had no interest in taking control of Cuba. In response to the resolution, Spain declared war on the United States. The next day, Congress passed, and McKinley signed, a declaration of war against Spain.



"Remember the *Maine*!"

Most of the men aboard the USS *Maine* were sleeping when a terrible explosion demolished the forward third of the ship at 9:40 p.m. on February 15, 1898. The rest of the ship sank quickly. Some 266 men were killed.

How do you think such images of the Maine might have affected Americans?

War in the Philippines While attention was focused on Cuba, the U.S. Navy won a quick victory nearly halfway around the world in the Philippines, a Spanish colony in the Pacific. Filipinos, like Cubans, were rebelling against Spanish rule.

As soon as the Spanish-American War began, American commodore George Dewey raced to the Philippines with four large warships and two small gunboats. On May 1, ignoring reports that mines beneath the water barred his way, Dewey sailed into Manila Bay and destroyed the Spanish Pacific fleet stationed there. Dewey's forces sank or captured ten ships. The Spanish lost 381 lives, but none of Dewey's men were killed.

Dewey had defeated the Spanish, but he did not have enough troops to occupy and secure the Philippines. Troops eventually arrived, and on August 13, U.S. troops and Filipino rebels led by **Emilio Aguinaldo** (ahg-ee-NAHL-doh) took control of the Philippine capital, Manila.

War in the Caribbean In contrast to the navy, the U.S. Army was unprepared for war. At the start of the Spanish-American War, the entire U.S. Army had only 28,000 soldiers. New volunteers raised that figure to more than 280,000 within months. The army did not have enough rifles or bullets for these soldiers. It did not even have appropriate clothing for the troops. Many soldiers received warm woolen uniforms even though Cuba had a warm, tropical climate.

The soldiers faced harsh living conditions in Cuba. They ate canned meat that one general called "embalmed beef." Many were stricken with yellow fever and other deadly diseases. More than 2,000 Americans died from diseases they contracted in Cuba. Fewer than 400 were killed in battle.

BIOGRAPHY

Theodore Roosevelt 1858–1919

Theodore Roosevelt was born into a wealthy family in New York City. As a young man, following the tragic deaths of his mother and wife, Roosevelt set out for a new life in the Dakota Territory. For two years he lived as a cattle rancher and cowboy. In 1886 he returned to New York to pursue politics.

In 1898 Roosevelt became a national hero for leading the Rough Riders in the Spanish-American War. Soon after, he was elected governor of New York. In 1901, while Roosevelt was serving as vice president, President McKinley was assassinated. At age 42, Roosevelt was the youngest man in U.S. history to assume the presidency. As president, Roosevelt fought for progressive reforms and set aside millions of

acres as national parks and forests. Roosevelt's aggressive foreign policy expanded American power in the world.

Draw Conclusions

What characteristics made Theodore Roosevelt a successful leader?



The most colorful group of U.S. soldiers was the 1st Volunteer Cavalry, nicknamed the Rough Riders. Second in command of this group was Lieutenant Colonel Theodore Roosevelt. Roosevelt had organized the Rough Riders to fight in Cuba. Volunteers included Native Americans, college athletes, cowboys, miners, and ranchers. Newspaper stories of their heroism earned the Rough Riders Americans' admiration. Four privates of the African American 10th Cavalry, who served with the Rough Riders, received the Congressional Medal of Honor.

Landing on June 22, 1898, the U.S. troops captured the hills around the main Spanish forces at Santiago. At the village of El Caney on July 1, some 7,000 U.S. soldiers, aided by Cuban rebels, overwhelmed about 600 Spanish defenders.

The main U.S. force then attacked and captured San Juan Hill. The Rough Riders and the African American 9th and 10th cavalries captured nearby Kettle Hill. The many accounts of the battle became popular with the American public back home. A journalist on the scene described the soldiers' charge:

“It was a miracle of self-sacrifice, a triumph of bulldog courage. . . . The fire of the Spanish riflemen . . . doubled and trebled [tripled] in fierceness, the crests of the hills crackled and burst in amazed roars and rippled with waves of tiny flame. But the blue line [of United States soldiers] crept steadily up and on.”

—Richard Harding Davis, quoted in *The American Reader*, edited by Paul M. Angle

On July 3 the commander of the Spanish fleet decided to try breaking through the U.S. blockade. Though every Spanish ship was destroyed in the battle, American forces suffered only two casualties. Santiago surrendered two weeks later. President McKinley began peace negotiations with Spain, which was assured of defeat. A few days later, U.S. troops invaded Spanish-held Puerto Rico, which surrendered with little resistance. Spain signed a cease-fire agreement on August 12, 1898.

Reading Check

Compare How was fighting in the Pacific and the Caribbean similar?

United States Gains Territories

Although Americans had declared war to secure Cuba's independence, U.S. leaders began demanding that Spain also give up other colonies. As a result of the Spanish-American War, the peace treaty placed Cuba, Guam, Puerto Rico, and the Philippines under U.S. control. The United States was developing as a strong world political power.

In reaction, some Americans formed the **Anti-Imperialist League**. This group opposed the treaty and the creation of an American colonial empire. They argued that the treaty threatened democracy because it denied self-government to the people living in the newly acquired territories. The Senate approved the peace treaty by a vote of 57 to 27—just one vote more than the two-thirds majority needed to ratify treaties.

Cuba The Teller Amendment had declared that the United States would not annex Cuba and it would have independence. However, McKinley wanted to create stability and increase U.S. economic activity there. He set

War in the Caribbean



The Battle of San Juan Hill, shown in this painting, became a symbol of American courage in the Spanish-American War.

Interpret Maps

1. Location What is significant about the location of the U.S. naval blockade?

up a military government—a government controlled by the U.S. military. He appointed Leonard Wood, who had commanded the Rough Riders during the war, as governor. Wood quickly began building schools and a sanitation system.

Even with the new sanitation system, disease remained a major problem. Dr. Walter Reed, head of the army's Yellow Fever Commission, was sent to Cuba in 1900 to help fight the disease. He and his volunteers conducted experiments, including allowing themselves to be bitten by infected insects. They soon proved that yellow fever was transmitted by mosquitoes. Getting rid of the standing water where mosquitoes lived helped health officials to control the disease.

Governor Wood also oversaw the writing of a Cuban constitution. The document included the **Platt Amendment**. This amendment limited Cuba's right to make treaties and allowed the United States to intervene in Cuban affairs. It also required Cuba to sell or lease land to the United States. Cuban leaders compared the Platt Amendment to "handing over the keys to our house so that they [the Americans] can enter it at any time, whenever the desire seizes them." The Cubans reluctantly accepted the amendment, and U.S. troops withdrew. The amendment remained in force until 1934. The U.S. government stayed actively involved in Cuban affairs until the late 1950s.

Puerto Rico Like Cubans, Puerto Ricans had hoped for independence after the war. Instead, the U.S. government made the island an American territory. The United States set up a government and appointed top officials. Puerto Ricans were allowed little say in their own affairs. On April 12, 1900, the Foraker Act established a civil government in Puerto Rico. It was headed by a governor and included a two-house legislature.



This 1901 illustration shows the capture of Filipino rebel leader, Emilio Aguinaldo.

A debate over the new territory soon arose. People who lived in Puerto Rico were considered citizens of the island but not of the United States. In 1917 the Jones Act gave Puerto Ricans U.S. citizenship and made Puerto Rico a self-governing territory. This act allowed Puerto Ricans to elect both houses of the legislature. However, another 30 years passed before Puerto Ricans could elect their own governor. Today the island has its own constitution and elected officials. However, it remains associated with the United States as a commonwealth under U.S. control.

The Philippines Spain had surrendered the Philippines in return for a \$20 million payment from the United States. Americans agreed with President McKinley, who said that the United States would benefit from the islands' naval and commercial value. He also said that annexing the islands would keep Europeans from seizing them.

Filipino rebels, however, had expected to gain independence after the war. They had helped U.S. forces to capture Manila. When the United States decided instead to keep the islands, war broke out. Rebels led by Emilio Aguinaldo started a guerrilla war against the American forces. More than 4,200 U.S. soldiers and hundreds of thousands of Filipinos died before the conflict ended in 1902.

That same year, Congress passed the Philippine Government Act. It provided that an appointed governor and a two-house legislature would rule the Philippines. In 1946 the United States granted full independence to the Philippines.

Summary and Preview The United States fought a war with Spain and gained new territories in the Pacific and Caribbean regions. In the next lesson you will learn about U.S. interests in Latin America.

Reading Check

Summarize What areas did the United States control as a result of the war?

Lesson 2 Assessment

Review Ideas, Terms, and People

1. **a. Recall** What was the cause of the conflict between Cuba and Spain?
- b. Analyze** How did yellow journalism affect public support for U.S. military action in Cuba?
- c. Elaborate** In what way did the sinking of the USS *Maine* help cause the Spanish-American War?
2. **a. Identify** What territories did the United States gain as a result of the war?
- b. Analyze** Why did some Americans oppose the annexation of the Philippines?
- c. Elaborate** Explain how the Spanish-American War affected the relations between the United States and other countries.

Critical Thinking

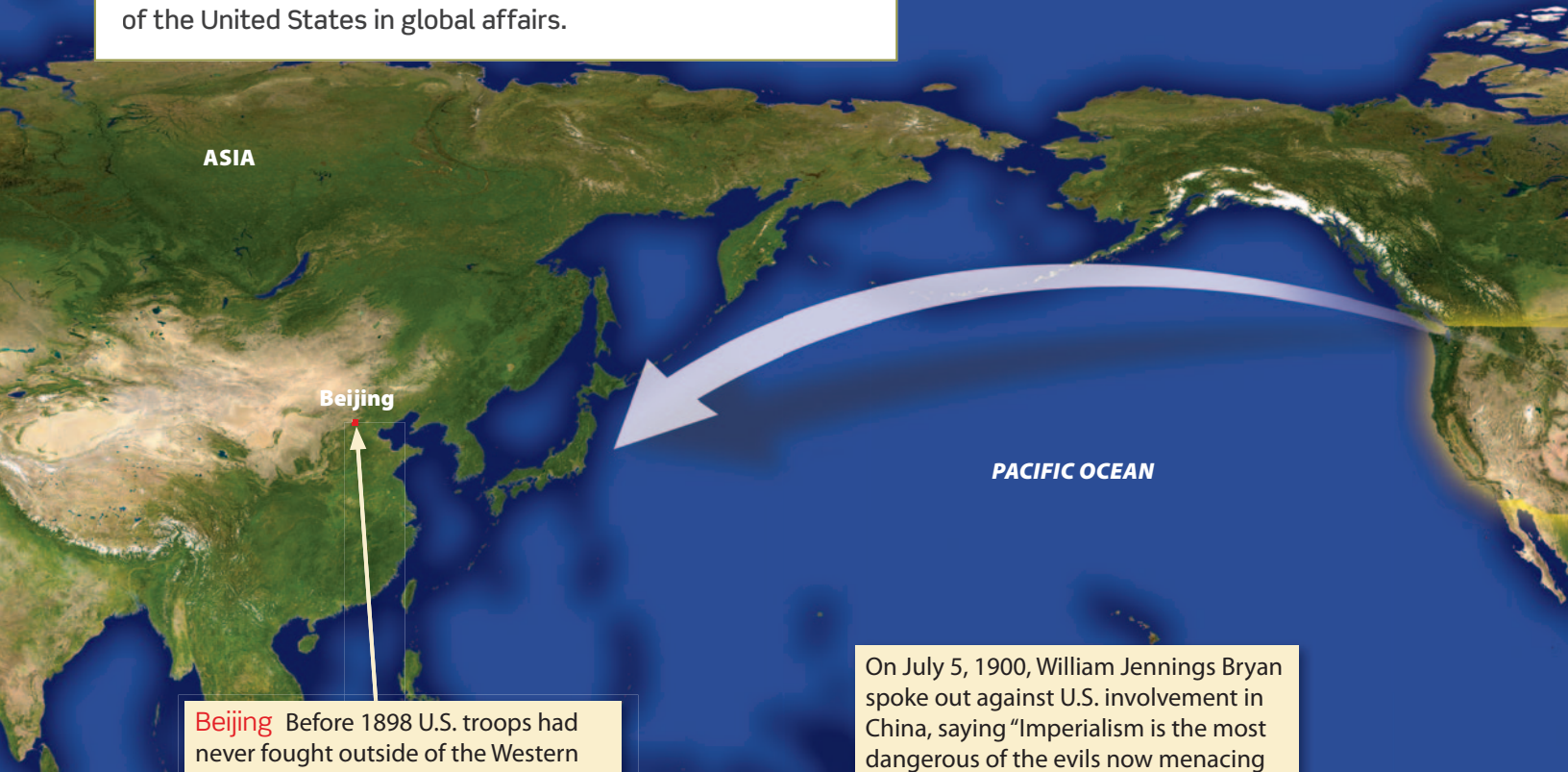
3. **Categorize** Review your notes on the results of the Spanish-American War. Then copy the graphic organizer shown below. Use your notes to identify arguments for and against taking control of foreign territories.

Arguments against Imperialism	vs.	Arguments for Imperialism

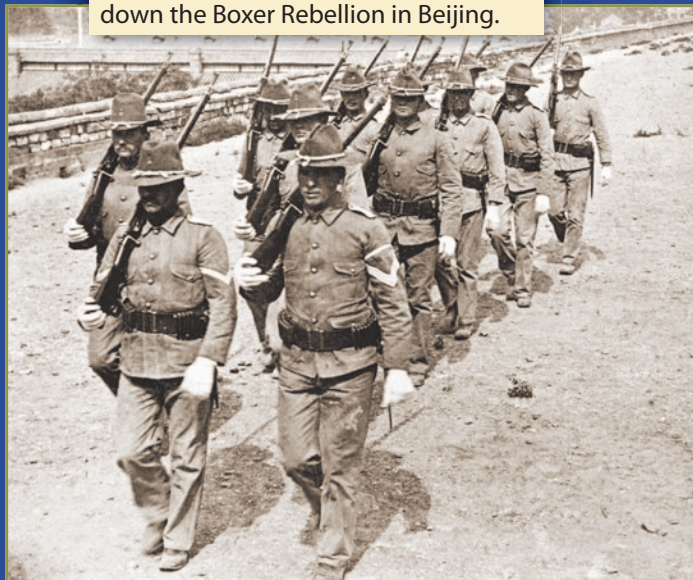
History and Geography

America's Global Influence by 1900

By 1900 most of the current boundaries of the United States had been established. But the world had become a much smaller place. American inventions were spreading, changing daily life in countries around the world. In addition, U.S. troops stationed in China were displaying the increasing importance of the United States in global affairs.

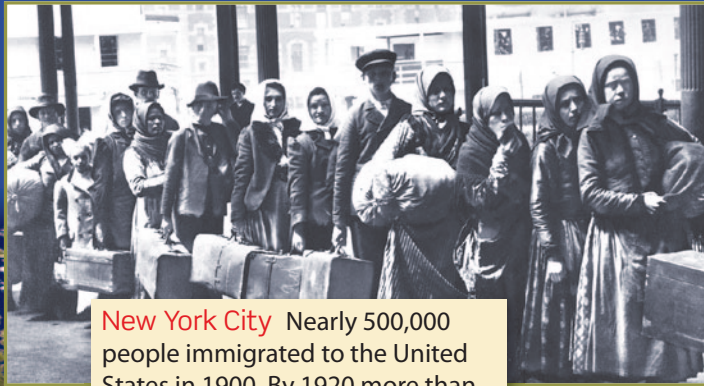


Beijing Before 1898 U.S. troops had never fought outside of the Western Hemisphere. But in 1900, U.S. troops joined an international force to put down the Boxer Rebellion in Beijing.



On July 5, 1900, William Jennings Bryan spoke out against U.S. involvement in China, saying "Imperialism is the most dangerous of the evils now menacing [threatening] our country."

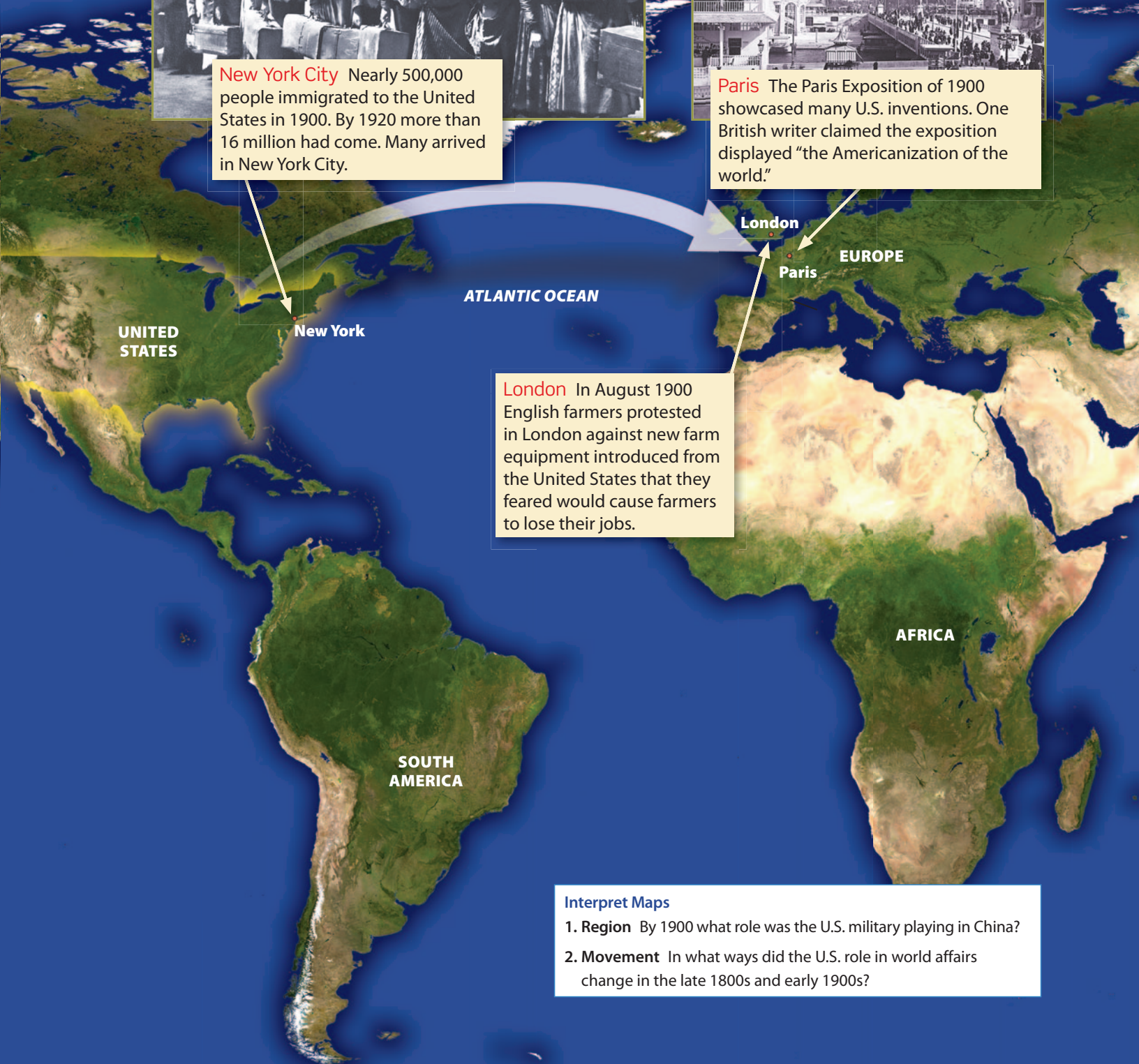




New York City Nearly 500,000 people immigrated to the United States in 1900. By 1920 more than 16 million had come. Many arrived in New York City.



Paris The Paris Exposition of 1900 showcased many U.S. inventions. One British writer claimed the exposition displayed "the Americanization of the world."



London In August 1900 English farmers protested in London against new farm equipment introduced from the United States that they feared would cause farmers to lose their jobs.

Interpret Maps
1. **Region** By 1900 what role was the U.S. military playing in China?
2. **Movement** In what ways did the U.S. role in world affairs change in the late 1800s and early 1900s?

The United States and Latin America

The Big Idea

The United States expanded its role in Latin America in the early 1900s with new foreign policy.

Main Ideas

- The United States built the Panama Canal in the early 1900s.
- Theodore Roosevelt changed U.S. foreign policy toward Latin America.
- Presidents Taft and Wilson promoted U.S. interests in Latin America.

Key Terms and People

Panama Canal
Roosevelt Corollary
dollar diplomacy
Mexican Revolution
John J. Pershing
Francisco “Pancho” Villa

If YOU were there . . .

You are an engineer, and you’ve been working on the Panama Canal for almost eight years. Your work crews used huge steam shovels to slice through a ridge of mountains and built a large artificial lake. You planned a system to move ships through different water levels. Now your work is done. You can watch massive ships travel from the Atlantic to the Pacific.

Which part of the work on the canal was the most challenging?

Building the Panama Canal

A canal across the narrow neck of Central America would link the Atlantic and Pacific oceans and cut some 8,000 miles off the voyage by ship from the West to the East coasts of the United States. It would also allow the U.S. Navy to link its Atlantic and Pacific naval fleets quickly.

Revolution in Panama No one was a stronger supporter of a Central American canal than President Theodore Roosevelt. He knew it made good economic and political sense to build the canal. It would reduce travel time for commercial and military transport. The Spanish-American War, fought in both oceans, also made clear the need for such a shortcut.

Roosevelt knew that the best spot for the canal was the Isthmus of Panama. At the time, this area was part of the nation of Colombia. Roosevelt was unable to convince the Colombian senate to lease a strip of land across Panama to the United States.

Roosevelt considered other ways to gain control of the land. He learned that Panamanian revolutionaries were planning a revolt against Colombia. On November 2, 1903, a U.S. warship arrived outside Colón, Panama. The next day the revolt began. Blocked by the U.S. warship, Colombian

forces could not reach Panama to stop the rebellion. Panama declared itself an independent country. The United States then recognized the new nation.

The new government of Panama supported the idea of a canal across its land. The United States agreed to pay Panama \$10 million plus \$250,000 a year for a 99-year lease on a ten-mile-wide strip of land across the isthmus.

Building the Canal Canal construction began in 1904. Building the canal was a huge challenge. The first obstacle to overcome was tropical disease. The canal route ran through 51 miles of forests and swamps filled with mosquitoes, many of which carried the deadly diseases malaria and yellow fever.

Dr. William C. Gorgas, who had helped Dr. Walter Reed stamp out yellow fever in Cuba, organized a successful effort to rid the canal route of disease-carrying mosquitoes. If Gorgas had not been successful, the canal's construction would have taken much longer. It also would have cost much more in terms of both lives and money.

Even with the reduced risk of disease, the work was very dangerous. Most of the canal had to be blasted out of solid rock with explosives. Workers used dozens of steam shovels to cut a narrow, eight-mile-long channel through the mountains of central Panama. Sometimes workers died when their shovels struck explosive charges. "The flesh of men flew in the air like birds every day," recalled one worker from the West Indies.

More than 44,000 workers, including many black West Indians, labored on the canal. Some 6,000 lives were lost during the American construction of the **Panama Canal**. It was finally opened to ships on August 15, 1914, linking the Atlantic and Pacific oceans. An opening ceremony was held the next year. It had taken ten years to complete, and the cost was \$375 million. It was probably the most expensive construction project in the world at that time. In the end, however, the world had its "highway between the oceans." Building the canal also began to change the relationship between the United States and Latin American nations.

Reading Check

Draw Conclusions
Why did building the canal cost so many lives?

The massive Gatun Locks, shown here under construction in 1914, raise ships 85 feet onto Gatun Lake, an inland waterway on the Panama Canal.

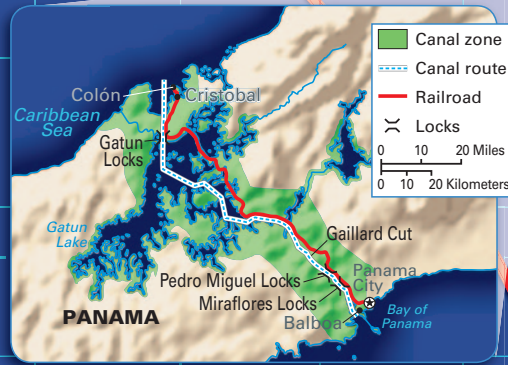


The Panama Canal



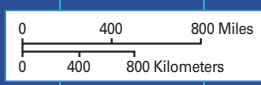
Increasing Exports The Panama Canal did not just increase trade between the East and West coasts of the United States. By shortening the trip from many U.S. ports to other parts of the world, the canal also led to increased exports of agricultural and manufactured goods. It helped the U.S. economy continue to grow.

By how many miles did the Panama Canal shorten the shipping distance between New York City and San Francisco?



Interpret Maps

- Place** Why was Panama chosen as the site for a canal?
- Movement** How many locks did ships have to travel through from Balboa to Colón?



U.S. Policy Toward Latin America

As president, Theodore Roosevelt actively pursued progressive reforms at home. He also believed the United States should play a more active role in the Western Hemisphere. In 1900 Roosevelt said, “I have always been fond of the West African proverb: ‘Speak softly and carry a big stick; you will go far.’” Roosevelt wanted everyone to know he would use a “big stick”—meaning U.S. military force—to protect economic and strategic interests of the United States in Latin America.

Roosevelt’s foreign policy was a change from the policies of previous presidents. In the 1823 Monroe Doctrine, President James Monroe had warned European nations not to interfere in the Western Hemisphere. And, while the Monroe Doctrine became a major principle of U.S. foreign policy, the United States did not have the military strength to enforce it. By the time of Roosevelt’s presidency, this situation was changing. The United States was growing stronger and expanding its influence as a world power.

How should the United States use its new power in Latin America? This question came up often in the early 1900s. In the late 1800s Europeans and Americans had invested large sums of money in Latin America. Much of this investment had come in the form of bank loans. Venezuela, for example, fell deeply in debt to British and German lenders. In 1902 Venezuela refused to repay these debts. A similar situation arose in the Caribbean nation of the Dominican Republic in 1904. European powers prepared to use military force to collect the debts.

Roosevelt insisted the countries repay their debts. But he did not want to allow Europeans to intervene in Latin America. The presence of

Historical Source

Roosevelt’s Imperialism

Theodore Roosevelt’s foreign policy is shown visually in this cartoon. Roosevelt is the giant leading a group of ships that represent debt collection. The U.S. president is patrolling the Caribbean Sea and Latin American countries, trying to enforce the payment of debts to European countries.

Analyze Historical Sources

What is the cartoonist trying to tell viewers about the Roosevelt Corollary?



What do you think this stick represents?

Why are these vessels warships?

European forces there would violate the Monroe Doctrine and threaten U.S. power in the region.

Roosevelt knew that U.S. officials would have to force debtor nations to repay their loans in order to keep European nations from directly intervening in Latin America. In December 1904 he announced what became known as the **Roosevelt Corollary** to the Monroe Doctrine. This addition warned that in cases of “wrongdoing” by Latin American countries, the United States might exercise “international police power.” The Roosevelt Corollary expanded the Monroe Doctrine and increased United States involvement in the affairs of Latin America.

The Roosevelt Corollary asserted a new **role** for the United States as an “international police power” in the Western Hemisphere. Roosevelt actively enforced the corollary throughout the rest of his presidency. This led to great resentment from Latin American countries.

Academic Vocabulary
role assigned behavior

Reading Check
Find Main Ideas
Why did Roosevelt announce the Roosevelt Corollary?

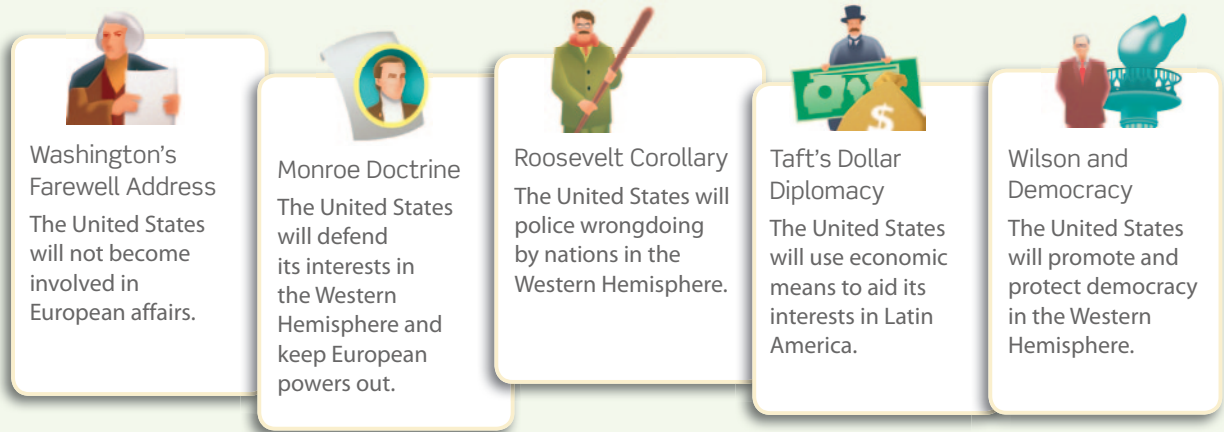
▶ Explore ONLINE!

The United States in Latin America



U.S. Foreign Policy

Departing from the example set by the nation's first president, George Washington, future presidents increased U.S. involvement around the world, particularly in Latin America.



U.S. Interests in Latin America

William Howard Taft, who became president in 1909, also acted to protect U.S. economic interests in Latin America. Taft used a foreign policy called **dollar diplomacy**—influencing governments through economic, not military, intervention.

President Taft described dollar diplomacy as “substituting dollars for bullets. It is . . . directed to the increase of American trade.” He wanted to encourage stability and keep Europeans out of Latin America by expanding U.S. business interests there.

For example, in 1911 Nicaragua failed to repay a loan from British investors. American bankers lent Nicaragua \$1.5 billion in return for control of the National Bank of Nicaragua and the government-owned railway. When local anger over this deal led to revolt in Nicaragua, Taft sent U.S. Marines to protect American interests.

When President Woodrow Wilson took office in 1913, he rejected Taft's dollar diplomacy. He believed the United States had a moral obligation to promote democracy in Latin America. This, he believed, would advance American interests abroad. Nonetheless, Wilson was willing to use military force to protect U.S. interests. When civil unrest shook Haiti in 1915 and the Dominican Republic in 1916, Wilson sent in military troops. In both cases, U.S. Marines occupied the countries for years.

In 1910 many Mexicans revolted against the harsh rule of Mexican dictator Porfirio Díaz. This was the start of the **Mexican Revolution**, a long, violent struggle for power in Mexico. The war affected U.S. interests because Americans had invested more than \$1 billion in Mexican land, mining, oil, and railways. American business leaders feared they would lose their investments.



Though U.S. troops pursued Mexican revolutionary Pancho Villa (above) for nearly a year, they were unable to capture him.

In 1914 President Wilson learned that a German ship carrying weapons was headed to the port of Veracruz, Mexico. To keep the weapons from reaching the rebels, Wilson ordered the navy to seize Veracruz. Wilson acted again in 1916, sending General **John J. Pershing** and 15,000 U.S. soldiers into Mexico. Pershing's mission was to catch the rebel leader **Francisco "Pancho" Villa**, who had killed 17 Americans in New Mexico. The farther Pershing pushed into Mexico, the more the Mexicans resented the Americans. After 11 months of searching, Pershing failed to capture Villa and Wilson recalled the troops. For the rest of Wilson's presidency, relations between the United States and Mexico remained tense.

In 1917 a new constitution promised to bring order to Mexico. The constitution contained ideas of Mexico's revolutionary leaders, and it protected the liberties and rights of citizens. Despite the new constitution, however, fighting continued. Mexico's economy suffered terribly. Agriculture was disrupted, mines were abandoned, and factories were destroyed. Many Mexican men and women immigrated to the United States in search of work and a more stable life.

Reading Check
Summarize How did Wilson respond to events in Mexico?

Summary and Review In the early 1900s the United States changed its foreign policy and expanded its involvement in Latin America in order to secure its strategic and economic interests.

Lesson 3 Assessment

Review Ideas, Terms, and People

1. **a. Recall** Why did the United States want to build a canal?
- b. Analyze** What challenges did the builders of the Panama Canal face, and how did they overcome them?
- c. Explain** How did Roosevelt's efforts to build the Panama Canal affect the economy of the United States?
2. **a. Describe** What problem was causing conflict between European and Latin American nations?
- b. Summarize** How and why did Theodore Roosevelt change U.S. policy toward Latin America?
- c. Evaluate** How did the Roosevelt Corollary affect the relationship between the United States and Latin American nations?

3. **a. Recall** What did Woodrow Wilson believe was the United States's obligation to Latin America?
- b. Compare and Contrast** How were the foreign policies of Taft and Wilson toward Latin America similar, and how were they different?

Critical Thinking

4. **Categorize** Review your notes on U.S. policies toward Latin America. Then copy the web diagram below. Use it to analyze how national interest influenced American policies toward Latin America.



Social Studies Skills

Understand Continuity and Change

Define the Skill

A well-known saying claims that “the more things change, the more they stay the same.” Nowhere does this observation apply better than to the study of history. Any examination of the past will show many changes—nations expanding or shrinking, empires rising and falling, changes in leadership, or people on the move, for example.

The reasons for change have not changed, however. The same general forces have driven the actions of people and nations across time. These forces are the threads that run through history and give it continuity, or connectedness. They are the “sameness” in a world of continuous change.

Learn the Skill

You can find the causes of all events of the past in one or more of these major forces or themes that connect all history.

- 1. Cooperation and Conflict** Throughout time, people and groups have worked together to achieve goals. They have also opposed others who stood in the way of their goals.
- 2. Cultural Invention and Interaction** The values and ideas expressed in art, literature, customs, and religion have enriched the world. But the spread of cultures and their contact with other cultures have produced conflict as well.
- 3. Geography and Environment** Physical environment and natural resources have shaped how people live. Efforts to gain, protect, or make good use of land and resources have been major causes of cooperation and conflict in history.
- 4. Science and Technology** *Technology*, or the development and use of tools, has helped humans across time make better use of their

environment. Science has changed their knowledge of the world, and changed their lives, too.

- 5. Economic Opportunity and Development** From hunting and gathering to herding, farming, manufacturing, and trade, people have tried to make the most of their resources. The desire for a better life has also been a major reason people have moved from one place to another.
- 6. The Impact of Individuals** Political, religious, military, business, and other leaders have been a major influence in history. The actions of many ordinary people have also shaped history.
- 7. Nationalism and Imperialism** *Nationalism* is the desire of a people to have their own country. *Imperialism* is the desire of a nation to influence or control other nations. Both have existed across time.
- 8. Political and Social Systems** People have always been part of groups—families, villages, nations, or religious groups, for example. The groups to which people belong shape how they relate to others around them.

Practice the Skill

Check your understanding of continuity and change in history by answering the following questions.

1. What forces of history are illustrated by the events in the module you just studied? Explain with examples.
2. How do the events in this module show continuity with earlier periods in U.S. history?

Module 23 Assessment

Review Vocabulary, Terms, and People

1. In which of the following did the United States declare that it had no interest in taking control of Cuba?
 - a. Roosevelt Corollary
 - b. Monroe Doctrine
 - c. Open Door Policy
 - d. Teller Amendment
2. Which leader upset sugar planters in Hawaii by proposing a plan to return power to the monarchy?
 - a. Liliuokalani
 - b. John L. Stevens
 - c. Millard Fillmore
 - d. Woodrow Wilson
3. Which president supported Panama's revolt against Colombia in 1903?
 - a. Woodrow Wilson
 - b. William McKinley
 - c. William Howard Taft
 - d. Theodore Roosevelt
4. Who led U.S. forces into Mexico after attacks against U.S. citizens by Mexican rebels?
 - a. John Hay
 - b. William H. Seward
 - c. John J. Pershing
 - d. Theodore Roosevelt

Comprehension and Critical Thinking

Lesson 1

5.
 - a. **Identify** Into what areas did the United States expand in the late 1800s?
 - b. **Draw Conclusions** How did the United States benefit from contact with foreign nations and territories?
 - c. **Elaborate** Which policy would you have supported—isolationism or imperialism? Explain your answer.

Lesson 2

6.
 - a. **Describe** What events led the United States to declare war on Spain?
 - b. **Draw Conclusions** How did winning the Spanish-American War help the U.S. develop as a world power?
 - c. **Predict** How might foreign countries have viewed the actions of the United States in the Spanish-American War?

Lesson 3

7.
 - a. **Identify** In what ways did the United States become involved in Latin American affairs?
 - b. **Draw Conclusions** Why did the United States expand its role in Latin America in the early 1900s?
 - c. **Evaluate** Do you think the United States should have been as actively involved in Latin America as it was? Explain your answer.

Module 23 Assessment, continued

Review Themes

- Geography** How did the geography of the United States change after the end of its policy of isolationism?
- Politics** How did the policy of imperialism affect American politics in the late 1800s and early 1900s?

Reading Skills

Compare Historical Texts Use the Reading Skills taught in this module to answer the question about the reading selections below.

A. “Sad to say, this most precious and sublime feature of the Yosemite National Park (Hetch Hetchy Valley), one of the greatest of all our natural resources for the uplifting joy and peace and health of the people, is in danger of being dammed and made into a reservoir to help supply San Francisco with water and light. . . .”

—John Muir, *The Yosemite*, 1912

B. “As we all know, there is no use of water that is higher than the domestic use. Then, if there is, as the engineers tell us, no other source of supply that is anything like so reasonably available as this one; if this is the best, and, within reasonable limits of cost, the only means of supplying San Francisco with water, we come straight to the question of whether the advantage of leaving this valley in a state of nature is greater than the advantage of using it for the benefit of the city of San Francisco.”

—Gifford Pinchot, address to Congress, 1913

- How do the two men quoted above differ on the issue of building a dam in the Hetch Hetchy Valley?

Social Studies Skills

Understand Continuity and Change Use the Social Studies Skills taught in this module to complete the activity below.

- Pick three of the themes listed in the Social Studies Skills. Then, using the building of the Panama Canal as a case study, identify instances of continuity and change for each theme. Summarize your findings in a paragraph.

Focus on Writing

- Write a List of Pros and Cons** In this module you learned how the United States increased its role in international affairs. Create a list of the pros and cons of U.S. involvement with other nations in the late 1800s and early 1900s. Decide whether you want to include in your lists only facts, only opinions, or some of each. Consider how your analysis of history can help guide U.S. foreign policy in the future. When you have finished your list, use it as the basis for a paragraph recommending either that the United States continue to involve itself in the affairs of other nations or that it pull back from such involvement.

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