



US History Extended Break Assignments

Hello Deven! I hope that everyone is staying healthy and safe as we continue to go through this crazy time. Due to that, here is the next set of assignments for you to work on. You should be spending no more than 30 minutes on each assignment. Remember, these assignments are for a 2-week period, so you don't have to complete them all in one day. I have also created a Google Classroom that you can access, if you would rather do your work online. If you decide to complete the online work, it needs to be completed by the assigned day on Google Classroom. The packet work needs to be completed when we return to school.

I would like to have Zoom meetings with as many of you as I can on Mondays. I will send out the invitations later to your wildwoodisgreen.com email accounts. I will be starting these on Monday, April 13th from 2:30 to 3:00 to start. If we need to make it longer, we can. Log on if you have questions or just want to say "HI"! I can help you as best as I can.

As always, any questions, please feel free to email me at:
adranne.blaze@wildwoodisgreen.com.

*Google Classroom:

1. To access Google Classroom, you first need to log in to your wildwoodisgreen.com email account. I have invited everyone by using your email. If for some reason I missed you, here is the code: **nbycgom**
2. Once in Google Classroom, you will see all the assignments that I have assigned. There are 6 of them. Each one has specific instructions for each and have a set date to when they are to be turned into me. You should be able to submit them to me. If not, email me your work.

*Assignment Packet:

If you decide to do the paper packet, your assignments are the same as the ones that are online. Only difference is these assignments will be due when we return to school. I have listed the 6 assignments in order that they need to be completed. Please do your best to complete them.

Number of Assignment	Instructions for Assignment	Days to Complete
1	Read the Newsela Article over Social Darwinism that took place after the Gilded Age. Once you have read the article, do the writing assignment and quiz.	1
2	Use the reading information to help you fill in the notes.	1
3	Read the following documents and list on the chart the key arguments (you should have at least four points in each column) made by Imperialists. Do the same thing for the Anti-Imperialists. After analyzing the two sides, which one do you agree with? Explain why you feel this way.	1
4	Read the article and answer the comprehension questions and quiz over the article. Write your answers in COMPLETE SENTENCES.	1
5	Read the packet and answer the questions over the Spanish American War	2
6	You are going to use Google Slides to create a slide show explaining the Spanish American War. There will be 4 categories, with multiple questions for each category. You will use the link provided to find all of the information for your slide show. You will find all of the instructions in one of the attachments.	4

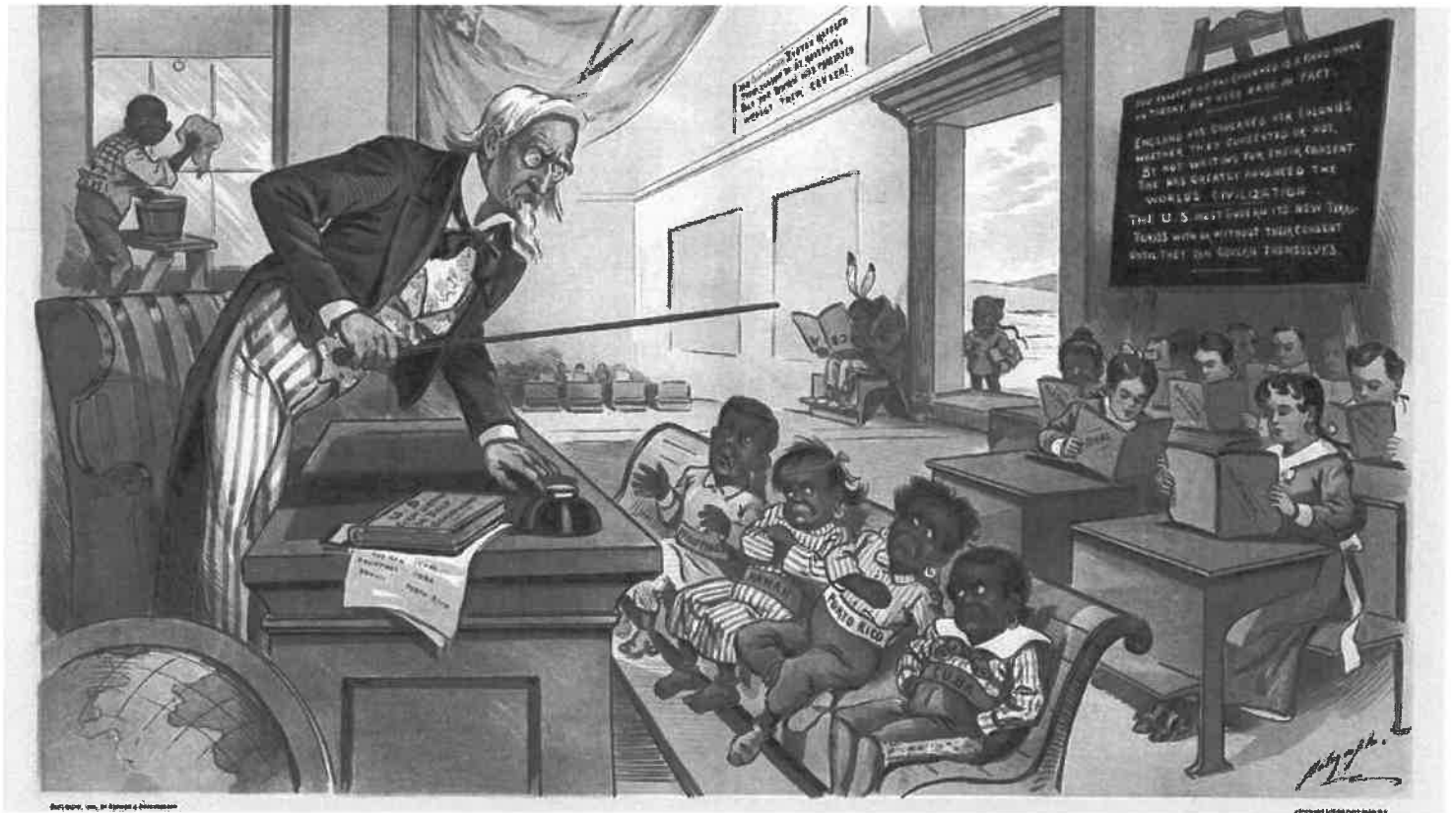
Please let me know if you are experiencing any problems or concerns with any of these assignments and I will try to help you as best as I can. Stay safe and healthy and I hope to see you soon!!!

Social Darwinism and its Effects on the American Mindset

By USHistory.org, adapted by Newsela staff on 05.08.17

Word Count 801

Level 930L



This cartoon from the British magazine Puck in 1899 shows Uncle Sam lecturing four children labelled the Philippines, Hawaii, Porto Rico and Cuba in front of children holding books labelled with various U.S. states. In the background are a Native American boy holding a book upside down, a Chinese boy at the door and an African-American boy cleaning a window. The caption reads: "School Begins. Uncle Sam (to his new class in Civilization). 'Now, children, you've got to learn these lessons whether you want to or not! But just take a look at the class ahead of you, and remember that, in a little while, you will feel as glad to be here as they are!'" On the blackboard is written: "The consent of the governed is a good thing in theory, but very rare in fact."

Not everybody was getting rich in the Gilded Age of the late 1800s. The new wealthy class was better known, larger and richer than any class in American history. Yet it was still rather small.

People soon began asking important questions, like how does one get rich in America? Did a person get rich because of hard work and intelligence? Was it because of money that they inherited? Did education and skill play a role? Or was it simply luck?

New ideas about making money and keeping money emerged. Among the most popular were Social Darwinism and the Gospel of Wealth.

The right skills to succeed

In 1859, Charles Darwin proposed the idea of "survival of the fittest." This famous idea grew from evidence he gathered about wild animals. Survival of the fittest helped explain Darwin's theory of evolution. That theory showed that humans had evolved from other animals over long periods of time. Evolution offended a lot of ordinary people. They cringed at the notion that humans might be related to apes or other animals. Christian leaders condemned Darwin as a heretic, or someone whose ideas challenge established religious beliefs.

Even so, some intellectuals adapted Darwin's ideas to explain how humans live and work. These Social Darwinists, led by Herbert Spencer and William Graham Sumner, believed that the humans who were the most fit became the most successful. The people who had the necessary skills to do well — talent, brains, the ability to work hard — were the ones who would naturally rise to the top. Why were some people poor? To the Social Darwinist, the answer was obvious: Those people simply did not have the right set of skills.

Social Darwinists took this view of life a step further. Darwin had said that the weaker animals in nature would die faster than stronger animals of the same species. That meant stronger animals would be the most likely to have children. Social Darwinists adapted this idea and said the same should be true with humans. They opposed things like government assistance to the poor and laws restricting child labor. They believed helping poor people would coddle the weak, and this coddling would allow the unfit to survive.

Spend money, help others

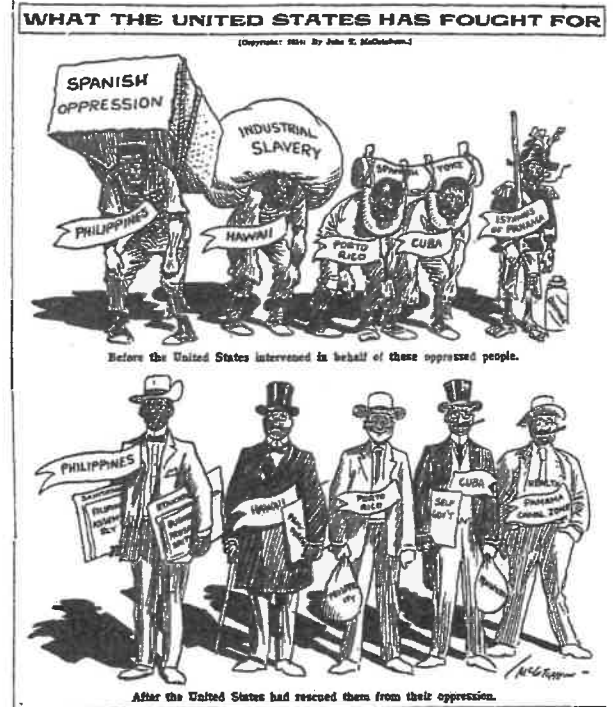
Christian leaders had opposed Darwin's ideas about evolution, so it was hard for religious folks to accept Social Darwinism. Even so, some Americans tried to combine their Christian beliefs with Social Darwinism. Andrew Carnegie and John Rockefeller were famous industrialists and millionaires. Carnegie became rich in the steel business, and Rockefeller got rich refining and selling oil. Both agreed that the most successful people were the ones with skills. However, they also believed that Christian teachings demanded that some of their money be shared. Carnegie described this idea as the "Gospel of Wealth." He felt rich people had a duty to spend money to help others. This idea separated Carnegie and Rockefeller from other Social Darwinists, who did not believe in such a duty. Carnegie and Rockefeller became philanthropists and donated large sums of their money for the public good.

America becomes a world power

Many different groups pushed for America to expand overseas. Industrialists sought new markets to sell their products and to acquire cheaper natural resources to make them. Nationalists claimed that colonies boosted respect overseas. The European countries had already colonized much of the globe. America would have to compete or perish, they believed. Missionaries continually pushed to spread their messages of Christian faith in foreign countries. Social Darwinists believed that American civilization was superior to others and that it was an American's duty to spread its benefits. Meanwhile, Alfred Thayer Mahan wrote an important book about sea power. It showed that navies were vital to all types of military success. This created a demand for the United States to acquire naval bases at strategic points around the world.

Before 1890, American lands consisted of little more than the 48 lower states and Alaska. By the end of World War I (1914-1918), all that had changed. American Samoa and Hawaii were added by force in the 1890s. After the U.S. defeated Spain in the Spanish-American War (1898), the U.S.

claimed the former Spanish colonies of Guam, Puerto Rico and the Philippines. President Theodore Roosevelt added to the Monroe Doctrine. He said America could step in militarily anywhere in the Western Hemisphere. Roosevelt also pressured Panama to let it build and operate a canal that created a shortcut between the Atlantic and Pacific oceans. The U.S. purchased the Virgin Islands from Denmark in 1917. The country that had once won its independence from the British Empire was now a world power with its own sprawling empire.





First, explain "Survival of the Fittest". Then discuss how Social Darwinism developed from that saying and what people believed about it. Next, identify two different groups of people that were affected by the event described in the article. Write a paragraph for each question, explaining how the group was affected by the event and put it in essay form. There should be a clear introduction and conclusion paragraph.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

Quiz

- 1 Fill in the blank in the sentence below.
In the opening paragraphs, the author ____.
- (A) describes problems for which the article proposes solutions
 - (B) explains problems created by the ideas discussed in the article
 - (C) introduces questions that the ideas in the article attempt to answer
 - (D) poses questions and provides answers that are expanded on in the article
- 2 Why does the author include the section "Spend money, help others"?
- (A) to outline some of the problems caused by Social Darwinism
 - (B) to describe how Social Darwinism was affected by Christian ideals
 - (C) to explain Christian leaders' reactions to Social Darwinism
 - (D) to compare how Rockefeller and Carnegie viewed Social Darwinism
- 3 Which selection from the article is BEST illustrated by the cartoon at the top of the article?
- (A) Christian leaders had opposed Darwin's ideas about evolution, so it was hard for religious folks to accept Social Darwinism.
 - (B) Industrialists sought new markets to sell their products and to acquire cheaper natural resources to make them.
 - (C) Social Darwinists believed that American civilization was superior to others and that it was an American's duty to spread its benefits.
 - (D) This created a demand for the United States to acquire naval bases at strategic points around the world.
- 4 Look at the cartoon near the bottom of the article.
Based on the article, why does the cartoon focus on showing countries before and after U.S. intervention?
- (A) to promote the benefits of spreading American ideas
 - (B) to encourage citizens to support future wars against Spain
 - (C) to demonstrate the benefits of acquiring naval bases
 - (D) to show that citizens supported the Monroe Doctrine

Directions: As you review each topic or definition on the Age of Imperialism, complete the sections of this packet. Be sure to add all of the detail from the pages to get a complete understanding of the age.

European Domination

- **Imperialism**: the policy of extending rule or authority of an empire over other nations, countries, or holding colonies
- **Different Types of Imperialism**
 - **Colony**: territory governed by a foreign power
 - **Protectorate**: territory that has its own government but is controlled by a foreign power
 - **Sphere of Influence**: territory in which a country claims exclusive political or economic rights

Step 1: Define Imperialism (5 points)

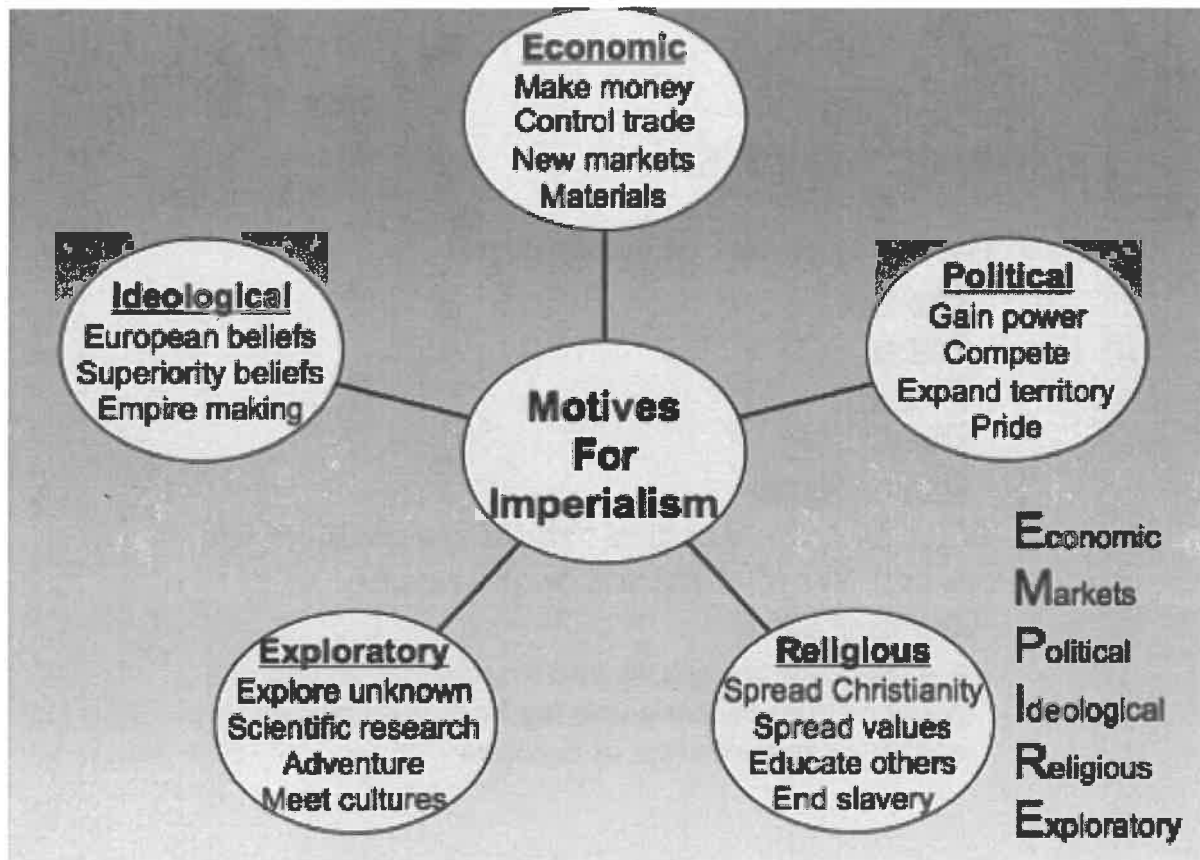
Imperialism –

What are the three types of Imperialism? Describe each.

1.

2.

3.



Step 3: Motives for Imperialism (18 points)

What does the acronym EMPIRE stand for?

E –

M –

P –

I –

R –

E –

Complete the chart on the motives for imperialism:

E	M	P	I	R	E



Major Targets

- **European Powers look to colonize rest of the world**
 - **Africa**
 - **Asia**
 - **Oceanic Islands**
 - **Latin America**

Step 5: Who was imperialized? (26 points)

What regions were imperialized by the Europeans and America?

Complete the chart on European Imperialism using the maps above:

European nation	# of nations imperialized	Location of most imperialism (Africa or Asia)
Great Britain		
France		
Germany		
Portugal		
Italy		
Netherlands		
Belgium		
Spain		

What other counties outside of Europe were imperialistic?

View the video at the following link:

<http://www.youtube.com/watch?v=gCDcM3i1TfE>

Step 6: American Imperialism (6 points)

What event gained America's attention and eventually led them to war?

Against what nation did America go to war?

What territories did America gain as a result of the "Splendid Little War?"

What other regions did America get involved in or imperialize?

2.

3.

4.

5.

Do you think Imperialism was a good thing or bad? Justify your answer with support from this activity or your reading in the text or online. (25 points)

The Question of an American Empire

Student Name _____ Date _____

Activity 1: Imperialism beliefs in late 19th century American Society: Pro and Con

Directions (Group 1: Imperialists/Expansionists): Read the following documents and list on the chart the key arguments (you should have at least four points in each column) made by Imperialists in order to prepare for your town hall discussion.

“The United States Looking Outwards,” Alfred Thayer Mahan, 1890:

<http://www.mtholyoke.edu/acad/intrel/protected/alfred.htm>

Alfred Thayer Mahan was a U.S. Navy officer and military historian who believed that national security and commercial prosperity depended on a strong naval force; and that the United States needed overseas possessions, or at least control of critical bases, to be able to project its naval power into distant areas. Mahan's writings about the importance of seapower influenced the thinking of many world leaders, including Theodore Roosevelt and the German Kaiser, William II.

To turn now from the particular lessons drawn from the history of the past to the general question of the influence of government upon the sea career of its people, it is seen that that influence can work in two distinct but closely related ways.

First, in peace: The government by its policy can favor the natural growth of a people's industries and its tendencies to seek adventure and gain by way of the sea; or it can try to develop such industries and such sea-going bent, when they do not naturally exist; or, on the other hand, the government may, by mistaken action check and fetter the progress which the people left to themselves would make. In any one of these ways the influence of the government will be felt, making or marring the sea power of the country in the matter of peaceful commerce; upon which alone, it cannot be too often insisted, a thoroughly strong navy can be based.

Secondly, for war: The influence of the government will be felt in its most legitimate manner in maintaining an armed navy, of a size commensurate with the growth of its shipping and the importance of the interests connected with it. More important even than the size of the navy is the question of its institutions, favoring a healthful spirit and activity, and providing for rapid development in time of war by an adequate reserve of men and of ships and by measures for drawing out that general reserve power which has before been pointed to, when considering the character and pursuits of the people.

Undoubtedly under this second head of warlike preparation must come the maintenance of suitable naval stations, in those distant parts of the world to which the armed shipping must follow the peaceful vessels of commerce. The protection of such stations must depend either upon direct military force, as do Gibraltar and Malta, or upon a surrounding friendly population, such as the American colonists once were to England, and, it may be presumed, the Australian colonists now are. Such friendly surroundings and backing, joined to a reasonable military provision, are the best of defences, and when combined

with decided preponderance at sea, make a scattered and extensive empire, like that of England, secure; for while it is true that an unexpected attack may cause disaster in some one quarter, the actual superiority of naval power prevents such disaster from being general or irremediable. History has sufficiently proved this. England's naval bases have been in all parts of the world; and her fleets have at once protected them, kept open the communications between them, and relied upon them for shelter. Colonies attached to the mother-country afford, therefore, the surest means of supporting abroad the sea power of a country. . . . Such colonies the United States has not and is not likely to have. . . Having therefore no foreign establishments, either colonial or military, the ships of war of the United States, in war, will be like land birds, unable to fly far from their own shores. To provide resting-places for them, where they can coal and repair, would be one of the first duties of a government proposing to itself the development of the power of the nation at sea....

The question is eminently one in which the influence of the government should make itself felt, to build up for the nation a navy which, if not capable of reaching distant countries, shall at least be able to keep clear the chief approaches to its own. The eyes of the country have for a quarter of a century been turned from the sea; the results of such a policy and of its opposite will be shown in the instance of France and of England. Without asserting a narrow parallelism between the case of the United States and either of these, it may safely be said that it is essential to the welfare of the whole country that the conditions of trade and commerce should remain, as far as possible, unaffected by an external war. In order to do this, the enemy must be kept not only out of our ports, but far away from our coasts.

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Albert Beveridge, The March of the Flag, 1898:

<http://www.fordham.edu/halsall/mod/1898beveridge.html>

Albert Beveridge, an associate of Theodore Roosevelt and Henry Cabot Lodge, was a historian, noted orator, and U.S. Senator from Indiana (1899-1911). He was an outspoken advocate of American imperialism and later a leading progressive. This speech was delivered during his 1898 election campaign near the end of the Spanish-American War as Americans debated whether to acquire new territories as a consequence of their victory over Spain.

It is a noble land that God has given us; a land that can feed and clothe the world; a land whose coastlines would inclose half the countries of Europe; a land set like a sentinel between the two imperial oceans of the globe, a greater England with a nobler destiny.

It is a mighty people that He has planted on this soil; a people sprung from the most masterful blood of history; a people perpetually revitalized by the virile, man-producing working-folk of all the earth; a people imperial by virtue of their power, by right of their institutions, by authority of their Heaven-directed purposes-the propagandists and not the misers of liberty.

The Birth of an American Empire

It is a glorious history our God has bestowed upon His chosen people; a history heroic with faith in our mission and our future; a history of statesmen who flung the boundaries of the Republic out into unexplored lands and savage wilderness; a history of soldiers who carried the flag across blazing deserts and through the ranks of hostile mountains, even to the gates of sunset; a history of a multiplying people who overran a continent in half a century; a history of prophets who saw the consequences of evils inherited from the past and of martyrs who died to save us from them; a history divinely logical, in the process of whose tremendous reasoning we find ourselves today.

Therefore, in this campaign, the question is larger than a party question. It is an American question. It is a world question. Shall the American people continue their march toward the commercial supremacy of the world? Shall free institutions broaden their blessed reign as the children of liberty wax in strength, until the empire of our principles is established over the hearts of all mankind?

Have we no mission to perform no duty to discharge to our fellow man? Has God endowed us with gifts beyond our deserts and marked us as the people of His peculiar favor, merely to rot in our own selfishness, as men and nations must, who take cowardice for their companion and self for their deity-as China has, as India has, as Egypt has?

Shall we be as the man who had one talent and hid it, or as he who had ten talents and used them until they grew to riches? And shall we reap the reward that waits on our discharge of our high duty; shall we occupy new markets for what our farmers raise, our factories make, our merchants sell-aye, and please God, new markets for what our ships shall carry?

(...)The Opposition tells us that we ought not to govern a people without their consent. I answer, The rule of liberty that all just government derives its authority from the consent of the governed, applies only to those who are capable of self-government We govern the Indians without their consent, we govern our territories without their consent, we govern our children without their consent. How do they know what our government would be without their consent? Would not the people of the Philippines prefer the just, humane, civilizing government of this Republic to the savage, bloody rule of pillage and extortion from which we have rescued them?

And, regardless of this formula of words made only for enlightened, self-governing people, do we owe no duty to the world? Shall we turn these peoples back to the reeking hands from which we have taken them? Shall we abandon them, with Germany, England, Japan, hungering for them? Shall we save them from those nations, to give them a self-rule of tragedy?

They ask us how we shall govern these new possessions. I answer: Out of local conditions and the necessities of the case methods of government will grow. If England can govern foreign lands, so can America. If Germany can govern foreign lands, so can America. If they can supervise protectorates, so can America. Why is it more difficult to administer Hawaii than New Mexico or California? Both had a savage and an alien population: both were more remote from the seat of government when they came under our dominion than the Philippines are to-day.

(...)The commercial supremacy of the Republic means that this Nation is to be the sovereign factor in the peace of the world. For the conflicts of the future are to be conflicts of trade-struggles for markets-commercial wars for existence. And the golden rule of peace is impregnability of position and invincibility of preparedness. So, we see England, the greatest strategist of history, plant her flag and her cannon on Gibraltar, at Quebec, in the Bermudas, at Vancouver, everywhere.

The Birth of an American Empire

So Hawaii furnishes us a naval base in the heart of the Pacific; the Ladrões another, a voyage further on; Manila another, at the gates of Asia - Asia, to the trade of whose hundreds of millions American merchants, manufacturers, farmers, have as good right as those of Germany or France or Russia or England; Asia, whose commerce with the United Kingdom alone amounts to hundreds of millions of dollars every year; Asia, to whom Germany looks to take her surplus products; Asia, whose doors must not be shut against American trade. Within five decades the bulk of Oriental commerce will be ours. (...)The American people can not use a dishonest medium of exchange; it is ours to set the world its example of right and honor. We can not fly from our world duties; it is ours to execute the purpose of a fate that has driven us to be greater than our small intentions. We can not retreat from any soil where Providence has unfurled our banner; it is ours to save that soil for liberty and civilization.

Arguments made for Imperialism	Your personal interpretation/comments

The Question of an American Empire

Student Name _____ Date _____

Activity 1: Imperialism beliefs in late 19th century American Society: Pros and Con

Directions (Group 2: Anti-Imperialists): Read the following documents and list on the chart the key arguments (you should have at least four points in each column) made by Imperialists in order to prepare for your town hall discussion.

“Manifest Destiny” Carl Schurz, October 1893: [http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field\(DOCID+@lit\(ABK4014-0087-82\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field(DOCID+@lit(ABK4014-0087-82)))

Carl Schurz, a German immigrant, had a lifelong relationship with the Republican Party as a liberal Republican Senator from Missouri from 1869-1875, and also serving as Secretary of the Interior. After his public service, he remained vocal up to his death as an Editorial Writer for HarpWeek Magazine. After his public service, he argued vociferously for social and political reform and against American imperialism. He opposed the Spanish-American War and denounced the annexation of Cuba, the Philippines and Puerto Rico as unconstitutional and a violation of the principles of the Declaration of Independence.

WHENEVER there is a project on foot to annex foreign territory to this republic the cry of manifest destiny is raised to produce the impression that all opposition to such a project is a struggle against fate....The new manifest destiny precept means, in point of principle, not merely the incorporation in the United States of territory contiguous to our borders, but rather the acquisition of such territory, far and near, as may be useful in enlarging our commercial advantages, and in securing to our navy facilities desirable for the operations of a great naval power. Aside from the partisan declaimers whose interest in the matter is only that of political effect, this policy finds favor with several not numerically strong but very demonstrative classes of people Americans who have business ventures in foreign lands, or who wish to embark in such; citizens of an ardent national ambition who think that the conservative traditions of our foreign policy are out of date, and that it is time for the United States to take an active part and to assert their power in the international politics of the world, and to this end to avail themselves of every chance for territorial aggrandizement; and lastly, what may be called the navy interest officers of the navy and others taking especial pride in the development of our naval force, many of whom advocate a large increase of our war - fleet to support a vigorous foreign policy, and a vigorous foreign policy to give congenial occupation and to secure further increase to our war fleet. These forces we find bent upon exciting the ambition of the American people whenever a chance for the acquisition of foreign territory heaves in sight.

...According to the spirit of our constitutional system, foreign territory should be acquired only with a view to its admission, at no very distant day, into this Union as one or more States on an equal footing with the other States. The population inhabiting such territory, and admitted into the Union with it, would have to be endowed with certain rights and powers, and the United States would have to

undertake certain obligations with regard to them. The people of the new States would not only govern themselves as to their home concerns, but also take part in the government of the whole country through the Senators and Representatives sent by them to Congress, as well as through the votes cast in the elections of our Presidents and in adopting or rejecting constitutional amendments...In other words, this republic would admit them as equal members to its national household, to its family circle, and take upon itself all the responsibilities for them which this admission involves. To do this safely it would have to act with keen discrimination.

...The advocates of the annexation policy advance some arguments which require but a passing notice. They say that unless we take a certain country offered to us Hawaii, for instance some other power will take it, and that, having refused ourselves, we cannot object. This is absurd.

Having shown ourselves unselfish, we shall have all the greater moral authority in objecting to an arrangement which would be obnoxious to our interests.

We are told that unless we take charge of a certain country it will be ill-governed and get into internal trouble. This is certainly no inducement. This republic cannot take charge of all countries that are badly governed. On the contrary, a country apt to get into internal trouble would be no desirable addition to our national household.

We are told that the people of a certain country wish to join us, and it would be wrong to repel them. But the question whether a stranger is to be admitted as a member of our family it is our right and our duty to decide according to our own view of the family interest.

We are told that we need coaling stations in different parts of the world for our navy, also if it be a small one, and that the rich resources of the countries within our reach should be open to American capital and enterprise. There is little doubt that we can secure by amicable negotiation sites for coaling stations which will serve us as well as if we possessed the countries in which they are situated. In the same manner we can obtain from and within them all sorts of commercial advantages. We can own plantations and business houses in the Hawaiian Islands. In the American tropics we can build and control railroads; we can purchase mines, and have them worked for our benefit; we can keep up commercial establishments in their towns-in fact, we are now doing many of these things and all this without taking those countries into our national household on an equal footing with the States of our Union, without exposing our political institutions to the deteriorating influence of their participation in our government, without assuming any responsibilities for them which would oblige us to forego the inestimable privilege of being secure in our possessions without large and burdensome armaments. Surely the advantages we might gain by incorporating the countries themselves in the Union appear utterly valueless compared with the price this republic would have to pay for them.

The fate of the American people is in their own wisdom and will. If they devote their energies to the development of what they possess within their present limits, and look for territorial expansion only to the north, where some day a kindred people may freely elect to cast their lot with this republic, their manifest destiny will be the preservation of the exceptional and invaluable advantages they now enjoy, and the growth on a congenial soil of a vigorous nationality in freedom, prosperity, and power. If they yield to the allurements of the tropics and embark in a career of indiscriminate aggrandizement, their manifest destiny points with equal certainty to a total abandonment of their conservative traditions of policy, to a rapid deterioration in the character of the people and their political institutions, and to a future of turbulence, demoralization, and final decay.

William Jennings Bryan, "The Paralyzing Influence of Imperialism," 1900

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

William Jennings Bryan, a three-time Democratic Party nominee for President of the United States (1896, 1900, and 1908), was an outspoken critic of an American imperialism, even though he supported the U.S. declaration of war against Spain in 1898 on humanitarian grounds. Although a near-pacifist, he volunteered for military service during the war and was selected colonel of a Nebraska militia unit, which did not see combat or deploy overseas. Bryan's 1900 presidential campaign focused on his opposition to the acquisition of the Philippines and to the economic policies of the McKinley administration, which Bryan viewed as favoring the wealthy classes and as antithetical to Jeffersonian democracy.

(...)The principal arguments advanced by those who enter upon a defense of imperialism are:
First, that we must improve the present opportunity to become a world power and enter into international politics.

Second, that our commercial interests in the Philippine Islands and in the Orient make it necessary for us to hold the islands permanently.

Third, that the spread of the Christian religion will be facilitated by a colonial policy.

Fourth, that there is no honorable retreat from the position which the nation has taken.

The first argument is addressed to the nation's pride and the second to the nation's pocketbook. The third is intended for the church member and the fourth for the partisan.

It is sufficient answer to the first argument to say that for more than a century this nation has been a world power. For ten decades it has been the most potent influence in the world. Not only has it been a world power but it has done more to affect the policies of the human race than all the other nations of the world combined. Because our Declaration of Independence was promulgated, others have been promulgated. Because the patriots of 1776 fought for liberty, others have fought for it. Because our Constitution was adopted, other constitutions have been adopted.

The growth of the principle of self-government, planted on American soil, has been the overshadowing political fact of the 19th century. It has made this nation conspicuous among the nations and given it a place in history, such as no other nation has ever enjoyed. Nothing has been able to check the onward march of this idea. I am not willing that this nation shall cast aside the omnipotent weapon of truth to seize again the weapons of physical warfare. I would not exchange the glory of this republic for the glory of all the empires that have risen and fallen since time began.

...This is the commercial argument. It is based upon the theory that war can be rightly waged for pecuniary advantage and that it is profitable to purchase trade by force and violence...The Democratic Party is in favor of the expansion of trade. It would extend our trade by every legitimate and peaceful means; but it is not willing to make merchandise of human blood...It is not necessary to own people in order to trade with them. We carry on trade today with every part of the world, and our commerce has expanded more rapidly than the commerce of any European empire. We do not own Japan or China, but we trade with their people. We have not absorbed the republics of Central and South America, but we trade with them. Trade cannot be permanently profitable unless it is voluntary.

The Birth of an American Empire

When trade is secured by force, the cost of securing it and retaining it must be taken out of the profits, and the profits are never large enough to cover the expense. Such a system would never be defended but for the fact that the expense is borne by all the people while the profits are enjoyed by a few.

Imperialism would be profitable to the Army contractors; it would be profitable to the shipowners, who would carry live soldiers to the Philippines and bring dead soldiers back; it would be profitable to those who would seize upon the franchises, and it would be profitable to the officials whose salaries would be fixed here and paid over there; but to the farmer, to the laboring man, and to the vast majority of those engaged in other occupations, it would bring expenditure without return and risk without reward.

Farmers and laboring men have, as a rule, small incomes, and, under systems which place the tax upon consumption, pay much more than their fair share of the expenses of government. Thus the very people who receive least benefit from imperialism will be injured most by the military burdens which accompany it. In addition to the evils which he and the former share in common, the laboring man will be the first to suffer if Oriental subjects seek work in the United States; the first to suffer if American capital leaves our shores to employ Oriental labor in the Philippines to supply the trade of China and Japan; the first to suffer from the violence which the military spirit arouses, and the first to suffer when the methods of imperialism are applied to our own government. It is not strange, therefore, that the labor organizations have been quick to note the approach of these dangers and prompt to protest against both militarism and imperialism.

...The religious argument varies in positiveness from a passive belief that Providence delivered the Filipinos into our hands for their good and our glory to the exultation of the minister who said that we ought to "thrash the natives (Filipinos) until they understand who we are," and that "every bullet sent, every cannon shot, and every flag waved means righteousness."

We cannot approve of this doctrine in one place unless we are willing to apply, it everywhere. If there is poison in the blood of the hand, it will ultimately reach the heart. It is equally true that forcible Christianity, if planted under the American flag in the far-away Orient, will sooner or later be transplanted upon American soil. . . .

The destiny of this republic is in the hands of its own people, and upon the success of the experiment here rests the hope of humanity. No exterior force can disturb this republic, and no foreign influence should be permitted to change its course. What the future has in store for this nation no one has authority to declare, but each individual has his own idea of the nation's mission, and he owes it to his country as well as to himself to contribute as best he may to the fulfillment of that mission...

Arguments made against Imperialism	Your personal interpretation/comments

Lesson Plan Details

Background

Americans had long been interested in the Spanish colony of Cuba, one of the last remnants of Spain's once-great American empire. The island commanded critical maritime lines of communication into the Gulf of Mexico. Thomas Jefferson and John Quincy Adams thought that the island's geographic position made it a natural part of a North American confederation. American businessmen held substantial investments on the island. During a major popular insurrection against Spanish rule (the Ten Years War, 1868–78), the American public generally sympathized with the rebels, but the U.S. government chose not to intervene directly.

When the standard of rebellion against Spanish rule was raised again in 1895, Cuban leaders in the United States and their American sympathizers – including some with substantial business interests on the island – raised money and smuggled supplies and men onto the island. Many Cuban leaders, including the famous New York-based writer José Martí (who died in a skirmish in 1895), admired much about the United States but were suspicious of American intentions. A new Spanish commander, General Valeriano Weyler, waged a counterinsurgency campaign that brought the civilian population into concentration camps. Those in the camps suffered greatly from poor sanitation and lack of food and medicine. Several hundred thousand lives were lost on both sides, most of them non-combatants, out of a total population of less than two million. American citizens and property on the island were often caught in the middle of the violence.

peaceful settlement of the conflict. Republican President William McKinley, who assumed office in March 1897, likewise sought a diplomatic solution in which Spain would grant substantial autonomy to Cuba. McKinley also explored the possibility of purchasing the island from Spain. The government in Madrid did not feel it could make such concessions, however, in light of strong domestic opposition to surrendering the last vestiges of the Spanish empire. Spain offered only limited reforms and recalled General Weyler. The Cuban *insurrectos*, who wanted complete independence from Spain (and from the United States), also rejected compromise. Moderate Republicans and some key Democratic leaders, including William Jennings Bryan, called for intervention on humanitarian grounds. The press published an inflammatory private letter, written by the Spanish Minister to the United States, Enrique Dupuy de Lôme, which disparaged McKinley. On February 15, 1898, the battleship *Maine* exploded while on a “courtesy visit” to Havana harbor. The official U.S. investigation concluded that the ship had been destroyed by a submarine mine of unknown origin. The obvious inference was that Spain was responsible.

Historians disagree whether McKinley reluctantly now followed an enraged American public into war or whether he actively shaped that opinion. The President insisted on Spanish acceptance of U.S. arbitration. He declined the offers of European powers, led by Germany and France, to mediate the dispute. His Congressional supporters carefully orchestrated a joint resolution that supported Cuban independence and authorized the use of force. To promote cooperation with the Cuban *insurrectos* and reassure European powers of U.S. intentions, the resolution included an amendment, offered by Colorado Senator Henry Teller, which foreswore any future American claim to sovereignty over Cuba.



Spanish American War Guided Reading Questions

Read the Background Information pages over the Spanish American War. Answer the questions, using complete sentences. You will find all of the answers in the packet.

1. Why was America interested in Cuba back in the late 1800's?

2. Why did Thomas Jefferson and John Adams like the island's location? What did it do for Americans?

3. What happened during the Ten Years War?

4. What happened in 1895?

5. Who was General Valeriano Weyler and what did he do to the people in Cuba?

6. What was a "Yellow Journalist" and what did they do during this rebellion?

7. Why did Southern Americans, mainly white, resist in helping Cuba?

8. How were the African-Hispanic people of Cuba thought of during this time?

9. Who was Grover Cleveland and what were his thoughts about the issue in Cuba?

10. What was President McKinley's thought on how to solve this issue?

11. What was the Government of Madrid's thoughts on how to solve this problem?

12. What was the Cuban Insurrectos thoughts about how to solve this problem?

13. What happened to the Battleship Maine and who did the U.S. believe was responsible?

14. What was President McKinley 's response to this event?

15. What were the 2 countries that wanted to mediate for the United States?

16. What was the "Joint Resolution" that was created by Congress? Who created it?

17. What role did McKinley believe the United States needed to play?

18. What problems with the US Army? What major victory did they have?

19. Where did McKinley think the US would win the war? Where were their major victories and what does this mean for Spain?

20. How long did the Spanish War last? When and where did they sign the peace treaty?

21. Why do you think the Secretary of State John Hay named the Spanish American War as a "splendid little war?" Explain your answer.

The Spanish-American War Saw the U.S. Become a World Power

By History.com, adapted by Newsela staff on 05.19.17

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Theodore Roosevelt leads the Rough Riders during their charge up San Juan Hill in Santiago de Cuba, on the southern coast of Cuba, in 1898 during the Spanish-American War. The decisive battle allowed the United States to take Cuba from Spain. From Library of Congress

The Spanish-American War was a conflict between the United States and Spain. It ended Spanish colonial rule in the Americas and gave the United States new territories in the western Pacific and Latin America.

The war was an important turning point in the history of both countries. Spain's defeat decisively turned the nation's attention away from its overseas colonial adventures and inward toward the country's own needs at home. The result was both a cultural and a literary revival and two decades of much-needed economic development in Spain. The victorious United States, on the other hand, emerged from the war a world power with far-flung overseas possessions. It gained a new prominence in international politics that would soon lead it to play a determining role in the affairs of Europe.

Demand for U.S. intervention

The war originated in the Cuban struggle for independence from Spain, which began in February 1895. Spain's brutally repressive measures to halt the rebellion were graphically portrayed for the U.S. public by several sensational newspapers. As a result, American sympathy for the rebels quickly rose. The growing demand for U.S. intervention became insistent after the unexplained sinking in Havana harbor of the battleship USS Maine on February 15, 1898. The ship had been sent to Cuba to protect U.S. citizens and property after anti-Spanish rioting in Havana.

Spain announced a ceasefire on April 9 and sped up its new program to grant Cuba limited powers of self-government. However, the U.S. Congress soon afterward issued resolutions that declared Cuba's right to independence, demanded the withdrawal of Spain's armed forces from the island, and authorized the president's use of force to secure that withdrawal. At the same time, Congress denied any U.S. design for annexing Cuba, which would make it part of the United States.

Spain declared war on the United States on April 24, followed by a U.S. declaration of war the next day. The ensuing war was one-sided. Spain had readied neither its army nor its navy for a distant war with the powerful United States.

Cervera versus Shafter

Commodore George Dewey led a U.S. naval squadron into Manila Bay in the Philippines on May 1, 1898. At the time, the Pacific Island nation was ruled by the Spanish. U.S. forces quickly destroyed the anchored Spanish fleet. Only seven American seamen were wounded, and none were killed.

The Spanish Caribbean fleet under Spanish Admiral Pascual Cervera proved difficult to find for a time. However, it was finally located in Santiago de Cuba, a harbor on the southern coast of Cuba. The U.S. forces, led by General William Shafter, then landed on the coast east of Santiago and slowly advanced on the city in an effort to force Cervera's fleet out of the harbor. Shafter's forces included both regular troops and volunteers, including future President Theodore Roosevelt and his 1st Volunteer Cavalry, the "Rough Riders."

Cervera led his crew out of Santiago on July 3 and tried to escape westward along the coast. In the battle that followed, all of his ships came under heavy fire from U.S. guns. Soon, his entire fleet was beached as ships burned or sank. Cervera surrendered to Shafter on July 17.

Following Cervera's fall, the war came to an end. By the Treaty of Paris, signed December 10, 1898, Spain gave up all claim to Cuba. It also gave Guam and Puerto Rico to the U.S., which remain U.S. territories today, and transferred control of the Philippines to the United States. The Philippines would remain under U.S. control until 1946 when it was granted full independence.

Quiz

- 1 Read the selection from the article.

The war was an important turning point in the history of both countries. Spain's defeat decisively turned the nation's attention away from its overseas colonial adventures and inward toward the country's own needs at home. The result was both a cultural and a literary revival and two decades of much-needed economic development in Spain.

Which conclusion is BEST supported by this selection?

- (A) There were some positive consequences to Spain losing the Spanish-American War.
- (B) Spain suffered economically because of the length of the Spanish-American War.
- (C) Spain spent very little time before the Spanish-American War trying to acquire colonies overseas.
- (D) Spain was defeated during the Spanish-American War because it had ignored its own needs.

- 2 Which of the following sentences from the article helps explain WHY the United States went to war with Spain?

- (A) The war originated with the Cuban struggle for independence from Spain, which began in February 1895.
- (B) Spain's brutally repressive measures to halt the rebellion were graphically portrayed for the American public by several sensational newspapers.
- (C) The ship had been sent to Cuba to protect U.S. citizens and property after anti-Spanish rioting in Havana.
- (D) At the same time, Congress denied any U.S. design for annexing Cuba, which would make it part of the United States.

- 3 Which statement would be MOST important to include in an objective summary of the article?

- (A) The Spanish-American War was an incredibly short conflict between the United States and Spain.
- (B) The United States emerged victoriously from the Spanish-American War with several new territories under its control.
- (C) The Spanish-American War could easily have been avoided if the United States had been more patient with Spain.
- (D) The United States was merciless toward Spain during the Spanish-American War.

- 4 Read the paragraph from the section "Cervera versus Shafter."

Cervera led his crew out of Santiago on July 3 and tried to escape westward along the coast. In the battle that followed, all of his ships came under heavy fire from U.S. guns. Soon, his entire fleet was beached as ships burned or sank. Cervera surrendered to Shafter on July 17.

Which answer choice is a CENTRAL idea of the article that is supported by the paragraph above?

- (A) The U.S. government demanded the withdrawal of Spanish forces from Cuba.
- (B) The Spanish forces tried to avoid conflict as best they could.
- (C) The Spanish forces took brutal measures to stop the Cuban rebels.
- (D) The Spanish-American War was a one-sided conflict.



Spanish American Slide Show Instructions

You have been learning about the US involvement in foreign countries and the idea of Imperialism. You are going to use Google Slides to create a slide show explaining the Spanish American War and how the US was involved. There will be 4 categories, with multiple questions for each category. You will use the link provided to find all of the information for your slide show.

I. Instructions:

1. Listed below are the 4 categories and the questions for each one.
2. You will create 1 slide for each category and question.
3. Your Category slide should have:
 - the category
 - a picture
 - should be colorful.
4. Your Question Slides should have:
 - The question
 - A written response in Complete Sentences. Response will vary depending what you need to answer the question.
 - A picture
 - Should be colorful

II. Categories and Questions:

1. Coming to War:

- a. What events occurred to lead to the actual war?
- b. What were people in America thinking?
- c. How did "Yellow Journalism" affect public opinion?
- d. What finally pushed us into war?

2. Battles of the War:

- a. What went wrong, what went right?
- b. What were the key land/naval battles?
- c. Why did America win the war?

3. Oppositions to the War:

- a. What did those opposed to the war do? What did they think?
- b. How organized was this resistance?

4. Photographer:

- a. Many photographs of the Spanish American war have been published. Using these pictures, make a visual display of the war. You can use pictures of people fighting, war ships, and key people involved are just a few topics to cover.
- b. Each picture should have your own written caption with it.
- c. Should have at least 2 pictures per slide. Minimum of 8 pictures.