

Historical Literacy Project Model Unit Gallery Template

Unit Title: *America Becomes a World Power - Analysis*

Designed by: *Lisa A. Nothstein , Frank Singles*

District: *Maurice J. Moyer Academy, Tower Hill School*

Content Area: *U.S. History*

Grade Level(s): *6-8*

Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

In this unit students will learn about U.S. expansionism at the turn of the 20th century, the U.S. involvement in the Spanish-American War and the Pilipino-American War. Students will evaluate sources for their purpose, credibility, perspective and point of view and express their own view of U.S. expansionism.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].

History Standard Two 6-8a: Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.

History Standard Two 6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed

Big Idea(s) (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

- Analysis
- Credibility
- Purpose
- Perspective
- Point of view

Unit Enduring Understanding(s) (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: Students will understand that all sources contain some level of bias.)

Begin your enduring understanding with the following stem statement: *Students will understand that...*

- Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.
- Critical investigation demands constant reassessment of one’s research strategies.
- A historian must prove where the information can be found that is the basis for historical conclusions.

Unit Essential Questions(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

Essential Questions:

- Is this source credible? How do I know?
- What questions should I ask before I use this source? After I use it?

Knowledge and Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources. It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document).

Students will know...

Students will be able to...

- describe the foreign policy known as expansionism or imperialism and explain what motivated the United States to adopt this policy in the nineteenth century.
- explain how Americans gradually increased their influence over Hawaii’s economy and government in the nineteenth century.
- describe the circumstances surrounding the explosion of the battleship *Maine* and the American response to that event.
- explain the “spheres of influence” that existed in nineteenth century China, how they affected United States trade in China, and how John Hay’s Open Door policy would have changed the economic policy there.
- explain the causes and effects of the Boxer Rebellion.
- explain why the Panama Canal was strategically important to the U.S.

- describe the results of the Spanish-American War and the Philipino-American War.

Stage 2 – Assessment Evidence
(Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

Suggested Performance/Transfer Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

Essential Question Addressed

- Is this source credible? How do I know?

Project: Create a History Book

Prior Knowledge	Now that you have studied the Spanish-American War and the Pilipino-American War, you can now explain to future students the role of a journalist or correspondent by creating articles, letters, journal entries that will eventually become a history book.
Problem/Role	A U.S. Senator has contacted you as a journalist about embedding yourself within a military group (army or navy). You will be responsible for reporting to the senator the events you encounter while embedded with your unit. The senator wants to ensure that the information Congress receives is valid, truthful and without bias so no one will know your true identity. You must be careful not to use emotion in your writing, only

	facts.
Perspective	You are a journalist turned undercover war correspondent. You have been hired by members of the United States Congress to send them facts without bias in order to determine the prosecution Filipino-American War.
Product	The letters/reports you send to the senator will eventually be used in a history book to provide future generations with a balanced, unbiased view of U.S. expansionism.
Criteria for an Exemplary Response	Be sure to include in your writing: <ul style="list-style-type: none"> • Facts about specific events and the major players involved. • Use accurate historical information. • Identify at least three reasons why U.S. should and three reasons why U.S. should not expand overseas. • Discuss the factors that led to war.

- Analysis
- Credibility
- Purpose
- Perspective
- Point of view

Rubric(s) (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

Scoring Category	Score Point 3	Score Point 2	Score Point 1
Analysis	Events were analyzed from all points of view.	Events were analyzed from only one point of view.	Events were described.
Purpose	The purpose of each event was clearly explained.	The purpose of most events was clearly explained.	No purpose for the event was explained.
Historical Phenomena	Exceptional, unusual events and people are mentioned throughout project.	Exceptional, unusual events and people are mentioned occasionally throughout project.	Exceptional, unusual events and people are not mentioned.
Historical Fact	The description is clear and accurate	The description is somewhat clear and/or somewhat accurate	The description is not clear and/or not accurate
Content-appropriate vocabulary in order to demonstrate understanding.	Content-appropriate vocabulary is well developed and evident	Some evidence of content-appropriate vocabulary	Minimal evidence of content-appropriate vocabulary

Total Score: _____

Above the Standard: 13 to 15

Meets the Standard: 8 to 12

Below the Standard: 5 to 7

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

- Timeline
- Journal entries
- Cartoon Analysis
- Document Analysis
- Test
- Essay

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

- Journaling
- Group Work and Peer Review
- Class and small group discussions

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2). Give special attention to ways that you might differentiate learning so that the activities are broadly accessible, incorporate technology that is accessible broadly, and promote the acquisition of 21st Century skills.

Use this same lesson template as many times as you need i.e. depending on how many lessons are in your unit.

Lesson # 1

Title of Lesson: *America Stretches its Wings*

Author(s)

Lisa A. Nothstein

Frank Singles

Lesson Description: This lesson will provide students with the background necessary to give analysis for events and actions taken during this time period.

Time Required: Approximately 2 class periods.

Essential Question Addressed:

- Is this source credible? How do I know?
- What questions should I ask before I use this source? After I use it?

Enduring Understanding: Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.

Materials:

1. Vocabulary (Handout 1)
2. Timeline (Handout 2)
3. Analytic Worksheet (Handout 3)
4. McKinley Cartoon (Handout 4)
5. The New Manifest Destiny (Handout 5)
6. The Imperialist Controversies (Handout 6)
7. The Monroe Doctrine (Handout 7)

Background: Students should begin unit with a brief review of *The Monroe Doctrine* and *Manifest Destiny*.

The Monroe Doctrine – *In a speech given by President Monroe to Congress in 1823 he announced a policy that stated that the nations of North and South America were “not to be considered as subjects for future colonization by any European powers.” He also stated that the United States would view efforts by Europeans to take over “any portion of this hemisphere as dangerous to our peace and safety.” (see handout 7)*

Manifest Destiny – *The belief or idea that it was America’s right and duty to spread or expand across the North American Continent and later gave way to larger ideas of expanding America’s influence around the world.*

Procedures: Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps.

If any steps require the distribution of handouts, state this and identify the handouts by *number* and *title* (e.g. *Handout 1- Emancipation Proclamation*).

Avoid “read and discuss” as procedures. Identify specific questions that teachers should raise.

1. Check for prior knowledge with Monroe Doctrine and Manifest Destiny review.
2. Vocabulary – define words and terms (Handout 1)
3. Distribute timeline for reference and notes (Handout 2)
4. Have students read from a U.S. History Middle School text or appropriate supplemental about the *purchase of Alaska*, the *rise of expansionism in Asia and the pacific* and the *annexing of Hawaii* and then ask students to create three newspaper headlines and a brief paragraph that summarizes each issue.
5. Next have students read and examine newspaper headlines, cartoons or articles from the events and complete the analytic worksheet. (Handouts 4, 5, 6)

Debrief: Briefly but explicitly tell teachers to revisit the essential question for this lesson (write it out again here). You might also suggest activities or questions one might you pose to encourage and/or promote transfer.

- Is this source credible? How do I know?
- What questions should I ask before I use this source? After I use it?

Have students share in small group, whole class or partners examples of their headlines and make a comparison to an actual headline, cartoon or article that they evaluated with the analytic worksheet. After this activity students should be able to answer the essential questions. This also is a good opportunity for students to make notes or comments on their timelines.

Formative Assessment (“Check for Understanding”): How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding” must assess *individual* student achievement and involve *written* responses.

Questions

- 1) Explain the benefits of the United States acquisition of Alaska and annexation of Hawaii.
- 2) Was the United States justified in its expansionist views? Do you believe the United States still has expansionist views?
- 3) After reading about the acquisition of Alaska, the annexation of Hawaii and the rise of expansionism in the Pacific what one questions would you have for Congress during this time period?

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

Resources and Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**
 - Teachers’ Curriculum Institute – History Alive! The United States (text and teacher resource kit)
 - <http://www.smplanet.com>
 - <http://www.pbs.org/crucible>
 - <http://www.spanamwar.com>
 - <http://www.udel.edu/dssep>
 - Mark Twain Media, Inc., Publishers – U.S. History: People and Events 1865 – Present
 - HistoricalThinkingMatters.org
 - A People’s History of the United States by Howard Zinn
 - A History of the Unites States by Boorstin & Kelley

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**
- A review of the Monroe Doctrine and Manifest Destiny will help evaluate prior knowledge of the United States view of expansionism and raise students questions.
- Students may have limited experience in analyzing documents and a review of the following questions prior to starting the unit may be helpful.

Analyzing Documents: Possible Questions to Focus on the Document

Visuals, Photographs, Cartoons

1. What person or event is represented?
2. When and where is the subject taking place?
3. Is the artist or photographer trying to convey a particular viewpoint?
4. Any symbols pictured?
5. Is the picture titled?
6. For whom was this intended to be seen?
7. What is the general impression presented?

Maps and Charts and Graphs

1. What is the title?
2. What are the labels for the map key or legend and the titles for the lines on the chart?
3. What particular event or time is portrayed?
4. Charts usually illustrate a relationship between two subjects. What are they?
5. Are the numbers absolutes or percentages?
6. If it is a bar graph or a line graph, read both axes.
7. If it is a circle or pie graph, the circle represents the total quantity and the portions represent a percentage.

Printed Materials

1. If a newspaper, is it an editorial or an article?
2. If a magazine, who is the normal intended audience for the magazine?
3. If a book, is it partisan?
4. If the book is a diary or memoir, it will not be self-critical.
5. How well qualified was the author to write on this subject?

Personal Documents

1. If a speech, was it a rough draft, official's speech, or a campaign speech?
2. Letter, to whom, and what is the relationship between the sender and the receiver?
3. Is the letter an official or personal letter?

Political Documents

1. Rarely are they nonpartisan.
2. Who is the document addressed to?
3. If a party platform, it is already the work of a compromise.
4. Is it a government document?

Lesson # 2

Title of Lesson: *America at War*

Author(s)

Lisa A. Nothstein and Frank Singles

Lesson Description: During this lesson students will examine the Spanish-American War, the Filipino-American War and the important role of sea power. Students will also analyze political cartoons and address the issue of "yellow journalism".

Time Required: Approximately two – three class periods.

Essential Question Addressed:

- Is this source credible? How do I know?
- What questions should I ask before I use this source? After I use it?

Enduring Understanding: Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.

Materials:

1. The United States and the Philippines – reading and cartoon (Handout 8)
2. The United States and the Philippines – teacher copy (Handout 9)
3. The Importance of Sea Power – reading, comprehension/interpreting and evaluation questions (Handout 10)
4. The Importance of Sea Power – teacher copy (Handout 11)
5. The Spanish-American War – Map Activity (Handout 12)
6. The Spanish-American War – Map Activity/teacher copy (Handout 13)

7. New York Journal – headlines and articles regarding the sinking of the Maine (Handout 14)
8. The New York Times – headlines and articles regarding the sinking of the Maine (Handout 15)
9. Analytic Worksheet (Handout 3).

Procedures:

1. Have students read “The Importance of Sea Power” – (Handout 10) and answer corresponding comprehension/interpretation and evaluation questions.
2. Have students read about the sinking of the battleship Maine, the Spanish-American War and the Filipino-American War from a middle school U.S. History text book. Students should create their own headline, news article or cartoon about each event. Remind students that they will compare what they read in the text to other sources provided.
3. Have students complete Spanish-American War Map Activity (Handout 12)
4. Next have students read headlines and an article from the New York Journal and the New York Times regarding the sinking of the Maine. Students should analyze the document using Analytic Worksheet (Handout 3). Have students compare what they read in the text, with the news articles and headlines.

Debrief:

- Is this source credible? How do I know?
- What questions should I ask before I use this source? After I use it?

Have students share in small group, whole class or partners examples of their headlines and make a comparison to an actual headline, cartoon or article that they evaluated with the analytic worksheet. After this activity students should be able to answer the essential questions. This also is a good opportunity for students to make notes or comments on their timelines.

Formative Assessment (Check for Understanding):

Questions

- 1) Why would newspapers at the time have conflicting reports regarding the sinking of the Maine?
- 2) How could anyone refer to a war as a “Splendid Little War”?
- 3) Why were some Americans anxious to go to war and why were some so eager to blame others for the explosion on the Maine?

Resources and Teaching Tips

- Teachers' Curriculum Institute – History Alive! The United States (text and teacher resource kit)
- <http://www.smplanet.com>
- <http://www.pbs.org/crucible>
- <http://www.spanamwar.com>
- <http://www.udel.edu/dssep>
- HistoricalThinkingMatters.org
- McDougal Littell – The American People

Lesson # 3

Title of Lesson: *Spheres of Influence*

Author (s)

Lisa A. Nothstein and Frank Singles

Lesson Description: Throughout this lesson students will continue to analyze documents related to the spheres of influence containing both imperialist and anti-imperialist attitudes and investigating the question: should the United States try to gain an empire?

Time Required: Approximately two class periods.

Essential Question Addressed:

- Is this source credible? How do I know?
- What questions should I ask before I use this source? After I use it?

Enduring Understanding:

Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.

Materials:

1. Philippine Annexation Cartoon (Handout 16)
2. Document – Platform of the American Anti-Imperialist League, October 1899 (Handout 17)
3. Document – William McKinley speech to clergymen, November 1899 (Handout 18)
4. Document – William Jennings Bryan speech “Paralyzing Influence of Imperialism,” August 8, 1900 (Handout 19)

5. The Teller Amendment (Handout 20)
6. Platt Amendment (Handout 21)

Procedures:

1. Begin lesson with a cartoon analysis and questions – Philippine Annexation (Handout 16)
2. Have students read about the Boxer Rebellion from a middle school social studies text and make a list of imperialist and anti-imperialist statements.
3. Have students read and analyze the platform of the American Anti-Imperialist League (Handout 17) and circle positive points and underline negative points.
4. Next students should read and analyze a speech given by William McKinley to a group of clergymen (Handout 18), answer questions and circle positive points and underline negative points.
5. Have students read and analyze a speech by William Jennings Bryan “Paralyzing Influence of Imperialism” (Handout 19), answer questions and circle positive and underline negative points.
6. Next students should read and analyze – The Teller Amendment, (Handout 20)
7. Finally, have students read and analyze the Platt Amendment, (Handout 21) and explain how this amendment affects Cuba.

Debrief:

- Is this source credible? How do I know?
- What questions should I ask before I use this source? After I use it?

Students should share their analyses with other students at this time depending on ability level (partners, groups or jigsaw).

Formative Assessment (Check for Understanding):

Questions

Should the United States try to gain or establish an empire? Why or Why not?
Which document or documents support this claim?

Resources and Teaching Tips:

***Depending on the ability level of the group, this lesson and document analysis can be completed individually, partners, or small groups.**

- Teachers’ Curriculum Institute – History Alive! The United States (text and teacher resource kit)
- <http://www.udel.edu/dssep>

- <http://www.historyofcuba.com>
- <http://www.sagehistory.net/worldpower/imperialism.htm>
- DBQ Project

Lesson # 4

Title of Lesson: *The Nation Claims an Empire*

Author (s)

Lisa A. Nothstein and Frank Singles

Lesson Description: In this lesson students will become involved in a simulation game of world domination. They will experience the costs of imperialism and the benefits and risks of nations trying to build empires.

Time Required: Approximately two class periods

Essential Question Addressed:

- Is this source credible? How do I know?
- What questions should I ask before I use this source? After I use it?

Enduring Understanding:

Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.

Materials:

1. President McKinley's State of the Union Address (Handout 22)
2. Excerpt taken from Fitzhugh Lee telegram – Reconcentration Camps (Handout 23)
3. Excerpt taken from Albert J. Beveridge's Senate Campaign Speech – March of the Flag (Handout 24)
4. Simulation Game Materials
 - 1) Power cards – two per-student
 - 2) Resource cards – two per-student
5. Simulation Game Rules (Handout 25)
6. Simulation Game Evaluation (Handout 26) – distribute prior to game

Background: This is the final lesson for the unit and students should be familiar with Manifest Destiny and Imperialism. Throughout the unit they have experienced nations going to war to claim foreign lands and nations believing their influence could benefit the lives of citizens of other nations. This game provides students with the opportunity to experience power by making important and critical decisions.

Procedures:

Note: Before beginning game have students analyze two or more documents related to the Spanish-American War

1. Have students analyze documents (Handout 3), President McKinley’s State of the Union Address (Handout 22), excerpt taken from Fitzhugh Lee telegram – Reconcentration Camps (Handout 23) and excerpt taken from Albert J. Beveridge’s Senate Campaign Speech – March of the Flag (Handout 24) as a preparation for game.
2. Review game rules with students. (Handout 25)
3. Distribute power and resource cards.
4. Allow students to play game and monitor activities.

Debrief:

- Is this source credible? How do I know?
- What questions should I ask before I use this source? After I use it?

Ask students if the documents they read prior to the game had any influence on how they played the game. Were they more or less aggressive? What other documents or readings throughout the unit effected their game strategy? Did they stick to a strategy or simply made decisions as necessary?

Formative Assessment (Check for Understanding):

Students should complete The Nation Claims an Empire evaluation (Handout 26) answer the following questions and write a four paragraph essay using the their answers from the four questions below about their experience.

- 1) What is a good name for this game?
- 2) Make up some names to describe the various “countries” that developed during this game.
- 3) How did you feel during the “open season” periods of the game? Explain.
- 4) Is this game fair? Explain.

Resources and Teaching Tips:

- Teachers' Curriculum Institute – History Alive! The United States (text and teacher resource kit)
- <http://www.smplanet.com>
- <http://www.pbs.org/crucible>
- <http://www.spanamwar.com>
- <http://www.udel.edu/dssep>
- HistoricalThinkingMatters.org

America Becomes a World Power
Unit Vocabulary

Define the following words and terms.

1. Imperialism
2. Nationalism
3. Social-Darwinism
4. Humanitarianism
5. Sphere of influence
6. Open door
7. Boxer Rebellion
8. Yellow journalism
9. Artifact
10. Historical phenomena
11. Credibility
12. Purpose
13. Perspective
14. Point of view

Handout 1

Timeline

- 1856 - Law is passed to let America claim any uninhabited islands
- 1867 – United States buys Alaska from Russians
- 1878 – Samoan chiefs agree to let Americans use Pago Pago Harbor
- 1887 – Pearl Harbor becomes an American naval base
- 1891 – Hawaii’s king dies; Liliuokalani becomes queen
- 1893 – Sanford Dole leads American revolt in Hawaii
- 1895 – Cuban War for Independence against Spain
- 1896 – (February) Reconcentration Policy
- 1896 – (August) Revolt in Philippines
- 1897 – (March) President McKinley Inaugurated
- 1897 – (April) Teddy Roosevelt appointed Assistant Secretary of Navy
- 1897 – (December) McKinley asks Congress for aid to Cuba
- 1898 – (February 9) Dupuy de Lome letter scandal
- 1898 – (February 16) Battleship U.S.S. Maine explodes
- 1898 – United States fights war with Spain

- 1898 – United States Annexes Hawaii
- 1898 – Teller Amendment promises Cuba eventual independence
- 1899 – United States makes the Philippines a colony and American Samoa a territory
- 1899 – Open Door Policy is announced
- 1900 – Boxer Rebellion
- 1901 – Platt Amendment makes Cuba a United States protectorate
- 1901 – (March) Aguinaldo captured by U.S. troops
- 1901 – (September) President McKinley assassinated
- 1902- Philippine War declared over
- 1903 – U.S. signs canal treaty with Panama
- 1907-1908 – U.S. naval fleet circle the globe
- 1914 – Panama Canal opens
- 1917 – Congress grants citizenship to Puerto Ricans

Handout 2

Analytic Worksheet

Document or Artifact (identify it in the space below)	
Author or Creator?	
Date of Creation	
Purpose	<ul style="list-style-type: none">· For what reason was this artifact or document created? What did you observe in or about this artifact or document that revealed its purpose?
Point of View	<ul style="list-style-type: none">· Did the author or creator of this artifact or document reveal a particular point of view? If so, explain.
Perspective	<ul style="list-style-type: none">· What appears to be the author's or creator's perspective? Explain.· Are there other perspectives that one ought to be aware of when evaluating the value of this document or artifact? If so, describe.
Credibility	<ul style="list-style-type: none">· Is the artifact or document trustworthy? Does it appear to present an accurate account of its subject or what "probably" happened? Explain why or why not.

The New Manifest Destiny

The feeling of a new Manifest Destiny appeared in the United States at the end of the 19th century. In the late 1840's. Expansionists pushed the idea that the United States was destined to expand all the way to the Pacific Ocean, spreading democracy as it grew. According to the new Manifest Destiny the United States should spread its political and economic influence overseas.

The new Manifest Destiny differed drastically from its predecessor. In many ways it was a copy of the IMPERIALISM of European powers in Africa and Asia. It brought several million aliens under American rule. Some eventually became American citizens, but others did not.

The new Manifest Destiny differed also in its philosophical base. The origin of the earlier movement came about through American experience, the dreams of the pioneers, and the ambitions of the revolutionaries who brought the thirteen colonies under democratic rule. But the origin of the new Manifest Destiny was founded on the views of the DARWINISTS.

In 1859 Charles Darwin published his On the Origin of the Species which had a Subtitle. The Preservation of Favored Races in the Struggle for Life, "Natural Selection", "survival of the fittest", and "struggle for existence" were the basis for the theories in the book. According to Darwin the U.S. was a strong nation bound to extend its power over weaker nations. The belief that a nation which had a large military establishment, economic strength and a large population was a great nation came as an outgrowth of Darwin's theories. American superiority also became involved with racism: the Idea that the Anglo-Saxon race was superior.

After 1865 Europeans became accustomed to viewing America as a model for all governments, but Darwin's ideas changed the American attitude that all men had equal rights. By the turn of the century the U.S. succumbed to the idea of its own superiority.

John Fiske a Harvard trained historian and philosopher made a tour of England in 1880. His basic premise was

that if the Anglo-Saxon political system spread, it would be the remedy all the world needed. Fiske also spoke of the difference in the "cranial capacity of the Europeans as compared to the Asians and the Australians.

Many of the religious leaders of America were also enthusiastic about Darwinism as were political leaders, sociologists and college professors. This philosophy of American superiority later will meet its demise during the First World War when the Germans advanced their idea of the master race and the right to control all of Europe. Later, the United States found itself in the position of fighting against a country that extolled some of the same virtues and Darwinian ideas that it had.

The Imperialist Controversies

taken from A People's History of the United States by Howard Zinn,
and A History of the United States by Boorstin & Kelley

From the Spanish American War, the U.S. had acquired many of the islands of the former Spanish

Empire, making what amounted to an empire for the United States. Some Americans were opposed this new role for the U.S. as going against the Declaration of Independence, in its asserting the rights of "Life, Liberty and the pursuit of Happiness" for (ill) people.

That to secure these rights, governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any form of government becomes destructive to these ends it is the Right of the People to alter or abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Anti-Imperialists believed that by using other lands solely for the U.S.'s economic and strategic benefit as a world power, the U.S. was preventing the people of those lands from setting up their own independent governments.

The Philippines became the center of this controversy. President McKinley at first did not want the U.S. to own these 7,000 islands on the other side of the globe. However, he hated the idea of giving them back to Spain, or of giving them and their riches of timber, metals, and sugar to an imperial European power. He believed that the Filipinos certainly could not rule themselves. His decision, therefore, was:

... to take [the Philippines] 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
(Zinn, p. 305-6)

"The Filipinos did not get the same message from God. In February 1899, they rose in revolt against American rule, as they had rebelled several times against the Spanish. Emilio Aguinaldo, a Filipino leader, who had earlier been brought back from China by U.S. warships to lead soldiers against Spain, now became leader of the *insurrectos* fighting the United States. He proposed Filipino independence within a U.S. protectorate, but this was rejected.

"It took the United States three years to crush the rebellion, using 70,000 troops-four times as many as were landed in Cuba-and thousands of battle casualties It was a harsh war. For the Filipinos the death rate was enormous" (Zinn, p. 306) An American general in the Philippines said:

One-sixth of the natives of Luzon have either been killed or have died of the dengue fever in the last few years. The loss of life by killing alone has been very great, but I think not one man has been slain except where his death has served the legitimate purposes of war. It has been necessary to adopt what in other countries would probably be thought harsh measures.

"Secretary of War Elihu Root responded to the charges of brutality: 'The war in the Philippines has been conducted by the American army with scrupulous regard for the rules of civilized warfare with self-restraint and humanity never surpassed.'" (Zinn, p. 308)

And Senator Albert Beveridge declared:

It has been charged that our conduct of the war has been cruel. Senators, it has been the reverse.... Senators must remember that we are not dealing with Americans or Europeans. We are dealing with Orientals. (Zinn, p.306)

Implicit in these statements was a notion that many Americans and Europeans held at the time; that people of different races were inferior to whites, and since they were thought of as brutes, they could legitimately be treated brutally.

The present war is no bloodless ... engagement; our men have been relentless, have killed to exterminate men, women, children, prisoners and captives, active insurgents and suspected people from lads of ten up.... Our soldiers ... have taken prisoners people who held up their hands and peacefully surrendered, and an hour later, without an atom of evidence to show that they were even *insurrectos*, stood them on a bridge and shot them down one by one, to drop into the water below and float down, as examples to those who found their bullet-loaded corpses. (p.308)

A British witness said: "This is not war; it is simply massacre and murderous butchery." (p309) In spite of U.S. tactics, the rebels held out against enormous odds and firepower for three years. How they could hold up was explained by the U.S. commander, General Arthur MacArthur:

"...I believed that Aguinaldo's troops represented only a faction. I did not like to believe that the whole population of Luzon-the native population, that is-was opposed to us."

But he said he was "reluctantly compelled" to believe this because the guerrilla tactics of the Filipino army "depended upon almost complete unity of action of the entire population." (p.309) That is, the rebels had nearly the complete support of the Filipino people. This made the job of the U.S. army a terribly difficult one, for they could never tell who was a rebel and who was a civilian, or who was a civilian supporting the rebels. As a result, the U.S. soldiers were sometimes ordered to go into an area and kill "everything over ten".

At home in the U.S., news like this rarely reached the public, due to censorship of newspapers. However, critics of the war spoke out, and published whatever real reports they could find. Philosopher William James of the Anti-Imperialist League wrote that the Philippine Operation had "reached perfect expertness in the art of killing silently, and with no public squalling or commotion ...".

While Theodore Roosevelt "denounced the 'mollycoddles' who would have us 'scuttle' out of the Philippines" during the Republican campaign of 1900, William Jennings Bryan of the Democrats joined in the slogan "Republic forever, Empire never!" (Boorstin & Kelley p.515)

Meanwhile in the Philippines, the war continued until April of 1902. Once the rebels surrendered, the Philippine Commission went about rebuilding the country under future President William Howard Taft. Former Spanish and church lands were distributed to the people, roads were built, harbors and sanitation were improved, and U.S. military bases were established. The U.S. eventually granted the Philippines independence after the end of World War II in 1946, after years of occupation. (B&K p. 515).

We have "pacified" some thousands of the islanders and buried them; destroyed their fields; burned their villages, and turned their widows and orphans out-of-doors; furnished heartbreak by exile to some dozens of disagreeable patriots; subjugated the remaining ten millions by "Benevolent Assimilation", which is the pious new name for the musket.... And so, by these Providences of God-and the phrase is the government's, not mine-we are a World Power.

Monroe Doctrine

In 1823, President James Monroe made a bold foreign policy speech to Congress that signified a departure from past U.S. isolationism. The principles he laid out in the speech would become known as the "Monroe Doctrine" and would influence policy decisions thereafter.

... [T]he American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers ...

... The citizens of the United States cherish sentiments the most friendly, in favor of the liberty and happiness of their fellow men on that side of the Atlantic. In the wars of the European powers, in matters relating to themselves, we have never taken any part ... It is only when our rights are invaded, or seriously menaced, that we resent injuries, or make preparation for our defense. With the movements in this hemisphere, we are, of necessity, more immediately connected ... We owe it, therefore, to candor, and to the amicable relations existing between the United States and those powers, to declare, that we should consider any attempt on their part to extend their system to any portion of this hemisphere, as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered, and shall not interfere. But with the governments who have declared their independence, and maintained it, and whose independence we have, on great consideration, and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling, in any other manner, their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition towards the United States

Source: Excerpt from President James Monroe's Seventh Annual Message to Congress, December 2, 1823.

Sourcing

1. Who gave this speech and when? Aside from Congress, who is really supposed to hear this address?

Close Reading

2. What is Monroe's main message?

Contextualizing

3. There was a time when almost all of South and Central America was colonized by Spain. What does the phrase "governments who have declared their independence" suggest about developments in these colonies long before the Spanish-American War?

Name _____

Date _____

The United States and the Philippines

Background

The growing imperialist desires of the United States reached a peak in 1898 with the Spanish-American War. Fighting against Spain erupted on May 1, 1898, when Admiral George Dewey attacked the Spanish fleet in Manila Bay in the Philippines and quickly destroyed Spain's outdated ships. Aiding the United States was Filipino General Emilio Aguinaldo, who organized a Filipino army that helped the Americans capture Manila from the Spaniards in August 1898.

Aguinaldo helped the United States with the understanding that the U.S. would support Philippine independence. In the 1898 Treaty of Paris, which was signed by the United States and Spain at the end of the Spanish-American War, Spain gave Cuba its independence and ceded Puerto Rico and the Mariana Islands to the United States. President McKinley decided that the United States should take possession of the Philippines and agreed to pay Spain \$20 million for the public infrastructure it had established in Manila.

However, the Treaty of Paris was not recognized by Filipino leaders, and Aguinaldo vowed to fight for Filipino independence. The Filipino war against the United States began on February 4, 1899, and by the end of that year, Aguinaldo and his troops had been beaten out of Manila. Aguinaldo and the United States became engaged in a vicious and costly guerrilla war that lasted nearly three years.

The Treaty of Paris was also actively opposed in the United States. The U.S. Senate ratified the treaty by only one vote in 1899, just two days after Aguinaldo declared war on the United States. Opponents of the treaty claimed its expansionist prerogatives were nothing short of imperialism.

UNDERSTANDING POLITICAL CARTOONS

Study the political cartoon, and then answer the questions that follow.

1. What does the word "dictatorship" refer to in this cartoon?

2. What is symbolized by Aguinaldo riding a toy horse?

3. What does the large fist with the American flag symbolize?



Corbis-Bettmann

Teacher's Guide

Answers

The United States and the Philippines

1. Anti-Aquinaldo sentiment promoted ideas about Aquinaldo which were untrue. This one shows him as a dictator.
2. Aquinaldo is just a toy of the U.S. government, used by the United States.
3. U.S. military power, how the United States will squash the Philippine army.

Supplemental Activity

Write a poem or a song that shows support or opposes the passage of the Treaty of Paris of 1898. It should give some insight into what might happen if the treaty is passed or rejected by the United States Senate.

Name _____

Date _____

The Importance of Sea Power

America's great nineteenth century successes in industrial, technological, social, and cultural areas provided the nation with both the resources and the desire to expand. The need for new markets and materials and resurgence of the idea of Manifest Destiny all caused the United States to seek overseas possessions.

One of the most outspoken supporters of American expansion was Alfred Thayer Mahan, naval officer and later president of the Naval War College at Newport, Virginia. In an 1897 book, *The Influence of Sea Power Upon History*, Mahan expressed strong opinions. Study this excerpt from the book before answering the questions.

"To affirm the importance of distant markets, and the relation to them of our own immense powers of production, implies logically the recognition of the link that joins the products and the markets—that is, the carrying trade. . . . We shall not follow far this line of thought before there will dawn the realization of America's unique position, facing the older worlds of the East and West. . . .

The opening of a canal through the Central American isthmus . . . by modifying the direction of trade routes will induce a great increase of commercial activity and carrying trade throughout the Caribbean Sea. . . . Every position in that sea will have enhanced commercial and military value, and the canal itself will have become a strategic center of the most vital importance. . . . It will be a link between the two oceans; but the use, unless most carefully guarded by treaties, will belong wholly to the belligerent which controls the sea by its naval power. In case of war, the U.S. will . . . be impotent, as against any of the great maritime powers, to control the Central American canal. Militarily speaking, and having reference to European complications only, the piercing of the isthmus is nothing but a disaster to the U.S., in the present state of her military naval preparation. . . .

The U.S. is woefully unready, not only in fact, but in purpose, to assert in the Caribbean and Central America a weight of influence proportioned to the extent of her interest. We have not the navy and, what is worse, we are not willing to have the navy, that will weigh seriously in any disputes with those nations whose interests will conflict there with our own. . . . Yet were our sea frontier as strong as it now is weak, passive self-defense, whether in trade or war, would be but a poor policy, so long as this world continues to be one of struggle. . . . Our self-imposed isolation in the matter of markets, and the decline of our shipping interest in the last thirty years, have coincided singularly with an actual remoteness of this continent from the life of the rest of the world. . . .

Whether they will or no, Americans must now begin to look outward. The growing production of the country demands it. An increasing volume of public sentiment demands it. The position of the U.S., between the two Old Worlds and the two great oceans, makes the same claim, which will soon be strengthened by the creation of the new link joining the Atlantic and Pacific. The tendency will be maintained and increased by the growth of the European colonies in the Pacific, by the advancing civilization of Japan, and by the rapid peopling of our Pacific states with men who have all the aggressive spirit of the advanced line of national progress. . . ."

COMPREHENSION Interpreting Information

1. What concerns did Mahan express about the future of the United States?

2. For what reasons did Mahan seek a strong naval force for the United States?

3. According to Mahan, what role would the Panama Canal eventually play in American history?

4. What did Mahan mean in his reference to "our self-imposed isolation"?

5. What evidence did Mahan offer to support the eventuality of sea power for the United States?

EVALUATION Evaluating Ideas

6. How would a strong navy have advanced the objectives of nineteenth century American expansionists?

7. Do you think that Mahan offered a convincing argument? Explain your opinion.

Copyright © 1986 McDougal, Littell & Company
Activity for *The American People*

Name _____

Date _____

The Importance of Sea Power

America's great nineteenth century successes in industrial, technological, social, and cultural areas provided the nation with both the resources and the desire to expand. The need for new markets and materials and resurgence of the idea of Manifest Destiny all caused the United States to seek overseas possessions.

One of the most outspoken supporters of American expansion was Alfred Thayer Mahan, naval officer and later president of the Naval War College at Newport, Virginia. In an 1897 book, *The Influence of Sea Power Upon History*, Mahan expressed strong opinions. Study this excerpt from the book before answering the questions.

"To affirm the importance of distant markets, and the relation to them of our own immense powers of production, implies logically the recognition of the link that joins the products and the markets—that is, the carrying trade. . . . We shall not follow far this line of thought before there will dawn the realization of America's unique position, facing the older worlds of the East and West. . . .

The opening of a canal through the Central American isthmus . . . by modifying the direction of trade routes will induce a great increase of commercial activity and carrying trade throughout the Caribbean Sea. . . . Every position in that sea will have enhanced commercial and military value, and the canal itself will have become a strategic center of the most vital importance. . . . It will be a link between the two oceans; but the use, unless most carefully guarded by treaties, will belong wholly to the belligerent which controls the sea by its naval power. In case of war, the U.S. will . . . be impotent, as against any of the great maritime powers, to control the Central American canal. Militarily speaking, and having reference to European complications only, the piercing of the isthmus is nothing but a disaster to the U.S., in the present state of her military naval preparation. . . .

The U.S. is woefully unready, not only in fact, but in purpose, to assert in the Caribbean and Central America a weight of influence proportioned to the extent of her interest. We have not the navy and, what is worse, we are not willing to have the navy, that will weigh seriously in any disputes with those nations whose interests will conflict there with our own. . . . Yet were our sea frontier as strong as it now is weak, passive self-defense, whether in trade or war, would be but a poor policy, so long as this world continues to be one of struggle. . . . Our self-imposed isolation in the matter of markets, and the decline of our shipping interest in the last thirty years, have coincided singularly with an actual remoteness of this continent from the life of the rest of the world. . . .

Whether they will or no, Americans must now begin to look outward. The growing production of the country demands it. An increasing volume of public sentiment demands it. The position of the U.S., between the two Old Worlds and the two great oceans, makes the same claim, which will soon be strengthened by the creation of the new link joining the Atlantic and Pacific. The tendency will be maintained and increased by the growth of the European colonies in the Pacific, by the advancing civilization of Japan, and by the rapid peopling of our Pacific states with men who have all the aggressive spirit of the advanced line of national progress. . . ."

COMPREHENSION Interpreting Information

1. What concerns did Mahan express about the future of the United States?

The lack of well-prepared naval forces

2. For what reasons did Mahan seek a strong naval force for the United States?

Trade, markets for goods, defense, national progress

3. According to Mahan, what role would the Panama Canal eventually play in American history?

links the oceans, trade routes, inc. volume trade

4. What did Mahan mean in his reference to "our self-imposed isolation"?

U.S. disconnected, isolated from the world

5. What evidence did Mahan offer to support the eventuality of sea power for the United States?

public demands it, growing industrial production, strategic position of the U.S.

EVALUATION Evaluating Ideas

6. How would a strong navy have advanced the objectives of nineteenth century American expansionists?

answers will vary

7. Do you think that Mahan offered a convincing argument? Explain your opinion.

answers will vary

Name _____ Date _____

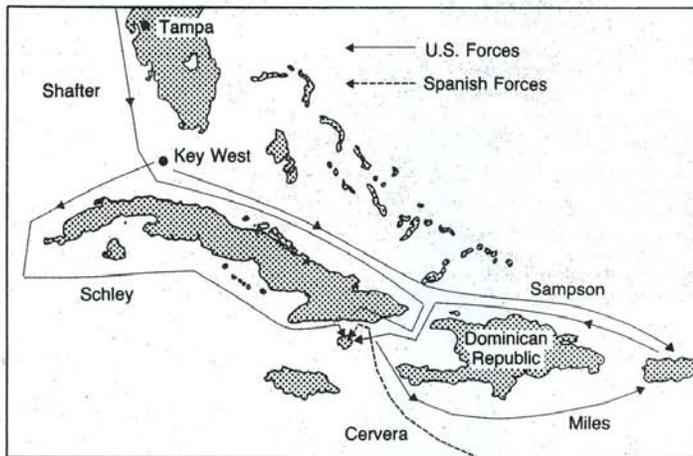
The Spanish-American War

The Spanish-American War took place between April and August of 1898. It marked the emergence of the United States as a world power.

The two maps outline the two fields of combat in the Spanish-American War. The names of certain

bodies of water and some countries and places are missing. Use the list below to fill in the maps. When you have finished, mark an X to identify the sites of two key Caribbean battles and the major battle in the Philippines. Then answer the questions.

The Spanish-American War



- Caribbean Sea
- China
- Philippines
- Puerto Rico
- Florida
- Jamaica
- Hong Kong
- Haiti
- Atlantic Ocean
- Taiwan
- Bahamas
- French Indo-China
- Manila
- San Juan
- Havana
- Gulf of Mexico
- South China Sea
- Santiago
- Cuba
- Pacific Ocean
- Miami

APPLICATION Providing Examples

1. What did the United States gain from the Spanish-American War?

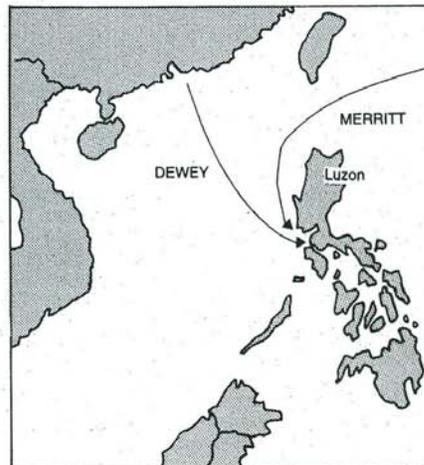
*Philippines, Puerto Rico
Guam. Some control over
Cuba.*

2. Where did fighting occur in the Caribbean?

*Cuba
Puerto Rico*

3. Where did fighting occur in the Philippines?

*Manila Bay, in
and around Manila*



Copyright © 1995 McDougal, Littell & Company
Activity for The American People

New York Journal

Purchased by William Randolph Hearst in 1895, the Journal published investigative and human interest stories that used a highly emotional writing style and included banner headlines and graphic images.

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 torpeda. 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, ..

Sourcing

1. How long after the explosion of the *Maine* was this article written?
2. What does the headline of the article suggest about the newspaper's point of view?

Close Reading

3. Upon what type of evidence does the *New York Journal* base its claims?

Handout 14

New York Times

Established in 1851, the *New York Times* provided investigative coverage of local New York issues and events, as well as national and international news.

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 ...

Sourcing

1. How does the date of this article compare with the date on the *New York Journal and Advertiser* article?

Close Reading

2. According to these headlines, what happened to the *Maine*?
3. What kinds of evidence does the *New York Times* include to support its account of the incident?

Source: Platform of the American Anti-Imperialist League, October 1899

Note: A platform is a series of positions or beliefs that a group or political party fights for.

We earnestly condemn the policy of the present national administration in the Philippines. It seeks to extinguish the spirit of 1776 in those islands. We deplore the sacrifice of our soldiers and sailors, whose bravery deserves admiration even in an unjust war. We denounce the slaughter of the Filipinos as a needless horror. We protest against the extension of American sovereignty by Spanish methods

We hold with Abraham Lincoln, that "no man is good enough to govern another man without that other's consent. When the white man governs himself, that is self-government, but when he governs himself and also governs another man, that is more than self-government - that is despotism (rule by a tyrant)."

Document Analysis

1. Generally speaking, what does an anti-imperialist believe?
2. This platform fears that the American governors in the Philippines want to get rid of "the spirit of 1776" in the islands. What does this mean?
3. Does the Anti-Imperialist league believe Abraham Lincoln would have supported the annexation of the Philippines? Explain
4. How does this document help you answer the questions, "Should the United States have annexed the Philippines?"

Handout 17

Source: William McKinley, speech to a group of clergymen, November 21, 1899. In James Rusling, "Interview with President William McKinley," *Christian Advocate*, January 22, 1903.

I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed (to) Almighty God for light and guidance more than one night. And one night late it came to me this way - I don't know how it was but it came:

(1) that we could not give (the Philippines) 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 fellowmen for whom Christ also died.

And then I went to bed, and went to sleep and slept soundly.

Document Analysis

1. In your own words, what reasons does McKinley give for keeping the Philippines?
2. Which reason do you think makes the most sense?
3. Which reason do you think makes the least sense?

Handout 18

Source: William Jennings Bryan, speech, "Paralyzing Influence of Imperialism," August 8, 1900

Note: In 1900 Bryan was the Democratic Party's candidate for President and gave this speech at the Democratic National Convention. He ran against William McKinley, the Republican candidate.

What is our title to the Philippine Islands?... When we made allies of the Filipinos and armed them to fight against Spain, we disputed Spain's title There can be no doubt that we had full knowledge that they were fighting for their own independence .

Some argue that American rule in the Philippine Islands will result in the better education of the Filipinos. Be not deceived (We) dare not educate them lest they learn to read the Declaration of Independence and the Constitution of the United States and mock us for our inconsistency .

... (A) war of conquest is as unwise as it is unrighteous It is not necessary to own people in order to trade with them

Imperialism finds no warrant in the Bible. The command, "Go ye into all the world and preach the gospel to every creature," has no Gatling gun attachment. ...

Document Analysis

1. What is William Jennings Bryan's general position on annexing the Philippines?
2. Why does Bryan say "we dare not educate" the Filipinos?
3. Some Americans argued that it was necessary to take colonies in order to get rich. How does Bryan answer this?
4. What does Bryan mean when he says there is "no Gatling gun attachment" to preaching the Bible?

Handout 19

THE TELLER AMENDMENT

The following resolutions were passed without opposition by both houses of Congress on April 20 1898. The fourth is the one referred to as *The Teller Amendment*, and is named after its author, Henry M. Teller, Senator of Colorado.

Whereas the abhorrent conditions which have existed for more than three years in the Island of Cuba, so near our own borders, have shocked the moral sense of the people of the United States, have been a disgrace to Christian civilization, culminating, as they have, in the destruction of a United States battle ship, with two hundred and sixtysix of its officers and crew, while on a friendly visit in the harbor of Havana, and can not longer be endured, as has been set forth by the President of the United States in his message to Congress of April eleventh, eighteen hundred and ninety-eight, upon which the action of Congress was invited: Therefore,

Resolved, First. That the people of the Island of Cuba are, of right ought to be, free and independent.

Second. That it is the duty of the United States to demand, and the Government of the United States does hereby demand, that the Government of Spain at once relinquish its authority and government in the Island of Cuba and withdraw its land and naval forces from Cuba and Cuban waters.

Third. That the President of the United States be, and he hereby is, directed and empowered to use the entire land and naval forces of the United States, and to call into the actual service of the United States the militia of the several States, to such extent as may be necessary to carry these resolutions into effect.

Fourth. That the United States hereby disclaims any disposition or intention to exercise sovereignty, jurisdiction, or control over said Island except for the pacification thereof, and asserts its determination, when that is accomplished, to leave the government and control of the Island to its people.

Cuba – Platt Amendment

Cuba is occupied by the United States following the war. Reforms are initiated in Public Administration and Public Health reforms initiated. Health agencies are directed by General Leonard Wood. Doctors Walter Reed and William Gorgas exterminate yellow fever in Cuba and push education and other reforms. A constitutional convention is called in 1900 to set up Cuban government, and Americans withdraw in 1902. As part of the legislation at the end of the war the Platt Amendment was added which placed certain restrictions on Cuba:

Cuba can make no treaties without U.S. agreement

Cuba cannot create indebtedness beyond means to pay.

The U.S. may intervene in Cuba to maintain law and order.

The U.S. will run a sanitation program.

The U.S. granted rights to a naval base at Guantanamo Bay until 1999

President McKinley's State of the Union Address

President McKinley went before Congress to ask for a declaration of war against Spain.

The grounds for such intervention may be briefly summarized as follows:

First, in the cause of humanity and to put an end to the barbarities, bloodshed, starvation, and horrible miseries now existing there ...

Second, we owe it to our citizens in Cuba to afford them that protection and indemnity for life and property which no government there can or will afford ...

Third, the right to intervene may be justified by the very serious injury to the commerce, trade, and business of our people, and by the wanton destruction of property and devastation of the island.

Fourth, and which is of the utmost importance. . . With such a conflict waged for years in an island so near us and with which our people have such trade and business relations; when the lives and liberty of our citizens are in constant danger and their property destroyed and themselves ruined; where our trading vessels are liable to seizure and are seized at our very door by warships of a foreign nation, ... - all these and others ... are a constant menace to our peace ...

. . . I have already transmitted to Congress the report. . . on the destruction of the battleship *Maine* ... The destruction of that noble vessel has filled the national heart with inexpressible horror

. . . [T]he destruction of the *Maine*, by whatever exterior cause, is a patent and impressive proof of a state of things in Cuba that is intolerable ... [T]he Spanish government cannot assure safety and security to a vessel of the American Navy in the harbor of Havana on a mission of peace, and rightfully there

Sourcing

1. What is McKinley's intention in speaking to Congress? What does this suggest about the tone and message that President McKinley might adopt in the speech ?

Close Reading

2. McKinley lists four reasons that justify U.S. intervention in Cuba. What are these reasons? Why might McKinley have arranged them in this particular order?

Contextualizing

3. Based on McKinley's speech, describe the state of affairs in Cuba. Find three phrases from the text that support your answer.

Handout 22

Reconcentration Camps

By the late 1800s, the Spanish were losing control of their colony, Cuba. Concerned about guerilla warfare in the countryside, they moved rural Cubans to "reconcentration" camps where the Spanish claimed they would be better able to protect them. However, people around the world saw newspaper reports that described horrible conditions in the camps for the Cuban people, who were called "reconcentrados." This account was forwarded to Washington, D.C., by Fitzhugh Lee, U.S. Consul-General in Havana, who said its author was "a man of integrity and character."

SIR: ... [W]e will relate to you what we saw with our own eyes:

Four hundred and sixty women and children thrown on the ground, heaped pell-mell as animals, some in a dying condition, others sick and others dead, without the slightest cleanliness, nor the least help ...

... Among the many deaths we witnessed there was one scene impossible to forget. There is still alive the only living witness, a young girl of 18 years, whom we found seemingly lifeless on the ground; on her right-hand side was the body of a young mother, cold and rigid, but with her young child still alive clinging to her dead breast; on her left-hand side was also the corpse of a dead woman holding her son in a dead embrace ...

The circumstances are the following: complete accumulation of bodies dead and alive, so that it was impossible to take one step without walking over them; the greatest want of cleanliness, want of light, air, and water; the food lacking in quality and quantity what was necessary to sustain life ... From all this we deduct that the number of deaths among the reconcentrados has amounted to 77 per cent.

Source: Excerpt from unsigned enclosure included with telegram sent by Fitzhugh Lee, U.S. Consul-General in Cuba, November 27, 1897. Havana, Cuba.

Sourcing

1. Why might Lee have chosen to send this description to Washington? Check his job responsibilities (see header for Document F) before writing your answer.

Close Reading

2. Notice the graphic descriptions. How do these details about the living conditions affect you as you read? Why might these descriptions be so detailed?

Contextualizing

3. If they could have seen this letter, how do you think people in the U.S. in 1897 might have reacted to this description of the reconcentration camps?

March of the Flag

Beveridge gave this speech while he was campaigning to become a senator for Indiana. The speech helped him win the election and made him one of the leading advocates of American expansion.

Fellow citizens, - it is a noble land that God has given us; a land that can feed and clothe the world; ... It is a mighty people that he has planted on this soil ... It is a glorious history our God has bestowed upon his chosen people; ... a history of soldiers who carried the flag across the blazing deserts and through the ranks of hostile mountains, *even* to the gates of sunset; a history of a multiplying people who overran a continent in half a century

..... William McKinley is continuing the policy that Jefferson began...

The Opposition tells us that we ought not to govern a people without their consent. I answer, The rule of liberty that all just government derives its authority from the consent of the governed, applies only to those who are capable of self-government. I answer, We govern the Indians without their consent, we govern our territories without their consent, we govern our children without their consent

They ask us how we will govern these new possessions. I answer: ... If England can govern foreign lands, so can America. If Germany can govern foreign lands, so can America. If they can supervise protectorates, so can America

What does all this mean for everyone of us? It means opportunity for all the glorious young manhood of the republic - the most virile, ambitious, impatient, militant manhood the world has ever seen. It means that the resources and the commerce of these immensely rich dominions will be increased ...

In Cuba, alone, there are 15,000,000 acres of forest unacquainted with the axe. There are exhaustless mines of iron There are millions of acres yet unexplored

Ah! as our commerce spreads, the flag of liberty will circle the globe ... And, as their thunders salute the flag, benighted peoples will know that the *voice* of Liberty is speaking, at last, for them; that civilization is dawning, at last, for them - Liberty and Civilization, those children of Christ's gospel ...

Fellow Americans, we are God's chosen people...

Source: Excerpt from Albert J. Beveridge's Senate campaign speech, September 16, 1898

Sourcing

1. This speech is part of a political campaign. How does that influence what you can expect of it?

Close Reading

2. What do the following phrases suggest about Beveridge's view of Americans as compared with

people of other nations?

- a) "noble land that God has given us"
- b) "applies only to those who are capable of self-government"
- c) "civilization is dawning, at last, for them"

Contextualizing

3. According to Beveridge, what else was going on in the U.S. and the rest of the world that made expansion a good idea?

I. Introduction

In this simulation you will experience the benefits and costs of imperialism. To be realistic the simulation must allow all of us to feel both the plusses and minuses of the attempts by nations to build empires. This will be part of your **Class Project** grade for the second trimester.

II. Directions

Everyone will draw at random two Power Cards. A #1 is least powerful.

Everyone will draw at random two Resource Cards. These will vary in value. Some will relate to actual power in the world. Some will be beneficial only in the "world" of our classroom.

III. Objective-Rules of Play

Objective: "World domination" You(as a country) are to try to take over the "world" of your section.

You may not leave the room, nor may you hide in the room.

Any player can trade resource cards with another. Remember resource cards related to actual world power are valuable in the end of the game.

Resource and Power Cards MUST be kept in plain view during the game. They may be in view face down.

A player (country) may take a resource card from any other player with a Power Card 2 or more points lower.

A player (country) may attack another country. The attacked country may fight or refuse. **If** they refuse, they lose one Resource Card and one power point.

If a battle occurs, the winner is decided by how many power points they risk. Power points of both combatants are destroyed in the battle. The loser also loses one half their remaining Resource Cards and one half the value of their remaining power points.

Possession of three Resource Cards adds one power point to a nation's total. Resource cards may not be traded around to gain more Power Cards

Alliances : Any two-four players can form an alliance as long as one player(country) has power cards totaling 2 power points higher than the other player. An alliance protects both countries from an attack; players can pool their power points to fight. An alliance can take a resource card from any other country under the same conditions as listed above.

An alliance can be dissolved at any time. The more powerful member keeps all the resources taken by the alliance.

The Most Exalted One will keep an accurate record of every nations' strength. You must report all power changes to me.

Good Luck! Remember, "The world is not enough!"

IV. Evaluation. How will you be graded? 100 points available

Your ability and willingness to follow the rules will partially determine the outcome for you. You will be observed by the

Most Exalted One. You will also be graded on the completeness and explanations you make to the questions on the evaluation sheet.

Evaluation

Name _____

Power Points at start _____

Power Points at end _____

Resources to start _____

Resources at end _____

Answer each of the following. Write your essays on this page.

1. What is a good name for this game? Explain.
2. Make up some names to describe the various "countries" that developed during this game.
3. How did you feel during the "open season" periods of the game? Explain.
4. Is this game fair? Explain.