

Rise to World Power 1865-1917

When American Commodore Matthew Perry arrived in Tokyo in 1853-54, he presented the Japanese with a miniature steam locomotive.



ANDREW JOHNSON
1865-1869



ULYSSES S. GRANT
1869-1877



RUTHERFORD B. HAYES
1877-1881



JAMES GARFIELD
1881



CHESTER ARTHUR
1881-1885



GROVER CLEVELAND
1885-1889

PRESIDENTS

U.S. Events

World Events

1865

★ 1867
United States purchases Alaska

1875

★ 1871
Italian law gives pope possession of Vatican

★ 1875
British take control of Suez Canal

1885

★ 1883
Vietnam becomes French protectorate

★ 1867
Japan ends shogun rule

St. Peter's Basilica in Vatican City ▶



Section 1: Expanding Horizons

Essential Question Why did the United States extend its influence to other regions in the late 1800s?

Section 2: Imperialism in the Pacific

Essential Question Why did the United States expand its role in the Pacific?

Section 3: Spanish-American War

Essential Question How did the Spanish-American War help the United States become a world power?

Section 4: Latin American Policies

Essential Question How did the beliefs of the U.S. presidents shape Latin American foreign policies?

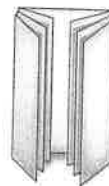
FOLDABLES

Study Organizer

Organizing Information

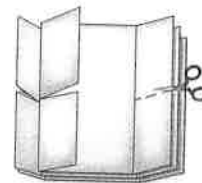
Make this four-

tab Foldable to help you learn about how the United States expanded its influence around the world.

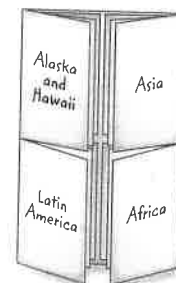


Step 1 Fold the sides of three pieces of paper into the middle to make a shutter fold.

Step 2 Cut each flap at the midpoint to form tabs.



Step 3 Label the tabs as shown.



Reading and Writing

As you read the chapter, take notes about the role the United States played in each region. Use your Foldable to help you prepare for assessment.



★ 1898
Spanish-American War erupts



WILLIAM
MCKINLEY
1897-1901



THEODORE
ROOSEVELT
1901-1909



WILLIAM
HOWARD TAFT
1909-1913



WOODROW
WILSON
1913-1921

★ 1916
National Park Service established

1895

★ 1895
José Martí leads revolt in Cuba

★ 1900
Boxer uprising in China



★ 1907
Shackleton organizes expedition to Antarctica



★ 1911
Qing dynasty overthrown in China

1915

Expanding Horizons

Essential Question

Why did the United States extend its influence to other regions in the late 1800s?

Reading Guide

Content Vocabulary

isolationism (p. 233) imperialism (p. 234)
expansionism (p. 233)

Academic Vocabulary

communicate (p. 234) vision (p. 234)

Key People and Events

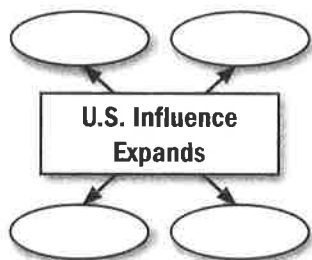
Matthew Perry (p. 233)

William H. Seward (p. 234)

Pan-American Union (p. 235)

Reading Strategy

Taking Notes As you read, use a diagram like the one below to describe how the United States was able to expand its influence during the age of imperialism.



American Diary

In 1899 Albert J. Beveridge was elected to the U.S. Senate as a Republican from Indiana. A brilliant speaker, Beveridge praised the new strength of the U.S. Navy and called on the country to expand its influence overseas. In a speech in 1900, Beveridge declared: "The Philippines are ours forever. . . . And just beyond the Philippines are China's [vast] markets. We will not retreat from either. . . . The Pacific is our ocean."

—from "In Support of an American Empire"

By the late 1890s, the United States had created a fleet of modern warships.

American Foreign Policy

Main Idea The influence of the United States began to extend to other world regions.

History and You How many products do you own that are made in Japan? Read to learn about the beginning of U.S. trade with Japan.

Senator Albert Beveridge was not alone in his opinions. Many Americans yearned for an empire abroad. This idea greatly differed from earlier attitudes.

In his Farewell Address, George Washington warned Americans to “steer clear of permanent alliances with any portion of the foreign world.” This principle guided American foreign policy for about 100 years. Some people, however, interpreted Washington’s words differently. They said he supported a policy of **isolationism**, or non-involvement, in world affairs. Others said Washington supported trade with other countries and not complete isolation from the rest of the world.

Americans expanded their territory by moving west and south. This **expansionism** was a driving force in American history. Most of the land between the Atlantic Coast and the Pacific Coast was settled. The American “frontier” had ended.

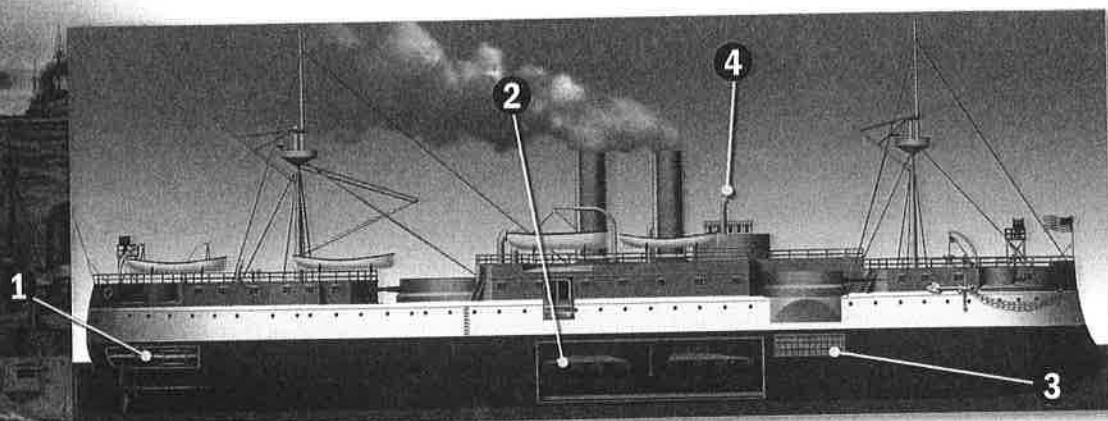
Americans then looked beyond the nation’s borders to frontiers overseas. American merchants already traded with China, but they also wanted to trade with Japan, which had long been isolated from the West.

In 1853 Commodore **Matthew Perry** traveled to Japan. He steamed into Tokyo Bay with four warships and asked the Japanese to open their ports to U.S. ships. He told them he would return in several months for their answer. When Perry returned in 1854, the Japanese signed the Treaty of Kanagawa. They opened two ports to American ships. Perry’s mission marked the start of greater U.S. involvement in Asia.

Reading Check **Making Inferences** What effect do you think Perry’s warships had on Japan’s decision to trade with the United States?

Primary Source Modern Battleships

A New Navy Moving away from wooden ships powered solely by the wind, the U.S. Navy built steel-hulled ships with steam-powered engines that included sails. One of the U.S. Navy’s first armored battleships was the USS *Maine*.



- 1 Torpedo tubes are devices to launch torpedoes.
- 2 Steam boilers power the engines.

- 3 Munitions were stored in the magazine.
- 4 Cowls provided fresh air below deck.

Critical Thinking

Interpreting What do you think Senator Beveridge meant when he said “The Pacific is our ocean”?

Primary Source The Alaska Purchase

Expanding Northward In 1867 Secretary of State William Seward negotiated a treaty to buy Alaska from Russia for \$7.2 million. Congress approved his Alaska treaty because it eliminated the Russian presence from North America. Though Seward acquired the vast territory for only two cents per acre, many Americans ridiculed the purchase. Critics at the time called Alaska “a large lump of ice” and “Seward’s Folly.”

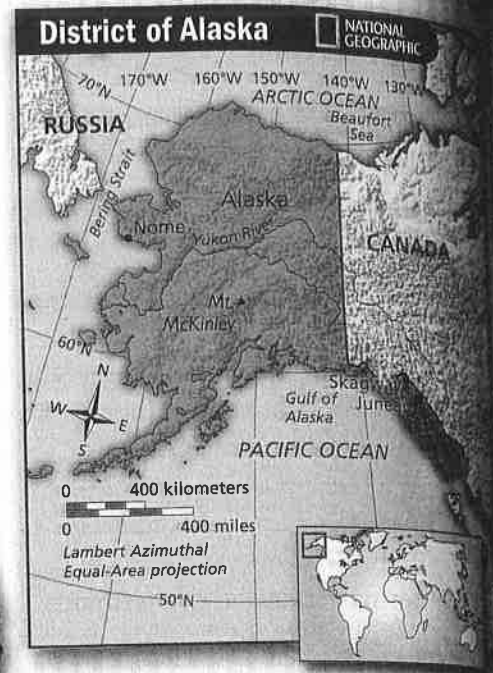
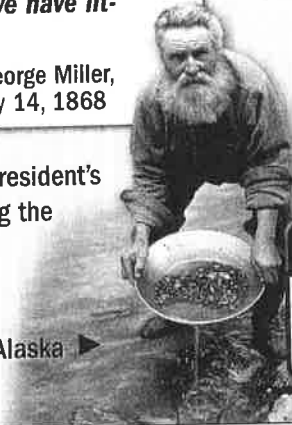
“I can see no good reason for adopting at this time the treaty with Russia for the purchase of ‘Alaska,’ a country which . . . we know but little about, and judging from its location, doubtful if any of it will . . . induce persons to settle there under a homestead law; and as to minerals, we have little or no reliable information.”

—George Miller,
speech in the House of Representatives, July 14, 1868



◀ Seward and the president’s Cabinet discussing the Alaska purchase

A gold miner in Alaska ▶



Critical Thinking

Identifying Points of View Why did some Americans oppose the purchase of Alaska?

An Age of Imperialism

Main Idea The United States expanded its territory when it bought Alaska and extended its influence in Latin America.

History and You Think about what you have seen on TV and read about Alaska. Read to learn about how Alaska became a territory of the United States.
.....

Other Western nations, in addition to the United States, also began to expand their trade and influence in Asia and other parts of the world. The late 1800s and the early 1900s were called an age of **imperialism**. During this time, powerful European nations created large empires by gaining economic and political control over weaker nations.

The search for materials and markets drove imperialism. The industrial nations of Europe needed raw materials and new markets for the goods they manufactured. This led to competition among European powers for influence in Asia and Africa.

Toward an Empire

After the Civil War, some Americans wanted the nation to build an empire. By annexing new lands, they argued, the United States would join the ranks of the world’s great powers. Their country could take its rightful place at the center of power.

Secretary of State **William H. Seward**, appointed by Abraham Lincoln, supported this view. Seward pictured an American empire dominating the Caribbean, Central America, and the Pacific. This vast empire would be connected by a canal across Central America linking the Atlantic and Pacific Oceans, a transcontinental railroad system, and the telegraph, which would provide rapid **communication**.

The Purchase of Alaska

In 1867 Seward moved closer to making his **vision**, or imagined plan, a reality when he bought Alaska from Russia for \$7.2 million. It was a great bargain for a territory twice the size of Texas.

Many people ridiculed Seward's actions. They mocked the purchase as "Seward's Ice Box" and a "polar bear garden." Alaska was viewed as an icy, barren place. However, after gold was discovered there in the 1890s, Seward's "folly" seemed more like a wise purchase. In 1912 Alaska became a territory of the United States.

A Sense of Mission

Some Americans had another reason for favoring imperialism. They believed they could "lift up" the world's "uncivilized" people by sharing Christianity and Western civilization. Josiah Strong, a Congregational minister, proposed an "imperialism of righteousness." He thought Americans should bring their religion and culture to Africa, Asia, and Latin America.

American Interest in Latin America

The United States had a flourishing trade with Latin America. Taking advantage of the Monroe Doctrine, American merchants wanted to further extend U.S. economic influence in the region. In 1884 James G. Blaine, then the Republican nominee for president, declared that the United States should

"improve and expand its trade with the nations of America."

As secretary of state in 1889, Blaine invited Latin American leaders to attend a Pan-American Conference in Washington, D.C. Blaine hoped to develop closer ties among the Latin American nations. The conference led to the **Pan-American Union**, which promoted cooperation among member nations.

Building Sea Power

As the United States expanded its influence overseas, Captain Alfred Thayer Mahan, president of the Naval War College, wanted to improve the navy. "Sea power," Mahan said, "is essential to the greatness of every splendid people." The United States would be able to use its colonies as bases to refuel its ships.

During the 1880s, the U.S. Navy shifted from sails to steam power and from wooden to steel hulls. By the early 1900s, the United States had the naval power needed to support its expanded role in foreign affairs.

 **Reading Check** Explaining What factors led to imperialism?

Section 1 Review

History  ONLINE

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Vocabulary

1. Define each of the following terms in a sentence: isolationism, expansionism, imperialism, communication, vision.

Main Ideas

2. **Discussing** Why did the U.S. begin to expand overseas?
3. **Summarizing** Summarize why many Americans favored imperialism in the late 1800s and early 1900s.

Critical Thinking

4. **Predicting** Do you think George Washington would support the Pan-American Union? Why or why not?
5. **Determining Cause and Effect** Use a diagram like the one below to discuss the causes and effects of the Treaty of Kanagawa.



6. **Persuasive Writing** You are William H. Seward, and you have just read a newspaper article criticizing your purchase of Alaska. Write a letter to the paper defending your purchase.

7. **Answer the Essential Question** Why did the United States extend its influence to other regions in the late 1800s?

Imperialism in the Pacific

Essential Question

Why did the United States expand its role in the Pacific?

Reading Guide

Content Vocabulary

provisional government (p. 238)
spheres of influence (p. 240)

Academic Vocabulary

consult (p. 239) exploit (p. 240)

Key People and Events

Liliuokalani (p. 238)

John Hay (p. 240)

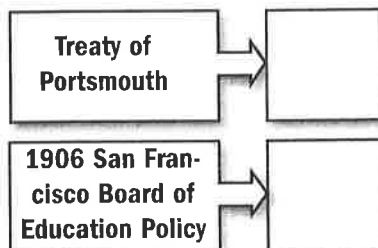
Open Door policy (p. 240)

Russo-Japanese War (p. 241)

Treaty of Portsmouth (p. 241)

Reading Strategy

Taking Notes As you read, use a diagram like the one below to explain why these events strained relations between Japan and the United States.



American Diary

On a trip to England in 1887, Hawaii's Princess Liliuokalani heard about a "revolutionary movement, [begun] by those of . . . American birth" in her Pacific island homeland. The royal party set out by ship for Honolulu, Hawaii's capital. Later, the princess wrote: "As our vessel was entering the harbor . . . we knew, although no word was spoken, the changes which had . . . been forced upon the king. We were received by the members of the new [council] of the king . . . all men of foreign birth."

—from *Hawaii's Story*



United States Marines arrive in Hawaii to support the overthrow of the Hawaiian monarchy in 1893.

Hawaii

Main Idea The United States strengthened its foothold in the Pacific by annexing Hawaii and part of Samoa.

History and You Has anyone ever taken something that belonged to you without your approval? Read to learn why the Hawaiians resisted American influence in their country.

Princess Liliuokalani (lih•LEE•uh•woh•kuh•LAH•nee) realized that time was running out for her people. American planters and businesspeople were tightening their control of Hawaii and threatening the much-loved monarchy.

Since the mid-1800s, many Americans had wanted to build an American trading empire in the Pacific. In 1867 Secretary of State William H. Seward acquired the Pacific islands of Midway. These islands were more than 3,000 miles (4,800 km) west of California. They would serve as an important stopping place for American ships en route to China. American merchants and the U.S. Navy, however,

needed more than two islands to establish a firm foothold in the vast stretches of the Pacific.

The Hawaiian Islands

The Hawaiian Islands, a chain of eight large and about 100 smaller islands, lay about 2,000 miles (3,200 km) west of California. The Hawaiian people in the 1800s lived in independent communities, each with its own chieftain. The people depended on the lush environment for farming and fishing. American trading ships and whalers often stopped at the islands for supplies and water.

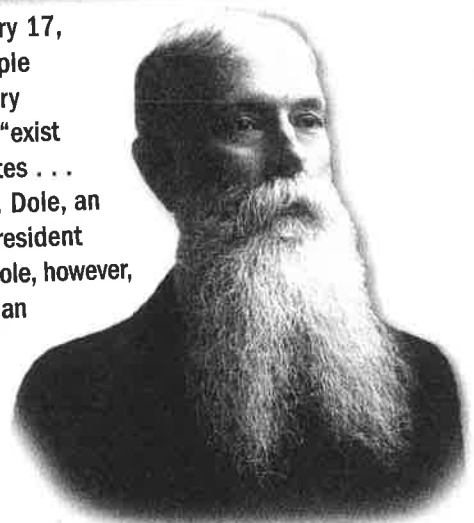
In the 1790s, Americans and Hawaiians began to trade with each other. About that same time, King Kamehameha I began to unify the islands. Because they had good ports, the villages of Honolulu and Lahaina (luh•HY•nuh) grew in importance. Trade continued to flourish.

American and European ships also brought infectious diseases to the islands. These diseases devastated the island population just as they had once devastated the Native Americans.

Primary Source The Republic of Hawaii

Taking Control of the Islands On January 17, 1893, a group of American businesspeople overthrew Hawaii's monarchy. A temporary government was then set up that would "exist until terms of union with the United States . . . have been . . . agreed upon." Sanford B. Dole, an elderly judge, became its leader. U.S. president Grover Cleveland opposed the takeover. Dole, however, refused to hand power back to the Hawaiian queen, saying, "We do not recognize the right of the President of the United States to interfere in our domestic affairs." On July 4, 1894, Hawaii officially became an independent republic, with Dole as president.

—from *History of Later Years of the Hawaiian Monarchy and the Revolution of 1893*



▲ Sanford B. Dole

Critical Thinking

Explaining Why do you think Hawaii is important to the United States today?



People IN HISTORY



Liliuokalani

Queen of Hawaii

After she was removed from power in 1893, Queen Liliuokalani continued her fight to take back the throne. She headed the Oni pa'a ("Stand Firm") movement, whose motto was "Hawaii for the Hawaiians." She appealed to the U.S. government to "do justice in this matter and to restore to me this property." In this 1898 letter to the U.S. House of Representatives, she wrote, "I, Liliuokalani of Hawaii . . . do hereby earnestly and respectfully protest against the assertion [declaration] of ownership by the United States of America of the so-called Hawaiian Crown Islands. . . . I especially protest against such . . . taking of property without due process of law."

CRITICAL Thinking

1. **Explaining** How did Liliuokalani fight the overthrow of the Hawaiian government?
2. **Evaluating** What did Liliuokalani mean when she wrote that she especially protested the taking of Hawaii without "due process of law"?

Missionaries and Sugar Growers

In 1820 Christian missionaries from the United States arrived in Hawaii. They established schools, created a written Hawaiian alphabet, and translated the Bible into Hawaiian. Many American merchants in the whaling trade also came to settle in the Hawaiian Islands.

An American firm introduced sugarcane in Hawaii in the 1830s. The missionaries and traders began buying land and establishing sugar plantations. The United States agreed not to impose tariffs on Hawaiian sugar. The sugar industry grew quickly, and American planters reaped huge profits. Gradually the Americans took control of most of the land and businesses. They also served as advisers to the Hawaiian ruling family. The United States recognized Hawaiian independence in 1842, but American influence remained strong.

Then, in the early 1890s, Congress began imposing tariffs on Hawaiian sugar. As a result, sugar exports to the United States

dropped sharply. Facing ruin, the sugar planters plotted a way to avoid the new tariff. They argued that because the United States already had a naval base at Pearl Harbor, Hawaii could be made a territory of the United States.

American Planters' Revolt

The Hawaiians, meanwhile, had begun to resist the growing influence of the Americans. In 1891 the new ruler, Queen **Liliuokalani**, came to the throne. Wanting Hawaiians to regain economic control of their islands, she took away the powers of the American sugar planters. In response, the white planters overthrew Liliuokalani and set up their own **provisional government**, or temporary government, in 1893. The queen yielded:

PRIMARY SOURCE

"Now, to avoid any collision of armed forces, and perhaps the loss of life, I . . . yield my authority."

—Queen Liliuokalani

Annexation

The success of the planters' revolt was due in part to the support of John Stevens. Stevens was the chief American diplomat in Hawaii. He arranged for marines from the warship *Boston* to assist in the revolt. Stevens immediately recognized the new government. A delegation was sent to Washington to seek a treaty that would annex, or add, Hawaii to the United States. President Benjamin Harrison signed the treaty and sent it to the Senate for approval.

The Senate, however, did not ratify the treaty before President Harrison left office. The new president, Grover Cleveland, opposed annexation and withdrew the treaty from the Senate when he found out that Hawaiians did not support the revolt. Cleveland called American interference in the Hawaiian revolution "disgraceful."

Most Hawaiians opposed annexation, but a small, powerful group of sugar growers, traders, and missionaries, along with their allies and leaders in the United States, supported it. After William McKinley became

president, Congress approved the annexation of Hawaii, and in 1900 it became a territory of the United States.

The Islands of Samoa

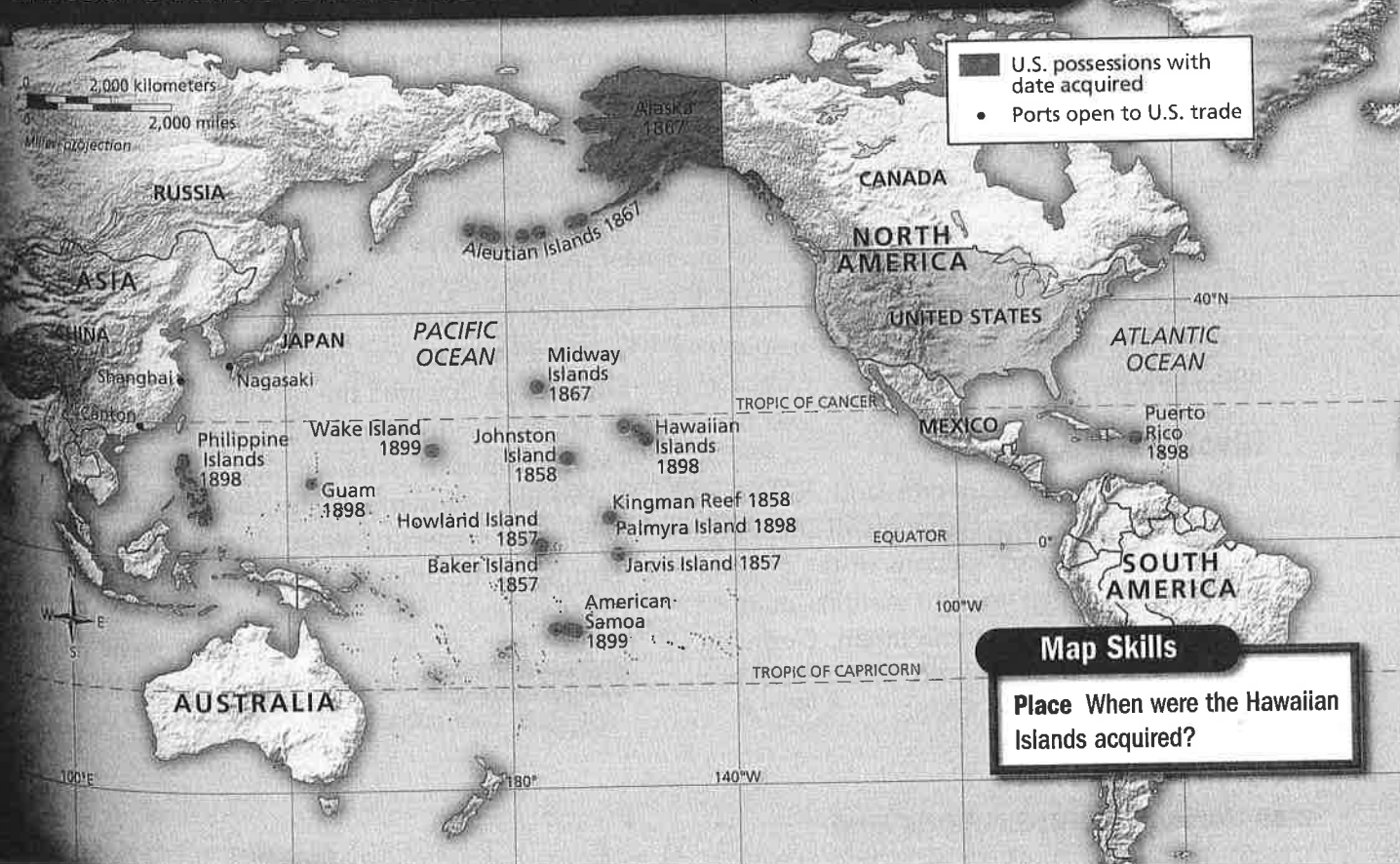
About 3,000 miles (4,800 km) south of Hawaii lay the Samoa Islands. Samoa allowed the Americans to build a naval station at Pago Pago. Samoa also granted special trading rights to the United States. Because Great Britain and Germany secured trading rights in the islands, tensions grew as the three powers competed for power in Samoa.

In 1899 the United States, Great Britain, and Germany met in Berlin. Without **consulting**—seeking an opinion from—the Samoans, the United States and Germany split Samoa, and the United States quickly annexed its portion. Great Britain withdrew from the area in return for rights to other Pacific islands.

Reading Check **Explaining** Why did the planters want Hawaii as a U.S. territory?

United States Overseas Possessions, 1900

NATIONAL GEOGRAPHIC



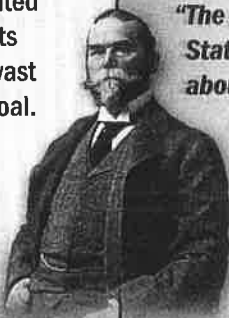
Map Skills

Place When were the Hawaiian Islands acquired?

Primary Source The United States in Asia


Extending Influence At the turn of the century, the United States used diplomatic and military tactics to protect its economic interests in Asia. Maintaining access to the vast Chinese market was a major American foreign policy goal.

- ▼ American troops fighting in Peking during the Boxer Rebellion.



"The policy of the Government of the United States is to seek a solution which may bring about permanent safety and peace to China, preserve Chinese territorial and administrative entity [existence], protect all rights to friendly powers by treaty and international law, and safeguard for the world . . . trade with all parts of the Chinese Empire."

—John Hay



America's "Great White Fleet" helped convince Japan to reaffirm the Open Door policy in China and to maintain the status quo in the Pacific.

Critical Thinking

Making Inferences Based on the quote from John Hay, what were the United States's intentions in China?

China and the Open Door

Main Idea The Open Door policy protected and expanded U.S. trading interests in China.

History and You Do you remember reading about a trade agreement with Japan in the 1850s? Read to learn about trade between the U.S. and China.

Pacific island territories were stepping-stones to a larger prize—China. Weakened by war, China also lacked industry. It could not resist the efforts of foreign powers that wanted to **exploit**, or make use of, its vast resources and markets.

Rivalries in China

By the late 1890s, Japan and European powers had carved out **spheres of influence** in China. These were sections of the country where each of the foreign nations enjoyed special rights and powers. Japan, Germany, Great Britain, France, and Russia all had spheres of influence in China.

An Open Door to China

Some U.S. government and business leaders worried about being left out of the profitable China trade. To protect and expand American trading interests, Secretary of State **John Hay** proposed an **Open Door policy**. It gave each foreign nation in China rights to trade freely in the other nations' spheres of influence. The other powers hesitated to accept the policy.

The Boxer Rebellion

In 1899 a secret Chinese society, the Boxers, revolted against the "foreign devils" in China, and many foreigners died. The next year, foreign troops defeated the Boxers.

The Boxer Rebellion led to a second Open Door proposal. This version stressed the importance of maintaining China's independence and respecting its borders. Alarmed by the revolt, the other foreign powers accepted Hay's policy.

 **Reading Check Analyzing** Explain the purpose of the Open Door policy.

Japan

Main Idea The relations between Japan and the United States were strained in the early 1900s.

History and You Have you ever tried to help two friends agree on an issue? Read to learn how the United States helped settle the Russo-Japanese War.

Eager to expand its power in Asia, Japan began to ignore the Open Door policy. Japan's actions led to war with Russia and conflict with the United States.

In the early 1900s, Japan and Russia clashed over Manchuria, a Chinese province rich in natural resources. On February 8, 1904, Japan attacked the Russian fleet in Manchuria, starting the **Russo-Japanese War**. By the spring of 1905, both Japan's and Russia's resources were nearly exhausted. Both countries were eager to make peace.

Treaty of Portsmouth

President Theodore Roosevelt met with the Russian and Japanese leaders in Portsmouth, New Hampshire, to help settle the conflict. In September 1905, Japan and Russia signed the **Treaty of Portsmouth**. This recognized

Japan's control of Korea in return for Japan's pledge to halt expansion. Roosevelt hoped the treaty would preserve a balance of power in Asia, but it failed. Japan became the strongest naval power in the Pacific and challenged the United States in the region.

Strained Relations

Many people in Japan immigrated to the United States during the Russo-Japanese War and settled in California. In 1906 the San Francisco Board of Education ordered all Asian students to attend separate schools. The Japanese government protested. President Roosevelt forced the school board to change its policies. In return, Japan promised to restrict emigration. The Japanese, however, resented the agreement, and relations between Japan and the United States worsened. Some Americans called for war.

President Roosevelt had no plan for war. He sent 16 gleaming white battleships on a cruise around the world. The "Great White Fleet" greatly impressed the Japanese. By 1909, the United States and Japan resolved many of their differences.

Reading Check **Describing** What role did the U.S. play in the end of the Russo-Japanese War?

Section 2 Review

History ONLINE
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Vocabulary

1. Define each of the following terms in a sentence: provisional government, consult, exploit, spheres of influence.

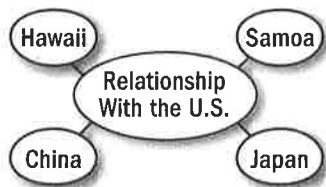
Main Ideas

2. **Explaining** How did planters and missionaries become powerful in Hawaii?
3. **Identifying Cause and Effect** Explain the effect of the Boxer Rebellion on foreign powers in China.

4. **Making Inferences** Why did Japan want control of Manchuria?

Critical Thinking

5. **Organizing** Draw a diagram like the one below. In each oval, describe the relationship between the United States and the location listed.



6. **Persuasive Writing** Write a speech that Theodore Roosevelt might have delivered to the San Francisco Board of Education to convince it to reverse its decision of sending Asian students to different schools.

Answer the Essential Question

7. Why did the United States expand its role in the Pacific?

Spanish-American War

Essential Question

How did the Spanish-American War help the United States become a world power?

Reading Guide

Content Vocabulary

yellow journalism (p. 244) protectorate (p. 246)
armistice (p. 245) territory (p. 246)

Academic Vocabulary

trigger (p. 244) eventual (p. 247)

Key People and Events

Rough Riders (p. 245)
Battle of San Juan Hill (p. 245)
Platt Amendment (p. 246)

Reading Strategy

Taking Notes As you read, use a diagram like the one below to identify the lands that the United States acquired after the Spanish-American War.

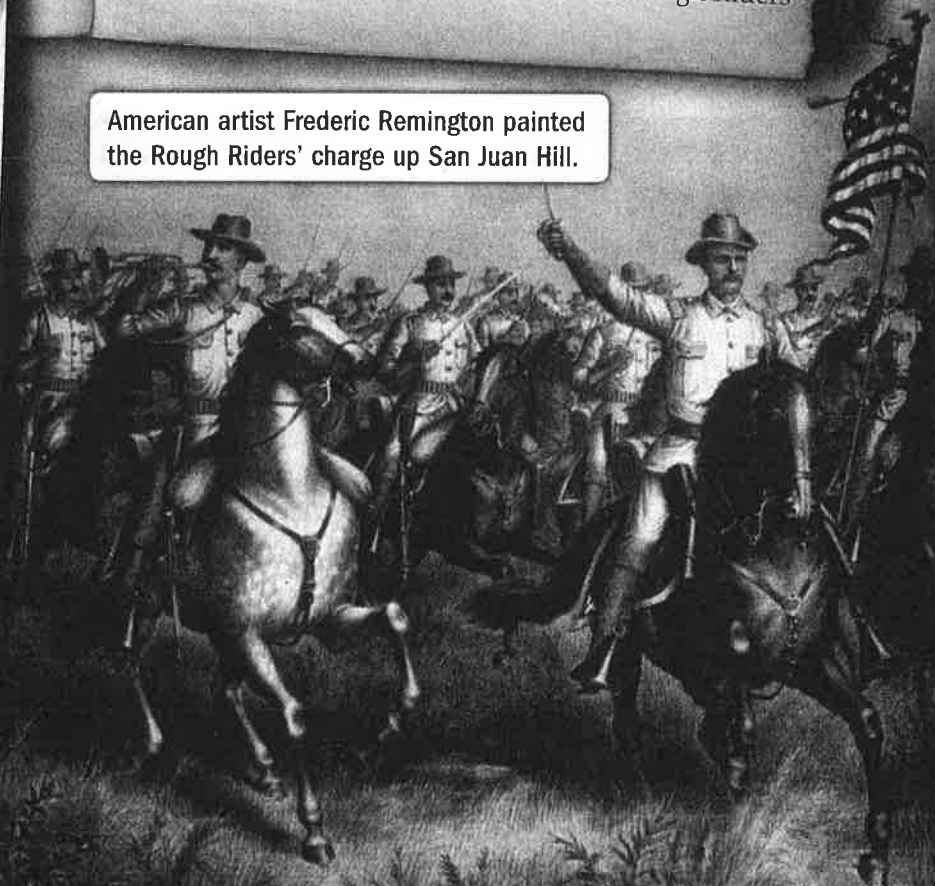


American Diary

Soldiers of the Ninth and Tenth Cavalry made the charge up San Juan Hill. In the face of enemy fire, Colonel Theodore Roosevelt on horseback encouraged his Rough Riders forward. He later recalled: "Some forty yards from the top [of the hill] I . . . jumped off [the horse]. . . . As I ran up to the hill, [my orderly] stopped to shoot, and two Spaniards fell. . . . Almost immediately afterward the hill was covered by the troops, both Rough Riders and the [African American] troopers of the Ninth [Cavalry]."

—from *The Rough Riders*

American artist Frederic Remington painted the Rough Riders' charge up San Juan Hill.



“A Splendid Little War”

Main Idea Events in Cuba led to war between the United States and Spain in 1898.

History and You Why do countries go to war? Read to learn why the United States declared war on Spain.

The charge of the Rough Riders took place in Cuba, a Caribbean island about 90 miles (145 km) from American shores. The Cubans had lived under Spanish rule for centuries. They rebelled several times in the late 1800s. Each time, however, the Spanish overpowered them and shattered their dreams of independence.

José Martí was one hero of the Cuban independence movement. He fled to the United States to gather money, arms, and troops. In 1895 Martí returned to Cuba to lead his people in a new revolt.

Martí's revolution led to huge losses in human life and property. The rebels burned sugarcane fields and destroyed buildings in hopes of forcing the Spanish to leave. In response, Spanish troops herded Cuban people into camps to separate them from the

rebels and to destroy their morale. Thousands of Cubans died of starvation and disease in the conflict.

War Fever

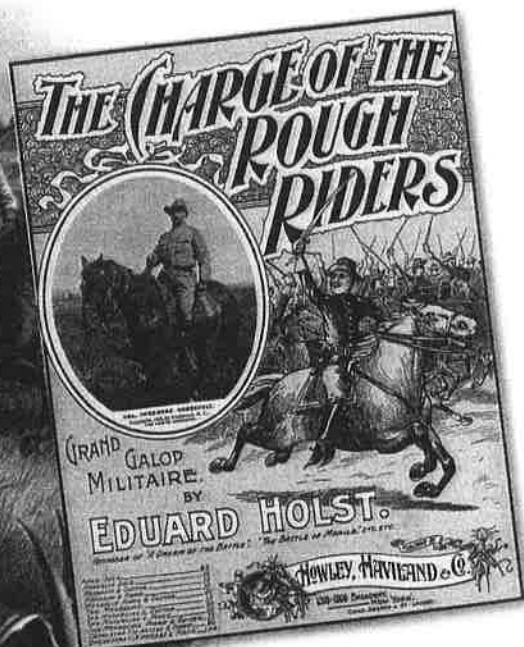
The Cuban people's struggle caused great concern in the United States. Businesspeople worried about the loss of their investments and trade in Cuba. Government leaders were concerned about a rebellion taking place so close to the United States. Many Americans were horrified by the violence against Cuban citizens, and they called for the U.S. government to do something about it.

President Grover Cleveland opposed any American involvement in Cuba. In March 1897, William McKinley became president. He, too, hoped for a peaceful settlement.

The American press reported the tragedy in Cuba in graphic detail. Coverage fueled the debate over America's role in the crisis. Newspapers, including Joseph Pulitzer's *World* and William Randolph Hearst's *Journal*, tried to outdo one another. They printed shocking reports about the revolution.

Hearst, it is said, told an artist who was illustrating a news story on Cuba, "You furnish the pictures, and I'll furnish the war."

Primary Source Sheet Music



Rallying Support During the 1890s, popular music was sold primarily as sheet music. Friends and families gathered around pianos in homes and sang to the latest music. The Spanish-American War was a popular theme in much of this sheet music. Many songwriters wrote patriotic marches and stirring songs to rally American support for the war. War heroes were celebrated in musical numbers, such as "The Charge of the Rough Riders." Patriotic music not only provided entertainment, it also shaped people's attitudes about the war.

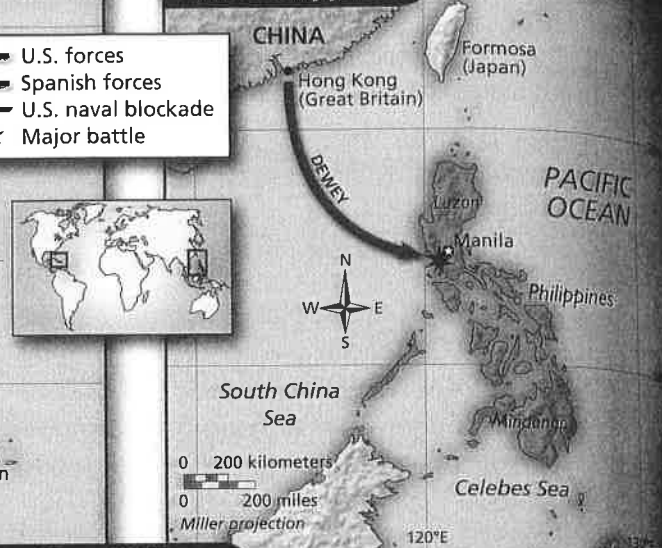
Critical Thinking

Making Connections Do you think popular music shapes people's attitudes about major events today? Explain.

The Caribbean



The Philippines



Map Skills

▲ **Fighting Far From Home** In the late 1800s, many Americans longed to build a global empire like those of the imperial European powers. Victories in the Spanish-American War led to American acquisitions in the Caribbean and the Pacific.

1. **Place** According to the two maps, in which area did more of the fighting take place?
2. **Location** On what two Caribbean islands did U.S. forces land?

Maps in Motion See StudentWorks™ Plus or glencoe.com.

This type of sensational, biased, and often false reporting is called **yellow journalism**. It played a major role in the formation of pro-war opinion in the United States.

“Remember the *Maine*”

The pressure on President McKinley to take action seemed to grow by the hour. Rioting broke out in the Cuban capital of Havana in January 1898. McKinley responded by sending the battleship *Maine* to Havana to protect American citizens and property.

The ship remained quietly at anchor in Havana Harbor for three weeks. Then, on the night of February 15, 1898, a huge explosion shattered the *Maine*, killing 260 officers and crew members. American newspapers immediately blamed the Spanish. Spain denied responsibility for the explosion. Much later, evidence indicated that the explosion may have been accidental. At the time, however, Americans wanted war with Spain. The slogan “Remember the *Maine*” became a rallying cry for revenge.

After the *Maine* incident, President McKinley sent the Spanish a strong note. He demanded a truce and an end to brutality against the Cubans. The Spanish agreed to some American demands, but not enough to satisfy McKinley or Congress. On April 19 Congress recognized Cuban independence and it also demanded the withdrawal of Spanish forces from the island. McKinley was authorized to use the army and navy to enforce American aims. On April 25, 1898, Congress declared war on Spain.

War in the Philippines

Events in Cuba **triggered**, or started, the Spanish-American War. The war’s first military actions, however, occurred thousands of miles away in the Spanish colony of the Philippines. These islands served as a base for part of the Spanish fleet.

In late February 1898, Assistant Secretary of the Navy Theodore Roosevelt had wired Commodore George Dewey to prepare for possible military action in the Philippines.

Articles and cartoons in American "yellow" newspapers highlighted Spanish atrocities in Cuba. Many Americans wanted to rescue Cuba from the "villainous" Spanish. ▶



▶ The U.S. battleship *Maine* blew up in Havana Harbor on February 15, 1898. The cause of the explosion was a mystery—the Spanish had little motive to destroy a U.S. ship, but Cuban rebels had much to gain by increasing hostilities between the United States and Spain.



In the early morning hours of May 1, Dewey launched a surprise attack on the Spanish fleet in Manila Bay. Dewey destroyed most of the Spanish ships.

American troops arrived in July, and Filipino rebels, led by Emilio Aguinaldo (AH•gee•NAHL•doh), helped the Americans capture the city of Manila. Using American weapons, the rebels then took the main island of Luzon and declared independence. They expected American support, but the United States debated what to do with the islands.

Fighting in Cuba

Meanwhile in the Caribbean, a Spanish fleet entered the harbor of Santiago in Cuba on May 19. American ships soon blockaded the coast, trapping the Spanish in the harbor.

About 17,000 American troops—nearly a quarter of them African American—then came ashore while forces under Cuban general Calixto García drove off the Spanish soldiers. As the Cuban and American forces advanced, heavy fighting followed.

History ONLINE

Student Web Activity Visit glencoe.com and complete the Chapter 8 Web Activity about the Rough Riders.

The Rough Riders

Theodore Roosevelt resigned his position as assistant secretary of the navy to join the fighting in Cuba. He led the First Regiment of U.S. Cavalry Volunteers. The regiment was an assorted group of former cowhands and college students, popularly known as the **Rough Riders**. On July 1, the Rough Riders, with African American soldiers of the Ninth and Tenth Cavalries, joined the **Battle of San Juan Hill**. "I waved my hat and we went up the hill with a rush," Roosevelt wrote later.

The Americans captured San Juan Hill after intense fighting. Two days later the Spanish fleet attempted to break out of the Santiago harbor. In a battle that lasted about four hours, the Spanish fleet was destroyed, ending Spanish resistance in Cuba.

The United States then turned to the Spanish colony of Puerto Rico. American troops landed on Puerto Rico in late July and quickly took control of the island. On August 12, the Spanish signed an **armistice**, or peace agreement, and the war ended.

Losses in the War

Secretary of State John Hay called the Spanish-American War "a splendid little war." The war lasted fewer than four months. About 400 Americans were killed in battle or died from wounds received in the fighting.

Yet the war had other aspects that were not at all "splendid." More than 2,000 Americans died of yellow fever, malaria, and other diseases found in the tropical climate. The African Americans who served during this war faced the additional burden of discrimination. They were placed in segregated units, but they fought alongside the Cuban rebel army, in which African American and white troops fought as equals.



Reading Check

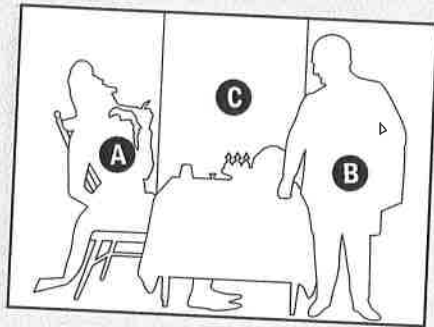
Identifying Who were the

Rough Riders?

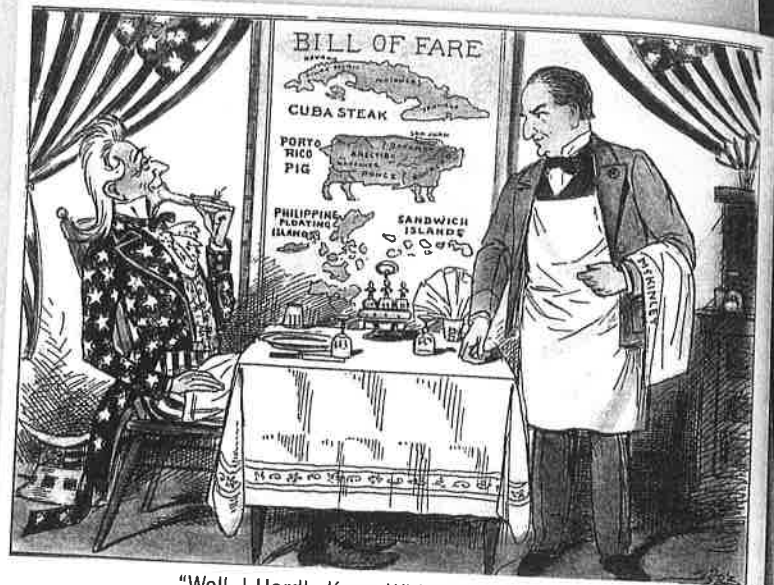
INTERPRETING POLITICAL CARTOONS

Uncle Sam's menu includes "Cuba Steak," "Porto Rico Pig," "the Philippine Floating Islands," and "the Sandwich Islands."

- 1. Interpreting** What does Uncle Sam's menu represent?
- 2. Analyzing** Does the cartoon depict President McKinley as an imperialist or as an anti-imperialist? How do you know?



A. Uncle Sam (United States)
 B. President William McKinley C. Menu



"Well, I Hardly Know Which to Take First"

Acquisitions

Main Idea The American empire became a reality after the Spanish-American War.

History and You Think about what it means to be independent. Read to learn how Cuba was ruled after the Spanish-American War.

The United States and Spain signed the Treaty of Paris on December 10, 1898, ending the war. The treaty dissolved most of the Spanish Empire.

Cuba became an American **protectorate**. A protectorate is technically an independent country, but it is under the control of another country. Puerto Rico and Guam became **territories** of the United States. A territory is an area that is completely controlled by another country. Spain also surrendered the Philippines to the United States in exchange for \$20 million. The American empire became a reality despite criticism that it was contrary to the democratic values on which the country was based.

Cuban Protectorate

Americans debated what to do about Cuba. Finally, in 1901 the United States granted Cubans full independence, but only if their new constitution included clauses giving the United States certain rights. Known as the **Platt Amendment**, these conditions prohibited Cuba from making treaties with other nations. They gave the United States control of a naval base at Guantanamo Bay. The United States also could intervene in Cuban affairs if the country's independence was threatened.

New Government for Puerto Rico

After the war, Puerto Rico remained under direct military rule. In 1900 the United States set up a new Puerto Rican government under the Foraker Act. The American government controlled the new administration. In 1917 the Jones Act made Puerto Rico a territory of the United States. American citizenship was granted to all Puerto Ricans. Many Puerto Ricans, however, still wanted independence.

Acquiring the Philippines

The United States had gained possession of the Philippines in the treaty that ended the Spanish-American War. Acquisition of the Philippines, however, aroused fierce debate among American citizens.

During the 1890s, the anti-imperialists—people who opposed American foreign expansion—fought approval of the treaty. Some argued that American rule of the Philippines went against the democratic principles on which the United States was founded. Others opposed the large standing army that would be necessary to control the Philippines. Still others feared competition from Filipino laborers. Many Americans—including Andrew Carnegie, Carl Schurz, and Mark Twain—joined the anti-imperialist campaign.

The imperialists, however, led by Senators Henry Cabot Lodge and Albert Beveridge, eventually won out. They emphasized what they believed to be the benefits of taking the islands. Some argued that the Philippines would provide the United States with another Pacific naval base, a stopover on the way to China, and a large market for American goods. Others felt that the Americans had a

duty to help “less civilized” peoples. As a result, the Senate ratified the Treaty of Paris on February 6, 1899.

Rebellion in the Philippines

The United States quickly learned that controlling its new empire would not be easy. In February 1899, Emilio Aguinaldo’s forces began a fight for independence. This conflict became a gigantic undertaking for the United States. More than 4,000 Americans died. Filipinos suffered far greater casualties—at least 200,000 soldiers and civilians died.

When Aguinaldo was captured in March 1901, many Filipino military officers and soldiers surrendered. Others refused to give up even after Aguinaldo urged them to stop fighting.

In the summer of 1901, the United States transferred authority from a military to a civilian government headed by William Howard Taft. Taft set out to prepare the islands for **eventual**, or later, self-rule. The Philippines gained independence in 1946.

Reading Check **Contrasting** What is the difference between a protectorate and a territory?

Section 3 Review

History ONLINE
Study Central™ To review this section, go to glencoe.com.

Vocabulary

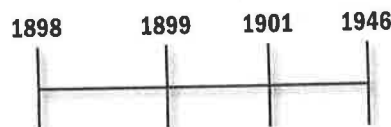
1. Define each of the following terms in a sentence: yellow journalism, trigger, armistice, protectorate, territory, eventual.

Main Ideas

2. **Explaining** How did newspapers contribute to America’s declaration of war against Spain in 1898?
3. **Discussing** Why did some Americans oppose empire building by the United States?

Critical Thinking

4. **Summarizing** Use a time line like the one below to summarize the events in the Philippines after the end of Spanish rule in 1898.



Filipino rebels create democratic republic

5. **Creative Writing** Write an account of the Battle of San Juan Hill from the point of view of an African American soldier of the Ninth Cavalry.

6. Answer the Essential Question

How did the Spanish-American War help the United States become a world power?

Latin American Policies

Essential Question

- How did the beliefs of U.S. presidents shape Latin American foreign policies?

Reading Guide

Content Vocabulary

- isthmus (p. 249)
- anarchy (p. 251)
- dollar diplomacy (p. 252)

Academic Vocabulary

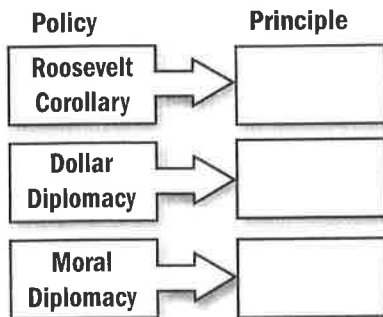
- eliminate (p. 249)
- annual (p. 249)

Key People and Events

- Roosevelt Corollary (p. 252)
- Francisco "Pancho" Villa (p. 254)
- John J. Pershing (p. 254)

Reading Strategy

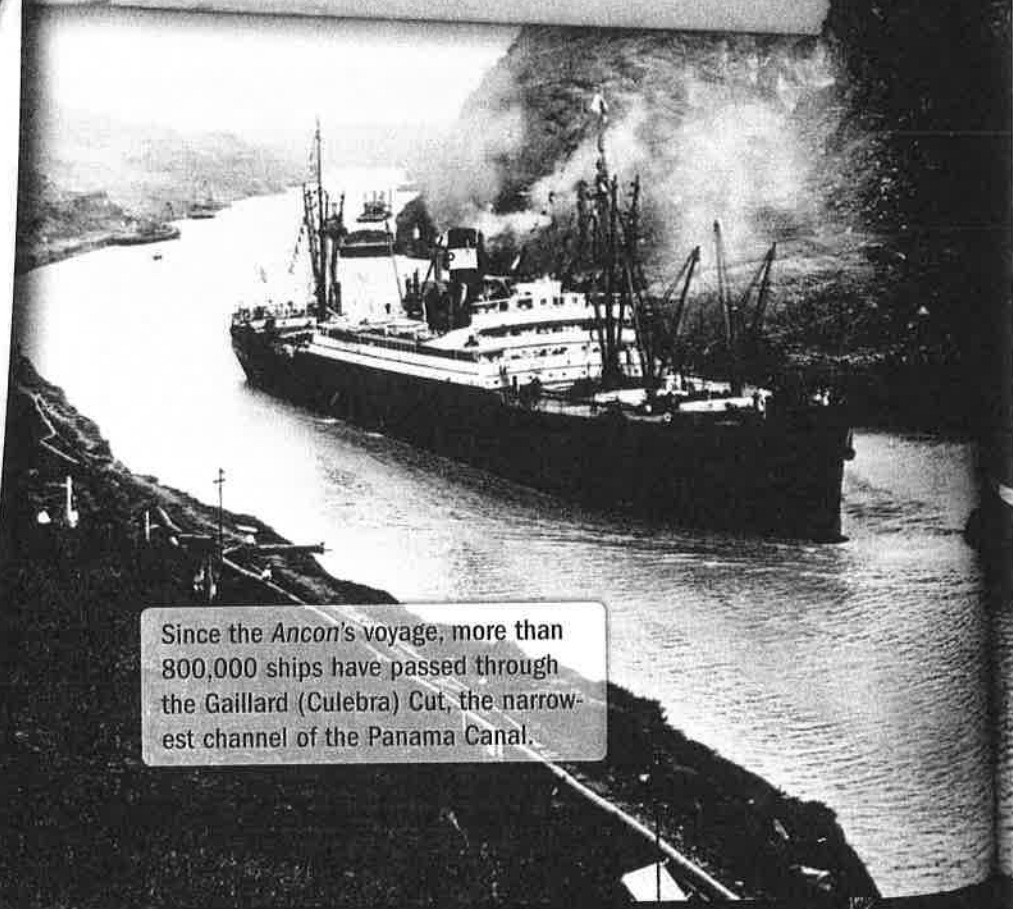
Taking Notes As you read, use a diagram like the one below to compare the principles on which each American foreign policy was based.



American Diary

On August 15, 1914, the Ancon, a cargo ship, made the first official trip through the Panama Canal. One traveler onboard the Ancon noted: "So quietly did [the ship] pursue [its] way that . . . a strange observer coming suddenly upon the scene would have thought that the canal had always been in operation, and that the Ancon was only doing what thousands of other vessels must have done before [it]."

—quoted in *The Path Between the Seas*



Since the *Ancon's* voyage, more than 800,000 ships have passed through the Gaillard (Culebra) Cut, the narrowest channel of the Panama Canal.

Panama

Main Idea The United States negotiated with Panama to build the Panama Canal.

History and You Have you negotiated for better pay for lawn mowing or babysitting services? Read to learn how the United States negotiated in order to build the Panama Canal.

The opening of the Panama Canal in 1914 was the fulfillment of a long-held dream. For hundreds of years, Americans and Europeans had wanted to build a canal across Central America to connect the Atlantic and Pacific Oceans. They wanted that connection to **eliminate** the long and dangerous sea voyage around South America. Now that the United States controlled territory in both oceans, it was even more important to have a canal that would allow easier access to American overseas territories.

Panama was an **isthmus**—a narrow strip of land connecting two larger bodies of land—about 50 miles (80 km) wide. Wedged between the Caribbean Sea and the Pacific Ocean, Panama seemed like the perfect site for the canal.

In 1879 a French company acquired a lease from Colombia to build a canal across Colombia's northern province of Panama. French efforts to build a canal failed, however, because of lack of funds and terrible losses from disease among the workers.

The United States had long considered two possible canal sites, one through Nicaragua and one through Panama. The French company eased this choice by offering to sell its rights and property in Panama to the United States.

In 1901 the United States bought the lease from the French for \$40 million. Secretary of State John Hay negotiated a treaty with Colombia in 1903 that granted the United States a 99-year lease on a strip of land across Panama. That lease cost the United States a payment of \$10 million with an **annual** rent of \$250,000.

Revolution in Panama

The Colombian Senate, however, rejected the U.S. offer to lease the strip of land. President Roosevelt then looked for other ways to get land for the canal. He wrote that he would "be delighted if Panama were an independent state."

If You Were There Working on the Panama Canal

Digging the "Big Ditch" With tropical diseases under control, you and thousands of workers begin digging. In grassy and swampy coastal areas, you struggle against the extreme heat, but your equipment works well. It is difficult work when you reach the rugged inland mountains, though. Heavy rains create mud and landslides. You also have to blast away solid rock with dynamite. After the blasts, giant steam shovels scoop up the rocks and dump them into nearby railroad cars. President Theodore Roosevelt is excited about the project, and he arrives at the site in 1906. He is photographed sitting at the controls of a steam shovel. With such presidential backing, how can you not succeed? In 1913 digging ends at last, and one of the greatest engineering projects of your time is almost complete.



Critical Thinking

Interpreting How does the phrase "The land divided, the world united" reflect the importance of the Panama Canal to the United States and the rest of the world?

The Panamanians had staged a number of revolts against Colombia in the past, but those uprisings had never met with success. This time, however, the Panamanians had reason to believe that the Americans would support them in a revolt against Colombia.

On November 2, 1903, the American warship *Nashville* steamed into the port of Colón on the Caribbean coast of Panama. Encouraged by this show of support, the Panamanians revolted the next day and declared their independence. Colombia sent forces to stop the revolt, but the United States intervened and turned them back.

The Panama Canal

On November 6, the United States recognized Panama's independence. Less than two weeks later, Hay signed a treaty with the new nation of Panama. It gave the United States a 10-mile (16-km) strip of land across the country for the same amount offered earlier to

Colombia. The United States now had land to build a canal.

Roosevelt's actions did not meet with praise from everyone, however. Many Latin Americans, some Congress members, and other Americans were angered. The president, however, took great pride in his accomplishment. He later said: "I took the canal zone and let Congress debate, and while the debate goes on, the canal does also."

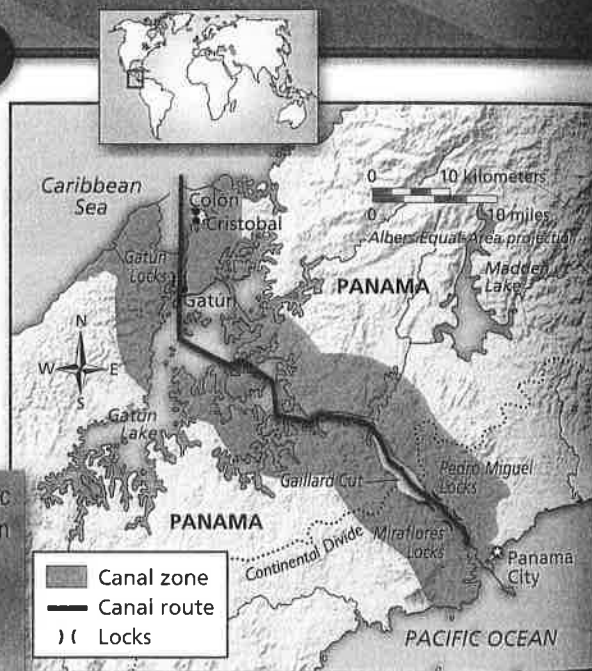
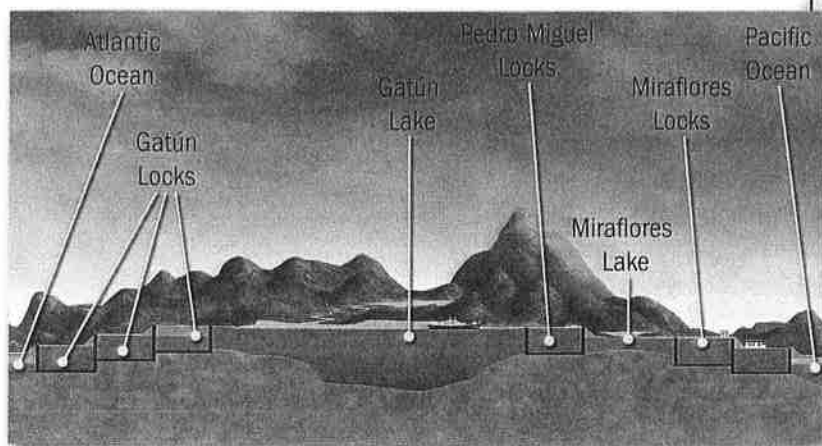
The United States could now start work on the canal—not an easy undertaking. Disease struck the workers. An English writer described Panama as "a damp, tropical jungle, intensely hot, swarming with mosquitoes." Those mosquitoes carried two deadly diseases—yellow fever and malaria.

The Grand Opening

The Panama Canal opened on August 15, 1914. A cargo ship named the *Ancon* made the first voyage through the new waterway.

Building the Panama Canal, 1900s

An Engineering Feat The Panama Canal was regarded as one of the great engineering feats of its day. Thousands of workers struggled to carve a path through the dense jungle and over mountains. Laborers dug out huge amounts of earth and rock and used the excavated materials to build a dam, which created a large lake. Workers also constructed giant locks to raise and lower ships from sea level, over the mountains, and then back to sea level again on the other side of the isthmus.



◀ A number of locks allow ships to pass through the canal's 51-mile (82-km) route.

From the start, the canal was a great success. Before the canal opened, ships sailing from New York to San Francisco traveled 12,600 miles (20,277 km) around the treacherous tip of South America. Afterwards, the trip was only 4,900 miles (7,886 km). It could be completed in less than half the time, significantly reducing shipping costs.

The Panama Canal also helped extend American naval power. The U.S. naval fleet could now move freely between the Atlantic and Pacific Oceans. The canal was a valuable property that the United States intended to protect. Thus, it guaranteed that there would be a strong American presence in Latin America. Yet many Latin Americans remained bitter over how the canal land had been acquired. This resentment soured relations between the United States and Latin America for years.

Reading Check Identifying What problem faced workers on the canal?

Policing the Western Hemisphere

Main Idea Using its economic and military power, the United States policed the Western Hemisphere.

History and You Have you ever heard the proverb “Speak softly and carry a big stick”? What does that mean? Read to learn about American foreign policies in Latin America.

President Roosevelt often quoted an African proverb, “Speak softly and carry a big stick.” He believed the United States should respond to foreign crises not with threats but with military action. Roosevelt became known for his “big stick” approach to foreign affairs.

Roosevelt also believed that America must exercise “an international police power.” He felt that this was necessary to preserve order and to prevent the world from falling into anarchy—disorder and lawlessness.



More than 6,000 men used shovels, explosives, and a system of railways to create the Gaillard (Culebra) Cut. Below, a sailing ship is towed through the finished passageway.



◀ Colonel William Gorgas

Eliminating Disease Colonel William Gorgas, an army doctor who helped eliminate yellow fever in Cuba, went to Panama to improve health conditions. Gorgas instructed workers to drain swamps, spray insecticides, spread oil on stagnant pools of water, and cut grassy marshes in order to destroy mosquito breeding places. Workers who did become ill were isolated in “pens” to stop the spread of the disease. By 1906, these measures eliminated yellow fever and greatly reduced the number of malaria cases. Without controlling disease, the United States could not have built the canal.

Critical Thinking

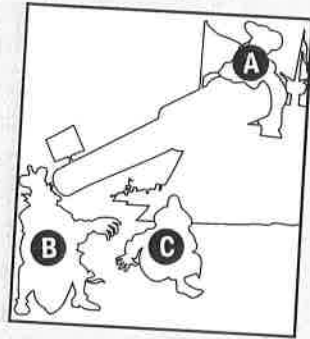
Making Inferences What do the efforts devoted to the construction of the Panama Canal reveal about how U.S. leaders felt about the project?

INTERPRETING POLITICAL CARTOONS

When European powers threatened to send warships to the Dominican Republic to collect debts owed them, the United States applied the Roosevelt Corollary to stop them.

- Analyzing** How is the Dominican Republic portrayed? What does this suggest about American opinion of Latin Americans?
- Interpreting** According to the cartoon, how did the Monroe Doctrine prevent European intervention in Latin America?

- A. President Theodore Roosevelt
- B. European powers
- C. Republic of Santo Domingo (Dominican Republic)



Roosevelt Corollary

Theodore Roosevelt was worried about instability in the Caribbean region. He feared that European powers would try to intervene there. In 1904 Roosevelt asserted America's right to act as a "policeman" in Latin America and to intervene "however reluctantly . . . in cases of wrongdoing."

This policy, known as the **Roosevelt Corollary**, was an addition to the Monroe Doctrine. The United States used the Monroe Doctrine only to prevent European intervention in Latin America. Under the Roosevelt Corollary, the United States now claimed the right to intervene in the affairs of Latin American nations whenever those nations seemed unstable.

The United States first applied the Roosevelt Corollary in 1905 when it took control of the Dominican Republic's finances following a revolution that had toppled the country's government. Then in 1906, the United States used the policy again when troops were sent to Cuba to stop a revolution there.

Dollar Diplomacy

Theodore Roosevelt thought of American power mostly in military terms. His successor, William Howard Taft, had a different view. Taft hoped to change American foreign policy by "substituting dollars for bullets." That is, he was willing to intervene in other nations' affairs if they threatened American business interests.

Taft's policy was known as **dollar diplomacy**. This policy had some positive and some negative effects. First, American investments in Latin America grew. Roads, railroads, and harbors built with American investments helped increase trade and profits. Second, the United States played a stronger role overseas. When U.S. business interests in Latin America were threatened, military intervention often followed. Of course, such action led to increased anti-U.S. feelings throughout Latin America.

Reading Check **Contrasting** How were Taft's views about power different from Roosevelt's?

Relations With Mexico

Main Idea During the early 1900s, the United States and Mexico almost went to war with each other.

History and You Think about a country today that is experiencing a long civil war. Then read about the United States's involvement in the Mexican revolution.

In the early 1900s, Mexico was a poor country. A tiny group of rich landholders controlled the nation. Investors in the United States invested millions of dollars in Mexican oil wells and other businesses.

Then, in 1910, events in Mexico began to threaten American investments. This period also revealed the weaknesses of dollar diplomacy and forced the United States to use

military intervention to protect its interests in the area.

In 1911 a popular Mexican reformer named Francisco Madero (muh•DEHR•oh) led a successful revolution. His goal was to overthrow Mexico's brutal dictator, Porfirio Díaz (DEE•ahs). Foreign businesses and some Mexican politicians and landowners prospered under the rule of Díaz. The lives of most Mexicans, however, had grown worse.

Just two years after taking power, Madero was overthrown and killed by General Victoriano Huerta (WEHR•tuh). Like Díaz, Huerta favored the wealthy and foreign interests. President Woodrow Wilson, who had just taken office, refused to recognize Huerta's "government of butchers."

Primary Source Relations With Mexico

American Troops in Mexico In 1916 Mexican rebel Pancho Villa, angered by American support for a political rival, began attacking Americans. He killed 16 American miners in Mexico, then crossed the U.S. border and burned the town of Columbus, New Mexico, killing even more Americans. American president Woodrow Wilson sent 6,000 soldiers under the leadership of General John Pershing into Mexico to capture Villa. Though Mexican president Carranza also wanted to capture Villa, he opposed the presence of U.S. forces in Mexican territory.



Bold and ruthless, Villa commanded a strong rebel force in northern Mexico. ▶



▲ American soldiers used motorcycles, trucks, and horses in their unsuccessful search for Villa.

"Villa is entirely familiar with every foot of Chihuahua, and the Mexican people, through friendship or fear, have always kept him advised of our every movement. He carries little food, lives off the country, rides his mounts hard and replaces them with fresh stock taken wherever found. Thus he has had the advantage since the end of the first twenty-four hours after the Columbus raid occurred."

—from a report by General John Pershing, April 1916

Critical Thinking

Drawing Conclusions Why do you think U.S. forces failed to capture Pancho Villa?

Wilson's "Moral Diplomacy"

In foreign affairs, Woodrow Wilson hoped to avoid further imperialism by the United States. He sought to promote democracy in other nations as a means of ensuring stability and preventing war and revolution. According to Wilson, the United States had a duty "to teach the South American republics to elect good men." Like Roosevelt and Taft, Wilson recognized the importance of military power and economic interests. Wilson however, wished to base his foreign policy on moral principles.

Wilson's "moral diplomacy" faced a serious challenge in Mexico. After Huerta took power, a civil war broke out in Mexico. Wilson hoped that the Huerta government, without American support, would fall. That did not happen. Wilson then authorized arms sales to Huerta's rival, Venustiano Carranza (kuh•RAN•zuh).

Problems came to a head in April 1914. When Huerta's troops arrested some American sailors, Wilson ordered U.S. troops to seize the port of Veracruz. This show of force strengthened Carranza's position. Huerta was forced to flee in August. Carranza took power, and American troops withdrew.

Francisco "Pancho" Villa

Huerta's departure did not end the civil war. Rebel leader **Francisco "Pancho" Villa** rose up against Carranza. In January 1916, Villa held and shot 16 Americans because of U.S. support for the Carranza government. Villa hoped to damage Mexican-American relations, but the United States did not act against Mexico. Then Villa and his rebels crossed into New Mexico, burning the town of Columbus and killing 18 Americans.

Villa's actions angered the United States. Troops led by General **John J. Pershing** crossed the border into Mexico and pursued Villa for almost a year. Many Mexicans protected Villa from capture. After America's attention turned to the war raging in Europe in 1917, Pershing's troops left Mexico. American actions had brought the countries close to war and led to great resentment in Mexico. As in the Caribbean, America's experience in Mexico showed other nations that the United States would willingly use its power when its interests or its honor was threatened.

 **Reading Check** Defining What was "moral diplomacy"?

Section 4 Review

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Vocabulary

1. Define the following terms, using each one in a sentence: eliminate, isthmus, annual, anarchy, dollar diplomacy.

Main Ideas

2. **Identifying** How did the United States benefit from the construction of the Panama Canal? What were the drawbacks?
3. **Explaining** Why did President Roosevelt believe the United States should assert its military power in Latin America?
4. **Discussing** What event prevented an outbreak of war between the United States and Mexico in 1917? What did the United States prove by its actions in Mexico?

Critical Thinking

5. **Evaluating** Use a diagram like the one below to identify the positive and negative effects of Taft's dollar diplomacy in Latin America.



6. **Creative Writing** You are a follower of Francisco "Pancho" Villa. Write a paragraph explaining why you support him.


Answer the

7. Essential Question

How did the beliefs of U.S. presidents shape Latin American foreign policies?

Visual Summary



Main Idea	Supporting Details
<p>American influence around the world expands in the late 1800s.</p>	<ul style="list-style-type: none"> • After the closing of the frontier, the U.S. looks overseas to expand its territory. • Matthew Perry's expedition in 1854 opens Japan to U.S. trade. • The U.S. competes with European nations for overseas markets and resources. • Americans seek to spread Christianity and Western culture. • The United States purchases Alaska from Russia and seeks to develop friendly relations with Latin America. • U.S. Navy is strengthened to support overseas territories.
<p>America seeks an empire in the Pacific.</p>	<ul style="list-style-type: none"> • American sugar planters overthrow Hawaii's Queen Liliuokalani; Hawaii becomes a U.S. territory. • Germany and the United States divide the Samoa Islands. • The Open Door Policy protects and expands American trade in China. • Japan threatens U.S. power in the Pacific.
<p>The Spanish-American War helps the United States become a world power.</p>	<ul style="list-style-type: none"> • War erupts over concerns about Spanish rule in Cuba; explosion of the USS <i>Maine</i>. • U.S. defeats Spain; acquires Puerto Rico, Guam, and the Philippines.
<p>U.S. involvement in Latin America increases in the early 1900s.</p>	 <ul style="list-style-type: none"> • U.S. seeks to build a canal across Central America to ease travel between the oceans. • U.S. supports Panama's revolt against Colombia to gain canal site. • The construction of the Panama Canal guarantees a strong American influence in the region.
<p>The U.S. uses its military and economic power to maintain its interests in Latin America.</p>	<ul style="list-style-type: none"> • The Roosevelt Corollary supports the use of American military force to prevent instability in Latin America. • Taft's "dollar diplomacy" calls for American intervention to protect U.S. business and economic interests. • Wilson's "moral diplomacy" supports the spread of democracy in Latin America.



▲ Queen Liliuokalani

◀ American troops in Mexico



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