



*America Becomes a World Power*

*written by Richard Hawksworth  
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**AMERICA BECOMES A WORLD POWER  
Teachers Guide**

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## TEACHER'S GUIDE TABLE OF CONTENTS

<u>Materials in Unit</u> .....	3
<u>General Description of the Program</u> .....	4
<u>Instructional Notes</u> .....	4
<u>Suggested Instructional Procedures</u> .....	5
<u>Student Objectives</u> .....	5
<u>Follow-Up Activities</u> .....	6
<u>Answer Key</u> .....	7
<u>Script of Video Narration</u> .....	12
<u>Blackline Masters Index</u> .....	25
<u>Pre-Test</u> .....	26
<u>Video Quiz</u> .....	27
<u>Post-Test</u> .....	28
<u>Discussion Questions</u> .....	32
<u>Pros/Cons of Expansionism</u> .....	33
<u>Political Writings of Jose Marti</u> .....	34
<u>Famous Phrases</u> .....	35
<u>Word Search</u> .....	36
<u>Yellow Journalism</u> .....	38
<u>Remember the Maine</u> .....	39
<u>Vocabulary</u> .....	41
<u>Media Rich Learning</u> .....	42

## MATERIALS IN THE UNIT

### Video

America Becomes a World Power

### Teacher's Guide

This Teacher's Guide has been prepared to aid the teacher in utilizing materials contained within this program. In addition to this introductory material, the guide contains the following:

- ✓ Suggested Instructional Procedures for the lesson
- ✓ Answer keys for activity sheets
- ✓ Follow-up activities and projects for the lesson

### Blackline Masters

Included in this program are ten blackline masters for duplication and distribution. They consist of, classroom activities, information sheets, take-home activities, Pre-Test, Post-Test, and the text to the Video Quiz.

The blackline masters are provided as the follow-up activities for each lesson. They will help you determine focal points for class discussion based on the objectives for the lesson. The blackline masters have a three-fold purpose:

- ✓ To reinforce the program.
- ✓ To provide an opportunity for the students to apply and analyze what they have learned from the program.
- ✓ For use as diagnostic tools to assess areas in which individual students need help.

## General Description of the Program

*America in the 20<sup>th</sup> Century* is a comprehensive series designed to provide a clear overview of the people and events that distinguished the 20<sup>th</sup> century. Rare archival footage and photographs, authentic recordings and other primary source documents, bring history to life; while stunning graphics and engaging narration lend context and clarity to the subject.

The series has been developed specifically for classroom use. It is organized around The Standards for History and thoughtfully divided into chapters, with each volume functioning well as a full-length program or as focused support for specific study areas.

*America Becomes a World Power* is the first volume in the series. It covers America's evolution as a world power from the 1850's to the turn-of-the-century. In essence, this volume sets the stage for the rest of the series.

Topics covered include American expansionism; the opening of trade with Japan; the purchase of Alaska and annexation of Hawaii; the Spanish American War; the Open Door Policy; and the foreign policy of the Roosevelt, Taft and Wilson administrations. Additional information is provided about the philosophies of expansionists and anti-imperialists; the events leading to the Spanish American War; the conduct of war and the aftermath of the war; the Boxer revolution; and the building of the Panama Canal.

## INSTRUCTIONAL NOTES

It is suggested that you preview the program and read the related Suggested Instructional Procedures before involving your students in the lesson activities. By doing so, you will become familiar with the materials and be better prepared to adapt the program to the needs of your class.

You will probably find it best to follow the program and lesson activities in the order in which they are presented in this Teacher's Guide, but this is not necessary.

It is also suggested that the program presentation take place before the entire class and under your direction. The lesson activities focus on the content of the programs.

As you review the instructional program outlined in the Teacher's Guide, you may find it necessary to make some changes, deletions, or additions to fit the specific needs of your students.

## SUGGESTED INSTRUCTIONAL PROCEDURES

### Teacher Preparation

- Preview the *America in the 20<sup>th</sup> Century* video *America Becomes a World Power*.
- Read the descriptions of the blackline masters.
- Duplicate any blackline masters you intend to use.

### Student Preparation

The students should be supplied with the necessary copies of blackline masters required to complete the activities. By keeping students informed of current events, teachers can extend any of the lessons on the program.

## STUDENT OBJECTIVES

After viewing the program *America Becomes a World Power* and participating in the follow-up activities, students will be able to:

- Explain the difference in views between Imperialists and Anti-Imperialists and identify historical examples of each.
- Describe the regions the United States tried to expand into and how it would benefit them.
- Describe the causes and objectives of the Spanish-American War.
- Explain relationships the United States developed during and after the Spanish-American War.
- Explain the cause and effects of the Open Door policy.
- Compare and contrast the administration policy and the actions taken by Roosevelt, Taft and Wilson while in office.

## FOLLOW-UP ACTIVITIES

**Blackline Master #1: Pre-Test** is an assessment tool intended to gauge student comprehension of the Objectives prior to beginning the *America Becomes a World Power* program, which includes the video and ensuing activities. The results of the Pre-Test may be contrasted with the results of the **Blackline Master #3: Post-Test** to assess the efficacy of the program in achieving the Student Objectives.

**Blackline Master #2: Video Quiz** is intended to reinforce the salient points of the video immediately following its completion and may be used for assessment or as a catalyst for discussion.

**Blackline Master #3a-3d: Post-Test** is an assessment tool to be administered after the program (Pre-Test, video and follow-up activities) has been completed.

**Blackline Master #4: Discussion Questions** offers questions to spur conversation and to identify student comprehension and misconceptions.

**Blackline Master #5: Pros/Cons of Expansionist Reasoning** is an activity designed for students to categorize the advantages and disadvantages of expansionists and then create a personal letter to the president stating his/her own views of the nation's actions.

**Blackline Master #6: Political Writing: Jose Marti** is an activity designed to give students a chance to express his/her thoughts on an issue in political writing similar to Jose Marti.

**Blackline Master #7: Famous Phrases** is an activity that allows students to identify people or events in history with the corresponding phrases.

**Blackline Master #8a-8b: Word Search** prompts students to search for hidden words from the program.

**Blackline Master #9: Yellow Journalism** instructs students to collect yellow journalism from current magazines and newspapers and assess the effect it has on society.

**Blackline Master #10: Remember the Maine** allows students to search the Internet and other resources for a possible alternative to what was responsible for the explosion of the U.S.S. Maine.

**Blackline Master #11: Vocabulary** is a list of pertinent terms and definitions.

**ANSWER KEY****Blackline Master #1: Pre-Test**

1. True
2. False      the Imperialists were in favor of expansionism
3. False      Alaska and Hawaii were the two added territories
4. False      the Unites States had many conflicts and wars
5. False      the U.S did want a relationship with Japan
6. True
7. False      the U.S had a war with Spain
8. True
9. True
10. True

**Blackline Master #2: Video Quiz**

1. True
2. False      the U.S. adopted an expansionist policy
3. False      Japan was the ideal location
4. True
5. False      Alaska was bought from Russia for \$7.2 million
6. False      the U.S. wanted to establish refueling ports in the Pacific and Caribbean
7. True
8. False      the policy was with China.
9. False      the Boxers were against foreign influence in China
10. True

**Blackline Master #3a-3d: Post-Test**

1. B forming an alliance with Spain
2. D William Steward
3. A Matthew Perry
4. A Havana Harbor
5. C printing sensational stories designed to sell newspapers
6. D all of the above
7. B to take a world tour to display the United States warships
8. B a group of volunteer soldiers who fought in the Spanish-American War
9. C Platt Amendment
10. D the building of the Panama Canal

The following answers may vary.

11. economic interest, desire for military strength and belief in “the White Man’s Burden”
12. the purchase was seen as an untamed wildness with no benefit to the United States.
13. the Spanish were thought to be responsible
14. desire for expansionism, the Cuban fight for independence, Yellow Journalism and the explosion of the U.S.S. Maine
15. the Boxers were against foreign influence of China.
16. the Gentleman’s Agreement stated the U.S would eliminate Asian discrimination in public schools and Japan must limit its immigration to the U.S.
17. the “Open Door” Policy
18. Theodore Roosevelt

Essays should contain the following main points along with an explanation.

19. Imperialist’s points were economic interests, military strength and racial superiority to civilize and Christianize “inferior” persons. Some of the main Imperialists were advocates of expanding U.S. military strength, Alfred T. Mahan, John Hay who helped lead the Panama Canal and the Open Door Policy and the leader of imperialists, President Theodore Roosevelt, developed the Rough Riders in Cuba and many more.
20. Three outcomes were the signed peace treaty, Cuba’s independence as a protectorate of the U.S., and U.S. control over Puerto Rico (a commonwealth of the U.S.), Philippines and Pacific islands of Guam.

**Blackline Master #4: Discussion Questions**



Answers will vary. Possible answers follow.

1. They tried by building military strength; by annexing and purchasing territories; by opening trade with other countries; they fought for rule over countries and by limiting other countries from becoming world powers.
2. Imperialists wanted to build the economy by gaining new markets for raw materials, build military strength so it will not fall under colonial rule and the need to civilize and Christianize the “inferior” peoples. Anti-Imperialists thought expansion was a threat to American value system, it would not keep other countries in servitude, the cost of maintaining the military was expensive and it could take away job opportunities from U.S. workers.
3. It has worth in trade, a supply base in case of war and useful resources, such as timber, coal, fish, and furs.
4. Some of the causes were the United States wanted to expand, end Spain rule over Cuba, control trade in the Caribbean, yellow journalism and the explosion of the U.S.S. Maine.
5. Some were the Spanish-American War, sugarcane plantations were destroyed in Cuba, U.S. troops fought unprepared and with poor conditions in Cuba, massacre in the Philippines and opposing views from the U.S. citizens on expansionism.
6. Once the other foreign powers were able to obtain equal trading rights without any discrimination the Chinese market would then grow to a stronger economy and allow for further independence in China.
7. It was a world tour for the new U.S. Naval equipment in an attempt to display its strength, technology and size over the other countries, as the U.S became a world power; a part of Roosevelt’s “Big Stick” policy.
8. It would provide a faster route from the Atlantic to Pacific Ocean for military and trade transportations.
9. It was created in 1823 in order to limit European expansion into the Western Hemisphere. In his corollary, Roosevelt added to it that the United States has the right to intervene militarily to keep Europe powers out of the Western Hemisphere. It was initiated for reasons such as when Italy and France became a threat to the Dominican Republic and the U.S. was able to assist until a financial debt was satisfied.
10. Roosevelt wanted to take a strong role in Asia, adds the corollary to the Monroe Doctrine limiting European expansion militarily and used “big stick” policy. Taft used the “dollar diplomacy” to encourage U.S. investment in Latin America and China to discourage European investment. Wilson tries “moral diplomacy” by applying a moral standard and not formally recognizing any government that is undemocratic or hostile to U.S. interests. He tried to stabilize Haiti, the Dominican Republic and Cuba, and caused great conflict between Mexico and the U.S. None of the three administration’s policies were long-lasting.

### **Blackline Master #5: Pros/Cons of Expansionist Reasoning**

Answers will vary. Charts and letters can be judged on 1) execution – how well the letter was written; and 2) content – how accurately the chart was completed and the use of the chart’s contents in supporting the viewpoint of letter

### Blackline Master #6: Political Writing: Jose Marti

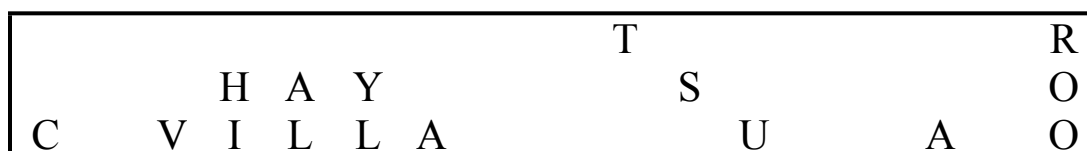
Answers will vary. Student letters can be judged on how well they are written, the creativity of idea, and how persuasive it was in influencing the reader.

### Blackline Master #7: Famous Phrases

- |                         |                       |
|-------------------------|-----------------------|
| 1. White Man’s Burden   | E. Rudyard Kipling    |
| 2. Splendid Little War  | A. John Hay           |
| 3. Seward’s Folly       | F. Alaska             |
| 4. Hawaii for Hawaiians | D. Queen Liliuokalani |
| 5. Remember the Maine   | B. Havana Harbor      |
| 6. Rough Riders         | H. Cuba               |
| 7. Boxers               | J. China              |
| 8. Big Stick Policy     | G. Theodore Roosevelt |
| 9. Dollar Diplomacy     | C. William H. Taft    |
| 10. Moral Diplomacy     | I. Woodrow Wilson     |

### Blackline Master #8a-8b: Word Search

- Perry
- Marti
- Roosevelt
- Tsu Hsi
- Wilson
- McKinley
- Hay
- Liliuokalani
- Cleveland
- Mahan
- Taft
- Aguinaldo
- Stevens
- Villa
- Seward



L	L							M		H	G	S		
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V			L					R				I	V	
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	S			W			E		A					T
					A			R		N				
						R		R		I				
W	I	L	S	O	N		D		Y					

**Blackline Master #9: Yellow Journalism**

Answers will vary. The completed chart and class discussion can be judged on 1) the content in the variety of headlines found and the amount of reactions written on the chart; and 2) execution of participation in the class discussion.

**Blackline Master #10: Remember the Maine**

Answers will vary. The worksheet and individual cause can be judged on 1) content for the number of sources, quality of sources and the correct citing; and 2) execution on how well thought out the individual hypothesis was done.

# *America Becomes a World Power*

## INTRO

1865. The United States had just concluded a devastating civil war.

By the dawn of the 20th Century America will have become a World Power. But first the groundwork had to be laid.

Industrialization exploded, ushering in a period of confidence and optimism that would define the American character.

U.S. territories spilled out into the Caribbean and Pacific in a burst of expansionism forcing the U.S. to grapple with its new role as an imperial power.

... a course that would define America in the 20th Century.

## CHAPTER 1 – AMERICA EXPANDS

European nations had long established imperial colonies. The British in India, the French in Indochina. The Spanish in the Pacific and the Caribbean.

In the 19th century, they turned their attention to Africa - carving it up. Eventually, only Liberia and Ethiopia were left as independent countries.

Russia had even crossed the Bering Strait and established a foothold on the North American continent.

It was in this competitive climate that the United States found itself... There were citizens who believed that if the U.S. did not join the land rush, it would lose out.

What was the interest in expansion? There were three reasons:

The most important was economic.

During the Civil War, the U.S. had greatly increased its production of manufactured products, dictating a desire to find new markets abroad and a need for more raw materials.

The second reason was military strength. Some believed that if the U.S. lacked powerful armed forces it would not be able to defend its economic interests.

The third reason was the belief in the racial superiority of Anglo-Saxons, white people of English descent, especially the British and their American cousins.

In the late 1800's, many British and Americans believed it was the "white race's" God-given duty to civilize and Christianize the so-called "inferior" peoples of the world.

British writer Rudyard Kipling's poem "The White Man's Burden" appeared in McClure's magazine, romanticizing this idea.

### RUDYARD KIPLING (DRAMATIZED)

*Take up the White Man's burden—*

*Send for the best ye breed—*

*Go, bind your sons to exile*

*To serve you captive's need;*

*To wait in heavy harness*

*On fluttered folk and wild*

*Your new-caught sullen peoples,*

*Half devil and half child.*

The expansionist philosophy was far from universal. A group of educators, writers and social activists, who called themselves "Anti-imperialists," opposed expansion.

They believed that imperialism was a threat to the American value system. That a democracy should not keep other countries in servitude.

Activist Jane Addams castigated Kipling.

### JANE ADDAMS (DRAMATIZED):

*"To 'protect the weak' has always been the excuse of the ruler and tax-gatherer, the chief, the king, the baron; and now, at last, of 'the white man.'"*

The Anti-imperialists also highlighted practical issues—the huge cost of maintaining army and navy...

And the fear that expansion would take jobs away from U.S. workers.

The late 19th century saw three particularly key expansionist events that set an imperialist mood for the 20th century.

## OPENING TRADE WITH JAPAN

Among the staunchest advocates of expansionism was Matthew Calbraith Perry, a career Navy man.

Perry recommended that the United States take "active measures" to secure a number of ports in the Pacific –where they could refuel their coal burning steamships.

The island nation of Japan seemed ideal.

There was one major problem. Japan had been closed to foreigners for over 200 years.

In the summer of 1853, loaded with cannon, Commodore Matthew Perry's flotilla sailed into Edo harbor, the gateway to Japan's Imperial city.

In a rosewood box, wrapped in silk, Perry delivered a letter from President Fillmore asking the Japanese to open trade, to give fair treatment to shipwrecked sailors and allow the U.S. the opportunity to refuel in Japanese ports.

Along with the President's letter, Perry sent a cautionary one of his own.

#### **COMMODORE MATTHEW GALBRAITH PERRY (DRAMATIZED):**

*"Many of the large ships-of-war destined to visit Japan have not yet arrived in these seas, though they are hourly expected."*

Perry's expedition wintered on the China coast, then returned in February with 8 heavily armed battle ships.

The threat of force proved to be enough to persuade the Japanese.

On Mar. 31, 1854, a treaty was signed that granted Fillmore's requests, opening the ports of Japan for trade with the U.S.

Matthew Perry's gunboat diplomacy sounded a wake-up call for Japan – spurring them to strengthen their Navy, and modernize their nation.

#### **PURCHASING ALASKA**

Another method of attaining territory – was to buy it.

In debt from the disastrous Crimean War, Imperial Russia was open to selling their territory across the Bering Strait -- Russian Alaska.

Its vast untamed wilderness was ridiculed as "a dreary waste of "glaciers, ice, white bears, and walruses."

But U.S. Secretary of State William H. Seward had his eye on this piece of property since 1860.

Seward saw Alaska's strategic value for trade -- or in the event of war.

He also pictured potential in Alaska's resources – especially timber and furs.

Seward was so eager to secure Alaska, he entered into negotiations with the Russian envoy, the Baron Eduard de Stoeckl, without the go-ahead of the President or Congress.

On March 30, 1867...Seward and de Stoeckl signed the Treaty of Cession.

The U.S. agreed to purchase Alaska from the Russians for \$7.2 million-- only 2.5 cents an acre.

Though Congress had yet to approve a single cent for the deal.

Few Americans, viewed Alaska as a bargain. The press mocked the purchase as “Seward’s Folly,” and “Seward’s Icebox.”

But nearly one year later, and after much political wrangling, the U.S. Treasury finally wrote the check. And Alaska became a U.S. territory.

#### ANNEXING HAWAII

While the acquisition of Alaska was a cordial affair, other expansionist yearnings proved more troubling. Such was the case in Hawaii.

In the early 1800’s, missionaries from New England made the arduous journey to Hawaii to spread Christianity.

They misinterpreted the Hawaiian culture - believing that living in a paradise had kept the Hawaiians from progressing.

#### Character Voice:

...Instead of grasping all he can get, he divides with his neighbor, and confidently expects his neighbor to divide with him.”

While the native Hawaiians were content to live in their traditional ways, a growing influx of Americans was busily building huge plantations, railways, docks and hotels. They soon dominated the island’s economy and made their influence felt in government.

In January 1891, Hawaii’s native king Kalakaua died and his sister Liliuokalani ascended to the throne.

Although she was educated in the U.S., she rallied against US rule: “Hawaii for Hawaiians”

In 1893, American plantation owners plotted a revolt with the help of U.S. Ambassador John L. Stevens. When the U.S. battleship Boston arrived...

...Queen Liliuokalani saw that resistance was hopeless and sadly surrendered her throne.

The Americans assembled their own government with Sanford B. Dole as the president.

U.S. Ambassador John L. Stevens reported to Washington:

#### Character Voice – Stevens:

“The Hawaiian pear is now fully ripe, and this is the golden hour for the United States to pluck it.”

President Grover Cleveland, however, opposed the annexation of a sovereign nation and tried in vain to restore Liliuokalani to the throne.

After William McKinley became president, Hawaii was annexed in 1898.

#### THE SPANISH AMERICAN WAR

In 1901, the influential Admiral Alfred T. Mahan became a military advisor to President McKinley.

Mahan was best known for his book *The Influence of Sea Power upon History, 1660-1783*.

In it, he illustrated how a nation’s power is directly related to its naval might.

He advocated updating the U.S. Navy fleet...

...establishing Caribbean naval bases, building a canal across the Isthmus of Panama, and increasing U.S. possessions in the Pacific.

The second half of the 19th century found Spain holding tenuously to their empire – Cuba and Puerto Rico in the Caribbean, the Philippines and Guam in the Pacific.

Meanwhile in the U.S., the expansionist mood was at a fever pitch... with U.S. investments in Cuban sugar and mining industries steadily rising.

In 1870, young Cuban José Martí had his first success as a rebel. He penned a patriotic poem against Spanish rule.

The poem angered the Spanish government in Cuba so much they jailed Martí for 4 months and sent him into exile.

Unthwarted Martí continued his political writing - calling for Cuban independence.

Character Voice – José Martí:

“It is terrible to speak of you, Liberty, for one who lives without you. A wild best does not bend its knee before its tamer with greater fury.

His tenacious spirit provided the Cuban people a national hero and hope of ending colonial rule.

In 1894, Martí organized guerrilla actions, destroying U.S. owned sugarcane plantations, hoping to provoke U.S. intervention in the Cuban plight against Spain.

Spain sent an army under General Valeriano Weyler to crush the rebellion.

Jose Martí was killed -- but his revolution blazed on.

Frustrated by rebel successes, General Weyler ordered 300,000 Cuban civilians into concentration camps.



Thousands died...

...and the revolution seemed lost.

But aid for Cuba arrived from some unlikely allies.

Rival newspaper publishers William Randolph Hearst,

...and Joseph Pulitzer

printed stories about "The Butcher Weyler."

not out of any democratic zeal - the stories simply bolstered newspaper sales.

They tried to outdo each other by printing sensational pictures and stories that fed the hysteria against Spain.

Embellished stories like this became known as "yellow journalism."

Painter, Frederic Remington was among the many reporters sent to cover the war.

In 1897, Remington arrived in Havana to find there were no battles, no cavalry charges, and no artillery barrages.

With no story to cover, he wired Hearst.

Character Voice - Remington

"Everything is quiet. There is no trouble. There will be no war. I wish to return."

Some say Hearst replied: "Please remain. You furnish the pictures and I will furnish the war."

And war did come.

On January 25, 1898, The U.S.S. Maine steamed into Havana harbor. Outwardly, its mission was to help quell the conflict between the Cubans and Spanish.

On February 15, 1898 Captain Charles Sigsbee, was in his cabin after dinner.

His crew was below decks.

Suddenly an explosion ripped through the underbelly of the Maine...

...killing 266 men.

...the American headlines screamed "it was a Spanish mine."

"Remember the Maine" became a rallying cry as the American public was whipped into a frenzy.

While the U.S. Congress prepared a declaration of war against Spain...forces were deployed to the Caribbean...and the Pacific.

...Anti-expansionists protested loudly – they believed the U.S. was in danger of becoming an imperialist nation.

U.S. Navy warships moved in to blockade the harbor of Havana, Cuba's capital.

and President McKinley issued a call for 125,000 volunteers. Infuriated, Spain declared war on the U.S.

Two days later on April 25, the U.S. reciprocated.

On the other side of the world, in the Pacific, Commodore Dewey received orders to "seek the Spanish fleet and capture or destroy it."

The Philippines had been oppressed by the Spanish crown for more than four hundred years - provoking many revolutions.

When the U.S. declared war on Spain, Filipino rebel Emilio Aguinaldo saw a way for the Philippines to achieve independence.

On May 1, Dewey surprised the Spanish fleet in Manila Bay and sank all 10 Spanish ships.

During the next three months some 11,000 U.S. troops joined with the Filipino Rebels, to defeat the Spanish.

Aguinaldo declared Philippine independence on June 12.

With the Philippines seemingly under control U.S. troops moved on to capture Guam.

Meanwhile, back in the Caribbean, the 9th Cavalry, a unit of African American soldiers, arrived in Cuba

They found the Army quartermasters totally unprepared for the thousands of troops pouring in. Equipment was disorganized.

They were issued woolen uniforms in the tropical heat. Both black and white soldiers were forced to live in unsanitary conditions with poor rations.

Diseases such as yellow fever broke out and thousands were hospitalized.

Of the 5,400 deaths in the Cuban campaign, only 379 were the result of combat.

Teddy Roosevelt quit his desk job as Secretary of the Navy and became 2nd in command of a volunteer regiment called the Rough Riders.

They were a motley crew of some 1,200 men aged 16 to 69. Their ranks included the socially prominent, cowboys, musicians, and clerks.

In a critical battle, Teddy Roosevelt led the Rough Riders on a charge up Kettle Hill.

SFX – bugle call, men’s yells, gunfire  
They came under heavy fire...

But were aided by

the 2 regiments of African American soldiers. They sacked Kettle Hill. But at great cost.

Character Voice – Buffalo Soldier

“What a sight was presented as I recrossed the flat in front of San Juan. The dead and wounded soldier! It was indescribable!

In short order, the U.S. captured San Juan Hill and seized the Spanish fort, while destroying Cuban ships in the straits of Havana.

With the situation in hand in Cuba and the Pacific,

the U.S. now turned 18,000 troops and a naval escort on another Spanish colony in the Caribbean--Puerto Rico.

They landed at Guánica Bay, but before they could reach the capitol city, Spain agreed to sign a peace treaty with the United States, putting an end to all military hostilities.

The war was over in just 4 months. The truce with Spain was signed on Aug. 12, 1898. “It was a splendid little war,” commented soon-to-be Secretary of State John Hay.

It may have been a “splendid little war” but it left a distasteful legacy.

On December 10, 1898 the Treaty of Paris was signed, giving the United States the right to occupy Cuba with full control over Puerto Rico, Guam and the Philippines.

In the Philippines, Emilio Aguinaldo and his supporters were angered as one colonial power was replaced with another. On February 4, 1899 he declared war on the U.S. forces in the islands.

It was a brutal war of massacre and torture, with U.S. forces taking on an ugly role - forcing Filipino civilians to live in areas where disease, hunger and poor sanitation killed thousands—much as the Spanish under “Butcher” Weyler did in Cuba.

In the end, more than 20,000 Filipino rebels and some 4,000 Americans were dead.

At home, Anti-imperialists complained that the war’s purpose was to free Spain’s colonies but the result was the U.S. becoming an imperial power.

The famed American writer, Mark Twain sarcastically noted:

Character Voice – Twain:

“There must be two Americas, one that sets the captive free, and one that takes a once-captive’s new freedom away.”

Ultimately The U.S. Supreme Court decided how new territories would be handled.

Puerto Rico became an incorporated territory...

Allowing Puerto Ricans to become U.S. citizens and the right to vote on statehood.

On the other hand, the Philippines remained unincorporated.

In 1902, Filipinos held elections for their House of Representatives – a first step on their long journey toward independence.

Musical bridge

While the Filipinos were struggling to gain independence in the Pacific a similar battle was being waged in the Caribbean.

In 1900, the Cubans wrote a constitution.

Fearful that another country would dominate Cuban affairs, the U.S. Congress insisted that Cubans add provisions known as the Platt Amendment, which limited Cuba’s rights to make treaties and permitted the U.S. to send troops into Cuba to keep order.

Cuba became a protectorate of the United States.

#### CHINA AND THE OPEN DOOR

As the 20th century opened, China was in turmoil.

Corruption was widespread, Opium addiction was endemic. Rebellion, drought and famine claimed the lives of 60 million Chinese.

Foreign nations had divided up the empire into “spheres of influence”--areas where one country had exclusive rights to trade and invest, and had special political rights.

With a coaling base in the Philippines, just 400 miles from China, American businesses hoped to take advantage of China's vast resources and sell to her vast market.

John Hay, then U.S. Secretary of State, had a brilliant idea.

He sent letters to all the foreign powers suggesting an "Open Door" policy in China. This policy would help U.S. businesses by guaranteeing equal trading rights for all, preventing one nation from discriminating against another.

At the same time, the Open Door policy maintained the territorial integrity of China—an idea that appealed to anti-imperialists at home.

Other powers politely put Hay off--saying that while an Open Door policy is a good idea in principal, they had no way of enforcing it.

However Hay, despite the debate, boldly announced that everyone had agreed to the policy.

Everyone, that is except China.

Tsu Hsi, empress dowager of the Ch'ing Dynasty, was eager to rid her empire of these foreigners.

In northern Shandong province...

A secret society, known as the Fists of Righteous Harmony, attracted thousands of followers. They too wanted to rid China of foreign influences but they also sought to throw off the yoke of the corrupt Chinese government.

Foreigners called members of this society "Boxers" because they practiced martial arts.

Boxers believed that through meditation and discipline they could cloak themselves in a mystical shield so foreign bullets could not harm them...

The Empress welcomed the Boxers as China's defenders and turned their fury squarely against the foreign community.

In June 1900, the Boxers began their bloody campaign. They murdered hundreds of foreign missionaries and Chinese Christian converts...

... destroying millions of dollars worth of property.

About 900 foreigners blockaded themselves in their embassies for nearly two months – repelling waves of Boxers.

### CHARACTER VOICE - EUROPEAN

*"Ammunition, food, and medical supplies were almost gone. Then, shortly before dawn, loud explosions rocked the city. Weary defenders staggered to the barricades, expecting a final, overpowering Boxer attack."*

But instead relief had arrived. Troops from Britain, France, Germany, Japan, and U.S. fought their way into Peking to free their countrymen and put down the rebellion.

The Boxers, believing they were impervious to bullets, were cut down by the thousands.

On September 7, 1901, China and 11 other nations signed the Boxer Protocol, snuffing out the rebellion.

## FOREIGN POLICY

Foreign Policy at the turn of the century was characterized by three vastly different philosophies...

Theodore Roosevelt's "Big Stick" diplomacy, William Taft's "Dollar Diplomacy", and Woodrow Wilson's "Moral Diplomacy."

Theodore Roosevelt abided by the African proverb "Speak softly and carry a big stick."

He applied this "Big Stick" theory to American foreign policy.

believing the U.S. should take a strong role in Asia.

In 1905, Roosevelt intervened to end the war between Russia and Japan over Korea and Manchuria.

When Japan was angered by racist sentiment in the U.S, Roosevelt arranged a "Gentleman's Agreement." He would see that Asian discrimination ended. But in turn, Japan would have to limit Japanese immigration to the U.S.

In a show of growing U.S. naval might, Roosevelt launched 16 warships on a world tour. Painted brilliant white, the flotilla was known as the Great White Fleet.

The tour was a triumph, the U.S. was regarded as the most potent naval power after the British.

In the interest of connecting the Atlantic and Pacific oceans, Roosevelt turned his attention to a narrow strip of land in Columbia the isthmus of Panama

In 1903, Roosevelt's Secretary of State John Hay failed in an attempt to negotiate a treaty with Columbia for the land.

But U.S. interests were not to be denied. Roosevelt backed a Panamanian revolt...and negotiated for the Panama Canal Zone.

Work began. Massive locks were designed to raise ships through the mountains and then lower them on the other side.

A marvelous engineering achievement, the canal was finally completed in 1914—just in time for World War I.

In 1904, Roosevelt wielded his "big stick" again, adding a corollary to the Monroe Doctrine. Initiated in 1823, the Monroe Doctrine established a policy to limit European expansion into the Western Hemisphere.

Roosevelt's corollary went further - it stated that the U.S. had the right to intervene militarily to keep European powers out of the Western Hemisphere.

The Roosevelt Corollary was exercised the very next year in 1905 in order to relieve the Dominican Republic's debt to threatening foreign creditors.

In 1909, when William Howard Taft succeeded Roosevelt as president, he established a foreign policy encouraging U.S. investment in Latin America and China as way of discouraging European investment; In contrast to Roosevelt's "big stick policy," this new policy became known as "dollar diplomacy."

As a result U.S. owned businesses came to dominate the economies of many small nations in Central America, the Caribbean, and parts of South America.

Latin Americans reacted with anger and resentment but they were powerless in the face of the U.S. military.

In 1913, Woodrow Wilson succeeded Taft as president.

Wilson offered, yet another approach to foreign policy. He rejected "big stick" and "dollar diplomacy" in favor of a "moral diplomacy"—applying a moral standard and not recognizing any government that is undemocratic or hostile to U.S. interests.

To protect U.S. business interests, Wilson rallied troops to stabilize Haiti, the Dominican Republic and Cuba, effectively turning them into U.S. protectorates.

Wilson encountered failure in his dealings with Mexico.

In the late 19th century corruption in Mexico was prevalent, escalating with the assassination of Mexico's president Francisco Madero in 1913 and the assumption of power by Victoriano Huerta.

Not wanting to support a "government by murder," Wilson refused to dignify Huerta's government.

#### **CHARACTER VOICE - WILSON:**

*"I am going to teach the South American republics to elect good men."*

President Wilson mobilized U.S. marines to capture the port of Veracruz in Mexico.

Although split over allegiance to Huerta, Mexicans were united in their opposition to U.S. invasion, and war was barely averted between the two countries.

In 1916, when Mexican rebel, Pancho Villa raided a U.S. border town and killed U.S. citizens...

...an expeditionary force of 11,000 men, under the leadership of General John J. Pershing, crossed into Mexico to hunt for Villa.

After a year-long pursuit, Pershing's expedition is called off. But the affair increased anti-American sentiments.

U.S. troops withdrew in 1917 and tensions eventually eased between Mexico and U.S.

The United States forcibly entered the new century...

as an imperial power...

In little more than a century, a nation founded on freedom discovered itself embroiled in troubling relationships with the peoples of its new territories and protectorates.

Despite the turmoil, America had forged from its historic isolation, a newborn world power.



AMERICA BECOMES A WORLD POWERBLACKLINE MASTERS

[Blackline Master #1: Pre-Test](#)

[Blackline Master #2: Video Quiz](#)

[Blackline Masters #3a-3d: Post-Test](#)

[Blackline Master #4: Discussion Questions](#)

[Blackline Master #5: Pros/Cons of Expansionism](#)

[Blackline Master #6: Political Writing: Jose Marti](#)

[Blackline Master #7: Famous Phrases](#)

[Blackline Masters #8a-8b: Word Search](#)

[Blackline Master #9: Yellow Journalism](#)

[Blackline Master #10: Remember the Maine](#)

[Blackline Master #11: Vocabulary](#)

Activity: **Pre-Test (1)**

Name \_\_\_\_\_

Subject: **America Becomes a World Power**

Date \_\_\_\_\_

**DIRECTIONS:** Read the following statements, and circle whether they are true or false.

1. The United States government wanted to expand their power overseas.  
True      False
2. The Imperialists refused to support the government's actions overseas.  
True      False
3. Alaska and California were two of the new territories added to the United States after the Civil War.  
True      False
4. The United States was able to avoid all conflicts with other countries while trying to become a world power.  
True      False
5. The United States did not want a relationship with Japan.  
True      False
6. The United States wanted to have colonies in the Caribbean and Pacific.  
True      False
7. While trying to gain control over the Atlantic, the United States declared war on Spain.  
True      False
8. The United States created an "Open Door Policy" with China.  
True      False
9. The United States wanted to create a gateway between the Atlantic and Pacific Oceans called the Panama Canal.  
True      False
10. The Monroe Doctrine of 1823 was a policy to limit European expansion into the Western Hemisphere.  
True      False

Activity: **Video Quiz (2)** Name \_\_\_\_\_

Subject: **America Becomes a World Power** Date \_\_\_\_\_

**DIRECTIONS:** Read the following statements, and circle whether they are true or false.

1. The factors supporting United States expansionism were economic interests, desire for military strength and belief in the “White Man’s Burden”.  
True      False
2. After the Civil War, the United States adopted an policy of isolationism.  
True      False
3. Vietnam was believed to be an ideal location for United States ships to refuel.  
True      False
4. The Queen of Hawaii had to surrender the throne, so the United States could make the land its own territory.  
True      False
5. Alaska was given to the United States as a gift from Russia.  
True      False
6. Establishing refueling ports in the Atlantic Ocean was key to the United States expansionist strategy.  
True      False
7. The explosion of the battleship U.S.S. Maine was a major factor contributing to the declaration of war against Spain.  
True      False
8. The United States sought to guarantee equal trading rights in an “Open Door” policy with Cuba.  
True      False
9. Members of the Fists of Righteous Harmony, the Boxers, were fighting to preserve foreign influence in China.  
True      False
10. President Roosevelt sent new warships, known as the Great White Fleet, on a world tour as a show of naval strength.  
True      False

Activity: **Post-Test (3a)** Name \_\_\_\_\_  
Subject: **America Becomes a World Power** Date \_\_\_\_\_

### Multiple Choice Questions

**DIRECTIONS:** Read each of the following statements, then circle the best answer.

1. Admiral Alfred T. Mahan's attempt to expand United States military strength did not include ...
  - a. building a canal across the Isthmus of Panama.
  - b. forming an alliance with Spain.
  - c. acquiring the territory of Hawaii.
  - d. establishing Caribbean naval bases.
  
2. Who negotiated to gain Alaska as a United States territory?
  - a. Alfred T. Mahan
  - b. Matthew Perry
  - c. John Steven
  - d. William Steward
  
3. Who voyaged to Japan in support of opening trade?
  - a. Matthew Perry
  - b. Alfred T. Mahan
  - c. William Steward
  - d. John Hay
  
4. Where did the explosion of the U.S.S. Maine occur?
  - a. Havana Harbor
  - b. Pearl Harbor
  - c. Manila Bay
  - d. Edo Harbor
  
5. The term *yellow journalism* refers to
  - a. The yellow, magazine style newspapers popular at the turn-of-the-century.
  - b. A strict code of journalistic ethics that prevents stories from being exaggerated.
  - c. Printing sensational stories designed to sell newspapers.
  - d. None of the above
  
6. The Peace Treaty signed at the conclusion of the Spanish-American War stated the United States took control of ...
  - a. the Philippines
  - b. Puerto Rico
  - c. the Pacific Island of Guam
  - d. all of the above

Activity: **Post-Test (3b)** Name \_\_\_\_\_

Subject: **America Becomes a World Power** Date \_\_\_\_\_

7. The purpose of the Great White Fleet was ...
- to fight in honor of the "White Man's Burden".
  - to take a world tour to display the United States warships.
  - to escape the naval base before the warships were destroyed.
  - none of the above.
8. The Rough Riders were ...
- a traveling group of performers who put on a "wild-west" show in the mid-1800s.
  - a group of volunteer soldiers who fought in the Spanish-American War.
  - a group of volunteer soldiers who fought in the Philippines War.
  - none of the above.
9. Which of the following limits Cuba's right to make treaties and permits the United States to send in troops into Cuba to keep order?
- Treaty of Cession
  - Gentleman's Agreement
  - Platt Amendment
  - Monroe Doctrine
10. The desire of the United States to link the Atlantic and Pacific Oceans led to ...
- the election of Teddy Roosevelt as president.
  - the separation of Columbia into two different countries.
  - a geologic state of emergency.
  - the building of the Panama Canal.

### Short Answer Questions

**Directions:** Read each of the following statements and answer in one or two sentences.

11. What were the three main reasons for expansionism?

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12. Why was the purchase of Alaska referred to as "Seward's Folly"?

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Activity: **Post-Test (3c)**

Name \_\_\_\_\_

Subject: **America Becomes a World Power**

Date \_\_\_\_\_

13. According to the American press, who was responsible for the explosion for the U.S.S. Maine?

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14. Name three of the main causes of the Spanish-American War.

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15. In the Boxer Rebellion, what were the Boxers rebelling against?

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16. What did the Gentleman's agreement state?

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17. Which policy guaranteed equal trading rights and prevents one nation from discriminating against another within its sphere?

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18. Which president was known for his "big stick policies"?

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Activity: **Post-Test (3d)**

Name \_\_\_\_\_

Subject: **America Becomes a World Power**

Date \_\_\_\_\_

**Essay Questions**

**Directions: Write a short essay in response to each statement on separate piece of paper.**

19. Describe at least three viewpoints of the Imperialists and another three of the Anti-Imperialist. Also name one Imperialist and one Anti-imperialist from history and state why he or she would be classified as such.
  
20. Describe three results of the Spanish-American War.

Activity: **Discussion Questions (4)**

Name \_\_\_\_\_

Subject: **America Becomes a World Power**

Date \_\_\_\_\_

1. How did the United States attempt to become a world power.
2. Compare and contrast the views of Imperialists and Anti-Imperialists.
3. How could the acquisition of Alaska benefit the United States?
4. What were some of the causes of the Spanish-American War.
5. What obstacles did the United States face to gain control of the Caribbean and Pacific regions.
6. Discuss the Open Door Policy and its effects on China.
7. Discuss the significance of Roosevelt's Great White Fleet.
8. Discuss the benefits the Panama Canal had to the United States.
9. How does the Monroe Doctrine, created in 1823, emerge again in 1905?
10. Compare and contrast the foreign policies of the Roosevelt, Taft and Wilson administration.



Activity: **Pros/Cons of Expansionism (5)** Name \_\_\_\_\_Subject: **America Becomes a World Power** Date \_\_\_\_\_

**DIRECTIONS:** Complete the following chart describing the advantages and disadvantages of expansionist reasoning for each event in history. After you complete the chart, write a letter to the president regarding your own personal viewpoint as if you were a U.S. citizen during the Expansionist Era. State whether or not you feel the United States should continue expanding, using the points from the chart below.

	ALASKA	JAPAN	CHINA	CARIBBEAN
Explain what happened to this country during the era of American expansionism				
Expansionism - Advantages				
Expansionism - Disadvantages				



Activity: **Famous Phrases (7)**

Name \_\_\_\_\_

Subject: **America Becomes a World Power**

Date \_\_\_\_\_

**Directions:** Read the following famous phrases. Match each phrase by drawing a line from the first column to the person or place most closely associated to it in the second column.

White Man's Burden	John Hay
Splendid Little War	Havana Harbor
Seward's Folly	William H. Taft
Hawaii for Hawaiians	Queen Liliuokalani
Remember the Maine	Rudyard Kipling
Rough Riders	Alaska
Boxers	Theodore Roosevelt
Big Stick Policy	Cuba
Dollar Diplomacy	Woodrow Wilson
Moral Diplomacy	China

Activity: **Word Search (8a)**

Name \_\_\_\_\_

Subject: **America Becomes a World Power** Date \_\_\_\_\_

**DIRECTIONS:** In each statement below, fill in the names that best complete the statement. Then, find and circle the last names hidden in the puzzle. Names are hidden vertically, horizontally and diagonally.

*THIS PERSON...*

1. ... wanted to open trade with Japan. \_\_\_\_\_
2. ... worked for Cuban Independence. \_\_\_\_\_
3. ... was a "Rough Riders" \_\_\_\_\_
4. ... tried to resolve turmoil in China. \_\_\_\_\_
5. ...created an administration based on "moral diplomacy". \_\_\_\_\_
6. ...declared the United States at war against Spain. \_\_\_\_\_
7. ...suggested the "Open Door" policy. \_\_\_\_\_
8. ...surrenders the throne for the United States to claim territory. \_\_\_\_\_
9. ...opposed the annexation of Hawaii. \_\_\_\_\_
10. ...supported expanding U.S. military strength. \_\_\_\_\_
11. ...created the policy named "dollar diplomacy". \_\_\_\_\_
12. ...declared the Philippines independent. \_\_\_\_\_
13. ...overthrew the Queen of Hawaii to claim U.S. territory. \_\_\_\_\_
14. ...rebelled against the United States as it tried to take over Mexico. \_\_\_\_\_
15. ...saw the value of the Alaskan territory. \_\_\_\_\_

Activity: **Word Search (8B)**

Name \_\_\_\_\_

Subject: **America Becomes a World Power** Date \_\_\_\_\_

**DIRECTIONS:** In each statement below, fill in the names that best complete the statement. Then, find and circle the last names hidden in the puzzle. Names are hidden vertically, horizontally and diagonally.

I	M	P	I	R	S	E	G	E	T	S	S	O	O	J	P	R
C	O	N	H	A	Y	S	E	N	A	S	T	Q	U	O	G	O
C	I	V	I	L	L	A	B	O	P	T	U	B	O	A	T	O
L	L	Y	E	L	T	A	F	M	W	H	I	H	S	G	N	S
E	R	I	O	O	C	L	E	A	M	C	T	E	S	U	V	E
V	E	N	L	M	A	F	T	R	L	I	L	I	B	I	T	V
E	S	V	I	L	R	G	F	T	D	M	A	H	A	N	J	E
L	T	P	R	Y	U	S	W	I	D	R	A	I	N	A	M	L
A	E	L	A	N	K	O	A	G	U	K	O	L	P	L	Y	T
N	V	C	W	E	M	C	K	I	N	L	E	Y	U	D	B	R
D	E	S	J	E	F	G	T	A	H	E	B	N	O	O	P	T
R	N	O	E	W	I	P	L	S	L	N	O	N	R	R	Y	A
H	S	F	I	W	I	L	E	A	N	A	I	F	T	Y	O	F
C	L	N	D	E	A	E	C	R	V	I	N	L	L	M	P	T
R	O	O	S	W	E	R	D	P	R	E	F	I	H	G	U	I
W	I	L	S	O	N	L	D	L	I	Y	L	I	K	I	L	O

Activity: **Yellow Journalism (9)**

Name \_\_\_\_\_

Subject: **America Becomes a World Power**

Date \_\_\_\_\_

**DIRECTIONS:** Yellow Journalism was used during the Spanish-American War to influence public opinion in the United States. Research and collect headlines from modern newspapers and magazines. Headlines should be collected from both journals and tabloid papers. Complete the chart below and discuss as a class the effects it has on everyone.

Title of Magazine/ Paper	Headline	Tabloid or Journal article	How might it influence people's opinions?	How does it compare with other headlines?

Activity: **Remember the Maine (10)** Name \_\_\_\_\_

Subject: **America Becomes a World Power** Date \_\_\_\_\_

**DIRECTIONS:** In 1898, the American newspapers reported that a Spanish mine was responsible for the explosion of the U.S.S. Maine. Later, other theories emerged that held that the cause of the explosion was actually unknown. Research the Internet and other resources to find alternative theories for the cause of the explosion. Write a summary of each cause you find and site the source along with it. After collecting at least two possibilities, create your own hypothesis.

*REASON #1*

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\_\_\_\_\_ *\*\*Source* \_\_\_\_\_

*REASON #2*

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\_\_\_\_\_ *\*\*Source* \_\_\_\_\_

*PERSONAL HYPOTHESIS*

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*A list of suggested sites:*

*<http://www.history.navy.mil/faqs/faq71-1.htm>*

*<http://www.cascobay.com/history/ussmaine/ussmaine.htm>*

*<http://www.chinfo.navy.mil/navpalib/ships/battleships/maine/maine.html>*

*<http://www.mtholyoke.edu/acad/intrel/ashaw39.htm>*



Activity: **Vocabulary (11)** Name \_\_\_\_\_

Subject: **America Becomes a World Power** Date \_\_\_\_\_

**Industrialism**

social and economic organization characterized by large industries, machine production, concentration of workers in towns and cities, etc.

**Isthmus**

a narrow strip of land having water on either side and connecting two larger bodies of land

**Expansionism**

the policy of expanding a nation's territory or its sphere of influence, often at the expense of other nations

**Protectorate**

the relation of a strong state to a weaker state under its control and protection

**Annex**

to incorporate into a country, state, etc.

**Treaty**

A formal agreement between two or more nations, relating to peace, alliance, trade, etc.

**Diplomacy**

the conducting of relations between nations, as in making agreements

**Guerrilla**

any member of a small defensive force or irregular soldiers, usually volunteers, making surprise raids against supply lines, etc. behind the lines of an invading enemy army

**Yellow Journalism**

the use of cheaply sensational or unscrupulous methods in newspapers, etc. to attract or influence the readers

**Imperialism**

the policy and practice of forming and maintaining an empire; characterized by a struggle for the control of raw materials and world markets, the subjugation and control of territories, the establishments of colonies, etc.

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