

# America Becomes a World Power



## California Standards

### History–Social Science

**8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

### Analysis Skills

**HI 3** Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

### English–Language Arts

**Writing 8.2.4.b** Present detailed evidence, examples, and reasoning to support arguments, differentiating between fact and opinion.

**Reading 8.2.3** Find similarities and differences between texts in the treatment, scope, or organization of ideas.

### FOCUS ON WRITING



**A List of Pros and Cons and a Recommendation** In the last half of the 1800s, the United States ended its policy of isolationism, or avoiding entanglement in the business of other nations. As a result, the country became more involved in international affairs. As you read this chapter, you will analyze this decision and use the results of your analysis to guide U.S. policy in the future. In order to analyze the advantages and disadvantages of an aggressive foreign policy, you will need to create a list of the pros and cons of U.S. involvement with other nations in the late 1800s and early 1900s. As you create your list, note which items are facts and which are opinions—either yours or someone else's.



**1867**

The United States buys Alaska.

**1867**



**1868** Japan begins a time of modernization known as the Meiji Restoration.

## History's Impact

### ▶ video series

Watch the video to understand the impact of the United States as a world power.



### What You Will Learn...

In this chapter you will learn about how the United States became a global power in the late 1800s and early 1900s. Through a combination of economic strength, military might, and aggressive foreign policy, America made its presence known in many parts of the world. One such place was Central America, where the United States built the Panama Canal, shown here. America has remained a powerful force on the international stage to this day.

**1890** Congress passes the McKinley Tariff, which gives a subsidy to U.S. sugar producers.

**1898** The United States wins the Spanish-American War, gaining the Philippine Islands and Puerto Rico.

**1914** The Panama Canal opens.



**1880**

**1890**

**1900**

**1910**

**1885** The Indian National Congress is formed in British-controlled India.

**1895** Cuba rebels against Spain.

**1900** The Boxer Rebellion occurs in China.

**1903** Panama declares itself an independent nation.

**1910** The Mexican Revolution begins.






**Focus on Themes** In this chapter you will learn how **political** decisions and **economic** policies have affected our relationships with other countries. In particular you will read about what happened as the United States gained control of overseas territories,

went to war against Spain, and expanded its interests into Latin America. As you read of these events, you will be able to compare the actions and reactions of different leaders.

## Comparing Historical Texts

**Focus on Reading** A good way to learn what people in the past thought is to read what they wrote. However, most documents will only tell you one side of the story. By comparing writings by different people, you can learn a great deal about both sides of a historical issue or debate.

Additional reading support can be found in the  **Interactive Reader and Study Guide**

**Comparing Texts** When you compare historical texts, you should consider several things: who wrote the documents and what the documents were meant to achieve. To do this, you need to find the writers' main point or points.

### Document 1

“We have cherished the policy of non-interference with affairs of foreign governments wisely inaugurated by Washington, keeping ourselves free from entanglement, either as allies or foes, content to leave undisturbed with them the settlement of their own domestic concerns.”

—President William McKinley,  
First Inaugural Address, 1897

### Document 2

“Therefore, Mr. President, here is a war with terrible characteristics flagrant at our very doors [in Cuba]. We have the power to bring it to an end. I believe that the whole American people would welcome steps in that direction.”

—Senator Henry Cabot Lodge,  
Speech in Congress, 1896

Document 1	Document 2
<b>Writer</b>	
President William McKinley	Senator Henry Cabot Lodge
<b>Main point</b>	
The United States should not involve itself in the affairs of other countries.	The United States should go to war in Cuba.
<b>Both Sides of the Issue</b>	
Americans were torn over the war in Cuba. Some thought the United States should remain uninvolved as it always had. Others thought it was time for a change in foreign policy.	



**ELA Reading 8.2.3** Find similarities and differences between texts in the treatment, scope, or organization of ideas.

# Key Terms and People

## You Try It!

Read the following passages, both taken from presidential addresses to Congress. As you read, look for the main point each president makes in his address.

### Foreign Policy

In treating of our foreign policy and of the attitude that this great Nation should assume in the world at large, it is absolutely necessary to consider the Army and the Navy, and the Congress, through which the thought of the Nation finds its expression, should keep ever vividly in mind the fundamental fact that it is impossible to treat our foreign policy, whether this policy takes shape in the effort to secure justice for others or justice for ourselves, save as conditioned upon the attitude we are willing to take toward our Army, and especially toward our Navy.

—President Theodore Roosevelt,  
*Message to Congress, 1904*

The diplomacy of the present administration has sought to respond to modern ideas of commercial intercourse. This policy has been characterized as substituting dollars for bullets. It is one that appeals alike to idealistic humanitarian sentiments, to the dictates of sound policy and strategy, and to legitimate commercial aims.

—President William Howard Taft,  
*Message to Congress, 1912*

After you read the passages, answer the following questions.

1. What was the main point Roosevelt made in his address?
2. What was the main point Taft made in his address?
3. How can a comparison of Roosevelt's and Taft's addresses to Congress help you understand the issues that shaped U.S. foreign policy in the early 1900s?

As you read Chapter 20, use the compare/contrast graphic organizer to help you note the similarities and differences of events or policies.

## Chapter 20

### Section 1

imperialism (p. 640)  
isolationism (p. 641)  
William H. Seward (p. 641)  
subsidy (p. 642)  
Liliuokalani (p. 642)  
consul general (p. 644)  
spheres of influence (p. 644)  
John Hay (p. 644)  
Open Door Policy (p. 644)  
Boxer Rebellion (p. 645)

### Section 2

Joseph Pulitzer (p. 646)  
William Randolph Hearst (p. 646)  
yellow journalism (p. 646)  
Teller Amendment (p. 647)  
Emilio Aguinaldo (p. 648)  
Anti-Imperialist League (p. 650)  
Platt Amendment (p. 650)

### Section 3

Hay-Herrán Treaty (p. 653)  
Philippe Bunau-Varilla (p. 653)  
Hay-Bunau-Varilla Treaty (p. 653)  
Panama Canal (p. 655)  
Roosevelt Corollary (p. 656)  
dollar diplomacy (p. 657)

### Section 4

Porfirio Díaz (p. 659)  
Francisco Madero (p. 660)  
Mexican Revolution (p. 660)  
Victoriano Huerta (p. 660)  
Venustiano Carranza (p. 661)  
Francisco "Pancho" Villa (p. 661)  
Emiliano Zapata (p. 661)  
ABC Powers (p. 661)  
John J. Pershing (p. 661)

## Academic Vocabulary

In this chapter, you will learn the following academic words:

process (p. 644)  
role (p. 656)

## What You Will Learn...

## Main Ideas

1. The United States ended its policy of isolationism.
2. Because of its economic importance, Hawaii became a U.S. territory.
3. The United States sought trade with Japan and China.

## The Big Idea

In the last half of the 1800s, the United States joined the race for control of overseas territories.

## Key Terms and People

imperialism, p. 640

isolationism, p. 641

William H. Seward, p. 641

subsidy, p. 642

Liliuokalani, p. 642

consul general, p. 644

spheres of influence, p. 644

John Hay, p. 644

Open Door Policy, p. 644

Boxer Rebellion, p. 645



**HSS 8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

# The United States Gains Overseas Territories

## If YOU were there...

You are a Hawaiian living on Maui, one of the Hawaiian Islands, in 1890. Your parents work in a sugar mill owned by American planters. You also raise fruit on your land. Although the mill supplies jobs, you don't trust the sugar planters. They have already made your king sign a treaty that gives them a lot of power in the islands. You are afraid they will take over the government.

**What would you do if the United States took over your islands?**

**BUILDING BACKGROUND** Until the mid-1800s, most Americans had little interest in being involved with the rest of the world diplomatically. The Civil War and Reconstruction kept their interest focused on challenges at home. In the meantime, though, European nations were busily acquiring overseas territories. The United States decided it was time to join them.

## End of Isolationism

In the 1800s, powerful Western nations around the world wanted to build naval bases and protect shipping routes. This work was an aspect of **imperialism**—building an empire by founding colonies or conquering other nations. Between 1870 and 1914, Europeans extended their colonial empires. They controlled most of Africa and Southeast Asia.

## Roots of Imperialism

Several forces drove this wave of European imperialism. Countries wanted sources of raw materials—such as copper, rubber, and tin—to fuel industrial growth. At the same time, businesspeople needed new markets for their manufactured goods. Many Europeans also thought colonies were a source of power and national pride.

In contrast, the United States did not build an empire until the late 1800s. Previously, American presidents had followed a limited policy of **isolationism** — avoiding involvement in the affairs of other countries. President George Washington, for example, had warned Americans “to steer clear of permanent alliances” with other countries—particularly European ones. U.S. leaders tried to follow this advice by staying out of overseas conflicts.

Not everyone favored isolationism, however. Some Americans thought the United States needed to expand to keep the country’s economy strong. For example, Alfred T. Mahan, in *The Influence of Sea Power upon History*, wrote that the United States needed a strong navy. Published in 1890, Mahan’s book argued that the navy could protect U.S. economic interests. Mahan also explained that a strong navy needed overseas bases and places for ships to refuel. Senator Henry Cabot Lodge repeated the call for economic expansion through naval power.

## Seward’s Folly

In 1867 the United States greatly expanded its territory when Secretary of State **William H. Seward** arranged the purchase of Alaska from Russia for \$7.2 million. The cost was less than two cents per acre—cheaper than the four cents per acre paid for Louisiana. People thought Alaska was worthless and laughed at the purchase, calling it Seward’s Folly and the “Alaskan Icebox.” The purchase of Alaska added some 600,000 square miles that contained natural resources such as wildlife, minerals, and timber.

In addition, the Midway Islands in the Pacific were annexed by the United States in 1867. Midway was a good base for the U.S. Navy. The United States also wanted the island group of Samoa for similar reasons. The United States and Germany agreed to divide Samoa between them in 1899.

### THE IMPACT TODAY

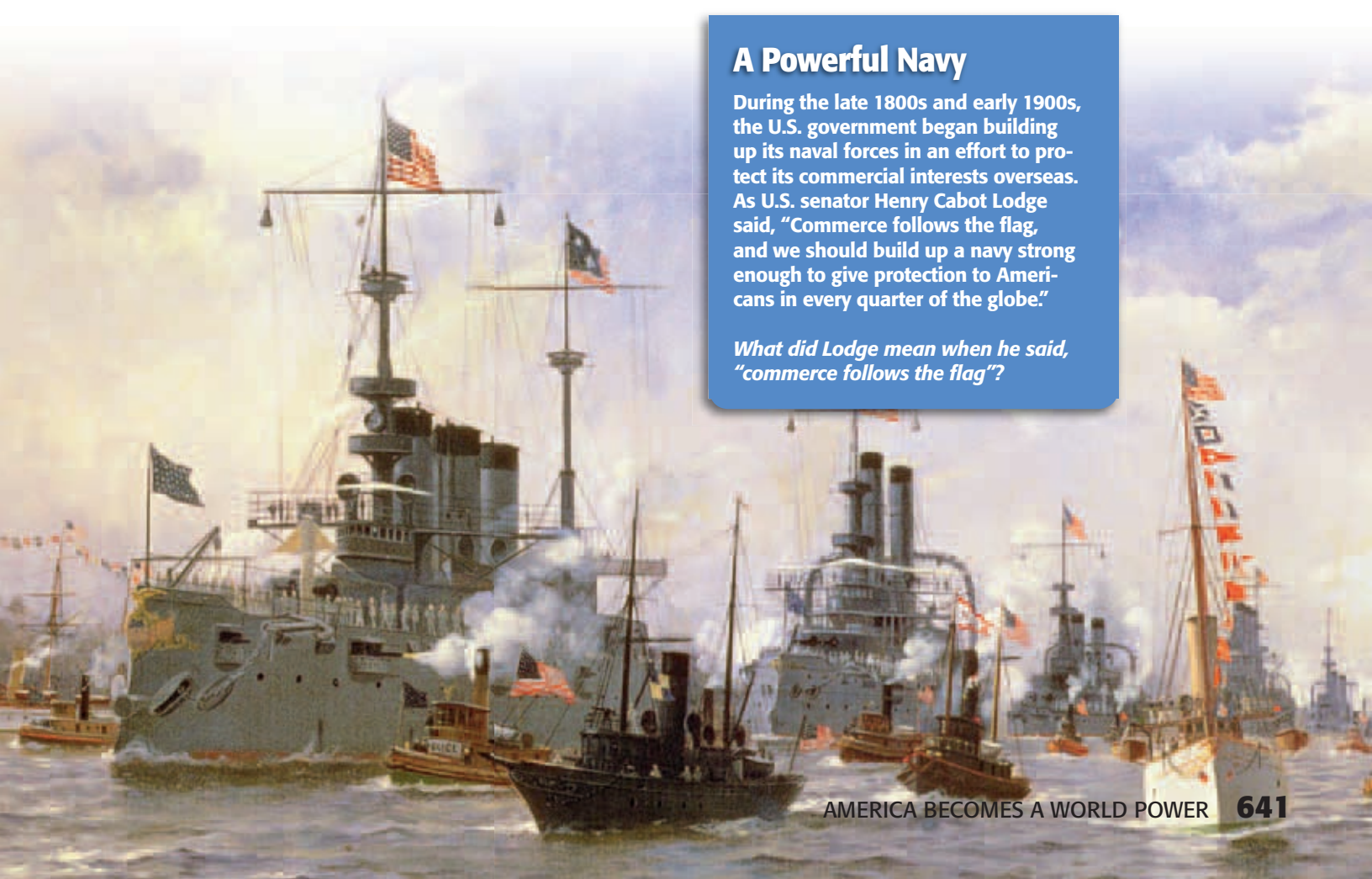
The United States still has hundreds of military bases in foreign countries.

**READING CHECK** Analyzing Why did U.S. leaders end isolationist policies in the late 1800s?

## A Powerful Navy

During the late 1800s and early 1900s, the U.S. government began building up its naval forces in an effort to protect its commercial interests overseas. As U.S. senator Henry Cabot Lodge said, “Commerce follows the flag, and we should build up a navy strong enough to give protection to Americans in every quarter of the globe.”

*What did Lodge mean when he said, “commerce follows the flag”?*



## U.S. Territories in the Pacific



### GEOGRAPHY SKILLS INTERPRETING MAPS

**Place** In which years did the United States acquire Alaska and Hawaii?



**Queen Liliuokalani of Hawaii**

## Hawaii Becomes a U.S. Territory

Even more appealing than Samoa were the Hawaiian Islands. Hawaiians first saw Europeans when British explorer Captain James Cook arrived. Trading and whaling ships in the Pacific began stopping in Hawaii. Later, American missionaries came and attempted to convert Hawaiians to Christianity. The missionaries opened businesses and raised crops, such as sugarcane. Some missionary families became rich sugar planters.

By the 1840s, most shops and shipyards in Hawaii were owned by Americans. Sugar had become a leading export of the Hawaiian economy. An 1875 treaty allowed Hawaiian sugar to be shipped duty-free to the United States. A duty is a tax on imported items. In return, Hawaii agreed not to give territory or special privileges to any other country. The planters'

### THE IMPACT TODAY

Today, sugarcane is Hawaii's most valuable crop.

power grew. In 1887 they made Hawaiian king Kalakaua (kah-LAH-KAH-ooH-ah) sign a new constitution granting more power to the planter-controlled parliament. Many Hawaiians worried that foreigners were becoming too powerful. Native Hawaiians called this new constitution the "bayonet constitution" because Kalakaua was forced to sign it at gunpoint.

Hawaiian sugar planters suffered a major economic setback in 1890 when Congress passed the McKinley Tariff. This law allowed all countries to ship sugar duty-free to the United States. However, the tariff also gave U.S. sugar producers a **subsidy, or bonus payment**, of two cents per pound. Prices for Hawaiian sugar dropped, and the islands' economy collapsed.

In 1891, King Kalakaua died, and his sister **Liliuokalani** (li-lee-uh-woh-kuh-LAHN-ee) became queen. In 1893 Queen Liliuokalani proposed a new constitution that would

return power to the monarchy. The planters revolted. John L. Stevens, U.S. minister to Hawaii, called 150 Marines ashore to support the revolt, and it succeeded without a battle. The planters formed a new government and appointed lawyer Sanford B. Dole as president. Acting without authority from the U.S. State Department, Stevens recognized, or formally acknowledged, the new government. He declared Hawaii to be under U.S. control on February 1, 1893. “The Hawaiian pear is now fully ripe,” wrote Stevens, “and this is the golden hour for the United States to pluck it.”

President Grover Cleveland disapproved of the revolt and sent a representative, James Blount, to hear both sides of the disagreement. Blount decided the Hawaiian people wanted Liliuokalani restored to power, but Dole and his revolutionary government refused to allow it. Cleveland refused to annex Hawaii but did not effectively help restore the monarchy. The islands remained an independent republic until July 7, 1898, when Congress annexed them. In 1900 Hawaii became a U.S. territory, but it did not become the fiftieth state until 1959.

**READING CHECK** Summarizing What effects did the McKinley Tariff have on Hawaii?

## United States Seeks Trade with Japan and China

Economic interests also drew the United States to Japan and China. The United States wanted to open and secure trade markets in both Asian countries.

### Opening Trade with Japan

By the mid-1800s, some European powers had formed strong trade ties with most East Asian countries. However, the island nation of Japan had isolated itself from the rest of the world for hundreds of years. Only the Dutch East India Company was allowed to trade at one port in Japan. Japan’s leaders also banned travel to other countries.

The United States wanted to open Japan’s trade market before Europeans arrived. President Millard Fillmore sent Commodore Matthew Perry to secure “friendship, commerce, a supply of coal and provisions.” Perry attempted a peaceful alliance in 1853, but he was not successful. He returned to Japan in 1854 with seven warships. He gave Japanese leaders gifts and tried to show some of the benefits that Japanese–American trade would have.

### CONNECT TO THE ARTS

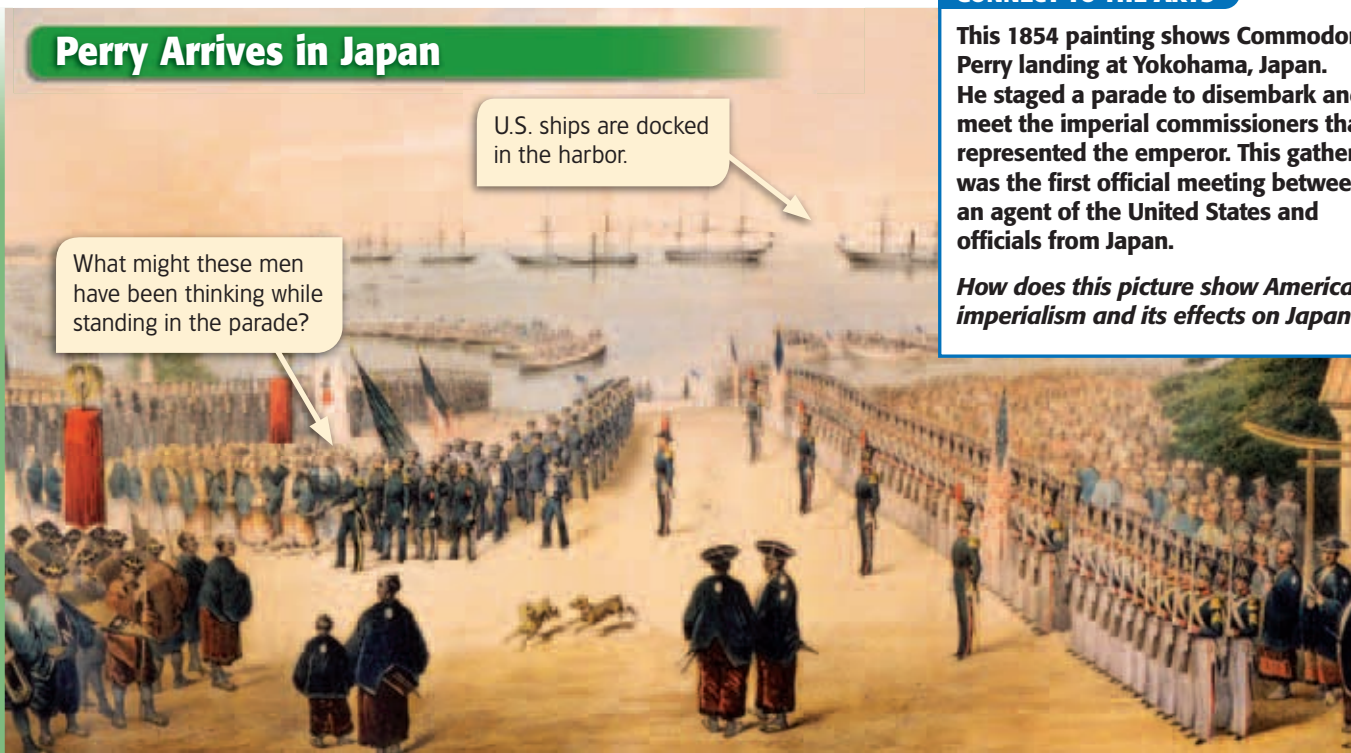
This 1854 painting shows Commodore Perry landing at Yokohama, Japan. He staged a parade to disembark and meet the imperial commissioners that represented the emperor. This gathering was the first official meeting between an agent of the United States and officials from Japan.

*How does this picture show American imperialism and its effects on Japan?*

### Perry Arrives in Japan

U.S. ships are docked in the harbor.

What might these men have been thinking while standing in the parade?





## Imperialism in China, 1900



Boxers attack the foreigners' compound in Beijing in this illustration of China's Boxer Rebellion.

### GEOGRAPHY SKILLS

### INTERPRETING MAPS

**Place** Which country controlled Hong Kong and Shanghai?

This effort—and the presence of American military power—persuaded Japanese leaders to sign a treaty opening trade with the United States. In 1856 Townsend Harris arrived in Japan as the first U.S. **consul general, or chief diplomat**. Despite some Japanese opposition, he negotiated a commercial treaty expanding trade in 1858.

### ACADEMIC VOCABULARY

**process** a series of steps by which a task is accomplished.

Some Japanese leaders wanted trade with the United States. In 1868, people who favored the **process** of industrialization came to power in Japan, beginning a 40-year period of modernization known as the Meiji (MAY-jee) Restoration. The government also sent Japanese students to the West to study science, technology, and western government.

By the 1890s, Japan was becoming a major imperial power. In 1894–95 Japan defeated China in the Sino-Japanese War, gaining new territory and enjoying the same trade privileges in China as European countries. In 1904 the Japanese launched a sneak attack against Russian forces stationed in China. President

Theodore Roosevelt helped negotiate a peace treaty to end the war a year later. The Japanese had won the respect they desired. Japan gained Korea, a lease on Port Arthur in China, and other rights. In less than 50 years, Japan had become a major world power.

### Foreign Powers in China

After Japan defeated China, other countries quickly took advantage of China's weakness. These nations seized **spheres of influence**—areas where foreign nations controlled trade and natural resources. Germany, Great Britain, France, Japan, and Russia all took control of areas of China.

Fearing that the United States would be closed out of Chinese markets, Secretary of State **John Hay** took action. He sent notes to Japan and most European countries in 1899, announcing the **Open Door Policy**, the idea that all nations should have equal access to trade in China. This policy was neither accepted nor rejected by the European

powers and Japan. Hay, however, announced that it had been accepted. However, within China, there was strong resentment of the control held by foreign nations.

In 1900, this hostility was represented by a group called the Boxers. In their language, the group was known as the Fists of Righteous Harmony. The Boxers were Chinese nationalists who were angered by foreign involvement in China. They also were frustrated by the hunger and homelessness caused by a series of natural disasters.

In June 1900, the Boxers took to the streets of Beijing, China's capital, and laid siege to the walled settlement where foreigners lived. During the revolt, called the **Boxer Rebellion**, the Chinese nationalists killed more than 200 people. The Chinese government, also upset with western influence in China, supported the Boxers.

For two months the siege continued. Military forces, including U.S. Marines, fought their way from the port of Tianjin to

Beijing. The Boxers were soon defeated, and China was forced to execute 10 officials who had taken part in the rebellion and to make a \$333 million cash payment to foreign governments—\$25 million of which went to the United States. Secretary of State Hay then sent another Open Door note to Japan and the European nations. Hay wanted to prevent any European colonization of China that would limit U.S. influence. The Open Door Policy remained in effect long after the Boxer Rebellion.

**READING CHECK** Identifying Cause and Effect

What factors led to the Boxer Rebellion in China, and what was the result?

**SUMMARY AND PREVIEW** The United States greatly expanded its territory and influence with acquisitions in the Pacific. In the next section you will learn about the causes and conflicts of the Spanish-American War.

**Section 1 Assessment**

go.hrw.com  
**Online Quiz**  
KEYWORD: SS8 HP20

**Reviewing Ideas, Terms, and People** **HSS** 8.12

1. **a. Describe** What policy had the United States followed regarding other countries?
- b. Analyze** Why did the United States expand to Alaska and islands in the Pacific?
- c. Evaluate** Do you think **William H. Seward's** purchase of Alaska was a good decision? Explain.
2. **a. Recall** What became Hawaii's leading export?
- b. Sequence** What events led to Hawaii's annexation as a U.S. territory?
- c. Elaborate** What do you think about the planters' revolt against Queen **Liliuokalani**?
3. **a. Describe** How did the United States persuade Japanese leaders to sign a trade treaty?
- b. Contrast** How was the U.S. experience establishing trade with China different from U.S. attempts to open trade with Japan?
- c. Evaluate** Do you think Japan made the right decision in agreeing to open trade with the United States? Explain your answer.

**Critical Thinking**

4. **Generalizing** Copy the chart below. Use it to identify areas or trade rights gained by the United States as well as the benefits each provided.

**American Expansion**

Areas or Trade Rights Gained	Benefits for United States

**FOCUS ON WRITING**

5. **Identifying Pros and Cons of U.S. Involvement Overseas** What did the United States gain from its involvement in these areas of the world? What were the drawbacks? As you read this section, identify pros and cons to add to your list.

# The Spanish-American War

## What You Will Learn...

### Main Ideas

1. Americans supported aiding Cuba in its struggle against Spain.
2. In 1898 the United States went to war with Spain in the Spanish-American War.
3. The United States gained territories in the Caribbean and Pacific.

### The Big Idea

The United States expanded into new parts of the world as a result of the Spanish-American War.

### Key Terms and People

Joseph Pulitzer, p. 646  
 William Randolph Hearst, p. 646  
 yellow journalism, p. 646  
 Teller Amendment, p. 647  
 Emilio Aguinaldo, p. 648  
 Theodore Roosevelt, p. 648  
 Anti-Imperialist League, p. 650  
 Platt Amendment, p. 650



**HSS 8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

## If YOU were there...

You live in New York City in 1898. Newspaper headlines are screaming about the start of war in Cuba. You hear that Theodore Roosevelt wants volunteers for a cavalry troop called the Rough Riders. You can ride, and you've admired Roosevelt ever since he was New York's police commissioner. You know it will be dangerous, but it also sounds like a glorious adventure.

## Would you join the Rough Riders? Why?

**BUILDING BACKGROUND** In the late 1800s, the United States became more involved in international affairs than ever before. The main focus was Asia and the Pacific region. Then in the 1890s, Americans became more interested in the island of Cuba, a Spanish colony in the Caribbean. Some Cubans had begun to revolt against the Spanish government there. Many Americans sympathized with the rebels fighting to win Cuba's independence from Spain.

## Americans Support Aiding Cuba

Trying to end a rebellion, in 1897 Spain offered to grant Cubans self-government without full independence. Cuban rebels refused. This conflict was widely reported in U.S. newspapers, causing Americans to support the Cubans. The *New York World*, published by **Joseph Pulitzer**, was very critical of the Spanish, as was **William Randolph Hearst's** *New York Journal*. **In competition for readers and customers, both men printed sensational, often exaggerated news stories. This technique is called yellow journalism.**

Despite growing support for military action, President Grover Cleveland remained opposed to U.S. involvement in Cuba. However, in 1896 William McKinley, a supporter of Cuban independence, was elected president.

**READING CHECK Analyzing** How did the American press affect public support for Cuba's independence?

## War with Spain

In February 1898, Hearst published a letter written by the Spanish minister to the United States, Enrique Dupacy de Lôme. The letter said President McKinley was a weak leader. Many Americans were outraged, and the Spanish government was embarrassed.

On January 25, even before Hearst published de Lôme's letter, the United States sent the battleship USS *Maine* to Havana Harbor to protect American citizens and economic interests. Senator Mark Hanna compared this action to "waving a match in an oil well for fun." On February 15, the USS *Maine* exploded and sank with a loss of 260 men. Although the cause of the explosion was unclear, the American press immediately blamed Spain.

"Remember the *Maine*!" became a rallying cry for angry Americans.

McKinley requested \$50 million to prepare for war, and Congress approved the money. Spain offered to negotiate but still would not consider Cuban independence. Although Cuba was not a U.S. territory, Congress issued a resolution on April 20 that declared Cuba independent and demanded that Spain leave the island within three days. Attached to the resolution was the **Teller Amendment**, which stated that the United States had no interest in taking control of Cuba. In response to the resolution, Spain declared war on the United States. The next day, Congress passed, and McKinley signed, a declaration of war against Spain.



### **"Remember the *Maine*!"**

Most of the men aboard the USS *Maine* were sleeping when a terrible explosion demolished the forward third of the ship at 9:40 p.m., February 15, 1898. The rest of the ship sunk quickly. Some 266 men were killed.

*Who did many in the United States blame for the explosion?*



### Fighting in the Pacific

While attention was focused on Cuba, the U.S. Navy won a quick victory nearly halfway around the world in the Pacific Ocean. Commodore George Dewey, commander of the American Asiatic squadron at Hong Kong, had been ordered to be prepared to attack the Spanish Philippines in the event of war. Dewey arrived at the Philippines with four large warships and two smaller gunboats. On May 1, ignoring reports that mines barred his way, he boldly sailed into Manila Bay and destroyed the Spanish Pacific fleet stationed there. Dewey's forces sank or captured 10 ships. The Spanish lost 381 lives, but none of Dewey's men were killed.

Dewey's victory put him in an awkward position. He had defeated the Spanish but did not have enough troops to occupy and secure the island. He decided to wait for

reinforcements. Troops eventually arrived, and on August 13, one day after the war had ended, U.S. troops and Filipino rebels led by **Emilio Aguinaldo** (ahg-ee-NAHL-doh) took control of the Philippine capital, Manila.

### War in the Caribbean

The U.S. Army was completely unprepared to train and supply the soldiers needed for the Spanish-American War. At the start of the war, the army had about 28,000 soldiers. Yet in the months that followed, more than 280,000 soldiers saw active duty. The army did not have enough rifles or bullets for these soldiers. It did not even have appropriate clothing for the troops, and many soldiers received warm woolen uniforms to wear in Cuba's tropical heat.

The soldiers faced hard living conditions once in Cuba. Army food was canned meat, which one general called "embalmed beef." Fewer than 2,500 U.S. soldiers died during the war. Only a small percentage of them died in battle. Many more died from yellow fever.

The most colorful group of soldiers was the Rough Riders. Second in command of this group was Lieutenant Colonel **Theodore Roosevelt**. Roosevelt had organized the Rough Riders to fight in Cuba. Volunteers included Native Americans, college athletes, cowboys, miners, and ranchers. Newspaper accounts of the Rough Riders' heroism earned the group the admiration of the American public. Four privates of the African American 10th Cavalry, who served with the Rough Riders, received the Congressional Medal of Honor.

In June U.S. ships trapped the Spanish Caribbean fleet in the harbor of Santiago de Cuba. The powerful U.S. Navy blockaded the harbor, making it safer for troops to land nearby. Landing ashore on June 22 and aided by Cuban rebels, the U.S. troops moved to capture the hills around the main Spanish forces at Santiago. At the village

## Fighting in Cuba

The Rough Riders became the most celebrated fighting men of the Spanish-American War. The painting to the right shows the Battle of San Juan Hill. The Rough Riders captured Kettle Hill with the 9th and 10th cavalry units, made up of African Americans.



of El Caney on July 1, 1898, some 7,000 U.S. soldiers, aided by Cuban rebels, overwhelmed about 600 Spanish defenders.

The main U.S. force then attacked and captured San Juan Hill. The Rough Riders and the 9th and 10th cavalries, made up of African Americans, captured nearby Kettle Hill. A journalist on the scene described their charge.

“It was a miracle of self-sacrifice, a triumph of bulldog courage ... The fire of the Spanish riflemen ... doubled and trebled [tripled] in fierceness, the crests of the hills crackled and burst in amazed roars and rippled with waves of tiny flame. But the blue line [of United States soldiers] crept steadily up and on.”

—Richard Harding Davis, quoted in *The American Reader*, edited by Paul M. Angle

On July 3, 1898, the commander of the Spanish fleet decided to try breaking through the U.S. blockade. Every Spanish ship was destroyed in the battle. American forces suffered only two casualties. Santiago



surrendered on July 17. A few days later, U.S. troops invaded Spanish-held Puerto Rico, where they met little resistance. Puerto Rico soon surrendered. Spain asked for peace and signed a cease-fire agreement on August 12, 1898.

**READING CHECK** **Comparing** How was fighting in the Pacific and the Caribbean similar?

## United States Gains Territories

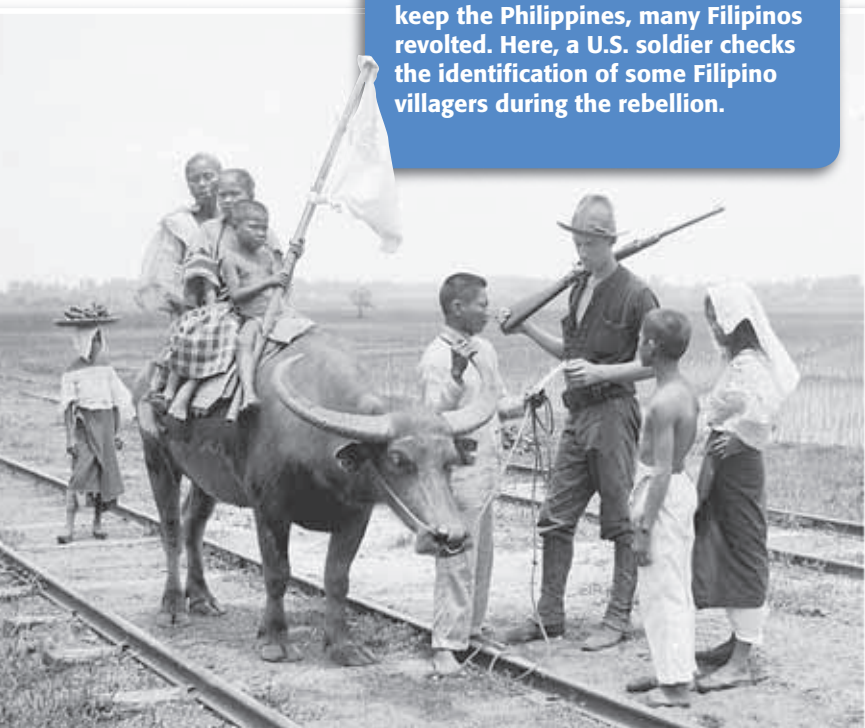
### THE IMPACT TODAY

As part of this agreement, the United States established a naval base in Cuba at Guantánamo Bay. The base is still in operation today.

The peace treaty placed Cuba, Guam, Puerto Rico, and the Philippines under U.S. control. Some Americans formed the **Anti-Imperialist League**, a group that opposed the treaty and the creation of an American colonial empire. The peace treaty was approved, however, by a vote of 57 to 27 in the Senate—one vote more than the two-thirds majority needed.

### Revolt in the Philippines

When the U.S. government decided to keep the Philippines, many Filipinos revolted. Here, a U.S. soldier checks the identification of some Filipino villagers during the rebellion.



## Cuba

The Teller Amendment declared that the United States would not annex Cuba. However, McKinley wanted to create stability and increase U.S. economic activity, so he set up a military government there. He appointed General Leonard Wood as governor, and Wood quickly began building schools and a sanitation system.

To fight disease, Dr. Walter Reed, head of the army's Yellow Fever Commission, was sent to Cuba in 1900. He and his volunteers proved that yellow fever was transmitted by mosquitoes. Getting rid of standing water helped health officials to control the disease.

Wood also oversaw the drafting of a Cuban constitution. The document included the **Platt Amendment**, which limited Cuba's right to make treaties and allowed the United States to intervene in Cuban affairs.

It also required Cuba to sell or lease land to the United States. The Cubans reluctantly accepted the amendment, and U.S. troops withdrew. The amendment remained in force until 1934, and the U.S. government stayed actively involved in Cuban affairs until the late 1950s.

## The Philippines

Spain had surrendered the Philippines in return for a \$20 million payment from the United States. Many Americans believed that it would be wrong to annex the islands without receiving consent from Filipinos. Other people agreed with McKinley, who said that the United States would benefit from the islands' naval and commercial value, and that annexing the islands would keep Europeans from seizing them.

Filipino rebels, however, had helped U.S. forces to capture Manila. They had expected to gain independence after the war. When the United States decided instead to keep the islands, Aguinaldo's rebels started a guerrilla war against the American forces. Hundreds of thousands of Filipinos died

before the conflict ended more than three years later, in 1902. Congress passed the Philippine Government Act that same year. It provided that an appointed governor and a two-house legislature would rule the Philippines. The lower house was to be elected. In 1946 the United States granted full independence to the Philippines.

## Puerto Rico

Like Cubans and the Filipinos, Puerto Ricans had hoped for independence after the war. Instead, the U.S. government made the island a territory. On April 12, 1900, the Foraker Act established a civil government in Puerto Rico. It was headed by a governor and included a two-house legislature.

A debate over the new territories soon arose. People who lived in Puerto Rico were considered citizens of the island but not of

the United States. In 1917, the Jones Act gave Puerto Ricans U.S. citizenship and made both houses of the legislature elective. However, another 30 years passed before Puerto Ricans could elect their own governor. In 1952 Puerto Rico became a commonwealth. This unique status means that the island has its own constitution and elected officials but remains in full association with the United States.

**READING CHECK** **Summarizing** What territories did the United States gain due to the war?

**SUMMARY AND PREVIEW** America fought a war with Spain and gained new territories. In the next section you will learn about U.S. interests in Latin America.

### THE IMPACT TODAY

Most Puerto Ricans wish to remain a U.S. commonwealth rather than becoming an independent nation. However, statehood is a controversial issue in Puerto Rico, with slightly more people supporting remaining a commonwealth.

## Section 2 Assessment

go.hrw.com  
**Online Quiz**

KEYWORD: SS8 HP20

### Reviewing Ideas, Terms, and People **HSS** 8.12

- Recall** What was the cause of the conflict between Cuba and Spain?
  - Analyze** How did **yellow journalism** affect public support for American military action in Cuba?
- Describe** What event triggered the war between the United States and Spain?
  - Make Inferences** Why did the U.S. Navy attack Spain's Pacific fleet?
  - Elaborate** Why do you think the United States was so successful in defeating Spain?
- Identify** What territories did the United States gain as a result of the war?
  - Analyze** Why did some Americans oppose the annexation of the Philippines?

### Critical Thinking

- Categorizing** Copy the graphic organizer at the right. Use it to identify the arguments for and against taking control of foreign territories.

Arguments for Imperialism		Arguments against Imperialism
	vs.	

### FOCUS ON WRITING

- Identifying Pros and Cons of U.S. Involvement in the Spanish-American War** As you read this section, add to your pros and cons list by identifying American losses and gains as a result of the Spanish-American War. What were the costs in human lives? What were the gains in territory? Can you identify any more abstract losses and gains? For example, what about the American ideal of the right of a people to govern themselves? Was this ideal compromised or strengthened?



# The United States and Latin America

## What You Will Learn...

### Main Ideas

1. The United States built the Panama Canal.
2. Theodore Roosevelt changed U.S. policy toward Latin America.
3. Presidents Taft and Wilson promoted U.S. interests in Latin America.

### The Big Idea

The United States expanded its role in Latin America in the early 1900s.

### Key Terms and People

Hay-Herrán Treaty, *p. 653*

Philippe Bunau-Varilla, *p. 653*

Hay-Bunau-Varilla Treaty, *p. 653*

Panama Canal, *p. 655*

Roosevelt Corollary, *p. 656*

dollar diplomacy, *p. 657*

## If YOU were there...

You are an engineer, and you've been working on the Panama Canal for almost eight years! Your work crews used huge steam shovels to cut through a ridge of mountains and built a huge artificial lake. You had to plan locks to move ships through different water levels. Now, though, your work is done. You can watch huge ships sail from the Atlantic to the Pacific.

**Which part of your work on the canal do you think would be most challenging?**

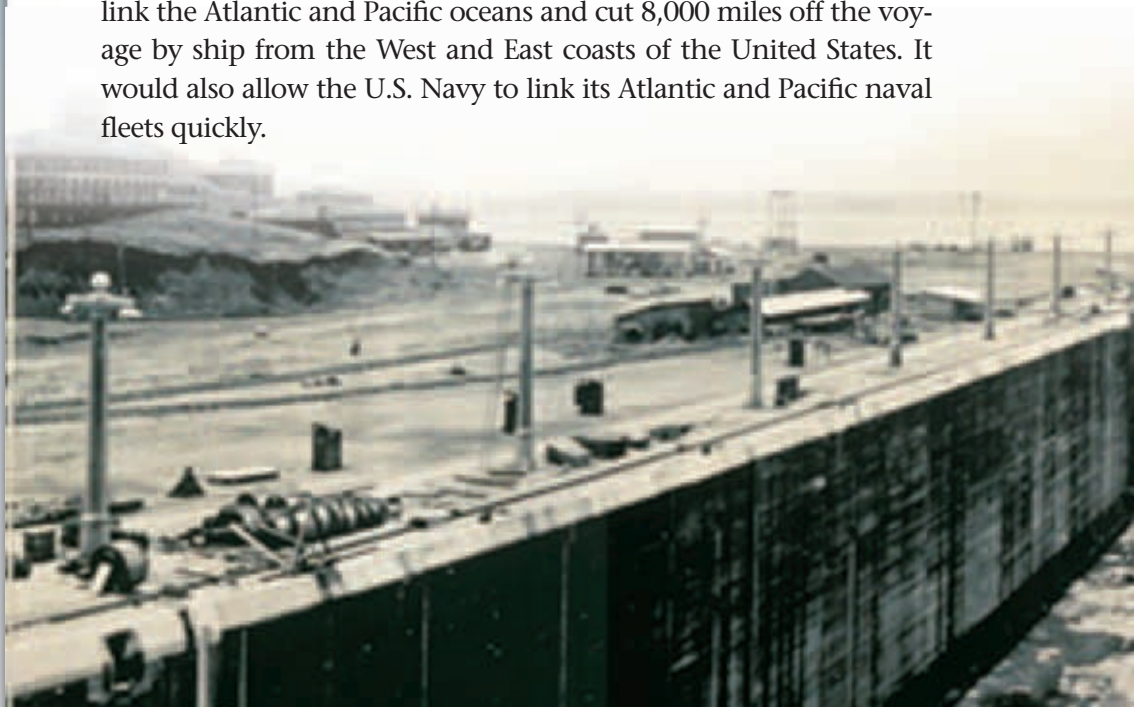
**BUILDING BACKGROUND** In 1823, the Monroe Doctrine stated that Americans had a special interest in protecting Latin America from European influence. That doctrine continued to shape U.S. foreign policy toward Latin America. The United States then wanted land in Central America in order to build a canal that would link the Atlantic and Pacific.

## Building the Panama Canal

In the late 1800s some U.S. leaders began exploring ways to dig a canal across the narrow neck of Central America. Such a canal would link the Atlantic and Pacific oceans and cut 8,000 miles off the voyage by ship from the West and East coasts of the United States. It would also allow the U.S. Navy to link its Atlantic and Pacific naval fleets quickly.



**HSS 8.12.3** Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.



## The Treaties

In 1850 the United States and Great Britain signed the Clayton-Bulwer Treaty, which called for them to jointly build and maintain a canal. However, that canal was never built. In 1881 a French company headed by Ferdinand de Lesseps, who had engineered the Suez Canal in Egypt, began work in Central America. By 1887, after spending nearly \$300 million and losing some 20,000 lives, the company was financially ruined. Less than one-third of the planned 51-mile canal had been dug.

No one was a stronger supporter of a Central American canal than President Theodore Roosevelt. He believed naval power was important to U.S. security and strength. Earlier, Roosevelt had written, "I believe we should build the [Central American] canal at once, and, in the meantime, . . . we should build a dozen new battleships." In 1901 Secretary of State John Hay negotiated the Hay-Pauncefote Treaty with Great Britain. The British gave up interest in the canal project, and the United States agreed to open the future canal to all vessels at all times.

Hay then began negotiations with Colombia, where the Isthmus of Panama was located. Hay and the Colombian minister, Thomas Herrán, soon reached an agreement. According to the agreement, called the **Hay-Herrán Treaty**, the United States

would pay \$10 million plus \$250,000 a year for a 99-year lease on a strip of land across the isthmus. The agreement was approved by the U.S. Senate in 1903. However, the Colombian senate rejected the plan.

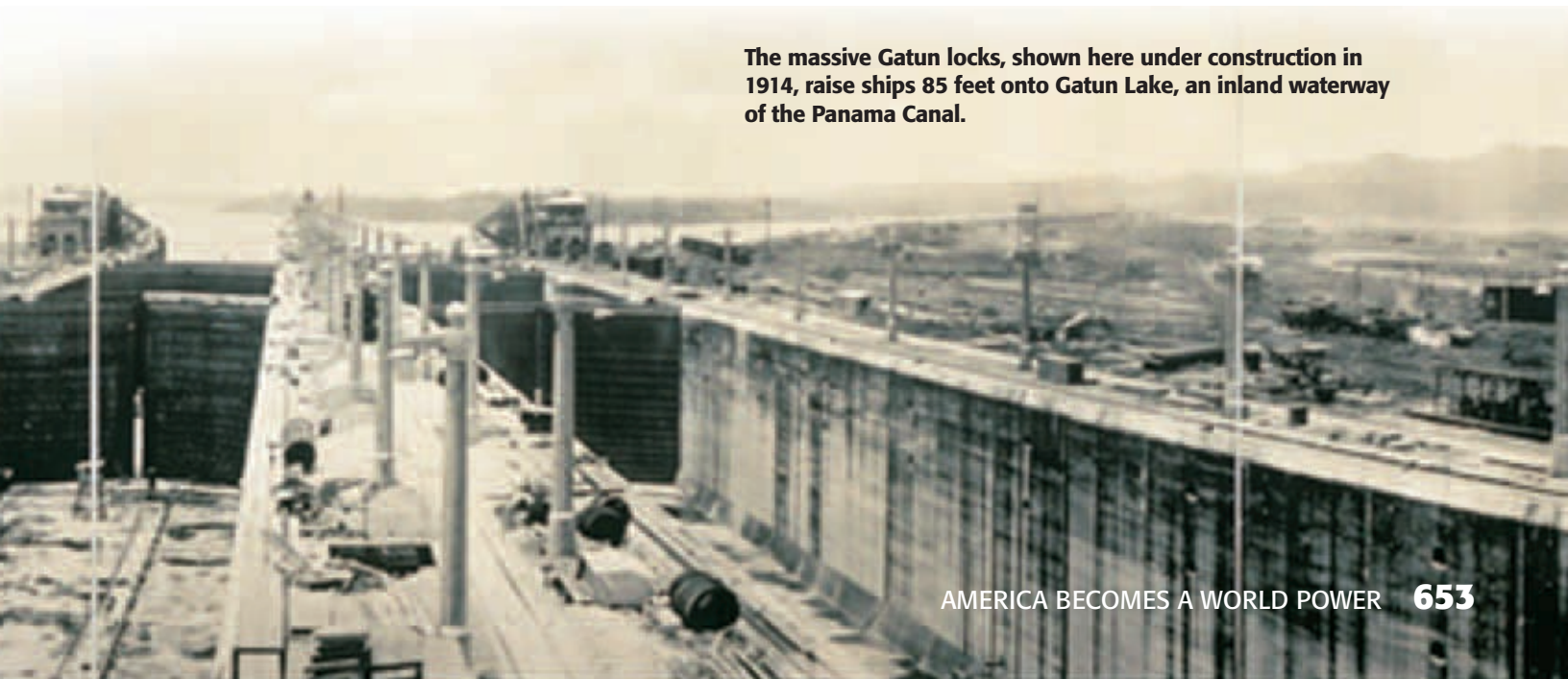
**Philippe Bunau-Varilla**, chief engineer of the French canal company, offered an alternative. He told Hay and Roosevelt of a possible revolt he was planning in the Colombian province of Panama. He hoped that the United States would support the revolt with troops and money.

## Revolution in Panama

On November 2, 1903, a U.S. warship arrived in Colón, Panama. The next day a revolt began. Colombian forces tried to stop the rebellion but could not reach Panama. Dense jungles blocked land routes, and the U.S. warship blocked sea lanes. Panama then declared itself an independent country. The United States quickly recognized the new nation on November 6.

One week later, Bunau-Varilla arrived in Washington, D.C., as the Panamanian minister to the United States. Five days later, he signed the **Hay-Bunau-Varilla Treaty**. The terms of this agreement were identical to those of the Hay-Herrán Treaty, except the canal zone was widened to 10 miles.

**The massive Gatun locks, shown here under construction in 1914, raise ships 85 feet onto Gatun Lake, an inland waterway of the Panama Canal.**

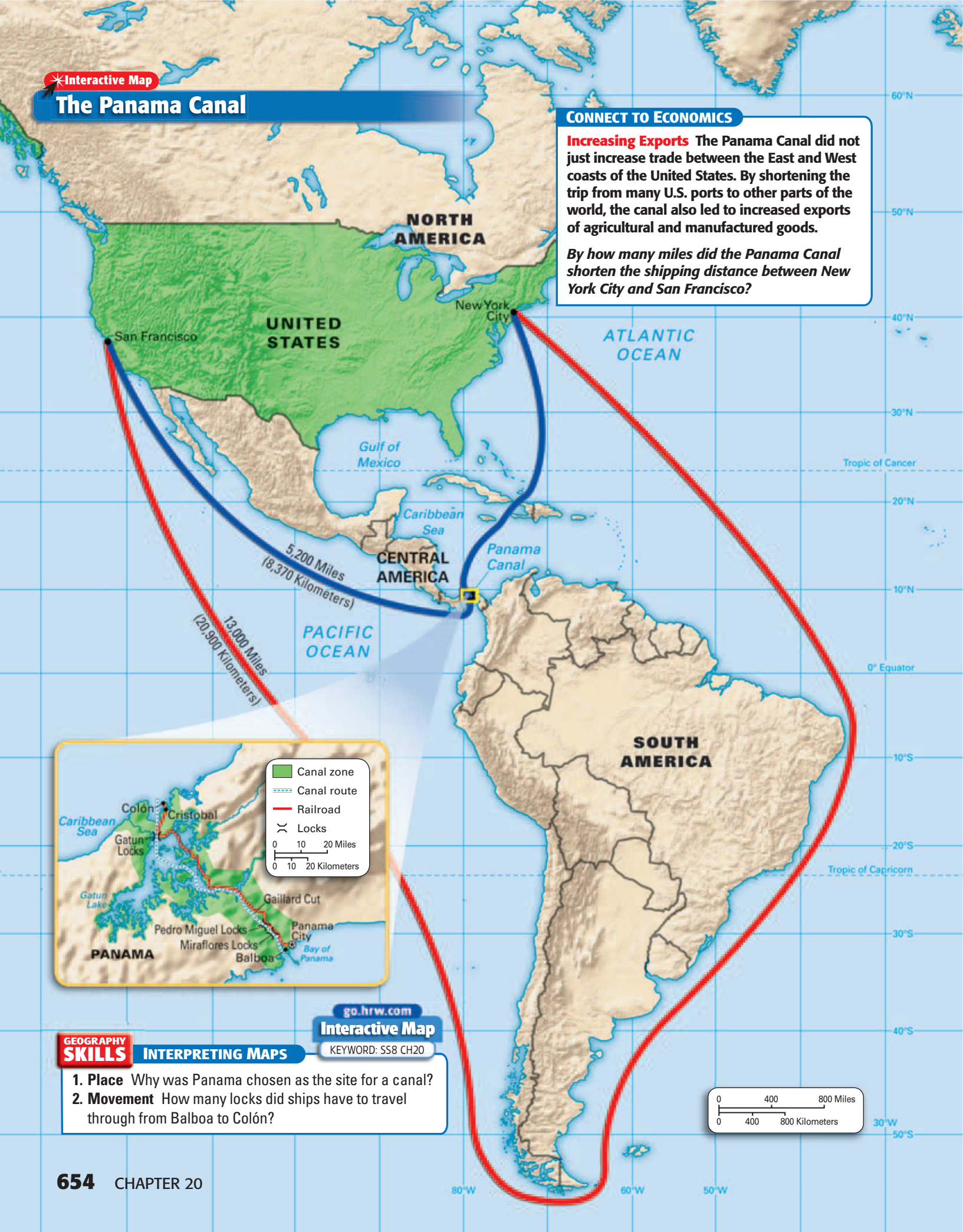


# The Panama Canal

## CONNECT TO ECONOMICS

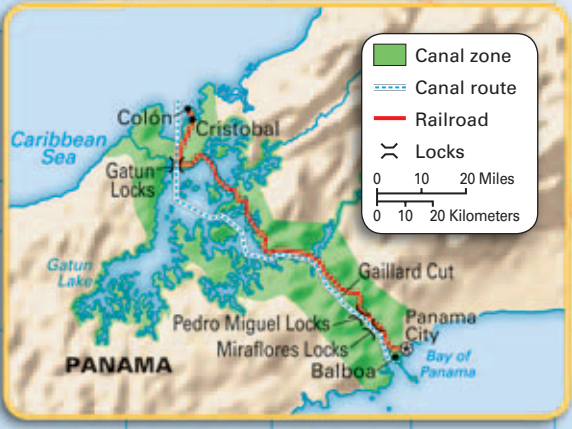
**Increasing Exports** The Panama Canal did not just increase trade between the East and West coasts of the United States. By shortening the trip from many U.S. ports to other parts of the world, the canal also led to increased exports of agricultural and manufactured goods.

*By how many miles did the Panama Canal shorten the shipping distance between New York City and San Francisco?*



5,200 Miles  
(8,370 Kilometers)

13,000 Miles  
(20,900 Kilometers)



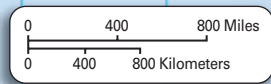
go.hrw.com

## Interactive Map

KEYWORD: SS8 CH20

## GEOGRAPHY SKILLS INTERPRETING MAPS

- Place** Why was Panama chosen as the site for a canal?
- Movement** How many locks did ships have to travel through from Balboa to Colón?



## Building the Canal

Building the canal proved to be very difficult. The first obstacle to overcome was tropical disease. The canal route ran through 51 miles of jungles and swamps filled with mosquitoes, many of which carried the deadly diseases malaria and yellow fever.

Dr. William C. Gorgas, who had helped Dr. Walter Reed identify and stamp out the disease in Cuba, organized a successful effort to rid the canal route of disease-carrying mosquitoes. If Gorgas had not been successful, the canal's construction would have taken much longer. It also would have cost much more in terms of both lives and money.

Even with the reduced risk of disease, the work was very dangerous in the high mountain range of central Panama. Most of the canal had to be blasted out of solid rock. Workers used dozens of steam shovels to cut a narrow, eight-mile-long channel through the mountains. On one occasion, a bolt of lightning struck a 12-ton explosive charge, killing seven workers. Sometimes workers died when their shovels struck unexploded charges. One West Indian worker recalled, "The flesh of men flew in the air like birds every day."

Leadership was also problematic. The project went through a series of chief engineers. Finally, Colonel George W. Goethals of the Army Corps of Engineers made significant progress.

Some 6,000 lives were lost during the American construction of the **Panama Canal**, which was finally opened to traffic on August 15, 1914, linking the Atlantic and Pacific Oceans. It had taken 10 years to complete, and about 240 million cubic yards of earth had been removed. The cost was \$375 million in addition to the nearly \$300 million spent in the earlier failed French effort. In the end, however, the world had its "highway between the oceans."

### READING CHECK Drawing Conclusions

Why did building the canal cost so many lives?

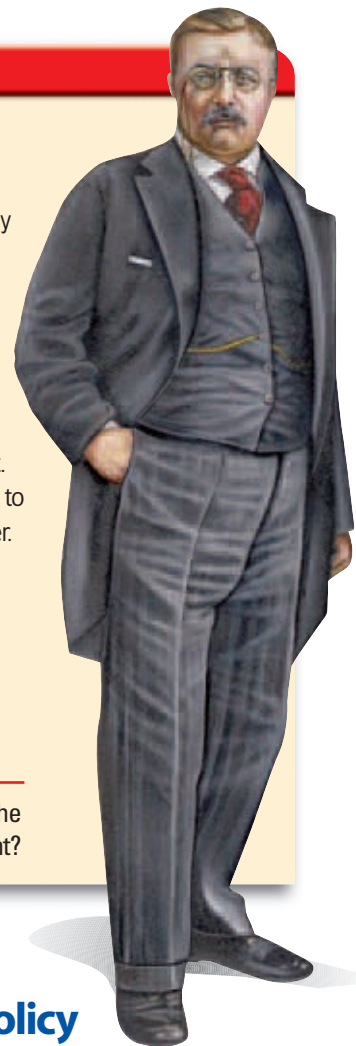
## BIOGRAPHY

### Theodore Roosevelt

1858–1919

Theodore Roosevelt was born into a wealthy family from New York City. He suffered from poor health as a child but became involved in many sports as he grew older. He spent two years on his ranch in the Dakota Territory, where he served as deputy sheriff. While in the West, he became an avid hunter and conservationist. When he returned to the East, he returned to his political career as an important reformer. A strong supporter of imperialism and the Spanish–American War, he recruited a cavalry division called the Rough Riders. As President McKinley's vice president, Roosevelt became president upon McKinley's assassination.

**Analyzing** How might Roosevelt's time in the West have shaped his decisions as president?



## Roosevelt Changes U.S. Policy

The Panama Canal allowed the United States to become more involved in Latin America. In 1823, President James Monroe had warned European nations not to interfere in the Western Hemisphere. In what became known as the Monroe Doctrine, he outlined his views. "The American continents . . . are henceforth not to be considered as subjects for future colonization by any European powers." The United States would view any such actions as a threat to its safety.

The Monroe Doctrine had become a major principle of U.S. foreign policy. When Monroe presented the doctrine, America did not have the military strength to enforce it. As the United States grew stronger, particularly after the Spanish-American War, it became less dependent upon British naval power to enforce the Doctrine.

During the late 1800s, many European investors had made loans to a number of

### THE IMPACT TODAY

The Panama Canal is still an important shipping route. About 260 million tons of cargo go through the canal each year.

Latin American countries. For example, Venezuela, under the rule of dictator Cipriano Castro, fell deeply in debt to British and German investors. In 1902 Venezuela refused to repay these debts or to have the claims settled by a neutral third party.

European leaders wanted to act but were worried about the Monroe Doctrine. In 1901, however, Roosevelt had stated that the United States did “not guarantee any State against punishment if it misconducts itself.” The European countries thought this meant that they could collect their debts. Great Britain and Germany sent ships to blockade Venezuela. Castro then asked Roosevelt to propose having the matter settled by a third party, which the Europeans accepted.

In 1904 a similar situation arose in the Caribbean country of the Dominican Republic. Again, European countries considered using force to collect debts, but the presence of European forces in the Caribbean would

violate the Monroe Doctrine. Furthermore, their presence could threaten U.S. power in the region.

Roosevelt knew that U.S. officials would have to force debtor nations to repay their loans in order to keep European nations from directly intervening in Latin America. In December 1904, he created what became known as the **Roosevelt Corollary to the Monroe Doctrine**. This addition to the doctrine warned that the United States would intervene in any wrongdoing by nations in the Western Hemisphere.

This new **role** of the United States as “police officer” of the Western Hemisphere suited Roosevelt’s style. In 1900 he said, “I have always been fond of the West African proverb: ‘Speak softly and carry a big stick, you will go far.’”

**READING CHECK** Finding Main Ideas Why did Roosevelt create the Roosevelt Corollary?

## ACADEMIC VOCABULARY

**role** assigned behavior

### Primary Source

#### POLITICAL CARTOON

### Roosevelt’s Imperialism

Roosevelt’s foreign policy is shown visually in this cartoon. Theodore Roosevelt is the giant leading a group of ships that represent debt collection. The U.S. president is patrolling the Caribbean Sea and Latin American countries, trying to enforce the payment of debts to European countries.

What do you think this stick represents?



Why are these vessels warships?

#### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

How does the cartoonist show visually the parts of the Roosevelt Corollary?

## U.S. Foreign Policy

QUICK  
FACTS

Departing from the example set by the nation's first president, George Washington, later presidents increased U.S. involvement around the world, particularly in Latin America.



### Washington's Farewell Address

The United States will not become involved in European affairs.



### Monroe Doctrine

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



### Roosevelt Corollary

The United States will police wrongdoing by nations in the Western Hemisphere.



### Taft's Dollar Diplomacy

The United States will use economic means to aid its interests in Latin America.



### Wilson and Democracy

The United States will promote and protect democracy in the Western Hemisphere.

## Taft and Wilson Promote U.S. Interests

William Howard Taft, who became president in 1909, also acted to protect U.S. interests in Latin America. Just a few years later, in 1913, President Woodrow Wilson would take a completely different approach to securing America's stake in Latin America.

### Taft's Dollar Diplomacy

Instead of Roosevelt's big-stick policy Taft used a policy known as **dollar diplomacy**—**influencing governments through economic, not military, intervention**. He wanted to encourage stability and keep Europeans out of Latin America by expanding American business interests there.

“ [Dollar diplomacy] has been characterized as substituting dollars for bullets. It is ... directed to the increase of American trade ... [and] the substitution of arbitration [negotiation] and reason for war in the settlement of international disputes.”

—William Howard Taft, quoted in *The Annals of America*

Taft therefore tried to replace European investments in Latin America with U.S. investments. For example, in June 1911 the United States agreed to assist Nicaragua. The United States would help obtain private loans from American banks to pay Nicaragua's national debt. In return, Nicaraguan leaders would allow U.S. troops in Nicaragua whenever America's leaders felt it necessary. The United States signed a similar agreement with Honduras.

Although the Senate rejected both agreements, the Taft administration followed the treaty terms anyway. In July, Nicaragua failed to repay a large loan from British investors. Secretary of State Philander Chase Knox helped to obtain a \$1.5 billion loan for Nicaragua from American bankers. In exchange, the bankers gained control of the National Bank of Nicaragua and the government-owned railway. Local anger over this agreement soon led to revolt in Nicaragua. Taft chose to send U.S. Marines to protect American interests.

### FOCUS ON READING

Compare and contrast the foreign policies of Presidents Roosevelt and Taft using the quotations by each on pages 656–657.

## Wilson Intervenes

When President Woodrow Wilson took office in 1913, he rejected Taft's dollar diplomacy. Wilson disliked the role of big business in foreign affairs and said he would not act to support any "special group or interests." Instead, he believed the United States had a moral obligation to promote democracy in Latin America.

Wilson often opposed imperialist ideas. Yet he sent troops into Latin America more often than any other president before him. For example, the Caribbean country of Haiti had serious financial difficulties. The country also suffered a series of political revolutions. In 1915, Haitian president Guillaume Sam ordered about 160 political prisoners executed. As a result, he was overthrown and killed in another revolt.

Previously, Germany and France had briefly sent troops to Haiti to protect their interests. Wilson feared that those countries might try to take control of Haiti. To prevent this, U.S. Marines landed in Haiti on July 29, 1915, and quickly restored peace.

Similar events took place in the Dominican Republic. In 1911 the Dominican president was killed, and the government became unstable. By threatening to withhold customs revenue, Secretary of State Knox forced the Dominicans to accept a U.S.-backed government. Fearing more political unrest, in 1916 President Wilson declared martial law on the island and set up a government run by the U.S. Navy.

Many Latin Americans resented U.S. control over their governments. Some began to view U.S. involvement in the region with hostility.

### READING CHECK Finding Main Ideas

What events led Taft and Wilson to intervene in Latin America?

**SUMMARY AND PREVIEW** The United States and Latin America established relationships through both conflicts and agreements. In the next section you will learn about how the relationship between the United States and Mexico changed in the early 1900s.

## Section 3 Assessment

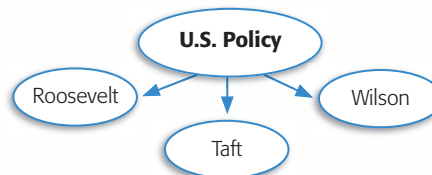
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Online Quiz

KEYWORD: SS8 HP20

### Reviewing Ideas, Terms, and People HSS 8.12.3 Critical Thinking

- Recall** Why did the United States want to build a canal in Central America?
  - Analyze** What challenges did the builders of the **Panama Canal** face, and how did they overcome each challenge?
  - Elaborate** Defend the U.S. decision to support the revolution in Panama.
- Describe** What problem was causing conflict between European and Latin American nations?
  - Summarize** How and why did Theodore Roosevelt change U.S. policy toward Latin America?
  - Elaborate** What did Roosevelt mean by "speak softly and carry a big stick"?
- Recall** What did Woodrow Wilson believe was the United States' obligation in Latin America?
  - Compare and Contrast** In what ways were the policies of Presidents Taft and Wilson toward Latin America similar and different?

- Categorizing** Copy the web diagram below. Use it to identify American policy toward Latin America under Presidents Roosevelt, Taft, and Wilson.



### FOCUS ON WRITING

- Identifying Pros and Cons of U.S. Involvement in Latin America** What were the pros and cons of the construction of the Panama Canal and interventionist U.S. policies toward Latin America? Take notes for your list as you read this section.

# The United States and Mexico

## If YOU were there...

You are a Mexican American living in California in 1914. Ever since the Mexican Revolution in 1910, you have been worried about your parents in Mexico. They are teachers in Guadalajara, and you're not sure what their politics are. But you know that violence could happen anywhere. Now your relatives have written to you asking whether they should come to California.

**What advice would you give your family?**

**BUILDING BACKGROUND** In the late 1800s, many people from Mexico moved to the United States. Often, they joined relatives in California or the Southwest who had lived there when those territories were part of Mexico. In the early 1900s, the Mexican Revolution led many other Mexicans to think about moving to the United States.

## The Mexican Revolution

**Porfirio Díaz** was president of Mexico from 1877 to 1880 and from 1884 to 1911, a total of 30 years. During his rule the United States

**Francisco "Pancho" Villa (center) and fellow Mexican revolutionaries**



## What You Will Learn...

### Main Ideas

1. In 1910 Mexicans revolted against their government.
2. The Mexican Revolution threatened U.S. interests economically and politically.

### The Big Idea

The Mexican Revolution threatened relations between the United States and Mexico.

## Key Terms and People

Porfirio Díaz, p. 659

Francisco Madero, p. 660

Mexican Revolution, p. 660

Victoriano Huerta, p. 660

Venustiano Carranza, p. 661

Francisco "Pancho" Villa, p. 661

Emiliano Zapata, p. 661

ABC Powers, p. 661

John J. Pershing, p. 661



**HSS 8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.





- 1. Region** What parts of this region does the United States still control?
- 2. Place** Which country was a U.S. protectorate for the longest period of time?

became the biggest investor in Mexico. By 1913 Americans had invested more than \$1 billion in Mexican land, manufacturing, mining, oil, and railways.

Díaz ruled the Mexican people harshly. He imprisoned his opponents and rewarded his supporters. Most of Mexico's 15 million people were landless and poor. Many Mexicans found a new leader in democratic reformer **Francisco Madero**, who called for mass participation in elections and the removal of Díaz. He gained broad support and began the **Mexican Revolution of 1910**. During this uprising, Díaz was forced to resign. Because the Taft administration wanted a stable government in Mexico, it quickly recognized the Madero administration.

The revolution caused many Mexicans to flee to the United States to escape violence and find better jobs. Others wanted to avoid political persecution. These immigrants came from all levels of Mexican society. Between 1905 and 1915, more than 120,000 Mexicans immigrated to the United States.

Despite Madero's victory, the struggle for power continued in Mexico. In February 1913 General **Victoriano Huerta** took power and had Madero killed. The violence angered Woodrow Wilson, who was about to become president of the United States.

**READING CHECK** **Identifying Cause and Effect**  
What caused the Mexican Revolution, and what were its immediate effects?

## U.S. Response to the Mexican Revolution

Wilson refused to recognize the new government. As time passed, a revolt against Huerta, led by **Venustiano Carranza**, gained support. In addition, two other major revolutionaries were leading movements to overthrow Huerta. **Francisco “Pancho” Villa** led rebels in the north, and **Emiliano Zapata** led rebels in the south. Both were heroes to Mexico’s poor.

The Mexican economy was weakened by the fighting. American business leaders feared they would lose investments there. Public pressure on Wilson to intervene grew. On April 20, 1914, he asked Congress to approve the use of force in Mexico.

Meanwhile, Wilson learned that a German ship carrying an arms supply was heading to the port of Veracruz, Mexico. To keep the weapons from reaching Huerta, Wilson ordered the U.S. Navy to seize Veracruz. In late April 1914, U.S. forces captured the city. Huerta broke off diplomatic ties, and the two countries came to the brink of war. Then, the **ABC Powers**—Argentina, Brazil, and Chile—offered to negotiate the dispute. Wilson

accepted the proposed settlement, but Huerta and Carranza did not. In July, Huerta fled. In August, Carranza and his forces captured Mexico City and set up a new government. U.S. troops then withdrew from Veracruz.

Although Huerta was no longer in power, Villa and Zapata continued their revolts. Villa attacked Americans in Mexico. In response, Wilson sent General **John J. Pershing** and 15,000 soldiers into Mexico in 1916. Pershing’s U.S. Expeditionary Force chased Villa some 300 miles but failed to capture him.

In 1917 Carranza approved a new constitution to bring order to Mexico. However, in 1920, the forces of Álvaro Obregón, a trusted aid, killed the Mexican dictator. After 1920 peace gradually returned to Mexico.

**READING CHECK Summarizing** How did Wilson respond to events in Mexico?

**SUMMARY AND PREVIEW** America fought a war with Spain and gained new territories. In the epilogue you will learn briefly about the history of the United States in the late 1900s and 2000s.

### Section 4 Assessment

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Online Quiz

KEYWORD: SS8 HP20

#### Reviewing Ideas, Terms, and People **HSS** 8.12

- a. Describe** Why did many Mexicans oppose the rule of **Porfirio Díaz**?

**b. Explain** How was the United States immediately affected by the Mexican Revolution?
- a. Recall** What led Woodrow Wilson to send U.S. troops into Mexico in 1916?

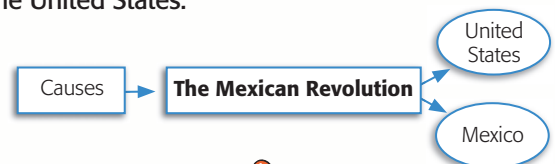
**b. Analyze** Why did some Americans want Wilson to intervene in the Mexican Revolution, and what actions did the United States take?

**c. Evaluate** Should President Wilson have become involved in Mexican politics? Why or why not?

#### Critical Thinking

- Identifying Cause and Effect** Copy the graphic organizer like the one shown onto your own sheet of paper. Use it to identify causes of the Mexican

Revolution and to describe its effects on Mexico and the United States.



#### FOCUS ON WRITING

- Identifying Pros and Cons of U.S. Involvement in the Mexican Revolution** Add to your pros and cons list by noting the advantages and disadvantages of Wilson’s decision to intervene in the Mexican Revolution. Be sure to consider the immigration of thousands of Mexicans to the United States. How might these people have contributed to the rich cultural heritage of the United States?

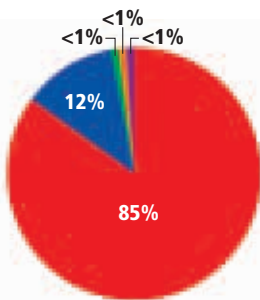
# America's Growth 1900

By 1900 most of the current boundaries of the United States had been established. But the world had become a much smaller place. American inventions were spreading, changing daily life in countries around the world. In addition, U.S. troops stationed in Asia were displaying the increasing importance of the United States in global affairs.

ASIA

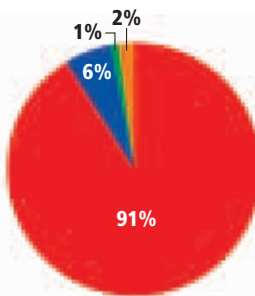
PACIFIC OCEAN

## America's Population, 1900: 76 million



### Ethnic Groups, 1900

- White/European
- African American
- Native American
- Asian American
- Mexican American



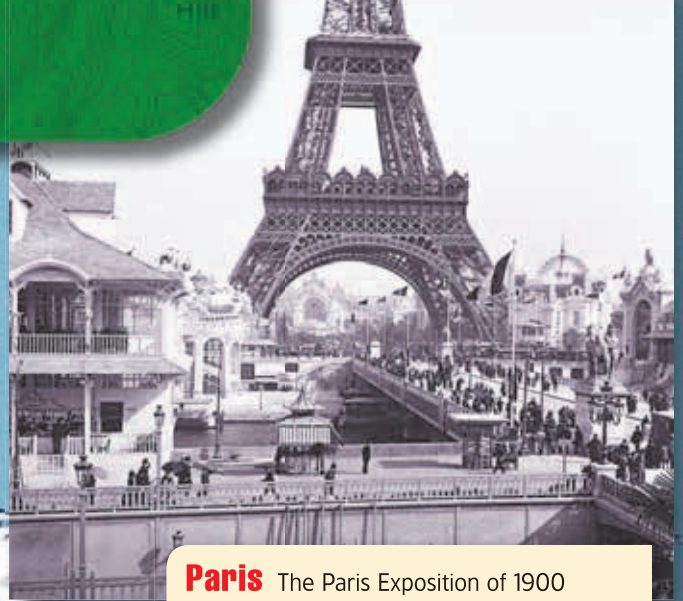
### Religions, 1900

- Protestant
- Catholic
- Jewish
- Other

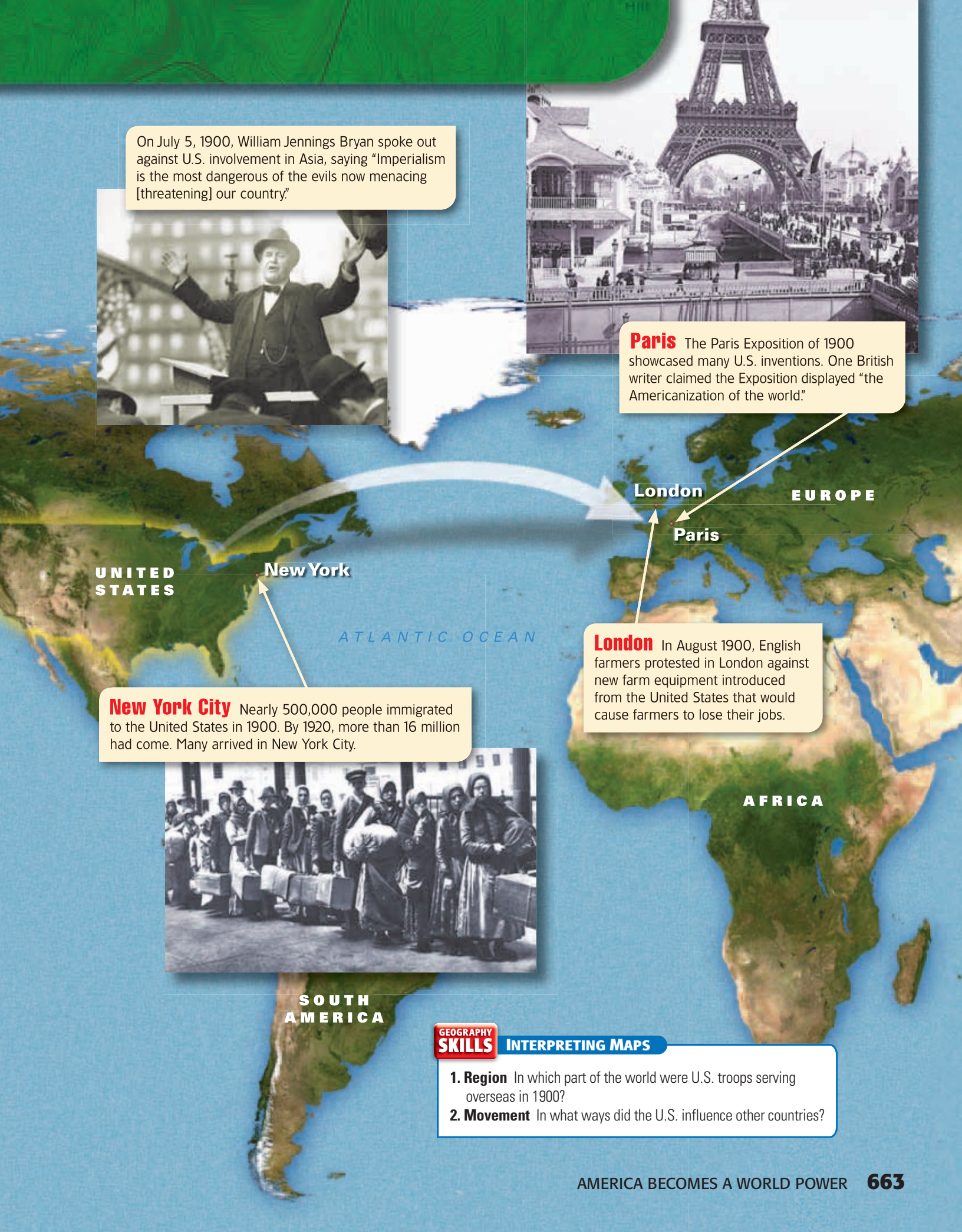
**Asia** Before 1898, U.S. troops had never been sent outside the Western Hemisphere. But in 1900, some 5,000 troops were in Asia, fighting alongside European troops.



On July 5, 1900, William Jennings Bryan spoke out against U.S. involvement in Asia, saying "Imperialism is the most dangerous of the evils now menacing [threatening] our country."



**Paris** The Paris Exposition of 1900 showcased many U.S. inventions. One British writer claimed the Exposition displayed "the Americanization of the world!"



UNITED STATES

New York

ATLANTIC OCEAN

London

EUROPE

Paris

**New York City** Nearly 500,000 people immigrated to the United States in 1900. By 1920, more than 16 million had come. Many arrived in New York City.



**London** In August 1900, English farmers protested in London against new farm equipment introduced from the United States that would cause farmers to lose their jobs.

AFRICA

SOUTH AMERICA

**GEOGRAPHY SKILLS** INTERPRETING MAPS

- 1. Region** In which part of the world were U.S. troops serving overseas in 1900?
- 2. Movement** In what ways did the U.S. influence other countries?

# Social Studies Skills

Analysis

Critical Thinking

Participation

Study



**HRO HI 3** Students explain the sources of historical continuity.

## Continuity and Change in History

### Define the Skill

A well-known saying claims that “the more things change, the more they stay the same.” Nowhere does this observation apply better than to the study of history. Any look back over the past will show many changes—nations expanding or shrinking, empires rising and falling, changes in leadership, people on the move, to name just a few.

The reasons for change have not changed, however. The same general forces have driven the actions of people and nations across time. These forces are the “threads” that run through history and give it *continuity*, or connectedness. They are the “sameness” in a world of continuous change.

### Learn the Skill

You can find the causes of all events of the past in one or more of these major forces or themes that connect all history.

- 1 Cooperation and Conflict:** Throughout time, people and groups have worked together to achieve goals. They have also opposed others who stood in the way of their goals.
- 2 Cultural Invention and Interaction:** The values and ideas expressed in peoples’ art, literature, customs, and religion have enriched the world. But the spread of cultures and their contact with other cultures has produced conflict as well.
- 3 Geography and Environment:** Physical environment and natural resources have shaped how people live. Efforts to gain, protect, or make good use of land and resources have been major causes of cooperation and conflict in history.

- 4 Science and Technology:** *Technology*, or the development and use of tools, has helped humans across time make better use of their environment. Science has changed their knowledge of the world, and changed their lives too.
- 5 Economic Opportunity and Development:** From hunting and gathering to herding, farming, manufacturing, and trade, people have tried to make the most of their resources. The desire for a better life has also been a major reason people have moved from one place to another.
- 6 The Impact of Individuals:** Political, religious, military, business, and other leaders have been a major influence in history. The actions of many ordinary people have also shaped history.
- 7 Nationalism and Imperialism:** *Nationalism* is the desire of a people to have their own country. *Imperialism* is the desire of a people to control other peoples. Both have existed across time.
- 8 Political and Social Systems:** People have always been part of groups—families, villages, nations, religious groups, for example. The groups to which people belong shape how they relate to people around them.

### Practice the Skill

Check your understanding of continuity and change in history by answering the following questions.

1. What forces of history are illustrated by the events in Chapter 20? Explain with examples.
2. How do the events in this chapter show continuity with earlier periods in U.S. history?

## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.



## Reviewing Vocabulary, Terms, and People

- In which of the following did the United States declare that it had no interest in annexing Cuba?
  - Roosevelt Corollary
  - Hay-Herrán Treaty
  - Open Door Policy
  - Teller Amendment
- Which Hawaiian leader upset sugar planters by restoring the power of the monarchy?
  - Liliuokalani
  - Meiji
  - Maui
  - Kalakaua
- Who was responsible for encouraging Panama to revolt against Colombian control?
  - Francisco Madero
  - John Hay
  - Emiliano Zapata
  - Philippe Bunau-Varilla
- Who led U.S. forces into Mexico after attacks against U.S. citizens by Mexican rebels?
  - John Hay
  - William H. Seward
  - John J. Pershing
  - William Taft

- What group opposed expansion of the United States into foreign territories?
  - Open Door Society
  - Anti-Imperialist League
  - Rough Riders
  - ABC Powers

## Comprehension and Critical Thinking

### SECTION 1 (Pages 640–645) HSS 8.12

- Identify** To what areas did the United States expand in the late 1800s?
  - Draw Conclusions** How did the U.S. economy benefit from contacts with foreign nations and territories?
  - Elaborate** Which policy would you have supported—isolationism or imperialism? Explain your answer.

### SECTION 2 (Pages 646–651) HSS 8.12

- Describe** What events led to U.S. involvement in the Spanish-American War?

**b. Analyze** How did the United States benefit from the Spanish-American War?

**c. Predict** How might foreign countries view the actions of the United States in the Spanish-American War?

**SECTION 3** (Pages 652–658) **HSS 8.12.3**

**8. a. Identify** In what ways did the United States get involved in Latin America?

**b. Draw Conclusions** Why did the United States expand its role in Latin America in the early 1900s?

**c. Elaborate** Do you think the United States should have been as actively involved in Latin America as it was? Explain your answer.

**SECTION 4** (Pages 659–661) **HSS 8.12**

**9. a. Recall** Why did Mexicans revolt against Porfirio Díaz?

**b. Analyze** What was the nature of U.S. involvement in Mexico before and during the Mexican Revolution in 1910?

**c. Predict** How might relations between the United States and Mexico be affected by the Mexican Revolution?

## Using the Internet

go.hrw.com

KEYWORD: SS8 US20

**10. Activity: Creating a Poster** The Panama Canal was opened on August 15, 1914. It took 10 years to build, cost a total of more than \$600 million, and took some 6,000 lives. Enter the activity keyword and research the effects of human and geographic factors on the construction of the Panama Canal. Physical factors include landforms, climate, and weather. Human factors should focus on the use of technology and reasons humans modified the environment, along with the hazards they faced. Then create a poster about the canal that highlights the most important details.

## Reviewing Themes

**11. Economics** What economic reasons did the United States have for ending its policy of isolationism?

**12. Politics** How did the policy of imperialism affect American politics in the late 1800s and early 1900s?

## Reading Skills

**Comparing Historical Texts** Use the Reading Skills taught in this chapter to answer the question below.

**13.** Look back at the foreign-policy statements made by President Roosevelt on page 656 and President Taft on page 657. What words illustrate the presidents' main points in their views of U.S. foreign policy?

## Social Studies Skill

**Continuity and Change in History** Use the Social Studies Skills taught in this chapter to answer the question below.

**14.** Pick three of the themes listed on page 664 and explain how the building of the Panama Canal relates to them.

## FOCUS ON WRITING

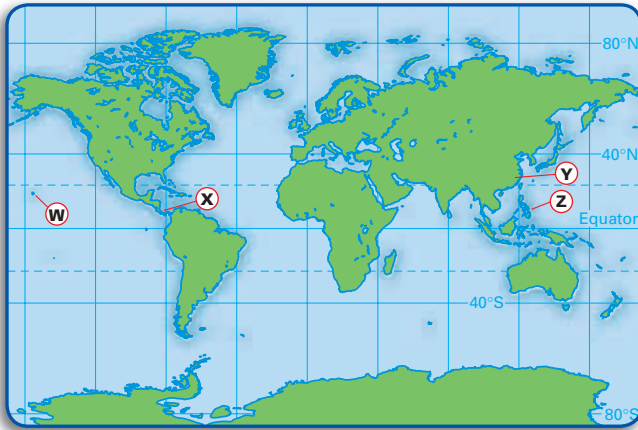


**15. Writing Your List of Pros and Cons** Review your notes and choose the pros and cons to include in your final list. Decide whether you want to include only facts, only opinions, or some of each. How can your analysis of history help guide U.S. foreign policy in the future? When you have finished your list, use it as the basis for a paragraph recommending either that the United States continue to involve itself in the affairs of other nations or that it pull back from such involvement.

# Standards Assessment

**DIRECTIONS:** Read each question and write the letter of the best response. Use the map below to answer question 1.

1



Of the places marked on the map, the only one in which the United States did not control territory in the late 1800s and early 1900s is shown by the letter

- A W.
- B X.
- C Y.
- D Z.

2 The practice of using American businesses and economic aid to influence foreign governments and achieve U.S. goals in Latin America is known as

- A imperialism.
- B dollar diplomacy.
- C isolationism.
- D the big stick.

3 During the Mexican Revolution, President Wilson sent U.S. forces to Veracruz, Mexico. Which U.S. policy did this act best express?

- A Roosevelt Corollary
- B Dollar Diplomacy
- C Teller Amendment
- D isolationism

4 Which two nations did the United States hope to trade with in the 1800s rather than annex?

- A Hawaii and Japan
- B Japan and China
- C China and Cuba
- D Cuba and Hawaii

5 What was the *main* reason President Woodrow Wilson used military force against Mexico in the early 1900s?

- A He wished to protect Texas against the claims of the Mexican government.
- B He opposed the harsh rule of Mexico's dictator Porfirio Díaz.
- C He wanted to capture Mexican revolutionary leader Emiliano Zapata.
- D He hoped to shape Mexico's government and protect American business interests.

## Connecting with Past Learning

6 In this chapter you learned how the United States gained control of new territories as a result of its victory in the Spanish-American War. Which of the following that you learned about earlier in Grade 8 had a similar result for the United States?

- A Civil War
- B War of 1812
- C Mexican-American War
- D Revolutionary War

7 Which earlier U.S. president, like Woodrow Wilson, also became involved in a conflict in Mexico?

- A John Quincy Adams
- B Andrew Jackson
- C William McKinley
- D James K. Polk



## Assignment

Write a persuasive essay either for or against one of these topics:

- (1) the United States going to war with Spain in 1898
- (2) the building of the Panama Canal

### TIP Using Order of Importance

How do you know whether to start or end with your most important or most convincing reason? If you are worried about getting your readers to read your entire paper, you might try to catch their attention by starting with the most convincing reason. If you are concerned that your readers remember one point after they finish reading, you may want to place that point, or reason, at the end of your paper.



**ELA Writing 8.2.4** Write persuasive compositions.

# Persuasion and History

You have probably heard people disagree about current political events—perhaps a new law or a government leader. People also disagree about events of the past. When we disagree about historical events, those of the past or those of the present, we can use persuasive arguments to convince others to agree with our opinion.

## 1. Prewrite

### Stating Your Opinion

Persuasion starts with an opinion or a position on a topic. Choose one of the topics in the assignment and decide on your opinion, either for or against. Write your opinion in a statement: it will be the big idea of your persuasive paper. For example, here is an opinion statement about the second topic:

*The United States was right to build the Panama Canal.*

### Building and Organizing a Logical Argument

A strong persuasive essay includes a logical argument, sound reasoning, and proof in support of an opinion. Reasons tell *why* you have an opinion. Proof, or evidence, includes facts, examples, or expert opinions.

- **Opinion:** *The reforms implemented by the Progressives improved the lives of many Americans.*
- **Reason:** *Progressive reforms improved cities.*
- **Evidence:** *Lawrence Veiller helped pass the 1901 New York State Tenement House Act.*

Persuasive writing is usually organized by order of importance.

## 2. Write

Here is a framework to help you write your first draft.

### A Writer's Framework

#### Introduction

- Start with an interesting opener, such as a quotation or a surprising fact.
- Include your opinion statement, or big idea, for the paper.

#### Body

- Present one reason and its supporting evidence in each body paragraph.
- Address your reasons by order of importance.

#### Conclusion

- Restate your opinion in different words.
- Summarize your reasons.
- Make a connection to a current event.

## 3. Evaluate and Revise

### Evaluating

Use these questions to discover ways to improve your draft.

#### Evaluation Questions for a Persuasive Essay

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>■ Does your introduction include a clear statement of your opinion on the topic?</li><li>■ Do you present your reasons by order of importance in the body paragraphs?</li><li>■ Do you provide at least three reasons to support your opinion?</li></ul> | <ul style="list-style-type: none"><li>■ Do you include facts, examples, or expert opinions to support each reason?</li><li>■ Do you restate your opinion in different words in your conclusion?</li><li>■ Does your conclusion include a summary of the reasons that support your opinion?</li></ul> |
|--|--|

**TIP** **Fact vs. Opinion** Knowing the difference between a fact and an opinion is important for both writers and readers of persuasive essays.

- **Facts** are statements that can be proven true or false. *The Spanish-American War began in 1898.*
- **Opinions** are statements of personal belief and cannot be proven. *Theodore Roosevelt was the greatest hero of the Spanish-American War.*

### Revising

Your essay will be more forceful if you write in the active voice.

**Passive voice:** *Spain's Pacific fleet was destroyed by Dewey's ships.*

**Active voice:** *Dewey's ships destroyed Spain's Pacific fleet.*

Active voice is more forceful, and often clearer, because it makes a stronger connection between the action and the actor. However, we may use passive voice because we do not know, or do not want to say, who the actor is or was.

**Example:** *Spain's Pacific fleet was destroyed during the war.*

## 4. Proofread and Publish

### Proofreading

If you are writing your paper on a computer, you should use the spell-check feature to look for spelling errors. However, the spell-check feature will not help much if you have used the wrong word. Here are some examples to look for: *their/they're, its/it's, accept/except, affect/effect, advice/advise, altar/alter, capitol/capital*. When you spot one of these words in your paper, check your dictionary to make sure you have used the correct word.

### Publishing

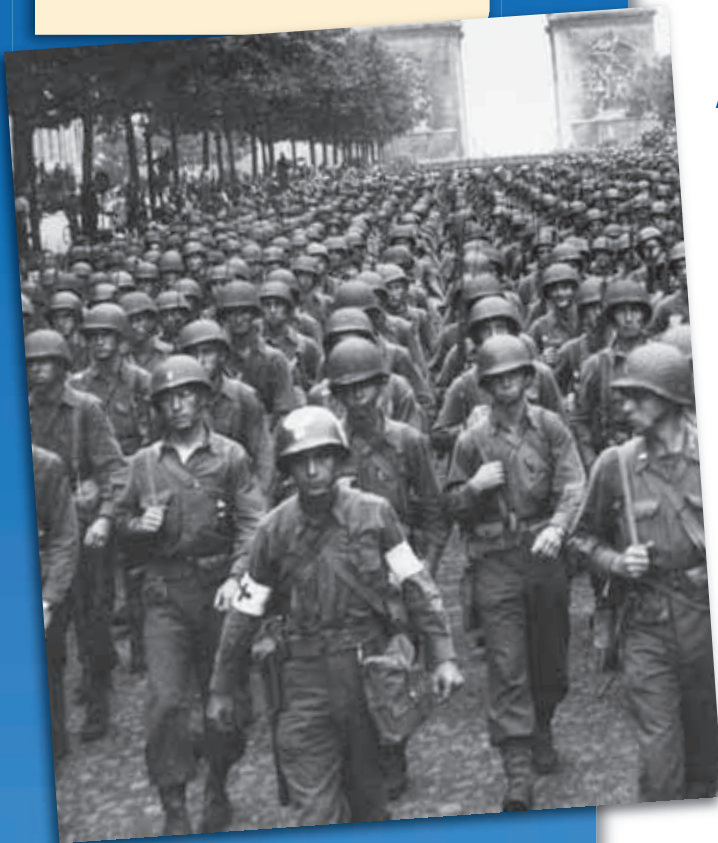
Share your essay with a classmate who took an opinion opposed to yours. Review each other's reasons. Can one of you persuade the other?

## 5. Practice and Apply

Use the steps and strategies in this workshop to write a persuasive essay.

# Linking Past to Present

America became a global power in the 1900s as U.S. troops fought in two world wars.



## America Since 1914

The United States of America is a very different place today than it was in 1914. The nation is now bigger, more powerful, and more involved in world affairs. It has changed from a nation where most people lived in small towns to one in which most people live in cities, many with populations of more than 1 million people. The nation is also a more democratic place today—more Americans have access to the privileges and responsibilities of citizenship than at any other time in the country's history.

Despite these differences, America faces many of the same challenges that it faced in 1914. For example, Americans still debate what role the nation should play in world affairs. They debate questions about civil rights, religion, taxes, and the role of government in their lives. They worry about the health of the environment, children, and the poor, just as they did in 1914.

Americans do not always agree on these issues. But they do believe strongly in their right to debate and to disagree. The freedom to do so—in peaceful and productive ways—is an indication of the fundamental health of the nation.

## America as a Global Power

In 1914 World War I began in Europe. As the war spread, many Americans believed that the United States should stay out of the conflict. By 1917, however, the United States had entered the war, and American soldiers fought and died on the battlefields of Europe.

That experience forever changed the United States. America had stepped onto the world stage with its military and industrial might. As a result, the world began to look at America differently, and the country's isolation from the rest of the world lessened.

War tore Europe apart again in the 1930s and 1940s during World War II. Again, some Americans wanted the country to stay out of the conflict, but when Japan attacked the United States at Pearl Harbor in late 1941, the United States was forced to enter the global struggle. Once again, America demonstrated that it had become a global power and achieved victory on the battlefield.



Martin Luther King Jr. (center) helped lead the fight for civil rights in America.

## The Civil Rights Era

The U.S. victory in World War II had other consequences as well. Millions of World War II veterans returned home ready to start new lives in peacetime. These veterans enrolled in college in record numbers, settled into the nation's cities and new suburbs, and started families.

Soldiers who had fought on the side of democracy abroad also fought for democracy at home. This was especially true of the nation's African American and Mexican American soldiers. Their efforts to seek greater access to the rights of citizenship helped invigorate the civil rights movement. They were joined in these efforts by Americans from all walks of life—people who believed that America worked best when the promises of freedom were open to all.

By the 1960s, the push for greater civil rights had become a true social movement in America. It was a grassroots effort on the part of ordinary Americans to change both people's attitudes and federal laws. César Chávez, for example, led the fight to win more rights for migrant workers. This movement for greater civil, educational, and political rights among racial and ethnic groups helped spur the women's rights movement of the 1960s and 1970s as well.

César Chávez led the struggle for migrant workers' rights.





America's economy boomed following World War II as middle-class Americans enjoyed the benefits of modern conveniences like refrigerators.

## Economic Changes and Challenges

The U.S. economy has also changed dramatically since 1914. The Great Depression of the 1930s was a huge economic collapse that affected millions of Americans. But the U.S. economy eventually recovered, and after World War II the nation enjoyed a long period of prosperity. Many Americans joined the middle class for the first time. During the 1950s and 1960s they bought homes, televisions and appliances, and cars in record numbers.

Since the 1970s, the economy has had more ups and downs. Industrial jobs, which were once so plentiful in America, have become far less important in recent decades. Many American companies have moved their factories overseas to take advantage of lower wages in other countries. As a result, the U.S. economy is now becoming more of a service economy—one in which workers provide services (like banking or law) instead of actually making products.

A major challenge that lies ahead for America is helping all of its citizens enjoy the benefits of living in such a rich country. As the country adds more and more technical and information-based jobs, education is becoming even more critical to helping people develop successful careers.

## Immigration and Democracy

Immigration has been an important feature of the United States ever since the country first began. Since 1914, this strong tradition of immigration has continued. During the 1900s, people from every corner of the world came to America to settle. These new immigrants were Buddhists, Christians, Muslims, and Sikhs. They came from Latin America, Africa, Asia, and Europe. They came in search of a brighter future, greater freedom, and a chance to start their lives over again—and they came to become Americans.



With its long history of immigration, America is one of the most ethnically diverse places in the world. Here, Sikhs celebrate their culture at a parade in New York.

Immigrants also came to the United States to enjoy the benefits of democracy. The United States was the world's first modern democracy, and many people around the world today look to America as an example of a democratic, free, and open society.

Since 1914, American democracy has grown even stronger. More people participate in the democratic process than ever before, and there is a healthy debate over the many issues the country faces now and will face in the coming years. America's citizens care greatly about these important issues and about American democracy.

## America Then and Now

In the years since 1914, the United States has faced many difficult challenges. The terrorist attacks of September 11, 2001 are the latest of these challenges. But the same things that made America strong before 1914 are the same things that make it strong today.

More than 200 years ago, the Founding Fathers insisted that the United States of America was an experiment—a new nation devoted to the possibility that principles of virtue and ideals of freedom could be supported by democracy, justice, and the rule of law. Today, just as then, this experiment works best when American citizens exercise their rights carefully and seriously.

America today is connected to the America of the past. It is connected through the enduring meaning of such documents as the Declaration of Independence and the U.S. Constitution. These documents are as important today as they were in the late 1700s when they were first created. In both practical and idealistic terms, they outline what America stands for, what America means, and where America is going.

**Cities such as St. Louis, shown here, are part of America's past, present, and future. Once a small town known as the Gateway to the West, St. Louis has grown into a large and modern American city.**



**The terrorist attacks of September 11, 2001, marked the beginning of a new challenge in American history—the war against terrorism.**



