PROGRESSIVE ERA AND IMPERIALISM

US HISTORY
1. Progressive Movement-

2. Muckraker-

3. Seventeenth Amendment-

4. Women’s suffrage-

5. Susan B. Anthony-

6. Square Deal-

7. Upton Sinclair-

8. Meat Inspection Act-

9. Pure Food and Drug Act-

10. William Howard Taft-

11. Bull Moose Party-

12. Clayton Antitrust Act-

13. Nineteenth Amendment-
Segregation and Discrimination

Directions: As you read about racial tensions in the late 19th century, answer the questions below.

1. Who was Ida B. Wells? What did she fight against?

2. Explain literacy tests and how they prevented blacks from voting.

3. Explain poll taxes and how they prevented blacks from voting.

4. What were grandfather clauses and why did states pass them?

5. What are Jim Crow laws? What is segregation?

6. How did Plessy v. Ferguson affect the civil rights of African Americans?

7. What was Booker T. Washington’s view of racial equality?

8. How did W.E.B. Du Bois feel about Washington? (see the “historical spotlight”)

9. What does it mean to lynch someone? How many African Americans were lynched between 1885 and 1900?


11. What is debt peonage?
Excerpts from *The Jungle* (1906) by Upton Sinclair

**Section 1**—And then there was the condemned meat industry, with its endless horrors. The people of Chicago saw the government inspectors in Packingtown, and they all took that to mean that they were protected from diseased meat; they did not understand that these hundred and sixty-three inspectors had been appointed at the request of the packers, and that they were paid by the United States government to certify that all the diseased meat was kept in the state. They had no authority beyond that; for the inspection of meat to be sold in the city and state the whole force in Packingtown consisted of three henchmen of the local political machine!

**Section 2**—Let a man so much as scrape his finger pushing a truck in the pickle rooms, and he might have a sore that would put him out of the world; all the joints in his fingers might be eaten by the acid, one by one. Of the butchers and floormen, the beef-boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. The hands of these men would be criss-crossed with cuts, until you could no longer pretend to count them or to trace them. They would have no nails, — they had worn them off pulling hides; their knuckles were swollen so that their fingers spread out like a fan. There were men who worked in the cooking rooms, in the midst of steam and sickening odors, by artificial light; in these rooms the germs of tuberculosis might live for two years, but the supply was renewed every hour. There were the wool-pluckers, whose hands went to pieces even sooner than the hands of the pickle men; for the pelts of the sheep had to be painted with acid to loosen the wool, and then the pluckers had to pull out this wool with their bare hands, till the acid had eaten their fingers off. Worst of any, however, were the fertilizer men, and those who served in the cooking rooms. These people could not be shown to the visitor, — for the odor of a fertilizer man would scare any ordinary visitor at a hundred yards, and as for the other men, who worked in tank rooms full of steam, and in some of which there were open vats near the level of the floor, their peculiar trouble was that they fell into the vats; and when they were fished out, there was never enough of them left to be worth exhibiting, — sometimes they would be overlooked for days, till all but the bones of them had gone out to the world as Durham's Pure Leaf Lard!

**Section 3**—There was meat that was taken out of pickle and would often be found sour, and they would rub it up with soda to take away the smell, and sell it to be eaten on free-lunch counters; also of all the miracles of chemistry which they performed, giving to any sort of meat, fresh or salted, whole or chopped, any color and any flavor and any odor they chose. In the pickling of hams they had an ingenious apparatus, by which they saved time and increased the capacity of the plant — a machine consisting of a hollow needle attached to a pump; by plunging this needle into the meat and working with his foot, a man could fill a ham with pickle in a few seconds. And yet, in spite of this, there would be hams found spoiled, some of them with an odor so bad that a man could hardly bear to be in the room with them. To pump into these the packers had a second and much stronger pickle which destroyed the odor — a process known to the workers as "giving them thirty per cent." Also, after the hams had been smoked, there would be found some that had gone to the bad. Formerly these had been sold as "Number Three Grade," but later on some ingenious person had hit upon a new device, and now they would extract the bone, about which the bad part generally lay, and insert in the hole a white-hot iron. After this invention there was no longer Number One, Two, and Three Grade — there was only Number One Grade. The packers were always originating such schemes — they had what they called "boneless hams," which were all the odds and ends of pork stuffed into casings; and "California hams," which were the shoulders, with big knuckle joints, and nearly all the meat cut out; and fancy "skinned hams," which were made of the oldest hogs, whose skins were so heavy and coarse that no one would buy them — that is, until they had been cooked and chopped fine and labeled "head cheese!"

**Section 4**—There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected, and that was moldy and white — it would be dosed with borax and glycerin, and dumped into the hoppers, and made over again for home consumption. There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one — there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time,
and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water – and cartload after cartload of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast. Some of it they would make into "smoked" sausage – but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatin to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it "special," and for this they would charge two cents more a pound.

Section 5 - So spoke an orator upon the platform; and two thousand pairs of eyes were fixed upon him, and two thousand voices were cheering his every sentence. The orator had been the head of the city's relief bureau in the stockyards, until the sight of misery and corruption had made him sick. He was young, hungry-looking, full of fire; and as he swung his long arms and beat up the crowd, to Jurgis he seemed the very spirit of the revolution. "Organize! Organize! Organize!" — that was his cry. "These men are not Socialists!" he cried. "This election will pass, and the excitement will die, and... if you forget about it, ...if you sink back and rest upon your oars, we shall lose this vote that we have polled today, and our enemies will laugh us to scorn! It rests with you to take your resolution — now, in the flush of victory, to find these men who have voted for us, and bring them to our meetings, and organize them and bind them to us! We shall not find all our campaigns as easy as this one. Everywhere in the country tonight the old party politicians are studying this vote, and setting their sails by it; and nowhere will they be quicker or more cunning than here in our own city. Fifty thousand Socialist votes in Chicago means a municipal-ownership Democracy in the spring! And then they will fool the voters once more, and all the powers of plunder and corruption will be swept into office again! But whatever they may do when they get in, there is one thing they will not do, and that will be the thing for which they were elected! They will not give the people of our city municipal ownership — they will not mean to do it, they will not try to do it; all that they will do is give our party in Chicago the greatest opportunity that has ever come to Socialism in America! And then will begin the rush that will never be checked, the tide that will never turn till it has reached its flood — that will be irresistible, overwhelming — the rallying of the outraged workingmen of Chicago to our standard! And we shall organize them, we shall drill them, we shall marshal them for the victory! We shall bear down the opposition, we shall sweep it before us — and Chicago will be ours! Chicago will be ours! CHICAGO WILL BE OURS!"

Questions to Consider
1. Identify the theme of each section:
   - Section 1
   - Section 2
   - Section 3
   - Section 4
   - Section 5

2. Do you think legislation like the Meat Inspection Act and the Pure Food and Drug Act would have passed without the public attention these issues received after the publication of articles and books like this one? Why or why not?

3. What does the publication of The Jungle tell you about the progressive movement?
<table>
<thead>
<tr>
<th>Years in office</th>
<th>President</th>
<th>Domestic Policies/Events</th>
<th>Foreign Policies/Events</th>
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<tr>
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<td>William McKinley</td>
<td>Domestic Policies/Events</td>
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<td>Theodore Roosevelt</td>
<td>Domestic Policies/Events</td>
<td>Foreign Policies/Events</td>
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<td></td>
<td>William Howard Taft</td>
<td>Domestic Policies/Events</td>
<td>Foreign Policies/Events</td>
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<td></td>
<td>Woodrow Wilson</td>
<td>Domestic Policies/Events</td>
<td>Foreign Policies/Events</td>
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| Progressive Era Reforms | Name: _______________________________________
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THE ELECTION OF 1912

The Progressive Era was a time of tremendous social, economic, and political change, and the presidential election of 1912 was typical of the reform spirit of the period. The election was a catalyst for the future of Democracy in the United States. More than two major political parties were present on the presidential ballot for the first time in history. The election between Democrat Woodrow Wilson, Republican William Howard Taft and Bull Moose Candidate Theodore Roosevelt brought the progressive era ideas to the forefront. In order for a candidate to be successful they need a strong campaign team behind them. Your task today is to be the campaign managers for one of the candidates from the election of 1912.

You will get into groups of two or three to put together a campaign for your selected candidate. The campaign needs to include each of the following:

1. **Slogan for the Campaign**
2. **Campaign Poster**
3. **Political Cartoon** (Against one of your Candidates)
4. **Travel Itinerary** (Choose two locations for supporters and two locations for detractors. Be sure to explain why you chose each location and who you will be speaking to at each location) Should be min. 1 paragraph each location.
5. **Speech for your Constituents** (Pick a Group that would support your candidate) Should be min 2 paragraphs.
6. **Press Release** (Choose one controversial item from your candidate and write a press release explaining what happened) Should be min 2 paragraphs.

Work with your group mates to put together a successful campaign for your candidate. Be sure to work together to complete the task. You can divide up the items or work together as a group to pull all of the items together.

**Presentation:**

The campaign information should be presented together in a neat organized fashion using a folder or other binding. The organization should be put together as followed:

- **Front Cover** – Campaign Slogan and Campaign Poster
- **Inside** – Travel Itinerary, Speech and Press Release
- **Back Cover** – Political Cartoon

It is important to follow this organization and to include all pertinent information.

**Grading:**

<table>
<thead>
<tr>
<th>Election of 1912 Campaign</th>
<th>% Grade</th>
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<tbody>
<tr>
<td>Contains a well-developed campaign that deals explicitly with the candidate; includes all of the components and is complete with historical information specific to the groups candidate; includes correct format and details</td>
<td>50</td>
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<tr>
<td>As above; there may be minor format or mechanical errors</td>
<td>45</td>
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<tr>
<td>Components may need further development/clarification and have major factual mistakes; maximum grade possible if presentation format is not followed</td>
<td>40</td>
</tr>
<tr>
<td>Components are confused/underdeveloped; lacking substantial factual information; missing one of the components; format and mechanical errors may interfere with comprehension</td>
<td>35</td>
</tr>
<tr>
<td>As above; lacking even more information; missing multiple components</td>
<td>30</td>
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<td>Insufficient/incomplete effort</td>
<td>25</td>
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<tr>
<td>Not submitted or copied</td>
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Chapter 18, section 1: Guided Reading

Imperialism and America

**Directions:** As you read about how the United States became an imperial power, answer the questions below. Start on page 548.

1. Who was Queen Liliuokalani? Why is she important?

2. What is imperialism?

3. How did European imperialism affect Africa?

4. How did US economic prosperity lead it to pursue a policy of imperialism?

5. Who was Alfred T. Mahan? What was the name of his book and what was his argument?

6. Explain the arguments for imperialism.

7. Explain the arguments against imperialism.

8. Look at the chart on page 550. Which group experienced the most dramatic change in percentage of total population between 1853 and 1920? What were these changes?

9. What problems did the McKinley Tariff cause for American sugar growers in Hawaii?

10. Who was Sanford B. Dole? What did he do?
American Expansion, 1853-1905

Complete the chart below and label the indicated territories/countries on the maps provided separately. Relevant sections of *The Americans* are provided to you in each case. The first example (Japan) is already provided as a guide. Use bullet points in each case to describe U.S. goals and the nature of the interaction that took place (i.e., how did we interact with or acquire the country or territory in question?).

<table>
<thead>
<tr>
<th>Date/Country/Territory</th>
<th>Description of U.S. Goals/Interaction/Acquisition</th>
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</table>
| **Japan (1853-54)**    | *President Pierce orders Commodore Matthew Perry to sail his fleet into Tokyo Bay and extract treaties of trade and friendship from the shogunate*  
*Japan’s government agrees after it becomes clear that Perry’s heavily armed ships won’t leave without signing such treaties*  
*marks the end of Japan’s effective isolation from the Western world, which directly contributes to the Meiji Restoration in 1867 and Japan’s decision to embrace Western ways as a means of avoiding domination by the West*  
*it’s less than 90 years until Pearl Harbor is attacked* |
<p>| <strong>Alaska (1867)</strong>      | p. 550                                            |
| <strong>Hawaii (early 1800s, 1887, 1893, 1898)</strong> | pp. 550-551                                      |
| <strong>Cuba &amp; Puerto Rico</strong> | (1895-1901) pp. 552-561                           |</p>
<table>
<thead>
<tr>
<th>Region</th>
<th>Years</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Philippines &amp; Guam</td>
<td>(1898-1902)</td>
<td>pp. 555-557, 561</td>
</tr>
<tr>
<td>China</td>
<td>(1899-1900)</td>
<td>pp. 562-563</td>
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<td>Panama</td>
<td>(1903, 1906-14)</td>
<td>pp. 680-81, 572-573</td>
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<tr>
<td>Roosevelt Corollary, Dominican Republic</td>
<td>(1904-05)</td>
<td>p. 568</td>
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</tbody>
</table>
Imperialism Children’s Book

Today you will create a Children’s Book about three items we learned about during the notes on Imperialism. Choose three items that we learned about in these sections. You will then use the pictures provided and the classroom magazines to design a Children’s Book detailing your events. In the book you will need to tell the story of your three different events. Each should take up about three pages in the book. Be sure to include facts and details that add to the complexity of your story. Remember that creativity (and color) will only help your grade. On the front cover be sure to include a title for your Storybook. Also on the back side of the front cover be sure to write out which three events you choose.
**Review for Quiz -**

**The Progressive Era**
Sherman Antitrust Act
Eugene V. Debs
Progressives
Muckrakers
Ida Tarbell/Upton Sinclair/Jacob Riis
Initiative/Referendum/Recall
17th Amendment
Jane Addams/ Hull House
National American Women’s Suffrage Association
19th Amendment
Temperance Movement/Anti-Saloon League
Carrie Nation
18th Amendment
Theodore Roosevelt
Northern Securities Company
Coal Strike 1902
Square Deal
Meat Inspection Act
Pure Food and Drug Act
William Howard Taft
16th amendment
Election of 1912- candidates/ Winner/ Why?
Woodrow Wilson
*Plessy v. Ferguson*
Booker T. Washington
W.E.B. DuBois
NAACP

**Review for Quiz -**

**Imperialism**
Imperialism
William Seward
Rudyard Kipling’s – “White Man’s Burden”
Alfred Thayer Mahan
Queen Liliuokalani
China- “Spheres of Influence”
John Hay/Open Door Policy
Boxer Rebellion
“Great White Fleet”
Cuba- U.S. interest
Jose Marti
Yellow Journalism
William Randolph Hearst/Joseph Pulitzer
The USS Maine
Emilio Aguinaldo
Rough Riders/Battle of San Juan Hill
Role of disease
“Splendid Little War”- explain
Cuba- Protectorate/Platt Amendment
Foraker Act
William Howard Taft and role in Philippines
Panama Canal
“Big Stick” policy
Roosevelt Corollary
Dollar Diplomacy
Moral Diplomacy
Pancho Villa/John J. Pershing
Valeriano Weyler
War in Philippines
What is Progressivism?

From 1890s to 1920, progressives addressed the rapid economic & social changes of the Gilded Age

Progressive reform had wide appeal but was not a unified movement with a common agenda

- Progressive reforms included poverty, child labor, factory safety, women's rights, temperance, & political corruption

Reforming America’s Cities

Progressive reform 1st began in cities in the 1890s to address factory, tenement, labor problems:

- The __________________________ movement was a new religious philosophy that focused on improving society & saving individual souls

The Female Dominion -- Some of the 1st reformers were educated, middle-class women:

- Women found reform was a way to improve their communities & to break out of their traditional social roles
- Led by Jane Addam’s Hull House in Chicago, __________________________ were built in slums, offering health care, baths, & cheap food

Women’s groups, like the WCTU __________________________, helped gain key reforms:

- Prohibition— Reports of alcohol abuse led 19 states to outlaw booze & the passage of the 18th Amendment (1920)
- Prostitution— By 1915, almost all states banned brothels & the Mann Act banned the interstate transport of “immoral” women

Muckraking Journalism

- “Muckraking” journalism drew attention to social problems, such as urban poverty, corruption, & big business practices:
  o Popular monthly magazines, like McClure’s & Collier’s, used investigative journalism & photos
  o Jacob Riis’ __________________________ (1890) was the 1st exposé of urban poverty & slums

Other groundbreaking exposés:

  o __________________________ Progress & Poverty (1879) showed the growing gap between rich & poor
  o __________________________ Shame of the Cities (1902) exposed corrupt political machine bosses
  o __________________________ History of Standard Oil (1904) revealed Rockefeller’s ruthless business practices

- Upton Sinclair’s __________________________ (1906) led to federal investigation of the meatpacking industry, gov’t inspections, & improved sanitation

- Sam H. Adams exposed the dangers of patent medicines which led to the __________________________ requiring listing of ingredients & banned “adulterated” drugs

Working-Class Reform

The new industrial advances like mass production & management sped up production but led to:

- Long hours, low wages, dangerous settings for workers
- Labor unrest & strikes
- Union membership jumped from 4% in 1900 to 13% by 1920
- Progressive reforms for workers
The need for Progressive reform for factory workers was made evident in the 1911 ________________________________.

The Women and African American Movement

The Women’s Movement

Successful progressive reforms led by women strengthened calls for women’s rights & suffrage:

- The National Association of Colored Women advocated for the rights of black women
- The National American Woman Suffrage Association was key in getting the 19th Amendment passed in 1920

African-American Reforms

By 1900, African-Americans were in desperate need of progressive reform

- 80% of African-Americans lived in rural areas, most as sharecroppers
- Poll taxes, literacy tests, property qualifications limited black suffrage
- The ________________________________ (1896) case strengthened Jim Crow laws allowed segregation in public areas (restaurants, hotels, schools)

Progressive reform did occur in Southern state government, but:

- Reform focused on regulating RR & industries in order to benefit white farmers
- Social reform did not occur; keeping blacks from voting was seen as necessary

Due to this inequity, black civil rights leaders demanded reform -- But, black leaders were divided on how to address racial problems

- ________________________________ was Harvard educated, studied black urban culture, & was 1st president of Tuskegee University
  - His “Atlanta Compromise” stressed black self-improvement (not lawsuits or agitation against whites)

- ________________________________ was more aggressive
  - Dubois led the Niagara Movement in 1905 calling for immediate civil rights, integrated schools, & promotion of the “Talented 10th” to be the next generation of black civil rights leaders

The Niagara Movement & NAACP

- In 1909, National Assoc for the Advancement of Colored People (NAACP) was formed by William Walling & others; DuBois was put in charge of The Crisis publication

Conclusions:

The Impact of Urban Progressive Reform

- Social progressivism led to successful reforms in American cities by attacking corruption & advocating for the less fortunate

Urban reformers drew national attention to:

- The plight of women & blacks (with mixed results)
- The need for reform at the state & national levels
Progressive Presidents

TR McKinley’s VP in 1900
Hoped to get him out of the way

Less than a year after the election, McKinley assassinated by an anarchist

Bully Pulpit
- Refers to the ability of a president to use his position to influence the nation
- Roosevelt increased the power of the presidency this way

Roosevelt’s Progressivism -- Roosevelt’s policies known as the Square Deal
3 C’s
1. 
2. 
3. 

Corporations
Roosevelt believed in regulating monopolies to prevent abuses
However, if they (or Congress) refused, then Roosevelt used Sherman Anti-Trust act to break up monopolies

Coal Strike 1902
- Mine owners shut down the mine & refused to negotiate
- Mine owner: “The miners don’t suffer – why, they can’t even speak English”

As winter approached, Roosevelt invited union & management to White House to negotiate
When owners refused to budge, TR threatened to take over mines & have the army operate them.

Consumers
Roosevelt read The Jungle & demanded an investigation
Results in ________________________________, Later ________________________________ passed
Creates FDA - Placed restrictions on makers of food and medicine - Truth in labeling

Conservation
Many were worried that development would destroy what remained of frontier
- ________________________________ was a famous preservationist who formed the Sierra Club
- Other early conservationists were sport hunters
  o Roosevelt created many new national parks
  o Also appointed conservationist Gifford Pinchot as head of Division of Forestry
Pinchot said conservation movement sought to promote the “greatest good for the greatest number for the longest time.”
William H. Taft - Runs for president in 1908
Roosevelt goes on a hunting safari in Africa & leaves politics behind

Taft’s Progressivism

Tried to continue Roosevelt’s policies, but lacked TR’s personality
  o Detested backroom politics & never felt comfortable in the White House

16th & 17th amendments were passed

  16th – _____________________________
  17th – _____________________________

Disagrees w/Roosevelt over trusts & conservation
  Fires Pinchot for insubordination after he criticizes land sales

1912 Election

TR decides to run for 3rd term
When Republican convention chooses Taft, Roosevelt forms 3rd party - “Bull Moose” Party

Assassination attempt - Crazed assassin who thinks that third parties shouldn’t exist tries to kill TR
  o Bullet goes through his speech & lodges next to his ribs
  o Then TR goes to auditorium and delivers two hour speech before going to the hospital

Democrats nominate ____________________ -- What happens when a political party splits?

Wilson’s Progressivism

Federal Reserve Act: ___________________________________
  - Central bank divided into 12 federal branches across U.S.
  - The “Fed” can regulate the money supply to prevent panics or inflation

Also created Federal Trade Commission (FTC)
  o Meant to _________________________________________ (monopolies)

Limits of Progressives
  - Progressivism didn’t extend to African Americans (despite talk of greater democracy)
  - TR invited Booker T. Washington to White House for dinner (first president to ever invite a African-American to dinner)

But Woodrow Wilson called African Americans “an ignorant and inferior race” and appointed many racists who segregated federal agencies, even though many had been integrated for over 50 years

Carnage of World War I convinces many that “progress” for mankind is impossible
“A Splendid Little War”
The Spanish-American War -- 1898

I. Background
1. Spain controlled Cuba and the Philippines
2. Cuba and the Philippines are separately revolting against Spain
   1895 -- Cuban rebels declared their independence from Spain

II. Why did the US care about Cuba? (They didn’t care about the Philippine revolt)
   ➢ US investments in Cuban sugar
   ➢ Cuba is in America’s “backyard”
   ➢ Cuba’s rebellion reminds Americans of the American Rev.

III. Why did the US get involved?
1. New government in Cuba
   1896: Spanish General Valeriano Weyler is sent to Cuba to restore order
   moved all the rural people out of their houses and into huge concentration camps -- thousands die of disease and hunger

2. Yellow Journalism
   def: Use lies and exaggeration to appeal to the public (Propaganda); exaggerating the news to increase readership
   William Randolph Hearst & Joseph Pulitzer (editors of *The World* & *The Journal*) were competing for sales.
   *So they report the “atrocities” of the Spanish against the Cubans*
   • Spanish Cannibalism
   • Inhumane Torture
   • Amazon Warriors Fight for Rebels
   • Butcher Weyler throws Babies to the Sharks
   Public outrage and support for the Cuban rebels begins to grow

3. The Maine
   President McKinley sent a US warship, *USS Maine*, to Havana Harbor (Cuban capital) to protect US citizens in Cuba
   Feb. 15, 1898 - USS Maine exploded and sank. 254 US sailors died
   *Who did it? Three options:*
   1. Cubans - hoping US would enter war
   2. Spanish - who didn’t like new Spanish govt. and its policy on Cuba
   3. It was an accident - the boiler was next to the ammunition

   Yellow Journalists make a big deal out of it and blame Spain.
   “Remember the Maine”

   Spain was trying to stay out of war with the US. The Spanish govt. agreed with all of our suggestions for changing their Cuban policy. But the American public was too upset.

   April 20, 1898: McKinley caved to public pressure and asks Congress to declare war on Spain
   As part of the war declaration, Congress passed the **Teller Amendment**
   (1) US will not annex Cuba
   (2) US will withdraw troops from Cuba as soon as order is restored

IV. War fought on two fronts
1. War in the Philippines
   May 1, 1898: US Navy under command of Admiral Dewey attacked the Philippines. Why?
   (1) it was another Spanish colony
   (2) Spanish fleet was there

   The War
US moved to take the Philippine capital of Manila, destroyed the Spanish fleet and sent in US troops; after two months, Manila surrendered and Philippines were in US hands.

US got help from Emilio Aguinaldo, who had lead the Filipino rebels against the Spanish, by promising the Filipinos freedom; the US lied.

2. War in Cuba
   July 1898: US Navy blockaded Santiago, Army prepared to invade, Santiago surrenders after US captures the rest of the Spanish fleet, fighting only lasts 3 months

   Soldiers, mostly volunteers, flocked to Miami to enlist
   - poorly trained
   - inadequate supplies
   - wool uniforms
   - Civil War era guns
   - 10,000 black soldiers fought

   Death toll: 460 from battle
   5200 from disease

   Rough Riders-
   - McKinley called for 125,000 volunteers. Young men from every section of the country rallied to his call. Among the first to volunteer was the man who had perhaps been the leading advocate for war-
   - Theodore Roosevelt.
   - The First United States Volunteer Cavalry Regiment was organized by Theodore Roosevelt and Leonard Wood, M.D.
     - Became known as the “Rough Riders”
   - Most Famous for the assault of Kettle Hill and San Juan Heights
   - Roosevelt gained national recognition for his role

V. Results of the War
   Treaty signed December 10, 1898
   - Spain - gives up Cuba, Philippines, Puerto Rico and Guam
   - US - gives Spain $20 million and gets Philippines, Puerto Rico and Guam - is offered Cuba (and its debt) but doesn’t officially take it over

   Cuba - occupied by US troops for three years - US agrees to leave Cuba independent IF Cuba includes the Platt Amendment in its new constitution

   Platt Amendment
   1. Cuba can’t make treaties w/ Europe
   2. US troops can intervene when there was a serious political problem
   3. Cuba had to give US certain areas for naval stations

   Cuba becomes protectorate - a nation whose affairs and govt. are controlled by a stronger nation

   Philippines
   1. McKinley decides that the US will annex the Philippines - because the people are not civilized to rule themselves
   2. Filipinos resist being annexed since they had been fighting the Spanish for independence earlier

   Filipino-America War: (lasts three years)
   - Many more deaths than in the Spanish-American War
   - Eventually the Philippines took an oath of allegiance to the US and became a commonwealth (Philippines became fully independent in 1946.)

VI. What does this mean for the US?
   US has colonies in the Pacific and Caribbean
   US navy patrols both the Atlantic and Pacific
   US had defeated a European imperial power
US Imperialism in the Early 1900s

- What is Imperialism? _____________________________________________________________________
- Who is Involved? The United States, most European countries and Japan
- __________________________________________ are divided into colonies
- The competition for colonies will eventually lead to ________________

Reasons for Imperialism

- __________________________________________ -- needed raw materials and markets
  - "white-man’s burden" & Manifest Destiny
  - __________________________________________
- Monroe Doctrine — no European involvement in the Western Hemisphere
  - Importance of Sea Power — ________________ — The Influence of Sea Power Upon History

Examples of American Imperialism

- Alaska (1867) — ________________ bought from the Russians – “Seward’s Folly”
- Hawaii (1900) -- US citizens owned sugar plantations, plantations owners took control of Hawaii and removed the ________________.
  - United States annexed (took over) Hawaii in 1900
- Spanish-American War (1898) (Next class)
- China -- ________________ — John Hay proposed all nations have access to Chinese markets and material.

Roosevelt’s “Big Stick” Policy (1900-1908)

- Wanted greater US involvement in world affairs.
- Advocated for peaceful relations, but wanted a strong American presence in to ensure US prosperity.
- America as world policeman
- “__________________________________________”

Examples of “Big Stick” Policy

- Roosevelt Corollary to the Monroe Doctrine (1900): __________________________________________.
  - Used to justify intervention in Dom. Rep., Panama, Cuba, Nicaragua, Honduras, Mexico and Haiti.
- “Open Door” policies— ensure ____________________________________________________________.
  - Roosevelt sent troops to suppress the Chinese Boxers (_______________), rebels who opposed opening up China to foreign trade.

Taft’s “Dollar Diplomacy” (1909)

- __________________________________________
  - ____________________________, not bullets, would advance US authority and ensure stability.
- Ordered troops to Haiti, the Dominican Republic, and Mexico.
- Use of force was a way to teach other nations how to establish law and order.

Wilson’s “Moral Diplomacy” (1912)

- US should __________________________________________ around the globe and help maintain world peace.
- Emphasized American ideals like democracy, ____________________________________________.
- Caused US to meddle in affairs in Latin America and Asia.