Chapter 23

Becoming a World Power 1880–1917

Section 1
The United States Continues to Expand

Section 2
The Spanish-American War

Section 3
U.S. Involvement Overseas

The "Great White Fleet" of the United States symbolized the nation’s presence as a global power at the beginning of the 20th century.

1880
European nations meet at the Berlin Conference to divide Africa.

1884
Hawaii grants United States exclusive use of Pearl Harbor.

1887
Planters overthrow the Hawaiian queen, Liliuokalani.

1892
Grover Cleveland is elected president.

1893
William McKinley is elected president.

1895
Sino-Japanese War ends with Japanese victory over China.

1896
European nations meet at the Berlin Conference to divide Africa.
The fleet was made up of 16 new battleships of the Atlantic Fleet that sailed around the world between 1907 and 1909.

The ships were manned by 14,000 sailors and covered 43,000 miles.

In 1907, the United States launches one of the greatest naval fleets in history—the Great White Fleet. With this fleet, the United States has the military might to enforce political decisions involving foreign countries. Now you, the U.S. president, need to decide where and how to best use this fleet.

When should you get involved in the affairs of another country?

What Do You Think?

• What interests does the United States have in other countries?
• How important is protecting those interests?

Visit the Chapter 23 links for more information about the growth of the United States.
Finding Main Ideas

An important skill for reading history is the ability to find main ideas. Identifying main ideas helps you to organize and understand the variety of details and examples that support those ideas. Use a chart like the one below to write main ideas about U.S. expansion overseas.

The United States Continues to Expand

MAIN IDEA
The United States expanded its interest in world affairs and acquired new territories.

WHY IT MATTERS NOW
During this period, the United States acquired Alaska and Hawaii as territories.

TERMS & NAMES
- imperialism
- William Seward
- Queen Liliuokalani

ONE AMERICAN’S STORY
Alfred T. Mahan served in the U.S. Navy for nearly 40 years. In the 1890s, he wrote several books on the historical importance of sea power, trading stations, and colonies.

A VOICE FROM THE PAST
The trading-station . . . [was] the same as the . . . colony. In both cases the mother-country had won a foothold in a foreign land, seeking a new outlet for what it had to sell, a new sphere for its shipping, more employment for its people, and more comfort and wealth for itself.

Mahan encouraged government officials to build up American naval forces. In this section you will learn how the United States began to extend its influence beyond the national boundaries.

Reasons for U.S. Expansion
Americans had always sought to expand the size of their nation. Throughout the 19th century, they extended their control toward the Pacific Coast. By the 1880s, however, many leaders became convinced that the United States should join the imperialist powers of Europe and establish colonies overseas. Imperialism—the policy by which stronger nations extend their economic, political, or military control over weaker territories—was a trend around the world.

European nations had been establishing colonies for centuries. In the late 19th century, Africa became a major area of European expansion. By the early 20th century, only two countries in Africa—Ethiopia and Liberia—remained independent.

Imperialist countries also competed for territory in Asia, especially in China. There, European nations had to compete with Japan, which had also become a world power by the end of the 1800s.
Most Americans gradually came to approve of the idea of expansion overseas. Three factors helped to fuel the development of American imperialism.

1. **Economic Interests.** Economic leaders argued that expansion would increase U.S. financial prosperity. Industry had greatly expanded after the Civil War. Many industrialists saw new colonies as a potential source of cheap raw materials. Agriculture had also expanded. Farmers pointed out that colonies would mean new markets for their products.

2. **Military Interests.** In his books, Alfred T. Mahan had argued that economic interests went hand-in-hand with military interests. Foreign policy experts agreed. They urged U.S. leaders to follow the European example and establish a military presence overseas.

3. **Belief in Cultural Superiority.** Many Americans believed that their government, religion, and even race were superior to those of other societies. Some people hoped to spread democratic ideas overseas. Others saw a chance to advance Christianity. Racist ideas about the inferiority of the nonwhite populations in many foreign countries were also used to justify American imperialism.

Each of these developments—economic interests, military interests, and a belief in cultural superiority—led the United States to a larger role on the world stage.

**Seward and Alaska**

A strong backer of expansion was William Seward, Secretary of State under presidents Abraham Lincoln and Andrew Johnson. Seward made his biggest move in 1867, when he arranged the purchase of Alaska from Russia.

Not everyone was pleased by Seward’s move, though. At the time, the $7.2-million deal was widely criticized. Newspapers called Alaska a “Polar Bear Garden” and “Seward’s Icebox.” Even so, the purchase of the resource-rich territory turned out to be a great bargain for the United States.

Throughout his career, Seward continued to pursue new territory. Before he retired in 1869, he considered acquiring the Hawaiian Islands, a group of volcanic and coral islands in the central Pacific Ocean. That would not happen, however, for almost 30 more years.
The Annexation of Hawaii

In the early 1800s, Christian missionaries from the United States had moved to the Kingdom of Hawaii to convert the local population. Some of the missionaries’ descendants started sugar plantations. By the late 1800s, wealthy planters dominated Hawaii’s economy.

In 1891, Queen Liliuokalani became the leader of Hawaii. Believing that planters had too much influence, she wanted to limit their power. Around the same time, U.S. trade laws changed to favor sugar grown exclusively in American states.

American planters in Hawaii were upset by these threats to their political and economic interests. In January 1893, they staged a revolt. With the help of U.S. Marines, they overthrew the queen and set up their own government. They then asked to be annexed by the United States.

U.S. leaders already understood the value of the islands. In 1887, they had pressured Hawaii to allow a U.S. naval base at Pearl Harbor, the kingdom’s best port. The base became an important refueling station for American merchant and military ships bound for Asia.

Thus, when President Benjamin Harrison received the planters’ request in 1893, he gave his approval and sent a treaty to the Senate. But before the Senate could act, Grover Cleveland became president. He did not approve of the planters’ actions and withdrew the treaty. Hawaii would not be annexed until 1898, during the Spanish-American War. In the next section, you will read about the events that led to that war.
ONE AMERICAN’S STORY
José Martí was forced to leave Cuba in the 1870s. In those years, Cuba was a Spanish colony, and he had spoken out for independence. Martí later described the terrible conditions suffered under Spanish rule.

A VOICE FROM THE PAST
Cuba’s children . . . suffer in indescribable bitterness as they see their fertile nation enchained and also their human dignity stifled . . . all for the necessities and vices of the [Spanish] monarchy.
José Martí, quoted in José Martí, Mentor of the Cuban Nation

In New York City, Marti began to plan a revolt against Spain that began in 1895. Marti’s lifelong struggle for Cuban independence made him a symbol of liberty throughout Latin America. In this section, you will read how U.S. disapproval of Spain’s treatment of Cubans led to the Spanish-American War.

Rebellion Against Spain
The Spanish empire was crumbling at the end of the 19th century. Spain had once controlled most of the Americas, including land that became part of the United States. By the 1890s, however, it owned only a few colonies. Among them were the Philippine Islands in the Pacific and the Caribbean islands of Cuba and Puerto Rico. (See the maps on page 665.) Many of the inhabitants of these colonies had begun to demand independence.

Cubans had revolted against Spain several times in the second half of the nineteenth century. Each time, Spanish soldiers defeated the rebels. In 1895, an ongoing economic depression had increased Cubans’ anger over Spanish rule, and they rebelled again. José Martí, who had helped to organize the rebellion from New York, returned to Cuba. He was killed in a skirmish with Spanish troops shortly after, but the revolt continued.
Spain sent General Valeriano “the Butcher” Weyler to crush the rebels. Weyler’s methods were harsh. He forced many Cubans from their homes and placed them in camps guarded by Spanish troops. Thousands died of starvation and disease in the camps.

The revolt in Cuba caused alarm in the United States. Business leaders were concerned because the fighting disrupted U.S. trade with Cuba. Most Americans, however, became outraged when the press began to describe the brutality of Spanish officials. Two New York City newspapers, in particular, stirred up people’s emotions.

The World, owned by Joseph Pulitzer, and the New York Journal, owned by William Randolph Hearst, were battling for customers. Both owners were able to attract readers by printing stories that described—and often exaggerated—news about Spanish cruelty. This sensational style of writing was known as yellow journalism. It was named after “The Yellow Kid,” a popular comic strip that ran in the two New York papers.

The United States Goes to War

William McKinley, the U.S. president in 1898, did not want war. “I have been through [the Civil War],” he told a friend. “I have seen the dead piled up, and I do not want to see another.”

Even so, public opinion—stirred up by sensational newspaper reports—forced McKinley to take action. He demanded that Spain halt its harsh treatment of Cubans. Spain did bring General Weyler home, but conditions remained severe.

In January 1898, McKinley sent the U.S.S. Maine to Cuba. Riots had broken out in the capital, Havana, and the battleship was dispatched to protect U.S. citizens. Then, the following month, the Maine exploded and sank in Havana’s harbor, killing 260 sailors.

No one knows what caused the explosion. Most historians today believe that it was an accident. For example, a spark might have set off an explosion in the ship’s coal bunker. Even so, Americans blamed Spain.
“Remember the Maine!” became a call to arms. On April 20, 1898, President McKinley signed a congressional resolution that called for Cuba’s independence and demanded a withdrawal of Spanish forces. He gave Spain three days to respond. Spain refused, and the Spanish-American War began.

The War in the Philippines

The United States went to war to fight for Cuban freedom. But the first major battle of the Spanish-American War took place in a Spanish colony on the other side of the world—the Philippine Islands. Many Filipinos, as the inhabitants of the islands were called, had also revolted against Spanish rule in the 1890s.

Before the war began, the Filipino independence movement had attracted the attention of Theodore Roosevelt. At that time, Roosevelt was assistant secretary of the navy. He put a fleet of American ships in Hong Kong on alert. Their leader, Commodore George Dewey, prepared his forces and made contact with the head of the Filipino rebel forces, Emilio Aguinaldo (eh•MEE•lyoh AH•gee•NAHL•doh).

When the war began, Dewey set out for Manila, the Philippine capital, where part of the Spanish fleet was located. The battle in Manila Bay began early on the morning of May 1, 1898. By a little past noon,
Dewey’s forces had destroyed the Spanish fleet. About 380 Spanish sailors were dead or wounded. No Americans died. U.S. troops, aided by Filipino rebels, took control of Manila in August.

Dewey became an instant hero in the United States. Thousands of babies born at the time of the victory in Manila Bay were named for him, and a chewing gum called “Dewey’s Chewies” became popular.

The War in the Caribbean

When the Spanish-American War began, the U.S. Army had only 28,000 men. Within four months, over 200,000 more joined up. Among the new recruits was Theodore Roosevelt, who had resigned from the Navy Department to volunteer.

Roosevelt helped to organize the First United States Volunteer Cavalry. This unit was nicknamed the Rough Riders. Its recruits included cowboys, miners, college students, New York policemen, athletes, and Native Americans.

In June, the Rough Riders and about 16,000 other soldiers—nearly a quarter of them African American—gathered in Tampa, Florida. They then set out for Santiago, a Spanish stronghold in southern Cuba. When the Rough Riders arrived, their dark-blue wool uniforms were too hot for the Cuban climate. Also, many of the soldiers came down with tropical diseases. Even so, they fought their way toward Santiago.

In order to gain control of Santiago’s port, American troops had to capture San Juan Hill. They attacked the Spanish on July 1.
African-American soldiers from the Tenth Cavalry began to drive the Spanish back. Roosevelt and the Rough Riders joined them as they rushed forward and captured the hill.

Two days later, American ships destroyed Spain’s fleet as it tried to escape Santiago Harbor. On July 17, the city surrendered. A week later, U.S. forces took Puerto Rico. Finally, on August 12, 1898, Spain signed a truce. To U.S. Secretary of State John Hay, it had been “a splendid little war.” For Spain, four centuries of glory had come to an end.

**Results of the War**

Although the war had been fought over Cuba, U.S. leaders demanded that Spain give up other colonies after the war—including Puerto Rico, the island of Guam, and the Philippines. Spain had no choice but to agree. The final peace treaty was signed in Paris in December 1898.

One of the most difficult questions for U.S. leaders after the war was what to do with the Philippines. Filipinos had fought alongside Americans during the war and believed that Spain’s defeat would bring them independence. But President McKinley eventually decided that the Philippines should become an American colony.

Filipinos were bitterly disappointed. Led by Emilio Aguinaldo, they began to fight against their new colonial rulers. American troops sent to put down the resistance were not able to restore order until 1902.

The United States was also reluctant to grant Cuba complete independence. First, Cuba had to add the **Platt Amendment** to its constitution. This gave the United States the right to intervene in Cuban affairs anytime there was a threat to “life, property, and individual liberty.” Cuba also had to allow a U.S. naval base at Guantánamo Bay.

Puerto Rico became an American territory. The United States set up a government and appointed the top officials. Puerto Ricans had little to
say in their own affairs. Only in 1917 would the United States agree to make Puerto Rico a self-governing territory and grant U.S. citizenship to all Puerto Ricans.

**The Anti-Imperialist League**

U.S. treatment of Spain’s former colonies after the Spanish-American War disappointed many people in the United States.

Several well-known Americans, including businessman Andrew Carnegie, reformer Jane Addams, and writer Mark Twain, joined with others to form the **Anti-Imperialist League**. Members of the League believed that Americans should not deny other people the right to govern themselves.

![A Voice from the Past](image)

**A VOICE FROM THE PAST**

We hold that the policy known as imperialism is hostile to liberty. . . . We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty, and the pursuit of happiness.

From the *Platform of the American Anti-Imperialist League*

The voice of the Anti-Imperialist League was lost, however, in the roar of popular approval of the Spanish-American War.

Many Americans hoped that their nation would surpass the glory of the old Spanish empire. In the next section, you will read more about how the United States continued its involvement overseas.
In the early 1900s, the United States expanded its involvement in Asia and Latin America.

ONE AMERICAN’S STORY
In 1852, President Millard Fillmore sent Commodore Matthew Perry on a mission to open Japan to U.S. trade. For over two centuries, Japan’s rulers had kept the country closed to most foreigners. Perry wanted to break Japan’s traditional policy.

A VOICE FROM THE PAST
[I was determined] to adopt an entirely contrary plan of proceedings from that of all others who had . . . visited Japan on the same errand [to open up trade]: to demand as a right and not to [ask] as a favor those acts of courtesy which are due from one civilized nation to another.

Commodore Matthew Perry, Personal Journal

Under the threat of force, Japan signed a treaty in 1854 giving American ships access to its ports. In this section, you will read more about U.S. involvement in Asia, as well as in Latin America.

A Power in the Pacific
Throughout the 1800s, the United States continued to expand its involvement in Asia. Toward the end of the century, the United States acquired a chain of islands—including Hawaii and Guam—that stretched across the Pacific Ocean to Asia.

During the Spanish-American War, Americans fought in the Philippine Islands, a Spanish colony in eastern Asia. After the war, the United States annexed the islands and put down the Filipino independence movement.

Some Americans objected to the annexation of the Philippines. However, supporters of imperialism, such as Indiana senator Albert Beveridge, applauded U.S. actions. Beveridge boasted, “The Philippines
are ours forever. And just beyond the Philippines are China’s [unlimited] markets. We will not retreat from either. . . . The power that rules the Pacific is the power that rules the world.”

Many Americans looked forward to the profits promised by Asian markets and resources. Others saw a chance to extend U.S. democracy and culture in the region. The Philippines would provide a base for these activities.

**The United States in China**

As Senator Beveridge noted, control of the Philippines gave Americans greater access to China. However, by the time the United States acquired the islands, other imperialist nations, including Japan, were already deeply involved in China.

When Commodore Perry opened Japan to U.S. trade in the 1850s, he also opened the nation to Western ideas. After Perry’s voyages, Japan began to modernize and soon emerged as a world power. In the 1890s, Japan demonstrated its strength in a successful war against China.

After the war, both Japan and the major European powers expanded their **spheres of influence** in China. These were areas where foreign nations claimed special rights and economic privileges. By the late 1890s, France, Germany, Britain, Japan, and Russia had established prosperous settlements along the coast of China. They also claimed exclusive rights to railroad construction and mining development in the nation’s interior.

The competition for spheres of influence worried U.S. leaders who wanted access to China’s markets and resources. In 1899, Secretary of State John Hay asked nations involved in the region to follow an **Open Door Policy**. This meant that no single country should have a monopoly on trade with China. Eventually, most of the nations accepted Hay’s proposal.

Many Chinese people were not pleased by the presence of foreigners. One group, called the “Boxers,” was angered by the privileges given to foreigners and the disrespect they showed toward Chinese traditions. In 1900, Chinese resentment toward foreigners’ attitude of cultural superiority led to a violent uprising known as the **Boxer Rebellion**. Many foreigners were killed before the uprising was put down by an international force.

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**Reading History**

A. Analyzing Causes Why did John Hay propose the Open Door Policy?

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**Imperialism in Asia, 1900**

**GEOGRAPHY SKILLBUILDER Interpreting Maps**

1. Place What country controlled the port of Macao?
2. Region What country had the largest sphere of influence in the coastal region of China?
The Panama Canal

As American interests in the Pacific expanded, easy access to the region became vital. For that reason, U.S. leaders proposed a canal to connect the Atlantic and Pacific oceans. A canal would mean that U.S. ships would not have to travel around South America. The Spanish-American War, fought in both oceans, also made clear the need for such a shortcut.

The South American nation of Colombia controlled the best spot for the canal—the Isthmus of Panama. But Colombia was unwilling to give up this land. Ignoring Colombia’s right to control its territory, President Roosevelt sent the U.S. Navy to support a revolution on the isthmus. Out of this revolution, the new nation of Panama was created in 1903.

The new Panamanian leaders granted the U.S. government rights to a ten-mile-wide strip of land called the Canal Zone. In return, the United States paid Panama $10 million and an annual fee of $250,000. There, the United States would build the Panama Canal, the shortcut that would connect the Atlantic and Pacific oceans.

Some people in Latin America and the United States opposed Roosevelt’s actions. They believed that he had interfered in Colombia’s affairs in order to cheat it out of land. In 1921, the United States finally paid Colombia $25 million for the loss of Panama.

Building the Canal

Building the canal was extremely difficult. The land was swampy and full of mosquitoes that carried the organism that causes malaria. In spite of the difficulties, the project moved forward. When Roosevelt visited Panama in 1906, he wrote a letter describing the work.

A VOICE FROM THE PAST

Steam shovels are hard at it; scooping huge masses of rock and gravel and dirt previously loosened by the drillers and dynamite blasters, loading it on trains which take it away. . . . They are eating steadily into the mountain cutting it down and down. . . . It is an epic feat.

Theodore Roosevelt, from a letter sent to his son

More than 45,000 workers, including many black West Indians, labored for years on the canal. They did not finish the work until 1914. The canal cost $352 million, the most expensive project up to that time. It was expensive in human terms, too. More than 5,000 workers died from diseases or accidents.

Vocabulary

isthmus: a narrow strip of land connecting two larger masses of land

Reading History

B. Summarizing

What political difficulty faced U.S. leaders who wanted to build the Panama Canal?

Background

In 1977, the United States signed a treaty that transferred ownership of the canal to Panama on December 31, 1999.
How the Panama Canal Works

Engineers faced a problem in building the Panama Canal. Because of the region's different landscape elevations, no waterway would remain level. They solved this dilemma by building three sets of locks—water-filled chambers that raise or lower ships to match a canal's different water levels.

1. The lock gates open on one end to allow the ship to enter.
2. The gates close, and water is pumped in or out depending on whether the ship is moving up or down.
3. Once the water in the chamber and the canal ahead is level, the second gate opens and the ship moves on.

The locks, whose steel gates rise six stories high, can hold as much as 26 million gallons of water—enough to supply a major U.S. city for one day.

CONNECT TO HISTORY
1. Drawing Conclusions Why did the United States want a shorter route between the Atlantic and Pacific oceans?

CONNECT TO TODAY
2. Researching What is the economic and political status of the Panama Canal today?

For more about the Panama Canal . . .
The Panama Canal was only one sign of U.S. involvement in Latin America. As the U.S. economy continued to grow, so did Americans’ interest in the resources of their southern neighbors. Businesses in the United States found that they could cheaply buy food and raw materials—for example, bananas, coffee, and copper—from Latin America. They shipped these goods to the United States and sold them for higher prices. U.S. companies also bought large amounts of land in the region for farming and mining.

As economic interests drew the United States deeper into Latin American affairs, U.S. leaders became concerned about political stability in the region. They were especially worried that instability might tempt European nations to intervene in the region.

Policing the Hemisphere

During his presidency, Theodore Roosevelt made it clear that the United States would remain the dominant power in the Western Hemisphere. He summed up his foreign policy toward the region with an African saying: “Speak softly, but carry a big stick.” Roosevelt, however, rarely spoke softly. He made sure that everyone knew the United States would use military force if its interests were threatened.

Roosevelt reminded European powers of the Monroe Doctrine—the policy that prevented other nations from intervening in Latin America. In 1904, he added the Roosevelt Corollary. Now, the doctrine would not only prevent European intervention in Latin America; it also authorized the United States to act as a “policeman” in the region. That is, U.S. leaders would now intervene in Latin America’s domestic affairs
when they believed that such action was necessary to maintain stability.

In 1905, the United States used the Roosevelt Corollary to take control of the Dominican Republic's finances after the country failed to pay its foreign debts. A year later, when a revolt threatened Cuba’s government, the policy was used to send troops there.

Later presidents expanded on Roosevelt’s “big stick diplomacy.” William Howard Taft urged American businesses to invest in Latin America, promising military action if anything threatened these investments. He kept his word. In 1912, Taft sent marines to Nicaragua to restore order.

President Taft’s successor, Woodrow Wilson, also intervened in Latin America. When a revolution in Mexico began to threaten U.S. interests, Wilson took action. In 1914, he sent a fleet to Veracruz after U.S. sailors were arrested. Two years later, he sent troops into Mexico after a Mexican revolutionary named Pancho Villa (PAHN•choh VEE•yah) raided New Mexico and killed 19 Americans in the town of Columbus.

Americans rarely questioned U.S. actions in Latin America. They saw their nation as a good police officer, maintaining peace and preventing disorder. But many Latin Americans saw the United States as an imperial power that cared only about its own interests. This mistrust continues to trouble U.S. relations with its neighbors. In the next chapter, you will read about U.S. involvement in another part of the world—Europe.

### Section 3 Assessment

#### 1. Terms & Names
Explain the significance of:
- sphere of influence
- Open Door Policy
- Boxer Rebellion
- Panama Canal
- Roosevelt Corollary

#### 2. Using Graphics
Use a chart like the one below to record details about U.S. involvement in Asia and Latin America.

<table>
<thead>
<tr>
<th></th>
<th>Asia</th>
<th>Latin America</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. involvement</td>
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How was U.S. involvement in Asia different from that in Latin America? (REP3)

#### 3. Main Ideas
a. Why was the United States interested in the Philippines? (HI2)
b. Why was the nation of Panama created in 1903? (HI2)
c. How did the Roosevelt Corollary change U.S. foreign policy? (HI2)

#### 4. Critical Thinking
**Drawing Conclusions**
Why did the United States become so heavily involved in Asia and Latin America? (HI2)

**THINK ABOUT**
- U.S. economic growth
- American military interests

### Activity Options

**SCIENCE**
Research the Panama Canal. Build a simple model of the canal or create a graph that shows how many ships use the canal each year. (CST3)

**MATH**
Chapter 23 ASSESSMENT

**TERMS & NAMES**

Briefly explain the significance of each of the following.

1. imperialism
2. Queen Liliuokalani
3. yellow journalism
4. Spanish-American War
5. Rough Riders
6. Anti-Imperialist League
7. Open Door Policy
8. Boxer Rebellion
9. Panama Canal
10. Roosevelt Corollary

**CRITICAL THINKING**

1. **USING YOUR NOTES:** FINDING MAIN IDEAS
   Using your completed chart, answer the questions below. (Hi2)
   a. How did U.S. economic interests in Latin America influence the foreign policy of the United States?
   b. In what ways was the Boxer Rebellion a reaction to the attitude of foreigners in China?

2. **ANALYZING LEADERSHIP**
   What qualities made Theodore Roosevelt an effective leader? (Hi1)

3. **THEME:** EXPANSION
   How did U.S. expansion at the end of the 19th century compare with expansion that occurred earlier? Discuss both similarities and differences. (CST1)

4. **APPLYING CITIZENSHIP SKILLS**
   How might the activities of the Anti-Imperialist League have helped to remind citizens of their democratic responsibilities? (Hi1)

5. **FORMING OPINIONS**
   The "yellow journalism" of major newspapers influenced U.S. foreign policy at the turn of the century. How does modern media, such as television, shape public opinion today? (CST1)

**INTERACT WITH HISTORY**

How has your study of U.S. involvement overseas at the turn of the century influenced your opinion about getting involved in the affairs of another country?
1. In what year was the value of U.S. imports approximately $1,500,000,000? (8.12.1)
   A. 1885  
   B. 1895  
   C. 1905  
   D. 1915

2. In what time period did the value of U.S. exports remain nearly the same? (8.12.1)
   A. 1875–1885  
   B. 1885–1895  
   C. 1895–1905  
   D. 1905–1915

3. Which conclusion best sums up this passage? (8.12.5)
   A. The League believed people of all nations should be free to make their own choices.  
   B. The League believed American freedoms should be brought to the world.  
   C. The League believed imperialism was more important than liberty.  
   D. The League believed all nations of the world wanted American help to become free.

This quotation from the Anti-Imperialist League is about imperialism. Use the quotation and your knowledge of U.S. history to answer question 3.

**PRIMARY SOURCE**

We hold that the policy known as imperialism is hostile to liberty... We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty, and the pursuit of happiness.

From the Platform of the American Anti-Imperialist League

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**ALTERNATIVE ASSESSMENT**

1. **WRITING ABOUT HISTORY**
   Suppose that you are a construction worker building the Panama Canal. Write a letter home that describes your work and living conditions. (REP3)
   - Research your letter using library resources.
   - Include a map or a diagram in your letter.
   - Decide if you believe the canal is a good or a bad project and make your letter reflect your opinion.

2. **COOPERATIVE LEARNING**
   Work with three or four other students to help to plan, write, and illustrate a news story that features an important event from the Spanish-American War. Remember to use a journalistic style, presenting information in an unbiased manner. (REP3)

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**INTEGRATED TECHNOLOGY**

**DOING INTERNET RESEARCH**

When the United States annexed the Philippines after the Spanish-American War, Filipinos rose in rebellion. Prepare a multimedia presentation on the Philippine-American War that resulted from that rebellion. (REP5)
   - Find quotes that express views of the Filipino and American soldiers, including African-American troops. Use online encyclopedias in your research.
   - Use presentation software to show descriptions or images of the battle. Record any quotes you’ve found and play them along with your presentation.
   - Prepare a datasheet or a chart indicating casualties on both sides during the conflict.

For more about the Philippine-American war...