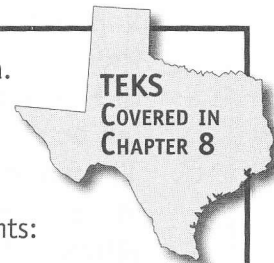


AMERICA BUILDS AN EMPIRE



- **History 2(A)** Identify the major characteristics that define an historical era.
- **History 2(B)** Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.
- **History 2(C)** Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- **History 2(D)** Explain the significance of the following years as turning points: 1898 (Spanish-American War)
- **History 4(A)** Explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, ... Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power.
- **History 4(B)** Evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico.
- **Geography 12(A)** Analyze the impact of physical and human geographic factors on the Panama Canal
- **Geography 12(B)** Identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.
- **Economics 15(C)** Explain how foreign policies affected economic issues such as the Open Door Policy [and] Dollar Diplomacy.
- **Economics 15(D)** Describe the economic effects of international military conflicts, including the Spanish-American War, on the United States.

In this chapter, you will learn about U.S. foreign policy. You will investigate the reasons why the United States went to war with Spain in 1898. You will also learn how the United States acquired a colonial empire. The acquisition of this colonial empire had a dramatic effect on United States foreign policy. In order to protect its colonial possessions, the United States built a canal across the Isthmus of Panama. Completion of the canal further increased the influence of the United States in the affairs of Latin America.

KEY TERMS AND PEOPLE IN THIS CHAPTER

- | | | |
|---------------------------|-----------------------|----------------------|
| ■ Foreign Policy | ■ Theodore Roosevelt | ■ Open Door Policy |
| ■ Spanish-American War | ■ Imperialism | ■ Boxer Rebellion |
| ■ Joseph Pulitzer | ■ Alfred Thayer Mahan | ■ Panama Canal |
| ■ William Randolph Hearst | ■ Platt Amendment | ■ Big Stick Policy |
| ■ Yellow Journalism | ■ Queen Liliuokalani | ■ Dollar Diplomacy |
| ■ De Lôme Letter | ■ Sandford B. Dole | ■ "Watchful Waiting" |
| ■ U.S.S. Maine | ■ John Hay | ■ Pancho Villa |

— IMPORTANT IDEAS —

- A. **Foreign policy** consists of a country's policies towards other nations.
- B. The main causes of the **Spanish-American War** included Spain's harsh treatment of Cubans; the **sensationalization** of events by American newspapers, known as "**yellow journalism**"; the publication of the **De Lôme letter** calling President McKinley "weak"; and the mysterious explosion of the **U.S.S. Maine** in Havana Harbor. Many Americans blamed Spain. When an agreement could not be reached, **President McKinley** asked Congress to intervene in Cuba.
- C. The war was fought in the Caribbean and Pacific. The U.S. Pacific Fleet defeated the Spanish at Manila Bay. Theodore Roosevelt's volunteer "**Rough Riders**" joined U.S. troops in Cuba. Other forces captured Guam and Puerto Rico.
- D. The United States emerged from the war as a major world power, after displaying its naval strength. It was also left in occupation of Spain's former colonies — Cuba, the Philippines, Guam and Puerto Rico.
- E. **Imperialists** called for the United States to annex these islands as new overseas colonies. They felt it would: provide raw materials and markets for U.S. industries; add to the nation's prestige in the world community; allow America to compete with other major powers that had colonies; and allow the United States to spread its Christian ideals and way of life to less fortunate native peoples.
- F. **Alfred Thayer Mahan** was a leading imperialist who felt that national greatness was based on a nation's naval power. He urged a large navy, a large merchant fleet, and colonies to serve as coaling stations and places for trade.
- G. **Anti-Imperialists** opposed the acquisition of colonies by the United States, arguing that imperial rule over others violated the American spirit of democracy.
- H. In the end, the imperialists won the debate. America annexed the Philippines, Puerto Rico, and Guam as colonies. Cuba became an informal **protectorate**. The United States also annexed Hawaii, Samoa, and Midway in the Pacific.
- J. In **Hawaii**, American plantation owners overthrew the queen. **Sandford Dole** became Hawaii's President and later its first governor.
- K. **John Hay** announced the **Open Door Policy** in China to protect U.S. trade despite the "**spheres of influence**" carved out by the European powers. The United States also intervened to help crush the **Boxer Rebellion** in China. Hay opposed attempts by European powers to break up China after the rebellion.
- L. The United States became the first power to open Japan to foreign trade. Soon after, Japan industrialized and emerged as a leading military power in Asia, defeating China and then Russia in two separate wars.
- M. The Spanish-American War demonstrated the need for a canal through Central America so U.S. warships could move back and forth between the Atlantic and Pacific Oceans. Roosevelt negotiated with Colombia for the right to build a canal through Panama. He sent ships to protect an uprising by Panamanians against Colombia in exchange for a strip of land known as the **Panama Canal Zone**.
- N. The U.S. intervened in the Caribbean, which became virtually an "**American Lake**." Roosevelt asserted the right to intervene under his **Big Stick Policy**.



ESSENTIAL QUESTIONS

- How did the Spanish-American War mark a “turning point” in American history?
- What strategic and political factors led America to become an imperial power?
- What were the main consequences of American imperialism?

WHAT IS FOREIGN POLICY?

This chapter looks at American foreign policy. **Foreign policy** refers to a country's policies towards other countries. Social scientists believe there are certain characteristics that make foreign policy special.

International Anarchy. Each independent, sovereign nation has its own laws that citizens must obey. If citizens fail to obey these laws, they can be punished. Sovereign countries, however, are not subject to such higher laws. For this reason, social scientists say that sovereign nations exist in a system of international anarchy. Each nation must depend on its own military and economic power to survive. On the other hand, countries usually follow some rules and customs to get along with one another.

Balance of Power. When one country becomes too powerful, other countries sometimes band together in an alliance or coalition to protect themselves and make sure the threatening power does not become any stronger. This tendency is known as maintaining the balance of power.

Control of U.S. Foreign Policy. In the United States, the Constitution places control of foreign policy in the hands of both the President and Congress. While the President and Secretary of State handle day-to-day diplomacy, they need Congress to vote funds to support their policies, or to declare war.

Traditional Foreign Policy. For much of their early history, Americans felt safe behind their two oceans. These oceans protected Americans from attack. President Washington had warned Americans to avoid entanglements with European nations, who were frequently at war with each other. Instead, he advised Americans to focus on the Western Hemisphere. For the first 150 years after independence, Americans largely followed Washington's advice.

National Interests. In the conduct of foreign policy, each nation is usually guided by its national interests. For the United States, these include security from attack, protecting American investments, and promoting American democracy and its way of life. To evaluate a particular foreign policy, you must determine how well it promotes these goals.

THE SPANISH-AMERICAN WAR, 1898

Besides being an age of important domestic reform, the Progressive Era witnessed the emergence of the United States as a great power on the world stage.

ORIGINS OF THE SPANISH-AMERICAN WAR

Once the greatest of all world empires, by 1890 Spain's overseas empire had been reduced to Cuba, the Philippines, Puerto Rico, and a few smaller islands.

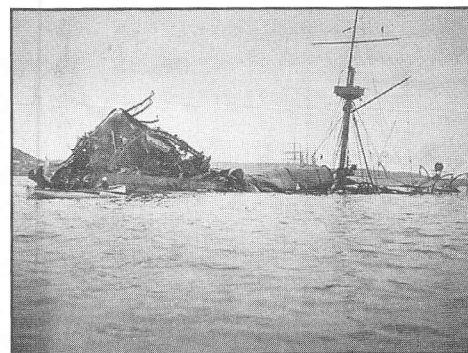
Most Cubans were peasants and laborers working on sugar and tobacco plantations. In 1894, the United States raised its tariff on foreign sugar. This made it harder for Cuba to export its sugar, leading to unemployment. Cuban exiles in the United States, led by **José Martí**, sailed home and declared Cuban independence in 1895. Spain responded by sending a Spanish army to Cuba to crush the rebellion. They used brutal methods to repress the uprising. To isolate the rebels, entire villages were forced into camps surrounded by barbed wire, where many died of disease and starvation.

These events raised humanitarian concerns in the United States. They were reported in newspapers like **Joseph Pulitzer's** *New York World* and **William Randolph Hearst's** *New York Journal*. These newspapers deliberately sensationalized the news, depicting the Spaniards as murderous brutes in order to sell more newspapers. This technique became known as "**yellow journalism.**" Their unbalanced reporting increased their circulations, but gave Americans an inaccurate picture of events in Cuba. Americans were also concerned to protect their investments in and trade with Cuba.



THE TRIGGERING EVENTS

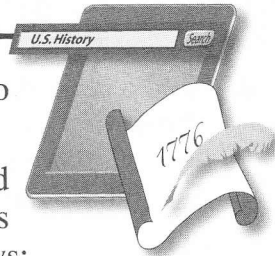
In early 1898, a letter by De Lôme, the Spanish ambassador, was published in newspapers in the United States. The **De Lôme letter** outraged Americans by calling President McKinley "weak." Shortly afterwards, the **U.S.S. Maine** was sent to Cuba to protect the lives and property of Americans. While it was moored in Havana Harbor, it was sunk by an explosion that killed 258 U.S. sailors and injured many others. Although the cause of the explosion remains unknown, the Hearst and Pulitzer newspapers blamed the Spanish for sabotage.



The U.S.S. Maine after it was blown up in Havana harbor.

The sinking of the *Maine* set off a firestorm of protests in the United States. The Spanish government was willing to halt its fighting against the Cuban rebels and even to open the camps of Cuban prisoners, but refused to grant Cuba its independence.

ACTING AS AN AMATEUR HISTORIAN



In this climate of public opinion, President McKinley felt he had no choice but to ask Congress for permission to intervene in Cuba:

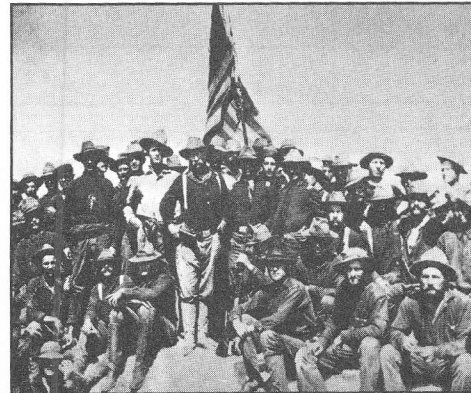
“[O]ur acts hitherto have been an unselfish desire for peace and prosperity in Cuba. The forced intervention of the United States as a neutral to stop the war may be briefly summarized as follows:

First, in the cause of humanity to put an end to the barbarities, bloodshed, and miseries now existing there It is our duty, for it is right at our door. Second, we owe it to our citizens in Cuba ... to terminate the conditions that deprive them of legal protection. Third, the right to intervene may be justified by the serious injury to the commerce, trade, and business of our people Fourth, the present condition of affairs in Cuba is a constant menace to our peace — all these and others that I need not mention, with the resulting strained relations, are a constant menace to our peace and compel us to keep a semi-war footing with a nation with which we were at peace.”

Explain how would you have voted as a member of Congress in 1898.

THE SPANISH-AMERICAN WAR

The Spanish-American War was fought on two fronts — in the Pacific and the Caribbean. Shortly after the start of the war, the U.S. Pacific fleet sailed to the Philippines to aid Filipino rebels already in revolt against Spain. The navy defeated a squadron of Spanish ships in Manila Bay. Assistant Secretary of the Navy **Theodore Roosevelt** raised a volunteer force, known as the “**Rough Riders**.” Acting with other army regiments, they defeated Spanish forces at **San Juan Hill** in Cuba. The U.S. Navy also took Guantanamo Bay. Nevertheless, some U.S. Army troops had to withdraw from Cuba because they were contracting Yellow Fever. Other forces occupied Guam and Puerto Rico. Within four months, Spain was defeated. American forces were left in occupation of the Philippines, Cuba, Puerto Rico, and Guam.



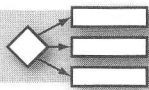
Teddy Roosevelt (center) with his Rough Riders after taking San Juan Hill.

THE SPANISH-AMERICAN WAR AS A TURNING POINT

The **Spanish-American War** marked the end of Spain’s colonial empire and the emergence of the United States as a world power. The war had let the United States demonstrate its naval strength to the world. It also raised a critical issue for Americans: What should the United States do with the former Spanish colonies it was now occupying? Many historians see the war as a turning point because the United States had awakened to its potential as a world power.

APPLYING WHAT YOU HAVE LEARNED

- ★ Hold a class debate: *Resolved: the Spanish-American War was not justified.* The affirmative side should argue that the United States had no right to enter the war; the negative side should argue that it did. Each side should conduct additional research on the Internet or in the library to prepare for the debate. Then the class can vote on which side was more persuasive.
- ★ Conduct research on the Internet or in the library on how weapons in the Spanish-American War differed from the Civil War. For example, what new weapons, like the Gatling gun, were used? Write a brief paper or make a “T-chart” on this topic.



LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below by describing some of the significant causes, events, and results of the Spanish-American War of 1898.

Causes of the Spanish-American War



Main Events of the War

Results of the War

AMERICAN IMPERIALISM

By the war's end, the United States was occupying four of Spain's former colonies. Many Americans believed they should annex them. These American "imperialists" saw this as a unique opportunity, pointing out how European powers had recently acquired colonies in Africa and Asia. They believed the United States should take its own colonies before there was nothing else left to grab.

The imperialists gave these arguments on behalf of U.S. colonial expansion:

Need For Raw Materials and Markets. The United States was now an industrial power. Colonies could provide needed raw materials for factories, a guaranteed market for manufacturers, and a place for farmers to sell their surplus crops.

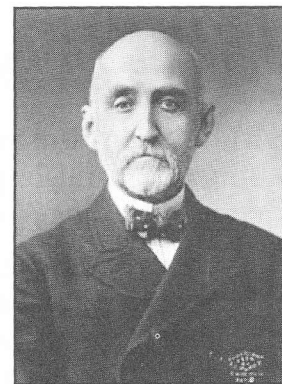
Strategic Reasons. Some Americans believed colonies would promote American naval strength. With naval bases throughout the world, America would be able to maintain a powerful navy to protect its interests.

REASONS FOR COLONIAL EXPANSION

Nationalism. Some saw colonial expansion as a means of showing that the United States was a great and powerful nation. They argued that the European powers were gathering colonies in Africa, Asia, and the Pacific, and that the United States should grab its own colonies before nothing was left.

Attitudes towards other Peoples. Many Americans believed in Anglo-Saxon superiority — that Americans were a "superior race" that should rule others. Progressives believed that by spreading American institutions, they could help other, less fortunate peoples. Missionaries wanted to convert native peoples to Christianity.

Admiral **Alfred Thayer Mahan**, President of the Naval War College, was America's leading advocate for imperial expansion. Theodore Roosevelt was one of Mahan's followers. In his *The Influence of Sea Power upon History* (1890), Mahan focused on the harsh political realities of expansion. Mahan argued that to achieve world power, a country needed a powerful navy. For this, a country also needed a large merchant marine to supply its sailors. Finally, a world power required colonies and naval bases to provide coaling stations for its steamships, and to create the trade needed to support its merchant ships.



Alfred Thayer Mahan
(1840–1914)

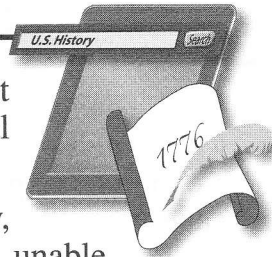
Because other powers were also competing for naval supremacy and world markets, Mahan believed it was essential for Americans to seize control of Pacific trade routes, to construct a canal through Central America, and to dominate the Caribbean region. Geographically, Americans would then control the sea lanes from the Caribbean Sea across the Pacific Ocean all the way to China and Japan.

ACTING AS AN AMATEUR HISTORIAN

In *The Influence of Sea Power Upon History*, Mahan argued that naval power was the key to national greatness and that colonial outposts were needed to develop such naval power:

“Having no foreign establishments, either colonial or military, the war ships of the United States in war will be like land birds, unable to fly far from their own shores. To provide resting-places for them, where they can [obtain] coal and repair, would be one of the first duties of a government hoping to develop the nation’s sea power The question is to build a navy [that] shall be able to keep clear the chief approaches to its [territory] It may safely be said that it is essential to the welfare of a country that the conditions of trade and commerce should remain unaffected by an external war. To do this, the enemy must be kept out of our ports and far from our coasts.”

- ★ According to Mahan, why was it important for America to develop a powerful navy?
- ★ How would acquiring colonies help the nation to develop such a navy?



THE ANTI-IMPERIALISTS

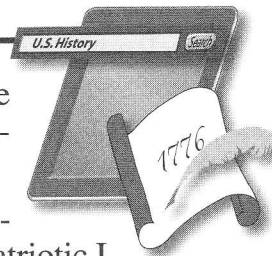
On the other hand, the United States itself had once consisted of thirteen colonies. Even as late as the 1890s, many Americans felt uneasy about forcing colonial rule on others. Opponents of colonialism, like Mark Twain and Andrew Carnegie, felt imperialism violated the basic democratic principles of self-government on which the United States was founded. Some of these anti-imperialists formed the **American Anti-Imperialist League** in 1898 to oppose the acquisition of colonies.

ACTING AS AN AMATEUR HISTORIAN

Moorefield Storey, the first President of the NAACP and of the American Anti-Imperialist League, spoke in Boston about his concerns regarding American imperialism:

“This club never met under circumstances more calculated to create the gravest anxiety in every patriotic man than tonight. By patriotic I don’t mean he who measures this country’s greatness by the extent of her territory, the size of her armies, or the strength of her fleets, but he who knows that the true greatness of a nation depends on its character, its sense of justice, its self-restraint, in a word upon its qualities which distinguish George Washington from the prize-fighter — the highest type of man from the highest type of beast”

- ★ What were Storey’s views on what makes America a great nation?
- ★ How did Storey’s views differ from those of Mahan’s?



In the end, the imperialists won the argument. After the Spanish-American War, the United States acquired a colonial empire consisting of the Philippines, Guam, Hawaii, Puerto Rico, Samoa, and Midway. One U.S. Senator and Anti-Imperialist League member mourned “the danger that we are to be transformed from a Republic, founded on the Declaration of Independence, into a vulgar, common empire, founded on force.” A Congressional resolution, passed just before the war, had guaranteed the independence of Cuba, but even this island came under the informal control of the United States. Cubans were forced to agree to the **Platt Amendment**, which gave the United States the right to intervene in Cuban affairs at any time.

APPLYING WHAT YOU HAVE LEARNED

- ★ Have your class pretend they are the U.S. Congress debating whether to keep the Philippines, Guam, and Puerto Rico as colonies. Have delegates from each of these places also make statements to Congress. Then have the class vote.
- ★ Make your own world map showing the development of America’s colonial empire. Give each colony a separate color and show the date it was acquired.

AMERICA IN THE PACIFIC

THE PHILIPPINES

Filipinos were greatly disappointed when the U.S. Congress decided to annex the Philippines instead of granting them their independence. Filipino rebels fought against their new colonial rulers until they were finally defeated in 1902.

U.S. POSSESSIONS IN THE PACIFIC



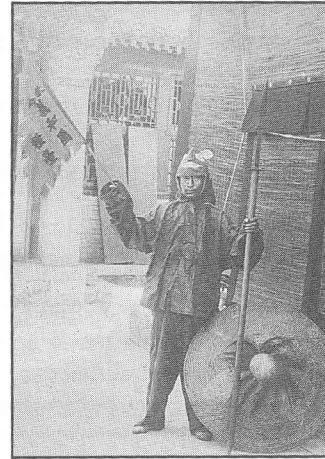
AMERICA AND EAST ASIA

Geography placed Americans in an advantageous position for trade with East Asia: they were separated from this region only by the Pacific Ocean. Clipper ships brought Chinese tea and other goods from East Asia to the United States. After 1898, control of several Pacific islands gave the United States greater influence in the Pacific. These colonial acquisitions also increased American opportunities for trade with both China and Japan.

CHINA

In China, European powers had already established exclusive “**spheres of influence**” (*areas where they enjoyed special privileges*) in the 1850s. The United States did not have a sphere of influence there, but had long carried on active trade in China. If other nations were permitted to partition China, the United States would likely be blocked from future economic activities. U.S. Secretary of State **John Hay** was anxious to protect American businessmen and investors there. He worried that American trade would be shut out of China by these European powers. Hay saw China as a vital market for America’s new industrial economy. In 1899, Hay announced the “**Open Door**” Policy, giving equal trading rights to all foreign nations in China. Hay sent notes to the other major powers and declared his policy to be in effect.

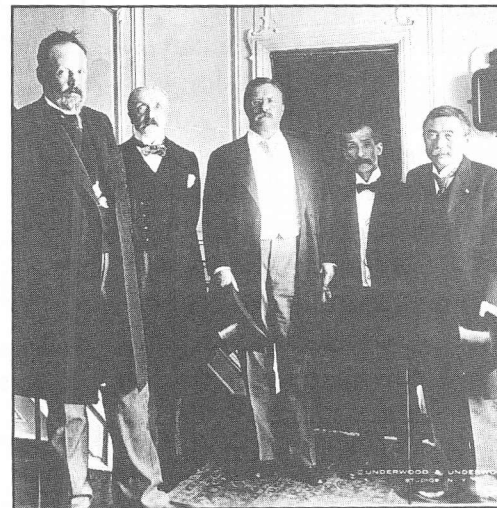
Only a few months later, in 1900, a rebellion erupted in China. It was led by the **Boxers**, a group opposing Western influence in China. The **Boxer Rebellion** threatened the lives of foreigners living in China. An international army, with U.S. participation, was sent to China where it crushed the rebellion. Hay announced that the United States would oppose any attempt by other nations to use the rebellion as an excuse to dismember China.



A Chinese Boxer.

JAPAN

The United States opened an isolationist Japan to Western trade and influence when **Commodore Matthew Perry** landed there with American gun ships in 1853. By the 1890s, Japan had adopted Western ways and had become the first Asian industrial power. Japan also adopted imperialist policies, defeating China in 1894. In 1905, Japan surprised the West by defeating Russia in the Russo-Japanese War. President Roosevelt brought the Russians and Japanese together and negotiated a peaceful settlement in the **Treaty of Portsmouth** (1905). He won the Nobel Peace Prize for his efforts.



President Roosevelt meets with the Japanese and Russian delegates.

APPLYING WHAT YOU HAVE LEARNED

- ★ How did control of new Pacific colonies help Americans in their trading activities with China and Japan?
- ★ Research on the Internet or in your school library to find examples of goods traded between East Asia and the United States in the late nineteenth century.

AMERICA IN THE CARIBBEAN

As you learned earlier in this chapter, the Spanish-American War gave the United States direct control of Puerto Rico and indirect control of Cuba. These acquisitions led to increased American interest in the Caribbean region.

Hemispheric Security. The United States sought to keep foreign powers out of the Caribbean because they might pose a threat to U.S. security.

Economic Interests. The Caribbean region was an important supplier of agricultural products, like sugar, and provided a valuable market for American goods and investment.

REASONS FOR U.S. INTEREST IN THE CARIBBEAN

Need for a Canal. The Spanish-American War demonstrated that the United States needed easier access by water between the Atlantic and the Pacific Oceans. The most likely way to achieve this was by building a canal in Central America.

PUERTO RICO

Puerto Rico is a small island in the Caribbean Sea, 100 miles long by 35 miles wide. It became an American possession after the Spanish-American War in 1898. In May 1900, the U.S. government established to a civil government with a governor, an upper house of delegates picked by the President and approved by Congress, and a lower house elected by popular vote.



CUBA

Cuba is the largest island in the Caribbean. As you learned earlier, Congress had passed a resolution before the Spanish-American War not to annex Cuba. Nevertheless, after the war, Cuba became a “**protectorate**” under American control. U.S. forces remained on the island, and American businesses invested heavily in Cuba. Cubans were forced to agree to the **Platt Amendment**, which gave the United States the right to intervene in Cuban affairs at any time. The Platt Amendment was not repealed until the 1930s.

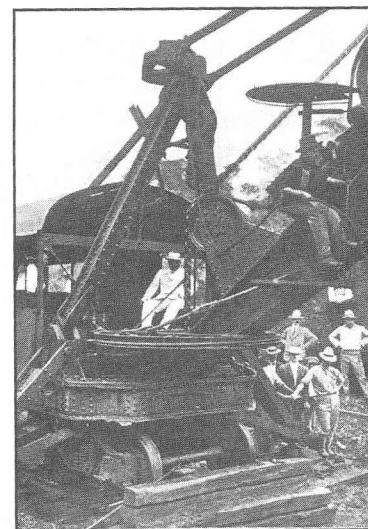
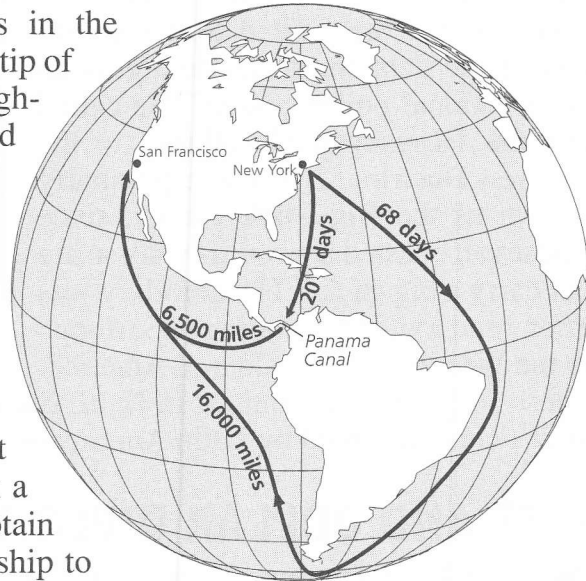
PANAMA CANAL

During the Spanish-American War, warships in the Pacific fleet had to sail 16,000 miles around the tip of South America to reach the Caribbean. This highlighted the need for a canal to send ships back and forth between the two oceans instead of having two separate naval fleets. The Isthmus of Panama, the narrowest point in Central America, was the best place to build the canal.

At this time, Panama was a part of Colombia. The United States and the government of Colombia entered into negotiations but could not agree on terms. While President Roosevelt was waiting to hear from Colombia, he struck a deal with Panamanian rebels who wished to obtain their independence. Roosevelt sent a U.S. warship to Panama to protect the rebels when they took action. Immediately afterwards, Roosevelt recognized Panama as a new country. In return, the new government of Panama gave the United States complete control of a 10-mile strip of rainforest through the center of Panama, known as the **Panama Canal Zone**.

The Challenges of Building the Canal. President Roosevelt ordered the building of the canal almost at once. The construction of the canal presented as many problems as the political obstacles. Construction of its 51-mile length took 10 years (1903–1914) to complete, at a cost of thousands of lives and \$400 million.

Because the canal crossed landforms at different elevations, engineers had to design a series of six giant locks. Panama’s tropical climate posed special challenges: workers labored in intense heat as they cut through mountains and dense rainforests. Heavy rains caused frequent mudslides. Dr. **Walter Reed** had just discovered that yellow fever was spread by mosquitoes. To reduce the threat of yellow fever, Dr. **William Gorgas** of the U.S. Army, ordered all swamps drained, vegetation cut down, and all standing water sprayed with oil to prevent further breeding of mosquito larvae.



President Roosevelt works a steam shovel at the canal.

THE CARIBBEAN AS AN “AMERICAN LAKE”

The **Monroe Doctrine** (1823) had prevented Europeans from establishing new colonies in the Western Hemisphere. In the late nineteenth and early twentieth centuries, American governments extended the Monroe Doctrine by intervening in the Caribbean to protect America’s economic interests.

In 1904, President Roosevelt barred European countries from using force to collect debts owed to them by the Dominican Republic. Roosevelt declared that the United States would collect the debt for them, acting as an “international police power.” He called this the “**Roosevelt Corollary**” to the Monroe Doctrine. It became popularly known as the **Big Stick Policy**, since Roosevelt boasted he would “walk softly but carry a big stick.” The corollary was often used to justify sending U.S. troops to the West Indies and Central America.

These frequent interventions in Haiti, Nicaragua, Honduras, and the Dominican Republic were deeply resented by Latin Americans.

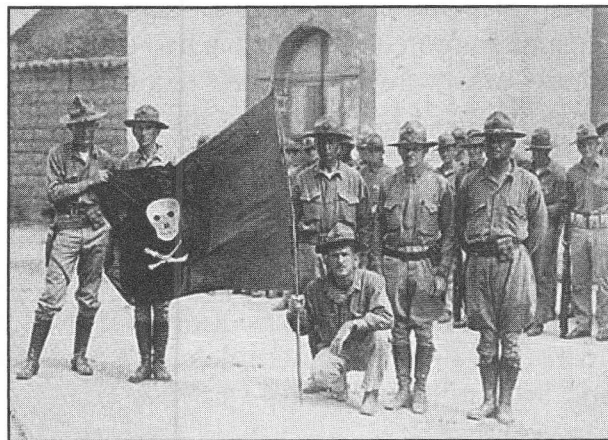


This cartoon shows Roosevelt acting as the world's policeman.

TAFT AND DOLLAR DIPLOMACY

President Taft encouraged bankers to invest in the countries of the Caribbean region. His use of American investment to promote American foreign policy goals became known as “**dollar diplomacy**.”

If a Latin American country could not repay its loans on time, the U.S. government then sent in troops to make sure the money was repaid. For example, U.S. bankers lent money to Nicaragua. When the government had trouble making its loan repayments, U.S. bankers sought control of Nicaragua’s railroads, custom duties, and national bank. When the Nicaraguan government refused to agree, President Taft sent in the U.S. Marines.



U.S. Marines were sent to Nicaragua in 1912, and remained there until 1933.

WILSON’S LATIN AMERICAN POLICY

President Wilson sought to distinguish his Presidency from the bullying tactics of earlier Presidents, but events soon prevented him from keeping his promise.

Wilson quickly followed the pattern of Presidents Roosevelt and Taft by sending troops to Haiti, Nicaragua, and the Dominican Republic to protect American interests. President Wilson also expanded America's colonial empire by purchasing the Virgin Islands from Denmark in 1917.

Mexico was already undergoing a violent revolution when Woodrow Wilson became President. Wilson refused to recognize its new government, which had seized power through violence. Instead, he adopted a policy of "watchful waiting." When troops of the rebel leader **Pancho Villa** murdered Americans in New Mexico and retreated across the border, Wilson reacted. He sent an American Expeditionary Force into Mexico under General **John J. Pershing** to apprehend him. Nevertheless, Pancho Villa eluded capture. Wilson finally withdrew these troops in 1917, when America entered World War I in Europe.



Pancho Villa and his band of rebels.

APPLYING WHAT YOU HAVE LEARNED

- ★ Make a chart comparing the policies of Presidents Roosevelt, Taft, and Wilson towards Latin America.
- ★ Conduct research on the Internet or your school library to find photographs showing the building of the Panama Canal and other American activities in Latin America between 1898 and 1918. Briefly describe what each photograph illustrates.

CHAPTER STUDY CARDS

Spanish-American War (1898)

- ★ **Causes.**
 - Humanitarian Concerns.
 - Yellow Journalism.
 - Protect U.S. economic interests in Cuba.
 - De Lôme Letter called McKinley "weak."
 - Sinking of the *U.S.S. Maine*.
- ★ **Results.**
 - U.S. gets Philippines, Puerto Rico, Guam.
 - Cuba became a virtual U.S. protectorate.
- ★ **Why War is Considered a Turning Point.**
 - Ended Spanish colonial empire in Americas.
 - Saw emergence of U.S. as a world power.

U.S. Colonial Empire

- ★ **Reasons for Colonial Expansion.**
 - Need for raw materials and markets.
 - Colonies would help U.S. naval strength.
 - **Nationalism:** Would show other nations how strong U.S. had become.
 - Missionaries sought to spread the Christian religion to other peoples.
- ★ **Alfred Thayer Mahan.**
 - Wrote *The Influence of Sea Power upon History*.
 - Argued for making U.S. into a world power.
 - The U.S. needed a strong navy, merchant marine to protect its colonial interests.

U.S. Involvement in Pacific

- ★ **Philippines.** Filipino rebels resist U.S. rule.
- ★ **Hawaii.** **Sandford Dole** becomes President.
- ★ **Pacific Islands.** Serve as refueling stations:
 - Guam, Samoa, Midway.

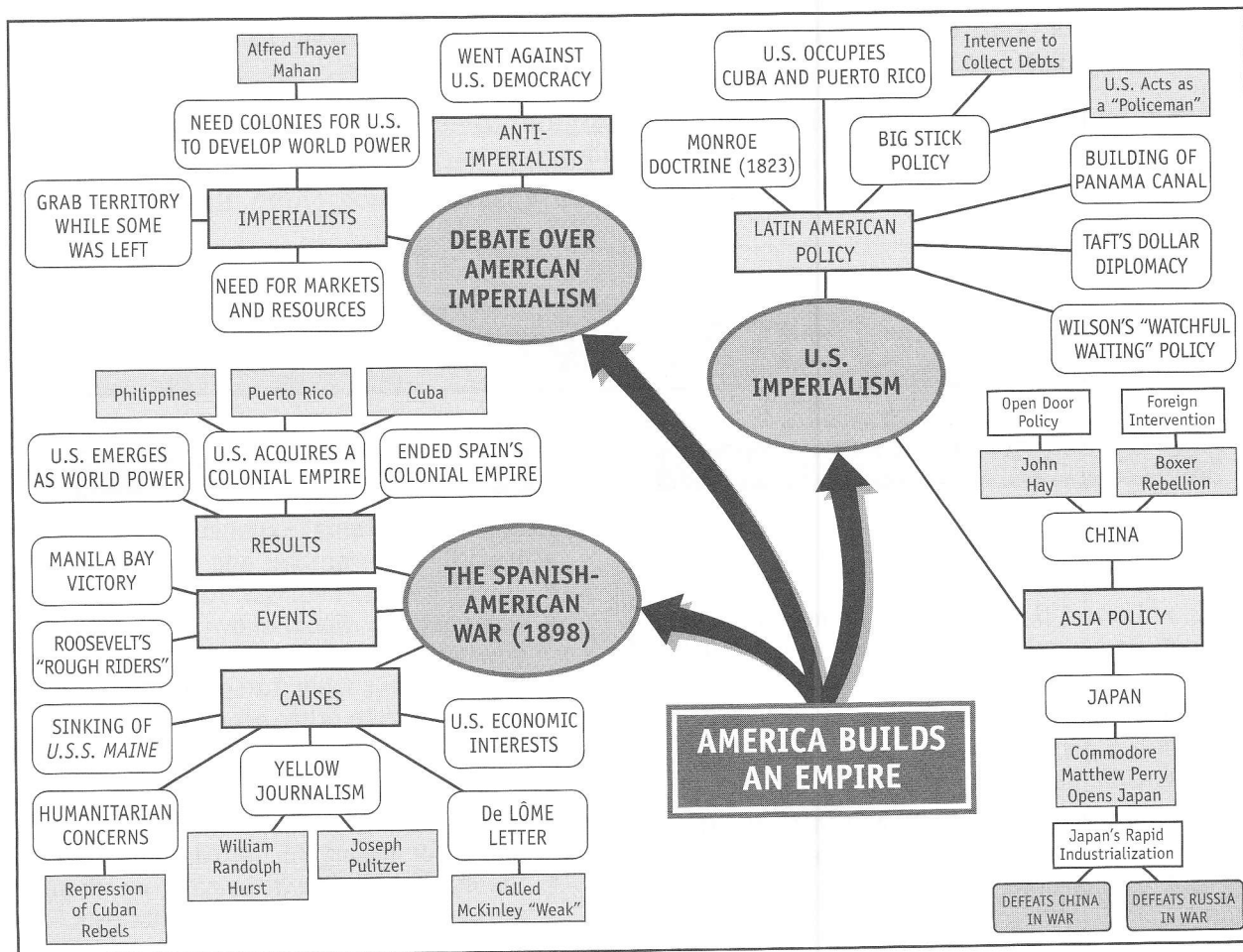
U.S. Involvement in East Asia

- ★ **China.** European powers establish “spheres of influence” in China.
 - **John Hay’s Open Door Policy.**
 - **Boxer Rebellion (1900).** Uprising by Boxers against Western influence in China; foreign intervention suppresses Boxer uprising.
- ★ **Japan.** Commodore Perry opens Japan to trade, ending traditional Japanese isolation.

U.S. Involvement in the Caribbean

- ★ **Reasons for U.S. Interest in Caribbean.**
 - Hemispheric security.
 - America acquires Puerto Rico and establishes indirect control of Cuba.
 - Protect its economic investments.
 - Panama Canal.
- ★ **Construction of Panama Canal.**
 - President Roosevelt helps Panamanians rebel against Colombia for a Canal Zone.
 - U.S. takes 10 years to construct canal. Ends the need for a two-ocean navy.
- ★ **Caribbean as an “American Lake.”**
 - **Roosevelt Corollary** to Monroe Doctrine.
 - Taft’s **Dollar Diplomacy.**
 - Wilson’s **“Watchful Waiting” Policy.**

CHAPTER 8 CONCEPT MAP



CHECKING YOUR UNDERSTANDING

Directions: Put a circle around the letter that best answers the question.

Use the cartoon and your knowledge of social studies to answer questions 1 and 2.

- 1 The cartoon shows the actions of President Roosevelt in —
- A securing an area for building a canal
 - B leading troops in the Spanish-American War
 - C ending a war between Panama and Colombia
 - D improving diplomatic relations with Latin American nations

Geog 12(A)

THE FIRST SPADEFUL



Source: W.A. Rogers. *A World Worthwhile*.

EXAMINE the question. This question tests your ability to interpret a cartoon. The question simply asks what the cartoon shows. **RECALL what you know.** Think about what you can recall about this time period. You should recognize the figure as President Roosevelt. Americans at this time were calling for a canal through Central America. The flag on the hill says “New Treaty.” Ships are waiting to go through the area where Roosevelt is standing. **APPLY what you know.** The best answer is **Choice A**. It shows Roosevelt actively involved in building the Panama Canal.



Now try answering some additional questions on your own.

- 2 Critics of the actions shown in this cartoon claimed President Theodore Roosevelt was —
- F causing environmental damage in Central America
 - G wrongfully instigating a revolution in Panama
 - H requiring massive tax increases in the United States
 - J producing major trade deficits with China

Hist 4(B)

- 3 What was a primary reason for the establishment of the Open Door Policy?
- A to protect United States trade in China
 - B to gain control of the Panama Canal Zone
 - C to encourage Chinese immigration to the United States
 - D to improve relations with China

Econ 15(C)

Use the newspaper headlines and your knowledge of social studies to answer the following question.

Hawaiian Daily •1898• Hawaiian Planters Urge American Annexation	The Samoan •1899• U.S. and Germany Negotiate for Control of the Samoan Islands	Wake Island Times •1898• U.S. Gains Control of Wake Island and Guam
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- 4 Which conclusion can best be drawn from these three headlines?
F Construction of a railroad to Alaska was a major policy goal. **Hist 4(B)**
G The Anti-Imperialist League strongly influenced Congress.
H Respect for native cultures motivated United States foreign policy.
J United States territorial expansion occurred across in the Pacific Ocean.
-
- 5 In the late 19th and early 20th centuries, the United States became involved in Latin America primarily to —
A raise Latin American living standards **C** protect existing colonies **Econ 15(C)**
B protect its economic interests **D** stop the flow of illegal drugs
- 6 Which geographic factor played a role in the construction of the Panama Canal?
F Workers faced attacks by Panamanian nationalists. **Geog 12(A)**
G Heavy rains and mountainous terrain led to frequent mud slides.
H Cutting through the bedrock had to be done without heavy machinery.
J Similar elevations of the Atlantic and Pacific allowed for swift construction.
- 7 President Theodore Roosevelt's Big Stick Policy was closely associated with —
A friendly relations with China after the Boxer Rebellion **Econ 15(C)**
B the conservation of natural resources
C court actions to oppose business monopolies
D intervention in the affairs of Latin American nations
- 8 As a result of the Spanish-American War, the United States saw the need to build the Panama Canal because —
F new colonies had been acquired in Africa **Geog 12(A)**
G Spanish opposition to the canal had ended
H the United States navy could then move more quickly between oceans
J United States railroads could not transport enough manufactured goods
- 9 The Spanish-American War (1898) marked a turning point in American foreign policy because the United States —
A developed a plan for peaceful coexistence **Hist 2(D)**
B emerged as a new world power
C pledged neutrality in future European conflicts
D refused to become a colonial power

Use the newspaper headlines and your knowledge of social studies to answer questions 10 and 11.

10 The headlines in this newspaper are an example of —

- F yellow journalism
- G muckraking literature
- H investigative reporting
- J government censorship

Hist 4(A)

11 This publication and similar news stories encouraged the U.S. Congress to —

- A declare war on Spain
- B pass anti-terrorism laws
- C improve naval safety
- D conduct an investigation

Hist 4(B)



12 Which policy sought to further American interests in Latin America by using the financial power of American business?

- F Policy of "Watchful Waiting"
- G Big Stick Policy
- H balance of power
- J Dollar Diplomacy

Econ 15(C)

Use the chart and your knowledge of social studies to answer the following question.

Person A	Person B
Supported building a canal in Panama.	Helped to overthrow Queen Liliuokalani.
Leading imperialist who urged Americans to increase their navy.	Served as President and Governor of Hawaii.

13 Which two influential individuals are described in columns A and B?

- A Moorfield Storey and Woodrow Wilson
- B Alfred Thayer Mahan and Sanford B. Dole
- C John Hay and William Howard Taft
- D Theodore Roosevelt and Andrew Carnegie

Hist 4(A)

14 Which overseas action most clearly illustrated the use of the "Roosevelt Corollary" to the Monroe Doctrine?

- F the purchase of Alaska from Russia
- G the declaration of war against Spain in 1898
- H the annexation of the Hawaiian Islands
- J the collection of debts owed by the Dominican Republic

Econ 15(C)

