

Becoming a World Power

1880–1914

1. Imperialism in the Pacific
2. The Spanish-American War
3. Expanding Interests in Asia and Latin America



ESSENTIAL QUESTION

How did America's growing power affect its relationships with other nations?

CONNECT

Geography & History

How might the geography of the United States have affected its desire to become a world power?

Think about:

- 1 the location of the newly acquired territory of Alaska
- 2 the continent on which most European colonies were located
- 3 the country with the largest expanse of colonial territory



Alaskan totem pole

1880

1884

Congress officially makes Alaska U.S. territory (following U.S. purchase of Alaska from Russia in 1867).

1893

American planters overthrow Hawaii's Queen Liliuokalani.

Effect U.S. annexes Hawaii.



sugar cane

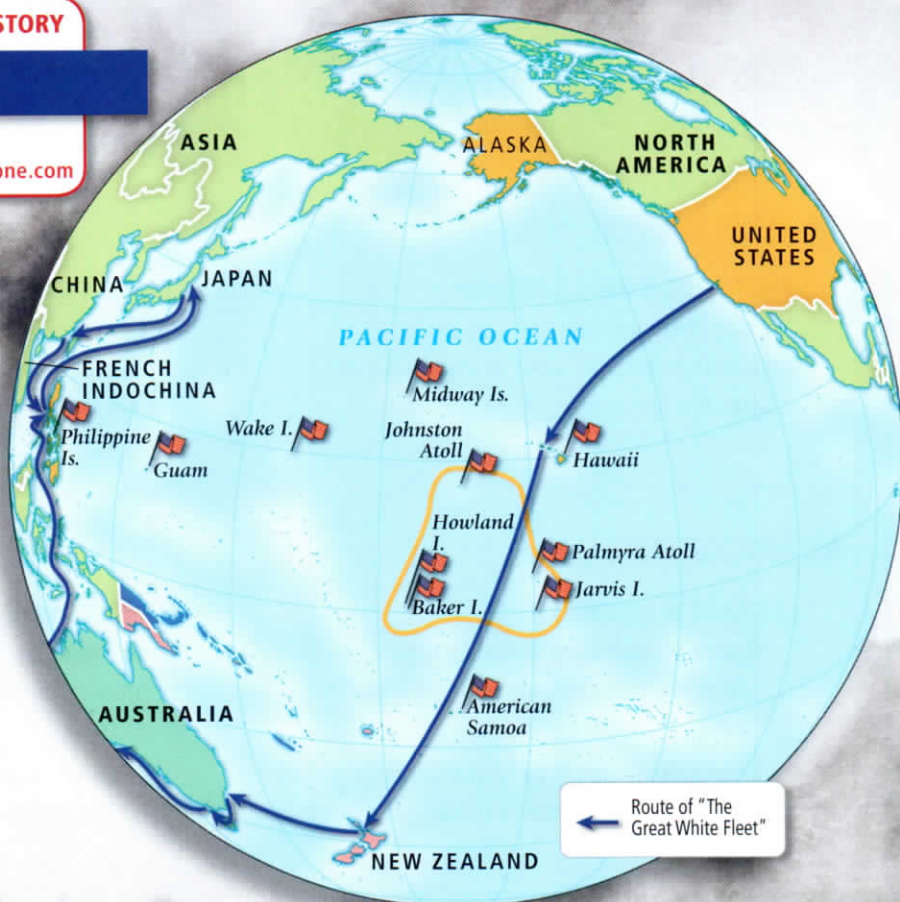
1898

Spanish-American War begins.

Effect Spain cedes Puerto Rico, Guam, and the Philippines.

The World 1890

[Click here](#) to preview the age of American expansionism @ClassZone.com



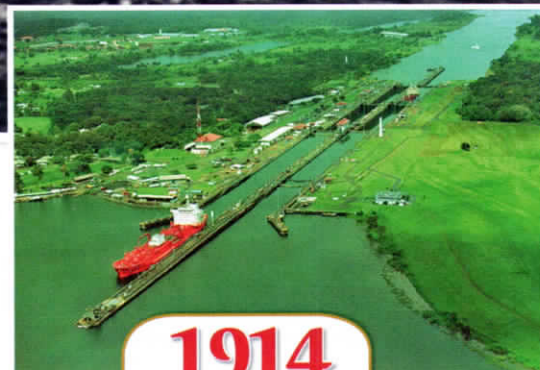
Route of "The Great White Fleet"

1904

Roosevelt Corollary is established.

Effect Allows U.S. interference in Latin American domestic affairs.

Ship going through the Panama Canal



1914

Panama Canal opens.

1899

U.S. Open Door Policy favors foreign traders in China.

Effect 1900 Boxer Rebellion breaks out in China.



Detail of Chinese print of Boxer Rebellion.

SECTION 1

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

In the Progressive era, Americans reformed government and expanded rights for women.

NOW YOU WILL LEARN

The United States took its first steps in becoming a world power by acquiring Alaska and Hawaii.

▶ Vocabulary

TERMS & NAMES

Queen Liliuokalani (lee•LEE•oo•oh•kah•LAH•nee) first and only reigning Hawaiian queen

imperialism policy by which stronger nations extend their economic, political, or military control over weaker nations

William Seward Secretary of State under presidents Lincoln and Andrew Johnson; purchased Alaska from Russia in 1867

Pearl Harbor Hawaiian port; granted by 1887 treaty to the United States for use as a refueling station for U.S. ships

REVIEW VOCABULARY

manifest destiny belief that the United States was meant to expand from coast to coast

missionary person sent to another country by a church to spread its faith



Visual Vocabulary
William Seward

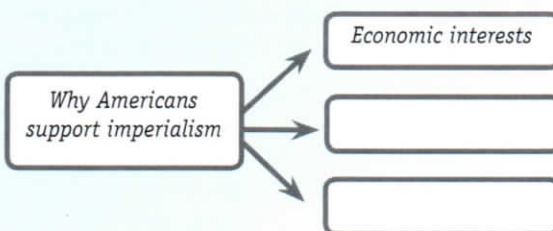
▶ Reading Strategy

Re-create the diagram at right. As you respond to the **KEY QUESTIONS**, use the outer boxes to fill in details that support the main idea.



See Skillbuilder Handbook, page R4.

MAIN IDEA AND DETAILS



GRAPHIC ORGANIZERS

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SECTION 1

Imperialism in the Pacific

One American's Story

In 1893, American sugar planters in Hawaii, supported by a U.S. naval gunboat, overthrew the Hawaiian government of **Queen Liliuokalani** (lee•LEE•oo•oh•kah•LAH•nee). The proud monarch was forced to surrender.

PRIMARY SOURCE

“I had informed President Harrison ...of the ... assistance given by the forces of the United States ship *Boston* ... through which ... my government had been overthrown. I had asked that justice should be done, and that the rights of my people should be restored. President Harrison chose to set aside my statement and petition.”

— Queen Liliuokalani, *Hawaii's Story by Hawaii's Queen* (1898)

The U.S. ambassador to Hawaii reported that “The Hawaiian pear is now fully ripe, and this is the golden hour for the United States to pluck it.” The annexation of Hawaii was only one of the goals of America’s empire builders in the late 19th century.



Queen Lydia Liliuokalani was the first and only reigning queen of Hawaii.

America Becomes an Imperial Power

KEY QUESTION Why did some Americans support imperialist policies?

Americans had always sought to expand the size of their nation. Throughout the 19th century, they believed it was their **manifest destiny** to push American control westward to the Pacific coast. Once this goal had been achieved, Americans began to look overseas for additional sources of wealth.

Reasons for U.S. Expansion By the late 1800s, many American leaders wanted the United States to join the imperialist powers of Europe and establish colonies overseas. **Imperialism** is the policy by which stronger nations extend their economic, political, or military control over weaker nations.

COMPARING


Characteristics of American Imperialism

| ECONOMIC | MILITARY | CULTURAL |
|--|---|---|
| Maintain industrial prosperity | Show foreign powers the strength of U.S. power | Belief in cultural superiority of industrialized nations |
| Acquire raw materials from new markets | Build strong U.S. navy to protect shipping lanes. | Belief in cultural inferiority of nonindustrial societies |
| Find new markets for sale of American goods. | Establish U.S. military bases overseas | Belief in need to spread democracy and Christianity |

CRITICAL THINKING Make Inferences Why might economic and military interests go hand in hand?

European nations had been establishing colonies for centuries. In the late 19th century, for example, Africa became a major area of European expansion. Most Americans gradually came to approve of the idea of expansion overseas (See the chart above).

Supporters of expansionism argued that it would increase the nation's financial prosperity, strengthen the nation militarily, and spread democratic ideas. They also firmly believed in the superiority of western culture.

 **MAIN IDEAS & DETAILS** List the main reasons that American leaders supported imperialism.

American Expansionism

 **KEY QUESTION** Why did America want to acquire Alaska and Hawaii?

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.

Connecting History

Imperialism

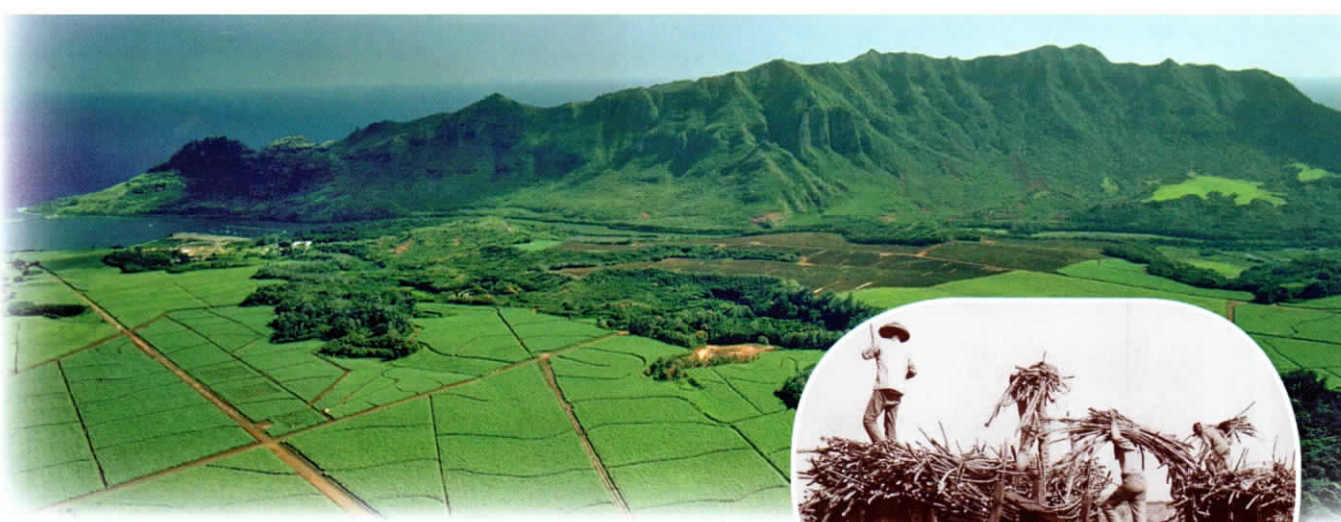
Throughout his career, William Seward continued to pursue new territory. Before he retired in 1869, he considered acquiring the Hawaiian Islands, although that did not happen until 1898.

America Acquires Alaska A strong backer of expansion was **William Seward**, Secretary of State under Abraham Lincoln and Andrew Johnson. Seward made his biggest move in 1867 when he arranged for the purchase of Alaska from Russia. Congress officially annexed Alaska in 1884.

Seward was widely criticized for the \$7.2-million deal. Newspapers called Alaska "Seward's Icebox." Even so, the purchase of the territory turned out to be a bargain. For about two cents an acre, the United States had acquired a land rich in timber, minerals and, as it turned out, oil.

The Annexation of Hawaii In the early 1800s, American **missionaries** had moved to Hawaii to convert the local population to Christianity. Some of the missionaries' descendants started sugar plantations. By the late 1800s, wealthy American planters dominated Hawaii's economy.

In 1891, Queen Liliuokalani became the leader of Hawaii. Believing that American planters had too much influence, she moved to limit their power. Around the same time, U.S. trade laws changed to favor sugar grown in the United States.



American planters in Hawaii were upset by these threats to their political and economic interests. As a result, in 1893, the planters staged a revolt. With the help of U.S. Marines, they overthrew the queen and set up their own government. They then asked to be annexed by the United States.

U.S. leaders already understood the value of the islands. In 1887, they had pressured Hawaii to allow a U.S. base at **Pearl Harbor**, the kingdom's best port. The base became an important refueling station for American merchant and military ships bound for Asia.

Thus, when President Benjamin Harrison received the planters' request, he gave his approval. But before the Senate could act on the issue, Grover Cleveland became president. He did not approve of the planters' actions and withdrew the treaty. Hawaii would not be annexed until 1898.

(above) Workers harvest sugar cane in Hawaii around 1900, set against a landscape of sugar cane fields today.

SUMMARIZE Explain the U.S. acquisition of Alaska and interest in Hawaii.

1

Section Assessment



ONLINE QUIZ

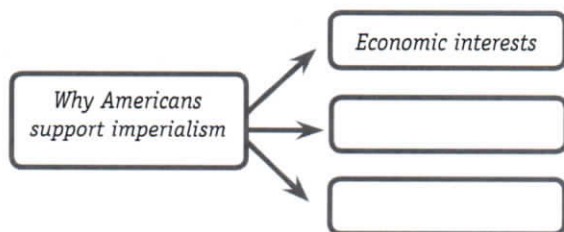
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TERMS & NAMES

1. Explain the importance of
 - Queen Liliuokalani
 - imperialism
 - William Seward
 - Pearl Harbor

USING YOUR READING NOTES

2. **Main Ideas and Details** Complete the chart you started at the beginning of this section.



KEY IDEAS

3. How did William Seward contribute to U.S. expansion?
4. Why did American planters in Hawaii stage a revolt in 1893?

CRITICAL THINKING

5. **Make Inferences** How did time prove that the purchase of Alaska was farsighted?
6. **WHAT IF?** What might have happened to Hawaii if President Cleveland's wishes had been respected by subsequent U.S. administrations?
7. **Writing Diary** Imagine that you are a native Hawaiian in the 1890's. Write a one-or-two-paragraph entry in your diary about the actions of the United States.

SECTION 2

Reading for Understanding

Key Ideas

BEFORE YOU LEARNED

The United States took its first steps in becoming a world power by acquiring Alaska and Hawaii.

NOW YOU WILL LEARN

The United States went to war with Spain and gained colonies in the Caribbean and the Pacific.

Vocabulary

TERMS & NAMES

yellow journalism style of journalism that exaggerates and sensationalizes the news

U.S.S. Maine U.S. warship that exploded off Havana, Cuba, on February 15, 1898

Spanish-American War 1898 war that began when the United States demanded Cuba's independence from Spain

George Dewey U.S. naval officer who defeated the Spanish fleet during the Spanish-American War

Rough Riders members of the First U.S. Volunteer Cavalry, organized by Theodore Roosevelt during the Spanish-American War

Platt Amendment agreement claiming the United States' right to intervene in Cuban affairs

Anti-Imperialist League group of influential Americans who believed the United States should not deny other people the right to govern themselves



Visual Vocabulary explosion of the U.S.S. Maine

Reading Strategy

Re-create the diagram shown at right. As you respond to the **KEY QUESTIONS**, use the diagram to show the important events of the Spanish-American War.



See Skillbuilder Handbook, page R7.

CAUSES AND EFFECTS

| CAUSE | EFFECT |
|----------------------------------|-------------------------------|
| <i>Spain treats Cuba harshly</i> | <i>U.S.S. Maine to Havana</i> |
| | |
| | |



GRAPHIC ORGANIZERS

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The Spanish-American War

One American's Story

José Martí, a poet and journalist, was forced to leave Cuba in the 1870s. In those years, Cuba was a Spanish colony, and he had spoken out for independence. Martí later described the terrible conditions the Cuban people suffered under Spanish rule.

PRIMARY SOURCE

“Cuba’s children . . . suffer in indescribable bitterness as they see their fertile nation enchained and also their human dignity stifled . . . all for the necessities and vices of the [Spanish] monarchy.”

— José Martí quoted in *José Martí, Mentor of the Cuban Nation*



Sculpture of José Martí in Central Park, New York City.

In New York City, Martí began to plan a Cuban revolt against Spain that began in 1895. Martí’s lifelong struggle for Cuban independence made him a symbol of liberty throughout Latin America. But U.S. disapproval of Spain’s treatment of Cubans led to the Spanish-American War.

American Interests in Cuba

KEY QUESTION How did Americans respond to the Cuban Revolution?

When the first English colonies were established in America, Spain had a worldwide empire. This empire grew until it covered most of the Americas, including land that became part of the United States. But, by the 1890’s, Spanish power was crumbling, and only a few of its colonies remained. Among them were the Philippine Islands in the Pacific and the Caribbean islands of Cuba and Puerto Rico. (See the maps on pages 171 and 172.) Many of the inhabitants of these colonies had begun to demand independence.

Cubans Rebel Against Spain Cubans had unsuccessfully revolted against Spain several times. In 1895, anger over poor economic conditions came to a boiling point, and the Cubans rebelled again against Spanish rule. José Martí, who helped to organize the rebellion from New York, went back to Cuba. He was killed in a skirmish with Spanish troops shortly after his return, but the revolt continued.

Spain treated the rebels and other Cubans harshly. Many Cubans were forced from their homes and placed in camps guarded by Spanish troops. Thousands died of starvation and disease.



The Yellow Kid was the first comic strip in America. This edition was published in 1897.

Yellow Journalism The revolt in Cuba caused alarm in the United States. Business leaders were concerned because the fighting disrupted U.S. trade with Cuba. Most Americans, however, became outraged when the press began to describe the brutality of Spanish officials. Two New York City newspapers, in particular, stirred up people's emotions.

The New York *World*, owned by Joseph Pulitzer, and the New York *Journal*, owned by William Randolph Hearst, were battling for customers. Both owners were able to attract readers by printing stories that described—and often exaggerated—news about Spanish cruelty. This sensational style of writing was known as **yellow journalism**. It was named after *The Yellow Kid*, a popular comic strip that ran in both newspapers.

America Declares War William McKinley, the U.S. president in 1898, did not want war. "I have been through war," he told a friend. "I have seen the dead piled up, and I do not want to see another." But American public opinion forced McKinley to take action. He demanded that Spain halt its harsh treatment of Cubans.

Riots had broken out in Havana, the Cuban capital. In January 1898, McKinley sent the battleship, **U.S.S. Maine** to Havana to protect U.S. citizens. On February 15, the *Maine* exploded and sank. Two hundred and sixty-six American sailors died. No one knows what caused the explosion. Many historians today believe that it was an accident. Most Americans blamed Spain. "Remember the *Maine*!" became a call to arms.

On April 20, 1898, President McKinley signed a congressional resolution that called for Cuba's independence and demanded a withdrawal of Spanish forces. Spain responded by breaking off diplomatic relations with the United States. The stage was set for war.



CAUSES AND EFFECTS Explain the American response to the Cuban Revolution.

This photo shows several cannons overlooking the Bay of Havana on the coast of Cuba.



The Battles for the Philippines and Cuba

KEY QUESTION What was the outcome of the Spanish-American War?

In 1898, America went to war against Spain to fight for Cuban freedom. But the first major battle of the **Spanish-American War** took place in the Philippine Islands—a Spanish colony in the Pacific Ocean—on the other side of the world. Many Filipinos, as the inhabitants of the islands are called, had also revolted against Spanish rule in the 1890's.

The War in the Philippines On April 30, 1898 the American fleet in the Pacific steamed to the Philippines. American Commodore **George Dewey** had the support of the head of the Filipino rebel forces, Emilio Aguinaldo (eh•MEE•lyoh AH•gee•NAHL•doh).

The next morning, May 1, Dewey gave the command to open fire on the Spanish fleet at Manila, the Philippine capital. In seven hours, Dewey's men had destroyed the Spanish fleet. About 380 Spanish sailors were dead or wounded. No Americans died. U.S. troops, aided by Filipino rebels, took control of Manila in August.

Dewey became an instant hero in the United States. Some babies born at the time of the victory in Manila Bay were named for him, and a chewing gum called "Dewey's Chewies" became popular.

The War in the Caribbean When the Spanish-American War began, the U.S. Army had only 28,000 men. Within four months, over 200,000 more joined up. Among the new recruits was Theodore Roosevelt, who had resigned from the U.S. Navy Department to volunteer.

Roosevelt helped to organize the First U.S. Volunteer Cavalry. This unit was nicknamed the **Rough Riders**. Its recruits included cowboys, miners, college students, New York policemen, athletes, and Native Americans.

In June, the Rough Riders and about 15,000 other soldiers, including four regiments that were African American, gathered in Tampa, Florida. They then set out for Santiago, a Spanish stronghold in southern Cuba. (See the map on page 172.) When the Rough Riders arrived, their dark-blue wool uniforms were too hot for the Cuban climate. Also, many of the soldiers came down with tropical diseases. Even so, they fought their way toward Santiago.



Connect Geography & History


- 1. Movement** Where was Dewey's fleet before it steamed toward the Philippines?
- 2. Make Inferences** Why might the geographic location of the Philippines be of interest to American imperialists?

War in the Caribbean 1898

This map illustrates the military movements and key events of the Spanish-American War in the Caribbean region. It shows the following details:

- Geography:** The map covers the Atlantic Ocean, Gulf of Mexico, and Caribbean Sea, including Florida, the Bahamas, Cuba, Puerto Rico, Haiti, the Dominican Republic, and Jamaica.
- Legend:**
 - American forces
 - Spanish forces
 - ★ American victory
 - ⬮ U.S. naval blockade
 - Spanish possessions
- Key Events and Dates:**
 - Feb. 1898:** U.S.S. *Maine* sunk in the Gulf of Mexico.
 - July 1:** Battle of San Juan Hill.
 - July 3:** Spanish fleet destroyed.
 - July 25:** Battle of Guanica.
 - May 19:** Spanish forces arrived from Spain.
- Blockade:** A blue dashed line indicates the U.S. naval blockade around Cuba and Puerto Rico.
- Scale:** 0 to 300 miles and 0 to 300 kilometers.
- Compass:** A compass rose showing North (N), South (S), East (E), and West (W).
- Coordinates:** Latitude lines for 20°N, 30°N, and 70°W, and longitude lines for 80°W and 70°W.

Two days later, American ships destroyed Spain's fleet as it tried to escape Santiago Harbor. On July 17, the city surrendered. A week later, U.S. forces took Puerto Rico. Finally, on August 12, 1898, Spain signed a truce. To U.S. Secretary of State John Hay, it had been "a splendid little war." For Spain, four centuries of glory had come to an end.

 **SUMMARIZE** Explain the outcome of the Spanish-American War.

- 1. Location** Where does Cuba lie in relation to the United States?
- 2. Draw Conclusions** Given its geographic location, why were the islands of the Caribbean of value to the United States?

KEY QUESTION How did Americans view their nation's new power?

One of the most challenging questions for U.S. leaders after the war was what to do with the Philippines. Filipinos had fought alongside Americans during the Spanish-American War and believed that Spain's defeat would bring them independence. But President McKinley, in the spirit of imperialism, decided that the Philippines should become an American colony. Disappointed, Filipinos, led by Emilio Aguinaldo, began to fight against their new colonial rulers. American troops were not able to put down the Filipino rebellion until 1902.

Cuba and Puerto Rico Cuban independence was granted by the Treaty of Paris, but Cuba remained under the control of the U.S. military. The American position was that rapid withdrawal might jeopardize Cuban stability.

Cuba was forced to add the **Platt Amendment** to its constitution. This gave the United States the right to intervene in Cuban affairs anytime there was a threat to "life, property, and individual liberty." Cuba also had to allow a U.S. naval base at Guantánamo Bay.

Puerto Rico became an American territory. The United States set up a government and appointed the top officials. Puerto Ricans were allowed little say in their own affairs. In 1917 the United States would agree to make Puerto Rico a self-governing territory and grant U.S. citizenship to all Puerto Ricans.

The Anti-Imperialist League U.S. treatment of Spain's former colonies after the Spanish-American War disappointed many people in the United States. Several influential Americans, including former president Grover Cleveland, businessman Andrew Carnegie, reformer Jane Addams, and writer Mark Twain, joined with others to form the **Anti-Imperialist League**. Members of the League believed that Americans should not deny other people the right to govern themselves.

PRIMARY SOURCE

“We hold that the policy known as imperialism is hostile to liberty. . . . We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty, and the pursuit of happiness.”

—from the Platform of the American Anti-Imperialist League

The voice of the Anti-Imperialist League was lost, however, in the roar of popular approval of the Spanish-American War. Many Americans hoped that their nation would surpass the glory of the old Spanish empire.

COMPARE AND CONTRAST Explain the different sides Americans took regarding the nation's new power.



Section Assessment



ONLINE QUIZ

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TERMS & NAMES

1. Explain the importance of:

- U.S.S. *Maine*
- Rough Riders
- yellow journalism
- Platt Amendment
- Spanish-American War
- Anti-Imperialist League
- George Dewey

USING YOUR READING NOTES

2. **Causes and Effects** Re-create the cause-and-effect diagram from the beginning of this section.

| CAUSE | EFFECT |
|----------------------------------|-------------------------------|
| <i>Spain treats Cuba harshly</i> | <i>U.S.S. Maine to Havana</i> |
| | |
| | |

KEY IDEAS

3. What role did New York City newspapers play in the outbreak of the Spanish-American War?
4. What happened to the Philippines after the war?

CRITICAL THINKING

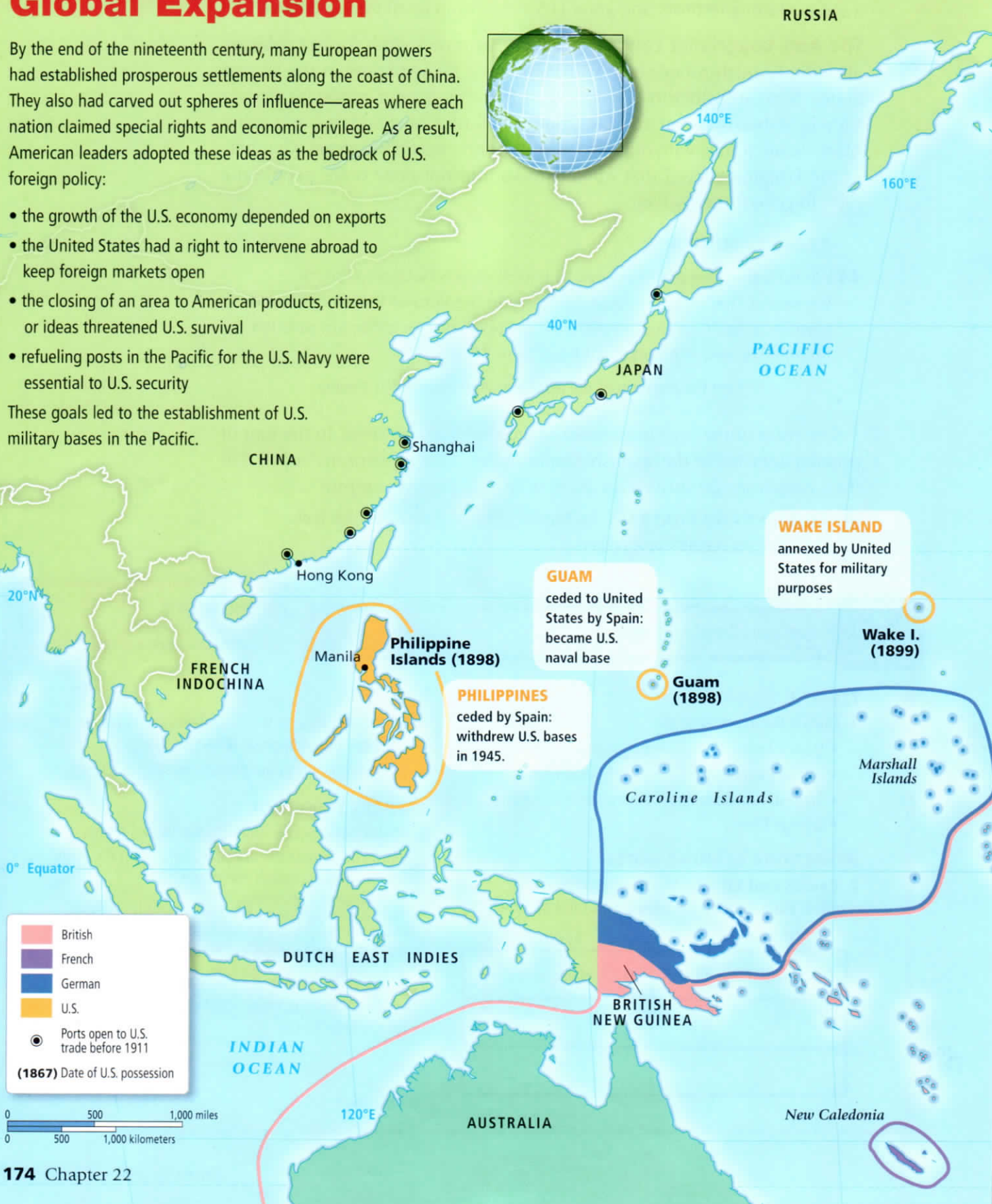
5. **Make Inferences** How did the United States betray its democratic principles by adding the Platt Amendment to Cuba's constitution?
6. **Connect to Today** Give examples of how modern newspapers might impact political events by using "yellow journalism" tactics.
7. **Writing Script** Research the Rough Riders. Write a television news script covering a major Rough Rider battle.

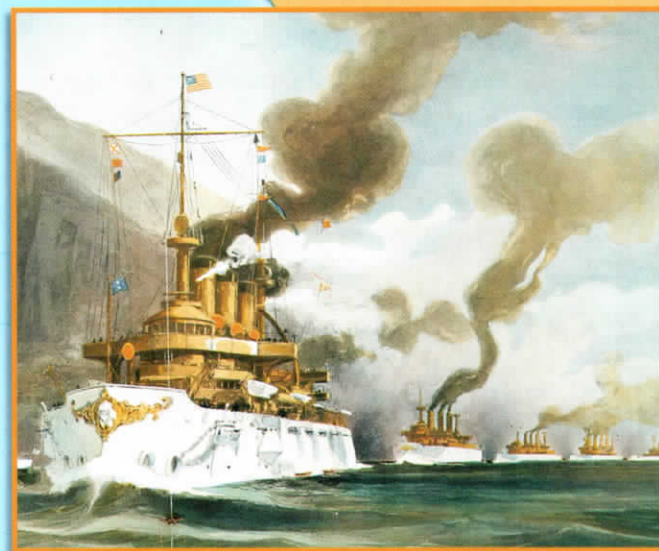
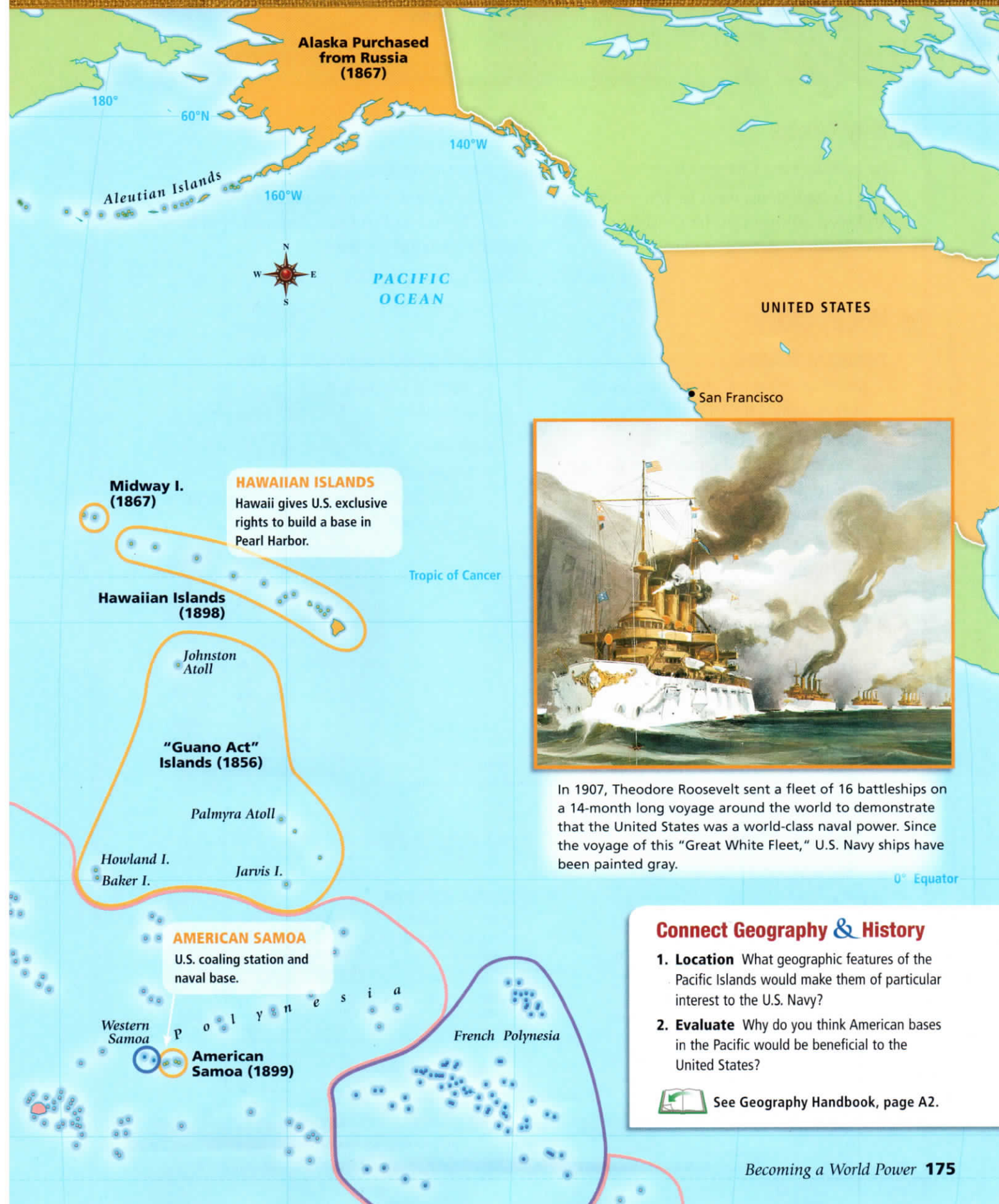
Global Expansion

By the end of the nineteenth century, many European powers had established prosperous settlements along the coast of China. They also had carved out spheres of influence—areas where each nation claimed special rights and economic privilege. As a result, American leaders adopted these ideas as the bedrock of U.S. foreign policy:

- the growth of the U.S. economy depended on exports
- the United States had a right to intervene abroad to keep foreign markets open
- the closing of an area to American products, citizens, or ideas threatened U.S. survival
- refueling posts in the Pacific for the U.S. Navy were essential to U.S. security

These goals led to the establishment of U.S. military bases in the Pacific.





In 1907, Theodore Roosevelt sent a fleet of 16 battleships on a 14-month long voyage around the world to demonstrate that the United States was a world-class naval power. Since the voyage of this "Great White Fleet," U.S. Navy ships have been painted gray.

Connect Geography & History

- 1. Location** What geographic features of the Pacific Islands would make them of particular interest to the U.S. Navy?
- 2. Evaluate** Why do you think American bases in the Pacific would be beneficial to the United States?



See Geography Handbook, page A2.

SECTION 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The United States went to war with Spain and won colonies in the Caribbean and the Pacific.

NOW YOU WILL LEARN

The United States expanded its influence in China and in Latin America, and built the Panama Canal.

Vocabulary

TERMS & NAMES

sphere of influence areas where foreign nations claimed special rights and economic privileges

Open Door Policy U.S. policy proposed in 1899 which stated that no single country should have a monopoly on trade with China

Boxer Rebellion 1900 nationalist uprising in China

Panama Canal canal through the Isthmus of Panama that connects the Atlantic and Pacific

Roosevelt Corollary United States claim of right to interfere in the affairs of Latin American countries

BACKGROUND VOCABULARY

malaria infectious disease spread by mosquitoes

REVIEW

Monroe Doctrine policy of U.S. opposition to any European interference in the Western Hemisphere



Visual Vocabulary
member of Boxer Rebellion

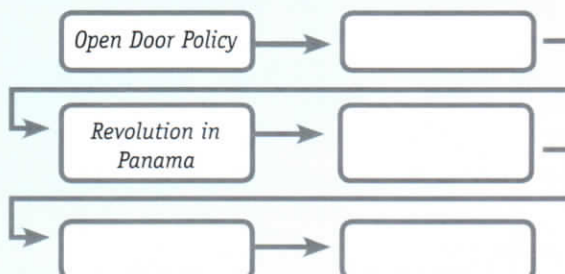
Reading Strategy

Re-create the diagram shown at the right. As you respond to the **KEY QUESTIONS**, use the diagram to record the important events in the order in which they occurred.



See Skillbuilder Handbook, page R5.

SEQUENCE EVENTS



GRAPHIC ORGANIZERS

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Expanding Interests in Asia and Latin America

One American's Story

In 1852, President Millard Fillmore sent Commodore Matthew Perry on a mission to open Japan to U.S. trade. For over two centuries, Japan's rulers had kept the country closed to most foreigners. Perry wanted to break Japan's traditional policy.

PRIMARY SOURCE

“ [I was determined] to adopt an entirely contrary plan of proceedings from that of all others who had . . . visited Japan on the same errand [to open up trade]: to demand as a right and not to [ask] as a favor those acts of courtesy which are due from one civilized nation to another. ”

—Commodore Matthew Perry, *Personal Journal*

Under the threat of force, Japan signed a treaty in 1854 giving American ships access to its ports. This was the start of U.S. involvement in Asia.

A Power in the Pacific

▼ **KEY QUESTION** What steps increased American influence in East Asia and the Pacific?

When Commodore Perry opened Japan to U.S. trade in the 1850s, he also opened the nation to Western ideas. Because of this, Japan began to modernize and soon emerged as a world power. In the 1890s, Japan demonstrated its strength in a successful war against China. After the war, Japan as well as the major European powers expanded their **spheres of influence**. These were areas where foreign nations claimed special rights and economic privileges. Like other Western nations, the United States also wanted to trade with China.



Commodore Matthew Perry as portrayed by a 19th century Japanese artist

Connect to the World

Imperialism

The Boxers' real name was I-ho ch'üan, or "Righteous and Harmonious fists," from which the term "Boxers" came. The Boxers opposed Christianity, the Chinese power structure, and foreigners. Most of its members were young peasant men.

The United States and China By the late 1890s, France, Germany, Britain, Japan, and Russia had established prosperous settlements along the coast of China. They also claimed exclusive rights to railroad construction and mining development in the nation's interior.


The competition for spheres of influence worried U.S. leaders who wanted access to China's markets and resources. In 1899, Secretary of State John Hay asked nations involved in the region to follow an **Open Door Policy**. This policy stated that no single country should have a monopoly on trade with China. Eventually, most of the nations accepted Hay's proposal.

Many Chinese people were not pleased by the presence of foreigners. One group, called the "Boxers," was angered by the privileges given to foreigners and the disrespect they showed toward Chinese traditions. In 1900, Chinese resentment led to a violent uprising known as the **Boxer Rebellion**. The rebellion was put down by an international force from eight nations, including Americans. About 230 foreigners and thousands of Chinese Christians and rebels were killed as a result of the Boxer Rebellion.

America Secures the Philippines As the Boxer Rebellion raged in China, American forces were still struggling to put down the independence movement in the Philippines. In 1902, they succeeded. Senator Albert Beveridge from Indiana, a supporter of imperialism boasted, "The Philippines are ours forever. And just beyond the Philippines are China's [unlimited] markets. We will not retreat from either. . . . The power that rules the Pacific is the power that rules the world."

Many Americans looked forward to the profits promised by Asian markets and resources. Others saw a chance to extend U.S. democracy in the region. The Philippines would provide a base for these activities.

Now that the Philippines were firmly under American control, the United States possessed a chain of islands in the Pacific that included Hawaii and Guam. Never before had America owned territories in such distant regions. The United States now had to find a way to help protect its Pacific empire, and allow ships from its east coast to gain easier access to the Far East.

 **SEQUENCE** List in chronological order the events that led to increasing U.S. influence in East Asia and the Pacific.

U.S. Interests in Latin America

 **KEY QUESTION** Why did the United States get involved in Latin America?

As the U.S. economy continued to grow, easy access to the Pacific became vital. For that reason, U.S. leaders proposed a canal to connect the Pacific and Atlantic oceans.

The Panama Canal A canal connecting the Atlantic and Pacific would mean that U.S. ships would not have to travel around the coast of South America. Such a canal would greatly 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.

TECHNOLOGY of the PANAMA CANAL

[Click here](#) to explore the technology of the Panama Canal @ [ClassZone.com](#)

The Panama Canal begins and ends at sea level but rises to 85 feet above sea level at Panama's Gatun Lake. (See inset map.) Why doesn't the lake empty into the sea?



1. With the left gate open and the right gate closed, a ship enters the lock.
2. The gate closes and water is pumped out. As the water level lowers, the ship is lowered with it. When the water level in the chamber reaches the level of the canal, the right gate opens.
3. The ship can also be raised by pumping water into the lock.

CRITICAL THINKING

1. **Draw Conclusions** Why did the United States want a shorter route between the Atlantic and Pacific oceans?
2. **Connect to Today** Why is there less need for the Panama Canal today?



Theodore Roosevelt (in white suit) operates a steamshovel during the construction of the Panama Canal.

Why was Roosevelt's visit important?

Building the Panama Canal Building the canal was a huge challenge. The land was swampy and full of mosquitoes that carried the organism that causes **malaria**—an infectious disease marked by cycles of chills and fever.

In spite of the challenges, the project moved forward. When Roosevelt visited Panama in 1906, he described the building of the canal.

PRIMARY SOURCE

“Steam shovels are hard at it; scooping huge masses of rock and gravel and dirt previously loosened by the drillers and dynamite blasters, loading it on trains which take it away. . . . They are eating steadily into the mountain cutting it down and down. . . . It is an epic feat.”

—Theodore Roosevelt, *from a letter sent to his son*

More than 44,000 workers, including many black West Indians, labored on the canal. The Panama Canal opened in 1914. It cost between \$350–\$380 million to build, and was then the most expensive construction project in the world. More than 5,500 canal workers died from diseases or accidents.

U.S. Involvement in Latin America The Panama Canal was only one sign of U.S. involvement in Latin America. As the U.S. economy continued to grow, so did U.S. interest in the resources of their southern neighbors.

Businesses in the United States found that they could cheaply buy food and raw materials, such as bananas, coffee, and copper from Latin America. They shipped these goods to the United States and sold them for higher prices.

The best spot for a canal was the Isthmus of Panama. It was part of Colombia, but Colombia was unwilling to give up this land. Ignoring Colombia's right to control its territory, President Roosevelt sent the U.S. Navy to support a revolution on the isthmus. Out of this revolution the new nation of Panama was created in 1903.

The Panamanian leaders granted the United States rights to a ten-mile-wide strip of land called the Canal Zone. There the United States would build the **Panama Canal**, the shortcut that would connect the Atlantic and Pacific.

Some people in Latin America and the United States opposed Roosevelt's actions. They believed that he had interfered in Colombia's affairs in order to cheat it out of land. In 1921, the U.S. finally paid Colombia \$25 million for the loss of Panama.

U.S. companies also bought large amounts of land in the region for farming and mining. As economic interests drew the United States deeper into Latin American affairs, U.S. leaders became concerned about political stability in the region. They worried that instability might tempt European nations to intervene in the region.

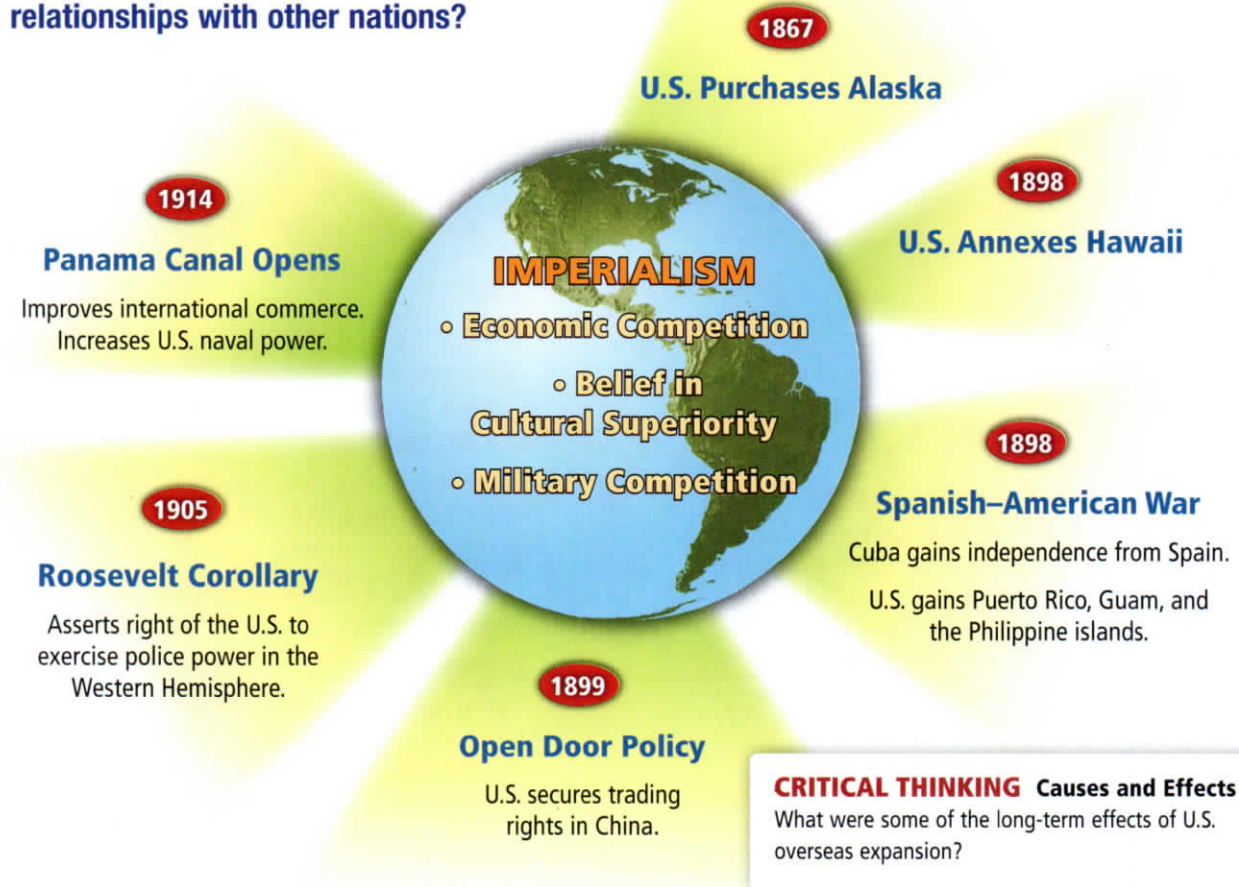
Policing the Hemisphere During his presidency, Theodore Roosevelt made it clear that the United States would remain the dominant power in the Western Hemisphere. He summed up his foreign policy toward the region when he said: “Speak softly and carry a big stick.” Roosevelt was warning that the United States would use military force if its interests were threatened.

Roosevelt reminded European powers of the **Monroe Doctrine**—the policy that barred European nations from intervening in Latin America. In 1905, he added the **Roosevelt Corollary**. It authorized the United States to act as a “policeman” in the region. That is, U.S. leaders would now intervene in Latin America’s domestic affairs when they believed that such action was necessary to maintain stability.

CONNECT to the Essential Question



How did America’s growing power affect its relationships with other nations?



In 1905, the United States used the Roosevelt Corollary to justify taking control of the Dominican Republic's finances. This was after the Dominican Republic failed to pay its foreign debts. A year later, when a revolt threatened Cuba's government, the policy was used to send troops there.

Later presidents expanded on Roosevelt's "big stick diplomacy." William Howard Taft urged American businesses to invest in Latin America. Taft promised military action if anything or anyone threatened these investments. He kept his word. In 1912, when Nicaraguan citizens revolted against their leader, Taft sent marines to Nicaragua to put down a revolt against the pro-American president.

President Taft's successor, Woodrow Wilson, also intervened in Latin America. In 1914 a revolution in Mexico began to threaten U.S. interests, Wilson sent a fleet to Veracruz after American sailors were arrested. Two years later, in 1916, he sent troops to Mexico when a Mexican revolutionary named Pancho Villa (PAHN•choh VEE•yah) raided New Mexico and killed 17 Americans in the town of Columbus.

Americans rarely questioned U.S. actions in Latin America. They saw their nation as a good police officer maintaining peace and preventing disorder. However, many Latin Americans did not agree. They saw the United States as a greedy imperial power that cared only about its own interests. This mistrust continues to trouble U.S. relations with its neighbors.

 **ANALYZE CAUSES** Why did America expand its involvement in Latin America?

3

Section Assessment



ONLINE QUIZ

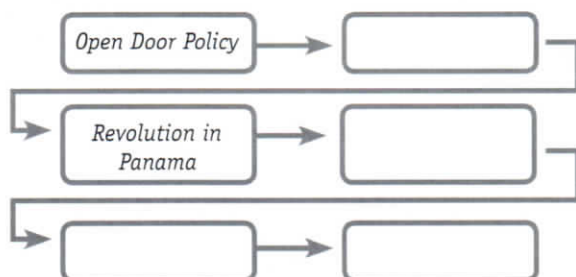
For test practice, go to
Interactive Review @ ClassZone.com

TERMS & NAMES

- Explain the importance of
 - sphere of influence
 - Open Door Policy
 - Boxer Rebellion
 - Panama Canal
 - Roosevelt Corollary

USING YOUR READING NOTES

- Sequence Events** Complete the diagram that you started at the beginning of this section.



KEY IDEAS

- What caused the Boxer Rebellion?
- What events made the building of the Panama Canal so important to the United States?

CRITICAL THINKING

- Make Inferences** Why was the United States interested in the political stability of Latin America?
- Connect to Today** Why do you think the Panama Canal has more commercial than military importance today?
- Math** Using the Internet or library resources, find out the dimensions of the Panama Canal. Then write a short report on how much time and distance was saved by ships after the construction of the canal.



Chapter Summary

1 Key Idea

The United States took its first steps in becoming a world power by acquiring Alaska and Hawaii.

2 Key Idea

The United States went to war with Spain and won colonies in the Caribbean and the Pacific.

3 Key Idea

The United States expanded its influence in China and in Latin America, and built the Panama Canal.

For detailed Review and Study Notes go to **Interactive Review** @ ClassZone.com

Name Game

Use the Terms & Names list to complete each sentence online or on your own paper.

- _____ is the policy by which strong nations extend control over weaker territories. **imperialism**
- _____ was responsible for America's acquisition of Alaska in 1867.
- In 1898, the _____ exploded and sank off the coast of Cuba.
- The _____ was opposed to foreign presence in China.
- _____ were members of the first U.S. Volunteer Cavalry.
- The _____ was fought over Cuba's right to independence.
- Construction of the _____ facilitated trade between the U.S. and Latin America.
- In 1902, the U.S. insisted that Cuba add the _____ to its new constitution.
- Reporting that sensationalized the news was known as _____.
- In 1898, the U.S. proposed an _____ to promote unrestricted trade with China.

- U.S.S. Maine
- Boxer Rebellion
- Open Door Policy
- George Dewey
- William Seward
- Anti-Imperialist League
- Roosevelt Corollary
- Platt Amendment
- Rough Riders
- Panama Canal
- Imperialism
- Yellow Journalism
- Sphere of Influence
- Spanish-American War
- Queen Liliuokalani

Activities

CROSSWORD PUZZLE

Complete the online crossword to show what you know about American imperialism.

ACROSS

- _____ is grown on Hawaiian plantations.

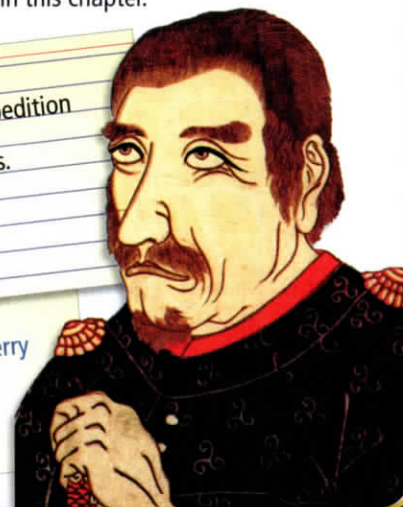


FLIPCARD

Use the online flip cards to quiz yourself on the terms and names introduced in this chapter.

Led U.S. trade expedition to Japan in 1850s.

ANSWER: Matthew Perry



VOCABULARY

Choose the correct answer.

- Commodore George Dewey was (the leader of the Rough Riders/the hero of the Battle of Manila Bay).
- Queen Liliuokalani was the ruler of (Alaska/Hawaii).
- William Seward purchased (Alaska/Hawaii) from Russia.
- The Rough Riders fought in (Cuba/Panama).
- The Boxer Rebellion took place in (China/the Philippines).

Explain how the terms and names in each group are related.

- yellow journalism, U.S.S. *Maine*, Spanish-American War
- Platt Amendment, Panama Canal, Roosevelt Corollary
- sphere of influence, William Seward, imperialism

KEY IDEAS

1 Imperialism in the Pacific (pages 164–167)

- Why did Americans become interested in overseas expansion in the late 1800s?
- How did the public react when William Seward negotiated the purchase of Alaska in 1867?
- Why did the United States take an interest in Hawaii?

2 The Spanish-American War (pages 168–173)

- How did the Spanish-American War begin?
- What territories did the United States take as a result of its victory over the Spanish?

3 Expanding Interests in Asia and Latin America (pages 176–182)

- Why did U.S. leaders want access to Asian markets after the Spanish-American War?
- Why was there an interest in building a canal across Latin America?
- How were the Latin American policies of Roosevelt, Taft, and Wilson similar?

CRITICAL THINKING

- Draw Conclusions** How did U.S. economic interests in Latin America influence the foreign policy of the United States?
- Form and Support Opinions** How did the presence of foreigners in China contribute to the Boxer Rebellion?
- Categorize** Use a chart like the one below to record details about U.S. involvement in Asia and Latin America.

| Asia | Latin America |
|---------------------------------------|---------------------------------|
| <i>Filipino independence defeated</i> | <i>Panama Canal constructed</i> |
| | |

- Summarize** What political difficulty faced U.S. leaders who wanted to build the Panama Canal?
- Evaluate** Do you think the United States was justified in going to war with Spain? Explain your answer.
- Synthesize** How did the building of the Panama Canal support United States efforts to become a world power?
- Analyze Leadership** What qualities made Theodore Roosevelt an effective leader?
- Interpret Graphs** Read the graph below. When did U.S. exports first outnumber U.S. imports?





- Online Test Practice @ ClassZone.com
- Test-Taking Strategies & Practice at the front of this book

DOCUMENT-BASED QUESTIONS

PART 1: Short Answer

Analyze each document, and answer the questions that follow.

DOCUMENT 1



1. This cartoon is about the relationship between the United States and Cuba in the late 19th century. What is the point of view of the cartoonist?

DOCUMENT 2

“How long are the Spaniards to drench Cuba with the blood and tears of her people? . . . How long shall American citizens, arbitrarily arrested while on peaceful and legitimate errands, be immured [held] in foul Spanish prisons without trial? . . . How long shall the United States sit idle and indifferent within sound and hearing of . . . murder? How long?”

—Joseph Pulitzer, *New York World*, February 13, 1897

2. What was the probable intent of this example of “yellow journalism”?

PART 2: Essay

3. Using information from the documents, your answers to the questions in Part 1, and your knowledge of U.S. history, write an essay that discusses the American justification of imperialism.

YOU BE THE HISTORIAN

25. **Draw Conclusions** How do you think manifest destiny set the stage for American imperialism at the end of the 19th century?
26. **Compare and Contrast** How did U.S. expansion at the end of the 19th century compare and contrast with expansion that occurred earlier?
27. **Connect Economics & History** How did the U.S. purchase of Alaska protect America's future interests?
28. **WHAT IF?** How might history have been different if the United States had given the Philippines its independence after the Spanish-American War?
29. **Citizenship** How might the activities of the Anti-Imperialist League have helped to remind citizens of their democratic responsibilities?
30. **Connect to Today** The “yellow journalism” of major newspapers influenced U.S. foreign policy at the turn of the century. How does modern media, such as television, shape public opinion today?



Answer the

ESSENTIAL QUESTION

How did America's growing power affect its relationships with other nations?

Written Response Write a two-to-three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as the most significant factors that affected America's relationships with other nations.

Response Rubric

A strong response will

- discuss major events that led to the growth of American power
- explain the importance of strong leadership
- evaluate how the use of American power impacted other nations
- analyze how the use of American power influenced public opinion in America