

American History Chapter 7 Becoming a World Power

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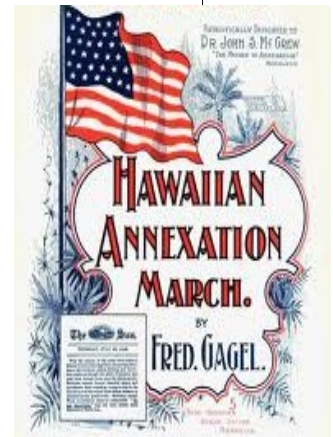
The Imperialist Vision Section 1

Section 1 identifies the attitudes and actions that transformed the United States into a world power. By the 1880s the western frontier was finally filling up, and American business leaders began looking overseas to find new markets.

Increased European imperialism led many Americans to justify expansion with the idea of Anglo-Saxonism—the belief that it was the nation's destiny to spread its civilization to other people. New markets were forced open first in Japan, when

the

United States made a show of force, and then in Hawaii, when American business leaders led a successful campaign for Hawaiian annexation. In Latin America, leaders attempted to increase American influence. Meanwhile, the United States became increasingly assertive in foreign affairs. As Americans became more willing to risk war in defense of overseas markets, interest in a powerful navy and overseas bases grew.



Hawaiian Annexation March



Queen Liliuokalani 1838–1917

Queen Liliuokalani was the last ruling monarch of the Hawaiian Islands. A group of white sugar planters had forced her predecessor to accept a new constitution that minimized the power of the monarchy gave voting rights to Americans and Europeans, and denied voting rights to most Hawaiians and all Asians.

As Queen, Liliuokalani was determined to regain royal power and reduce the power of foreigners. On January 14th, 1893, she issued a new constitution, which restored the power of the monarchy and rights of the Hawaiian people. In response, a group of planters led by Sanford B. Dole launched a revolt. Under protest, Liliuokalani surrendered

her throne on January 17th. After supporters led a revolt in an attempt to restore her to power in 1895, Liliuokalani was placed under house arrest for several months. After her release, she lived out her days in Washington Palace in Honolulu.

Reading Checks

- How did Americans opinions about overseas expansion change in the late 1800's?
- How did the search for new markets push the United states to become a world power?
- How did Secretary of State Blaine attempt to increase American influence in Latin America?

Spanish American War Section 2

Section 2 describes the Spanish-American War. In 1895 many Americans sided with Cuban rebels in an uprising in the Spanish colony of Cuba. Americans had close economic and trade ties to Cuba, and yellow journalism played to their sympathies. President William McKinley tried to negotiate a peaceful end to the rebellion. However,



when the U.S.S. *Maine* exploded off the coast of Cuba, the press blamed Spain, and Americans called for war. The U.S. Navy proved its superiority over the Spanish fleet, while American troops led successful ground attacks. Spanish resistance ended with the surrender of the Cuban city of Santiago. Under the terms outlined in the Treaty of Paris, Cuba became an independent country, and Spain ceded Guam and Puerto Rico and sold the Philippines to the United States. Despite arguments from anti-imperialists, the United States annexed the Philippines along with Guam and Puerto Rico. With the events of the Spanish-American War, the United States established itself as an imperial power.

Reading Checks

- What conditions led to the Cuban rebellion in 1895?
- How prepared was the U.S. Army as compared to the U.S. Navy to fight a war against Spain?
- What were the arguments for and against establishing an American empire?

SINKING OF USS *MAINE*, 15 FEBRUARY 1898

USS *Maine*, a second-class battleship built between 1888 and 1895, was sent to Havana in January 1898 to protect American interests during the long-standing revolt of the Cubans against the Spanish government. In the evening of 15 February 1898, *Maine* sank when her forward gunpowder magazines exploded. Nearly three-quarters of the battleship's crew died as a result of the explosion. While the cause of this great tragedy is still unsettled, contemporary American popular opinion blamed Spain, and war followed within a few months. *Maine's* wreck was

raised in 1912 to clear the harbor and to facilitate an investigation into the cause of her sinking. Her remains were

subsequently scuttled in deep waters north of Havana.



Photo # NH 61236 USS Maine explodes

New American Diplomacy Section 3

Section 3 explains how the United States wielded its influence on the world stage under President Theodore Roosevelt. After President McKinley's assassination, young and energetic Vice President Theodore Roosevelt took charge. Because Roosevelt intended to make the United States a world power, his administration involved itself in the politics of foreign nations. In Asia, American leaders worked to maintain an Open Door Policy—full access to China's lucrative markets. Roosevelt gained worldwide recognition for his role in negotiating a peace between Japan and Russia. He used a "big stick" policy to secure the right to build the Panama Canal, while the Roosevelt Corollary warned foreign powers that the United States would intervene to maintain stability in Latin America. President William Taft continued Roosevelt's mission of enhancing American influ-

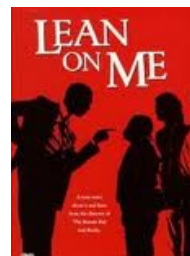
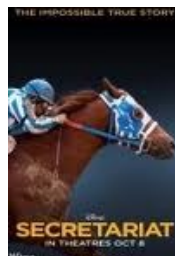
ence in the Western Hemisphere, but his dollar diplomacy put less emphasis on military strength and more emphasis on helping Latin American and Asian industry. President Wilson believed in "moral diplomacy" and tried to encourage democracy in Latin America, but he still ended up sending troops to Mexico in 1914.

Reading Checks

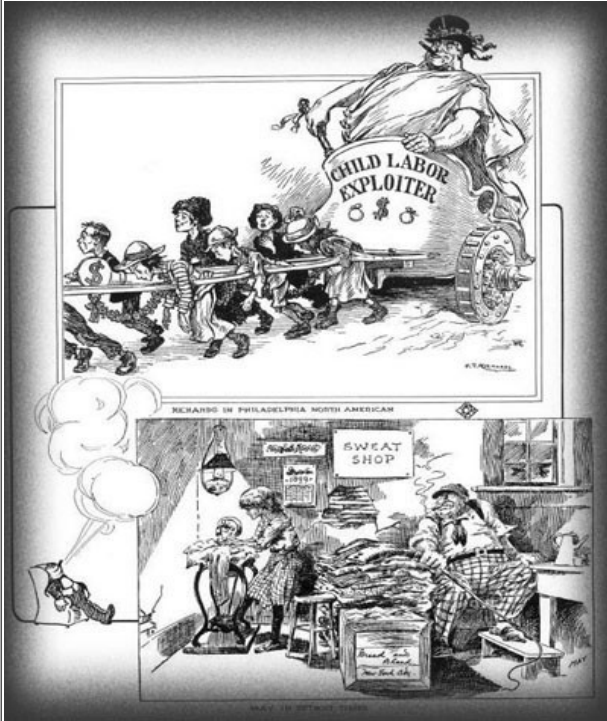
- What was the Purpose of the Open Door Policy?
- What was Roosevelt's view of the role of the United States in the world and how did he implement it?
- Why did President Wilson intervene in Mexico?

EXTRA CREDIT

2. **Watch a movie** - watch a historically-based movie and fill out a movie review that includes (A) basic information including movie title, year movie made, main characters, historical period covered, and a brief plot summary, (B) your thoughts and ideas about the movie, including what you liked about it, what you did not like about it and a rating with three reasons for your rating, and (C) your analysis including the movie's bias, what parts were historically accurate (to your knowledge), where the director may have stretched the history, and what you can learn from the time period by watching the movie.



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The Disgrace of Child Labor

"The worst conditions," according to Harold Faulkner," prevailed in manufacturing in which about 16% of the child workers were engaged. The picture of children kept awake during the long night in a Southern mill by having cold water dashed on their faces, of little girls in canning factories 'snipping' sixteen or more hours a day or capping forty cans a minute in an effort to keep pace with a never exhausted machine, of little ten-year-old breaker boys crouched for ten hours a day over a dusty coal chute to pick sharp slate out of the fast moving coal, of boys imported from orphan asylums and reformatories to wreck their bodies in the slavery of a glass factory, or a four-year old baby toiling until midnight over artificial flowers in a New York tenement-these were conditions which might well shame a civilized people into action."

For years labor leaders had inveighed against the use of child workers, emphasizing that such exploitation was

largely due to the unwillingness of employers to pay adults adequate wages. Humanitarian arguments were stressed, but trade unionists could not help but be alarmed by the growing displacement of adults by youngsters and the lowering of wage scales in the industries employing them.

So far as employers were concerned, child labor was a blessing in disguise. Instilling the work ethic in youngsters was good for their character and kept them out of mischief. Besides, as Charles Harding, president of the Merchants Woolen Company, told a Congressional committee: "There is a certain class of labor in the mills where there is not as much muscular exercise required as a child would put forth in play, and a child can do it about as well as a grown person....There is such a thing as too much education for working people sometimes. I have seen cases where young people are spoiled for labor by.....too much refinement."

One textile employer wrote lyrically about the pleasures of child labor: "They seem to be always cheerful and alert, taking pleasure in the light play of their muscles; enjoying the mobility natural to their age. It was delightful to observe the nimbleness with which they pieced the broken ends as the mule-carriage (textile mill machine) began to recede from the fixed roller beam, and to see them at leisure after a few seconds' exercise of their tiny fingers, to amuse themselves in any attitude they chose till the stretching and winding-on were once more completed. The work of these lively elves seemed to resemble a sport in which habit gave them a pleasing dexterity."

To the right are a couple political cartoons of the time, noting employer attitudes toward child labor in the early 1900's