

The United States Gains Overseas Territories

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

imperialism, isolationism, subsidy, spheres of influence, William H. Seward, McKinley Tariff, Liliuokalani, Matthew Perry, Open Door Policy, Boxer Rebellion

I. Imperialism and Expansion (Objective 1, pp. 640–641)

A. Imperialism—the practice of building an empire by founding colonies or conquering other nations

1. Between 1870 and 1914, Western nations built empires, taking control of most of Africa and much of Southeast Asia.
2. Western nations were driven by a desire for raw materials, new markets for goods, and national pride.

B. The United States and Expansion

1. **William H. Seward**—secretary of state who arranged the purchase of Alaska from Russia in 1867
2. Many Americans favored a policy of **isolationism**—avoiding entanglement in the affairs of other nations.
3. Alfred Thayer Mahan, author of the 1890 book *The Influence of Sea Power upon History*, argued for a strong U.S. navy.
4. Mahan's book influenced Americans who agreed that a navy would protect U.S. economic interests abroad, leading to increased economic growth.

II. Hawaii (Objective 2, p. 642)

A. Sugar

1. Was a leading Hawaiian export by the 1840s
2. An 1875 treaty allowed Hawaii to ship sugar to the United States duty-free.
3. In 1887 American sugar planters forced the Hawaiian king to grant more powers to the parliament, which foreigners controlled.

B. McKinley Tariff

1. Passed in 1890; all countries had right to ship sugar duty-free to the U.S.
2. Gave U.S. sugar producers a **subsidy**, or bonus payment
3. Ruined the Hawaiian sugar industry and the island's economy

C. Annexation

1. Queen **Liliuokalani** wanted a constitution that restored the monarchy's power.
2. Sugar planters rebelled and established a government.
3. The United States initially refused to annex Hawaii but finally did so in 1898.

ASK THE STUDENTS...

Why did the McKinley Tariff damage the Hawaiian economy?

allowed competitors to sell sugar duty-free; gave U.S. producers a subsidy; tariff ruined Hawaii's economy

III. The Opening of Japan (Objective 3, p. 643)

- A.** Japan's leaders isolated the nation from the rest of the world.
- B.** The United States
 1. Wanted to establish trade ties with Japan before European nations did
 2. Sent Commodore **Matthew Perry** to Japan with a military fleet in 1853
 3. Negotiated a trade treaty with Japan in 1858
- C.** Japanese leaders invested in industry and the military, making the nation a major imperial power by the 1890s.

IV. Foreign Powers in China (Objective 3, pp. 644–645)

- A.** Many countries sought **spheres of influence**—areas where foreign nations could control trade and resources—in China.
- B.** Open Door Policy
 1. The United States lacked the naval power necessary to create a sphere of influence in China.
 2. **Open Door Policy**—American diplomatic argument that all nations should have equal access to trade in China
 3. Other nations neither accepted nor rejected the policy, but the U.S. government announced it had been accepted.
- C.** The Boxer Rebellion
 1. Chinese group called Fists of Righteous Harmony, known to foreigners as the Boxers, protested foreign influence in China.
 2. **Boxer Rebellion**—Boxer attack on foreigners in which some 200 people died
 3. U.S. troops stopped the rebellion; Chinese had to pay millions in damages.

ASK THE STUDENTS...

How did other nations treat China?

They regarded it as a source of trade and resources and showed little respect for the needs or concerns of the Chinese people.

The Spanish-American War

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

yellow journalism, Joseph Pulitzer, William Randolph Hearst, Teller Amendment, Emilio Aguinaldo, Anti-Imperialist League, Platt Amendment

I. The Road to War (Objective 1, pp. 646–647)

A. Cuba

1. Revolted against Spanish rule in 1895
2. Some 200,000 Cubans died in reconcentration camps.

B. The American Press

1. New York newspaper publishers **Joseph Pulitzer** and **William Randolph Hearst** printed sensational and exaggerated stories about Cuba.
2. **Yellow journalism**—exaggerating stories to sell newspapers

C. President McKinley

1. Supported Cuban independence
2. Sent the U.S. battleship *Maine* to Havana harbor to protect U.S. citizens and property
3. The *Maine* was destroyed in an explosion of unknown origins, killing 260 sailors.

D. War

1. Congress passed a resolution declaring Cuban independence and giving Spain three days to leave the island.
2. **Teller Amendment**—stated that the United States had no interest in acquiring Cuba
3. After Spain declared war, the United States also declared war.

ASK THE STUDENTS...

How did U.S. newspapers contribute to the American response to the Cuban crisis?

Their exaggerated stories increased U.S. interest in removing Spain from power.

II. War with Spain (Objective 2, pp. 647–649)

A. The Philippines

1. U.S. fleet destroyed Spain's Pacific fleet.

2. Emilio Aguinaldo—leader of Filipino rebels who helped U.S. troops occupy the Philippine capital, Manila

B. Fighting in Cuba

1. The U.S. Army was unprepared to train and supply its troops.
2. Most U.S. casualties died from diseases, food poisoning, or causes unrelated to combat.
3. Soldiers included Theodore Roosevelt and members of the African American Tenth Cavalry.
4. The U.S. Navy destroyed the Spanish fleet, and Spain sued for peace.

ASK THE STUDENTS...

How did the U.S. Army's lack of preparedness for war affect its troops?

Lack of preparedness led to many deaths from food poisoning and disease.

III. The Question of Cuba (Objective 3, p. 650)

A. Peace Treaty

1. Placed Cuba, Guam, the Philippines, and Puerto Rico under U.S. control
2. **Anti-Imperialist League**—opposed the treaty and accused the United States of building an empire

B. Platt Amendment—limited Cuba's right to make treaties and allowed the United States to intervene in Cuban affairs

IV. New U.S. Lands (Objective 3, pp. 650–651)

A. The Philippines

1. The United States decided to retain control of the Philippines.
2. Filipino rebels waged a war against U.S. troops in which hundreds of thousands of Filipinos were killed.
3. The Philippines received limited self-government in 1902 and independence in 1946.

B. Puerto Rico

1. Puerto Ricans were granted U.S. citizenship in 1916.
2. In 1952 Puerto Rico became a U.S. commonwealth with its own constitution and its own elected officials.

ASK THE STUDENTS...

How did the United States treat the territory it acquired from Spain?

The United States was largely unwilling to grant those regions true independence.

The United States and Latin America

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

dollar diplomacy, John Hay, Hay-Herrán Treaty, Philippe Bunau-Varilla, Hay-Bunau-Varilla Treaty, Panama Canal, Roosevelt Corollary

I. The Panama Canal (Objective 1, pp. 653–654)

A. From the Atlantic to the Pacific

1. Travel from the Atlantic Ocean to the Pacific required a journey of weeks around the southern tip of South America.
2. A canal in Central America would reduce the voyage by 8,000 miles.
3. A canal would also allow the U.S. Navy to link quickly its Atlantic and Pacific fleets.

B. Preparing for the Canal

1. In 1850 the United States and Great Britain agreed to jointly build a canal.
2. **John Hay**—negotiated a 1901 treaty in which Britain gave up its interest in building a canal
3. **Hay-Herrán Treaty**—1903 treaty in which Colombia agreed to lease to the United States a strip of land in the Isthmus of Panama for a canal
4. The Colombian senate rejected the treaty.

C. An Independent Panama

1. **Philippe Bunau-Varilla**—chief engineer of the French Canal Company who organized a revolt in Panama against the Colombian government
2. The United States sent a warship to Panama, which declared its independence.
3. **Hay-Bunau-Varilla Treaty**—1903 treaty in which Panama leased a 10-mile wide canal zone to the United States

ASK THE STUDENTS...

What role did the United States play in Panama's revolt against Colombia?

It sent a warship to ensure that the rebels would be victorious.

II. Building the Canal (Objective 1, pp. 655–656)

- A. Dr. William C. Gorgas helped rid the canal zone of disease-carrying mosquitoes.

- B.** Much of the canal had to be blasted from solid rock.
- C.** Cost
 - 1.** Some 6,000 lives were lost in building the canal.
 - 2.** Building the canal cost \$375 million, plus the nearly \$300 million the French had spent on an earlier, failed effort.

ASK THE STUDENTS...

What obstacles did the canal builders face?

Obstacles included disease-carrying mosquitoes and miles of difficult terrain.

III. Roosevelt and Latin America (Objective 2, pp. 656–657)

- A.** The Monroe Doctrine, which prohibited European colonization in the Western Hemisphere, formed the basis of U.S. policy in Latin America.
- B.** Collecting European Debts
 - 1.** European nations that loaned money to Latin American countries wanted to be able to collect the money owed them.
 - 2.** Roosevelt did not want Europeans to use military force in the Western Hemisphere, which could threaten U.S. power in the region.
 - 3. Roosevelt Corollary**—stated the United States had the right to intervene in any nation of the Western Hemisphere if that nation engaged in wrongdoing

IV. Taft and Wilson (Objective 3, pp. 658–659)

- A.** Taft
 - 1. Dollar diplomacy**—Taft’s policy of influencing Latin American governments with economic rather than military intervention
 - 2.** Sent troops to Nicaragua to quell a revolt that took place after American bankers gained control of the National Bank of Nicaragua and the national railway
- B.** Wilson
 - 1.** Believed the U.S. had a moral obligation to promote democracy
 - 2.** Sent more troops into Latin American countries than any other president

ASK THE STUDENT...

How did President Taft’s Latin American policy differ from that of President Wilson’s?

Although both presidents were willing to send troops into Latin American nations, Taft was more interested in economic issues, while Wilson believed in a moral obligation to spread democracy.

The United States and Mexico

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

Porfirio Díaz, Francisco Madero, Mexican Revolution, Victoriano Huerta, Venustiano Carranza, Francisco “Pancho” Villa, Emiliano Zapata, ABC Powers, John J. Pershing

I. The Mexican Revolution (Objectives 1 & 2, pp. 660–661)

A. Porfirio Díaz

1. Was president of Mexico from 1877 to 1880 and 1884 to 1911
2. Ruled harshly in a land where some 15 million people were landless and poor
3. The United States was a major investor in Mexico at that time.

B. Francisco Madero

1. Democratic reformer who began the **Mexican Revolution** in 1910
2. Forced Díaz to resign from the presidency
3. Received recognition for his government from the Taft administration

C. Civil War

1. The revolution turned into a civil war.
2. Drove many Mexicans to immigrate to the United States
3. **Victoriano Huerta**—general who took power in 1913 and had Madero killed
4. **Venustiano Carranza**—led a revolt against Huerta

D. The United States and the Mexican Revolution

1. President Wilson called for free elections in exchange for loans to Mexico from U.S. banks but declared Huerta could not be a candidate.
2. Wilson allowed arms sales to Huerta’s opponents and used warships to prevent other nations from assisting Huerta.
3. **Francisco “Pancho” Villa**—led rebels in northern Mexico against Huerta
4. **Emiliano Zapata**—led rebels against Huerta in southern Mexico

ASK THE STUDENTS...

1. Why did President Wilson oppose Victoriano Huerta?

Huerta was not democratically elected and had Francisco Madero murdered.

2. What actions did Wilson take against Huerta?

Wilson allowed arms sales to Huerta's opponents and prevented foreign nations from assisting Huerta.

II. Wilson's Reaction (Objective 3, pp. 662–663)

A. Wilson initially refused to intervene in Mexican affairs to force Huerta from office.

B. Intervention

1. Sailors from the *Dolphin*, a U.S. cruiser, landed in a restricted area in Mexico.
2. Mexican officials arrested the sailors but soon released them with an apology.
3. Huerta refused a demand by the commander of the *Dolphin* that a Mexican officer be punished and that Mexico give a 21-gun salute to the American flag.
4. Learning that a German ship carrying weapons was approaching Mexico, Wilson ordered U.S. forces to seize the port city of Veracruz.

C. Avoiding War

1. Mexico and the United States were on the verge of war.
2. **ABC Powers**—Argentina, Brazil, and Chile—offered to negotiate a settlement.
3. Huerta fled violence in Mexico, and Carranza took power.
4. The United States recognized the Carranza government and later removed troops from Veracruz.

D. Pancho Villa

1. Pancho Villa hoped to build support in Mexico by attacking the United States.
2. Villa's men killed 18 Americans on a train in Mexico, then killed 17 U.S. citizens in the town of Columbus, New Mexico.
3. **John J. Pershing**—U.S. general who chased Villa in Mexico but failed to capture him
4. Wilson eventually recalled the troops from Mexico.

ASK THE STUDENTS...

1. Why did Wilson order U.S. troops to take control of Veracruz?

He wanted to prevent a German ship from unloading its supply of weapons in Mexico.

2. How did other Latin American nations respond to the tensions between the United States and Mexico?

Three nations, Argentina, Brazil, and Chile, offered to negotiate a resolution to the crisis.

3. Why did Villa enter New Mexico and kill U.S. citizens?

He hoped his actions would increase his popularity in Mexico.