

Name _____

Unit 6: Imperialism & World War I

- Review Pages & Study notebooks - **Due - T- 3/19/19**
- **Unit Test - T-3/19/19**

Date	Homework	Aim	Answer to Aim
M- 3/4/19	Complete p. 9 & 10 if we don't finish in class.	What were some different perspectives on US imperialism around the year 1900?	
T- 3/5/19	Complete p. 11; 17 & 18.	Why did the US go to war with Spain in 1898 and what were the impacts of that war?	
W- 3/6/19	TBA:	Who was for and who was against US imperialist foreign policy in the 1890s and what did they believe?	
TH- 3/7/19	Complete p. 22.	Foreign Policy Decision making scenario activity	
F- 3/8/19	Read and highlight your role and complete role play worksheet on p 32, so your are ready to participate in the simulation.	Should the US have annexed the Philippines?	

M- 3/11/19	Complete graphic organizer on p. 33A	Should the US have annexed the Philippines?	
T- 3/12/19	Complete regent's questions on p. 39 and the graphic organizer on p.40	In addition to the Spanish-American War, what other imperialist actions did the US take around 1900?	
W- 3/13/19	Read, highlight, and answer all questions on p. 43-48.	Why did the US enter World War I, even though it professed a belief in neutrality?	

<p>TH- 3/14/19</p>	<p>Complete a quick outline on p. 54 as preparation and then write a paragraph addressing the question: Were the U.S. critics of their government's involvement in World War I anti-American? Include evidence drawn from at least 3 of today's documents. [slide 5] Also complete vocabulary review on p. 49.</p>	<p>Were the US critics of their government's involvement in World War One anti-American?</p>	
<p>F- 3/15/19</p>	<p>Complete p. 50. Study notebook & review pages due: 3/20/19.</p>	<p>Why did Congress reject U.S. membership in the League of Nations, even though President Wilson was in favor of it?</p>	
<p>M- 3/18/19</p>	<p>Study notebook & review pages due: 3/20/19.</p>	<p>Review</p>	
<p>T- 3/19/19</p>		<p>Test</p>	

What Is Foreign Policy?

FOREIGN POLICY is “the goals, values, and strategies that guide how a nation acts towards other nations.”

GOALS = what a nation wants to accomplish in dealing with other nations.

VALUES = the ideas or principles a nation thinks are important to follow (e.g. democracy).

STRATEGIES = how a nation achieves its goals (e.g. force, diplomacy, money).

Who creates foreign policy in the U.S.?

- PRESIDENT
 - is the commander of the military, decides who should run the military and what actions to take
 - has the power to make treaties
 - meets with leaders from other nations
- CONGRESS
 - regulates trade with other nations
 - has the power to declare war and maintain the military
 - decides whether or not to approve treaties
- NOT INDIVIDUAL STATES
 - cannot conduct foreign policy
 - but are guaranteed military protection from invasion

Who influences foreign policy in the U.S.?

- Government advisors + military officials
- Businesses/corporations
- Other interest groups in the United States
 - e.g., journalists, missionaries, anti-war protestors, environmentalists
- Other nations and their leaders

Goals and values of U.S. foreign policy:

- Increase the wealth, land, or power of the U.S.
- Protect U.S. citizens from outside threats
- Spread democracy to people in other countries
- Help other nations and people who are suffering
- Respect self-determination (nations have the right to govern themselves)

Strategies of U.S. foreign policy:

- Use the military to invade, defend, occupy, or threaten other nations
- Use diplomacy to persuade and negotiate with other nations
- Give or withhold financial help, or trade with other nations



“Uncle Sam Watches Over Cuba and the Philippines”

The Spanish-Cuban-American War ended in December, 1898, when Spain surrendered to the U.S. and negotiated a peace treaty that sold Guam, Puerto Rico, and the Philippines to the U.S. Cuba remained independent, but firmly under the influence of the United States. The Philippine Republic went to war against the U.S. to defend its independence. The brutal war lasted three years, and was followed by a half-century of U.S. occupation of the Philippines. This political cartoon appeared in the conservative Judge magazine in 1902.



Caption: *Now, Will You Be Good? Uncle Sam (to Filipino) – "See what I do for a good little boy?"*

Source: Grant Hamilton, *Judge*, chromolithograph, 14 December 1902.

“Uncle Sam Watches over Cuba and the Philippines” Analysis Worksheet

Part I. Identification

Find and label the following objects and figures in the cartoon:

- ↖ Cuba
- ↖ Cuban flag (appears 3 times)
- ↖ The Philippines
- ↖ United States

Part IIa. Symbolism

Draw lines to match the image to what it symbolizes



Uncle Sam

Violence / savagery



Bloody knife

U.S. as a land of freedom



Statue of Liberty

U.S. government



Navy, Army, president

Uncivilized Filipinos



nudity

Independent Cuban government, supported by U.S.



Part IIb. Composition

1. The largest figure in the cartoon is:
 - a. Uncle Sam
 - b. Philippines
 - c. Cuba

2. Why is the U.S. drawn as a hilltop, with Uncle Sam sitting on it, in the background of the cartoon?
 - a. Uncle Sam was too tired to stand.
 - b. The United States is more mountainous than Cuba and the Philippines.
 - c. Putting Uncle Sam on a hilltop exaggerates the size difference between him and the other figures in the cartoon, and shows him looking down on them.

Part III. Determining the Message

3. What does the size difference between the different characters represent?
 - a. The U.S. is a bigger country than Cuba or the Philippines.
 - b. The U.S. is powerful and can use its power to exert influence over Cuba and the Philippines.
 - c. Cuba and the Philippines are newer countries than the U.S.

4. *Words and Actions:* Uncle Sam is offering his hand to the figure representing the Philippines, and in the caption he says, referring to Cuba, “See what I do for a good little boy?” What is the meaning of these words and action?
 - a. The U.S. is saying it protects and helps “well-behaved” nations.
 - b. The U.S. is promising to give toys to all Filipino children if they act nicely.
 - c. The U.S. is showing its preference for Cuban culture over Filipino culture.

5. *Main Idea:* What do you think was the cartoonist’s purpose in drawing this cartoon?
 - a. To protest U.S. imperialist policy in Cuba and the Philippines
 - b. To show the benefits nations will receive for cooperating with the U.S.
 - c. To show both sides of the debate on American foreign policy

“The New Temptation on the Mount”

In 1898 the United States won the Spanish-Cuban-American war and took control of Puerto Rico, Guam, and the Philippines. That same year, it also annexed the Hawaiian Islands. This 1899 cartoon reflects the belief held by many anti-imperialists that this expansion of U.S. power did not fit the nation’s democratic ideals.



Source: [Unknown], *American Sentinel*, reprinted in *Literary Digest*, 1 April 1899.

“Showing the Light to the Filipinos”

From 1898 to 1902, the United States waged a bloody war in the Philippines. Filipinos wanted independence from centuries of Spanish colonial rule. U.S. leaders, however, saw the opportunity to control the Philippines and gain access to markets in Asia. President McKinley argued that the Filipinos could not govern themselves or defend themselves against other countries. Many supporters of the Philippine-American war also believed in the "civilizing mission" – the idea that European nations and the United States had a moral duty to civilize "backwards" peoples in other parts of the world by introducing Western culture and technology.



Source: *Boston Herald*, March 1899.

Foreign Policy Political Cartoon analysis

Task 1: Observation / Close reading:

What do you notice? Pay particular attention to:

- * Labels * Captions + titles * Sourcing info (may give away author’s opinion) * Exaggeration
- * Symbols – what do they represent? * Composition (location + size of symbols + characters)

Notes:

“Showing the Light to the Filipinos”

“The New Temptation on the Mount”

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Task 2: State the author’s message.

Use your observations above to infer the author’s message about US Foreign policy. State the author’s message below.

“Showing the Light to the Filipinos”

“The New Temptation on the Mount”

Before & during reading: Match each of the following words to its definition.

1. sensationalize ___	a. horrible actions
2. atrocities ___	b. over the ocean
3. jingoism ___	c. aggressive nationalism
4. abroad ___	d. exaggerate in order to get attention
5. protectorate ___	e. list a set of conditions
6. accord ___	f. representative to a foreign country
7. stipulate ___	g. government by a 'protector' state which protects and shares management of a weaker state.
8. ambassador ___	h. agree with
9. fleet ___	i. request or order
10. behest ___	j. a bunch of ships
11. turmoil ___	k. confusion and upheaval

Vocabulary Review (After Reading)

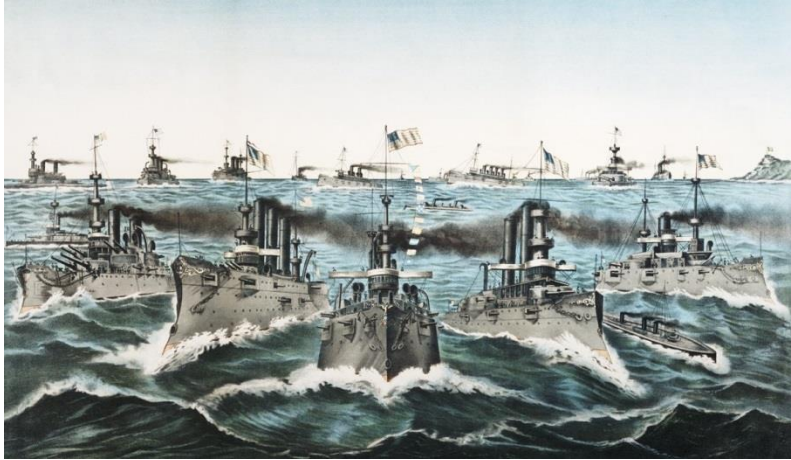
- Yellow Press newspaper headlines were considered sensational because:
 - they weren't interesting to many people
 - they would say anything to get people to read the paper.
- "Spanish atrocities" refer to Spain
 - killing a lot of people in a very shockingly cruel way
 - killing a lot of people in war
- American jingoism made Americans feel
 - extremely patriotic, and hostile toward other countries
 - nationalistic
- The U.S. fleet surprised Spain when it
 - flew over the Philippines
 - sailed into Manila Harbor in the Philippines
- At the end of the 1800s, the US faced turmoil at home. In other words:
 - It was a time of domestic peace and calm
 - Tensions were high and the economy was fragile.

For each of the following phrases or sentences, choose the correct paraphrase:

- At the behest of the businessmen.
 - On the businessmen's behalf.
 - In response to the businessmen's request.
- "Leaders embraced commercial and territorial expansion as the answer to domestic turmoil."
 - Leaders tolerated business growth so that they could answer local problems.
 - Leaders believed that investing and taking over land overseas would solve problems they faced at home.
- The Treaty ending the war stipulated that the US would possess former Spanish islands of Guam, Puerto Rico and the Philippines.
 - The treaty officially specified that the US would own these islands.
 - The treaty implied that the US would own these islands.
- The Teller Amendment renounced the annexation of Cuba.
 - It declared that the US was going to take over Cuba after going to war with Spain.

b) It rejected taking over Cuba as an outcome of going to war with Spain.

Chapter 19. American Empire



Adapted from *The American Yawp*, a free, online collaborative US History textbook

<http://www.americanyawp.com/text/19-american-empire/>

Our Victorious Fleets in Cuban Waters, 1898. (Gilder Lehrman Collection)

III. 1898

Although the United States had a long history of international engagement that stretched back deep into the eighteenth century, the Spanish-American and Philippine-American Wars (1898-1902) marked a crucial turning point in American interventions abroad.

Causes of the War

All Eyes on Cuba

In the mid-1890s, a severe economic depression and labor upheaval caused many political and business leaders to embrace commercial and territorial expansion as the answer to domestic turmoil. Some even hoped overseas conflict would shore up (strengthen) American character and manhood. By this time, these leaders' attention was focused on Cuba. By 1895, American businessmen held some \$50 million in sugar cane plantations and other investments on the island.

In 1898, Americans began to turn their attention southward to problems plaguing (troubling) their neighbor Cuba. Since the middle of the nineteenth century, Cubans had tried unsuccessfully again and again to gain independence from Spain. Many in the US and Cuba saw the Cuban cries for independence and self-rule as similar to American patriots' 18th century protests against England; to them, Americans and Cubans were natural allies against Spain.

The latest uprising, and the one that would prove fatal to Spain's colonial rule, began in 1895 and was still raging in the winter of 1898. By that time, in an attempt to crush the uprising, Spanish general

Valeriano Weyler y Nicolau had been forcing some Cubans to relocate *en masse* (in great numbers) to military camps with a policy called *reconcentration*; many in the camps died of disease and starvation. This and other brutal tactics intensified American sympathy for the Cuban rebels. Business owners too were concerned as some of their property was threatened or destroyed in the fighting.

Yellow Journalism fans the flames

Newspaper chains owned by publishers William Randolph Hearst and Joseph Pulitzer competed to attract the most readers by sensationalizing Spanish atrocities. The papers reported on and sometimes exaggerated Spanish abuses, and they compared Cuban rebels to the patriots of the American Revolution, whipping up US support for a war against Spain. The newspapers came to be known as the yellow press, and their exaggerated, dramatic articles written to influence public opinion became known as yellow journalism, after a cartoon character in the papers called the Yellow Kid.

Cuban leaders in the United States and their allies raised cries of *Cuba Libre!* (Free Cuba!) And while the U.S. government claimed it wished to avoid armed conflict with Spain, President McKinley became increasingly concerned about the safety of American lives and property in Cuba. He ordered the battleship *Maine* to Havana harbor in January 1898. Then, that February, two events tipped the scales for war. First, the Spanish ambassador in Washington, Enrique Dupuy de Lôme, wrote a letter critical of President McKinley that fell into the hands of the Cuban rebels in New York. Its publication under the headline “Worst Insult to the United States in Its History” fueled American jingoism or aggressive national pride.

A Battleship Down

Then, after having sat undisturbed for about two weeks in Havana harbor, on the evening of February 15, a titanic (massive) explosion tore open the US Ship *Maine* and sent it to the bottom of the ocean. Three-quarters of the ship’s 354 occupants died. The *Maine* was probably destroyed by an accidental internal explosion, but most Americans believed the Spanish were responsible. Outrage, intensified by sensationalized "yellow press" coverage, swept across the country. President McKinley tried to preserve the peace, but within a few months, believing delay futile, he recommended armed intervention.

War and Its Effects

A Short War

Military victories for the United States came quickly. In the Pacific, on May 1, Commodore George Dewey fought the Spanish fleet outside of Manila, the capital of the Philippines (another Spanish colonial possession), destroyed it, and proceeded to blockade Manila harbor. Two months later, American troops took Cuba's San Juan Heights in what would become the most well-known battle of the war, winning fame not for regular soldiers but for the irregular, or volunteer militias, particularly Theodore Roosevelt and his Rough Riders. Roosevelt's actions in Cuba made him a national celebrity, and later helped him win the presidency. As disease began to eat away at American troops, the Spanish suffered the loss of Santiago de Cuba on July 17, effectively ending the war. The two nations agreed to a cease-fire on August 12 and formally signed the **Treaty of Paris** in December. The terms of the treaty stipulated, among other things, that the United States would acquire Spain's former island holdings of Guam, Puerto Rico, and the Philippines.

The brief, decisive war with Spain transformed the United States into a two-ocean empire. Although American troops would fight a bloody three-year war to crush Filipino nationalists, Washington avoided a similar clash with Cubans. Because the "Teller Amendment" renounced annexation of Cuba, American officials forced Cubans to accept a protectorate in 1902, which granted Washington rights to the naval base at

Guantánamo Bay and gave US businesses a privileged position in the island's sugar industry. Meanwhile, the US government established formal rule in Puerto Rico. As the Supreme Court ruled in 1901, in one of the landmark "Insular Cases," the island was to be regarded as "unincorporated territory"—in essence, a colony with no path to statehood.



With great self-assurance of how she looks in her new hat, Columbia puts on her "Easter Bonnet" shaped as a warship labelled "World Power." By 1901, when this political cartoon was published, Americans were feeling rather confident in their position as a world leader. Ehrhart after sketch by Dalrymple, "Columbia's Easter bonnet", in Puck (April 6, 1901). Wikimedia, http://en.wikipedia.org/wiki/File:Puck_cover2.jpg.

An American Empire Takes New Shape

Secretary of State John Hay memorably referred to the conflict as a “splendid little war,” and at the time it certainly appeared that way. Fewer than four hundred Americans died in battle in a war that lasted about fifteen weeks. Contemporaries celebrated American victories as the providential (destined) act of God. The influential Brooklyn minister Lyman Abbott, for instance, declared that Americans were “an elect people of God” and saw divine providence in Dewey’s victory at Manila. Some, such as Senator Albert J. Beveridge of Indiana, took matters one step further, seeing in American victory an opportunity for imperialism. In his view, America had a “mission to perform” and a “duty to discharge” around the world. What Beveridge envisioned was nothing less than an American empire.

But the question of whether the United States *should* become an empire was sharply debated across the nation in the aftermath of the Spanish-American War and the acquisition of Hawaii in July 1898. At the behest of American businessmen who had overthrown the Hawaiian monarchy, the United States annexed the Hawaiian Islands and their rich plantations. Between Hawaii and a number of former Spanish possessions, many Americans coveted (desired) the economic and political advantages that increased territory would bring. Those opposed to expansion, however, worried that imperial ambitions did not accord with the nation’s founding ideals. American actions in the Philippines brought all of these discussions to a head.

Vocabulary

abroad – adj. over seas, out of the country

labor upheaval – n. worker’s protests and uprisings

domestic turmoil - n. unrest in one’s country (domestic=at home, turmoil=unrest/ chaos)

sensationalize – v. to exaggerate something in order to gain attention or convince another

atrocious – n. an outrageous, horrible and violent act

yellow journalism – n. reporting that seeks out and exaggerates scandals and bad news in order to sell papers (coined in the 19th century US)

ambassador – n. a country’s official diplomatic representative in another country

jingoes – n. excessive nationalism and hatred of other nations

fleet – n. group of ships, such as those in a country’s navy

irregulars (irregular soldiers) – n. irregulars are soldiers who are not officially part of the army but volunteer to fight in their own units

stipulate – v. to list specific terms, usually in a treaty or contract

renounce – v. to reject a belief or a practice, especially one held or done previously

protectorate – n. government by a ‘protector’ state where the stronger protector state protects and shares in the management of the weaker state.

behest – n. Order or request (at someone’s behest)

imperial – adj. having to do with an empire

accord – n. agreement

Essay Prompt:

Discuss the Spanish-American War of as an example of a US Foreign Policy:

- Describe the historical circumstances surrounding the decision
- Discuss the impacts of the decision on the United States

Task 1: General, Specific, and Thesis Statements

Directions: Identify the general statement (GS), specific statement (SS), and thesis statement (Th. St.) in the sentences below

_____ While the 1898 Spanish-American War lasted less than four months, the causes of the war were complex and its impacts long-lasting.

_____ The Spanish American War, at the tail end of the 19th century marked a turning point in American history toward intervention abroad in pursuit of territory.

_____ Throughout its 250 year history, the United States has pursued a variety of foreign policies, resulting in different degrees of intervention in the affairs of other countries.

Name: _____

Date: _____

Task 2: Essay Outline

Directions: Given a thesis statement, determine and assign the aspects of the thesis statement that should be used as categories for the body paragraphs. Then complete the MPO with the supporting details.

Essay Outline (4 Paragraphs)

Topic: Foreign Policy

Thesis Statement: While the 1898 Spanish-American War lasted less than four months, with fighting in Cuba and the Philippines, the causes of the war were complex and its impacts long-lasting.

Main Idea	Details
<p>Introduction</p> <p>¶ 1</p>	<p>GS: Throughout its 250 year history, the United States has pursued a variety of foreign policies, resulting in different degrees of intervention in the affairs of other countries.</p> <p>SS: The Spanish American War, at the tail end of the 19th century, marked a turning point in American history toward intervention abroad in pursuit of territory.</p> <p>Th.S: While the 1898 Spanish-American War lasted less than four months, the causes of the war were complex and its impacts long-lasting.</p>
<p>Category:</p> <p>_____</p> <p>¶ 2</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Category:</p> <p>_____ ¶</p> <p>3</p>	<p>.....</p> <p>.....</p> <p>.....</p>

Continued on next page

Conclusion ¶ 4	Th. St.: Short war, not inevitable but → enduring territorial expansion SS: Span-Am War = ex. how Am. for policy pivot to intervention GS: Am For Policy changes, influenced by historical circumstances

Focus Question:

How does the United States make complex foreign policy decisions?

Do Now: When you are first approached by a stranger how do you act towards them? Is it different from somebody you are friendly with? How so? (Be as specific as possible)

Guided Notes:

What is foreign policy?

Who decides foreign policy in America?

-
- is the commander of the military, decides who should run the military and what actions to take
 - has the power to make treaties
 - meets with leaders of other countries
-
- regulates trade with other nations
 - has the power to declare war and maintain the military
 - decides whether or not to approve treaties

Vocabulary for the activity

Hostile: A country that you consider aggressive or dangerous

Allies: countries that you are friendly with and who you typically want to help

Scenario 1: Controlling the Philippines

As spoils from the Spanish-American War, America has gained the territory of the Philippines. This is a vast island nation that has proven to be difficult to control. American leaders believe the Philippines adds to American wealth and defense but also allows us to Christianize and modernize the Filipino people. At least some of the citizens in the Philippines are revolting against American rule. They demand their independence and are willing to fight to achieve it. You are told you can squash the rebellion with the military if you declare war against the Filipino rebels...what do you do?!?

Goals and Values:

Strategies:

How did you decide this?

Scenario 2: An Oily Island

A small, independent island nation (no other country controls it but there are thousands of occupants) has just been discovered to have a HUGE supply of oil! At this point you believe that the United States is the only one who knows this BUT word travels quickly. Other large nations will soon find out and it is impossible to predict what those other countries may do. So...what do YOU do??

Goals and Values:

Strategies:

How did you decide this?

Scenario 3: German U-boats

WWI is being fought throughout Europe. Germany has declared that they control the seas and will shoot down any boat that they do not approve of. This includes civilian and trading ships not just military vessels. In a series of different attacks the German U-boats attacked American, British, and Italian ships that all had Americans on board. Hundreds of United States citizens were killed in these attacks. What do you do?

Goals and Values:

Strategies:

How did you decide this?

Scenario 4: Canadian Catastrophe

Canada has been unexpectedly bombed and invaded by Russia. Russia was the hostile nation, giving no warning to you or to Canada. You have a great trading relationship with both countries. Canada has always been one of your greatest allies but you fear the destruction that war with Russia might bring. Canada has been fighting hard but they are losing territory. Russia says they have no problem with you and want peace; Canada begs you for help. What do YOU do??

Goals and Values:

Strategies:

How did you decide this?

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- Help other nations and people who are suffering
- Respect self-determination (nations have the right to govern themselves)

Strategies of U.S. foreign policy:

- Use the military to invade, defend, occupy, or threaten other nations
- Use diplomacy to persuade and negotiate with other nations
- Give or withhold financial help, or trade with other nations

DAWN OF EMPIRE: THE U.S. WAR IN THE PHILIPPINES**Task Instructions**

It is 1899 and you are the editor of your local newspaper. You have been following events in the

Philippines closely and have decided to write a 3-5 paragraph editorial in which you advocate for or against the annexation of the Philippines. (You will be arguing in support of the position taken by your character in the previous role play.) Because it is an editorial, you may choose to write in the 1st (I, me, us) or the 3rd person (he, she, they). Your editorial must:

- 1) Stake your claim: Either clearly support OR oppose the U.S. annexation of the Philippines
- 2) Use specific evidence to support your claim and show the reasoning behind your argument.
- 3) Use evidence to state the opposing position and explain why it is wrong.
- 4) Have a concluding sentence that supports your argument.

In your editorial you will use the following primary sources from earlier lessons to support your claim. One new optional text document is provided as well (Theodore Roosevelt):

TEXTS

- The American Anti-Imperialist League
- Galicano Apacible
- Senator Alfred Beveridge
- Vice President Theodore Roosevelt

IMAGES (from lesson 1 in this unit)

- “The New Temptation on the Mount”
- “Showing the Light to the Filipinos”

Select which **3 documents** you will use to build your case. Select **at least 1 text document** and **1 image that *support* your position**. Select at least **1 text document that *opposes* your position**.

Then, complete the attached graphic organizer to help you prepare your editorial.

Theodore Roosevelt Speaks about “The Strenuous Life” and U.S. Foreign Policy

Vice President Theodore Roosevelt delivered this speech, excerpted below, in Chicago on April 10, 1899. Two months earlier, the Philippines had declared war against the United States for refusing to acknowledge Filipino independence and sending troops to occupy the islands. Both President McKinley and Vice President Roosevelt sought to assure the American public that overseas expansion was a necessary step in U.S. foreign policy.

If we are to be a really great people, we must strive in good faith to play a great part in the world. We cannot avoid meeting great issues. All that we can determine for ourselves is whether we shall meet them well or ill. In 1898 we could not help being brought face to face with the problem of war with Spain. All we could decide was whether we should shrink like cowards from the contest, or enter into it as beseemed a brave and high-spirited people....So it is now. We cannot avoid the responsibilities that confront us in Hawaii, Cuba, Porto Rico, and the Philippines....

The problems are different for the different islands. Porto Rico is not large enough to stand alone. We must govern it wisely and well, primarily in the interest of its own people. Cuba is, in my judgment, entitled ultimately to settle for itself whether it shall be an independent state or an integral portion of the mightiest of republics. But until order and stable liberty are secured, we must remain in the island to insure them...protecting all alike, and yet in showing proper recognition to the men who have fought for Cuban liberty.

The Philippines offer a yet graver problem. Their population includes half-caste and native Christians, warlike Moslems, and wild pagans. Many of their people are utterly unfit for self-government, and show no signs of becoming fit. Others may in time become fit but at present can only take part in self-government under a wise supervision, at once firm and beneficent. We have driven Spanish tyranny from the islands. If we now let it be replaced by savage anarchy, our work has been for harm and not for good. I have scant patience with those who fear to undertake the task of governing the Philippines, and who openly avow that they do fear to undertake it, or that they shrink from it because of the expense and trouble; but I have even scanted patience with those who make a pretense of humanitarianism to hide and cover their timidity and who cant [sing] about "liberty" and the "consent of the governed," in order to excuse themselves for their unwillingness to play the part of men....

The twentieth century looms before us big with the fate of many nations. If we stand idly by, if we seek merely swollen, slothful ease and ignoble peace, if we shrink from the hard contests where men must win at hazard of their lives and at the risk of all they hold dear, then the bolder and stronger peoples will pass us by, and will win for themselves the domination of the world.

Source: Theodore Roosevelt, "The Strenuous Life," April 10, 1899.

QUESTION

Should the U.S. annex the Philippines?

**POSITION
OR THESIS**

ARGUMENT

CLAIM

Supporting evidence from text:

CLAIM

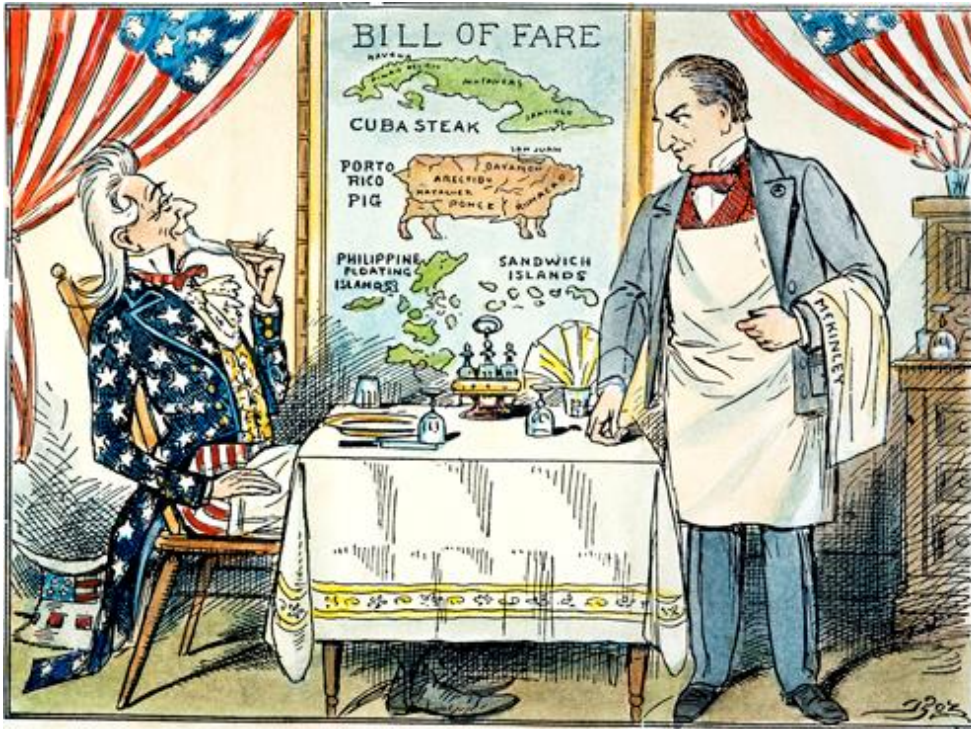
Supporting evidence from image:

COUNTER-ARGUMENT

OPPOSING CLAIM from text, explained

Rebuttal (why you disagree; why your position is correct)

CONCLUSION



What do you notice in this political cartoon? (Look for symbols and labels)

What do you wonder?

What message is the artist expressing in this cartoon?

Caption: Uncle Sam says, "Well, I hardly know which to take first!"



What do you notice? (Look for symbols and labels)

What do you wonder?

What is the artist's message in this cartoon?

Caption: Uncle Sam says, "These little shavers [kids] seem to like it here, I wonder had I better keep 'em all in the family?"



Queen Lili'uokalani

The Annexation of Hawaii

Even though the Hawaiian Islands (previously called the Sandwich Islands) are over 2,000 miles from the next closest land in the Pacific Ocean, American businessmen had invested heavily in fruit and sugar plantations there, and the US government valued the islands' strategic position for both defense and trade, between the West Coast and Asia. By the late 1800s, American businessmen dominated the economy and politics of the islands, and formed the Hawaiian League. In 1887 the Hawaiian League led an uprising against King Kalakaua, threatening him and forcing him to sign a new Constitution (called the Bayonet Constitution since he only agreed under threat, perhaps with a bayonet, or sword-tipped rifle). The new

Constitution gave almost all power to the Hawaiian League members.

In 1890 the King died and his sister, Queen Lili'uokalani (pictured above) took the throne. Despite her efforts to return to power, the American businessmen overthrew her in 1893 and declared an independent republic. The US Congress refused at first to annex Hawaii, but after the Spanish American War, the strategic use of the naval base at Pearl Harbor during the war convinced Congress to approve formal annexation. Two years later, (1900) Hawaii was organized into a formal U.S. territory, with fruit industry head Samuel Dole as its first governor, and in 1959 entered the United States as the 50th state.

Sentence Expansion

Directions: Write notes that answer the question words for the kernel. Then, expand the sentence kernel using the notes.

1. **Kernel:** The US annexed it.

What?

When?

Why?

Expanded Sentence:



The Roosevelt Corollary to the Monroe Doctrine (the big stick)

Adapted from *The American Yawp*
www.americanyawp.com

Theodore Roosevelt, a hero of the Spanish American War with ambitions to make the US a great global economic and military power, rose from Assistant Secretary of the Navy to Vice President under William McKinley. When McKinley was assassinated by the anarchist Leon Czolgosz in 1901, Roosevelt became President.

In the foreign policy known as the Monroe Doctrine (1823), the US forbid European nations to intervene in the Western Hemisphere, where many countries were declaring their independence from European colonizers. Roosevelt added his corollary to the Monroe Doctrine, shifting from a defensive to an offensive policy: the US would use its “big stick,” or military, to influence and dominate strategically important regions in the Western Hemisphere. The Roosevelt Corollary asserted America’s right to intervene in other countries with the rationale that the United States wished to promote stable, prosperous states in Latin America that could live up to their political and financial obligations. Roosevelt declared that “wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may finally require intervention by some civilized nation, and in the Western Hemisphere the United States cannot ignore this duty.” The United States invaded various countries to assert its power, but often did not take over countries in South and Central American militarily. Instead the US used informal methods of empire, such as so-called “dollar diplomacy,” to assert dominance over the hemisphere.

Sentence Expansion

Directions: Write notes that answer the question words for the kernel. Then, expand the sentence kernel using the notes.

Kernel: He added it to the Monroe Doctrine.

What?

Why?

Expanded Sentence:

Interventions in Latin America and establishment of the Panama Canal



Roosevelt’s policy justified numerous and repeated police actions in “dysfunctional” Caribbean and Latin American countries by U.S. marines and naval forces and enabled the founding of the naval base at Guantanamo Bay, Cuba. This approach is sometimes referred to as “gunboat diplomacy,” where naval forces and marines land in a national capital to protect American and Western personnel, temporarily seize control of the government, and dictate policies friendly to American business, such as the repayment of foreign loans.

For example, in 1905 Roosevelt sent the marines to occupy the Dominican Republic and established financial supervision over the Dominican government. Imperialists often framed such actions as almost humanitarian... Roosevelt, for instance, preached that it was the “manly duty” of the United States to exercise an international police power in the Caribbean and to spread the benefits of Anglo-Saxon civilization to inferior states populated by inferior peoples.

Dollar diplomacy offered a less costly method of empire and avoided the troubles of military occupation. Washington worked with bankers to provide loans to Latin American nations in exchange for some level of control over their national fiscal affairs. Roosevelt first implemented dollar diplomacy on a vast scale, while Presidents Taft and Wilson continued the practice in various forms during their own administrations.

The US had long sought a shorter shipping passage between its east and west coasts. Theodore Roosevelt achieved this with the acquisition of a 10 mile strip of land through the isthmus of Central America. At the time, the land was owned by Colombia, whose government refused to sell. So Roosevelt sent warships in support of the region’s independence as the state of Panama. The newly-declared, US-friendly Republic of Panama negotiated a treaty with the US to purchase land to build a canal, which was completed in 1914 and owned by the US until 1999.

Sentence Expansion

Directions: Write notes that answer the question words for the kernel. Then, expand the sentence kernel using the notes.

Kernel: He intervened in Latin American countries.

Who?

When?

How?

Expanded Sentence:

Regents Exam practice multiple choice questions on Imperialism

1. The Monroe Doctrine declared that the United States would
 1. prevent the establishment of new European colonies anywhere in the world
 2. help colonies in North and South America adopt a democratic form of government
 3. view European interference in the Americas as a threat to the national interest of the United States
 4. prevent other nations from trading with South American nations

2. Which statement best describes President Theodore Roosevelt’s foreign policy position toward Latin America in the early 1900’s?
 1. The United States should reduce its involvement in Latin American affairs.
 2. The Monroe Doctrine permits the United States to intervene actively in the affairs of Latin American nations.
 3. Latin American nations should form an organization to help them achieve political and economic stability.
 4. The United States should give large amounts of financial aid to help the poor of Latin America.

3. *The speakers below are discussing foreign policies that the United States has followed at various times. Base your answers on their statements and on your knowledge of social studies.*

Speaker A: Steer clear of permanent alliances with any portion of the foreign world.

Speaker B: The United States will give economic aid to needy countries anywhere in the world, but will not provide military aid.

Speaker C: The United States must prevent the growth of communism.

Speaker D: The United States can take over other countries to help them become more like us.

4. Throughout United States history, the most important aim of the country’s foreign policy has been

1. participation in international organizations
2. advancement of national self-interest
3. containment of communism
4. development of military alliances

5. During the late 19th and early 20th centuries, United States intervention in Latin America was motivated by the United States desire to

1. protect its growing investments in Latin America
2. encourage Latin American trade with Europe
3. end Latin American independence movements
4. reduce the influence of communism in Latin America

Create a quiz question of your own on this topic below:

Which speakers would most likely support a United States foreign policy of intervention?

1. A and B
2. A and C
3. C and D
4. B and D

ISOLATIONISM: The idea that the U.S. should not involve itself with other countries.

Example	Historical Context	How did it protect US national interests?
Washington's Farewell Address (1796)	When Washington left office after his second term, he warned against the US creating any permanent alliances with European countries. At the time, both Britain and France were still actively colonizing North America and they were at war with each other. He urged Americans to remain neutral.	It worked to preserve unity within the young country by avoiding divided allegiances to Britain or France. It also aimed to allow the US to trade with either or all countries, and to focus on the westward expansion of the nation.
Monroe Doctrine (1823)	President James Monroe wanted European countries to keep their hands off Latin America (where countries were declaring their independence from Spain and Portugal). The policy said that any aggression against a nation in the Western Hemisphere would be a hostile act against the US as well. The US also pledged that it would not intervene in those countries or get involved in European affairs.	Instead of taking sides in the European fight for influence in the world, the US opposed colonization. It allowed the still comparatively weak US government to stay out of world wars. Later the doctrine was interpreted in a more aggressive manner.

IMPERIALISM: The idea that the U.S. should take over/control other territories around the world.

Example	Historical Context	How did it protect US national interests?
Mexican-American War (1846-1848)		
Annexation of Hawaii (1898)		
Spanish-American War (1898)		
Roosevelt Corollary (1904)		
Panama Canal (early 1900s)		

Document A: Woodrow Wilson Speech #1 (Modified)

The people of the United States are drawn from many nations, and chiefly from the nations now at war. It is natural and inevitable that some will wish one nation, others another, to succeed in the momentous struggle.

Such divisions among us would be fatal to our peace of mind and might seriously stand in the way of our duty as the one great nation at peace, the one nation ready to play a part of mediator and counselor of peace.

The United States must be neutral in fact, as well as in name, during these days that are to try men's souls. We must be impartial in thought, as well as action.

1. Based on this speech, does Wilson think the United States should enter WWI? Why or why not?

Source: *President Woodrow Wilson, in a speech before Congress, August 19, 1914.*

Vocabulary

mediator: someone who helps two groups reach an agreement

impartial: taking no sides

Document B: Woodrow Wilson Speech #2 (Modified)

Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce is a warfare against mankind.

The German policy has swept every restriction aside. Ships of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom of the ocean without warning. American ships have been sunk, American lives taken.

I advise that the Congress declare the recent actions of the Imperial German Government to be, in fact, nothing less than war against the Government and people of the United States. Neutrality is no longer feasible or desirable where the peace of the world is involved.

The world must be made safe for democracy.

2. Based on this speech, does Wilson think the United States should enter WWI? Why or why not?

3. Contextualization: What does Wilson accuse Germany of doing? (b) Do you think this is a good reason to go to war? (c) What additional information would you need to have before making a decision?

4. Close reading: Re-read the last two paragraphs of the 1917 speech. Why do you think Wilson wrote these paragraphs? How do you think these words made Americans feel?

Source: *President Woodrow Wilson, in a speech before Congress, April 2, 1917.*

Vocabulary

commerce: trade, buying and selling

ruthlessly: cruelly

feasible: possible

LUSITANIA SUNK!

British Boat Sunk by German U-Boat!

By Allen Williamson - Associated Press, May 18, 1915

Yesterday, the cruise ship the Lusitania was sunk off the coast of England by a German U-boat. The Lusitania, a British cruise liner, had 1,959 people on board including the crew members who were in charge of taking care of the boat.

The voyage started in New York, and was supposed to end in Liverpool, England. The boat was moving very quickly through out the entire journey.

Yesterday morning, May 17, 1915, the Lusitania was getting very close to its destination in Liverpool. The captain slowed the ship down to prepare for the landing. Naval and boat expert John Anderson says, "When the Lusitania slowed down, the boat was left open to attacks from the German U-Boats."

The Lusitania was hit in the morning hours, and sunk in only 18 minutes. Some experts think that the Lusitania sunk so fast because it was carrying weapons for the British army. When the torpedo hit the area that the weapons were being stored, the gun powder might have ignited, starting a fire and increasing the speed that the boat sank.

The number of deaths from the attack is not known, but it is believed to be in the thousands. Some of those are Americans. Because Americans died, some people in the United States are calling for the U.S. to declare war on Germany for killing innocent people.

A Congressman from Georgia said, "We can not let this event go unanswered, we must defend and honor all Americans. We must go to war!"

This tragic event is one of the worst sea disasters of all time. Innocent women and children were killed. This may lead to the U.S. entering the war on the side of the Allied Powers trying to beat the Central Powers.

President Wilson had these comments, "We must honor the dead Americans who lost their lives."

Directions: Write notes that answer the question words for the kernel. Then, expand the sentence kernel using the notes.

Kernel: The Germans sank it.

When?
 Where?
 What?
 How?

Expanded Sentence:

Vocabulary Matching “Neutrality Gives way to War”

1. internationalism __	a. illegal goods
2. contraband __	b. a hostile country
3. confiscate __ work together	c. the belief that countries should work together
4. belligerent nation __	d. to seize something as a punishment
5. contest the definition __	a. ships (during WWI, not submarines)
6. blockade __	b. intentionally get a telegram that you weren't meant to read
7. conventional naval forces __	c. when a country or countries stops people & goods from going into or out of another country (because they're at war)
8. declaration of war against __	d. to disagree with the definition
9. intercept a telegram __	e. government's statement of war with a country

Textbook section on U.S. entry into World War I (modified)

(*United States History*, Prentice Hall [2008], pages 624-625, 627)

Neutrality Gives Way to War

An **internationalist**, President Wilson sincerely desired peace in his country and around the world. Between the start of the war in 1914 and America's entry into it in 1917, Wilson attempted to use his influence to end the conflict among the warring countries. He failed in this great effort. Ultimately, he also failed to keep the United States out of the war.

Britain Blockades Germany Early in the war, British leaders decided to use their navy to blockade Germany. While International law generally allowed confiscation of **contraband** goods, like weapons, the British expanded their blockade as the war progressed to include confiscation at sea of essential goods heading to Germany, like food and medicine.

German Submarines Violate Neutral Rights Germany responded by attempting to blockade Britain—even though it lacked the conventional naval forces to do so. Instead, in February 1915, Germany began sinking Allied ships using its **U-boats**, or submarines. On May 7, 1915, a German U-boat sank the British cruise ship (carrying American passengers) *Lusitania* off the coast of Ireland. German officials correctly claimed that the ship was carrying ammunition and other contraband. Americans protested that an unarmed and unresisting ship should not be sunk without first being warned and provided with safety for its passengers. President Wilson was stunned but still wanted peace. "There is such a thing as a man being too proud to fight," he told his fellow citizens. "There is such a thing as a nation being so right that it does not need to convince others by force that it is right."

Germany helped to keep the United States out of the war by eventually promising not to sink any more passenger ships. But in 1916, Germany violated that promise by sinking the unarmed French passenger ship *Sussex*. Another storm of protest erupted in America. Again, Germany

pledged not to sink unarmed ships. This promise, called the Sussex Pledge, would not last long.

Wilson Prepares for War President Wilson wanted to remain at peace, but even he must have realized the futility [pointlessness] of that hope. At the end of 1915, Wilson began to prepare the nation for war. Many believed that "preparedness" was a dangerous course that could actually provoke war. Even so, Congress passed two pieces of legislation in 1916 to prepare for the possibility of U.S. involvement.

Still, Wilson hoped to avoid the conflict. In 1916, he ran for reelection with the slogan, "He kept us out of war." It was a close election, but Wilson won a narrow victory over Republican Charles Evans Hughes.

America Enters the War Wilson did not have much time to enjoy his election victory. In early 1917, two events occurred that helped to push the United States into the war. American trade with the Allies had sustained Britain and France in the war, while the British blockade of Germany had stopped the flow of American goods to the Central Powers.

In January 1917, suffering severe supply shortages due to the blockade, Germany took action. First, German Foreign Minister Arthur Zimmermann sent a telegram to Mexico. **The Zimmermann note** proposed an alliance with Mexico, stating that if the United States declared war on Germany, Mexico should declare war on the United States. In return, after a German victory, Mexico would get back the states of Texas, New Mexico, and Arizona, which it had lost in 1848 after its defeat in the Mexican-American War. The telegram was intercepted by the British, who gave it to American authorities. Next, Germany once again announced unrestricted submarine warfare against Britain.

Although most leaders knew Mexico had no intention of attacking the United States, Americans were shocked by the publication of the Zimmermann note. Even Wilson no longer called for peace. On April 2, 1917, he asked Congress for a declaration of war against Germany:

“The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty.... We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.”

-Woodrow Wilson, April 2, 1917

Congress responded on April 6, 1917, with a declaration of war. Wilson's long struggle to keep America at peace was over.

Guiding Questions for Textbook “Neutrality Gives Way to War”:

1. What are TWO reasons that the textbook gives for why the U.S. entered the war?

2. Based on the reasons in Wilson's 1917 speech and in the textbook, do you think the United States had good reasons for entering WWI?

“Should America Have Entered World War I? (excerpt)

By Michael Kazin, New York *Times* Editorial October 25, 2017. Full piece: <https://nyti.ms/2oEaFFI>

...Since the war began, feminists and socialists had worked closely with progressive members of Congress from the agrarian South and the urban Midwest to keep America out [of WWI]. They mounted street demonstrations, attracted prominent leaders from the labor and suffrage movements, and ran antiwar candidates for local and federal office. They also gained the support of Henry Ford, who chartered a ship full of activists who crossed the Atlantic to plead with the heads of neutral nations to broker a peace settlement.

They [antiwar Americans] may even have had a majority of Americans on their side. In the final weeks before Congress declared war, anti-militarists demanded a national referendum on the question, confident voters would recoil from fighting and paying the bills so that one group of European powers could vanquish another.

Once the United States did enter the fray, Wilson, with the aid of the courts, prosecuted opponents of the war who refused to fall in line. Under the Espionage and Sedition Acts, thousands were arrested for such “crimes” as giving speeches against the draft and calling the Army “a God damned legalized murder machine.”

The intervention led to big changes in America, as well as the world. It began the creation of a political order most citizens now take for granted, even as some protest against it: a state equipped to fight war after war abroad while keeping a close watch on allegedly subversive activities at home.

The identity of the nation’s enemies has changed often over the past century. But at least until Donald Trump took office, the larger aim of American foreign policy under both liberal and conservative presidents had remained much the same: to make the world “safe for democracy,” as our leaders define it. To achieve that purpose required another innovation of World War I: a military-industrial establishment (sector of the economy devoted to manufacturing for the military) funded, then partly and now completely, by income taxes.

Directions: Complete the quick outline by noting relevant details from the excerpt above, and then (optional) use the outline to draft a summary paragraph.

Topic Sentence: The US decision to enter WWI has had far-reaching effects on American foreign policy and its domestic economy, according to Michael Kazin.

1.
2.
3.

Document C: Historian Howard Zinn (Excerpt)

President Woodrow Wilson had promised that the United States would stay neutral in the war... But in April of 1917, the Germans had announced they would have their submarines sink any ship bringing supplies to their enemies; and they had sunk a number of merchant vessels. Wilson now said he must stand by the right of America on merchant ships in the war zone...

As Richard Hofstadter points out (*The American Political Tradition*) was rationalization of the flimsiest sort... The British had also been intruding on the rights of American citizens on the high seas, but was not suggesting we go to war with them...

The United States claimed the *Lusitania* carried an innocent cargo, therefore the torpedoing was a monstrous German atrocitiy. Actually *Lusitania* was heavily armed: it carried 1,248 cases of 3-inch shells, 100 boxes of cartridges (1,000 rounds in each box), and 2,000 more small-arms ammunition... The British and American governments argued about the cargo...

Prosperity depended much on foreign markets, it was believed by the leaders of the country. In 1897, private foreign investments of the United States amounted to \$700 million dollars. By 1914, they were \$3 billion.

With World War I, England became more and more a market for goods and for loans at interest. J.P. Morgan and Company acted as agents for the Allies and when, in 1915, Wilson lifted the ban on bank loans to the Allies, Morgan could now begin lending more money in great amounts as to both make great profit and tie American finances closely to the interest of a British victory in the war against Germany.

Source: Howard Zinn, A People's History of the United States, New York: HarperCollins, 1980. Howard Zinn is a historian and activist who is best known today as the author of A People's History of the United States, a book that tells American history from the perspective of minorities, women, and poor people and that is very critical of the United States government.

1. Sourcing: What do you predict Howard Zinn will say about reasons for the US entering WWI?
2. Close reading: Why does Zinn claim that Wilson made a flimsy argument?
3. What does Zinn suggest are the *real* reasons the United States entered the war?
4. What evidence does Zinn provide to support his claims that the United States was motivated by other reasons (besides German attacks on U.S. ships)?
5. Do you find Zinn's argument convincing? Why or why not?

Vocabulary:

- merchant vessels: commercial trading ships
- rationalization: to come up with reasons to justify something
- flimsiest: weakest
- atrocitiy: horrible act
- cargo: contents of a ship or truck; things being shipped

Vocabulary Review

1. Which of the following is an example of Wilson's **internationalism**?
 - a) Trying to keep the United States out of World War I.
 - b) Trying to work with the countries of Europe to stop World War I.

2. Which TWO of the following ideas do NOT fit with the other three ideas?
 - a) Steering clear of permanent alliances
 - b) Acts of aggression
 - c) Avoiding attachments and entanglements in foreign affairs
 - d) A proclamation of neutrality
 - e) Internationalism

3. Which of the following is an example of an **alliance**?
 - a) France, England, and Russia agree that if any of them go to war, the other will also go to war.
 - b) France, England and Russia all import a significant amount of goods in trade from China.

4. If an item is a **contraband** item it is
 - a) illegal to take it in and out of a country.
 - b) dangerous to touch.

5. Which of the following is an example of a **blockade**?
 - a) German submarines stop the passage of British ships carrying goods to be sold in other countries.
 - b) German submarines follow British ships carrying goods to take back to Germany.

6. The United States intercepted a German telegram to Mexico means that:
 - a) US obtained the German telegram to Mexico which it was not supposed to see
 - b) US helped send the German telegram to Mexico

7. Which is a better example of a violation of international law?
 - a) confiscating non-contraband items, like food and medicine
 - b) making permanent or temporary alliances with foreign countries
 - c) making a proclamation of neutrality

Vocabulary Review Match the following words and phrases to their definitions.

Eugene Debs speech

- | | |
|---------------------|--|
| 7. conspirators ___ | a. dictators |
| 8. autocrats ___ | b. people who plot together to carry out a crime |
| 9. menace ___ | c. threat |
-
- | | |
|----------------------|--|
| 10. profiteers ___ | d. people who make money from war or suffering |
| 11. arch-patriot ___ | e. the biggest enemy |
| 12. arch enemy ___ | f. the ultimate patriot |

Schenck Pamphlet

- | | |
|---|---|
| 13. conscription ___ | a. crime so horrible it cannot be described |
| 14. specious ___ | b. stating that something is morally wrong |
| 15. condemnation ___ | c. appearing to be true but is really false |
| 16. a crime that defies description ___ | d. military draft |

The Sedition Act

17. sedition
- a) actions or words intending to incite or cause rebellion against the government
 - b) criticism of the government

“Supreme Court Case: Schenck v. United States”

- | | |
|-------------------------|--|
| 1. the draft ___ | a. when the government orders all eligible citizens to serve in the military |
| 2. socialist ___ | b. the law that made the draft legal |
| 3. Conscription Act ___ | c. a person who believes in the idea that all wealth should be shared equally; (opposed to capitalist) |
-
- | | |
|---|--|
| 4. espionage ___ | d. a law that made it illegal to criticize the government’s war effort |
| 5. Espionage Act of 1917 ___ | e. ask the government to get rid of a law |
| 6. petition the government to repeal an act ___ | f. spying |

Document A: Eugene Debs Speech (Modified)

Comrades, friends and fellow-workers, thank you for this very cordial greeting, this very hearty reception. Three of our most loyal comrades are paying the penalty for their devotion to the cause of the working class. They have come to realize, as many of us have, that it is extremely dangerous to exercise the constitutional right of free speech in a country fighting to make democracy safe in the world.

Every one of these Wall Street conspirators and would-be murderers claims to be an arch-patriot; every one of them insists that the war is being waged to make the world safe for democracy. What humbug! What rot! What false pretense! These autocrats, these tyrants, these red-handed robbers and murderers, the “patriots,” while the men who have the courage to stand face to face with them, speak the truth, and fight for their exploited victims—they are the disloyalists and traitors. If this be true, I want to take my place side by side with the traitors in this fight.

I suggest that we stop a moment to think about the term “landlord.” “LANDLORD!” Lord of the Land! The lord of the land is indeed a superpatriot...who owns the earth and tells you that we are fighting this war to make the world safe for democracy—he who profiteers at the expense of the people who have been slain [killed in the war]...It is he, this patriot who is in fact the archenemy of the people; it is he that you need to wipe from power. It is he who is a far greater menace to your liberty and your wellbeing than the Prussian Junkers [Germans] on the other side of the Atlantic Ocean.

Yes, in good time we are going to destroy all enslaving and degrading capitalist institutions and re-create them as free and humanizing institutions. The world is daily changing before our eyes. The sun of capitalism is setting; the sun of socialism is rising.

Source: Socialist leader Eugene Debs delivered this speech in June 1918. He visited three Socialists who were in prison for opposing the draft, and then spoke across the street from the jail, for two hours. This excerpt is from a much longer speech.

Sourcing: Who is Eugene Debs and who is his audience here? What can you therefore predict he might say?

Close reading: Summarize Debs’ message. What is he trying to convince his audience of? Pull a quote that best illustrates his main idea.

Do you think Debs’ ideas are anti-American? Why or why not?

Vocabulary

conspirators: criminals

autocrats: dictators

profiteers: makes money from

menace: threat

Document B: Schenck Pamphlet (Modified)**Assert Your Rights**

The Socialist Party says that any officers of the law entrusted with the administration of conscription regulations violate the provisions of the United States Constitution when they refuse to recognize your right to assert your opposition to the draft.

No power was delegated to send our citizens away to foreign shores to shoot up the people of other lands, no matter what may be their internal or international disputes.

To draw this country into the horrors of the present war in Europe, to force the youth of our land into the shambles and bloody trenches of war crazy nations, would be a crime the magnitude of which defies description. Words could not express the condemnation such cold-blooded ruthlessness deserves.

No specious or plausible pleas about a "war for democracy" can cloud the issue. Democracy can not be shot into a nation. It must come spontaneously and purely from within.

To advocate the persecution of other peoples through the fighting of a war is an insult to every good and wholesome American tradition.

You are responsible. You must do your share to maintain, support, and uphold the rights of the people of this country.

In this world crisis where do you stand? Are you with the forces of liberty and light or war and darkness?

Source: Charles Schenck was a Socialist who printed and distributed thousands of anti-war pamphlets in 1917 and 1918 opposing the war. The excerpt above comes from one of his pamphlets.

Sourcing: Who is Charles Schenck and who is his audience here? What can you therefore predict he might say?

Close reading: Summarize Schenck's message. What is he trying to convince his audience of? Pull a quote that best illustrates his main idea.

Do you think Schenck's ideas are anti-American? Why or why not?

Vocabulary

Conscription: military draft

Specious: untrue

Document C: The Sedition Act (1917) (Modified)

Whoever, when the United States is at war, shall willfully utter, print, write or publish any disloyal, profane, scurrilous, or abusive language about the form of government of the United States or the Constitution of the United States, or the military or naval forces of the United States, or the flag of the United States, or the uniform of the Army or Navy of the United States into contempt, scorn, contumely, or disrepute, or shall willfully utter, print, write, or publish any language intended to incite, provoke, or encourage resistance to the United States...shall be punished by a fine of not more than \$10,000 or the imprisonment for not more than twenty years, or both.

When was this law passed? Why did the U.S. government pass this law?

What are two main groups of things US citizens are not allowed to do during war time:

What is the punishment for doing any of these?

Do you think this law was necessary? Why or why not?

Source: This is an excerpt from the Sedition Act, signed into law by President Woodrow Wilson in 1917. Updated with the Espionage Act, the law limited the rights of Americans during wartime. Wilson and the United States Congress created the laws because they feared dissent (opposition) would harm America's effort to win the war.

Vocabulary

Sedition: actions or words intended to cause rebellion against the government

SUPREME COURT CASE: SCHENCK V. UNITED STATES (1919)

Schenck v. United States (1919) was a United States Supreme Court decision concerning the question of whether the defendant had a First Amendment right to free speech against the draft during World War I. The defendant, Charles Schenck, a Socialist, mailed a flyer to recently drafted men. The flyer, which referred to the Thirteenth Amendment's prohibition against slavery, advised the men to "assert your opposition to the draft." The flyer said that the draft was morally wrong and caused by economic greed. The flyers proposed peaceful resistance, such as petitioning the government to repeal the Conscription Act.

Schenck was charged with conspiracy to violate the Espionage Act of 1917 by attempting to cause insubordination [disobedience] in the military and to damage the recruiting of new soldiers. The Supreme Court reviewed his case and in a unanimous opinion written by Justice Oliver Wendell Holmes, Jr., stated that Schenck's criminal conviction was constitutional. The First Amendment did not protect speech encouraging insubordination, since, "[w]hen a nation is at war many things that might be said in time of peace are such a hindrance [obstacle] that their utterance [being said] will not be allowed so long as men fight, and that no Court could regard them as protected by any constitutional right." In other words, the Supreme Court ruled that **the circumstances of wartime permit greater restrictions on free speech than would be allowable during peacetime**.

In the opinion's most famous passage, Justice Holmes defines the "clear and present danger" rule:

"The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a *clear and present danger* that they will bring about the evils that Congress has a right to prevent."

Holmes also said that "The most stringent [strict] protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic."

As a result of the 9-0 decision, Charles Schenck spent six months in prison.

Vocabulary

the draft: when the government tells young male citizens that they must serve in the military (usually 1-2 years); the draft is most often used during wartime

Socialist: a person who believes in socialism (the idea that all wealth should be shared equally; opposed to capitalism)

Conscription Act: the law that made the draft legal

Espionage: spying

Espionage Act of 1917: law that made it illegal to criticize the government's war effort

constitutional: allowed by law; legal

clear and present danger: something that is obviously and immediately dangerous

Directions: Write one paragraph answering the following question:

Were the U.S. critics of their government’s involvement in World War I anti-American? Include evidence drawn from at least 3 of today’s documents.

Step 1: Create a **topic sentence** by answering the question and summarizing your evidence in once sentence.

Step 2: Complete the **quick outline** below by noting the evidence you will use from the documents to support your topic sentence.

Step 3: Write a paragraph based on your quick outline. Be sure to introduce each piece of evidence, cite it properly, and explain how it supports your topic sentence.

T.S. _____

- 1.
.....
- 2.
.....
- 3.
.....

Summary of Wilson's Fourteen Points

I. Make no secret diplomatic agreements.

II. Allow freedom of the seas for all in peace and war.

III. Remove as many economic trade barriers as possible between countries

IV. Reduce stockpiles of military arms to lowest point needed for domestic safety

V. Adjust colonial claims to land, giving more weight to the views of colonized peoples.

VI. Evacuate and restore Russian territories seized during the war.

VII. Restore and protect Belgium's sovereignty.

VIII. Restore French territory and settle the debate over Alsace-Lorraine.

IX. Adjust Italy's boundaries according to the nationalities of the peoples living there.

X. Allow the people of the former Austro-Hungarian Empire to choose their own governments.

XI. Redraw boundaries of Balkan states based on nationalities and historical allegiances.

XII. Separate the Ottoman Empire into dependent countries according to nationality; guarantee all nations access to the Dardanelles.

XIII. Restore and protect Poland as a sovereign state with access to the sea.

XIV. Establish an association of nations to provide collective security and to ensure peace.

Vocabulary Matching: Before/during reading, “Defeating the League of Nations”

- | | |
|--------------------------|-----------------------------------|
| 1. treaty _____ | a. to give formal agreement |
| 2. ratify _____ | b. people who will not compromise |
| 3. irreconcilables _____ | c. an agreement between nations |
-
- | | |
|--------------------------------------|---------------------------|
| 4. to have reservations about* _____ | d. boundaries of a nation |
| 5. compel | e. to have concerns |
| 6. Territorial Integrity | f. to force or require |

*Note that “I have reservations about something” is different from “I have reservations for something (dinner/flight)”

Vocabulary Review: After reading “Defeating the League of Nations”

- 1) Which of the following is an example of a possible **treaty**?
 - a) an agreement between Russia and the United States to destroy their nuclear weapons.
 - b) an agreement between a boss and the workers at a company to raise wages.
2. When Congress **ratifies** a treaty, they:
 - a) they review the treaty.
 - b) vote to approve the treaty as an agreement between the U.S. and other countries.
3. Some people in the post-World War I period were called “**irreconcilables**” because:
 - a) They wanted to make some changes to the Treaty of Versailles.
 - b) They would never agree to the Treaty of Versailles.
4. So-called **reservationists** in the US Senate held what opinion of the Treaty of Versailles?
 - a) they wanted certain things fixed before they could agree to the Treaty
 - b) they hated most things about the Treaty of Versailles
 - c) they were strong supporters of the Treaty of Versailles
5. Recognizing a nation’s **territorial integrity** means that
 - a) One country could not lay claim to territory that is recognized as part of another country.
 - b) Countries would dispute borderlands and whoever won a battle would win the territory.
6. What is the correct way to form the opposite of **reconcilable**, i.e., to describe a difference that CANNOT be overcome (or two sides that CANNOT come together):
 - a) imreconcilable
 - b) irreconcilable
 - c) unreconcilable

Directions: Complete the sentences below based on today’s lesson content.

After World War One, President Wilson wanted to the U.S. to join the League of Nations because _____

After World War One, President Wilson wanted to the U.S. to join the League of Nations, but _____

After World War One, President Wilson wanted to the U.S. to join the League of Nations, so _____

Defeating the League of Nations

Unfortunately for President Wilson, when he returned to the US to convince the US Senate to ratify the Treaty of Versailles, he was met with stiff opposition. Some senators opposed the treaty because they thought it was too harsh toward Germany. Irish Americans criticized the treaty's failure to create an independent Ireland.

Many senators believed the League of Nations would entangle the US too much with the rest of the world. This was true of Republicans such as the leader of the Senate, **HENRY CABOT LODGE**, who were suspicious of Democratic President Wilson and his treaty.

ARTICLE TEN OF THE LEAGUE OF NATIONS required the United States to respect the territorial integrity of member states. Although Article Ten did not compel an American declaration of war, if one of the member states was invaded, the United States might be bound to impose an economic embargo or to sever diplomatic relations with the offending country. Lodge viewed the League as a new government above all others that would limit the power of the American government and keep it from determining its own affairs. Others believed the League was the sort of entangling alliance the United States had avoided since George Washington's Farewell Address.

Henry Cabot Lodge sabotaged the League agreement by declaring the United States exempt from Article Ten and attaching reservations, or amendments, to the treaty stating this. Some Senators supported Lodge and said they would accept the treaty with reservations (they were called reservationists). Other Senators pledged to reject the treaty no matter what (they were called the irreconcilables, because they could not be reconciled, or satisfied).

President Wilson, bedridden from a debilitating stroke, was unable to accept these changes. He asked Senate Democrats to vote against the Treaty of Versailles unless the Lodge reservations were dropped. Neither side would compromise, and the treaty went down to defeat.

Excerpted and modified from ushistory.org <http://www.ushistory.org/us/45d.asp>

ratify – verb, To accept or pass a law with a formal vote.

Treaty – noun, A binding agreement reached between two warring nations to end a conflict.

territorial integrity – noun, The boundaries of a nation. (Respecting territorial integrity means respecting national boundaries, or not allowing them to be violated.)

compel – verb, To force or urge someone or something to perform an action.

Reservationist – someone who has reservations about something; they have concerns about it and are reluctant to do this thing.

Irreconcilable – adj., Cannot be reconciled or brought together in agreement.

President Woodrow Wilson, September 25, 1919 (Modified)

My fellow citizens, as I have crossed the continent, I have perceived more and more that men have been busy creating an absolutely false impression of the treaty of peace and the Covenant of the League of Nations.

Reflect, my fellow citizens that the membership of this great League is going to include all the great fighting nations of the world, as well as the weak ones.

And what do they unite for? They enter into a solemn promise to one another that they will never use their power against one another for aggression; that they never will violate the territorial integrity of a neighbor; that they never will interfere with the political independence of a neighbor; that they will abide by the principle that great populations are entitled to determine their own destiny; and that no matter what differences arise between them they will never resort to war without first submitting their differences to the consideration of the council of the League of Nations, and agreeing that at the end of the six months, even if they do not accept the advice of the council, they will still not go to war for another three months.

I wish that those who oppose this settlement could feel the moral obligation that rests upon us not to turn our backs on the boys who died, but to see the thing through, to see it through to the end and make good their redemption of the world. For nothing less depends upon this decision, nothing less than liberation and salvation of the world.

Source: Woodrow Wilson, speech in Pueblo Colorado, September 25, 1919. When President Wilson returned to the United States in 1919 after the Paris Peace Conference, he toured the country to raise support for the treaty and the League.

Sourcing: Why is Wilson giving this speech? What do you predict he might say?

What is Wilson's tone in this speech? Provide evidence.

Close reading: What is Wilson's strongest argument for why the US should join the League of Nations?

Vocabulary

Territorial integrity: borders of a country

Abide: accept

Redemption: salvation from evil

Henry Cabot Lodge, August 12, 1919 (Modified)

Mr. President:

I can never be anything else but an American, and I must think of the United States first.

I have never had but one allegiance - I cannot divide it now. I have loved but one flag and I cannot share that devotion and give affection to the mongrel banner invented for a league. Internationalism is to me repulsive.

The United States is the world's best hope, but if you fetter her in the interests and quarrels of other nations, if you tangle her in the intrigues of Europe, you will destroy her power for good and endanger her very existence. Leave her to march freely through the centuries to come as in the years that have gone.

No doubt many excellent and patriotic people see a coming fulfillment of noble ideals in the words 'league for peace.' We all respect and share these aspirations and desires, but some of us see no hope, but rather defeat, for them in this murky plan. For we, too, have our ideals, even if we differ from those who have tried to establish a monopoly of idealism.

Our first ideal is our country. Our ideal is to make her ever stronger and better and finer, because in that way alone can she be of the greatest service to the world's peace and to the welfare of mankind.

Source: Henry Cabot Lodge, speech, August 12, 1919. Washington, D.C. Republican Henry Cabot Lodge was a staunch opponent of the Democrat President Woodrow Wilson.

Sourcing: Why is Lodge giving this speech? What do you predict he might say?

What is Lodge's tone in this speech? Provide evidence.

Close reading: What is Lodge's strongest argument for why the US should not join the League of Nations?

Vocabulary

Allegiance: loyalty

Mongrel: a mutt; a cross-breed

Repulsive: disgusting

Fetter: restrain with chains

Intrigues: secret plans

Aspirations: hopes

Murky: dark and shadowy

STUDY GUIDE: Imperialism & World War I**Main Topics**

- Because of industrialization in the late 1800s, US demand for raw materials and new markets to sell products increased dramatically. Additionally, the growing military power of the US led the government (especially Teddy Roosevelt) to seek new sites for military bases. These factors led to the rise of imperialism as the new US foreign policy.
- The Monroe Doctrine (1823) was the US telling Europe to stay out of the Western Hemisphere; the Roosevelt Corollary (“Speak softly and carry a big stick”) added on to this, saying that the US had the right to be the “policeman” in the Western Hemisphere – in other words, the US gave itself the right to interfere in the affairs of Latin American and Caribbean countries.
- In 1898, the US started a war with Spain – the Spanish-American War. Spain was defeated quickly and after the war the US gained the territories of Puerto Rico and the Philippines, as well as control of Cuba. This began a long period of US intervention in Latin America – for instance, the US took over Panama in order to build the Panama Canal.
- When World War I broke out in Europe in 1914, the US tried to stay out of it by declaring a policy of neutrality. But a number of events eventually drew the US into the war – British propaganda, German submarine warfare (sinking of the ship Lusitania), the Zimmerman Note. Be familiar with how these events led the US into involvement in World War I.
- During and after World War I, the US government restricted the civil liberties of citizens (took away some of their rights) – for example, laws such as the Espionage Act and the Sedition Act basically made it illegal to publicly criticize the government. In the Schenck v. United States case, the Supreme Court said that speech could be a crime if it presented a “clear and present danger” to national security.
- After WW I ended, President Wilson presented his 14 Points for peace – one idea was that the US should join the newly-created League of Nations; but the Senate rejected this because it feared that this could get the US involved in more European conflicts.

Important Terms & People

imperialism

Monroe Doctrine

Roosevelt Corollary

yellow journalism

“Remember the Maine!”

Spanish-American War

Panama Canal

neutrality

Zimmerman Note

the Lusitania

Wilson's 14 Points

League of Nations

Red Scare

Sedition Acts

Schenck v. United States

"clear and present danger"

Alice Paul

Carrie Chapman Catt

19th Amendment

National American Woman Suffrage Association (NAWSA)

Study Questions

1. How was US imperialism related to industrialization and the rise of big business?
2. What did the Roosevelt Corollary say the US had the right to do?
3. Which territories did the US gain after victory in the Spanish-American War?
4. How did America's role in the world change after the Spanish-American War?
5. Why was the US interested in building a canal across Panama?
6. At the beginning, what was the US attitude toward World War I?
7. What factors drew the US into entering World War I?
8. What did Wilson's "14 Points" say about the League of Nations? Did Congress agree?
9. What were the causes and effects of the post-World War I "Red Scare"?
10. What effect did the Schenck v. United States case and its "clear and present danger" test have on the Bill of Rights' protection of freedom of speech?
11. What role did World War I play in the efforts of women to gain suffrage?