

Unit 6

Imperialism and WWI

- **imperialism** – policy by which stronger nations extend their political, economic, and military, control over weaker territories
 - **extractive economy** – colonial economies based on an imperialist nation extracting, or removing, raw materials
 - **Alfred T. Mahan** – naval historian who advocated for naval power as the basis for a great nation; urged the United States to build a modern fleet
 - **Sewards Folly** – Purchase of Alaska from
 - **Social Darwinism** – belief that Darwin’s theory of the survival of the fittest should be applied to societies, justifying imperialism
 - **Matthew Perry** – U.S. naval commander who sailed a fleet into Tokyo Bay in 1853 and opened trade with Japan
 - **Queen Liliuokalani** – Hawaiian monarch dethroned in 1893 by rebel American planters in an action backed by U.S. Marines
 - **William Randolph Hearst** – owner of the *New York Journal* who, along with Joseph Pulitzer of the *New York World*, started the Yellow Press
 - **Yellow Press** – newspapers that used sensational headlines and exaggeration to promote readership
 - **jingoism** – aggressive nationalism
 - **George Dewey** – commodore of the U.S. squadron that destroyed the Spanish fleet in Manila Bay
 - **Rough Riders** – volunteer cavalry unit assembled by Theodore Roosevelt, famous for their 1898 charge at San Juan Hill
 - **Treaty of Paris** – ended the Spanish-American War and included U.S. acquisition of Puerto Rico and the purchase of the Philippines
- **How and why did the United States take a more active role in world affairs?**
 - For most of its early history, the United States played a small role in world affairs. But in the late 1800s, some began calling for the United States to join the ranks of the world’s major powers.
 - Eventually, the United States abandoned isolationism and began to acquire influence and territories outside its continental borders.
 - **What were the causes and effects of the Spanish-American War?**
 - American economic interests, the growth of a national imperialist spirit, and an aggressive Yellow Press brought the United States to the brink of war in 1898.
 - The United States acquired colonies and became a world power as a result of the Spanish-American War.
 - **insurrection** – a rebellion or revolt
 - **guerrilla warfare** – form of nontraditional warfare, generally by small bands of fighters
 - **William Howard Taft** –governor of the Philippines in 1901, later president of the United States
 - **spheres of influence** – zones in China that gave European powers exclusive access to commerce
 - **John Hay** – U.S. Secretary of State who asserted the Open Door Policy in China
 - **Boxer Rebellion** – 1900 revolt by secret Chinese societies against outside influences
 - **Open Door Policy** – Secretary of State John Hay’s policy of opposing European colonies and spheres of influence in China
 - **Russo-Japanese War** – war between Japan and Russia in 1904 over the presence of Russian troops in Manchuria

- **“Gentlemen’s Agreement”** – pact between the United States and Japan to end segregation of Asian children in San Francisco public schools. In return, Japan agreed to limit the immigration of its citizens to the United States
- **Great White Fleet** – 1907 world cruise by an armada of U.S. battleships to demonstrate American naval strength
- **Platt Amendment** – set of conditions under which Cuba was granted independence in 1902, including restrictions on rights of Cubans and granting to the U.S. the “right to intervene” to preserve order in Cuba
- **“big stick” diplomacy** – Theodore Roosevelt’s approach to international relations that depended on a strong military to achieve its aims
- **Panama Canal** – waterway dug across Panama to shorten the trip between the Atlantic and the Pacific
- **Roosevelt Corollary** – President Theodore Roosevelt’s reassertion of the Monroe Doctrine to keep the Western Hemisphere free from intervention by European powers
- **“dollar diplomacy”** – President Taft’s policy to encourage investment rather than use force in Latin America
- **“moral diplomacy”** – President Wilson’s statement that the U.S. would not use force to assert influence in the world, but would instead work to promote human rights
- **Francisco “Pancho” Villa** – Mexican guerrilla and outlaw who eluded capture by General Pershing for 11 months from 1916 to early 1917
- **casualty** – killed, wounded, or missing soldier
- **contraband** – supplies captured from an enemy during wartime
- **U-boat** – German submarine
- **Lusitania** – British passenger ship sunk by a German U-boat during World War I
- **Zimmermann note** – a telegram in which the German foreign minister Zimmerman proposed an alliance with Mexico against the United States
- **How did the United States extend its influence in Asia?**
 - ❑ America’s decision to keep the Philippines helped to expand U.S. influence, compete with European colonial powers, gain Asian markets, and extend American culture to the people of Asia.
 - ❑ **Imperialism in East Asia brought greater power and wealth to Americans, but it also increased political tensions in Asia.**
- **What actions did the United States take to achieve its goals in Latin America?**
 - ❑ American entrepreneurs and political leaders called for an aggressive and exclusive role for the United States in Latin America.
 - ❑ **While beneficial to the United States, this approach contributed to anti-American sentiment and instability in the area.**
- **What caused World War I, and why did the United States enter the war?**
 - ❑ In 1914, nationalism, militarism, imperialism, and entangling alliances combined to drag Europe into a world war.
 - ❑ The United States attempted to remain neutral but abandoned its long tradition of staying out of European conflicts.
- **militarism** – glorification of the military
- **Francis Ferdinand** – archduke of Austria-Hungary who was assassinated in 1914
- **William II** – the German emperor
- **Western Front** – battle front between the Allies and Central Powers in western Europe during World War I

- **Selective Service Act** – law that established a military draft in 1917
 - **Bernard Baruch** – head of the War Industries Board, which regulated businesses related to the war effort
 - **Committee on Public Information (CPI)** – government agency created during World War I to encourage Americans to support the war
 - **conscientious objector** – person whose moral or religious views forbid participation in war
 - **Espionage Act** – act passed in 1917 enacting severe penalties for anyone engaged in disloyal or treasonable activities
 - **Great Migration** – movement of African Americans in the twentieth century from the rural South to the industrial North
 - **convoy** – group of ships that traveled together for protection against German U-boats
 - **Vladimir Lenin** – radical communist leader who took over Russia in March 1917
 - **John J. Pershing** – General who led American forces in Europe
 - **Fourteen Points** – Wilson’s plan for lasting peace through international openness and cooperation
 - **self-determination** – the right of people to choose their own form of government
 - **League of Nations** – world organization to promote peaceful cooperation between countries
 - **Henry Cabot Lodge** – Republican Senator who opposed ratification of the Treaty of Versailles
 - **reparations** – payments for war damages
 - **“irreconcilables”** – Senate isolationists who opposed any treaty that included a League of Nations
 - **“reservationists”** – Senators who opposed the Treaty of Versailles as written but were open to compromise
- **How did World War I affect Americans at home?**
 - ❑ The war permanently changed Americans’ relationship with their government. The federal government played a major role in Americans’ daily lives, taking on new powers to regulate industry, draft soldiers, and shape public opinion.
 - ❑ The war required sacrifice, but it also brought new opportunities.
 - **How did Americans affect the end of World War I and its peace settlements?**
 - ❑ When the United States entered World War I in the spring of 1917, the war was at a deadly, bloody stalemate along the Western Front.
 - ❑ The American entry into the war would play a key role in the Allied victory.
 - **What political, economic, and social effects did World War I have on the United States?**
 - ❑ The Treaty of Versailles produced an unstable peace. Its harsh terms left Germany with a strong desire for revenge, while Soviet Russia threatened revolution throughout the industrial world.
 - ❑ In the United States, the horrors of the war and the fear of radicals led people to question the nation’s role in the world.
 - **influenza** – the flu virus
 - **inflation** – rising prices
 - **Red Scare** – widespread fear of radicals and communists
 - **Palmer Raids** – a series of raids, arrests, and deportations of suspected radicals, most of whom never received a trial

Reasons for American Expansion

1867



Annexation of the Midway Islands

Purchase of Alaska from Russia

1893

Queen Liliuokalani is dethroned in Hawaii - a provisional government is set up instead by the United States

Debates over annexation begin in the US Congress



1898

April 1898 - the United States declares war on Spain and invades Cuba, sparking the Spanish American War

August 1898 - the United States formally annexes Hawaii

August 1898 - the Spanish American war ends with the United States winning; US gains all of Spain's holdings outside of Africa including Guam, Philippines, and Puerto Rico (Cuba becomes a US protectorate)

1899

February 1899 - US - Philippine War begins for Philippine independence; the war takes an ugly turn with both sides resorting to guerilla tactics

Sept 1899 - Secretary of State John Hay writes the open door notes - providing the United States an open door to trade in China.



1903

Panama Canal Zone established - the US begins construction on the Panama Canal, taking over the project from France and forcing Colombia to recognize Panamanian independence.



1904

After helping settle conflicts and debt between Venezuela and Santo Domingo with European powers, President Roosevelt formally expands US foreign policy by declaring the Roosevelt Corollary to the Monroe Doctrine



Causes of the Spanish American War 1898

1) How many miles from the United States is Cuba?

- a. 90
- b. 70
- c. 50

2) Whose colony was Cuba?

- a. Mexico
- b. Spain
- c. Brazil

3) What did Cuba export?

- a. Sugar, Fruit, and Wheat
- b. Sugar, Cotton, and Tea
- c. Fruit, Sugar, and Tobacco

4) Were American businessmen investing money into Cuba?

- a. Yes
- b. No

5) What was the name of the Navy ship that President McKinley moved into Havana?

- a. USS Oklahoma
- b. USS Montana
- c. USS Maine

6) What happened to the US Navy ship that had been moved into Havana?

- a. It was destroyed by a storm
- b. Nothing happened to it
- c. An explosion tore it apart & many died

7) When did the United States invade Cuba?

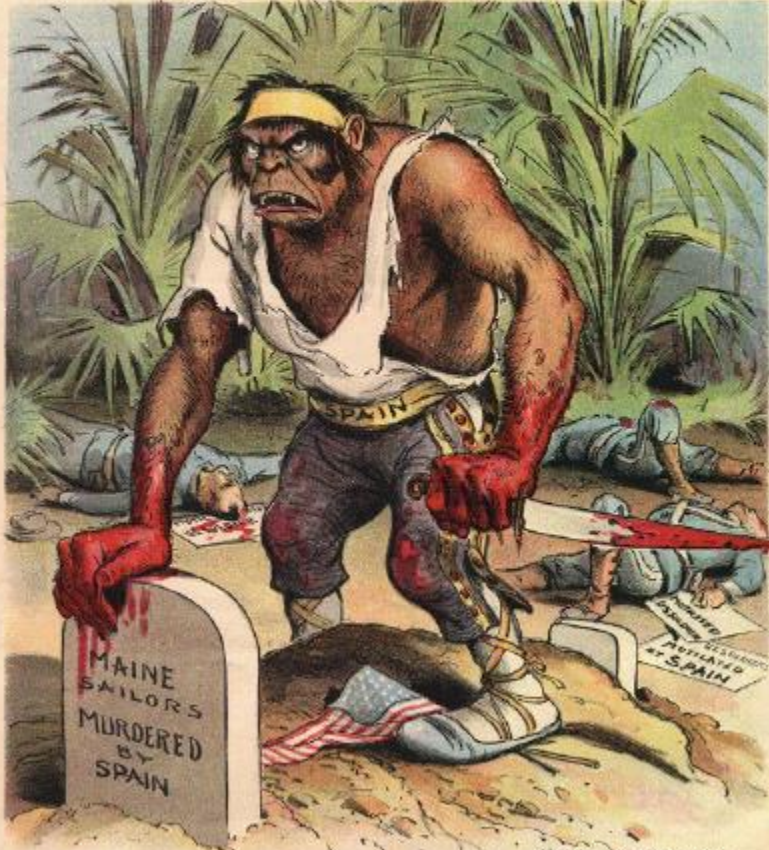
- a. June 1898
- b. December 1899
- c. April 1898



CRQ: According to this cartoonist, which is a worse fate: Cubans fighting amongst themselves or the Cuban war against Spain for independence? Cite evidence from the cartoon to support your claim.

Judge

OWNERS AT THE NEW YORK OFFICE OF THE PUBLISHER JOHN W. WILSON, 15 NASSAU ST. N.Y. BY JOHN WILSON, EDITOR. PUBLISHED BY THE JUDGE PUBLISHING CO., 15 NASSAU ST. N.Y.



THE SPANISH BRUTE
ADDS MUTILATION TO MURDER.

1. What is the title or caption to this political cartoon?

2. Who does the "beast" represent?

3. What tragic event is the "beast" being blame for?

4. What purpose did this cartoon serve?

The USS Maine mysteriously blowing up in Havana Harbor- the explosion killed 266 American sailors

– yellow journalism (exaggeration of facts) was used to embellish this story and show the suffering of Cubans under Spanish rule to gain political and public support for a war against Spain (Cuba’s Independence)– after the Maine blew up, the U.S. declared war on Spain – the Spanish American War had started

– before resigning as secretary of Navy to fight in the Spanish American War, Teddy Roosevelt sent the U.S. fleet to the Philippines (Spanish colony) – the U.S. fleet destroyed the Spanish squadron without suffering a single casualty –

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY
Assistant Secretary Roosevelt Convinced the Explosion of the War Ship Was Not an Accident.

The Journal Offers \$50,000 Reward for the Conviction of the Criminals Who Sent 258 American Sailors to Their Death
Naval Officers Unanimous That the Ship Was Destroyed on Purpose.

NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY A SPANISH MINE.

George Eugene Bryson, the Journal's special correspondent at Havana, cables that it is the secret opinion of many Spaniards in the Cuban capital, that the Maine was destroyed and 258 men killed by means of marine mine or fixed torpedo. This is the opinion of several American naval authorities. The Spaniards, it is believed, arranged to have the Maine anchored over one of the harbor mines. Wires connected the mines with a... magazine, and it is thought the explosion was caused by sending an electric current through the wire. If this can be proven, the brutal nature of the Spaniards will be shown by the fact that they waited to spring the mine after all the men had retired for the night. The Maltese cross in the picture shows where the mine may have been fired.

Mine or a Sunken Torpedo Believed to Have Been the Weapon Used Against the American Man-Of-War Officer and Men Tell Thrilling Stories of Being Blown into the Air Amid a Mass of Shattered Steel and Exploding Shells Survivors Brought to Key West Scou[t] the Idea of Accident Spanish Officials Protest Too Much Our Cabinet Orders a Searching Inquiry Journal Sends Divers to Havana to Report Upon the Condition of the Wreck. Was the Vessel Anchored Over a Mine?

Assistant Secretary of the Navy Theodore Roosevelt says he is convinced that the destruction of the Maine in Havana Harbor was not an accident. The Journal offers a reward of \$50,000 for exclusive evidence that will convict the person, persons or government criminally responsible for the [destruction]...of the American battleship and the death of 258 of its crew.

The suspicion that the Maine was deliberately blown up grows stronger every hour. Not a single fact to the contrary has been produced....

How does the date of this article compare with the date of the New York Journal?

According to the New York Times headline, what happened to the Maine?

What type of evidence does the New York Times include to support its account of the incident?

New York Times - February 17th 1898

MAINE'S HULL WILL DECIDE
Divers to Find Whether the Force of the Explosion Was from the Exterior or Interior.
SHE WAS AFLOAT FOR AN HOUR
Spontaneous Combustion in Coal Bunkers a Frequent Peril to the Magazines of Warships – Hard to Blow Up the Magazine.

WASHINGTON, Feb. 16 – After a day of intense excitement at the Navy Department and elsewhere, growing out of the destruction of the battleship Maine in Havana Harbor last night, the situation at sundown, after the exchange of a number of cablegrams between Washington and Havana, can be summed up in the words of Secretary Long, who when asked as he was about to depart for the day whether he had reason to suspect that the disaster was the work of the enemy, replied: "I do not. In that I am influenced by the fact that Capt. Sigsbee has not yet reported to the Navy Department on the cause. He is evidently waiting to write a full report. So long as he does not express himself, I certainly cannot. I should think from the indications, however, that there was an accident – that the magazine exploded. How that came about I do not know. For the present, at least, no other warship will be sent to Havana."

Capt. Schuley, who has had experience with such large and complicated machines of war as the New York, did not entertain the idea that the ship had been destroyed by design. He had found that with frequent and very careful inspection fire would sometimes be generated in the coal bunkers, and he told of such a fire on board of the New York close to the magazine, and so hot that the heat had blistered the steel partition between the fire and the ammunition before the bunkers and magazine were flooded. He was not prepared to believe that the Spanish or Cubans in Havana were supplied with either the information or the appliances necessary to enable them to make so complete a work of demolition, while the Maine was under guard...

What does the headline of the New York Journal article suggest about the newspaper's point of view?

What type of evidence does the New York Journal base its' claims?

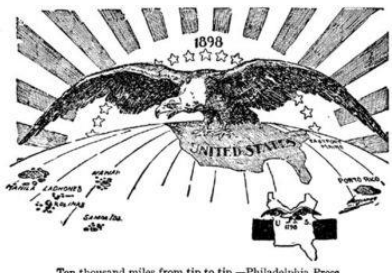
Effects of the Spanish American War 1898



Teddy Roosevelt resigned as U.S. Secretary of Navy to lead a group of volunteers against the Spanish in Cuba – this group became known as the Rough Riders - Roosevelt referred to the war as a “Splendid Little War” – above the Rough Riders pose for a picture



Roosevelt’s Rough Riders charge San Juan Hill in Cuba – many people believe the conclusion of the Spanish American War firmly positioned the U.S. as an imperialistic nation – Roosevelt’s brilliant leadership and bravery helped accelerate his political career



Ten thousand miles from tip to tip.—Philadelphia Press.

I. Need for the Panama Canal

1. Clayton-Bulwer Treaty

2. Panama's Revolution

3. U.S. relations between L.A. countries

The United States offered Columbia \$10 million for the rights to build the Panama Canal. Columbia did not ratify this treaty. This prompted the U.S. to make a deal with Panama. U.S. would help Panama gain independence from Columbia. U.S. would give Panama \$10 million for rights to build canal, and \$250,000 yearly to use and run the canal. In 1999 the canal was turned over to the Panamanians. In 2006 the canal earned \$1.4 billion in profits for the Panamanian government.



Roosevelt's December 1904 Annual message to Congress declared: All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from them United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power.

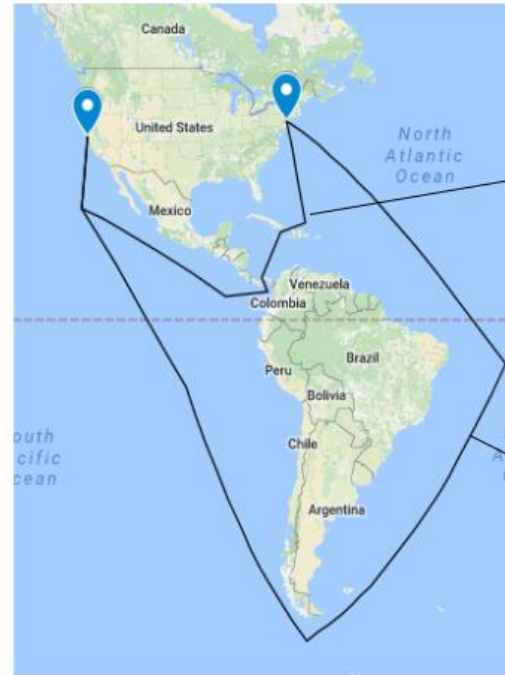
1. What were the two options to get from the Atlantic to the Pacific prior to the Panama Canal?

2. What were the challenges Ferdinand De Lesseps faced while building the canal?

3. Why did the US choose to build the canal in Panama and not in Nicaragua?

4. Why did the US choose to support the Panamanian rebels in Colombia?

5. How did the US support the rebels once they declared independence?



With the Panama Canal, a trade route by boat from New York to San Francisco would be 5,200 miles or 8,500 km

Without the Panama Canal, boats might have travelled around the southern end of South America, a journey that would take 13,000 miles or 21,000 km



The Roosevelt Corollary was a substantial amendment to the Monroe Doctrine by U.S. President Theodore Roosevelt in 1904. Roosevelt's extension of the Monroe Doctrine asserted the right of the United States to intervene to stabilize the economic affairs of small nations in the Caribbean and Central America if they were unable to pay their international debts. The alternative was intervention by European powers, especially Britain and Germany, which loaned money to the countries that did not repay. The cause of the new policy was Germany's aggressiveness in the Venezuela affair of 1902-03.

II. Protecting U.S. interests in L.A.

1. Roosevelt Corollary 1904



CRQ: According to the Cartoonist, how does the United States view of the Corollary and the Mexican Diplomats Reaction differ?

THE ROOSEVELT COROLLARY, 1904

It is not true that the United States feels any hunger for land. Its only desire with regard to the countries of the Western Hemisphere is to keep them stable, orderly, and prosperous. Any country whose people conduct themselves well, keeps order, and pays its obligations, fears no interference from the United States.

Constant wrongdoing, or an inability to bring order to its country, may force the United States, however reluctantly, to use its international police power. We would interfere with our southern neighbors only in the last resort, and only if it became evident that they either would not or could not do justice at home and abroad, inviting aggression from another country.

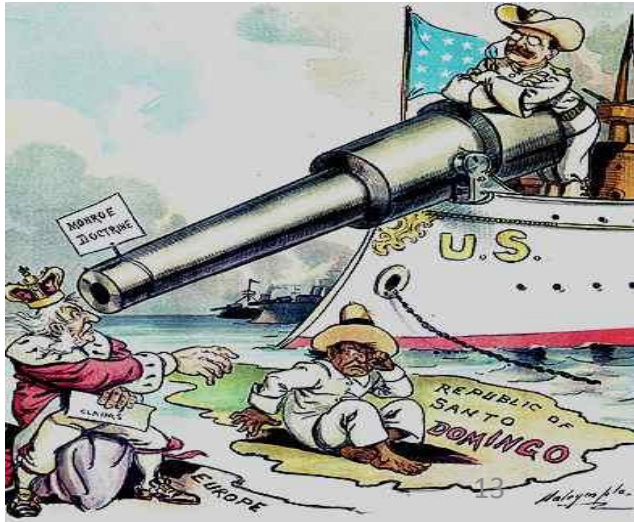
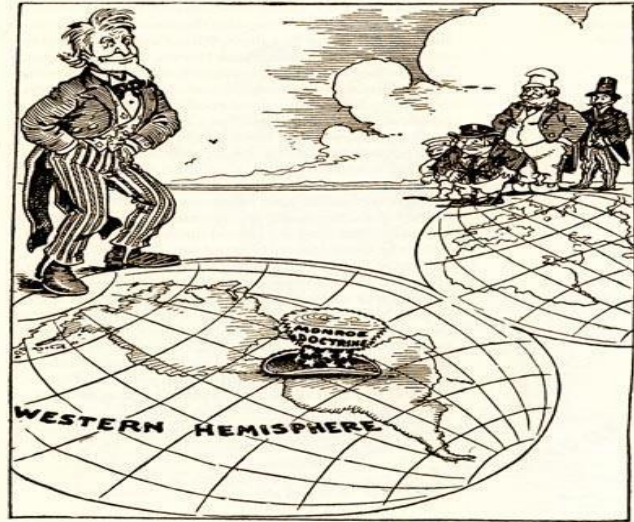
A MEXICAN DIPLOMAT'S REACTION TO THE ROOSEVELT COROLLARY, 1905

No document has proven more harmful to the position of the United States in the Western Hemisphere than the Roosevelt Corollary. No United States action could be more hateful to Latin Americans—not even imperialism. This was imperialism without military glamour. To justify United States interference in the Dominican Republic, Roosevelt has interfered to protect: interfered to prevent others from so doing. It is "Invasion for Protection."



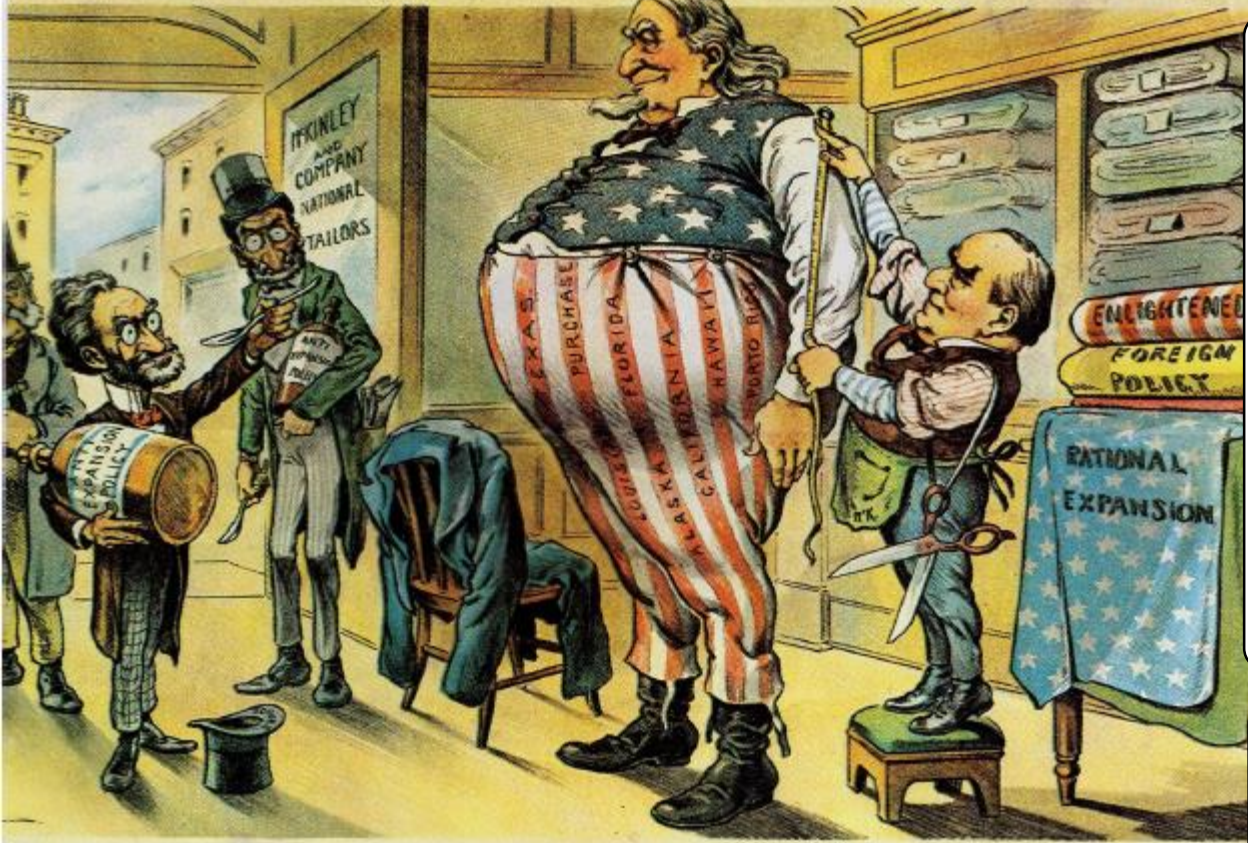
Big Stick Policy, is a form of control or authority and was the slogan describing U.S. President Theodore Roosevelt's corollary to the Monroe Doctrine. The term originated from the phrase "Speak softly and carry a big stick; you will go far," a West African proverb. The term is used to describe the foreign policy of the U.S. at the time, Roosevelt claimed the U.S. had the right to oppose European actions in the Western Hemisphere. The U.S., he said, also had the right to intervene economically and militarily in the domestic affairs of its neighbors if they proved incapable of maintaining peace and sovereignty on their own.

II. Protecting U.S. interests in L.A



CRQ: According to this cartoon, what is the duty of the hour for the United States?

I. Debate over Imperialism



DECLINED WITH THANKS
 The Jew — Well, who is dear of the sort, he had got this again!
 Uncle Sam — Oh, honey? I never did see any of that stuff, and I'm too old to forget!

F
O
R

A
G
A
I
N
S
T

1. Who is the big man in the picture? _____

2. What is the reason the cartoonist drew the man so large in this political cartoon? _____

Imperialism Worksheet: Arguments For and Arguments Against

Imperialism

Some newspapers devote one page to dealing with a single topic stated as a question. After reading the four statements below, suggest a headline in the form of a question that states the issue being considered. Then complete the exercise.

Multicultural Mosaic

1890-1900

?

1. **Senator Beveridge of Indiana:** God has not been preparing the English-speaking Anglo-Saxon peoples for a thousand years for nothing but vain and idle self-admiration. No! He has made us the master organizers of the world to establish a system in place of chaos. He has made us skilled in government so that we may manage government among savage and senile peoples. Were it not for such a force as this the world would fall back into barbarism and night. And of all our race He has marked the American people as His chosen nation to finally lead in the re-generation of the world.

2. **Professor William Sumner:** We assume that what we like and practice, and what we think better, must come as a welcome blessing to people in other nations that we would control. This is untrue. They hate our ways. They are hostile to our ideas. Our religion, language, institutions, and manners offend them. They like their own ways, and if we appear amongst them as rulers, there will be rebellion.

Now the great reason why saying to somebody else, "We know what is good for you better than you know yourself and we are going to make you do it," is false and wrong is that it violates liberty, or, to turn the same

statement into other words, the reason why liberty, of which we Americans talk so much, is a good thing is that it means leaving people to live out their own lives in their own way, while we do the same.

If we believe in liberty, as an American principle, why do we not stand by it? Why are we going to throw it away to enter upon a policy of control and regulation?

3. **Admiral Alfred T. Mahan:** Whether they will or not, Americans must now begin to look outward. The growing production of the country demands it. The public demands it. The position of the United States, between the two Old Worlds and the two great oceans demands it. The growth of the European colonies in the Pacific, the advancing civilization of Japan, and the rapid peopling of our Pacific states demands it.

Therefore we need to build a more powerful navy to protect our harbors and ships and to extend our influence to other parts of the world. Moreover, there are threats to peace all over the world. For example, unsettled political conditions exist in Haiti, Central America, and many of the Pacific Islands, especially the Hawaiian group.

4. **Hawaii's former Queen Liliuokalani:** We never thought that our friends and allies from the United States would ever go so far as to overthrow our government, to seize our nation by the throat....

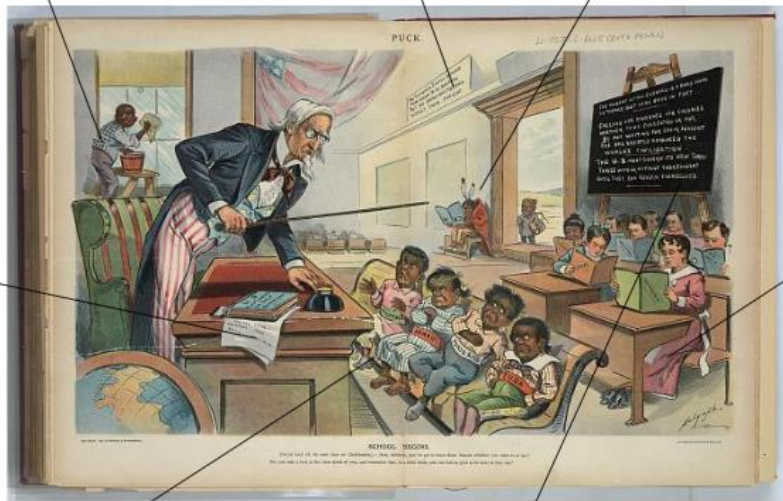
Who gives the United States this "Right of Conquest," under which robbers may establish themselves in possession of whatever they are strong enough to take? The question of taking us over is a change from the existing policy of the United States. The native people of Hawaii are faithful to our own chiefs, and are deeply attached to their own customs and government. They either do not understand, or bitterly oppose, this takeover.

Oh, honest Americans, hear me for my down-trodden people! Our form of government is as dear to them as yours is precious to you. Quite as warmly as you love your country, so we love ours. With all your goodly possessions, covering a territory so immense that there yet remain parts unexplored, why do you seek our lands, so far from your shores? You will surely be punished if not in your day, then in that of your children, for "be not deceived, God is not mocked."

Poster reads: The Confederate States refused their consent to be governed; But the Union was preserved without their consent.

African American boy cleans the windows

Native American student reading a book upside down, title of book is "ABC"



These students are reading books labelled: California, Texas, New Mexico, Arizona, and Alaska

Take up the White Man's burden—
Send forth the best ye breed—
Go send your sons to exile
To serve your captives' need

To wait in heavy harness
On fluttered folk and wild—
Your new-caught, sullen peoples,
Half devil and half child

Take up the White Man's burden
In patience to abide
To veil the threat of terror
And check the show of pride;

By open speech and simple
An hundred times made plain
To seek another's profit
And work another's gain

Take up the White Man's burden—
And reap his old reward:
The blame of those ye better
The hate of those ye guard—

The cry of hosts ye humour
(Ah slowly) to the light:
"Why brought ye us from bondage,
Our loved Egyptian night?"

Take up the White Man's burden—
Have done with childish days—
The lightly proffered laurel,
The easy, ungrudged praise.

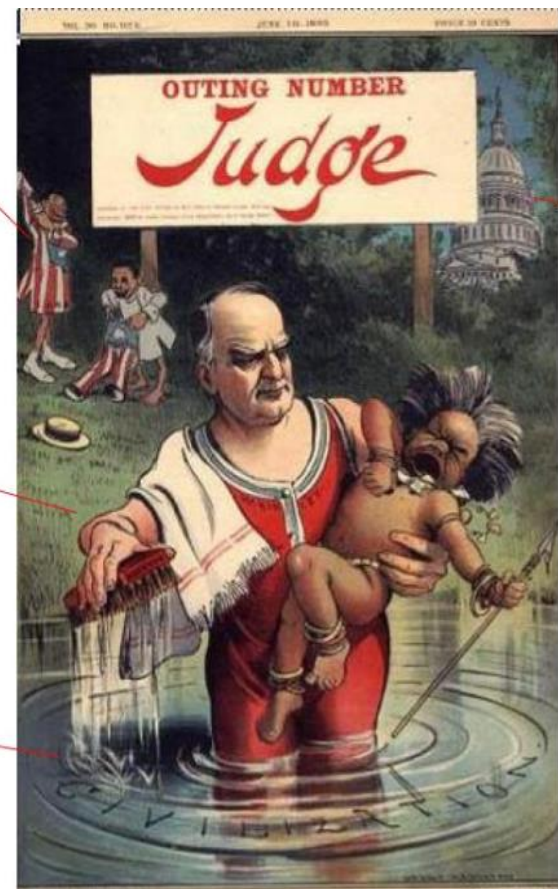
Comes now, to search your manhood
Through all the thankless years,
Cold-edged with dear-bought wisdom,
The judgment of your peers!

Book on desk labelled "U.S. First Lessons in Self-Government"

Students are labelled: Cuba, Porto Rico (Puerto Rico), Hawaii and Philippines

Blackboard reads: The consent of the governed is a good thing in theory, but very rare in fact. England has governed her colonies whether they consented or not. By not waiting for their consent she has greatly advanced the world's civilization. The U.S. must govern its new territories with or without their consent until they can govern themselves.

The figure on the left is labelled Cuba, the figure on the right is labelled Puerto Rico - they have already "washed" themselves, and are therefore civilized. Now, they put on American stars and stripes clothing. They are lighter skinned because they have been washed.



President McKinley is washing a Filipino baby or young child with a scrub brush labelled "education".

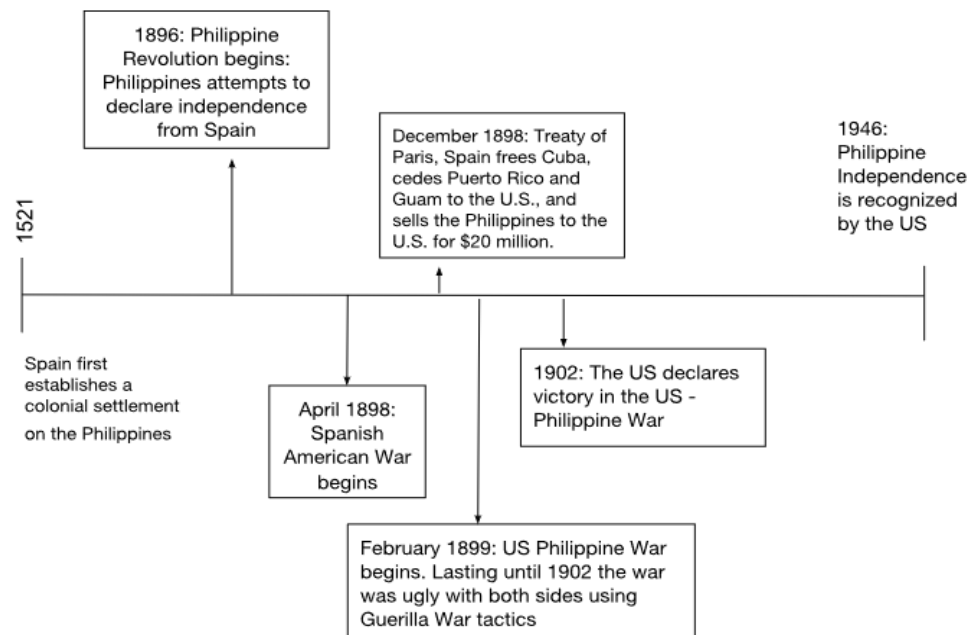
President McKinley is standing in water labelled civilization, he is washing the "babies" in that water.

CRQ: Find at least two pieces of evidence of the concept of "White Man's Burden" in each of the two political cartoons and document them below.

THE FILIPINO'S FIRST BATH.
McKinley—'Oh, you dirty boy!'

II. The Phillipines

Emilo Aguinaldo supported the U.S. at first because he believed the U.S. would help the Phillipines get their independence from Spain (Spanish American War) – the Filipino leader quickly realized that the U.S. intended to run the Phillipines as a colony – Aguinaldo and his followers waged war on an overpowering U.S. enemy – the U.S. forced Aguinaldo to pledge his allegiance to America – it wasn't until after WWII when the U.S. would grant the Phillipines their independence – notice anything ironic about the date Filipino independence was granted?



1. That we could not give them back to Spain—that would be cowardly and dishonorable;
2. that we could not turn them over to France and Germany—our commercial rivals in the Orient—that would be bad business and discreditable;
3. that we could not leave them to themselves—they were unfit for self-government—and they would soon have anarchy and misrule over there worse than Spain's was; and
4. that there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them, and by God's grace do the very best we could by them, as our fellow-men for whom Christ also died.

Source: Interview with president Mckinley

1. When did Spain first establish a colonial settlement on the Philippines?

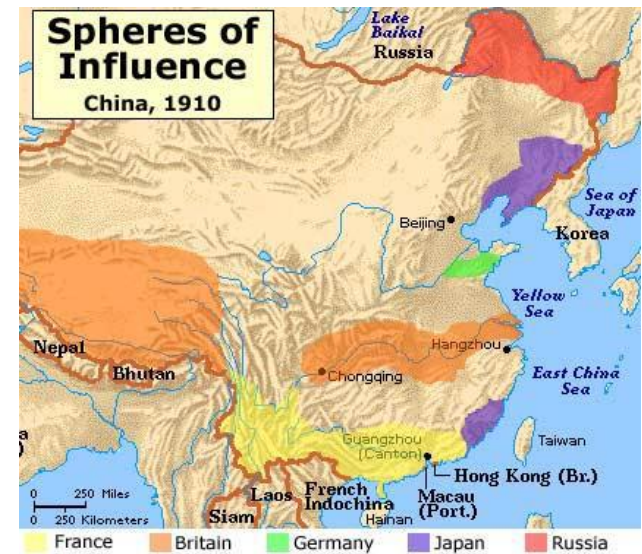
2. How did Filipinos feel about the US buying the Philippines from Spain at the end of the Spanish American War, given that they were in the midst of fighting Spain for independence?

3. How long did it take for Filipinos to achieve full independence?

III. U.S. in the Far East

China

European powers quickly imperialized and divided China into Spheres of Influence – this gave European powers exclusive rights to trade with China (silks & spices) – since the U.S. missed out on the division of China, it pushed for an Open Door policy – many Chinese did not care for western influence and tried to rebel – the most famous rebellion was the Boxer Rebellion – above, a German cartoon depicting the Boxer Rebellion – since the Chinese did not have modern weapons, the rebellion was quickly put down – many Chinese believed that bullets would bounce off them – it is now about 100 years later, is China still an inferior nation?



Restrictions on Chinese and Japanese

Japan

**the first time Matthew Perry arrived in Japan (1853) he was turned away – the Japanese did not want any outsiders in their country – prior to Perry outsiders were violently turned away or captured and beheaded by the samurai – on Perry's 2nd visit to Japan (1854) he was accompanied by several U.S. warships – these ships entered Tokyo harbor and displayed their firepower – that is when Japan opened its door



In an effort to rapidly modernize, Japan hired experts from Germany, Great Britain, France, & the U.S. to develop modern buildings, electricity, telegraph & telephone lines, and most importantly a modern army & navy – Japan became Japan was quick to learn western customs and culture, but always maintained a strict code of behavior instilled by the samurai (Code of Bushido) in military, education, and business – today, this code of honor and devotion still influences many Japanese

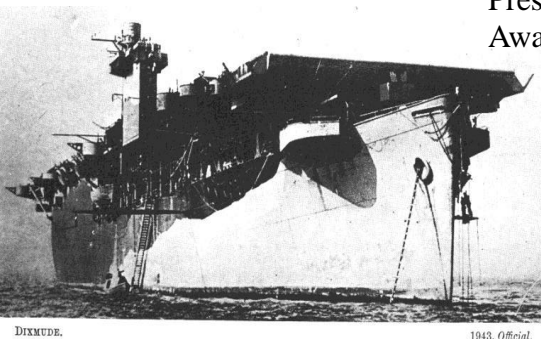
Russo Japanese War

With the help of many western powers, Japan developed one of the most sophisticated armies and navies of the 20th century – above an aircraft carrier



Japanese troops trained & equipped by the U.S. & other western powers defeat the Russian army in the Russo-Japanese War – this shocked the world as it was the first time an eastern power defeated a western power in war – Japan had become a world power – President Roosevelt interacted with foreign nations more than any president before him – negotiating the peace talks between Japan and Russia earned President Roosevelt the Nobel Peace Award

The Great White Fleet



Although Roosevelt negotiated peace between Japan & Russia, he did not trust Japan would stay out of the Philippines – Roosevelt increased the size of the U.S. Navy and sent the Great White Fleet on a world wide tour around the world – in a sense, Roosevelt was flexing America's muscles – again, this showed the influence Captain Mahan's book had on Roosevelt

Spanish American War

1. Why did the US go to war with Spain?
2. Where was the war mostly fought?
3. What was the outcome?

Philippine-American War

Why did the Philippines rebel against the US?

The Roosevelt Corollary

1. What was this Corollary an addendum to?
2. What was the purpose of it?
3. What affect did it have on America's role in the world?

1898

1899

1900

1901

1902

1903

1904

Boxer Rebellion & Open Door Notes

1. What was the Boxer Rebellion?
2. Why did Sec. of State Hay issue the Open Door Notes?

1. What is the significance of the Platt Amendment?

Draw a picture of the massive building project the US undertook in 1904 that would eventually open 10 years later.

AMERICAN IMPERIALISM

WORLD MAP



- Motivating Factors**
1. Thirst for new markets
 2. Belief in Cultural superiority
 3. Desire for military strength

1. 1853-Matthew Perry travels to _____ to force trade with US. This country is impressed by America's Navy ships.
2. 1893- Queen Lilukalani is overthrown from power in _____ and the US annexes this island as an American territory, it will later become a state.
3. 1898- USS Maine explodes in the Havana Harbor of _____, as a result the Spanish-American War begins.
4. 1898- After America defeats Spain in the Spanish-American War the US gains territory of _____.
5. 1898- After America defeats Spain in the Spanish-American War the US gains territory of _____.
6. 1898- After America defeats Spain in the Spanish-American War the US gains territory of _____. This is still an American territory today.
7. 1898- After America defeats Spain in the Spanish-American War the US becomes a protectorate of _____ and enforces the Platt Amendment.
8. 1899- The US issues an Open Door Policy in _____, which allows the US to exploit a huge new market for trade.
9. 1904- the Us pays for and completes the building of the _____ Canal and controls it until 1990.



Directions:

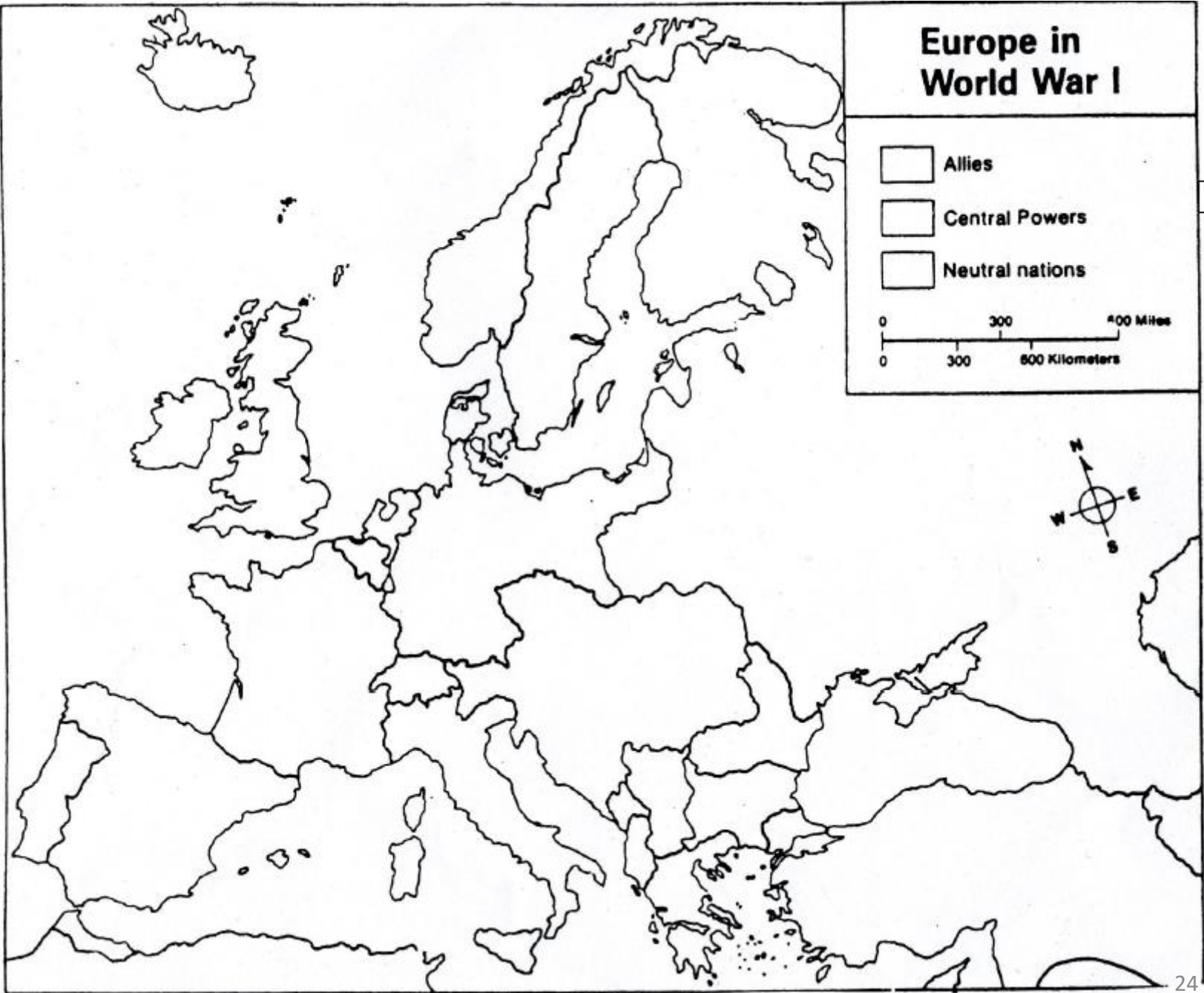
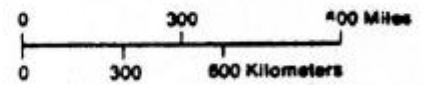
1. Fill in each blank on the right with the correct country.
2. Label the country next to its corresponding number on the map.
3. Color the box with the information and that country the same color. Each of the 9 countries should be a different color.

*Note: Hawaii is not to scale.

1. How long did the United States *watch* World War 1 from afar?
2. Why did immigrants come to the United States? How could this have influenced America to stay neutral in the war?
3. In your opinion, what is the difference between *neutrality, indifference, and empathy*? Which one of these words best describes the position of the United States during the early years of World War 1?
4. What was President Woodrow Wilson's campaign slogan? Why is this ironic?
5. What was the triggering event for the United States to join World War 1?
6. What did Germany promise Mexico in return for aiding in the war?
7. As America entered the war, who else dropped out?
8. What three things did the United States contribute to the war?

Europe in World War I

- Allies
- Central Powers
- Neutral nations



Militarism

Alliances

Create balance of power = created war

a. Triple Alliance = _____,

b. Triple Entente = _____



The formation of secret alliances placed European nations against one another – when the “spark” ignited, nations were quickly drawn into war with one another (snowball effect)

Nationalism

Imperialism

new markets
raw materials

Assassination:

= alliances attack/_____ effect/powder keg explodes

On June 28th, 1914, Archduke Ferdinand (Austria – Hungary) was assassinated by Serbian nationalist, Gavrilo Princip (Black Hand Organization) – this led to Austria Hungary invading Serbia, an ally of Russia

Document A: Woodrow Wilson Speech #1 (Modified)

The people of the United States are drawn from many nations, and chiefly from the nations now at war. It is natural and inevitable that some will wish one nation, others another, to succeed in the momentous struggle.

Such divisions among us would be fatal to our peace of mind and might seriously stand in the way of our duty as the one great nation at peace, the one nation ready to play a part of mediator and counselor of peace.

The United States must be neutral in fact, as well as in name, during these days that are to try men's souls. We must be impartial in thought, as well as action.

Source: President Woodrow Wilson, in a speech before Congress, August 19, 1914.

Does Wilson believe that the United States should enter WWI? Why or Why not?

Causes of America Joining WWI

United States Entry into WWI:

In January 1917, Wilson issued what proved to be his final plea for peace. It was too late. In a desperate effort to break the Allied blockade, Germany had already decided to renew submarine warfare. Germany warned neutral nations that after February 1, 1917, its U-boats would have orders to sink any ship nearing Britain. German leaders knew that renewed U-boat attacks would probably bring the United States into the war. They gambled that they would defeat the Allies before American troops could reach Europe. To protest Germany's action, Wilson broke off diplomatic relations with Germany.

The Zimmermann Plot A few weeks later, a startling discovery moved the United States closer to war. In February, Wilson learned that Arthur Zimmermann, Germany's foreign secretary, had sent a secret note to the German minister in Mexico. The Zimmermann telegram instructed the minister to urge Mexico to attack the United States if the United States declared war on Germany. In return, Germany would help Mexico win back its “lost provinces” in the American Southwest, which would include all of Texas, Arizona, and New Mexico. When Americans heard about the Zimmermann telegram, anti-German feeling soared.



Causes of America Joining WWI

Does Wilson believe that the United States should enter WWI? Why or Why not?

What was the goal that Wilson sought in the last paragraph?

Document B: Woodrow Wilson Speech #2 (Modified)

Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce is a warfare against mankind.

The German policy has swept every restriction aside. Ships of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom of the ocean without warning. American ships have been sunk, American lives taken.

I advise that the Congress declare the recent actions of the Imperial German Government to be, in fact, nothing less than war against the Government and people of the United States.

Neutrality is no longer feasible or desirable where the peace of the world is involved.

The world must be made safe for democracy. We have no selfish ends to serve. We desire no conquest, no dominion. We seek not material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind.

It is a fearful, but right thing to lead this great peaceful people to war. We shall fight for the things which we have always carried nearest our hearts – for democracy, for the right of [people] to have a voice in their own government, for the rights and liberties of small nations.

Source: President Woodrow Wilson, in a speech before Congress, April 2, 1917.

Document C: Historian Howard Zinn (Excerpted from Original)

Howard Zinn is a historian and activist who is best known today as the author of A People's History of the United States, a book that tells American history from the perspective of people of color, women, and poor people, and that is very critical of the United States government.

President Woodrow Wilson had promised that the United States would stay neutral in the war. . . . But in April of 1917, the Germans had announced they would have their submarines sink any ship bringing supplies to their enemies; and they had sunk a number of merchant vessels. Wilson now said he must stand by the right of Americans to travel on merchant ships in the war zone. . . .

As Richard Hofstadter points out (*The American Political Tradition*): "This was rationalization of the flimsiest sort. . . . The British had also been intruding on the rights of American citizens on the high seas, but Wilson was not suggesting we go to war with them. . . .

The United States claimed the *Lusitania* carried an innocent cargo, and therefore the torpedoing was a monstrous German atrocity. Actually, the *Lusitania* was heavily armed: it carried 1,248 cases of 3-inch shells, 4,927 boxes of cartridges (1,000 rounds in each box), and 2,000 more cases of small-arms ammunition. . . . The British and American governments lied about the cargo. . . .

Prosperity depended much on foreign markets, it was believed by the leaders of the country. In 1897, private foreign investments of the United States amounted to \$700 million dollars. By 1914, they were \$3.5 billion. . . .

With World War I, England became more and more a market for American goods and for loans at interest. J.P. Morgan and Company acted as agents for the Allies and when, in 1915, Wilson lifted the ban on private bank loans to the Allies, Morgan could now begin lending money in such great amounts as to both make great profit and tie American finance closely to the interest of a British victory in the war against Germany.

Source: *Howard Zinn, A People's History of the United States, 1980.*

Why does Zinn claim that Wilson made a lousy argument?

What are the real reasons that Zinn suggests that the United States entered the war?

The Kaiser's (German) actions including U-boats and the Zimmermann note made it difficult for the U.S. to remain neutral

Causes of America Joining WWI



Revolution in Russia Two other events in early 1917 pushed the United States still closer to war. First, German submarines sank several American merchant ships. Second, a revolution in Russia drove Czar Nicholas II from power.

For hundreds of years, czars, or Russian emperors, had ruled with absolute power. Several times in the 1800s and early 1900s, Russians revolted against czarist rule. Their efforts ended in failure.

When the war in Europe began in 1914, Russians united behind the czar. However, as the war brought heavy losses at the front and economic hardship at home, discontent resurfaced. In March 1917, riots protesting the shortage of food turned into a revolution. The czar was forced to step down. Revolutionaries then set up the Provisional Government and called for democratic reforms.

President Wilson welcomed the Russian Revolution. He was a firm believer in democracy, and it was against his principles to be an ally of an absolute ruler. Without the czar, it would be easier for Wilson to support the Allied cause.

III. U.S. Goes to War

1. U.S. troops called A.E.F. War

2. Industries Board

3. Lever Food and Fuel Act

4. Labor

5. Financing the War

Categories of World War 1 Posters*

<i>Financial support</i>	These posters encouraged Americans to buy the first four Liberty Loans and later, the Victory Liberty Loan. Additionally, they advertised other miscellaneous war bonds and war savings stamps.
<i>Recruitment</i>	These posters encouraged enlistment in the United States Army, Air Force, Marines, Navy, Tank Corps, American Field Service, Radio Signal Corps, and a variety of local and state regiments - including the National Guard.
<i>Patriotic</i>	Patriotic posters, produced by the government and a variety of state civilian associations, encouraged farmers, workers, women, and children to engage in war work and support their country's war effort. Among those encouraging general patriotism are warning messages to watch for spies, avoid rumors and avoid "war talk".
<i>Conservation</i>	Conservation posters encouraged citizens to conserve food, fuel, and other supplies for the war effort. These posters were usually aimed at women and children on the homefront.
<i>Relief</i>	These posters requested aid for foreign countries, children, families, and soldiers in support of the war effort.
<i>Foreign</i>	The smallest category of posters were foreign posters. These urged Americans to support the Allies against the aggressors in Europe, Africa, and Asia.
<i>Organizational</i>	Organizational posters related to various relief and membership efforts by the Red Cross, the YWCA, the YMCA, and other organizations. These were used to fundraise and encourage Americans to volunteer.

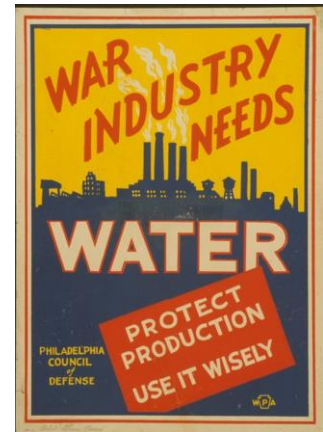
U.S. War Bonds were sold to help raise money for the war effort – over \$20 billion was raised



1. **Who is this poster intended for?**
2. **What is the message?**
3. **What is the result the government is looking for?**



1. Who is this poster intended for?
2. What is the message?
3. What is the result the government is looking for?



1. Who is this poster intended for?

2. What is the message?

3. What is the result the government is looking for?



1. Who is this poster intended for?

2. What is the message?

3. What is the result the government is looking for?

6. Wartime Constitutional Issues

After the United States entered World War I in 1917, the United States immediately needed to expand the size of its military. As a result, America instituted the first ever military draft [system of mandatory army service] of eligible young men with the passage of the Selective Service Act. Not everyone agreed with America's entry to the global war, nor did everyone agree that drafting men into the US military was the proper course of action. Especially vocal about their opposition to the war was the growing Socialist Party of the United States. The Socialist Party had held many anti-war demonstrations and marches; socialists believed that the war would benefit only the rich, while causing suffering and death for the thousands of poor and working-class soldiers who would do the actual fighting in Europe.

In order to protect the war effort, Congress also passed the Espionage Act of 1917 and the Sedition Bills of 1918. Among other things, these laws made it a crime to cause or attempt to cause insubordination [refusing to obey orders] in the military and naval forces or to obstruct [prevent] the recruitment or enlistment of persons into the military service of the United States.

In 1919, 15,000 leaflets urging resistance to the draft were sent to men who had been drafted by the US Army. On the front of the leaflet the first section of the Thirteenth Amendment to the U.S. Constitution, which prohibits slavery or involuntary servitude, was printed. The leaflet asserted that the Selective Service Act violated the idea embodied in the 13th amendment and that a draftee was little better than a convict. In passionate language, it suggested that conscription [being drafted into the military] was despotism [exercise of absolute power in a cruel manner] in its worst form and a monstrous wrong against humanity in the interest of "Wall Street's chosen few" who would profit from the war.

The leaflets were traced to Socialist Party headquarters, specifically to Charles Schenck, the General Secretary of the Socialist Party, who publically and vocally had opposed United States participation in World War I. Charles Schenck was arrested for violating the Espionage & Sedition Acts. Although Schenck denied responsibility for sending the leaflets, he was arrested, and, among other charges, was indicted for "conspiring to violate the Espionage Act ... by causing and attempting to cause insubordination ... and to obstruct the recruiting and enlistment service of the United States." He was found guilty in a US district court and as such appealed his conviction to the United States Supreme Court - and claiming that the leaflets should be protected as free speech.

CRQ: What did the Espionage & Sedition Acts outlaw?

CRQ: Why was Charles Schenck arrested? Which law(s) was he accused of violating?

CRQ: Which part of the US Constitution did Charles Schenck use in appealing his case to the SCOTUS? Why do you think he chose to use this part of the Constitution?

CRQ: Schenck was a high ranking member of the Socialist Party, the government felt the socialist party was akin to a terrorist group since they were stirring up anti-patriotic anti-draft movements. How much of an impact do you think Schenck's membership in the socialist party had on his eventual arrest?

7. Trench Warfare

IV. Treaty of Versailles = sought to end war

1. Fourteen Points



2. League of Nations

3. Leads to WWII

V. US Rejects Treaty

VI. Effects of WWI

Trench warfare is a form of warfare where both combatants have fortified positions and fighting lines are fixed. The result was a slow and grueling form of defense-oriented warfare in which both sides constructed elaborate and heavily armed trench and dugout systems opposing each other along a front, with soldiers in both trench lines largely hidden from the other's small arms fire and enclosed by barbed wire. The area between opposing trench lines (known as "no man's land") was fully exposed to small-arms and artillery fire from both sides. Attacks, even successful ones, often sustained severe casualties.

Trenches were never straight but were dug in a zigzagging pattern that broke the line into bays connected by traverses. This meant that a soldier could never see more than 10 meters (30 ft) or so along the trench. The trenches were dug like this so an enemy would not be able to attack from the sides thus causing major damage. Consequently, the entire trench could not be enfiladed if the enemy gained access at one point; or if a bomb or shell landed in the trench, the fragmentation (often called shrapnel) could not travel far. Another bonus for building trenches in a zig zag pattern was that if enemy aircraft were sent to gather intelligence for artillery strikes, it would be harder for them to accurately give co-ordinates for zig zagging trenches than straight trenches. The side of the trench facing the enemy was called the *parapet* and had a *fire step*.

Causes:

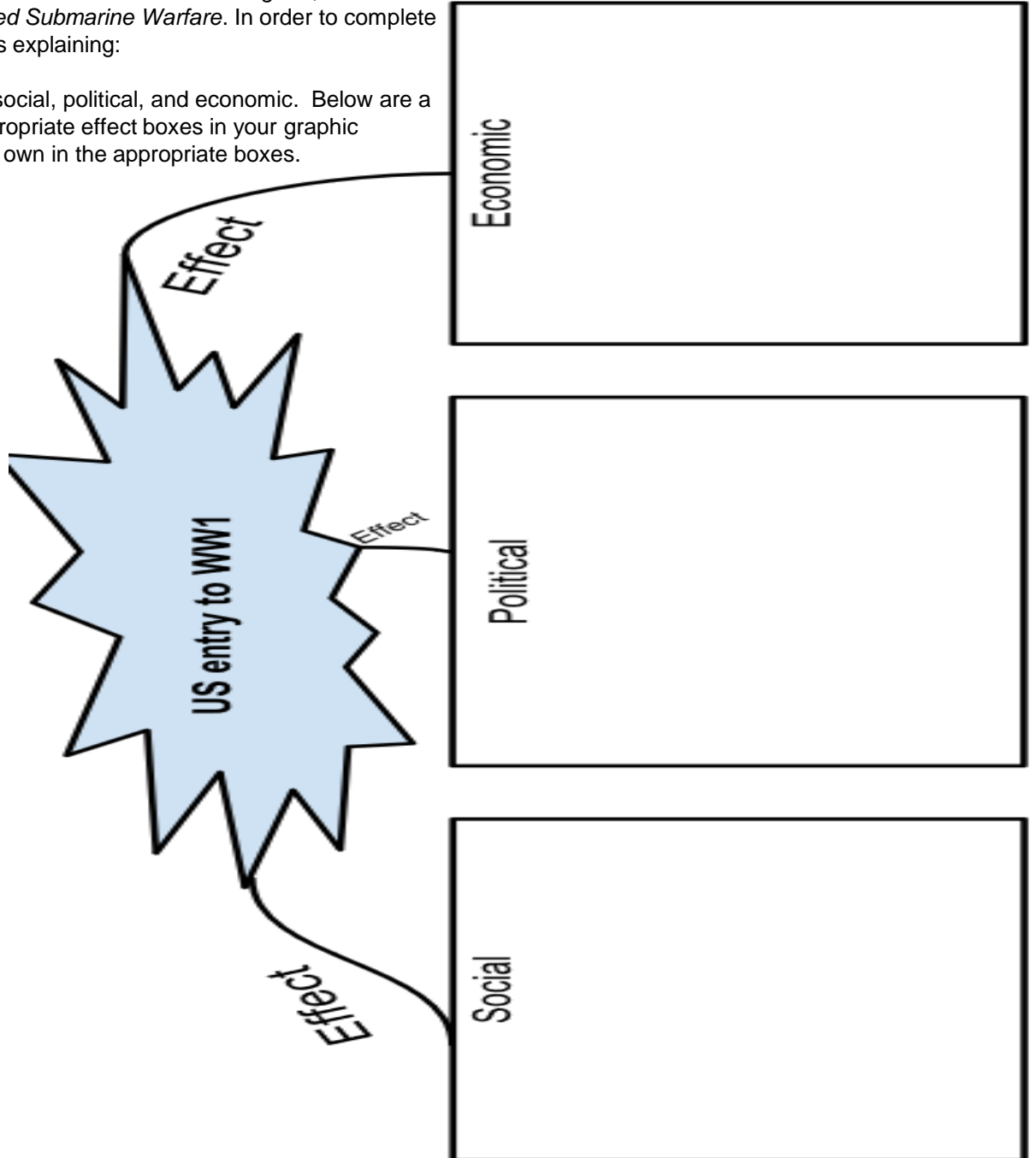
The causes of the United States entering WWI are labelled as: *Zimmerman Telegram, Presidential Election of 1916, British Blockade, Lusitania, Unrestricted Submarine Warfare*. In order to complete the graphic organizer, fill in the boxes under these terms explaining:

Effects:

The effects of WWI can be divided into three groups - social, political, and economic. Below are a list of effects of WWI. Sort them & write them in the appropriate effect boxes in your graphic organizer. Add any further effects you generate on your own in the appropriate boxes.

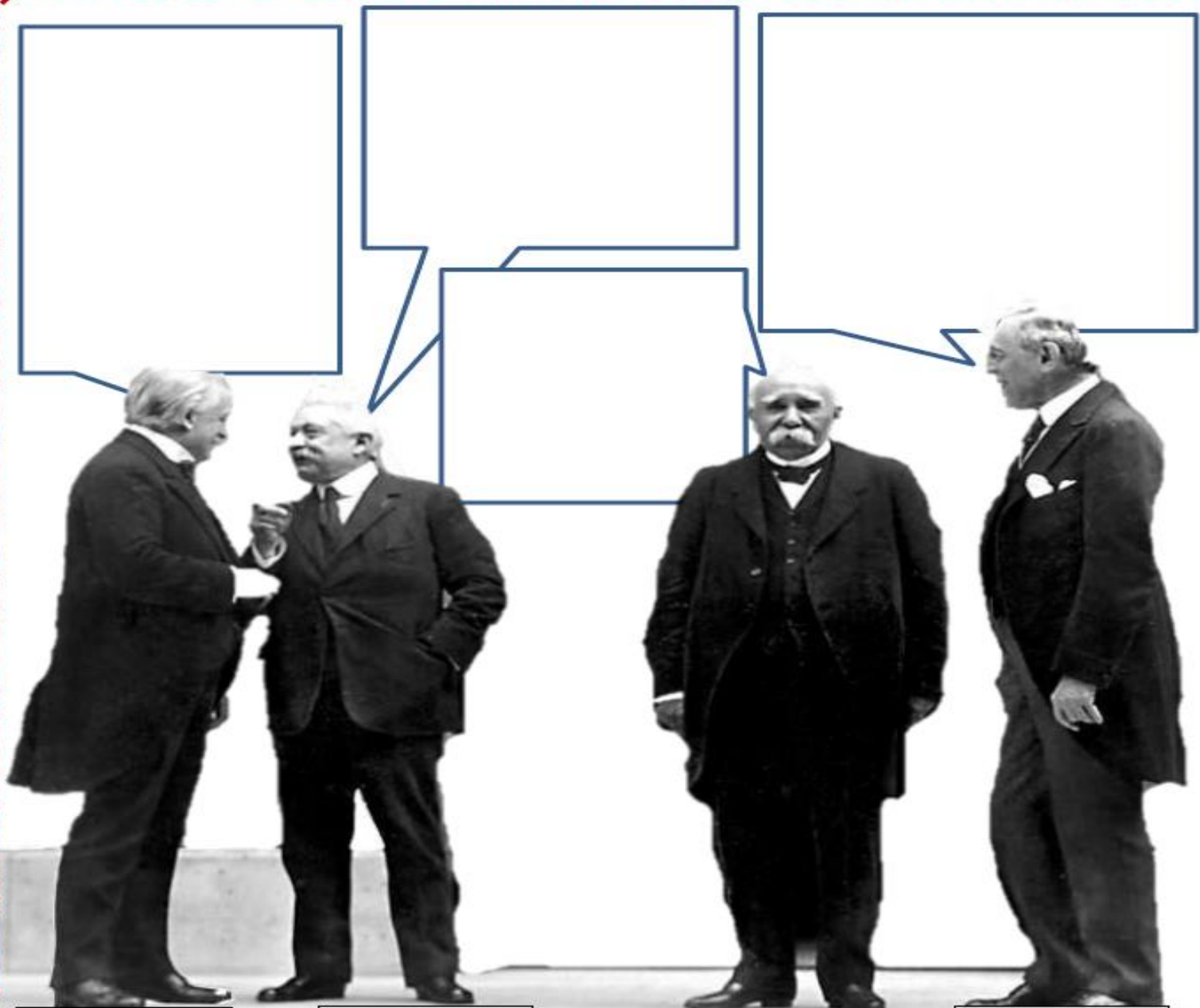
Effects of WW1 - USA:

1. Government control of telephone, telegraph, and railroads
2. War Industry Board is created to coordinate agricultural & industrial war efforts
3. Women's suffrage
4. US becomes the "Workshop of the World"
5. Food rations are instituted
6. Military Draft
7. Rise of xenophobia (fear of immigrants)
8. Espionage & Sedition Act
9. Eruption of race riots (ex: Chicago 1919)
10. Schenck v. United States
11. US leaves an isolationist stance
12. Red Scare
13. US becomes a global leader
14. FBI is created
15. Palmer Raids & deportation of 600 "radicals"
16. Many women quit domestic work and start working in factories
17. Great Migration
18. World wide banking capital shifts from London, England to New York City, USA
19. War bonds are sold
20. US senate doesn't ratify the Treaty of Versailles or join the League of Nations



THE BIG FOUR AND THE TREATY OF VERSAILLES

Directions: The Big Four were the Allied leaders who met at the Paris Peace Conference in January 1919 following the end of World War I. They were Woodrow Wilson of the United States, David Lloyd George of Britain, Vittorio Orlando of Italy, and Georges Clemenceau of France. Each had their own goals for the treaty that would end the Great War. In each box, write what their goals were for the peace conference and their reasoning for the goal.



David Lloyd George

Vittorio Orlando

Georges Clemenceau

Woodrow Wilson