



### Chapter Preview

By the late 1800s, the United States was taking a larger role in world affairs. The nation acquired new territories in the Pacific and strengthened its trade ties with Asia. In addition, the Spanish-American War led to increased involvement in Latin America.



14E.H.1, 14E.H.2,  
16A.G.2, 16B.H.4,  
18A.H.4

#### Section 1

##### Eyes on the Pacific

Pages 680–685



#### What You Will Learn

During the last half of the 1800s, the United States acquired territories and built up trade in the Asia-Pacific region.



14D.G.4, 14E.G.2,  
16A.G.5, 16C.H.4, 17D.H.1

#### Section 2

##### The Spanish-American War

Pages 688–692

A quick U.S. victory in the Spanish-American War of 1898 gave the United States an overseas empire.



14E.H.1, 14E.H.4,  
15D.G.5, 15D.H.6

#### Section 3

##### The United States and Latin America

Pages 693–697

The United States expanded the Monroe Doctrine and became more involved in Latin America.



#### U.S. Events

**1854**

United States signs trade treaty with Japan.

**1893**

American planters stage revolt in Hawaii.

**1898**

United States wins Spanish-American War.



#### World Events

**1850**

**1858** France begins conquest of Indochina.

**1890**

**1880s** European powers carve up Africa.

**1900**

**1900** Boxer Rebellion breaks out in China.



## Quick View Video

View the chapter video for a quick preview of the main ideas.

President Theodore Roosevelt followed a "big stick" policy as he sought to block European nations from interfering when Latin American nations could not pay their debts.



**1904**

United States begins to build Panama Canal.

**1914**

United States Navy occupies port of Veracruz, Mexico.

1900

1910

1920

**1910** Japan annexes Korea.

**1914** World War I begins in Europe.





## History Reading Skill Frame Research Questions

**What questions could you ask to learn more about the Panama Canal?**

17C.G.2, 17C.H.2

In this chapter, you will practice framing, or asking, questions that can be answered through research. Read the following account of the history of the Panama Canal. The side notes show you how to frame research questions.

**Primary Source**

Ask questions to extend the text: How did the Spanish interact with local populations?

In 1914, the United States completed the Panama Canal after overcoming many challenges. The waterway across Central America's narrowest point connected the Pacific and Atlantic oceans.

For at least 400 years people dreamed about digging a canal across the Isthmus of Panama. . . .

The first dreamer was King Charles V of Spain. In 1534 his soldiers had to struggle across the Isthmus on a bumpy stone road . . . with the stolen riches of Bolivia and Peru piled on the backs of mules and horses. . . .

By 1855, despite many deaths from malaria and yellow fever, an American company succeeded in completing a railroad across the Isthmus to transport [gold] prospectors and their families. . . .

In 1882 the French began digging a great trench . . . across the Isthmus. It had been the dream of Ferdinand de Lesseps, but his canal company ultimately collapsed because of disease, corruption, and mismanagement.

Ask questions to solve puzzles: Why build this railroad? How did the risks balance with the likely rewards?

Ask questions to connect across time periods: How did Americans overcome the challenges that defeated Lesseps?

—Nancy Winslow Parker, *Locks, Crocs, & Skeeters: The Story of the Panama Canal*

**Frame Research Questions**

- Ask questions that are narrow enough to realistically answer. For example, questions should focus on a specific time period.
- Ask questions about *who* and *what* to find out important details. Then, ask *why* and *how* to go even further.
- Ask questions that require you to extend into related topics of interest to you.

**Document-Based Questions**

1. According to the excerpt, who was the first European to think about building a canal across the Isthmus of Panama?
2. How would a canal have benefited the Spanish?
3. What challenge faced both the railroad builders and the canal builders?



## Vocabulary Builder

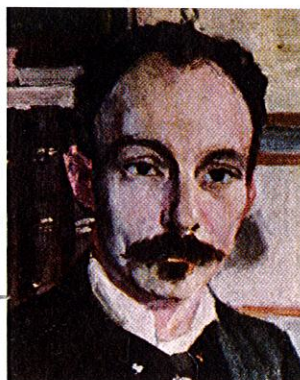
### Previewing High-Use Academic Words

High-Use Word	Definition	Sample History Sentence
<b>critic</b> (KRIHT ihk) (Section 1, p. 681)	<b>n.</b> someone who makes judgments about objects or actions	Critics are often quick to find fault with a president's actions.
<b>exclude</b> (ehks KLYOOD) (Section 1, p. 684)	<b>v.</b> to keep out or expel; to reject or not be considered	The United States objected to the attempts by some nations to <u>exclude</u> U.S. merchants from trade in China.
<b>revolt</b> (ree VOHLT) (Section 2, p. 688)	<b>n.</b> uprising; rebellion	Spain struggled to put down <u>revolts</u> in Cuba and the Philippines.
<b>prospect</b> (PRAHS pehkt) (Section 2, p. 690)	<b>n.</b> expectation; likely outcome	American businesses wanted to invest in China, lured by the <u>prospect</u> of great profits.
<b>hostile</b> (HAHS tihl) (Section 3, p. 694)	<b>adj.</b> unfriendly; intending to do harm; like an enemy	U.S. forces had little trouble defeating <u>hostile</u> forces in Puerto Rico.
<b>invest</b> (ihn VEHT) (Section 3, p. 696)	<b>v.</b> to supply money for a project in order to make a profit	If you <u>invest</u> in a stock today, you are hoping that its value will grow so that you can sell it at a profit later.

### Previewing Key Terms and People

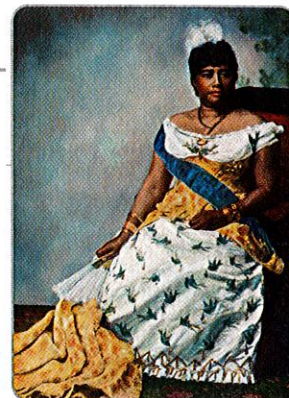
**Matthew C. Perry**, p. 680  
**isolationism**, p. 681  
**imperialism**, p. 681  
**Frederick Jackson Turner**, p. 682  
**Liliuokalani**, p. 683  
**sphere of influence**, p. 684  
**reconcentration**, p. 688  
**José Martí**, p. 688  
**William Randolph Hearst**, p. 689  
**Emilio Aguinaldo**, p. 690

**protectorate**, p. 692  
**isthmus**, p. 693  
**William C. Gorgas**, p. 694  
**corollary**, p. 696



José Martí

Liliuokalani



**dollar diplomacy**, p. 696  
**Francisco Villa**, p. 697





# Eyes on the Pacific



## Learning Standards

- **14E.H.1** When U.S. diplomacy favors a nation
- **14E.H.2** U.S. vs. other nations' foreign policy interests
- **16A.G.2** Related historical events on a periodization chart
- **16B.H.4** Development of U.S. diplomacy
- **18A.H.4** Concept of the global community

## Prepare to Read



## Reading Skill

**Ask Extension Questions** In discussing one central event, history books will often mention a related event. You may find yourself interested in the related event. Why did it happen? What made it important? How did it affect those involved? Framing questions in specific language will help you research to find the answers.

## Vocabulary Builder

### High-Use Words

critic, p. 681

exclude, p. 684

### Key Terms and People

Matthew C. Perry, p. 680

isolationism, p. 681

imperialism, p. 681

Frederick Jackson Turner, p. 682

Liliuokalani, p. 683

sphere of influence, p. 684

## Main Idea

The United States opened trade with Japan and purchased Alaska from Russia.

Japanese statuette of Commodore Perry



**Background Knowledge** You have seen how the United States extended its borders under the banner of Manifest Destiny. In this chapter, you will learn how the United States began to seek new opportunities overseas.

## The United States Looks Overseas

In the mid-1800s, the United States was ready to take on new challenges. It found new trading partners and acquired more land.

**Opening Japan to Trade** U.S. merchants longed to engage Japan in a profitable trade. However, for 250 years, Japan had blocked outside trade and barred foreigners from entering or leaving the country.

In 1853, a squadron of heavily armed U.S. warships, commanded by Commodore Matthew C. Perry, sailed into Tokyo Bay. Perry presented the Japanese with a letter from the President calling for Japan to grant trading rights to Americans. The Japanese were awed by Perry's powerful ships and menacing guns. When Perry returned in 1854, they signed a treaty opening Japan for trade.

Perry's visit had another important effect. Faced with the technology and power of the United States, the Japanese recognized their own weakness. They set out to transform their feudal society into an industrial nation that could compete in the modern world.

**Purchasing Alaska** In 1867, Alaska was a Russian colony. Russia told U.S. Secretary of State William Seward that it wanted to sell Alaska. Seward strongly favored U.S. expansion. He saw Alaska as a stepping stone for trade with Asia and the Pacific.



Alaska is twice the size of Texas. The United States purchased the territory for \$7.2 million, about 2 cents an acre. The purchase increased the area of the United States by almost one fifth.

Many Americans opposed the purchase. Some saw Alaska as a frozen wasteland—"Seward's Folly" or "Seward's Icebox." But the critics changed their tune when valuable discoveries of gold led to the Klondike and Alaska gold rushes of 1897–1898. Alaska, it turned out, was rich in an amazing array of resources.

 **Checkpoint** How did the United States get Japan to open trade?

## The Expansionist Mood

Until the late 1800s, Americans heeded George Washington's advice to "steer clear of permanent alliances." The nation generally pursued a policy of **isolationism**—that is, **avoiding involvement in other countries' affairs**. Americans stood aside as the nations of Europe undertook a policy of **imperialism**—**building empires by imposing political and economic control over peoples around the world**.

In the late 1800s, however, a new spirit of expansionism gripped the nation. Americans debated a new sort of Manifest Destiny that would extend overseas. Supporters of expansion offered a variety of arguments for increased involvement in world affairs. These included promoting economic growth and spreading American values. A new view of history also encouraged expansionism.

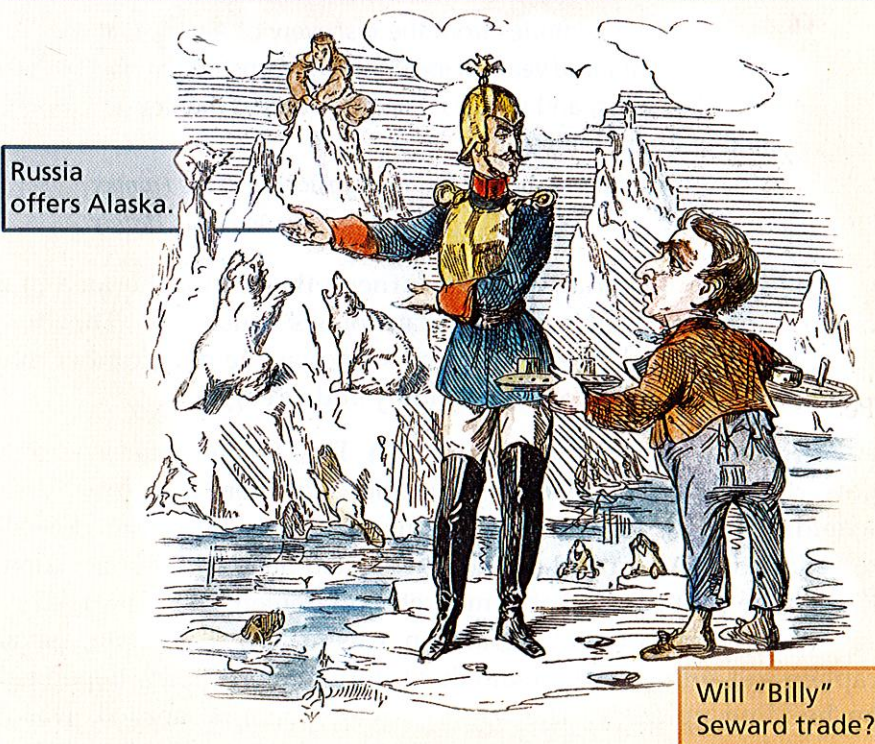
### Vocabulary Builder

**critic** (KRIHT ihk) *n.* someone who makes judgments about objects or actions

### Main Idea

In the late nineteenth century, the United States began to turn away from isolationism in a bid to acquire overseas territories.

### Seward's Folly



### Reading Political Cartoons

#### Skills Activity

The cartoonist shows a Russian stranger offering to trade "bears, seals, icebergs," and more.

- (a) **Recognize Points of View** What is the cartoonist's opinion about the purchase of Alaska? What symbols does the cartoonist use to make the point?
- (b) **Apply Information** What did people learn about Alaska after 1898? How would you change the cartoon, based on that information?



## Cause and Effect

### CAUSES

- Western frontier closes.
- European nations acquire overseas colonies and compete for resources and markets.
- U.S. industry needs to acquire raw materials and to find new markets in which to sell its products.
- Some in the United States want to spread American culture and values to other parts of the world.

### U.S. OVERSEAS EXPANSION

### EFFECTS

- U.S. Navy grows in size and power.
- United States gains control of territories in the Caribbean and the Pacific.
- The United States issues Open Door Policy, which allows all nations to trade with China.
- U.S. builds Panama Canal.
- United States sends troops to Latin American nations to protect its interests.

### Reading a Chart

#### Skills Activity

American expansionists wanted an overseas empire. By 1900, they had achieved their goal.

- (a) **Read a Chart** Which causes listed on the chart relate to benefits for the U.S. economy?
- (b) **Apply Information** How was a strong navy related to the expansionists' goals?

**The Turner Thesis** In 1893, historian **Frederick Jackson Turner** put forth the thesis, or idea, that the western frontier had defined American history. Westward movement, he said, had built individualism and democratic values. Turner concluded:

“And now, four centuries from the discovery of America, at the end of a hundred years of life under the Constitution, the frontier has gone, and with its going has closed the first period of American history.”

—Frederick Jackson Turner, *The Significance of the Frontier in American History*

Today, few historians accept Turner's thesis. But the idea of a closing frontier influenced expansionists such as Theodore Roosevelt. Overseas expansion, they said, was the new frontier that would help the nation renew its vitality and strength.

**Promoting Economic Growth** The United States had a powerful industrial economy. It produced far more than Americans would buy. U.S. leaders watched nervously as European powers seized land in Africa and Asia. If the United States did not act soon, it might be shut out of global markets and denied raw materials.

A top supporter of expansion was Alfred T. Mahan, naval captain and author. Mahan said that future U.S. prosperity depended on building up trade. The key to strong trade, he argued, was a powerful navy that would control the world's sea lanes and thus protect U.S. access to foreign markets.



#### Ask Extension Questions

Isolationism and expansionism each had their advantages and disadvantages for the United States. Suggest a possible research question that builds on this topic.



**Spreading American Values** In the late 1800s, many Americans believed that Americans of the “Anglo-Saxon race” were superior to “lesser races” in other nations. Therefore, the argument went, Americans had a divine duty to spread Christian values and western civilization around the world.

**✓Checkpoint** What arguments did expansionists make?

## Gaining Footholds in the Pacific

Supporters of expansion expressed interest in various Pacific islands. They saw them as essential for expanding U.S. influence and trade.

**Rivalry for Samoa** U.S. steamship companies and missionaries fanned interest in Samoa, a chain of islands in the South Pacific. The steamship companies and the U.S. Navy wanted to set up coaling stations, where ships could stock up on coal.

Britain and Germany also wanted Samoa. Armed conflict loomed in 1889, as Britain, Germany, and the United States all sent warships to Samoa. But fighting was averted when a typhoon struck, disabling or destroying most of the warships. Ten years later, in 1899, the United States and Germany divided the islands of Samoa between them. The people of Samoa, however, had no say in the matter.

**Interest in Hawaii** Expansionists also eyed Hawaii, a group of islands in the North Pacific. The islands have great natural beauty, sunshine, beaches, and rolling surf. But beauty was secondary. Located between Asia and the United States, Hawaii could serve as a “military and commercial outpost in the Pacific.”

The first people to settle Hawaii arrived by canoe from other islands in the Pacific around the 600s. They lived undisturbed until 1778, when Captain James Cook, an English explorer, arrived.

In 1820, the first American missionaries came, hoping to convert Hawaiians to Christianity. Later, other Americans acquired land and set up huge sugar plantations.

As the sugar industry in Hawaii grew, so did the power of American planters. In 1887, planters forced the Hawaiian king, Kalakaua, to accept a new constitution that gave them great influence.

When Kalakaua died in 1891, his sister **Liliuokalani** (lih lee oo oh kah LAH nee) succeeded him. The new queen was a strong advocate of Hawaiian independence. She refused to recognize the 1887 constitution. She wanted to restore the power of the monarchy and reduce foreign influence in Hawaii.

### Main Idea

The United States gained Pacific footholds in Samoa and Hawaii.

### Biography Quest



**Liliuokalani**  
1838–1917

Queen Liliuokalani championed several women’s causes during her long life. She supported the establishment of a college that would train young Hawaiian women to be scholars. Other efforts led to the 1890 founding of a maternity home to help mothers and to provide care for newborns. She also championed the idea of a women’s bank for Hawaii.

### Biography Quest online

**In what other field is Liliuokalani remembered for her contributions?**

**For:** The answer to the question about Liliuokalani

**Visit:** PHSchool.com

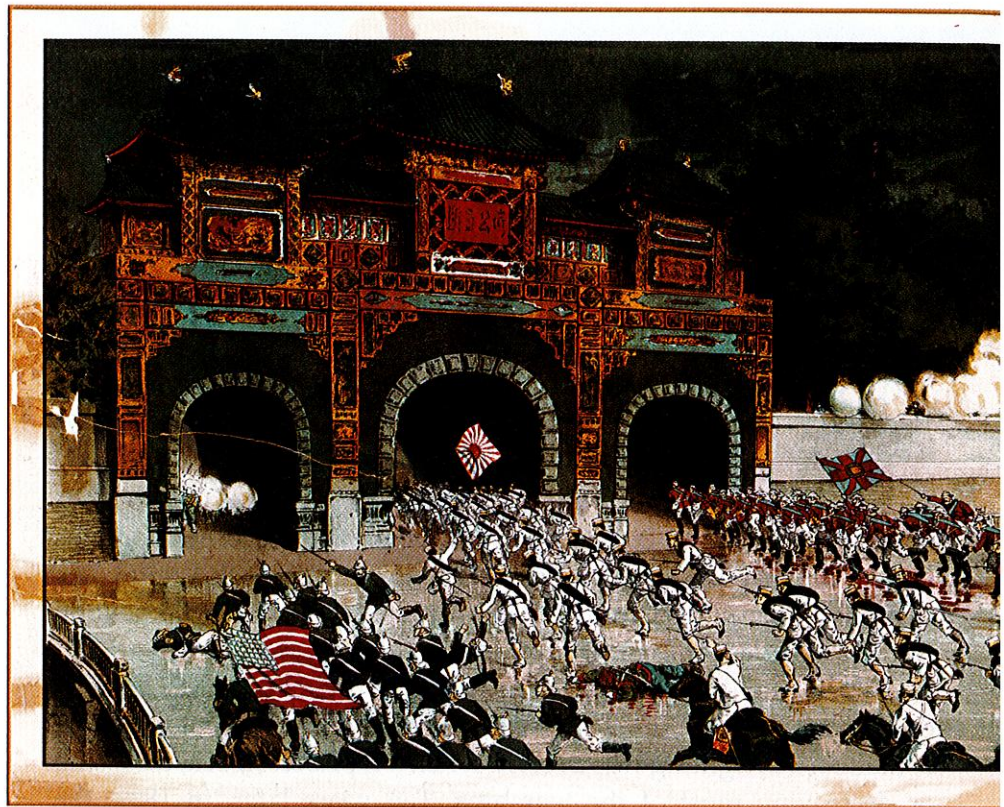
**Web Code:** myd-6162



## Boxer Rebellion

U.S. troops joined soldiers from other powers in crushing the Boxer Rebellion of 1900 in China.

**Critical Thinking: Detect Points of View** This painting shows the event from the foreigner's point of view. Describe how a Chinese artist's painting would have differed.



**Annexing Hawaii** In 1893, American planters organized an uprising. Without consulting the U.S. government, they persuaded a U.S. official to land 50 U.S. Marines to help overthrow the queen and set up a pro-American government. But President Grover Cleveland rejected a proposal to annex Hawaii. He argued that the revolt had been illegal and was not supported by the people of the islands.

Cleveland's successor, William McKinley, however, favored annexation and supported a treaty to achieve it. On July 7, 1898, Congress voted to make Hawaii a territory of the United States.

**✓Checkpoint** How did the United States acquire Hawaii?

## Main Idea

After other powers grabbed spheres of influence in China, the United States campaigned for equal trading rights there.

## Vocabulary Builder

**exclude** (ehks KLYOOD) v. to keep out or expel; to reject or not be considered

## Carving Up China

In the late 1800s, China had just emerged from an unsuccessful war. Taking advantage of China's weakness, European powers and Japan forced the Chinese empire to grant them land and trading rights. They set about dividing China into **spheres of influence, or areas where another nation has economic and political control**.

**Open Door Policy** At first, Americans were not part of this activity. But as the other powers carved up China, U.S. leaders feared that Americans would be **excluded** from the China trade.

In 1899, U.S. Secretary of State John Hay issued a message to the other powers. He called on them to keep an "open door" in China. By this, he meant that he wanted them to guarantee the rights of all nations to trade with China on an equal basis. The various nations responded cautiously, most saying neither yes nor no. But Hay declared publicly that the Open Door Policy had been accepted.




**Boxer Rebellion** Many Chinese resented foreign influences in their country. They organized a secret society to combat the foreigners. The society called itself the Righteous and Harmonious Fists. Europeans called this society and its members Boxers, because they performed ceremonial exercises that resembled shadowboxing.

In the spring of 1900, the Boxers began a rebellion to expel the foreigners. Backed by China's government, they attacked and killed westerners and Chinese Christians. Mobs burned churches and the homes of foreigners. Hundreds of foreigners and some 2,000 Chinese sought safety in a walled section of Beijing, the Chinese capital.

Eventually, the outside powers, including the United States, sent in 18,000 troops armed with modern weapons. The troops freed the trapped foreigners, crushed the rebellion, looted the capital, and killed thousands of Chinese.

**The Open Door Again** Secretary Hay feared that the other powers would use the Boxer Rebellion as an excuse to seize more Chinese territory. To prevent this, he issued a second Open Door note. In it, he repeated the principle of open trade and made an even stronger statement about American intentions to preserve trade. He also said that China should remain one country and not be broken up into separate pieces.

 **Checkpoint** What was the goal of the U.S. Open Door Policy?

 **Looking Back and Ahead** Under the urging of expansionists, the government promoted U.S. trade and began to acquire territories overseas. In the next section, you will read of how the Spanish-American War gave the United States an empire.

## Section 1 | Check Your Progress

### Progress Monitoring Online

**For:** Self-test with instant help

**Visit:** PHSchool.com

**Web Code:** mya-6161

### Comprehension and Critical Thinking

- (a) Recall** What benefit did Seward see in acquiring Alaska?

**(b) Detect Points of View** Why did people call the purchase of Alaskan lands "Seward's Folly"?
- (a) Summarize** In what three ways did U.S. supporters of expansion justify increased involvement in world affairs?

**(b) Identify Economic Benefits** How did the division of Samoa and the annexation of the Hawaiian Islands benefit the United States?

### Reading Skill

#### 3. Ask Extension Questions

American acquisition of territory in the Pacific region was controversial. Suggest a possible research question building on this topic.

### Vocabulary Builder

Complete each of the following sentences so that the second part further explains the first part.

- During much of the 1800s, the nation followed a policy of **isolationism**; \_\_\_\_\_.
- Competing European nations followed policies of **imperialism**; \_\_\_\_\_.

- China was divided into **spheres of influence**; \_\_\_\_\_.

### Writing

- The paragraph that follows contains some vague, incorrect, or illogical arguments. Revise the paragraph to strengthen the passage. **Paragraph:** The United States could no longer be isolated by the rest of the world. The nation had to look overseas to promote economic growth because we were out of raw materials at home. The United States also needed to protect overseas trade, because trade is always useful.

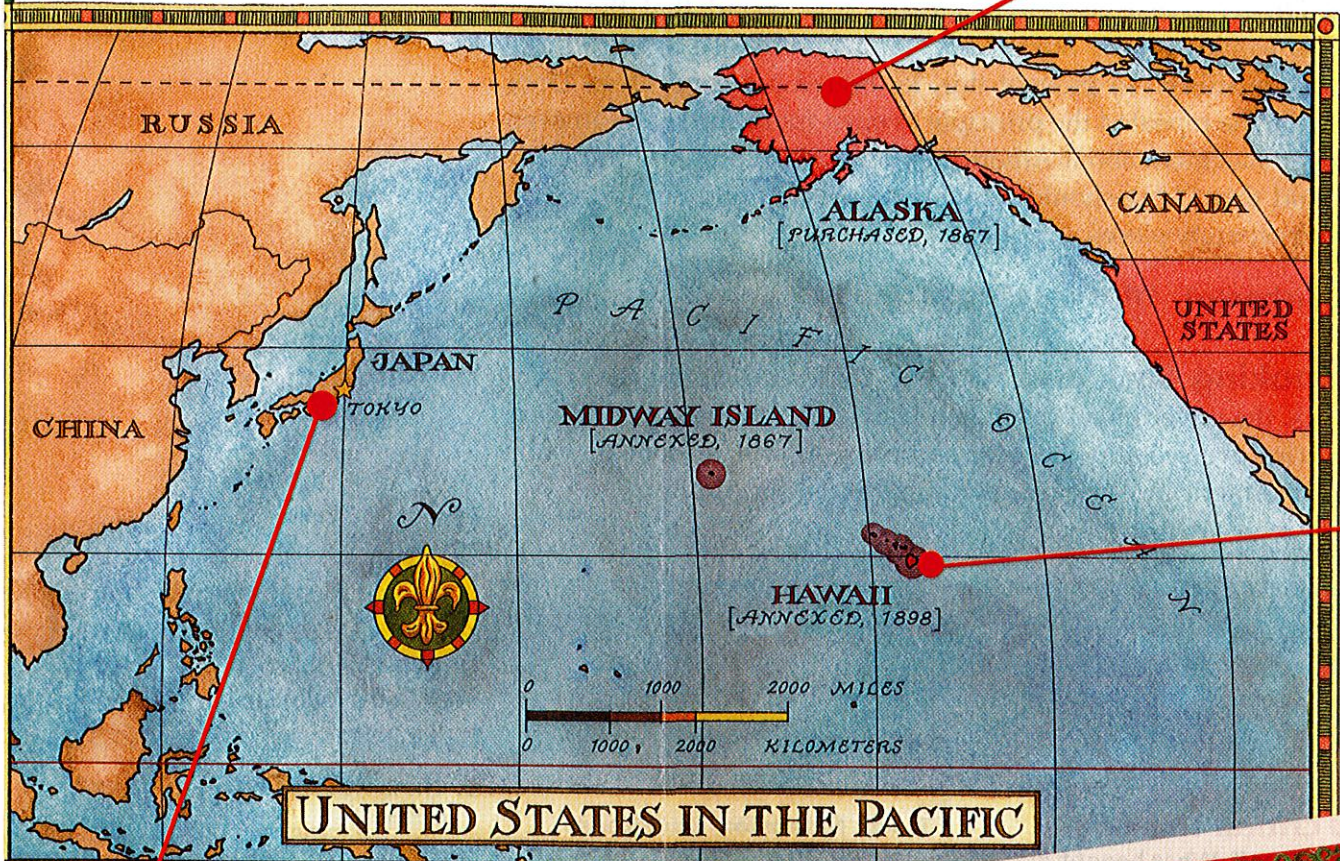


## Economic Interests in the Pacific



14E.H.2, 14E.H.4, 16B.H.4

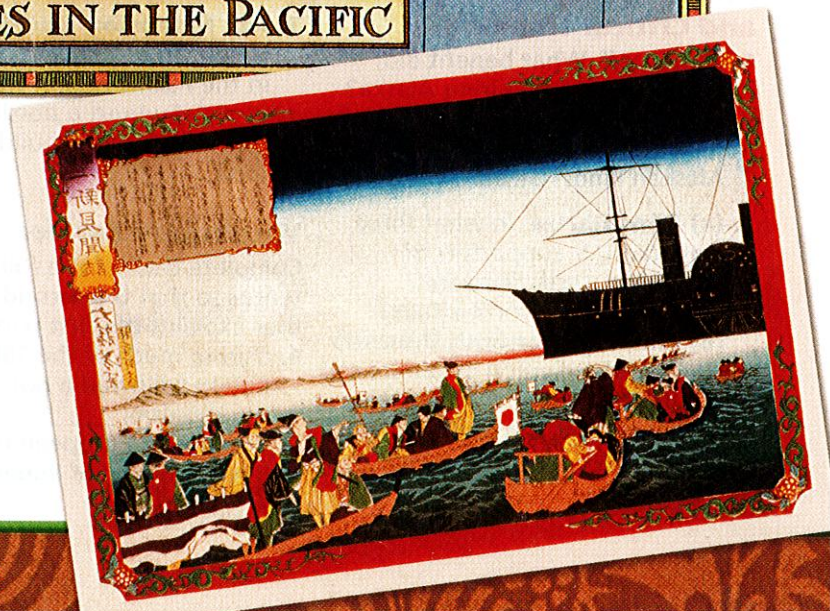
After the Civil War, the United States became a world leader in industry and agriculture. American leaders believed that expansion was essential in order to compete with European factories. They favored expansion across the Pacific to gain resources, open new markets, and encourage trade.



1

### A New Market in Asia

Seeking to pressure Japan into opening its ports to trade, Commodore Matthew C. Perry led a fleet of warships that entered Tokyo Bay in 1853. Japan realized it could not compete with American naval power. It decided to open trade relations with the United States.

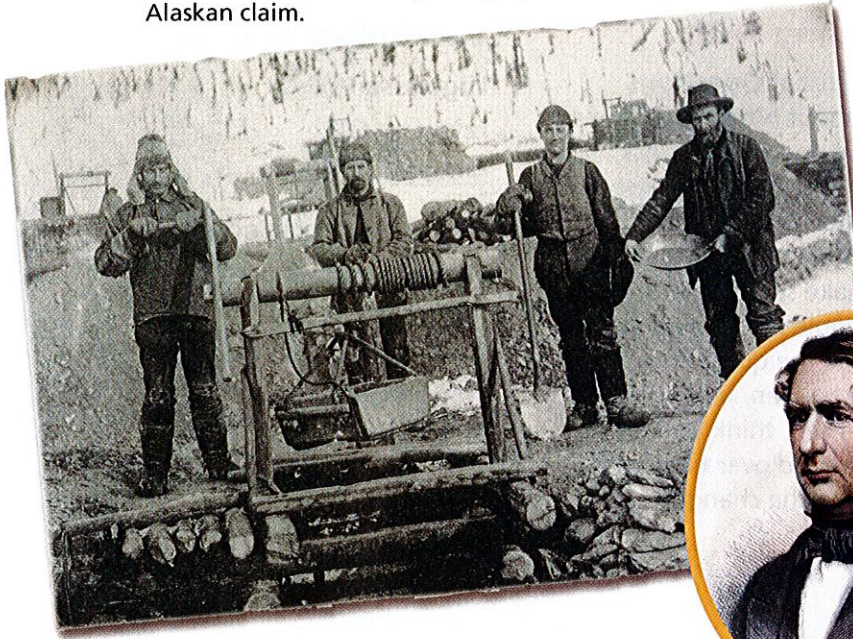




2

### "Seward's Folly"

Critics called Alaska "Seward's Folly" because they thought it was an icy wasteland. However, a gold rush in the 1890s proved the critics wrong. These miners pose for a photograph next to their Alaskan claim.



Secretary of State  
William Seward

3

### A Commercial and Naval Outpost

American planters were attracted to Hawaii because its soil and climate yielded crops year-round. The United States also leased Pearl Harbor from Hawaii as a fueling and repair station for ships.



### Analyze GEOGRAPHY AND HISTORY

What were American goals in the Pacific and Asia? Write a paragraph describing how Hawaii's climate and location made it vital to reaching those goals.





# The Spanish-American War



## Learning Standards

- **14D.G.4** Communication methods used to inform the public
- **14E.G.2** Historical event with leading role for U.S.
- **16A.G.5** How an historical event can have many causes
- **16C.H.4** Economic causes of conflict in U.S. since 1865
- **17D.H.1** Past legacies have affected human characteristics of places

## Prepare to Read



### Reading Skill

#### Ask Analytical Questions

Reading about history may sometimes leave you puzzled. Ask questions that focus on these puzzles, then research to find answers. Start by looking at what doesn't make sense to you, such as why people acted in a particular way. Use the question starters *who*, *what*, *when*, *why*, and *how* to begin. Then, think about how events changed over time and what caused the changes.

## Vocabulary Builder

### High-Use Words

revolt, p. 688

prospect, p. 690

### Key Terms and People

reconcentration, p. 688

José Martí, p. 688

William Randolph Hearst, p. 689

Emilio Aguinaldo, p. 690

protectorate, p. 692



**Background Knowledge** In the previous section, you read how the United States took its first steps on the world stage in the late 1800s. In this section, you will learn how it fought a war that transformed it into a major world power.

## Main Idea

Americans sympathized with rebels who sought to gain Cuba's independence.

## Vocabulary Builder

**revolt** (ree VOHLT) *n.* uprising; rebellion

## War Clouds Loom

Cuba, 90 miles off the coast of Florida, had been under Spanish rule since Columbus came in 1492. Over the centuries, Cubans grew increasingly discontented with Spain's harsh rule. In 1868, the Cubans began an uprising that was finally put down 10 years later.

**Rebellion in Cuba** Cubans rose up again in 1895. To suppress this new revolt, the Spanish began a policy of reconcentration. **Reconcentration is the forced movement of large numbers of people into detention camps for military or political reasons.** In the Spanish camps, food was scarce and sanitation poor. As a result, an estimated 200,000 Cubans died.

Cuban exiles in the United States, led by **José Martí**, urged the United States to help the rebels. Martí, Cuba's greatest poet, had long dreamed of an independent Cuba. However, he was killed in a skirmish in Cuba before he could see his dream come true.

**Americans React** Many Americans were sympathetic to the Cuban rebels. They called on the U.S. government to intervene to oust the Spanish. Other Americans wanted to intervene for economic reasons, to safeguard American investments in Cuba. At the time,



### Ask Analytical Questions

Revolts in Cuba interested many Americans. Suggest a possible research question on this topic.



Americans had about \$50 million invested in Cuban sugar and rice plantations, railroads, and iron mines.

President Cleveland ignored the calls for intervention. He remarked that “there seems to be an epidemic of insanity in the country.” When William McKinley became President in 1897, he also tried to maintain neutrality. Still, the clamor for war continued.

Some of the loudest cries came from the New York press. As you have read, Joseph Pulitzer of the *New York World* had developed a style of reporting that became known as yellow journalism. Pulitzer’s rival, **William Randolph Hearst** of the *New York Journal*, tried to outdo Pulitzer in the use of sensational stories and headlines.

The two publishers focused much of their attention on Cuba. “FEEDING PRISONERS TO THE SHARKS,” read one headline in the *Journal*. The *World* called Cuba a land of “blood on the roadsides, blood in the fields, blood on the doorsteps, blood, blood, blood.” This daily barrage of horror stories fed American outrage against Spain.

**“Remember the Maine”** Early in 1898, fighting broke out in Havana, Cuba’s capital. President McKinley ordered the battleship *Maine* to Havana harbor to protect American lives and property.

On February 15, at 9:40 P.M., a great explosion sank the *Maine* and killed 260 men. To this day, no one knows what caused the explosion. However, the press and the public blamed Spain. With cries of “Remember the *Maine*,” Americans demanded revenge.

 **Checkpoint** Why was the *Maine* in Havana harbor?

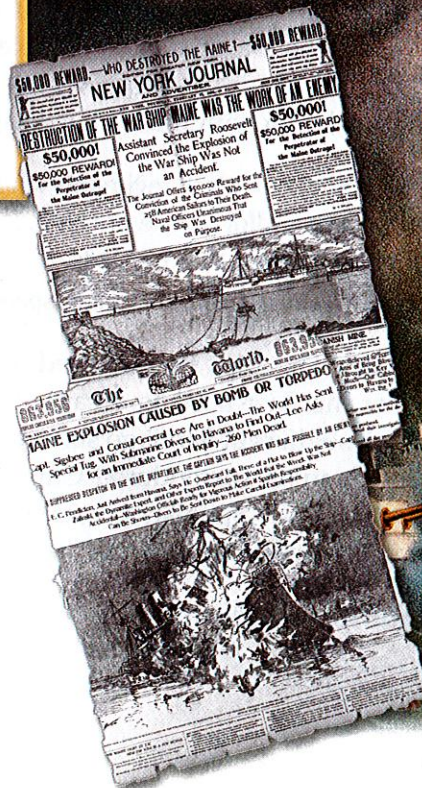
## Discovery SCHOOL

### Explore More Video

To learn more about the sinking of the *Maine*, view the video.

**The Yellow Press Reports on the *Maine*** Sensational coverage of the explosion of the battleship *Maine* by New York’s yellow press helped feed the fever for war.

**Critical Thinking:**  
**Distinguish Facts From Opinions** From these examples and from what you have read, state two facts and two opinions that appeared in coverage of the *Maine*.





## Main Idea

The United States declared war on Spain and won a speedy and overwhelming victory.

## Vocabulary Builder

**prospect** (PRAHS pehkt) *n.*  
expectation; likely outcome



Theodore Roosevelt, Rough Rider

## The United States Goes to War

War fever swept the United States. At first, President McKinley favored a peaceful settlement between Spain and the rebels. He feared that war would disrupt the U.S. economy. In the end, though, McKinley gave in to the public pressure. On April 11, 1898, he asked Congress to declare war on Spain. Nine days later, Congress did so.

**Surprise in the Philippines** The first great battle of the war was not fought in Cuba. It took place halfway around the world.

Assistant Secretary of the Navy Theodore Roosevelt was eager to expand U.S. naval power. After the *Maine* blew up, Roosevelt saw the **prospect** of war growing. Roosevelt telegraphed Commodore George Dewey, head of the Pacific fleet. He ordered Dewey to move his ships so as to strike the Philippines when war broke out. On May 1, Dewey, with a small fleet of American warships, sank the entire Spanish squadron at Manila Bay, in the Philippines. The Americans did not lose a single ship or life.

**Fall of Manila** Like the Cubans, many Filipinos were in rebellion against the Spanish. Dewey enlisted **Emilio Aguinaldo**, a rebel leader, to help him seize Manila from the Spanish. Soon, the United States found itself in control of the Philippine Islands. Aguinaldo was a major help to the Americans. But the Americans overlooked the fact that Aguinaldo was fighting for Philippine independence. Soon he would be fighting against the Americans.

**War in the Caribbean** The war's focus next shifted to Cuba. The main fighting took place around Santiago and at sea. American ground forces arrived in Santiago in late June. They were poorly trained and poorly equipped—but eager to fight.

One of the best known units was the Rough Riders, led by Theodore Roosevelt. Roosevelt had given up his navy post to join the war. On July 1, Roosevelt helped lead his men in a successful charge up San Juan Hill that became the most celebrated event of the war.

Americans—both black and white—fought in the Santiago campaign. First Lieutenant John J. Pershing wrote:

“White regiments, black regiments . . . fought shoulder to shoulder, unmindful of race or color . . . and mindful only of their common duty as Americans.”

—First Lieutenant John J. Pershing, speech, November 27, 1898

Meanwhile, U.S. ships had trapped the Spanish fleet in Santiago harbor. When the fleet tried to escape, U.S. ships destroyed it. The 24,000 Spanish soldiers at Santiago surrendered two weeks later.

After the Spanish surrendered Cuba, American troops invaded Puerto Rico, another Spanish possession in the Caribbean. They quickly brought the island under U.S. control.

 **Checkpoint** What lands did Spain lose in the Caribbean?





**Checkpoint** What lands did Spain lose in the Caribbean?

## An American Empire

In December 1898, Spain and the United States signed a peace treaty. Spain accepted Cuban independence. It granted Puerto Rico, the Philippines, and the Pacific islands of Guam and Wake to the United States. In return, the United States paid Spain \$20 million.

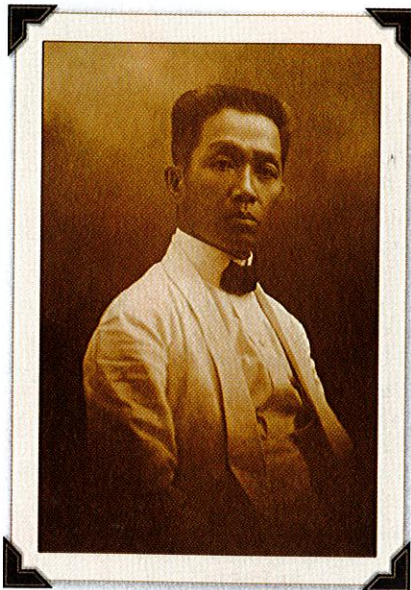
**Debating the Treaty** The treaty triggered an angry debate in the United States. Many Americans said taking colonies violated the principle of the Declaration of Independence—that all people had a right to self-government. Besides, they said, acquiring colonies brought the risk of future wars.

Expansionists, by contrast, welcomed the treaty. It gave the United States important bases, they said, and provided new business opportunities. Also, they argued, the United States had a duty to spread the ideas of democratic government to other parts of the world.

## Main Idea

Over opposition from some Americans, the United States took on an overseas empire.





Emilio Aguinaldo

**Governing Cuba and Puerto Rico** The United States replaced Spain as the leading Caribbean power. As a result, Cuba did not gain the true independence it sought. In 1902, Congress forced Cuba to include the Platt Amendment in its new constitution. The amendment limited Cuba's power to make treaties or borrow money. It gave the United States a right to intervene in Cuban affairs. It also allowed the United States to keep a naval base at Guantánamo Bay. In effect, it made Cuba a protectorate of the United States. A **protectorate is an independent country whose policies are controlled by an outside power**. Wrote one Cuban journalist, "The Americans have made our country free. As free as a dog on a leash."

The Foraker Act of 1900 set up a government in Puerto Rico, with a U.S.-appointed governor. The act gave Puerto Ricans limited self-rule. Americans developed Puerto Rico's economy and educational system. In 1917, Puerto Ricans were made citizens of the United States. Still, many Puerto Ricans wanted to be free of outside control.

**Revolt in the Philippines** When the United States took control of the Philippines, many Filipinos felt betrayed. Led by Emilio Aguinaldo, they renewed their fight for independence. In a three-year war, about 4,000 Americans and 20,000 Filipinos were killed. Finally, in 1901, Aguinaldo was captured and fighting came to an end. Not until 1946 did the Philippines gain independence.

**Checkpoint** How did the treatment of Cuba, Puerto Rico, and the Philippines differ?

**Looking Back and Ahead** The Spanish-American War gave the United States an overseas empire. Next, you will read how the United States extended its influence in Latin America.

## Section 2 | Check Your Progress

### Progress Monitoring

**For:** Self-test with instant help

**Visit:** PHSchool.com

**Web Code:** mya-6162

### Comprehension and Critical Thinking

1. **(a) Identify** What role did the press play in rallying American support for a war in Cuba?  
**(b) Draw Inferences** What motivated the United States to enter into a war with Spain?
2. **(a) List** What were the terms of the peace treaty between the United States and Spain?  
**(b) Analyze Cause and Effect** How had the United States replaced Spain as a colonial power in the world?

### Reading Skill

#### 3. Ask Analytical Questions

Reread the text following the subheading "Debating the Treaty." What were the arguments in the debate? Suggest a possible research question on this topic.

### Vocabulary Builder

Answer the following questions in complete sentences that show your understanding of the key terms.

4. How did **reconcentration** suppress the people of Cuba?

5. Why did a Cuban describe **protectorate** status as like being a "dog on a leash"?

### Writing

6. Write a persuasive paragraph either for or against the Spanish-American War. Exchange papers with a classmate who took the opposite view. Next, write comments opposing the other person's arguments. Finally, take back your own paper and rewrite it to respond to your classmate's notes.





# The United States and Latin America



## Learning Standards

- **14E.H.1** When U.S. diplomacy favors a nation
- **14E.H.4** Change in diplomatic relations between U.S. and others
- **15D.G.5** Technology has led to new and improved products
- **15D.H.6** New technologies over time and impact on economy

## Prepare to Read



## Reading Skill

### Focus Research Topics

Research topics must be specific. Frame questions to a particular time and place. Avoid questions that would require yes or no answers. Connect questions to the context of your history reading. Work toward asking questions that can be answered with evidence from available and reliable research sources.

## Vocabulary Builder

### High-Use Words

hostile, p. 694

invest, p. 696

### Key Terms and People

isthmus, p. 693

William C. Gorgas, p. 694

corollary, p. 696

dollar diplomacy, p. 696

Francisco Villa, p. 697



**Background Knowledge** By 1902, the United States was a world power, with colonies overseas and a strong economy. In this section, you will learn how it used its power in Latin America.

## Linking the Oceans

During the Spanish-American War, the U.S. Navy sent the battleship *Oregon* from San Francisco to Cuba. The trip—14,000 miles around the tip of South America—took more than two months.

Clearly, a shorter route was needed. A canal across Central America would link the Atlantic and Pacific oceans. President Theodore Roosevelt was determined to build that canal. Not only would it improve global shipping, but it would also make it easier for the U.S. Navy to defend the nation's new overseas empire.

**Choosing a Site** At 50 miles wide, the Isthmus of Panama was the ideal location for a canal. An **isthmus** is a narrow strip of land joining two larger areas of land. In 1902, Panama was a province of Colombia. Roosevelt offered Colombia \$10 million in cash and \$250,000 yearly in rent to allow the United States to build a canal through Panama.

Many Colombians opposed the deal because it would give the United States permanent control over a .6-mile-wide stretch of Colombian territory. Other Colombians claimed that the rights were worth far more than the United States had offered. Colombia's government held out for more money. However, Roosevelt was impatient. He did not want to lose time in bargaining.

## Main Idea

In order to build a canal between the oceans, Teddy Roosevelt helped Panama to break away from Colombia.



Route of the USS *Oregon*



### Vocabulary Builder

**hostile** (HAHS tihl) *adj.* unfriendly; intending to do harm; like an enemy

### Main Idea

Despite many obstacles, construction was completed and ships began traveling through the Panama Canal in 1914.



### Focus Research Topics

Suggest a more focused research question that builds on the following topic: How do science and economics work together?

**Revolt in Panama** Roosevelt knew that many Panamanians disliked Colombian rule. Secretly, he let them know that the United States would help if they claimed independence. The Panamanians, of course, would then reap the rewards of a canal.

A revolt took place on November 3, 1903. U.S. gunboats waited in the harbor to provide support for the rebels. U.S. Marines landed in Colón to prevent **hostile** Colombian troops from reaching Panama City. Many Americans were alarmed by Roosevelt's role in the revolt, criticizing his "gunboat diplomacy."

The United States immediately recognized the independent Republic of Panama. Three days later, a Frenchman acting for Panama signed a treaty giving the United States permanent use and control of a 10-mile-wide zone across the Isthmus of Panama. The United States agreed to pay \$10 million plus \$250,000 a year in rent.

 **Checkpoint** How did the United States help rebels in Panama?

## The Panama Canal

In 1904, the U.S. government began to build a canal across Panama. President Roosevelt urged the engineers to "Make the dirt fly!"

**Fighting Disease** The first great obstacle to building the canal was not an engineering problem. It was disease. Malaria and yellow fever were widespread in Panama. Real work on the canal could not begin until those diseases were controlled.

**William C. Gorgas**, an American expert on tropical diseases, took up the problem. Most people at the time believed that the damp night air caused yellow fever and malaria. A major breakthrough came when a Cuban doctor, Carlos Juan Finlay, discovered that yellow fever was transmitted by a certain kind of mosquito. An English doctor, Ronald Ross, found that a different kind of mosquito carried malaria.

At Gorgas's direction, workers cleared brush and drained swamps where mosquitoes lived. The huge effort paid off. By 1906, Gorgas had nearly wiped out yellow fever and reduced malaria in Panama.

**The "Big Ditch"** Construction of the canal involved three major tasks. Workers had to cut through a mountain, dam a river, and erect the canal's giant locks. By raising or lowering the water level, the locks would allow ships to cross Panama's Cordillera Mountains.

The most challenging job was digging the Gaillard Cut, a 9-mile ditch through the mountains. Thousands of men worked day after day under the tropical sun or in drenching rainstorms. Mudslides were a constant problem. To many workers, it seemed that the digging would never end. One later recalled, "I load cement, I unload cement. I carry lumber until my shoulders peel."

While engineers and supervisors came from the United States, most of the laborers were West Indians of African descent. Some 20,000 were from Barbados. More than 6,000 workers lost their lives during the construction of the canal.



# THE Panama Canal

The building of the Panama Canal was one of the greatest engineering feats of all time. Construction of the canal began in 1904 and was finished in 1914. When it was completed, the Atlantic and Pacific oceans were linked.

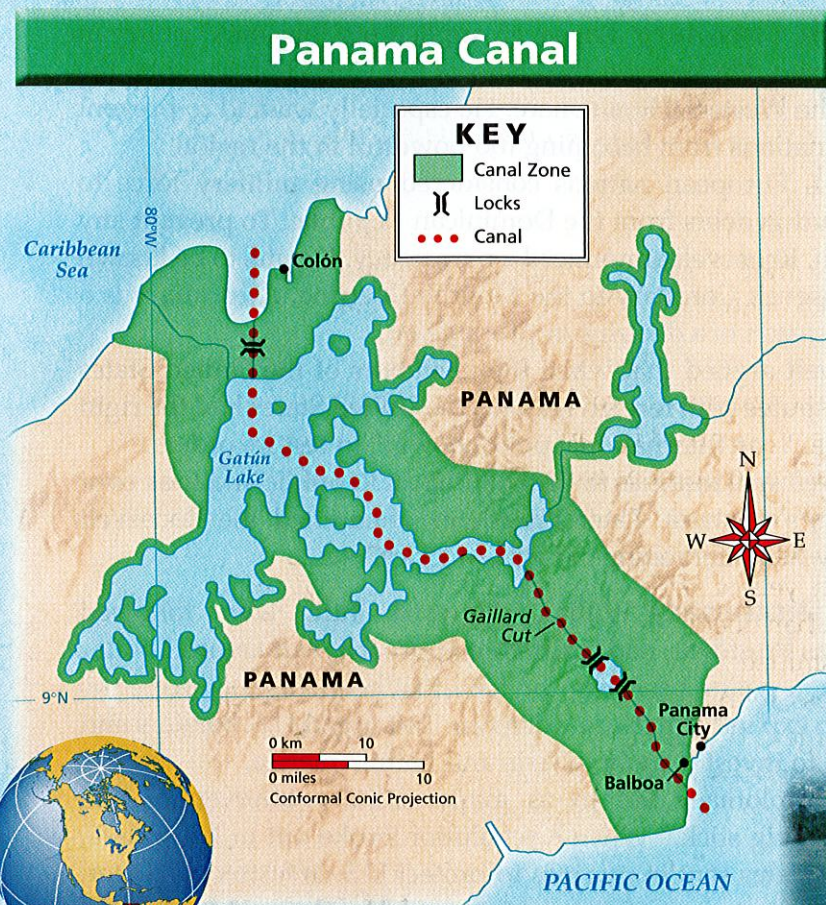
**Critical Thinking: Synthesize Information** What were the costs and benefits of building the canal?

**History Interactive**

**Tour the Panama Canal**

Visit: [PHSchool.com](http://PHSchool.com)

Web Code: myp-6163



▲ Ships passing through the canal from the Pacific to the Caribbean are actually traveling northwest.

## FAST FACTS

**Length:** 50 miles

**Cost to build:** \$375 million

**Time to build:** 10 years

**Amount of earth removed during construction:** more than 230 million cubic yards

Source: Panama Canal Authority

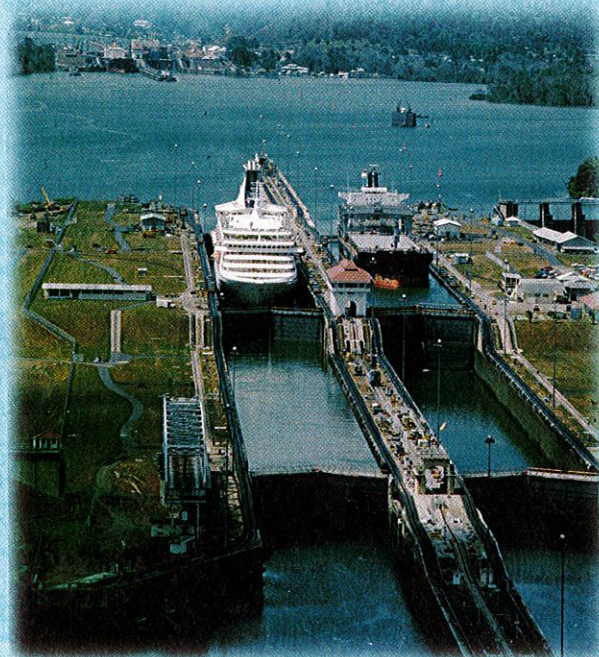
## Locks in Use Today

Locks were built in pairs, allowing ships to pass in both directions at the same time.



## Locks Under Construction ▲

Because of the uneven elevation in the Canal Zone, the canal planners designed a system of locks to raise and lower the water level. This photograph shows construction of a lock in 1913. The huge gates open and close to let water in and out.





Despite unexpected delays, work on the canal was finished six months ahead of schedule. The Panama Canal opened on August 15, 1914. After years of work, the Atlantic and the Pacific were joined.

 **Checkpoint** What problems did canal builders overcome?

### Main Idea

Under Presidents Roosevelt and Taft, the United States often sent soldiers into Latin American nations.

## Wielding a “Big Stick” in Latin America

Theodore Roosevelt was fond of quoting an old West African proverb: “Speak softly and carry a big stick; you will go far.” He wanted the world to know that if diplomacy failed, the United States would not hesitate to use military force to protect its interests.

**Roosevelt Corollary** Roosevelt applied his “big stick” policy in Latin America. He asserted the claim of the United States to be the leader in the Western Hemisphere. He especially wanted to prevent European nations from becoming too powerful in the region.

In 1904, European nations considered using military force to collect overdue debts from the Dominican Republic. To prevent any such action, Roosevelt announced a new policy. It came to be known as the Roosevelt Corollary to the Monroe Doctrine. A **corollary** is a logical extension of a doctrine or proposition.

Roosevelt argued that when the neighbors of the United States got into disputes with foreign nations, the United States had the right to “exercise . . . an international police power” to restore order.

Roosevelt sent marines to the Dominican Republic and took over the country’s finances. Later Presidents often cited the Roosevelt Corollary when intervening in Latin America.

**Dollar Diplomacy** William Howard Taft, who followed Roosevelt as President, had a different approach. Taft favored **dollar diplomacy**, a policy based on the idea that economic ties were the best way to expand American influence. Taft urged U.S. bankers and businesses to invest heavily in Asia and Latin America.

Dollar diplomacy led to as many military interventions as Roosevelt’s “big stick.” When a revolution broke out in Nicaragua, the United States sent in marines to protect U.S. investments. Later, American troops also occupied Haiti and Honduras. Many Latin Americans bitterly resented interference in their affairs.

 **Checkpoint** How did Roosevelt build on the Monroe Doctrine?

### Vocabulary Builder

**invest** (ihn VEHST) v. to supply money for a project in order to make a profit

### The U.S. and Latin America

Fearing European intervention in Latin America, U.S. foreign policy asserted U.S. power in the Western Hemisphere. **Critical Thinking: Identify Effects** Use information in the text to provide one effect of each policy listed in the chart.

#### U.S. Policy in Latin America, 1823–1909

Monroe Doctrine (1823)	Roosevelt Corollary (1904)	Dollar Diplomacy (1909)
Monroe asserts that the United States will not permit European nations to interfere with the free nations of Latin America.	Theodore Roosevelt reinforces the Monroe Doctrine by claiming the right to use force to prevent intervention in Latin America.	Taft’s policy aims to protect U.S. economic investments in Latin America and in other regions.



## Relations With Mexico


Woodrow Wilson, who became President in 1913, had his own ideas about foreign relations. He stated that U.S. foreign policy should aim to support and nurture democracy throughout the world.


Wilson's policy got its first test in relations with Mexico. In 1911, Mexicans had overthrown longtime dictator Porfirio Díaz. Mexico was plunged into a violent revolution that went on until 1917. Wilson at first followed a policy that he called "watchful waiting." He said he hoped Mexico would develop a democratic government.

In 1914, a minor incident led Wilson to intervene in Mexico. U.S. sailors who went ashore in Tampico were briefly arrested. Although they were released promptly with an apology, Wilson sent the navy to occupy the port of Veracruz. More than 100 Mexicans died. The incident brought Mexico and the United States close to war. Tempers cooled after South American nations arranged for peace talks.

Wilson was drawn into Mexican affairs again by the actions of **Francisco Villa**, a Mexican rebel general nicknamed Pancho. In 1916, Villa's rebels crossed into New Mexico. They raided and burned the town of Columbus, killing 18 Americans.

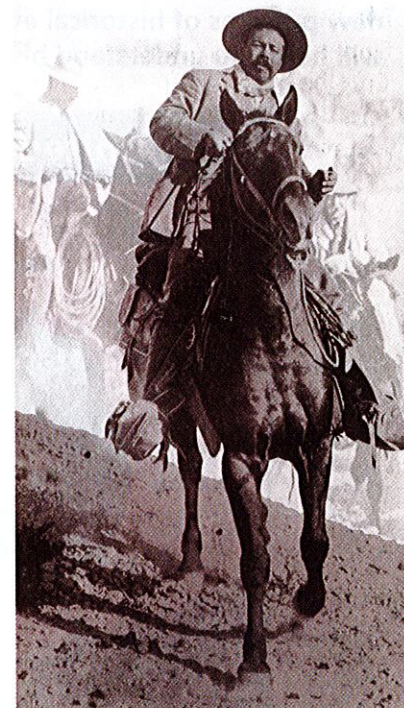
Mexico's president reluctantly let the United States pursue Villa into Mexico. On Wilson's orders, General John J. Pershing led several thousand soldiers across the border. After 11 months, Wilson ordered Pershing to withdraw without capturing Villa.

 **Checkpoint** What was Wilson's policy toward Mexico?

 **Looking Back and Ahead** World events provided the backdrop for the withdrawal of troops from Mexico. In 1917, war was raging in Europe and parts of Africa, Asia, and the Pacific. In the next chapter, you will learn about that world war and the U.S. role in it.

## Main Idea

Under Woodrow Wilson, the United States used military force in Mexico.



Pancho Villa

### Section 3

## Check Your Progress

### Progress Monitoring Online

**For:** Self-test with instant help

**Visit:** PHSchool.com

**Web Code:** mya-6163

### Comprehension and Critical Thinking

- (a) Recall** Why was the building of a canal important to the United States?

**(b) Understand Sequence** What events led to the eventual building of the Panama Canal?
- (a) Describe** According to President Wilson, what was the goal of U.S. foreign policy?

**(b) Compare and Contrast** How did the foreign policies of Presidents Roosevelt and Taft differ?



### Reading Skill

- 3. Focus Research Topics** Reread the text following the subheading "Roosevelt Corollary." Suggest a more focused research question based on the following: How did Latin Americans respond to U.S. actions under the Roosevelt Corollary?

### Vocabulary Builder

Read the sentence below. If it is true, write YES. If it is not true, write NO and explain why.

- 4.** Engineers built the canal through an **isthmus** river bed.

### Writing

- 5.** Choose one of the following statements about U.S. support of the Panamanian rebels in 1903. Revise the statement to make its language more restrained and persuasive. **Statements:**

  - (a)** The greedy Colombian government stood in the way of progress, but Roosevelt found a way around it.
  - (b)** When Colombia stood up to Roosevelt, he acted like a bully and took what he wanted anyhow.



History is the story of change. Changes can result from a combination of causes, including war, natural or human disasters, economic needs, or new political ideas. Over time, new patterns of historical events develop. Identifying them will help you understand historical change.



16A.G.5, 16C.G.4, 17A.G.3



### Learn the Skill

Use these steps to recognize new historical patterns.

- 1 **Identify the main idea.** Look at the title of the map or chart to determine the subject.
- 2 **Evaluate information.** How is the information presented? Look for dates of specific events. What important facts do you find out about the events? Framing questions can help you better evaluate the information.
- 3 **Look for a historical pattern.** Make generalizations about the events. Add information from other sources to determine and extend the historical pattern.
- 4 **Draw conclusions.** Use the information to draw conclusions about the historical pattern.

### Practice the Skill

Answer the following questions about the map on this page.

- 1 **Identify the main idea.** What is the subject of the map?
- 2 **Evaluate information.** (a) What happened in 1903? (b) What happened as a result?
- 3 **Look for a historical pattern.** (a) What do the events on this map show about the change in U.S. foreign policy during this period? (b) What information about the Panama Canal can you add to this map from Section 3?
- 4 **Draw conclusions.** How did the events on this map affect U.S. power in the Caribbean?

### Apply the Skill

See the Review and Assessment at the end of the chapter.



## Chapter Summary

### Section 1

#### Eyes on the Pacific

- The United States purchased Alaska and acquired Pacific territories.
- The United States recognized the Pacific islands as important military outposts.
- The Open Door Policy was meant to give the United States equal trading opportunities with other nations in China.

### Section 2

#### The Spanish-American War

- The United States went to war against Spain over Cuba and the Philippines.
- Naval and land battles in the Philippines and in Cuba and Puerto Rico resulted in victory for the United States.
- The United States took control of lands from which it had evicted Spain.

### Section 3

#### The United States and Latin America

- The United States built the Panama Canal to improve global shipping and to strengthen American defense.
- Disease and tough terrain made building the Panama Canal very difficult.
- Foreign policy in the early 1900s aimed to build U.S. influence in Latin America.



Teddy Roosevelt

## Key Concepts

These notes will help you prepare for questions about key concepts.

### U.S. Influence in Asia

#### Japan

- U.S. Navy warships under Matthew C. Perry sail into Tokyo Bay in 1853.
- Japan opens its ports in 1854.
- Japan begins to modernize.

#### China

- European powers carve China into spheres of influence.
- U.S. Open Door Policy claims the right of all nations to trade with China.
- Western powers crush Chinese rebels in the Boxer Rebellion.

### U.S. Territorial Gains

#### Territory Acquired or Controlled by the United States in the Pacific

- Alaska: purchased in 1867
- Hawaii: annexed in 1898
- Samoa: a portion annexed in 1899

#### Territory Gained in Spanish-American War

- Puerto Rico
- Cuba
- Philippines
- Guam

### United States in Latin America

- United States backs Panamanians and builds the Panama Canal.
- President Theodore Roosevelt issues the Roosevelt Corollary to the Monroe Doctrine.
- President William Howard Taft promotes dollar diplomacy.
- United States sends troops to many Latin American nations.
- President Woodrow Wilson has U.S. Navy seize Mexican port.
- U.S. General Pershing pursues Pancho Villa into Mexico.



## Vocabulary Builder

### Key Terms

Answer the questions in complete sentences that show your understanding of the key terms.

1. How did **imperialism** conflict with **isolationism** in U.S. foreign policy?
2. Why did foreign nations want to establish **spheres of influence** in China?
3. Why was Theodore Roosevelt's foreign policy seen as a **corollary** to the Monroe Doctrine?
4. What was the goal of Taft's **dollar diplomacy**?
5. Why was an **isthmus** a good place to build a canal?

## Comprehension and Critical Thinking

6. (a) **Recall** Why was Secretary of State Seward interested in buying Alaska?  
 (b) **Detect Points of View** How does the cartoon below reflect what many Americans thought of the purchase at first?  
 (c) **Identify Economic Benefits** How did buying Alaska provide economic benefits?



7. (a) **Identify** In which regions of the world did European powers gain control by 1900?  
 (b) **Evaluate Information** What impact did the expansion policies of European countries have on the foreign policy of the United States?
8. (a) **Recall** What event was the immediate cause of the Spanish-American War?  
 (b) **Draw Conclusions** Do you think this event by itself was enough to start the war? Why or why not?

9. (a) **Explain** How did the United States gain an overseas empire?  
 (b) **Detect Points of View** Why do you think some critics felt that having an empire was against American ideals?
10. (a) **Summarize** How did Roosevelt apply his "big stick" policy to Latin America?  
 (b) **Compare** How was Taft's dollar diplomacy like the Roosevelt Corollary?

## History Reading Skill

11. **Frame Research Questions** Review the sections in this chapter, and frame one research question for each section. Remember to frame questions that go beyond the text and require research to answer.

## Writing

12. **Write two persuasive paragraphs about one of the following issues:**
  - American expansionism in the Pacific
  - U.S. relations with Latin America
  - The Spanish-American War

### Your paragraphs should:

- Include a thesis statement expressing your opinion.
- Use facts, reasons, and examples from the chapter.

When you are finished, exchange papers with another student. Correct errors. Try to make the language more persuasive.

13. **Write a Narrative:**  
 Imagine you are a Cuban nationalist visiting the United States with José Martí. Write a paragraph describing how you sought U.S. help for Cuba.

## Skills for Life

### Recognize New Historical Patterns

Create a list of key events related to the Spanish-American War, based on information in the chapter. Use your list and the map in Section 2 to answer the questions.

14. What is the subject of the map?
15. (a) What key event took place on February 15, 1898?  
 (b) What happened as a result of this event?
16. Based on the events on your list, what historical pattern can you identify?
17. Why did this pattern emerge at this time?