

# The Spanish-American War

## 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 know how to ride a horse, 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 great adventure.

## Would you join the Rough Riders? Why?

**BUILDING BACKGROUND** While the United States, Japan, and several European powers were gaining colonies, Spain's empire was declining. By the late 1800s Spain's once-extensive American empire was reduced to two island colonies—Cuba and Puerto Rico. Eager for independence, some Cubans revolted against Spanish rule. Many Americans sympathized with Cuba's fight for independence.

## War with Spain

You read earlier that newspaper publishers Joseph Pulitzer and William Randolph Hearst were in a fierce competition for readers. In the late 1890s their newspapers published stories from Cuba, where Cuban rebels were fighting for independence from Spain. To attract readers, Pulitzer and Hearst printed sensational, often exaggerated news stories. This technique is called **yellow journalism**. Vivid stories about Spanish brutality in Cuba convinced many Americans that the U.S. military should support the Cuban rebels.



Newspapers such as this one encouraged Americans to seek war with Spain.

## SECTION

# 2

## What You Will Learn...

### Main Ideas

1. In 1898 the United States went to war with Spain in the Spanish-American War.
2. 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

yellow journalism, p. 697  
Teller Amendment, p. 698  
Emilio Aguinaldo, p. 699  
Anti-Imperialist League, p. 700  
Platt Amendment, p. 701



Use the graphic organizer online to take notes on the results of the Spanish-American War.

Despite growing support for military action in Cuba, President Grover Cleveland was opposed to U.S. involvement. In 1896 William McKinley, a supporter of Cuban independence, was elected president. Several events soon led to war.

In February 1898 Hearst's newspaper published a letter written by the Spanish minister to the United States, Enrique Dupuy de Lôme. In it, de Lôme called McKinley "weak and a bidder for the admiration of the crowd." Many Americans were outraged.

In January 1898, even before de Lôme's letter became public, the United States sent the battleship USS *Maine* to Havana Harbor. The *Maine's* mission was to protect U.S. citizens and economic interests in Cuba. On February 15 the *Maine* exploded and

sank, with a loss of 266 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.

President McKinley requested \$50 million to prepare for war. Congress approved the money. Although Cuba was not a U.S. territory, Congress issued a resolution on April 20 declaring Cuba independent and demanding 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. on February 15, 1898. The rest of the ship sank quickly. Some 266 men were killed.

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

## War in the Philippines

While attention was focused on Cuba, the U.S. Navy won a quick victory nearly half-way around the world in the Philippines, a Spanish colony in the Pacific. Filipinos, like Cubans, were rebelling against Spanish rule.

As soon as the Spanish-American War began, American commodore George Dewey raced to the Philippines with four large warships and two small gunboats. On May 1, ignoring reports that mines beneath the water barred his way, he 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 had defeated the Spanish, but he did not have enough troops to occupy and secure the Philippines. Troops eventually arrived, and on August 13, 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

In contrast to the navy, the U.S. Army was unprepared for war. At the start of the conflict, the entire U.S. Army had only 28,000 soldiers. New volunteers quickly raised that figure to more than 280,000. The army did not have enough rifles or bullets for these soldiers. It did not even have appropriate clothing for the troops. Many soldiers received warm woolen uniforms to wear in Cuba's tropical heat.

The soldiers faced harsh living conditions in Cuba. They ate canned meat that one general called "embalmed beef," and many were stricken with yellow fever and other deadly diseases. More than 2,000 Americans died from diseases they contracted in Cuba. Fewer than 400 were killed in battle.

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 stories of their heroism earned the Rough Riders Americans' admiration. Four privates of the African American 10th Cavalry, who served with the Rough Riders, received the Congressional Medal of Honor.

Landing on June 22, 1898, the U.S. troops captured the hills around the main Spanish forces at Santiago. At the village of El Caney on July 1, 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 African American 9th and 10th cavalries captured nearby Kettle Hill. The many accounts of the battle became popular with the American public back home. A journalist on the scene described the soldiers' charge:

### FOCUS ON READING

How might accounts of the war written by these various soldiers have been different?





The Battle of San Juan Hill, shown in this painting, became a symbol of American courage in the Spanish-American War.



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

- 1. Location** About how far is Havana from Tampa?
- 2. Place** When was the victory at San Juan Hill?

“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 the commander of the Spanish fleet decided to try breaking through the U.S. blockade. Though every Spanish ship was destroyed in the battle, American forces suffered only two casualties. Santiago surrendered two weeks later. President McKinley began peace negotiations with Spain, which was assured of defeat. A few days later, U.S. troops invaded Spanish-held Puerto Rico, which surrendered with little resistance. Spain 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 peace treaty placed Cuba, Guam, Puerto Rico, and the Philippines under U.S. control. In reaction, some Americans formed the **Anti-Imperialist League**, a group that opposed the treaty and the creation of an American colonial empire. They argued that the treaty threatened democracy because it denied self-government to the people living in the newly acquired territories. The Senate approved the peace treaty by a vote of 57 to 27—just one vote more than the two-thirds majority needed to ratify treaties.

### Cuba

The Teller Amendment had declared that the United States would not annex Cuba. However, McKinley wanted to create stability and increase U.S. economic activity there, so he set up a military government. He appointed Leonard Wood, who had commanded the Rough Riders during the war, as governor.



Wood quickly began building schools and a sanitation system.

Even with the new sanitation system, disease remained a major problem. Dr. Walter Reed, head of the army's Yellow Fever Commission, was sent to Cuba in 1900 to help fight the disease. He and his volunteers conducted experiments, including allowing themselves to be bitten by infected insects. They soon proved that yellow fever was transmitted by mosquitoes. Getting rid of the standing water where mosquitoes lived helped health officials to control the disease.

Governor Wood also oversaw the writing 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. Cuban

leaders compared the Platt Amendment to "handing over the keys to our house so that they [the Americans] can enter it at any time, whenever the desire seizes them." 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.

## Puerto Rico

Like Cubans, 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 territory soon arose. People who lived in Puerto Rico were

## LINKING TO TODAY

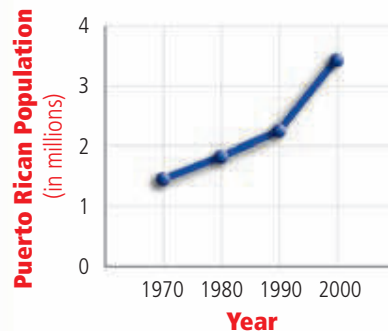
### Puerto Ricans Today

Today more than 4 million Puerto Ricans live on the mainland United States. This is the second-largest Hispanic population in the country, behind people of Mexican descent. Puerto Ricans live throughout the United States, but about one-third live in New York State.

Puerto Rican culture is very strong in New York—the National Puerto Rican Day Parade in New York City is one of the largest parades for any ethnic group in the city.



**Puerto Ricans in the Mainland United States**



**ANALYSIS SKILL**

#### ANALYZING INFORMATION

How are the people in the picture showing support for Puerto Rican culture?

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. Today the island has its own constitution and elected officials but remains associated with the United States as what is known as a commonwealth.

### The Philippines

Spain had surrendered the Philippines in return for a \$20 million payment from the United States. Many Americans agreed with President 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 expected to gain independence after the war. They had

helped U.S. forces to capture Manila. When the United States decided instead to keep the islands, rebels led by Emilio Aguinaldo started a guerrilla war against the American forces. More than 4,200 U.S. soldiers and hundreds of thousands of Filipinos died before the conflict ended in 1902.

That same year, Congress passed the Philippine Government Act. It provided that an appointed governor and a two-house legislature would rule the Philippines. In 1946 the United States granted full independence to the Philippines.

**READING CHECK** **Summarizing** What areas did the United States control as a result of the war?

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

## Section 2 Assessment

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**ONLINE QUIZ**

### Reviewing Ideas, Terms, and People

1. **a. Recall** What was the cause of the conflict between Cuba and Spain?
- b. Analyze** How did **yellow journalism** affect public support for U.S. military action in Cuba?
- c. Elaborate** Why do you think the United States was so successful in defeating Spain? Explain your answer.
2. **a. Identify** What territories did the United States gain as a result of the war?
- b. Analyze** Why did some Americans oppose the annexation of the Philippines?

### Critical Thinking

3. **Categorizing** Review your notes on the results of the Spanish-American War. Then copy the graphic organizer to the right. Use your notes to identify arguments for and against taking control of foreign territories.

Arguments for Imperialism		Arguments against Imperialism
	<b>vs.</b>	

### FOCUS ON WRITING

4. **Identifying Pros and Cons of 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 other losses and gains? For example, how did the United States handle the issues of self-rule involved in the war?

## BIOGRAPHY

# Theodore Roosevelt

**What would you do to reform your country and make it stronger?**

**When did he live?** 1858–1919

**Where did he live?** Theodore Roosevelt was born into a wealthy family in New York City. He spent two years on a ranch in the Dakota Territory, where he became an avid hunter and conservationist. His political career then took him to Albany, New York, where he served as state governor, and Washington, D.C., where he served as vice president and president.

**What did he do?** Roosevelt became a national hero while leading the Rough Riders in the Spanish-American War. After serving less than a year as vice president, the 42-year-old Roosevelt became the youngest president in U.S. history when President William McKinley was killed in 1901. As president, Roosevelt fought for progressive reforms and set aside millions of acres as national parks and forests. Roosevelt's aggressive foreign policy expanded American power in the world.

**Why is he so important?** "I believe in a strong executive," Roosevelt once declared. "While president, I have been president, emphatically [forcefully]; I have used every ounce of power there was in the office." As this quote suggests, Roosevelt was a strong leader who set a precedent for a more active and powerful presidency.

**Drawing Conclusions** What characteristics made Theodore Roosevelt a successful leader?



VIDEO

Teddy Roosevelt  
and the Spanish  
American War

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### KEY EVENTS

**1882**

Elected to the New York State Assembly at age 23

**1898**

Becomes a hero in the Spanish-American War; elected governor of New York

**1900**

Elected vice president

**1901**

Becomes president when McKinley is assassinated

**1903**

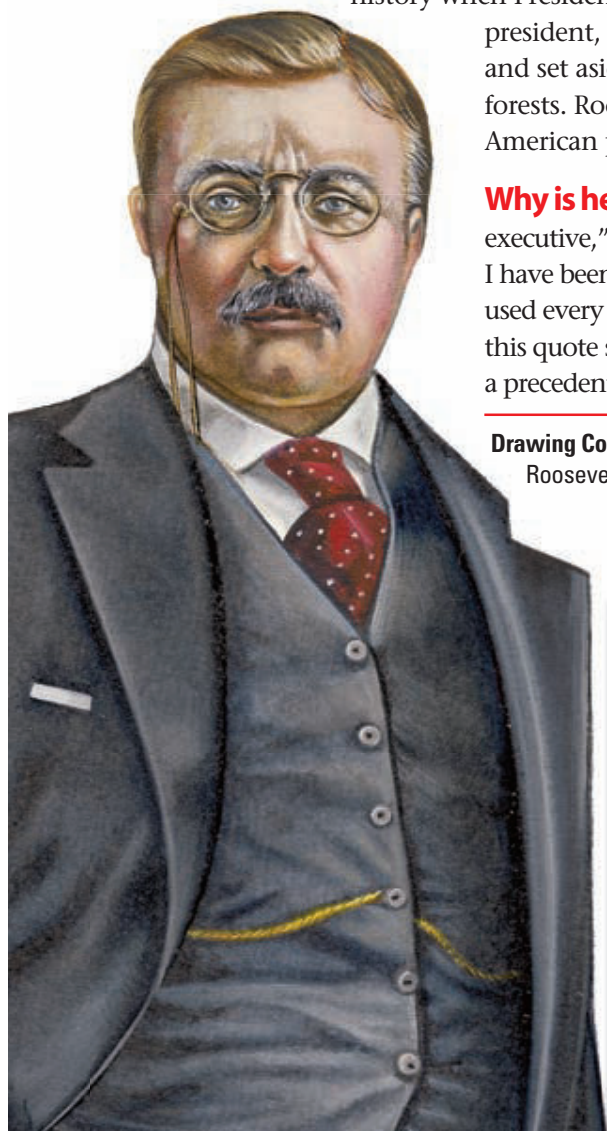
Gains Panama Canal Zone for the United States

**1906**

Visits Panama, becoming the first president to travel outside the country while in office

**1919**

Dies at home in New York



President Theodore Roosevelt and the Rough Riders





# The United States and Latin America

## What You Will Learn...

### Main Ideas

1. The United States built the Panama Canal in the early 1900s.
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

Panama Canal, p. 705  
 Roosevelt Corollary, p. 707  
 dollar diplomacy, p. 708  
 Mexican Revolution, p. 708  
 John J. Pershing, p. 709  
 Francisco "Pancho" Villa, p. 709



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### TAKING NOTES

Use the graphic organizer online to take notes on U.S. policies toward Latin America.

## 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 slice through a ridge of mountains and built a huge artificial lake. You planned a system to move ships through different water levels. Now your work is done. You can watch massive ships travel from the Atlantic to the Pacific.

**Which part of the work on the canal was the most challenging?**

**BUILDING BACKGROUND** When the Spanish-American War began in 1898, the U.S. battleship *Oregon* set out from Washington State to join the fighting in Cuba. The approximately 12,000-mile trip around the southern tip of South America took more than two months. This delay convinced many U.S. leaders that the United States needed to build a canal linking the Atlantic and Pacific oceans.

## Building the Panama Canal

A canal across the narrow neck of Central America would link the Atlantic and Pacific oceans and cut some 8,000 miles off the voyage by ship from the West to the East coasts of the United States. It would also allow the U.S. Navy to link its Atlantic and Pacific naval fleets quickly.



## Revolution in Panama

No one was a stronger supporter of a Central American canal than President Theodore Roosevelt. Roosevelt knew that the best spot for the canal was the Isthmus of Panama, which at the time was part of the nation of Colombia. But he was unable to convince the Colombian senate to lease a strip of land across Panama to the United States.

Roosevelt considered other ways to gain control of the land. He learned that Panamanian revolutionaries were planning a revolt against Colombia. On November 2, 1903, a U.S. warship arrived outside Colón, Panama. The next day the revolt began. Blocked by the U.S. warship, Colombian forces could not reach Panama to stop the rebellion. Panama declared itself an independent country. The United States then recognized the new nation.

The new government of Panama supported the idea of a canal across its land. The United States agreed to pay Panama \$10 million plus \$250,000 a year for a 99-year lease on a 10-mile-wide strip of land across the isthmus.

## Building the Canal

Canal construction began in 1904. The first obstacle to overcome was tropical disease. The canal route ran through 51 miles of forests 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 stamp out yellow fever 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. Most of the canal had to be blasted out of solid rock with explosives. Workers used dozens of steam shovels to cut a narrow, eight-mile-long channel through the mountains of central Panama. Sometimes workers died when their shovels struck explosive charges. "The flesh of men flew in the air like birds every day," recalled one worker from the West Indies.

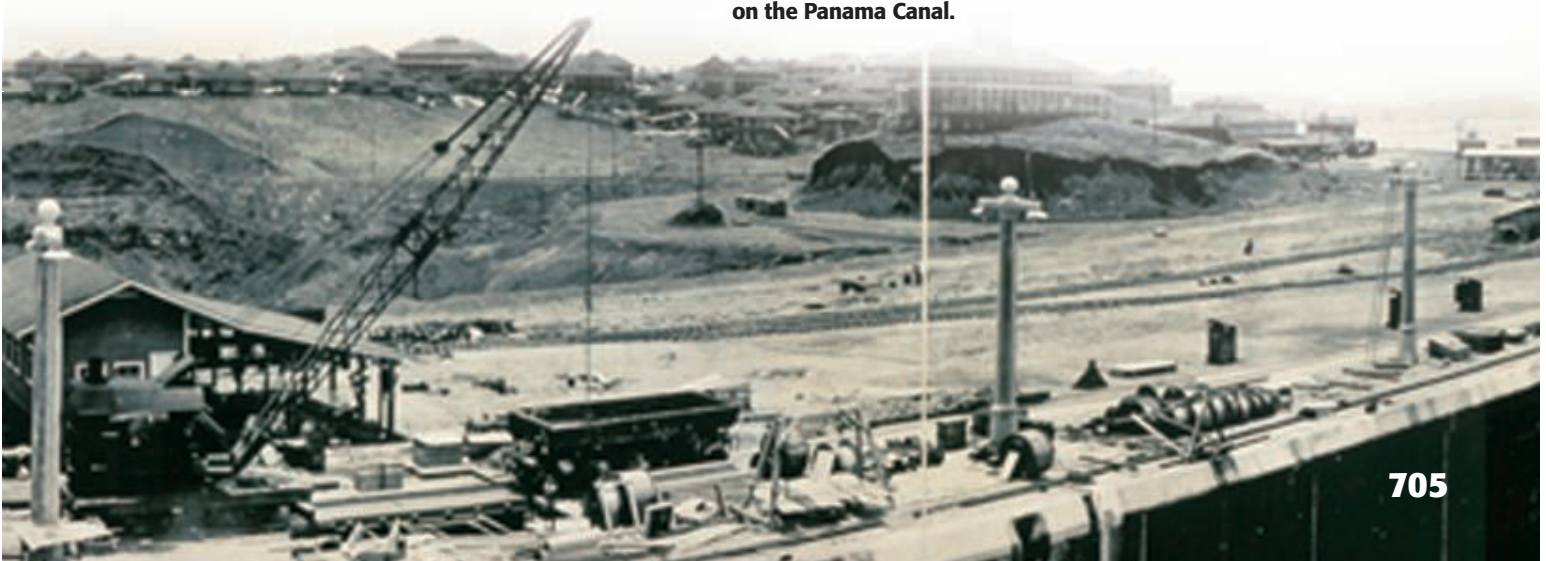
Some 6,000 lives were lost during the American construction of the **Panama Canal**. It was finally opened to ships on August 15, 1914, linking the Atlantic and Pacific oceans. An opening ceremony was held the next year. It had taken 10 years to complete, and the cost was \$375 million. In the end, however, the world had its "highway between the oceans."

**READING CHECK** Drawing Conclusions Why did building the canal cost so many lives?

### THE IMPACT TODAY

Today the Panama Canal Zone is threatened by deforestation and erosion because of heavy use. Decreased rainfall is also hurting the canal.

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





# The Panama Canal

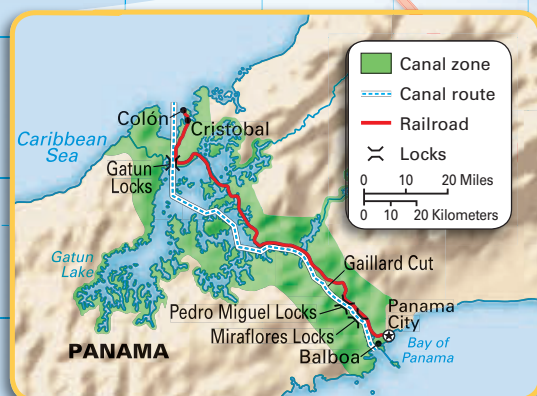
## CONNECT TO ECONOMICS

**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?*

## ANIMATED HISTORY

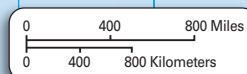
Technology of the Panama Canal



## 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 Colon?





## U.S. Policy Toward Latin America

As president, Theodore Roosevelt actively pursued progressive reforms at home. He also believed the United States should play a more active role in the Western Hemisphere. In 1900 Roosevelt said, “I have always been fond of the West African proverb: ‘Speak softly and carry a big stick; you will go far.’” Roosevelt wanted everyone to know he would use a “big stick”—meaning U.S. military force—to protect U.S. interests in Latin America.

This was a change from the policies of previous presidents. In the 1823 Monroe Doctrine, President James Monroe had warned European nations not to interfere in the Western Hemisphere. And while the Monroe Doctrine became a major principle of U.S. foreign policy, the United States did not have the military strength to enforce it. By the time Roosevelt became president, however, this situation was changing. The United States was growing stronger and expanding its influence. The United States was becoming a world power.

How should the United States use its new power in Latin America? This question came up often in the early 1900s. European banks had made loans to a number of Latin American countries. Venezuela, for example, fell deeply in debt to British and German investors. Venezuela refused to repay these debts in 1902. A similar situation arose in the Caribbean nation of the Dominican Republic in 1904. European powers prepared to use military force to collect the debts.

Roosevelt insisted the countries must repay their debts. But he did not want to allow Europeans to intervene in Latin America. The presence of European forces there would violate the Monroe Doctrine and 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 announced what became known as the **Roosevelt Corollary to the Monroe Doctrine**. This addition warned that in cases of “wrongdoing” by Latin American countries, the United States might exercise “international police power.”

The Roosevelt Corollary asserted a new **role** for the United States as an “international police power” in the Western Hemisphere. Roosevelt actively enforced the corollary throughout the rest of his presidency.

### ACADEMIC VOCABULARY

**role**  
assigned behavior

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

### Primary Source

#### POLITICAL CARTOON

### Roosevelt's Imperialism

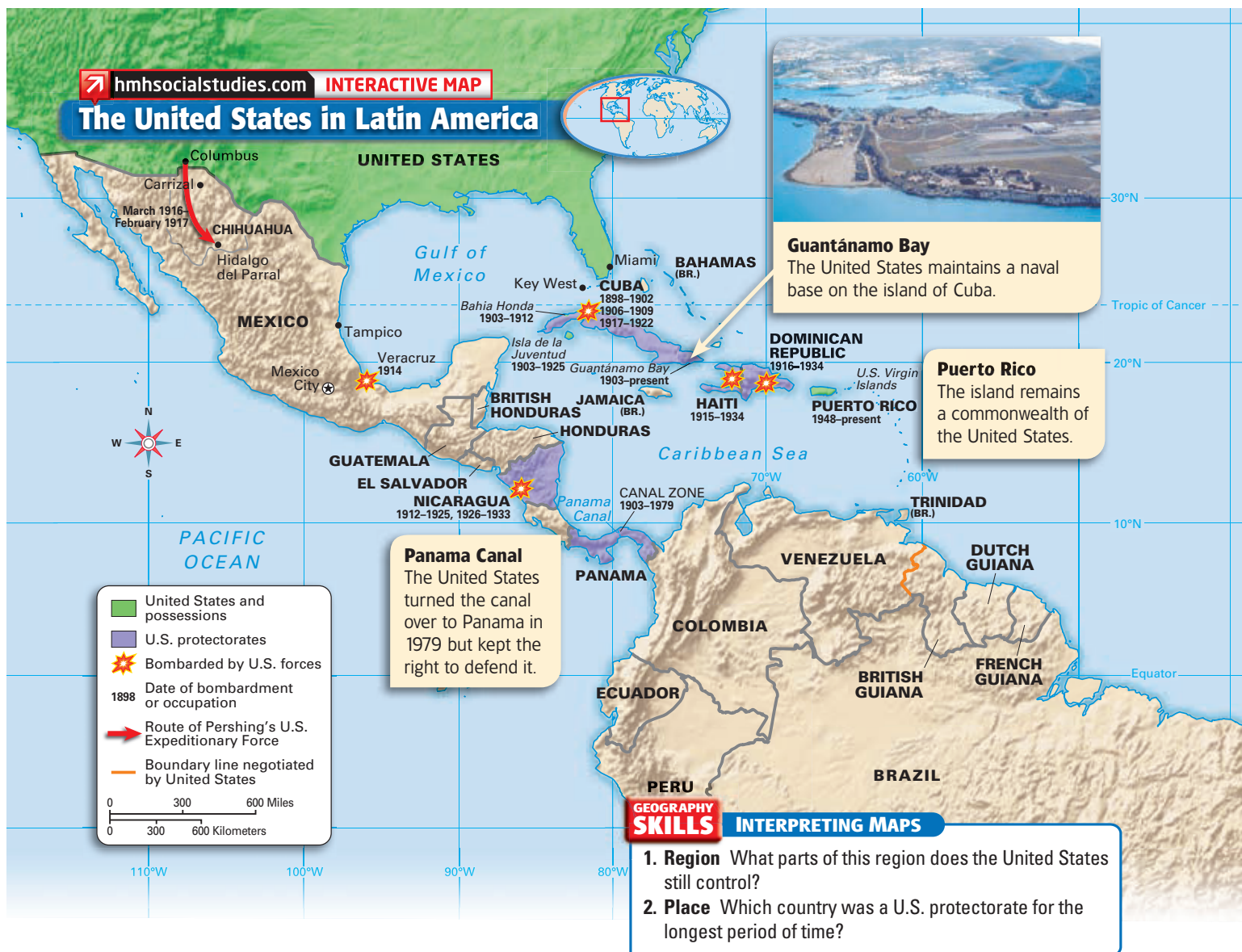
Theodore Roosevelt's foreign policy is shown visually in this cartoon. Roosevelt is the giant leading a group of ships that represent debt collection. The U.S. president is patrolling the Caribbean Sea and Latin American countries, trying to enforce the payment of debts to European countries.



#### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

**Analyzing** How does the cartoonist portray the parts of the Roosevelt Corollary?



## U.S. Interests in Latin America

William Howard Taft, who became president in 1909, also acted to protect U.S. interests in Latin America. Taft used a policy called **dollar diplomacy**—influencing governments through economic, not military, intervention.

President Taft described dollar diplomacy as “substituting dollars for bullets. It is . . . directed to the increase of American trade.” He wanted to encourage stability and keep Europeans out of Latin America by expanding U.S. business interests there.

For example, in 1911 Nicaragua failed to repay a loan from British investors. American bankers lent Nicaragua \$1.5 billion in return

for control of the National Bank of Nicaragua and the government-owned railway. When local anger over this deal led to revolt in Nicaragua, Taft sent U.S. Marines to protect American interests.

When President Woodrow Wilson took office in 1913, he rejected Taft’s dollar diplomacy. He believed the United States had a moral obligation to promote democracy in Latin America. Like Roosevelt, Wilson was willing to use military force to protect U.S. interests in the region.

In 1910 many Mexicans revolted against the harsh rule of Mexican dictator Porfirio Díaz. This was the start of the **Mexican Revolution**, a long, violent struggle for power in Mexico. The war affected U.S. interests

## U.S. Foreign Policy

QUICK  
FACTS

Departing from the example set by the nation's first president, George Washington, future 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.

because Americans had invested more than \$1 billion in Mexican land, mining, oil, and railways. American business leaders feared they would lose their investments.

In 1914 President Wilson learned that a German ship carrying weapons was headed to the port of Veracruz, Mexico. To keep the weapons from reaching the rebels, Wilson ordered the navy to seize Veracruz. Wilson acted again in 1916, sending General **John J. Pershing** and 15,000 U.S. soldiers into Mexico. Pershing's mission was to catch the rebel leader **Francisco "Pancho" Villa**, who had killed 17 Americans in New Mexico. Pershing failed to capture Villa, and Wilson recalled the troops.

In 1917 a new constitution began to bring order to Mexico. The violence caused more than 120,000 Mexicans to flee to the United States between 1905 and 1915.

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

**SUMMARY AND PREVIEW** The United States and Latin America established relationships through both conflicts and agreements. In the next chapter, you will learn how the United States became involved in conflict in Europe.

## Section 3 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- Recall** Why did the United States want to build a canal?
  - Analyze** What challenges did the builders of the **Panama Canal** face, and how did they overcome them?
  - Elaborate** Defend or criticize 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?
- Recall** What did Woodrow Wilson believe was the United States's obligation to Latin America?
  - Compare and Contrast** How were the policies of Taft and Wilson toward Latin America similar, and how were they different?

### Critical Thinking

- Categorizing** Review your notes on U.S. policies toward Latin America. Then copy the web diagram below. Use it to identify American policies toward Latin America.



### FOCUS ON WRITING

#### 5. Identifying Pros and Cons of U.S. Intervention

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.



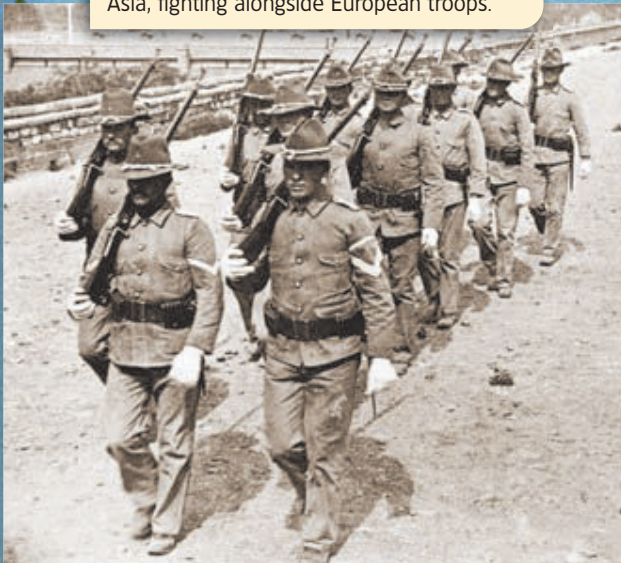
# America's Global Influence 1900

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 China were displaying the increasing importance of the United States in global affairs.

ASIA

PACIFIC OCEAN

**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 China, 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

**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.



SOUTH AMERICA

London

EUROPE

Paris

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

AFRICA

**GEOGRAPHY SKILLS**

**INTERPRETING MAPS**

- 1. Region** By 1900, what role was the U.S. military playing in China?
- 2. Movement** In what ways did the U.S. influence other countries?



# Social Studies Skills

Analysis

Critical Thinking

Civic  
Participation

Study



## 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 examination of the past will show many changes—nations expanding or shrinking, empires rising and falling, changes in leadership, or people on the move, for example.

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 have 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 nation to influence or control other nations. Both have existed across time.
- 8 Political and Social Systems** People have always been part of groups—families, villages, nations, or religious groups, for example. The groups to which people belong shape how they relate to others 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 22? Explain with examples.
2. How do the events in this chapter show continuity with earlier periods in U.S. history?





## History's Impact

### ► video series

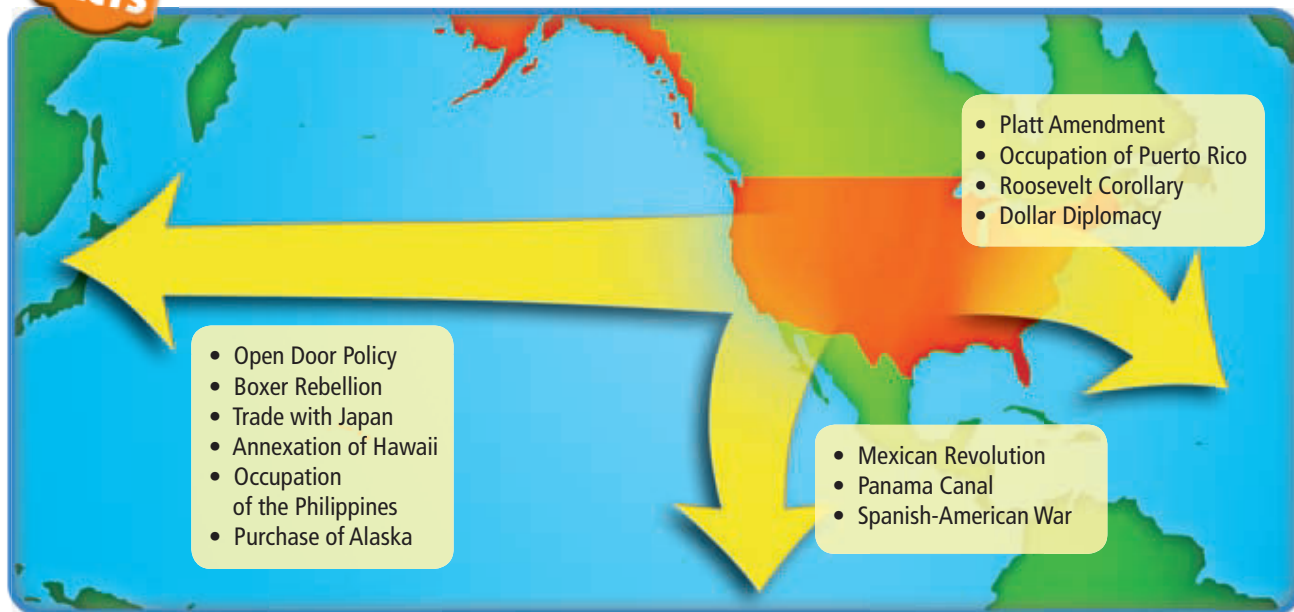
Review the video to answer the closing question:

*How would you characterize the current policy of the United States: isolationist or imperialist?*

## 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 taking control of Cuba?
  - Roosevelt Corollary
  - Monroe Doctrine
  - Open Door Policy
  - Teller Amendment
- Which leader upset sugar planters in Hawaii by proposing a plan to return power to the monarchy?
  - Liliuokalani
  - John L. Stevens
  - Millard Fillmore
  - Woodrow Wilson
- Which president supported Panama's revolt against Colombia in 1903?
  - Woodrow Wilson
  - William McKinley
  - William Howard Taft
  - Theodore Roosevelt
- Who led U.S. forces into Mexico after attacks against U.S. citizens by Mexican rebels?
  - John Hay
  - William H. Seward
  - John J. Pershing
  - Theodore Roosevelt

## Comprehension and Critical Thinking

### SECTION 1 (Pages 692–696)

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

### SECTION 2 (Pages 697–702)

- Describe** What events led the United States to declare war on Spain?
- Analyze** How did the United States benefit from the Spanish-American War?
- Predict** How might foreign countries view the actions of the United States in the Spanish-American War?

### SECTION 3 (Pages 704–709)

7. **a. Identify** In what ways did the United States become involved in Latin American affairs?
- 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.

## Reviewing Themes

8. **Geography** How did the geography of the United States change after the end of its policy of isolationism?
9. **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 about the reading selections below.

- A. “Sad to say, this most precious and sublime feature of the Yosemite National Park (Hetch Hetchy Valley), one of the greatest of all our natural resources for the uplifting joy and peace and health of the people, is in danger of being dammed and made into a reservoir to help supply San Francisco with water and light . . .”  
—John Muir, *The Yosemite*, 1912
- B. “As we all know, there is no use of water that is higher than the domestic use. Then, if there is, as the engineers tell us, no other source of supply that is anything like so reasonably available as this one; if this is the best, and, within reasonable limits of cost, the only means of supplying San Francisco with water, we come straight to the question of whether the advantage of leaving this valley in a state of nature is greater than the advantage of using it for the benefit of the city of San Francisco.”  
—Gifford Pinchot, address to Congress, 1913

10. How do the two men quoted above differ on the issue of building a dam in the Hetch Hetchy Valley?

## Social Studies Skills

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

11. Pick three of the themes listed on page 712. Explain how the themes connect to the history of the Panama Canal.

## Using the Internet

12. **Activity: Creating a Poster** The Panama Canal opened for business on August 15, 1914. It took 10 years to build and cost more than \$600 million. Some 6,000 workers died during construction. Human and geographic factors had a huge impact on the canal project. Through your online textbook, research the human and geographic factors that affected the construction of the Panama Canal. Geographic factors to consider include landforms, climate, and weather. Human factors to consider include technology, reasons for undertaking the project, and the hazards people faced. Create a poster that highlights the most important details of your research.

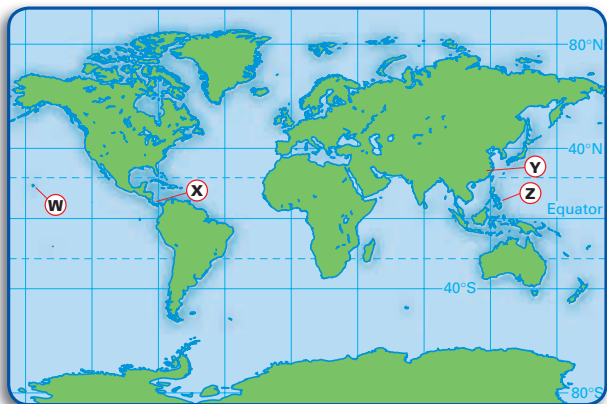
 [hmhsocialstudies.com](http://hmhsocialstudies.com)

### FOCUS ON WRITING

13. **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.

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

**1**



The only area in which the United States did not control territory in the late 1800s and early 1900s is shown on the map by which letter?

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

**2** The practice of using U.S. 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 rather than annex in the late 1800s?

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

**5** How did American newspapers respond to the explosion of the USS *Maine* in Havana Harbor?

- A They refused to report the story.
- B They reported that the explosion was an accident.
- C They blamed the explosion on Spain.
- D They blamed the explosion on Cuban rebels.

**6** In his book *The Influence of Sea Power upon History*, Alfred T. Mahan argued that the United States should

- A avoid foreign conflicts.
- B sell its naval bases.
- C build a strong navy.
- D remain isolationist.

**7** Read the following passage from a letter from President Fillmore and use it to answer the question below.

“I am desirous that our two countries should trade with each other, for the benefit of both Japan and the United States. We know that the ancient laws of your imperial majesty’s government do not allow of foreign trade, except with the Chinese and the Dutch; but as the state of the world changes . . . it seems to be wise, from time to time, to make new laws.”

—Letter from U.S. President Millard Fillmore to Japan, 1852

**Document-Based Question** What is President Fillmore asking the Japanese to do?