

**AMERICA
BECOMES A
WORLD POWER**

CHAPTER 18

pg 546-575

U.S. History

Unit - Imperialism

Required Reading: The Americans Chapter 18, pp. 546-574

Unit Description: In this unit we will examine the industrial and territorial growth of the United States which fostered expansion overseas.

Unit Objectives: The student will be able to:

- Explain how as a result of overseas expansion, including the Spanish-American War, the United States emerged as a world power.
- Explain reasons why countries want to gain control of territory through imperialism
- Describe examples of the impact American imperialism had on people living in the territory that was controlled.
- Examine areas of the world where America became a world power in the late 1800s and early 1900s.

Assessments: Formative and summative assessments will be used to assess student learning.

Primary Source Documents: Students will be given the opportunity to engage in reading historical documents to provide insight into the historical periods being studied. For this unit, students will read:

- "In Favor of Imperialism"

Readings: Students will be required to complete readings assigned from the textbook chapter indicated above. Additionally, the following supplemental readings will be provided to improve literacy in the content areas: "Remember the Maine" (Upfront Magazine archive)

Unit Terms: Define each of the following terms. You will be quizzed on your knowledge of them. They will also be useful for review.

U.S. History

Chapter Vocabulary

1. Imperialism
2. Isolationism
3. Spheres of influence
4. Yellow journalism
5. Teller Amendment
6. Anti-imperialist League
7. Roosevelt Corollary
8. Rough Riders
9. Spanish-American War (causes and effects)
10. "Remember the Maine"
11. Monroe Doctrine
12. Hawaii
13. Alaska
14. Theodore Roosevelt
15. William Taft
16. William McKinley
17. Woodrow Wilson
18. Treaty of Paris (1898)
19. Dollar Diplomacy
20. Open Door Policy
21. Annexation
22. Panama Canal

American Expansion in the Age of Imperialism

Background: From 1797 to 1853, the United States gradually acquired the territory that became the first 48 states. During this period, the nation had little interest in expanding to other parts of the world. Then, in the late 1800s, and especially after the Spanish-American War, the U.S. began to acquire territory beyond its shores.

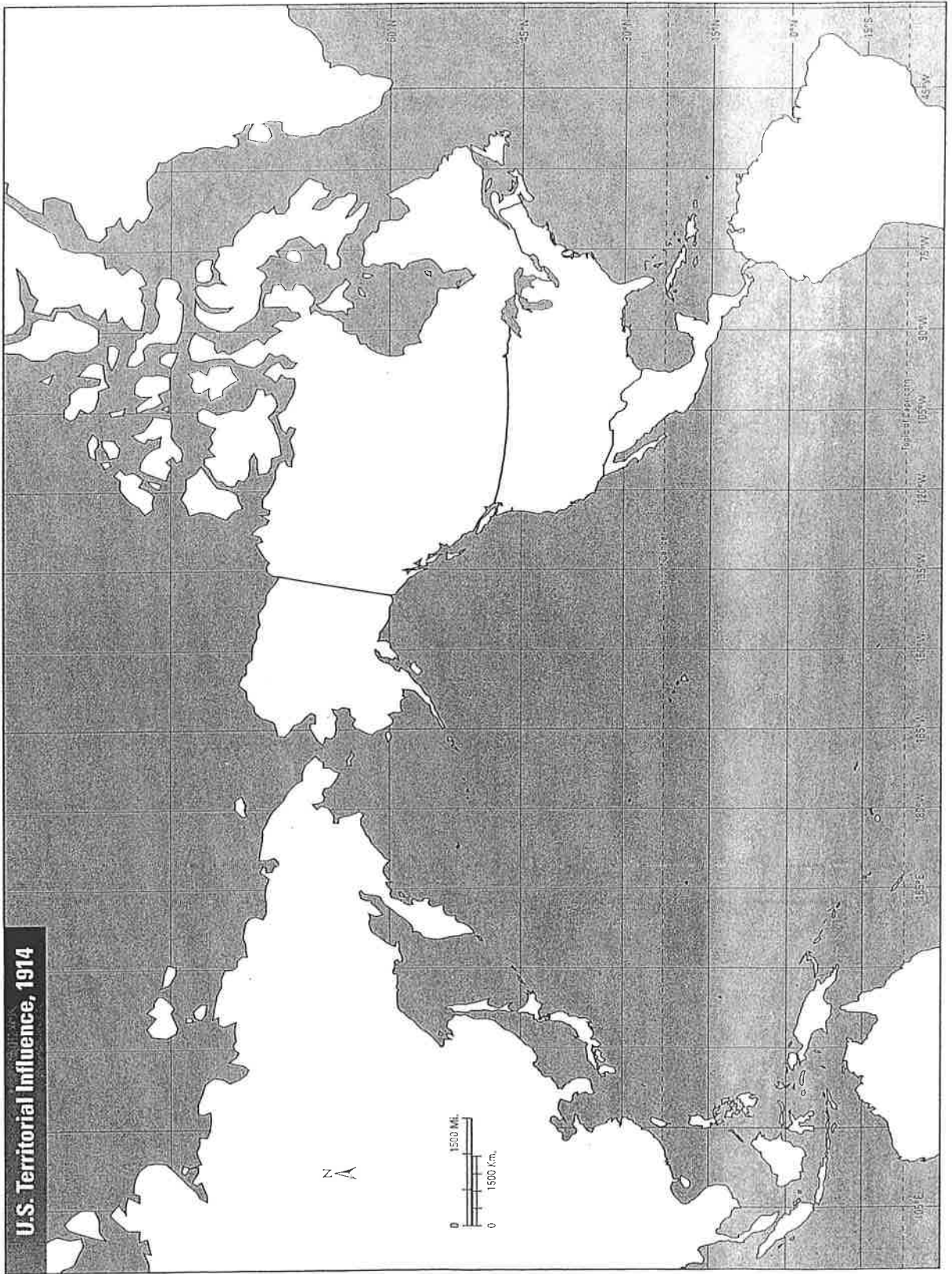
Use your textbook to locate, label, and color the maps using the materials listed. Use the following colors and key when instructed to label and color:

- a. Use RED to indicate lands that U.S. acquired and still own/control today.
- b. Use BLUE to indicate lands the U.S. acquired but no longer control.
- c. Use GREEN to indicate lands where the U.S. only had strong influence (diplomatic or trade treaties, military presence, etc.)

Label: the Atlantic Ocean, the Pacific Ocean, the Caribbean Sea, and the Gulf of Mexico

1. Alaska was the largest new territory acquired by the U.S. after the Civil War. It was purchased from Russia in 1867, but did not become a U.S. state until nearly one hundred years later.
 - a. Locate, label, and color Alaska on the map.
 - b. Write the year that Alaska became a state next to where you labeled it on the map.
2. The U.S. also occupied the Midway Islands. These islands got their name because they were approximately "midway" between North America and Asia. They were used as a fueling station for ships sailing between the U.S. and Asian ports.
 - a. Locate, label and color the Midway Islands and write the year the U.S. obtained it.
3. In 1878, the U.S. was granted the right to trade in the Samoan Islands and to establish a fueling station there. In 1899, the islands were divided between the U.S. and Germany.
 - a. Located, label and color the Samoan Islands and write the years 1878 and 1899 for the years that the U.S. obtained them.
4. Before the Spanish American War, American expansion was limited to the huge Alaskan territory and handful of small Pacific Islands. The Spanish-American War marked the real beginning of the nation's rise to world power. By the terms of the Treaty of Paris, Spain turned over the Philippines, Guam, Puerto Rico, and Cuba.
 - a. Locate, label and color the Philippines and write the year it was obtained.
 - b. Locate, label and color Guam and write the year it was obtained.
 - c. Locate, label, and color Puerto Rico and write the year it was obtained .
 - d. Locate, label and color Cuba and write the year it was obtained.
5. During the Spanish American War, the U.S. also occupied Wake Island, an uninhabited island on the way to the Philippines. The U.S. formally claimed the island.
 - a. Located, label, and color Wake Island and write the year the U.S. claimed it.

6. American businesses in Hawaii had wanted the U.S. government to take over those islands for many years. The government finally did so by removing Queen Liliuokalani in 1898.
 - a. Locate, label and color Hawaii.
 - b. Next to the label, write the year it became a U.S. state.
7. The next important American possession was a narrow strip of land in Panama. With the assistance of America, Panama won its independence from Columbia and the U.S. took over construction of the Panama Canal.
 - a. Locate, label and color Panama.
 - b. Located, label, and color the Panama Canal.
 - c. Locate, label and color Columbia.
8. Two more island territories were obtained by the U.S. in the early 1900s.
 - a. Locate, label, and color Palmyra Island and write the year the U.S. claimed it.
 - b. Locate, label and color the U.S. Virgin Islands and write the year the U.S. bought them from Denmark.
9. America also had some influence in China during the age of imperialism.
 - a. Locate, label, and color China.
10. Finally, America forced Japan to open trade in the age of imperialism.
 - a. Locate, label, and color Japan.



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American Imperialism

Define Imperialism in your own words:

- 1.
- 2.
- 3.

ASIA

Explain America's Open Door Policy

JAPAN (1853-1854)
CHINA (1900)

How did Mathew Perry's trip to Japan impact Japan?

What did the US do that resulted in it building and controlling the Panama Canal?

PANAMA CANAL

LATIN AMERICA

PRESIDENTIAL DIPLOMACIES

ROOSEVELT

Define ROOSEVELT COROLLARY

Define BIG STICK DIPLOMACY

TAFT

Define DOLLAR DIPLOMACY

WILSON

Define MORAL DIPLOMACY

HAWAII (1898)

What imperialist motives did the US have to ANNEX Hawaii?

What territories does the US gain as a result of winning the war?

Explain how Cuba was impacted

MOTIVATING FACTORS

SPANISH AMERICAN WAR (1898)

CAUSES

EFFECTS

1.	2.
3.	4.

MONROE DOCTRINE

Theodore Roosevelt

Wm Howard Taft

Woodrow Wilson

Washington's Farewell Address

September 19, 1796

INTRODUCTION

Sober George Washington daringly made his Farewell Address an open letter of advice and warning to the American people about their long-term safety and happiness. For a great leader to voluntarily relinquish political power and retire from public life was itself unprecedented in the annals of history—an act that contributed to the establishment of republican government in America. But his words on this occasion are no less cherished for, as his biographer and Chief Justice John Marshall put it, “precepts to which the American statesman can not too frequently recur.” With the Declaration of Independence and the Constitution, the Farewell Address constitutes the central statement of the American purpose.

Washington warned of the dangers facing the young republic, chiefly from internal faction and foreign dangers. But he also hailed the greatness that could come from a unity founded on necessity and prosperity, and further graced by the character of its citizens. The Address itself exemplified unity. Drafted in part by James Madison and Alexander Hamilton,

the two collaborators on the *Federalist Papers* who were now political rivals, the manuscript was revised by Washington and published in Philadelphia's largest newspaper on September 19, 1796—just nine years after the signing of the Constitution.

The Preservation of the Union. The general theme of the Farewell Address is the preservation of the Union as the core of American nationhood. Washington warned against sectionalism as the destroyer of the common interest and national character. The ties of the Union and the Constitution that made the various parts one must be cherished as *sacred*. “The name of American, which belongs to you, in your national capacity must always exalt the just pride of Patriotism, more than any appellation derived from local discriminations.”

The Danger of Factions. Washington also warned of “the baneful effects of the Spirit of Party”—one of

the two most famous recommendations of the Farewell Address (along with a warning about permanent alliances). By party, Washington meant factious groups that sought their own good, to the detriment of the common good and the rights of others. The proliferation of faction or party in this sense was a dominant question of his presidency. He spoke of designing men, who would divide sections of the country as a means to their own political power. The factions of the 1790s foreshadowed those of the Civil War.

Religion and Morality. In a self-governing nation, a unifying public opinion requires the enlightenment of formal institutions of education and of civic education. The “great Pillars of human happiness” and the “firmest props of the duties of Men and citizens,” he emphasized, were religion and morality. “Of all the dispositions and habits which lead to political prosperity, Religion and morality are indispensable supports.”

America’s Role in the World. The foreign policy of the new nation requires both principles and prudence, given its circumstances. The United States should “observe good faith and justice towards all Nations.” In the future, he asks Americans to keep in mind that “it will be worthy of a free, enlightened, and at no distant period, a great Nation, to give to mankind the magnanimous and too novel example of a People always guided by an exalted justice and benevolence.” Amer-

ica’s place in the world will elevate and distinguish its national character.

Washington recommended as the great rule of conduct that the United States primarily pursue commercial relations with other nations and have with them “as little political connection as possible,” consistent with its treaty obligations. Washington did not call for America to withdraw from the world: he warned of *political* connections and *permanent* alliances. In a world convulsed by the French Revolution, he advised that the young republic “steer clear of permanent Alliances with any portion of the foreign world.” America should be clear-headed about its own capacities under changing circumstances while keeping itself in mind as an example to the world. Washington recommended that the nation pursue a long-term course of placing itself in a position to defy external threats, defend its own neutrality, and, eventually, choose peace or war as its own “interest, guided by justice, shall Counsel.”

The first President was endeavoring to inculcate maturity and moderation in Americans’ conduct of both domestic and international affairs. He hoped that re-reading his Address over the years might lead Americans to “controul the usual current of the passions” and “prevent our Nation from running the course which has hitherto marked the Destiny of Nations.”

The late 1800s are often referred to as the "Age of Imperialism." During this time, several European nations had taken over much of Africa and parts of Asia and the Pacific. The United States joined in the pursuit of colonies. Why?

Directions:

- Use the following primary source documents as evidence to help you develop a theory about why the United States became imperialist in the 1890s.
- Begin by examining each document and making a list of reasons explaining the beginnings of American imperialism in the 1890s. Write the reasons in the column next to the document.
- After you have examined each document and completed your list, develop a definition of imperialism. Complete the Frayer Model handout using information from the documents.
- Finally, write a response to the following prompt:
 - Why did the United States join in the "Age of Imperialism" in the late 1800s?

Quotation	List of reasons the United States might become imperialist in the 1890s using the primary source documents.
<p>"Up to and including 1880, the country had a frontier of settlement (the U.S. still had land on the western part of the continent which was unsettled by the Manifest Destiny movement), but at present the unsettled area has been so broken into. . . that there can hardly be said to be a frontier line." - U.S. Census Superintendent, 1890</p>	
<p>"God has not been preparing the English-speaking and German-speaking for a thousand years for nothing but excessively pride and . . . self-admiration. No! He had made us the master organizers of the world to establish systems where [extreme confusion and disorder is common]. . . He has made [English and German speaking people good at] in government that we may administer government among savages and [inferior] peoples." - Albert T. Beveridge</p>	
<p>"There is one thing that neither time nor education can change. You may change the leopard's spots, but you will never change the different qualities of the races which God had created in order that they may fulfill separate</p>	

<p>and distinct missions in the [developing] and [civilizing] of the world.</p> <p>- John W. Daniel</p>	
<p>"If it is commercialism to want the possession of a strategic point [Philippines that gives] the American people an opportunity to maintain a [firm or secure position that provides a base for further advancement] in the markets in [China], for God's sake let use have commercialism.</p> <p>- Senator Mark Hanna</p>	
<p>"The tendency of modern times is toward consolidation. It is apparent in [wealth in the form of money or property] and labor [workers] alike, and it is also true of nations. Small states are of the past and have no future. The modern movement is all toward the concentration of people and territory into great nations. The great nations are rapidly absorbing for their future expansion and their present defense all the waster places of the earth. It is a movement which makes for civilization and advancement of the race. As one of the great nations of the world, the United States must not fall out of the line of march."</p> <p>- Henry Cabot Lodge</p>	

Answer these questions as a group on your poster paper.

1. What was the policy of imperialism?
2. How is the policy of imperialism different that isolationism?
3. What factors fueled the emergency of U.S. imperialism?

Philosophy of Imperialism Vocabulary

Teutonic peoples – of or relating to the German speakers or the German people

Idle – lacking substance, value, or basis; without purpose

Vain – excessively proud of one's accomplishments; conceited

Adept – having or showing knowledge and skill and aptitude; someone who is very highly skilled

Cultivation – advancement in physical, intellectual, or moral condition; refinement; culture

Commercialism – the component parts of industry or making money

Foothold – a firm or secure position that provides a base for further advancement

Consolidation – the merger of two or more commercial interests or corporations

Dominions – control or the exercise of control; sovereignty; a territory or sphere of influence or control

Waster – dissipates resources self-indulgently; one who consumes or expends extravagantly

Capital – wealth in the form of money or property, used or accumulated in a business by a person, partnership, or corporation; material wealth used or available for use in the production of more wealth

Chaos – state of extreme confusion and disorder

Reign – to rule, dominance or widespread influence

Frontier of settlement – the U.S. still hand land on the western part of the continent which was unsettled by the Manifest Destiny Movement

. . . The forcible intervention of the United States as a neutral to stop the war, according to the large dictates of humanity and following many historical precedents where neighboring states have interfered to check the hopeless sacrifices of life by internecine (destructive) conflicts beyond their borders, is justifiable on rational grounds. It involves, however, a hostile constraint upon both the parties to the contest, as well as to enforce a truce as to guide the eventual settlement.

The grounds for such intervention may be briefly summarized as follows:

First. In the cause of humanity and to put an end to the barbarities, bloodshed, starvation, and horrible miseries now existing there, and which the parties to the conflict are either unable or unwilling to stop or mitigate (make less serious). It is no answer to say this is all in another country, belonging to another nation, and is therefore none of our business. It is specially our duty, for it is right at our door.

Second. We owe it to our citizens in Cuba to afford them that protection and indemnity for life and property which no government there can or will afford, and to that end to terminate the conditions that deprive them of legal protection.

Third. The right to intervene may be justified by the very serious injury to the commerce, trade, and business of our people and by the wanton destruction of property and devastation of the island.

Fourth, and which is of the utmost importance. The present condition of affairs in Cuba is a constant menace to our peace and entails upon this Government an enormous expense. With such a conflict waged for years in an island so near us and with which our people have such trade and business relations; when the lives and liberty of our citizens are in constant danger and their property destroyed and themselves ruined; where our trading vessels are liable to seizure and are seized at our very door by war ships of a foreign nation; the expeditions of filibustering that we are powerless to prevent altogether, and the irritating questions and entanglements thus arising – all these and others that I need not mention, with the resulting strained relations, are a constant menace to our peace and compel us to keep on a semi war footing with a nation with which we are at peace. . .

After reading President McKinley's War Message to Congress, summarize the reasons he gives for why he is asking for a declaration of war against Spain.

Hawaii by James A. Michener

"The United States became an imperial power at the end of the 19th century because of a desire for military strength, the thirst for new markets, and a belief in cultural superiority."

Read the literature selection entitled *Hawaii* by James A. Michener. Based on the reading, support the above statement in relation to American imperialism in Hawaii at the end of the 19th century. Be sure to include specific text evidence to support your position. Be sure to consider the individuals involved, the motivation for takeover, the strategies used to against the island, etc.

Literature excerpt "Hawaii" by James Michener

Directions: As you read the text, underline evidence in the reading that provides examples of the various ways that planters seized power from the Hawaiians.

Text Evidence	Summary
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CHAPTER
10

Section 1

LITERATURE SELECTION *from Hawaii*
by James A. Michener

The following excerpt from Michener's sweeping saga deals with the power struggle between native Hawaiians and American sugar planters. As you read this excerpt, think about how the planters seized power from the Hawaiian monarchy. Please be advised that one of the white characters uses an offensive racial epithet.

The revolution that overthrew the Hawaiian monarchy and passed the government into the hands of the sugar planters was under way. In her palace, the wild-willed queen shuddered as she saw American troops file ashore to invade her territory. She was disposed to fight them, for she knew that this was a cruel perversion of the ordinary relationships between sovereign nations, but the sugar planters quickly immobilized her loyal troops, and she was left defenseless, a stubborn, anachronistic woman in her mid-fifties, regal in appearance but totally unaware that the nineteenth century was ebbing to a close and taking with it the concepts of government to which she adhered.

However, in the dying moments of her reign she was not completely without support, for after her troops were disbanded without firing a shot, a squad of volunteer loyalists materialized from the alleys of Honolulu and marched out to defend their queen. In their ranks, and typical of their quality, waddled the old kanaka [a Hawaiian of Polynesian descent] maile [a vine with fragrant leaves and bark] gatherer, Kimo. He had a musket that he had grabbed from a man in a pool hall and he held his uniform—a pair of sagging pants and that was all—about his waist with a length of red rope. His hair had not been combed for some days, he needed a shave and he was barefooted, but like his companions he gave every evidence of being willing to die for his queen. The sparking American troops, with new rifles watched in amazement as the volunteers marched up to give them battle, but a courageous officer in whites ran unarmed to the leader of the irregulars and said, "There's no war. The queen has abdicated."

"She's what?" the leader of the loyalists asked.

"She's abdicated," the young American said.

Then he shouted, "Anybody here speak Hawaiian?"

A haole [a person who is not a native Hawaiian] bystander idled up and asked, "What you want, General?"

"Tell these men that there is to be no war. The queen has abdicated."

"Sure," the haole agreed. Turning to Kimo and his men he said, "Eh, you kanaka Liliuokalani pau. She go home. You pau too. You go home."

And so far as the actual fighting was concerned, in this manner the revolution ended. Kimo trundled his unused musket back to the poolroom and listened to the gibes of his friends. Then in great disturbance of spirit, for he knew that he had participated in the death of a world he had loved—the horses prancing in gold tassels, the royal guard marching in bright uniforms, the queen going forth in a gilt carriage—he walked slowly down Beretania Street and up Nuuanu to the small house where he lived with his wife Apikela and his Chinese family. He went directly to bed and lay there without talking or laughing until he died.

The provisional government, with Micah Hale as its ostensible head and the sugar planters directing from behind, swept away the seventeenth-century anachronisms proposed by Queen Liliuokalani. Each act of the efficient new government was directed toward one clear goal: union with America. David Hale and Micah Whipple were rushed to Washington to force a Treaty of Annexation through the Senate before congenial President Harrison and his Republicans left office on March 4, because it was known that the newly elected President, Grover Cleveland, opposed what had been happening in Hawaii; and soon frantic appeals for moral support were speeding back to Honolulu, for the treaty commissioners Hale and Whipple reported: "There is considerable opposition to the manner in which the revolution was carried out. Cannot Micah Hale make a strong statement, relying upon his faultless reputation to give it force? Else we are lost."

It was under these circumstances, in February, 1893, that Micah Hale retired to his study on King Street and wrote for a New York journal: "Any sane

man looking at these islands today has got to admit that they require supervision by the United States of America. The indigenous citizens are for the most part illiterate, steeped in idolatry, committed to vain shows of monarchical display and totally unsuited to govern themselves." In these harsh but true words, the son of a missionary, in his seventy-first year, summarized what his group had accomplished; but since he wrote as a profound patriot and as one who loved Hawaii above all else, he did not understand what he was saying. Furthermore, he went on to point out a great truth that others both in Hawaii and America were overlooking: "Hawaii cannot lie idle and unwanted in the middle of the Pacific. The islands seem to lie close to America, but they also lie close to Canada and on the route from that great land to Australia and New Zealand. There is every reason for Hawaii to become Canadian. They also lie close to Russia-in-Asia and except for an accident of history might even now belong to that great power. And to anyone who has sailed from Honolulu to Yokohama or to Shanghai, these islands lie perilously close to Japan and China. For more than half a century I have believed that their destiny lies with America, but it is not as I once thought an inevitable destiny. If at this crucial moment of history, our logical destiny is frustrated, an illogical one will triumph and Hawaii, the gem of the Pacific, will belong to Canada or to Russia or to Japan. It is to prevent such a catastrophe that we pray for the United States to accept us now." This widely reprinted article was taken from the Hale mansion on King Street by Wild Whip Hoxworth and delivered to one of his ships, waiting in the harbor, but as old Micah Hale handed it to his nephew, he was freshly appalled that he should be using such an evil agent to accomplish so good a purpose.

Micah's plea achieved nothing, for Louisiana and Colorado sugar interests prevented the lame-duck Senate of February, 1893, from jamming the Treaty of Annexation through, and five days after Grover Cleveland assumed the Presidency he sternly withdrew the treaty and rebuked those who had sought to foist it upon the American public. Now doleful news reached Hawaii. The Secretary of State wrote: "The United States will not accept the Hawaiian Islands on the terms under which they have been offered. It would lower our national standard to endorse a selfish and dishonorable scheme of a lot of adventurers. I oppose taking these islands by force and fraud, for there is such a thing as international morality."

President Cleveland was of a similar opinion and personally dispatched an investigator to Honolulu to inquire into America's role in the unsavory revolution, and by one of the tricks of history the investigator turned out to be a Democrat from Georgia and a member of a family that had once held slaves. When preliminary news of his appointment reached Hawaii, the Committee of Nine were apprehensive lest he report against them, but when his slave-holding status was revealed, they sighed with visible relief. "As a good Southerner he'll understand our problems," John Janders told the conspirators, and they all agreed.

But Whip Hoxworth, considering the matter carefully, judged: "We may be in for deep trouble. Since Cleveland's investigator comes from Georgia, he probably despises niggers."

"Of course he does," Janders agreed. "He'll see through these Hawaiians right away."

"I doubt it," Whip cautioned. "Granted that he hates niggers. As a sensible human being he'll try to compensate and prove that he doesn't hate other people with dark skins."

"Why would he do that?" Janders demanded.

"Don't ask me why!" Whip replied. "Just watch."

And when the investigator arrived he did exactly as Whip had predicted. Hating Negroes at home, he had to like Hawaiians abroad. It was a profound compulsion and it permitted him, a Georgia man, to understand the revolution better than any other American understood it at the time. He talked principally with Hawaiians, was bedazzled by the idea of speaking directly with a queen, became an ardent royalist, and suppressed evidence given by white men. His report to President Cleveland was a crushing rebuke to the sugar men; they had, he discovered, conspired with the American Minister to overthrow a duly constituted government; they had worked in league with the captain of an American vessel; they had deposed the queen against the will of the Hawaiian people; they had done all this for personal gain; and it was his opinion that Queen Liliuokalani, a virtuous woman, should be restored to her throne.

His report aroused such a storm in Washington that David Hale and Micah Whipple saw there was no hope of forcing the United States to accept Hawaii, and they returned to Honolulu with the glum prediction: "We will never become part of America while Grover Cleveland is President. His Secretary of State is already asking, 'Should not the

great wrong done to a feeble state by an abuse of the authority of the United States be undone by restoring the legitimate government?" There's even talk of restoring the queen by force of American arms."

"What would happen to us?" members of the Committee asked.

"Since you're American subjects," a consular official explained, "you'd be arrested, hauled off to Washington, and tried for conspiring to overthrow a friendly power."

"Oh, no!" the conspirators protested. "We're Hawaiian subjects. Our citizenship is here."

September and October, 1893, were uneasy months in Hawaii, and Wild Whip's gang maintained power by only a nervous margin. Each arriving ship brought ominous news from Washington, where sentiment had swung strongly in favor of Queen Liliuokalani, and it was generally assumed that she would shortly be restored to power; but just before this was about to occur the obstinate woman committed an act so appalling to the Americans that she forever discredited the monarchy. What Wild Whip had been unable to gain for himself, the queen won for him.

Late in the year President Cleveland dispatched a second investigator to check upon the specific terms under which Liliuokalani should be returned to her throne, for as Cleveland pointed out, America never wished to profit from the misfortunes of her neighbors. The new investigator plunged the Committee of Nine into despair by announcing that the annexation of Hawaii by America was no longer even under discussion, whereupon he entered into formal discussions with the queen as to what steps she wanted America to take in restoring her crown.

No difficulties were encountered, and the investigator had to smile when the queen pointed out, "One of the charges made against us most often, sir, was that we were a small kingdom overly given to a love of luxurious display. To this charge I must plead guilty, because from the first our kings selected as their advisers men of the missionary group, and we found that no men on earth love panoply and richly caparisoned horses and bright uniforms and medals more than men who have long been dressed in New England homespun. I have four pictures here of state occasions. You see the men loaded with gold and medals. They aren't Hawaiians. They're Americans. They demanded the pomp of royalty, and we pampered them."

"Speaking of the Americans," the investigator asked, "what kind of amnesty will you provide for the revolutionists?"

"Amnesty?" Queen Liliuokalani asked, inclining her large and expressive head toward the American. "I don't understand."

"Amnesty," the investigator explained condescendingly. "It means . . ."

"I know what the word means," Liliuokalani interrupted. "But what does it mean in this circumstance?"

"Hawaii's undergone some unfortunate trouble. It's over. You're restored to your throne. President Cleveland assumes that you'll issue a proclamation of general amnesty. It's usually done."

"Amnesty!" the powerful queen repeated incredulously.

"If not amnesty, what did you have in mind?"

"Beheading, of course," the queen replied.

"What was that?"

"The rebels will have to be beheaded. It's the custom of the islands. He who acts against the throne is beheaded."

The American investigator gasped, then swallowed hard. "Your Excellency," he said, "are you aware that there are over sixty American citizens involved?"

"I did not know the number of traitors, and I do not think of them as Americans. They have always claimed to be Hawaiians, and they shall be beheaded."

"All sixty?" the investigator asked.

"Why not?" Liliuokalani asked.

"I think I had better report to President Cleveland," the perspiring investigator gulped, excusing himself from the august presence; and that night he wrote: "There are factors here which we may not have considered adequately in the past." After that there was no more talk of restoring the monarchy.

Activity Options

1. Acting as the investigator sent to Honolulu by President Cleveland, write up your report on the U.S. role in the revolution. Then share your report with classmates.
2. With a partner, role-play a conversation between a native Hawaiian and a sugar planter on the topic of Hawaii's political problems. Draw on information in this excerpt as well as in your textbook to prepare for your role.

Primary Source Reading: Excerpt from *Hawaii* by James A. Michener

Shudder(ed) – (v) shiver violently, to shake or tremble uncontrollably from a reaction such as cold, fear or disgust

Perversion – (n) the changing of something good into something bad

Sovereign – (adj) independent; self-governing and not ruled by any other state

Anachronism (istic) – (n, adj) chronological mistake; something from different historical period

Adhere (d) – (v) obey, support

Disband (ed) – (v) split up; to break up a group or an organization

Abdicate (d) – (v) resign position; to give up a high office formally or officially, especially the throne

Idle (d) – (v) pass time aimlessly, to move slowly and aimlessly

Gilt – (adj) covered with a thick layer of gold or a substance that looks like gold

Congenial – (adj) agreeable, pleasant, friendly

Indigenous – (adj) belonging to a place, natively inhabiting

Idoltry – (n) the worship of a physical object as a god

Perilous (ly) – (adj) very dangerous

Rebuke (d) – (v) to criticize or reprimand somebody, usually sharply

Foist – (v) impose something on somebody

Dispatch (ed) – (v) send somebody away to do something

Compulsion – (n) irresistible force that makes somebody do something, often irrational

Ardent – (adj) passionate, enthusiastic

Ominous – (adj) threatening; suggesting or indicating that something bad is going to happen or be revealed

Obstinate – (adj) stubborn, refusing to change, difficult to control

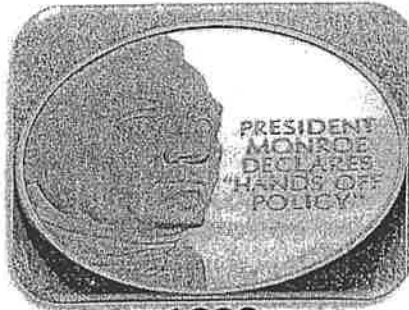
Panoply – (n) a group or collection that is impressive because it is so big or because it includes so many different kinds of people or things

Caparison (ed) – (n) decorative covering for a horse

Pomp – (n) ceremonial splendor; a display of great splendor and magnificence

Amnesty – (n) a general pardon, especially for those who have committed political crimes

The Progressive Presidents and U.S. Foreign Policy



1823

“The United States will defend its interests in the Western Hemisphere and keep European powers out.”



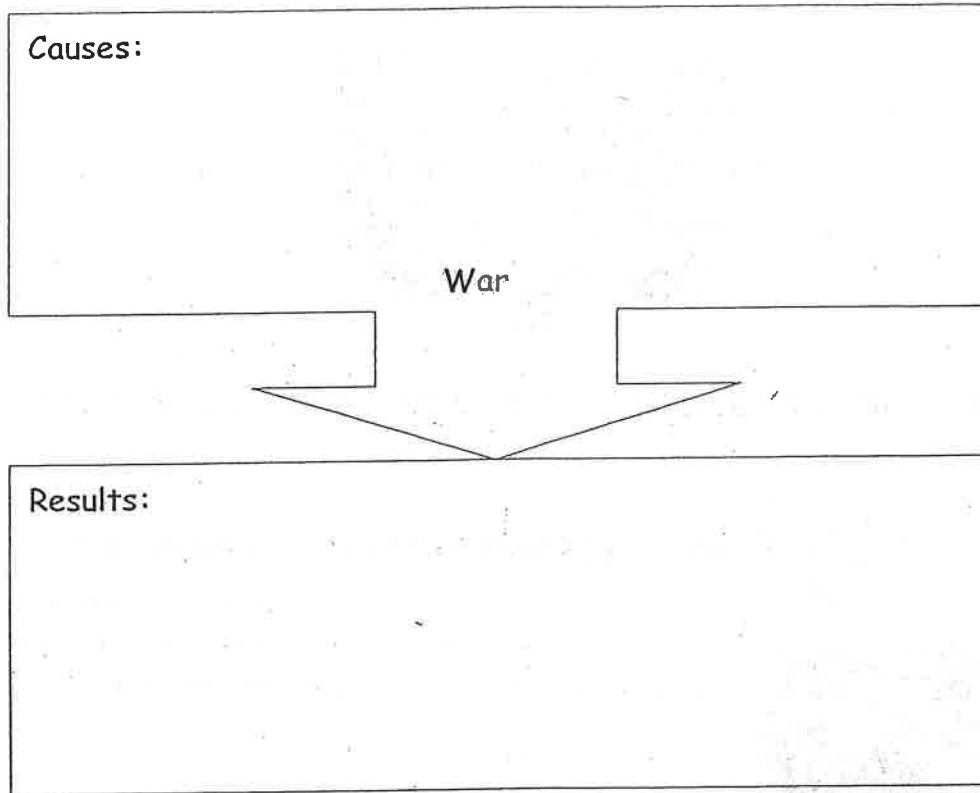
1904: Roosevelt Corollary, The United States will

1909: Taft's Dollar Diplomacy, The United States will



1913: Wilson and Democracy, The United States will

The Spanish-American War



Effects:

What happened to each of the following territories as a result of the Spanish American War?

Cuba

Puerto Rico

Guam

Philippine Islands

Terms & People

Queen Liliuokalani	William Seward	Open Door Policy	McKinley Tariff
<i>U.S.S. Maine</i>	Spheres of influence	"Seward's Folly"	Imperialism
Spain	Isolationism	Alfred Thayer Mahan	subsidy
Matthew Perry	Boxer Rebellion	Joseph Pulitzer	William Randolph Hearst
William McKinley	Teller Amendment	Platt Amendment	Foraker Act
Jones Act	John Hay	Hay-Bunau-Varilla Treaty	Monroe Doctrine
Roosevelt Corollary	Theodore Roosevelt	William Taft	George Dewey
dollar diplomacy	Panama Canal	Venezuela	The Philippines
Rough Riders	San Juan Hill	Treaty of Paris	Spanish-American War

Short Answer

1. What is imperialism? Why did nations practice imperialism?
2. Why was the Anti-Imperialist League against the U.S. establishing colonies?
3. What was the yellow press? What effect did the yellow press have on the Spanish American War?
4. Why would America want to gain control of territories across the globe through imperialism?
5. In what regions of the world did America become a world power in the late 1800s and early 1900s?

Chapter 18 Review Questions

By the late 19 th century, these were the only two Spanish possessions in the Western Hemisphere.	
Why did Hawaiian planters revolt in 1893?	
This country controlled Panama before the building of the canal.	
What was the cause of death of most U.S. soldiers who died during the Spanish American war?	
How did Taft choose to enforce the Monroe Doctrine?	
How did the U.S. expand its territory in 1867?	
All nations should have equal access to trade with China	
When did Hawaii become the 50 th U.S. state?	
The U.S, Britain and Germany almost went to war over this country.	
He defeated the Spanish in the Philippines	
This act granted Puerto Ricans U.S. citizenship	
He published the New York Journal	
This was organized by Chinese Nationalists	
U.S. secretary of state under Roosevelt	
Areas where foreign nations could control trade and natural resources	
Fought against the U.S. in the splendid little war	
This act established a civil governor and two house legislature in Puerto Rico	
This limited Cuba's right to make treaties	
A bonus payment by the government	

Imperialism Review Questions

The Spanish American War

- How did the Cuban independence movement lead to the Spanish American War?
- What event caused Congress to declare war on Spain?
- Why was it called the "splendid little war"?
- What did the U.S. get as a result of the war?

Rough Riders

- Who were the Rough Riders?
- What did the Rough Riders do?
- How were the Rough Riders viewed in the U.S. when the war was over?

The Yellow Press

- What newspapers and their publishers were called the yellow press?
- Why did these newspapers exaggerate stories of abuses in Cuba?
- How could you argue that yellow journalism caused the Spanish American War?
- How did yellow journalism get its name?

U.S. Buys Alaska

- Why were some people opposed to the purchase of Alaska?
- How did the U.S. acquire Alaska?
- What is Alaska good for?

U.S. Annexes Hawaii

- Why did American businessmen move to Hawaii?
- How did U.S. businessmen gain control over the Hawaiian government?
- What effect did the McKinley tariff have on Hawaii?
- How did Hawaii become part of the U.S.?

Panama Canal

- Why was the Panama Canal necessary?
- Who was the first to try to build the canal?
- How did the U.S. acquire the land to build the canal?
- What role did Columbia play in the talks over the canal?
- How did the U.S. support the Panamanian Revolution

China's Open Door

- What was the open door policy?
- What countries were involved in China?
- What did Chinese nationalists think of the policy?
- What are spheres of influence? What is the Boxer Rebellion?

Roosevelt Corollary

- What was the Roosevelt Corollary?
- How was it related to the Monroe Doctrine?
- Explain what is meant by "speak softly and carry a big stick".

Cuba Question

- Why did the American public support the Cuban nationalists in their revolution against Spain?
- How did the Spanish American War effect Cuban independence movement?
- Explain the Teller Amendment, The Anti-Imperialist League, Leonard Wood, The Platt Amendment.

The Philippines

- How did the U.S. acquire the Philippines?
- How did Filipinos react to being controlled by the U.S.?
- What actions did the U.S. take to control the rebellion?
- What was William Taft's role?

Dollar Diplomacy

- What was dollar diplomacy?
- Who proposed dollar diplomacy?
- What did Latin Americans think of dollar diplomacy?
- How did dollar diplomacy allow the U.S. to influence Latin American countries?