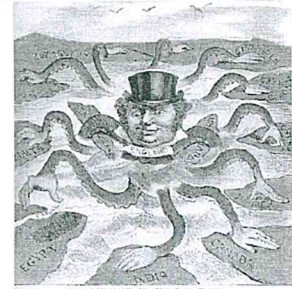


Name: _____

Date: _____ Pd: _____

Necessary Vocabulary:

Imperialism means spreading the rule of one country over that of another country.



THERE ARE FOUR DIFFERENT KINDS OF IMPERIALISM

- 1) Colonial Imperialism: One country taking over another country usually by force.
- 2) Cultural Imperialism: One country's culture impacting another country's culture.
- 3) Political Imperialism: One country influences the government of another country.
- 4) Economic imperialism: One country controls key aspects of another country's economy.

Directions: Listed below are various examples of imperialism. To the right of each example, write the form of imperialism that best describes each action.

- 1) The United States set up a government in Puerto Rico. _____
- 2) The United States and Germany divided control of the Samoan islands. _____
- 3) American missionaries taught the Hawaiian people about Christianity. _____
- 4) Commodore Mathew Perry convinced the Japanese ruler to open ports to United States trade _____
- 5) The United States overthrew the Queen of Hawaii and took control of her Kingdom. _____
- 6) The United States heavily invests in China. New jobs are provided and the economy in China is stimulated. Most of the profits from the surge in industry benefit the United States. _____
- 7) Country A finances the overthrow of the dictator of Country B, who is unfriendly to Country A. Country A only offers financial assistance, not military troops. _____

8) Students in Mexico begin to learn and use the language of the United States. They even begin to adopt the style of dress of the students in the United States.

CHAPTER
10

RETEACHING ACTIVITY *Imperialism and America*

Section 1

Finding Main Ideas

The following questions deal with the growth of U.S. imperialism. Answer them in the space provided.

1. What was the policy of imperialism?

2. What three factors fueled the emergence of U.S. imperialism?

3. Why did many business leaders argue that imperialism would help the nation's economy?

4. In what way did Alaska turn out to be a good deal for the United States?

5. How did the country respond to the urgings of Alfred T. Mahan and other proponents of bolstering the country's naval forces?

6. What group became the most powerful in Hawaii? Why did they favor U.S. annexation?

CHAPTER
10

Section 2

PRIMARY SOURCE **In Favor of Imperialism**

While running for the Senate in 1898, Indiana's Albert Beveridge gave a campaign speech in which he explained why the United States should keep the Philippines. As you read this excerpt, consider his arguments in favor of U.S. imperialism.

It is a noble land that God has given us; a land that can feed and clothe the world; a land whose coastlines would enclose half the countries of Europe; a land set like a sentinel between the two imperial oceans of the globe, a greater England with a nobler destiny. It is a mighty people that He has planted on this soil; a people sprung from the most masterful blood of history; a people perpetually revitalized by the virile, man-producing working folk of all the earth; a people imperial by virtue of their power, by right of their institutions, by authority of their heaven-directed purposes—the propagandists and not the misers of liberty.

It is a glorious history our God has bestowed upon His chosen people; a history whose keynote was struck by the Liberty Bell; a history heroic with faith in our mission and our future; a history of statesmen who flung the boundaries of the republic out into unexplored lands and savage wildernesses; a history of soldiers who carried the flag across the blazing deserts and through the ranks of hostile mountains, even to the gates of sunset; a history of a multiplying people who overran a continent in half a century; a history of prophets who saw the consequences of evils inherited from the past and of martyrs who died to save us from them; a history divinely logical, in the process of whose tremendous reasoning we find ourselves today.

Therefore, in this campaign, the question is larger than a party question. It is an American question. It is a world question. Shall the American people continue in their restless march toward the commercial supremacy of the world? Shall free institutions broaden their blessed reign as the children of liberty wax in strength, until the empire of our principles is established over the hearts of all mankind? . . .

God bless the soldiers of 1898, children of the heroes of 1861, descendants of the heroes of 1776! In the halls of history they will stand side by side with those elder sons of glory, and the opposition to the government at Washington shall not deny them. No! They shall not be robbed of the honor due them, nor shall the republic be robbed of what they

won for their country. For William McKinley is continuing the policy that Jefferson began, Monroe continued, Seward advanced, Grant promoted, Harrison championed, and the growth of the republic has demanded.

Hawaii is ours; Puerto Rico is to be ours; at the prayer of the people, Cuba will finally be ours; in the islands of the East, even to the gates of Asia, coaling stations are to be ours; at the very least the flag of a liberal government is to float over the Philippines, and I pray God it may be the banner that Taylor unfurled in Texas and Frémont carried to the coast—the stars and stripes of glory.

The march of the flag! . . .

Think of the thousands of Americans who will pour into Hawaii and Puerto Rico when the republic's laws cover those islands with justice and safety! Think of the tens of thousands of Americans who will invade mine and field and forest in the Philippines when a liberal government, protected and controlled by this republic, if not the government of the republic itself, shall establish order and equity there! Think of the hundreds of thousands of Americans who will build a soap-and-water, common-school civilization of energy and industry in Cuba when a government of law replaced the double reign of anarchy and tyranny. Think of the prosperous millions that empress of islands will support when, obedient to the law of political gravitation, her people ask for the highest honor liberty can bestow, the sacred Order of the Stars and Stripes, the citizenship of the Great Republic!

from Thomas B. Reed, ed., Modern Eloquence, Vol. XI (Philadelphia, 1903), 224–243.

Discussion Questions

1. Whose hand does Beveridge see in America's destiny?
2. According to Beveridge, what would Hawaii, Puerto Rico, the Philippines, and Cuba gain from their association with the United States?
3. What arguments does Beveridge give for the expansion of the American empire?

CHAPTER
10

Section 2

PRIMARY SOURCE *from The Rough Riders*
by Theodore Roosevelt

During the Spanish-American-Cuban War, Lieutenant Colonel Theodore Roosevelt led a charge of two African-American regiments and the Rough Riders up San Juan Hill in Cuba. As you read this excerpt from Roosevelt's account of the battle, visualize what happened during the assault.

The infantry got nearer and nearer the crest of the hill. At last we could see the Spaniards running from the rifle-pits as the Americans came on in their final rush. Then I stopped my men for fear they should injure their comrades, and called to them to charge the next line of trenches, on the hills in our front, from which had been undergoing a good deal of punishment. Thinking that the men would all come, I jumped over the wire fence in front of us and started at the double; but, as a matter of fact, the troopers were so excited, what with shooting and being shot, and shouting and cheering, that they did not hear, or did not heed me; and after running about a hundred yards I found I had only five men along with me. Bullets were ripping the grass all around us, and one of the men, Clay Green, was mortally wounded. . . .

I ran back, jumped over the wire fence, and went over the crest of the hill, filled with anger against the troopers, and especially those of my own regiment, for not having accompanied me. They, of course, were quite innocent of wrongdoing; and even while I taunted them bitterly for not having followed me, it was all I could do not to smile at the look of injury and surprise that came over their faces, while they cried out: "We didn't hear you, we didn't see you go, Colonel; lead on now, we'll sure follow you." I wanted the other regiments to come too, so I ran down to where General Sumner was and asked him if I might make the charge; and he told me to go and that he would see that the men followed. By this time everybody had his attention attracted, and when I leaped over the fence again, with Major Jenkins beside me, the men of the various regiments which were already on the hill came with a rush, and we started across the wide valley which lay between us and the Spanish intrenchments.

Captain Dimmick, now in command of the Ninth, was bringing it forward; Captain McBlain

had a number of Rough Riders mixed with his troop, and led them all together; Captain Taylor had been severely wounded. The long-legged men like Greenway, Goodrich, Sharp-shooter Proffit, and others, outstripped the rest of us, as we had a considerable distance to go. Long before we got near them the Spaniards ran, save a few here and there, who either surrendered or were shot down. When we reached the trenches we found them filled with dead bodies in the light blue and white uniform of the Spanish regular army. . . .

There was very great confusion at this time, the different regiments being completely intermingled—white regulars, colored regulars, and Rough Riders. General Sumner had kept a considerable force in reserve on Kettle Hill under Major Jackson of the Third Cavalry. We were still under a heavy fire and I got together a mixed lot of men and pushed on from the trenches and ranch-houses which we had just taken, driving the Spaniards through a line of palm-trees, and over the crest of a chain of hills. When we reached these crests we found ourselves overlooking Santiago.

from Theodore Roosevelt, The Rough Riders (New York, 1899). Reprinted in Richard B. Morris and James Woodress, eds., Voices from America's Past, Vol. 2, Backwoods Democracy to World Power (New York: Dutton, 1963), 276-277.

Discussion Questions

1. Why was Roosevelt angry with the troopers at first?
2. From reading this account, what conclusions can you draw about the Battle of San Juan Hill?
3. After the battle, Roosevelt wrote to his friend Senator Lodge: "I am entitled to the medal of honor, and I want it." Based on your reading of his account, do you agree with Roosevelt? Why or why not?

CHAPTER
10

RETEACHING ACTIVITY *Acquiring New Lands*

Section 3

Completion

A. Complete each sentence with the appropriate term or name.

- | | |
|--------------|------------------------|
| governor | Filipino |
| protectorate | spheres of influence |
| Boxers | upper house |
| Mark Twain | American |
| lower house | William Jennings Bryan |

1. Under the Foraker Act, the United States had the power to appoint Puerto Rico's _____ and _____.
2. The rebellion in the Philippines cost 4,000 _____ lives.
3. The _____ were a group opposed to the growing foreign influence in China.
4. By the late 1800s, China had become home to several European _____, areas where a nation claimed special rights and economic privileges.
5. President McKinley's opponent in the 1900 presidential election was _____, a staunch opponent of imperialism.

Evaluating

B. Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- _____ 1. The most important reason for the United States to maintain a strong political presence in Cuba was to protect American business interests.

- _____ 2. The Supreme Court ruled in the Insular Cases that the U.S. Constitution automatically applied to people in acquired territories.

- _____ 3. Many Americans questioned the U.S. presence in Puerto Rico, which was of no strategic importance to the United States.

- _____ 4. The United States finally granted the Philippines its independence on July 4, 1946.

- _____ 5. Members of the Anti-Imperialist League believed it was wrong for the United States to rule other people without their consent.

CHAPTER
10

Section 4

PRIMARY SOURCE Building the Panama Canal

The Panama Canal took ten years to build and cost almost \$400 million. Consider some of the challenges that had to be overcome in building it as you read this excerpt from an eyewitness account of the canal's construction.

From Gatun the train goes through territory which is to be the lake. For twenty-three miles the ships will cross this artificial lake to Culebra Cut. Never before has man dreamed of taking such liberties with nature, of making such sweeping changes in the geographical formation of a country. Here are we Americans dropping down into the heart of a jungle of unequaled denseness, building a young mountain, balancing a lake of 160 odd square miles on the top of the continental divide, gouging out a cañon 10 miles long, 300 feet wide, and in some places over 250 feet deep. Think about that a minute and then be proud that you are an American. . . .

"Look!" my friend cried suddenly. "See that machine—it looks like a steam crane—it is a track-shifter. Invented by one of our engineers. You see, on the dumps, where we throw out the spoil from the cuts, we have to keep shifting the tracks to keep the top of the dump level. Well, it took an awful lot of time to do it by hand. So we developed that machine. It just takes hold of a section of track, rails and ties and all, hoists it up out of its ballast, and swings it over to where we want it. Does in an hour what a gang of twenty men could not do in a week. They're not used much anywhere else in the world. You see, there isn't any other place where they have to shift track on so large a scale."

They seem vastly proud of this track-shifter down here.

"And this is Gorgona," he said, a minute later. "Those shops over there are the largest of their kind in the world—repairing machinery. We can mend anything in there from a locomotive to a watch-spring."

One gets tired of this "largest in the world" talk. But it is only as you accustom yourself to the idea that each integral part of the work is of unequaled proportions that you begin to sense the grandeur of the whole undertaking. The largest dam, the highest locks, the greatest artificial lake, the deepest cut, the biggest machine shops, the heaviest consumption of dynamite, the most wonderful sanitary

system—all these and others which I forget are unique—the top point of human achievement. . . .

It is between Gorgona and Empire that you get your first look into Culebra Cut. It is as busy a place as an anthill. It seems to be alive with machinery; there are, of course, men in the cut too, but they are insignificant, lost among the mechanical monsters which are jerking work-trains about the maze of tracks, which are boring holes for the blasting, which are tearing at the spine of the continent—steam shovels which fill a car in five moves, steam shovels as accurate and delicate as a watch, as mighty, well, I can think of nothing sufficiently mighty to compare with these steel beasts which eat a thousand cubic yards a day out of the side of the hills.

But it is not till you get beyond the cut and, looking back, see the profile of the ditch against the sunset that you get the real impression—the memory which is to last. The scars on the side of the cut are red, like the rocks of our great Western deserts. The work has stopped, and the great black shovels are silhouetted against the red of the sky. Then there comes a moment, as your train winds round a curve, when the lowering sun falls directly into the notch of the cut and it is all illumined in an utterly unearthly glory. . . .

from Arthur Bullard, Panama: The Canal, the Country, and the People (New York, 1914). Reprinted in Richard B. Morris and James Woodress, eds., Voices From America's Past, vol. 2, Backwoods Democracy to World Power (New York: Dutton, 1963), 295–298.

Research Options

1. Find out more about the building of the Panama Canal. What obstacles had to be overcome? What dangers did workers face? Prepare a brief oral report and share it with your classmates.
2. Controlling the spread of disease was a key factor in the completion of the Panama Canal. Research how Colonel William C. Gorgas made the Canal Zone safe for workers. Then write a short column about Gorgas's achievement for a health newsletter.

Chapter 10 Review

Section 1:

Imperialism

Alfred T. Mahan

William Seward (what did he buy?)

Sanford B. Dole (What was he in charge of?)

Pearl Harbor (which state is it located in?)

Know the following:

What did the McKinley Tariff of 1890 eliminate?

Who wanted to Annex Hawaii most? (People of America, businesses, etc)

U.S. Annexed Hawaii for what reason (what port did we want?)

What industry was thriving in Hawaii? (What is in candy and pop?)

Section 2:

Jose Marti (what was his occupation and what did he do?)

Yellow Journalism

U.S.S. Maine (What happened to it?)

Rough Riders (What famous battle are they involved in?)

Treaty of Paris

San Juan Hill

Know the following:

Who was Valeriano Weyler and what did he do once he reached Cuba?

what countries did the U.S. Annex during American imperialism?

The blowing up of what ship prompted the U.S. into war with Spain

Section 3

Foraker Act

Platt Amendment

Protectorate

Emilio Aguinaldo

John Hay

Open Door Notes

Boxer Rebellion

Teller Amendment

Know the following:

What the foraker act did

What diseases did the U.S. help eliminate in Cuba?

Who the filipinos are going to rebel under

Section 4:

Panama Canal
Roosevelt Corollary
Dollar diplomacy

Know the following:

Who John J. Pershing was and what he did
why Emiliano Zapata and Francisco "Pancho" Villa are significant (who are they in charge of)
Where the Panama Canal is located