

CHAPTER
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GUIDED READING *The Spanish-American War*

Section 2

A. As you read about the Spanish-American War, write notes in the appropriate boxes to answer the questions about its causes and effects.

Causes: How did each of the following help to cause the outbreak of the Spanish-American War?
1. American business owners
2. José Martí
3. Valeriano Weyler
4. Yellow journalism
5. De Lôme letter
6. U.S.S. <i>Maine</i>

Effects: What happened to each of the following territories as a result of the Spanish-American War?
7. Cuba
8. Puerto Rico
9. Guam
10. Philippine Islands

B. On the back of this paper, explain briefly who **George Dewey** was and what he did. Then explain the importance of the **Rough Riders** and **San Juan Hill**.

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RETEACHING ACTIVITY *The Spanish-American War*

Sequencing

A. Put the events below in the correct chronological order.

- _____ 1. Americans learn of de Lôme letter.

- _____ 2. The United States declares war on Spain.

- _____ 3. U.S. forces arrive in Cuba.

- _____ 4. Cubans launch rebellion against Spanish rulers.

- _____ 5. Treaty of Paris officially ends the war.

- _____ 6. Explosion of the U.S.S. *Maine* stirs war fever in America.

Finding Main Ideas

B. Answer the following questions in the space provided.

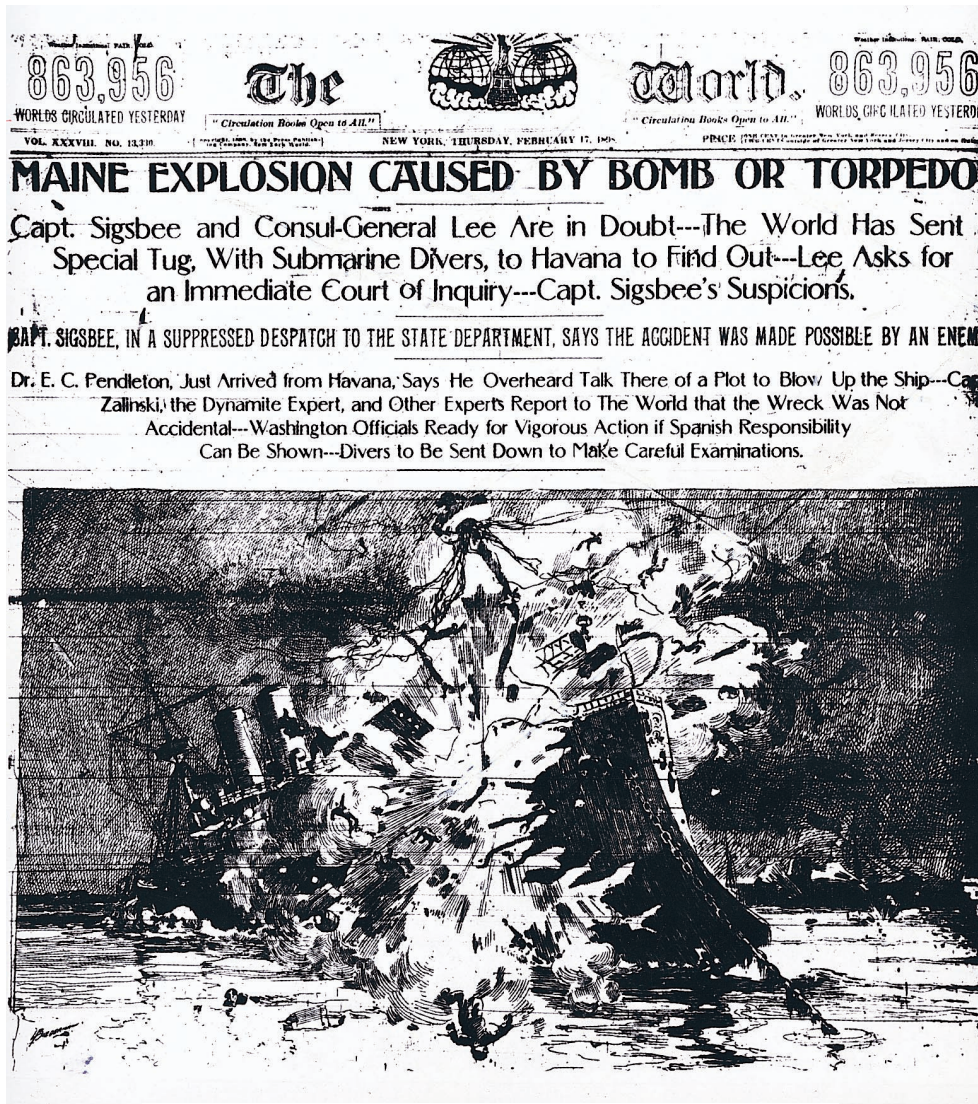
1. How did the Treaty of Paris help to make the United States an imperial power?

2. What arguments did opponents of annexing foreign territories present?

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PRIMARY SOURCE **Newspaper Front Page**

Examine this front page from an edition of Joseph Pulitzer's *New York World* printed after the warship *U.S.S. Maine* exploded in Cuban waters. How is this an example of yellow journalism?



The Granger Collection, New York.

Activity Options

1. Work with a group of classmates to analyze this page from the *New York World*. Are the headlines accurate and reliable? What facts about the sinking of the *Maine* are given? Do you think that the illustration accurately reflects what happened? Draw conclusions about this front page and share them with the class.
2. To understand the difference between yellow journalism in the late 1800s and journalism today, compare this page with the front page of a reputable local or national newspaper. With your classmates, discuss the similarities and differences.

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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?

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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?

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AMERICAN LIVES **José Martí**
Poet, Patriot, Inspirational Leader

"It is my duty . . . to prevent, through the independence of Cuba, the U.S.A. from spreading over the West Indies and falling with added weight upon other lands of Our America. All I have done up to now and shall do hereafter is to that end. . . . I know the Monster, because I have lived in its lair."—José Martí, his last letter, written to a friend (1895)

José Martí (1853–1895) spent most of his brief life outside of Cuba, working for Cuba's independence from Spain. A writer and intellectual, he died in combat. A lover of freedom and democracy, he admired U.S. ideals but mistrusted its power and wealth.

Martí began his revolutionary activity when he was in his teens. Inflamed by his teacher with the desire for Cuban independence, he began publishing a newspaper called *La Patria Libre* ("Free Homeland") at age 16. He was arrested by Spanish officials and sent to prison. After six months of hard labor in a stone quarry, he was exiled to Spain. Only 18, he was forbidden to return to his country.

Martí studied law in a Spanish university and wrote essays, plays, and poems. His work was full of passion and politics. In 1875, he went to Mexico. Then, after a brief return to Cuba (in disguise, for his safety), he settled in Guatemala, married, and became a teacher and writer. His complete writings eventually filled 73 volumes.

Meanwhile, Cuban rebels were fighting for independence. The Spaniards finally won this ten-year war in 1878. They declared an amnesty, and Martí returned home. However, he continued his anti-Spanish activities, and he was exiled again.

By 1881, Martí had escaped to New York City, where he spent most of the rest of his life. He wrote a novel and more poems. He was hired as a diplomat by Uruguay—and later by Argentina and Paraguay as well. He wrote countless articles for newspapers, explaining Latin America to U.S. readers and explaining the United States to readers throughout Latin America. Most of all, he spent his time promoting the cause of Cuban independence from Spain. Many Cuban tobacco workers lived in Florida. Martí wrote to them and lectured to them, drumming up support for a rebellion. He convinced the workers to donate ten percent of their

wages to the cause. He gave lectures to other exiles, setting forth his goals for free Cuba: democracy, widespread education, tolerance between the races, and a varied economy that did not rely on the export of sugar.

He also pushed for Cuba's complete independence from the United States. Economic ties were increasingly linking the island to the United States. Many Cubans hoped that once free from Spanish control, they could join the United States. Martí admired democracy and freedom in the United States, which he called "the greatest [nation] ever built by freedom." However, he believed that capitalism and the growing spirit of imperialism threatened Cuba and all of Latin America. He feared the power of the nation he called "the Monster." His arguments helped convince other Cubans that full independence—not annexation—was the course to follow.

In 1892 Martí organized his supporters into the Cuban Revolutionary Party. He called for another armed rebellion against Spain. He contacted rebels in Cuba and urged them to prepare. He helped organize troops in the United States and elsewhere. In 1895, he announced that the war for independence had begun, and in April he landed in Cuba with a small force of men. On May 19, he was killed by Spanish soldiers in a brief battle. Cuban independence came three years later, and José Martí became a Cuban hero of mythic proportions. A statue of him is found even in New York City.

Questions

1. How did Martí contribute to the movement for Cuban independence?
2. What do Martí's goals for a free Cuba reveal about his thinking?
3. Why did Martí call the United States "the Monster"?

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AMERICAN LIVES **William Randolph Hearst**
Successful Publisher, Failed Politician

"[Newspapers are] the greatest force in civilization, . . . [able to] form and express public opinion, . . . suggest and control legislation, . . . declare wars, . . . punish criminals, . . . [and by representing the people] control the nation."

—William Randolph Hearst, editorial in the *New York Journal* (1898)

William Randolph Hearst built a great media empire. He published newspapers and magazines, created newsreels, broadcast radio shows, and made movies. However, he never achieved his goal of being a powerful politician.

Hearst (1863–1951) was born to a family made wealthy by owning western mines. He eventually went to Harvard College, where—before being expelled—he became interested in journalism. He persuaded his father to give him a family-owned newspaper, the San Francisco *Examiner*, to run. Hearst hired talented reporters, added new equipment, and printed sensational stories—anything to increase circulation. A letter revealed his view of journalism: “The modern editor of the popular journal does not care for facts. The editor wants novelty. The editor has no objections to facts if they are also novel. But he would prefer novelty that is not fact, to a fact that is not a novelty.”

Soon Hearst had won: The *Examiner* had the largest circulation in the city. He determined to compete against Joseph Pulitzer and his *New York World* next. Hearst bought the *New York Journal* and then raided the *World's* staff by offering reporters twice what Pulitzer paid. At the same time, he cut the price of his paper from two cents to one—forcing Pulitzer to cut his price too. He printed sensational stories and promoted his paper constantly. He publicized murders and then sent reporters out to solve them. He used the paper to denounce the Spaniards for their actions in Cuba and to push President William McKinley to declare war. When war finally was declared, Hearst claimed full credit, calling it “the *Journal's* war.” The paper’s circulation went up.

Hearst added papers in other major cities, including Chicago, Los Angeles, and Boston. He bought magazines. Eventually he added radio stations, a newsreel company, and a film production company. Hearst used these media sources to promote his attempts to enter politics.

He joined the Democratic Party and began to

be a power behind the scenes. He used his papers to promote Democratic candidates—and to severely criticize President McKinley. After McKinley was assassinated, Hearst was criticized by many for having aroused hatred of McKinley.

In 1904, Hearst wanted to be the Democratic nominee for president. Largely by using his vast fortune, he secured more than 200 delegates but fell short of the number needed to win. Two years later, he came within 60,000 votes of winning election as governor of New York. He was defeated, in part, by a revival of the charge that his papers’ attacks had contributed to the assassination of McKinley. Hearst next tried forming a third party, but the effort failed. He became so unpopular that, when newsreels produced by his company were shown in movie theaters, audiences hissed at his name on the screen.

Hearst returned to the Democrats but was never able to run for public office again. His last political act was to help secure the nomination of Franklin Delano Roosevelt in 1932. Within a few years, though, he had turned against Roosevelt. His papers referred to the president’s “New Deal” program as the “Raw Deal.” Soon the Depression and Hearst’s overspending cut into his fortune. He was forced to sell some of his properties. However, the prosperity of World War II brought back much of his publishing empire by 1945. After a heart seizure in 1947, he spent his remaining years largely as an invalid.

Questions

1. Evaluate Hearst’s philosophy of journalism.
2. Hearst served two terms in the House of Representatives, but was not a successful legislator. What in his character would make him unsuitable to be an effective legislator?
3. Assess the timeliness of the opening quotation by Hearst. Is it as accurate in the 21st century as it was in the late 19th century?