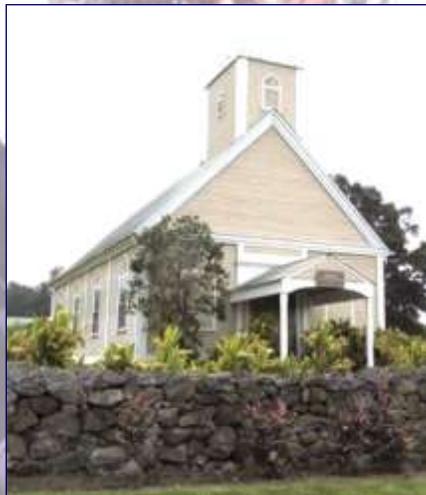


U.S. Imperialism continues...

Taking Control of Hawaii



U. S. Missionaries in Hawaii



Imiola Church - first built in the late 1820s

U. S. View of Hawaiians



Hawaii becomes a U. S. Protectorate in 1849
by virtue of economic treaties.

U. S. Business Interests In Hawaii



- ★ 1875 - **Reciprocity Treaty**
- ★ 1890 - **McKinley Tariff**
- ★ 1893 - American businessmen backed an uprising against Queen Liliuokalani.
- ★ **Sanford Ballard Dole** proclaims the Republic of Hawaii in 1894.

Taking Control of Hawaii

- British explorer **James Cook** first visited Hawaii in 1778.
- Hawaii was ideally located for coaling stations and bases for ships trading between the U.S. and Asia.
- American missionaries and others came to Hawaii and raised crops, particularly sugarcane.
- The sugar industry grew and gained influence and control.
- **King Kalakaua** negotiated a treaty that made Hawaiian sugar cheap to import to the United States.
- U.S. gets rights to use Pearl Harbor as naval base



King Kalakaua

Hawaiian Queen Liliuokalani



***Hawaii for the
Hawaiians!***



THE LAST MONARCH OF HAWAII

- 1891- Kalakaua is succeeded by his sister, **Queen Liliuokalani**
- Queen Liliuokalani tries to encourage Hawaiian nationalism against foreign control
- U.S. oversees end to monarchy



Aloha Hawaii

The United States engaged in **political imperialism**—gaining political control over territory.

In the early 1890s the United States marines helped American sugar planters overthrow the Hawaiian monarch Queen Liliuokalani.

In **1898** Congress agreed to annex Hawaii or add it to United States territory.



Queen Liliuokalani (1891-93).

American planters, who had established sugar plantations in Hawaii beginning around 1820, became increasingly influential in the economy and government of Hawaii; Queen Liliuokalani's desire for a new constitution, restoring her royal powers, caused a revolt by the planters, and she was deposed in 1893.

In 1894 a republic was established, headed by lawyer and missionary son Sanford B. Dole, and annexation by the U.S. followed in 1898.

To The Victor Belongs the Spoils



**Hawaiian
Annexation
Ceremony, 1898**



THE UNITED STATES BECOMES A WORLD POWER - THE ANNEXATION OF HAWAII

Option #1

Directions: Please read the following and answer the questions that follow.

Period: 1890 - 1920

After a century of American rule, many native Hawaiians remain bitter about how the United States acquired the islands, located 2,500 miles from the West Coast.

In 1893, a small group of sugar and pineapple-growing businessmen, aided by the American minister to Hawaii and backed by heavily armed U.S. soldiers and marines, deposed Hawaii's queen. Subsequently, they imprisoned the queen and seized 1.75 million acres of crown land and conspired to annex the islands to the United States.

On January 17, 1893, the conspirators announced the overthrow of the queen's government. To avoid bloodshed, Queen Liliuokalani, yielded her sovereignty [power], and called upon the U.S. government "to undo the actions of its representatives." The U.S. government refused to help her regain her throne. When she died in 1917, Hawaii was an American territory. In 1959, Hawaii became the 50th state after a 90 percent of the islanders supported statehood.

The businessmen who conspired to overthrow the queen claimed that they were overthrowing a corrupt, immoral regime in order of advance democratic principles. They also argued that a western power was likely to acquire the islands. Hawaii had the finest harbor in the mid-Pacific and was viewed as a strategically valuable coaling station and naval base. In 1851, King Kamehameha III had secretly asked the United States to annex Hawaii, but Secretary of State Daniel Webster declined, saying "No power ought to take possession of the islands as a conquest...or colonization." But later monarchs wanted to maintain Hawaii's independence. The native population proved to be vulnerable to western diseases, including cholera, smallpox, and leprosy. By 1891, native Hawaiians were an ethnic minority on the islands.

After the bloodless 1893 revolution, the American businessmen lobbied President Benjamin Harrison and Congress to annex the Hawaiian islands. In his last month in office, Harrison sent an annexation treaty to the Senate for confirmation, but the new president, Grover Cleveland withdrew the treaty "for the purpose of re-examination." He also received Queen Liliuokalani and replaced the American stars and stripes in Honolulu with the Hawaiian flag.

Cleveland also ordered a study of the Hawaiian revolution, which concluded that the American minister to Hawaii had conspired with the businessmen to overthrow the queen and that the coup would have failed "but for the landing of the United States forces upon false pretenses respecting the dangers to life and property." Looking back on the Hawaii takeover, President Cleveland later wrote that "the provisional government owes its existence to an armed invasion by the United States. By an act of war...a substantial wrong has been done."

President Cleveland's recommendation that the monarchy be restored was rejected by Congress. The House of Representatives voted to censure the U.S. minister to Hawaii and adopted a resolution opposing annexation. But Congress did not act to restore the monarchy and in 1894, Sanford Dole, who was beginning his pineapple business, declared himself president of the Republic of Hawaii without a popular

vote. The new government found the queen guilty of treason and sentenced her to five years of hard labor and a \$5,000 fine. While the sentence of hard labor was not carried out, the queen was placed under house arrest.

The Republican party platform in the presidential election of 1896 called for the annexation of Hawaii. Petitions for a popular vote in Hawaii were ignored. Fearing that he lacked two-thirds support for annexation in the Senate, the new Republican president William McKinley called for a joint resolution of Congress (the same way that the United States had acquired Texas). With the country aroused by the Spanish American War and political leaders fearful that the islands might be annexed by Japan, the joint resolution easily passed Congress. Hawaii officially became a U.S. territory in 1900.

When Capt. James Cooke, the British explorer, arrived in Hawaii in 1778, there were about 300,000 Hawaiians on the islands, but infectious diseases reduced the native population. Today, about 20 percent of Hawaii's people are of native Hawaiian ancestry, and only about 10,000 are of pure Hawaiian descent. Native Hawaiians were poorer, less healthy, and less educated than members of other major ethnic groups on the islands.

Sugar growers, who dominated the islands' economy, imported thousands of immigrant laborers first from China, then Japan, then Portuguese from Madeira and the Azores, followed by Puerto Ricans, Koreans, and most recently Filipinos. As a result, Hawaii has one of the world's most multicultural populations.

In 1993, a jointed Congressional resolution, signed by President Bill Clinton, apologized for the U.S. role in the overthrow. The House approved the resolution by voice vote. The Senate passed it 65 to 34.

Questions:

1. Who was responsible for overthrowing Queen Liliuokalani?
2. Describe why Hawaii was seen as an important territory to the United States.
3. Explain how President Cleveland reacted to the efforts of American businessmen to annex Hawaii.
4. Evaluate the annexation of Hawaii from the following perspectives:
 - a) American businessmen -
 - b) Native Hawaiians -

Option #2

READING ASSIGNMENT ON IMPERIALISM IN HAWAII

- **Intro:** Revolutionaries easily overthrew the native Hawaiian monarchy in 1893. The United States then debated for five years whether to annex the former kingdom and launch an American overseas empire.
- **Read** “The Debate Over Hawaii and an American Overseas Empire” and answer the “Questions for Discussion and Writing.”

Hawaii Scavenger Hunt

Start with the
Infoplease.com.
Use caution with
Wikipedia &
Wikianswers.

Directions:

With the use of the Internet, complete the following scavenger hunt:

1. What is a nene? _____

 2. Who called December 7, 1941, "a date which will live in infamy?" _____
 3. Why is that date important in Hawaiian history? _____

 4. Name the eight major Hawaiian Islands in descending order from north to south.

 5. What type of volcanoes are the Hawaiian Islands? _____
 6. How many letters are in the Hawaiian alphabet? _____
 7. Who was the last native ruler and legitimate constitutional Queen of Hawaii?

 8. What is the major source of income for Hawaii? _____
 9. What is the largest exported product in Hawaii? _____
 10. Who was the first British explorer to discover the islands? _____
 11. What is the capital of Hawaii? _____
-

Name: _____ Date: _____

Hawaii Scavenger Hunt (Continued)

12. What is the climate like in Hawaii? _____

13. What is the population of Hawaii? _____
14. What sport was invented in Hawaii? _____
15. Who is Duke Kahanamoku? _____

16. What kind of whale can be seen in the Hawaiian waters? _____
17. Hawaii is the only state that grows this product. _____
18. What is Arcturus? _____

19. Is Hawaii closer to California or Japan? _____
20. What time zone is Hawaii in? _____
21. Which island is known as "The Big Island?" _____

China

Stereotypes of the Chinese Immigrant



**Oriental [Chinese]
Exclusion Act,
1887**

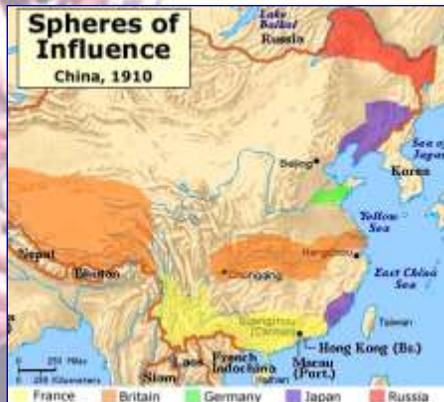


United States Foreign Policy in China



- American businessmen with the help of American politicians tried to gain access to foreign markets.
- European powers gained **spheres of influence** in China, granting them control over economic territories in China
- However, China had closed its markets to America.
- During the presidency of William McKinley, Secretary of State **John Hay** proposed the **Open Door Policy**.
- The **Open Door Policy** wanted to give all nations equal trading rights in China.
- Its goal was to open the Chinese market to America. It also urged all foreigners in China to obey Chinese law and observe practices of fair competition.

The Open Door Policy

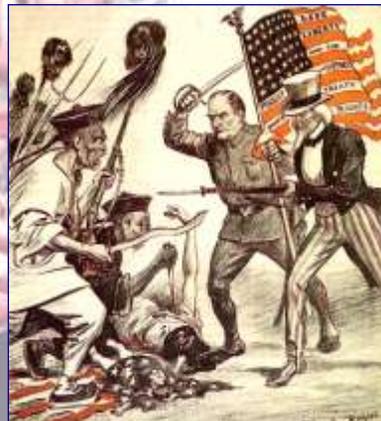


- ★ Secretary **John Hay**.
- ★ Give all nations equal access to trade in China.
- ★ Guaranteed that China would NOT be taken over by any one foreign power.

The Open Door Policy



The Boxer Rebellion: 1900



- ★ The Peaceful Harmonious Fists.
- ★ "55 Days at Peking."

BOXER REBELLION

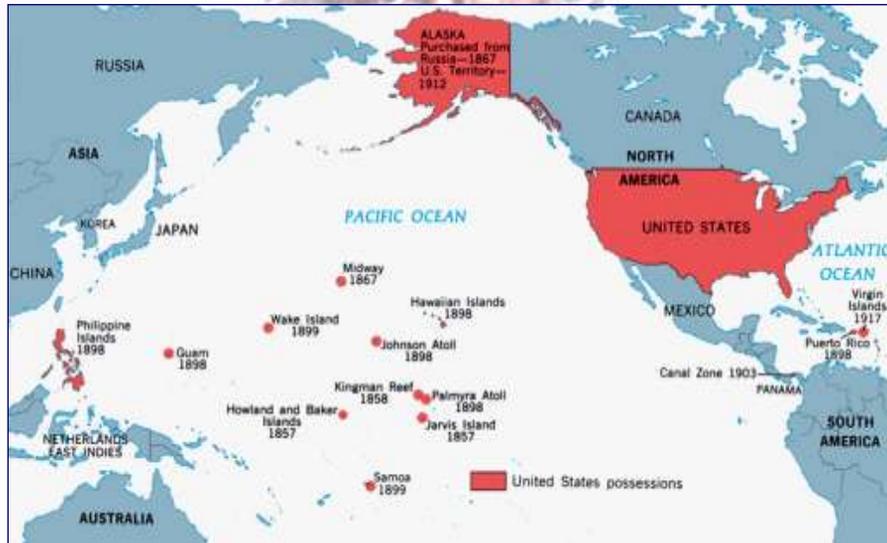
- **The Boxer Rebellion**— A nationalistic political group called the **Fists of Righteous Harmony** begins rebellion.
 - Caused by Chinese resentment of foreigners and America’s Open Door Policy.
 - In 1900, they attacked Western missionaries and traders in northern China, killing 300
 - Laid siege to foreign settlement in Beijing
- An international force, led by Britain and the U.S., entered and ended the rebellion, forcing China to keep its markets open.

A colorful Chinese print titled "THE BOXER REBELLION" depicting Chinese forces taking European enemy generals prisoner. The scene is set in a street with buildings in the background. In the foreground, several Chinese soldiers in blue and red uniforms are leading a group of European men in military uniforms. One European man is being led by a Chinese soldier. The print is decorated with Chinese characters and symbols. A green banner at the top left reads "THE BOXER REBELLION". A red banner at the bottom left reads "Skills FOCUS". A green banner at the bottom right reads "READING LIKE A HISTORIAN".

Chinese forces takes European enemy generals prisoner in this Chinese print of the Boxer Rebellion.

Interpreting Visuals How are the foreigners depicted in the image?

America as a Pacific Power



ASSIGNMENT ON BOXER REBELLION:

- **Intro:** In 1900, a violent anti-foreign uprising of young martial-arts militants called Boxers provoked a war between China and nearly a dozen other nations.
- **Read** “The Boxer Rebellion in China” and answer the questions for “Writing and Discussion” (pages 10-13). Then, in small groups we will complete the suggested activity “A Question of Responsibility and Fairness”



Diplomacy and naval superiority help the U.S. gain influence in Japan.

- Japan was isolated and unindustrialized until the mid-1800s.
- **Commodore Matthew Perry** brought four steamships into Tokyo Bay in 1853 to pressure Japan to open its ports to trade.
- Japan quickly became an industrial and military power to compete with the West.



Commodore Matthew Perry Opens Up Japan: 1853



**The Japanese View
of Commodore
Perry**

Treaty of Kanagawa: 1854



Gentleman's Agreement: 1908



- ★ A Japanese note agreeing to deny passports to laborers entering the U.S.
- ★ Japan recognized the U.S. right to exclude Japanese immigrants holding passports issued by other countries.
- ★ The U.S. government got the school board of San Francisco to rescind their order to segregate Asians in separate schools.

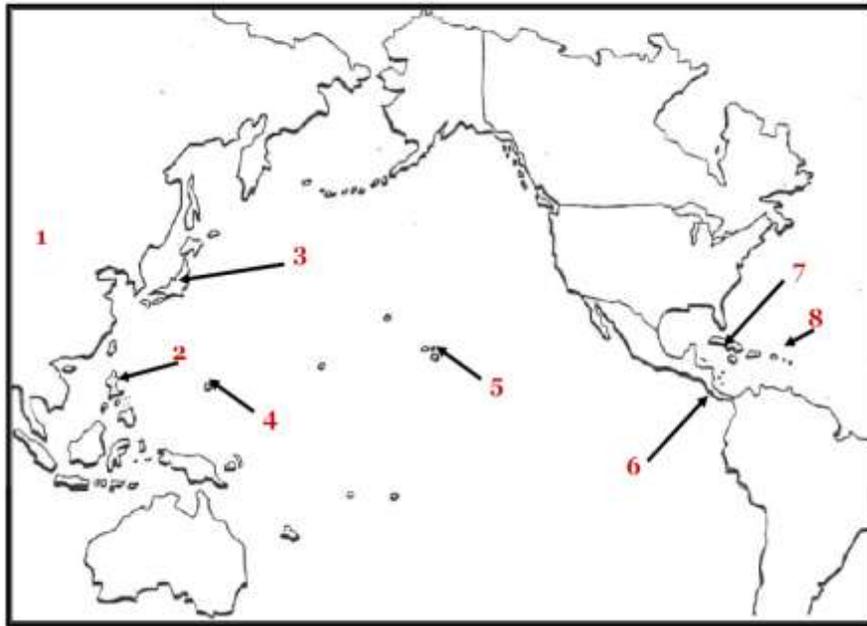
★ 1908 → **Root-Takahira Agreement.**

Lodge Corollary to the Monroe Doctrine: 1912

- ★ Senator Henry Cabot Lodge, Sr. (R-MA)
- ★ Non-European powers, like Japan, would be excluded from owning territory in the Western Hemisphere.



Identify each numbered country



The background of the slide features a profile of a man with glasses, likely a historical figure, on the left, and a large ship at sea on the right. An American flag is visible in the upper left corner.

Roosevelt and Panama

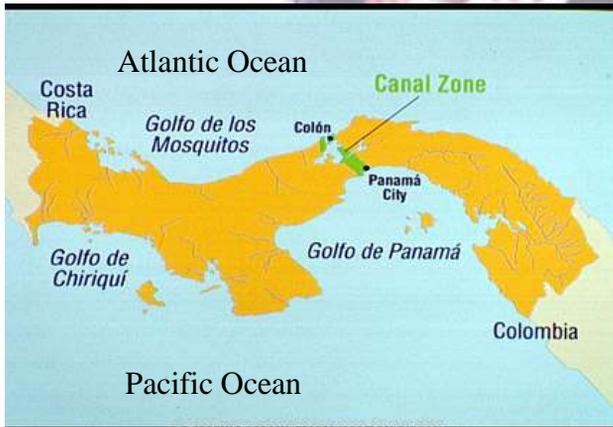
The Main Idea

The United States began to exert its influence over Latin America in the wake of the Spanish-American War.

The Main Idea

- Why and how was the Panama Canal built?
- What was the Roosevelt Corollary?
- How did Presidents Taft and Wilson reshape U.S. diplomacy?

U.S. Imperialism & The Panama Canal



What is a canal?
Examine this map for the answer!

- **Warm Up:**
What economic advantages could the U.S. gain by building and controlling the Panama Canal in the early 20th Century?

HISTORY OF CANAL

- 1517- the explorer **Balboa** had proposed a canal be dug across Panama
- 1850- U.S. and Great Britain sign the **Clayton-Bulwer Treaty** that agrees to an equal partnership to build a canal across Panama

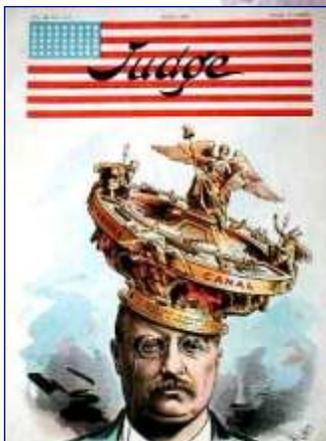
Panama Canal

To gain control of the canal, the United States encouraged Panama's independence from Columbia. Then it negotiated a treaty with Panama to build the Panama Canal. Since this canal provided a short cut between the Atlantic and Pacific Oceans, it benefited American trade and thereby also furthered economic imperialism.



To secure U.S. control of the Caribbean, and to give readier access to trade with China and Japan for eastern manufacturers, President Roosevelt supported building of a canal across the Isthmus of Panama. After using "gunboat diplomacy" to help Panamanian rebel leaders achieve independence from Colombia, Roosevelt signed a treaty with their new nation in 1903 awarding the U.S. control of a canal zone. Construction was from 1904 to 1914.

Panama: The King's Crown



- ★ 1901 → **Hay-Pauncefote Treaty**. Canal project taken over by U.S.
- ★ Philippe Bunau-Varilla, agent provocateur.
- ★ **Dr. Walter Reed** —becomes famous for treating malaria victims.
- ★ Colonel W. Goethals—placed in charge of governing and construction.



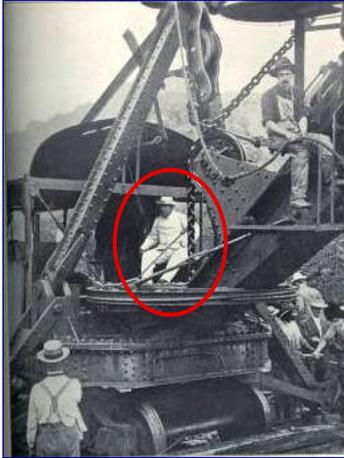
U.S. gains control of Panama canal

- **Hay-Bunau-Varilla Treaty (1903)** gives U.S. complete and unending sovereignty over a 10-mile wide canal zone. U.S. agreed to buy Canal and pay annual rent to Panamanians.
- Roosevelt later said- “I took the Canal Zone and let Congress debate”

*Speak Softly,
But Carry a Big Stick!*



Panama Canal



**TR in Panama
(Construction begins in
1904)**



READING ASSIGNMENT ON PANAMA CANAL:

- **Intro:** In 1904, President Theodore Roosevelt took advantage of a revolution in Panama to launch the building of an American canal there.
- **Read** ‘This Great Enterprise’: Theodore Roosevelt and the Panama Canal and answer the questions for “Discussion and Writing” (pages 4-9).

Warm Up/Do Now:

THE MONROE DOCTRINE

Directions: Using the resource provided, please answer the questions that follow to the best of your ability.

In the early 1500s, many of Spain's American colonies had fought for and won their independence. For countries like our neighbor Mexico, these were difficult years. Then, in 1823, other European powers - Austria, Russia, Prussia, and France - were threatening to help Spain re-conquer its American colonies. In response, United States President James Monroe announced a new policy in his seventh annual message to Congress on December 2, 1823.

...as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers...

In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it [agree] with our policy to do so. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. The political system of the allied powers is essentially different in this respect from that of America. We...therefore...declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered or shall not interfere....

Our policy in regard to Europe...remains the same, which is, not to interfere in the internal concerns of any of its powers....

It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren, if left to themselves, would adopt it of their own [will]. It is equally impossible, therefore, that we should behold such [interference] in any form with indifference....

1. Why was the Monroe Doctrine issued?
2. In what way was this a warning to the European powers?
3. How might future presidents like Theodore Roosevelt and others use this policy to justify U.S. intervention and imperialism?

The Roosevelt Corollary

Background

- The **Monroe Doctrine**, proclaimed in 1823, declared the Western Hemisphere off-limits to European nations.
- After the Spanish-American War, presidents backed up the Monroe Doctrine with military strength.
- In 1904, the Dominican Republic could not pay back European lenders. To prevent Europeans from using force to collect the debt, Roosevelt issued the Roosevelt Corollary.

The Roosevelt Corollary

- The United States pledged to use force to prevent European countries from seizing Dominican territory and other Latin American countries.
- The United States took control of collecting Dominican customs duties.
- The Corollary was issued without seeking approval from any Latin American nation.
- This changed the Monroe doctrine by allowing one Western Hemisphere nation the intervene in the affairs of another.

The Roosevelt Corollary to the Monroe Doctrine: 1905

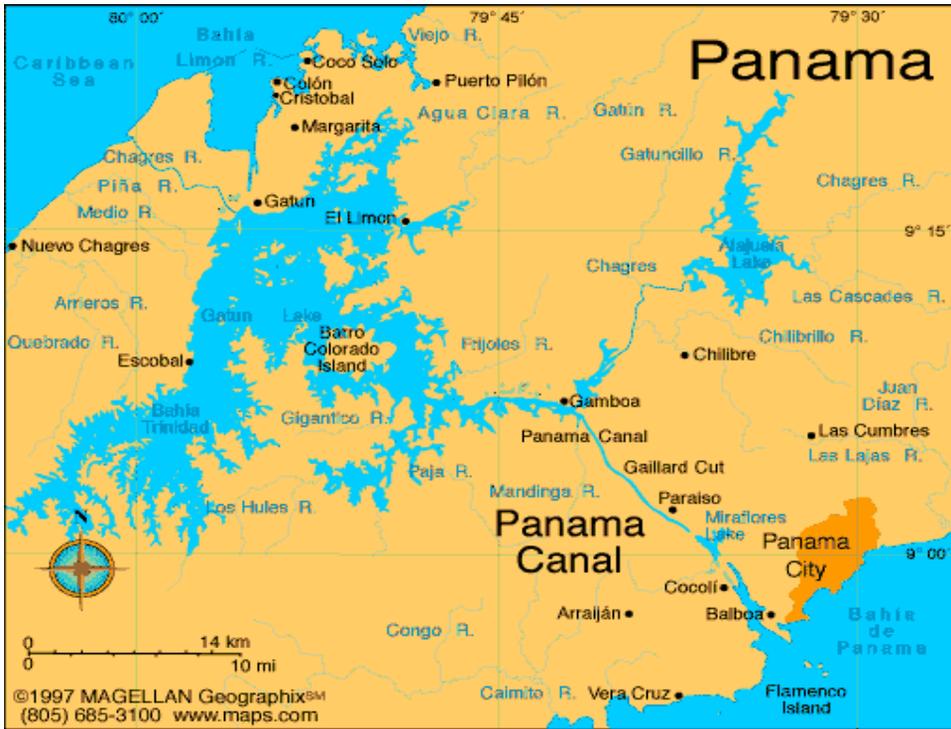
Chronic wrongdoing... may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power.

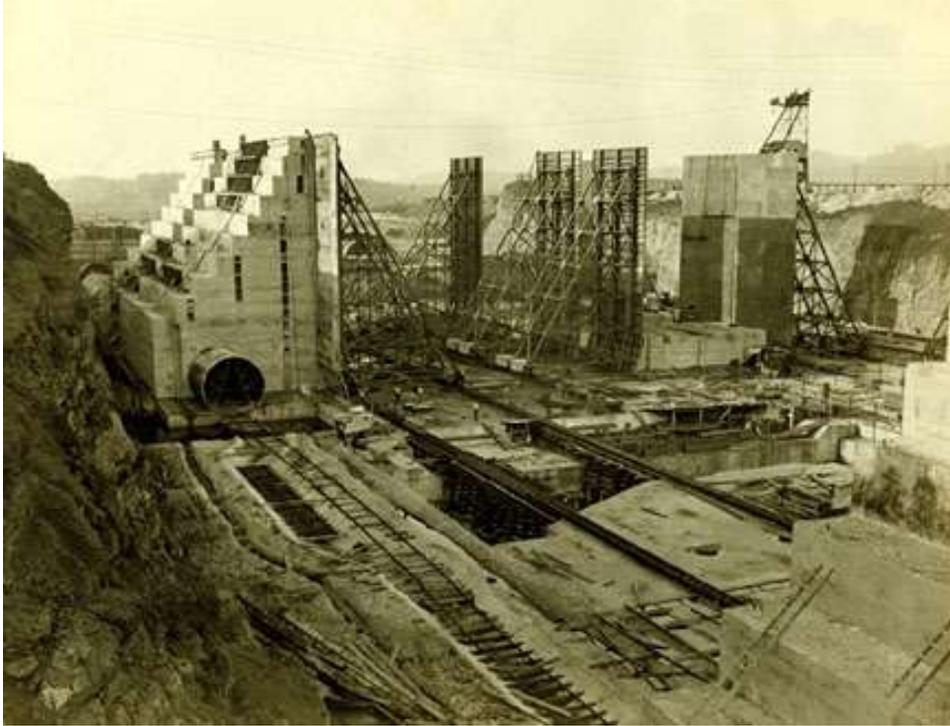


Building the Panama Canal

- American work began in May 1904.
- Harsh working conditions, material shortages, malaria, and the yellow fever hampered construction.
- President Roosevelt appointed **John F. Stevens** as chief engineer and architect. **Dr. William C. Gorgas** focused on sanitation and health concerns.
 - By draining standing water and encouraging spiders, ants, and lizards to breed, malaria was almost eliminated by 1913.
- After the resignation of Stevens in 1907, **Lt. Col. George W. Goethals** took over the job of building the canal.
- Progress continued, and in August 1914 the **SS Ancon** became the first ship to pass through the canal.







August 1914 - Panama Canal Opens.





Panama Canal Project

- **Introduction:** In this project, you will be assigned to work in a group, each with a specific topic about the Panama Canal. You will conduct some research and then present to the class, using PowerPoint! Read below:
- **Group Assignments**
 - **Group 1**—As journalists, you are assigned to cover the Panama Canal and will write brief news reports about traveling through the Canal. Each member of your group should have a role when presenting your 200-250-word news report (about 5-8 slides). Visuals will help!
 - **Group 2**—As members of the U. S. of Congress, you will write about the decision to return the Canal to Panama. Each member of your group should have a role when presenting your 200-250-word report (about 5-8 slides). Visuals will help!
 - **Group 3**—As historians, you will report about the United States' role in building the Panama Canal. Each member of your group should have a role when presenting your 200-250-word report (about 5-8 slides). Visuals will help!
 - **Group 4**—Google Sketch Up or build your own working model of the Panama Canal!

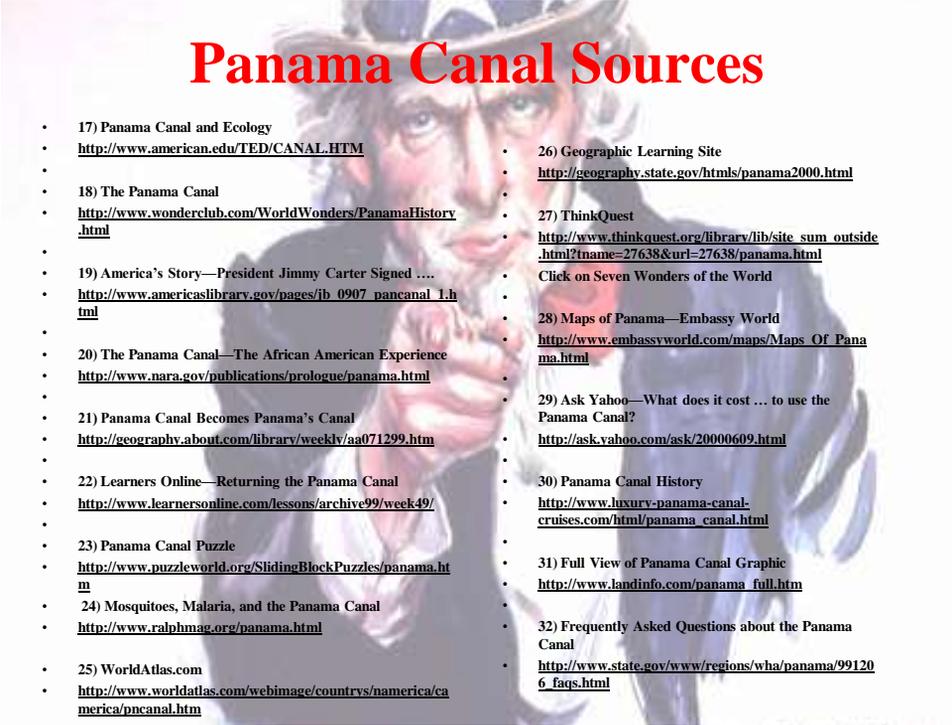


Assessment Rubric for Panama Canal Project

	Outstanding	Excellent	Satisfactory	Acceptable	Needs Work	Unacceptable	Absent	Total Points
Worked cooperatively in groups	10	9	8	7	6	4	0	
Used and documented correctly both print and World Wide Web resources	20	18	16	14	12	8	0	
Prepared a well written and organized report containing accurate information about the Panama Canal	20	18	16	14	12	8	0	
Used presentation or word-processing software to complete the written project and included clip art, pictures, text, and a reference page	20	18	16	14	12	8	0	
Delivered a well-organized class presentation of the results of the group's research	20	18	16	14	12	8	0	
Completed assignment neatly and on time	10	9	8	7	6	4	0	
Total Points Overall	100							
Comments:								

Panama Canal Sources

- 1) <http://www.panacanal.com/eng/index.html>
--Panama Canal Authority
- 2) <http://www.canalmuseum.com/>
- 3) How the Panama Canal Works—Java Animation
• <http://www.ared.com/kora/java/pcc/javaani.html>
- 4) The Panama Canal
• <http://www.panacanal.com/eng/index.html>
- 5) The Panama Canal
• <http://www.smplanet.com/imperialism/joining.html>
- 6) The Map Room
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- 7) The Panama Canal: A Brief History
• <http://www.june29.com/Tyler/nonfiction/pan2.html>
- 8) The Trans-Isthmian Canal and Its History
• <http://www.sinfo.net/pcmuseum/history.html>
- 9) TR's Legacy—The Panama Canal
• <http://www.pbs.org/wgbh/amex/tr/panama.html>
- 10) Panama Canal Trip
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- 11) The Panama Canal History Timeline
• <http://www.battleship-newjersey.org/panama/spainfrance.html>
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• http://www.pbs.org/newshour/bb/latin_america/panamacanal/
- 13) The Panama Canal Lesson
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- 19) America's Story—President Jimmy Carter Signed
- http://www.americaslibrary.gov/pages/jb_0907_pancanal_1.html
-
- 20) The Panama Canal—The African American Experience
- <http://www.nara.gov/publications/prologue/panama.html>
-
- 21) Panama Canal Becomes Panama's Canal
- <http://geography.about.com/library/weeklv/aa071299.htm>
-
- 22) Learners Online—Returning the Panama Canal
- <http://www.learnersonline.com/lessons/archive99/week49/>
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- 23) Panama Canal Puzzle
- <http://www.puzzleworld.org/SlidingBlockPuzzles/panama.htm>
-
- 24) Mosquitoes, Malaria, and the Panama Canal
- <http://www.ralphmag.org/panama.htm>
-
- 25) WorldAtlas.com
- <http://www.worldatlas.com/webimage/countrvs/namerica/canamerica/pncanal.htm>
-
- 26) Geographic Learning Site
- <http://geography.state.gov/htmls/panama2000.html>
-
- 27) ThinkQuest
- http://www.thinkquest.org/library/lib/site_sum_outside.html?tname=27638&url=27638/panama.html
- Click on Seven Wonders of the World
-
- 28) Maps of Panama—Embassy World
- http://www.embassyworld.com/maps/Maps_Of_Panama.html
-
- 29) Ask Yahoo—What does it cost ... to use the Panama Canal?
- <http://ask.yahoo.com/ask/20000609.html>
-
- 30) Panama Canal History
- http://www.luxury-panama-canal-cruises.com/html/panama_canal.html
-
- 31) Full View of Panama Canal Graphic
- http://www.landinfo.com/panama_full.htm
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- 32) Frequently Asked Questions about the Panama Canal
- http://www.state.gov/www/regions/wha/panama/991206_faqs.html



America's New Role

Imperialism

Understanding Goal:

Nations compete in the global arena for political and economic power.



Panama Canal--scenes of the finished Canal



Destruction of the U.S. battleship Maine



Sugarcane plantation, Hawaii

Investigative Question:

Was imperialism justified?

Explore: Imperialism developed in the early 19th century when industrialized western nations began to take control of other non-industrialized nations. How might the images above reflect both the positive and negative effects of late 19th and early 20th century imperialism?

Connect: Does imperialism exist in the 21st century? Why or why not?

Warm Up:



Task: Explain the significance of this cartoon?

Task: What part of the world is Roosevelt responsible for "protecting"?

Task: Why does America need to become involved in Latin America?

Task: How is Roosevelt portrayed in this cartoon?



Dollar Diplomacy:



Moral Diplomacy:

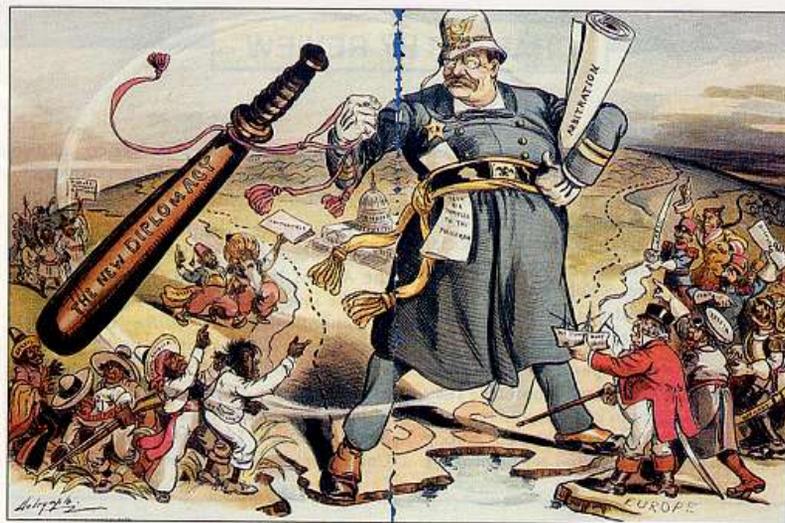
"[Y]ou are American and are meant to carry liberty and justice and the principles of humanity wherever you go. . . [G]o out and sell goods that will make the world more comfortable and more happy, and convert them to the principles of America."

- Woodrow Wilson

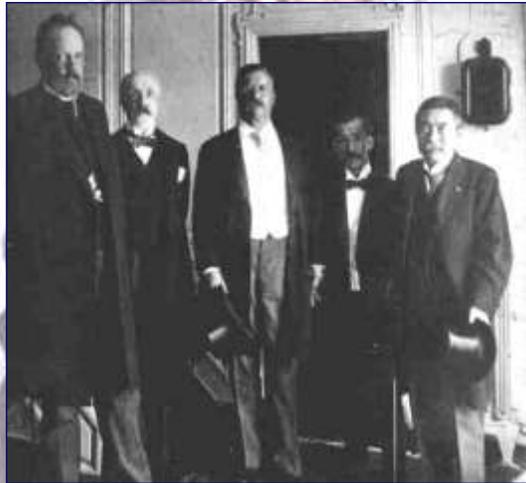
The Cares of a Growing Family



Constable of the World



Treaty of Portsmouth: 1905



Nobel Peace Prize for Teddy

The Great White Fleet: 1907



Dollar Diplomacy

- President William Howard Taft expanded upon the Open Door Policy by calling for **Dollar Diplomacy**-- aimed to encourage American investment in Latin America (South and Central America).
- Taft urge American banks and businesses to invest in Latin America
- Taft also promised that the United States military would intervene (step in), if local unrest threatened their investments.
- This period was the first era of a true “global economy” in which international trade grew.



Taft's "Dollar Diplomacy"

- ★ Improve financial opportunities for American businesses.
- ★ Use private capital to further U. S. interests overseas.
- ★ Therefore, the U.S. should create stability and order abroad that would best promote America's commercial interests.

U.S. Diplomacy under President Wilson

- By 1914, Americans had bought out European loans, resulting in an American investment of more than \$1.6 billion in Latin America.
- President **Woodrow Wilson** who succeeded Taft in 1913, favored **moral diplomacy**--using persuasion and American ideals to advance the nation's interests in other countries.
- President Wilson also used military troops to stop civil unrest in Haiti in 1915 and the Dominican Republic in 1916. The U.S. Marines occupied the countries for years.



National Archives

Appendix B: America Becomes a World Power Journal Entry # 2 Analyzing a Political Cartoon

Introduction:

Political cartoons have been around for centuries. They were first designed to carry messages to those who could not read. They first appeared in the United States in colonial newspapers or as separate prints distributed by booksellers. Today, political cartoons contain much more humor than they used to. Political cartoons back then were more serious and very critical of political and religious events and leaders. Cartoonists usually use symbols to portray messages in their cartoons. For example, the United States is often represented as Uncle Sam, an eagle, the Statue of Liberty, etc. Today, there are over two hundred political cartoonists that produce work on a daily basis for more than 1,700 newspapers across the country.

Reading a Political Cartoon

Editorial cartoons, or political cartoons, are editorials in picture form. They express the opinion of the artist on a controversial issue, using both fact and opinion. The artist designs them to get the reader's attention, often by humor, and then to cause a reaction. Cartoonists use many techniques when drawing a political cartoon. These techniques include:

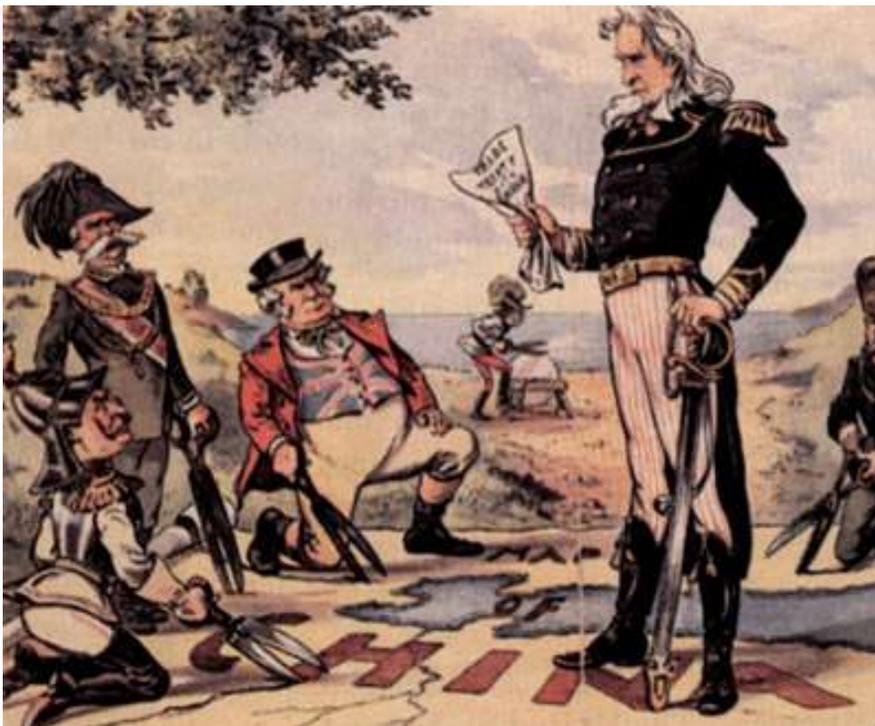
- Caricature - distorting a person's features, but still keeping that person recognizable.
Example: giving Bill Clinton a big nose, Ross Perot big ears, etc.
- Stereotyping - showing all persons of one group as looking or acting the same.
Example: Teachers are often shown as wearing glasses down on the nose and having a bun held together by a pencil.
- Symbols - using a sign or object to stand for something else.
Example: Uncle Sam for the U.S., a bear for Russia, etc.
- Satire - pointing out something wrong and ridiculing it.
- Exaggeration - overemphasizing a situation or portraying it as "bigger than life."
Example: show a problem as a bottomless pit.
- Labels - using written words to identify figures in a cartoon.

Analyzing a Political Cartoon:

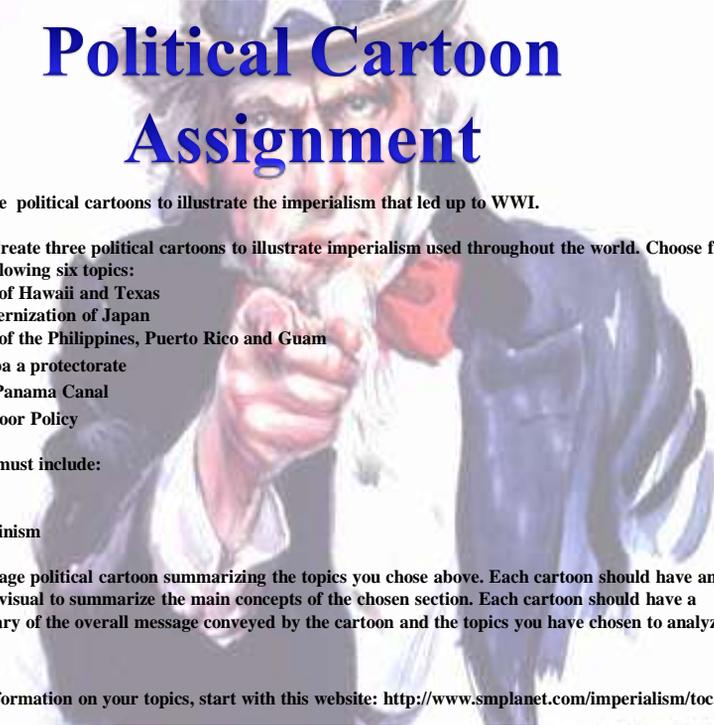
Answer these questions when viewing a political cartoon:

1. What facts are given or implied?
2. Are any symbols used to add meaning to the cartoon?
3. If YES, list each symbol and explain its meaning.
4. Who, or what, do the characters in the cartoon represent?
5. Has the cartoonist used caricature or exaggeration in depicting any characters? Explain.
6. Does the cartoon have a caption? If YES, What meaning does the caption give to the cartoon?
7. With what issue is this cartoon concerned?
8. What seems to be the cartoonist's point of view on this issue?
9. What other points of view can you suggest on this issue?









Political Cartoon Assignment

- Goal: To create political cartoons to illustrate the imperialism that led up to WWI.

Assignment: Create three political cartoons to illustrate imperialism used throughout the world. Choose from three of the following six topics:

1. Annexation of Hawaii and Texas
 2. Forced modernization of Japan
 3. Annexation of the Philippines, Puerto Rico and Guam
- 4. Making Cuba a protectorate
 - 5. Taking the Panama Canal
 - 6. The Open Door Policy

Your cartoon must include:

1. Imperialism
2. Social Darwinism

Create a full-page political cartoon summarizing the topics you chose above. Each cartoon should have an all encompassing visual to summarize the main concepts of the chosen section. Each cartoon should have a written summary of the overall message conveyed by the cartoon and the topics you have chosen to analyze (5-8 sentences).

- For further information on your topics, start with this website: <http://www.smplanet.com/imperialism/toc.html>



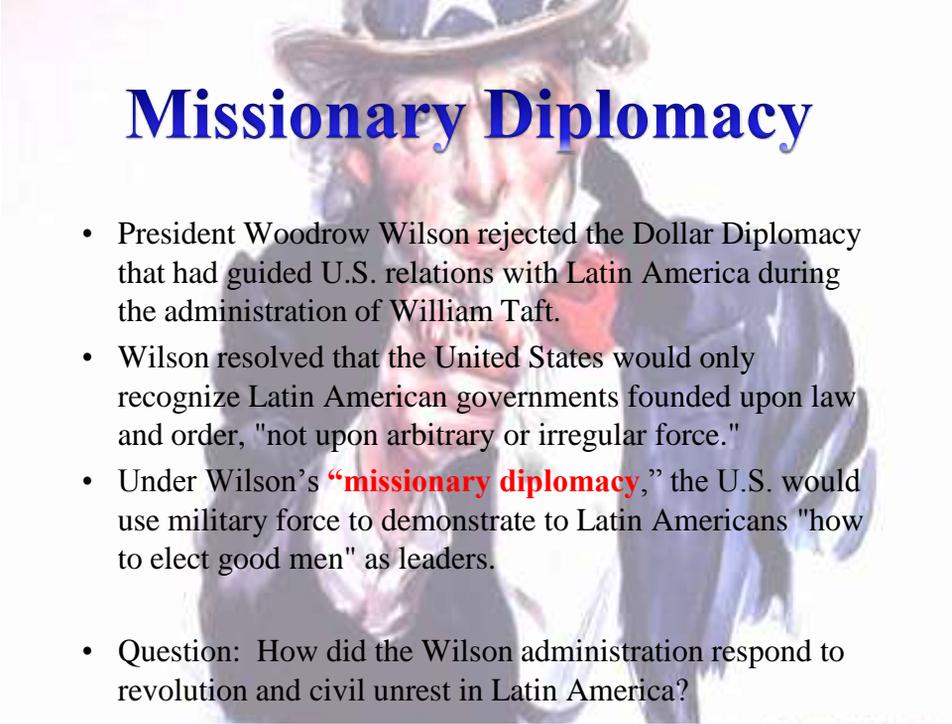
Wilson and the Mexican Revolution

The Main Idea

American intervention in Mexico's revolution caused strained relations between the two neighbors.

The Main Idea

- How did the Díaz dictatorship spark a revolution in Mexico?
- How and why did the United States intervene in the Mexican Revolution?
- How did the Mexican Revolution conclude?

An illustration of Uncle Sam, the personification of the United States, wearing a top hat and a blue suit, pointing forward. The background is a light blue gradient.

Missionary Diplomacy

- President Woodrow Wilson rejected the Dollar Diplomacy that had guided U.S. relations with Latin America during the administration of William Taft.
- Wilson resolved that the United States would only recognize Latin American governments founded upon law and order, "not upon arbitrary or irregular force."
- Under Wilson's **"missionary diplomacy,"** the U.S. would use military force to demonstrate to Latin Americans "how to elect good men" as leaders.
- Question: How did the Wilson administration respond to revolution and civil unrest in Latin America?

An illustration of Uncle Sam, the personification of the United States, wearing a top hat and a blue suit, pointing forward. The word "Mexico" is written in large, stylized letters across the center of the image, with the letters filled with the American flag's stars and stripes. The background is a light blue gradient.

Mexico

The Díaz Dictatorship

- Dictator **Porfirio Díaz** ruled Mexico for most of the period from 1877 to 1910.
- He brought stability to Mexico but jailed his opponents and did not allow freedom of the press.
- He received foreign investment money, used to modernize Mexico. However, most Mexicans did not enjoy the benefits of this modernization and lived in poverty.



The Mexican Revolution

- In the 1910 election, Díaz jailed his opponent, **Francisco Madero**. He also controlled the outcome of the election. When ballots were counted, he received a million votes while Madero had fewer than 200.
- When released from jail in September 1910, Madero fled to Texas, declared himself the Mexican president, and called for a revolution.
 - He returned to Mexico in November and found a band of rebels already active.

The Mexican Revolution: 1910s

Emiliano Zapata



Venustiano Carranza

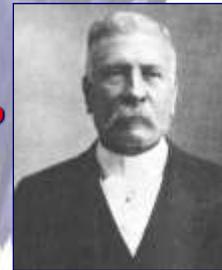


Pancho Villa



**Francisco I
Madero**

**Porfirio
Diaz**



The Mexican Revolution

- Uprisings occurred in various parts of Mexico.
 - In the south, **Emiliano Zapata** seized land by force because he wanted land returned to the native peoples.
 - In the north, **Francisco “Pancho” Villa** and Pascual Orozco led a revolt against Díaz. The rebellion spread, and in May 1911, Díaz resigned and fled to France.
- In November 1911, Madero was elected president of Mexico. He tried to establish a democratic government.
- **Victoriano Huerta**, commander of the government troops, in overthrew Madero in 1913. Madero was imprisoned and executed.
- Four armies then rose up against Huerta, continuing the instability in the region.



United States Intervention in Mexico

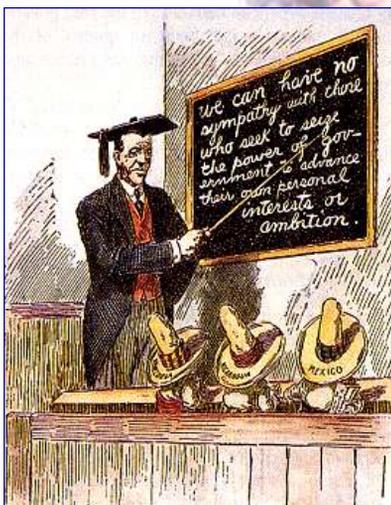
European nations recognized Huerta's government, but the United States did not.

In 1914, President Woodrow Wilson authorized arms sales to Huerta's enemies.

In April 9, 1914, nine U.S. soldiers were arrested, and quickly released, by soldiers of Huerta. Mexican officials also apologized.

However, the U.S. demanded a more formal apology and a salute to the American flag. Huerta refused. Congress approved a request by President Wilson to use force against Mexico on April 22, 1914.

Wilson's "Moral Diplomacy"



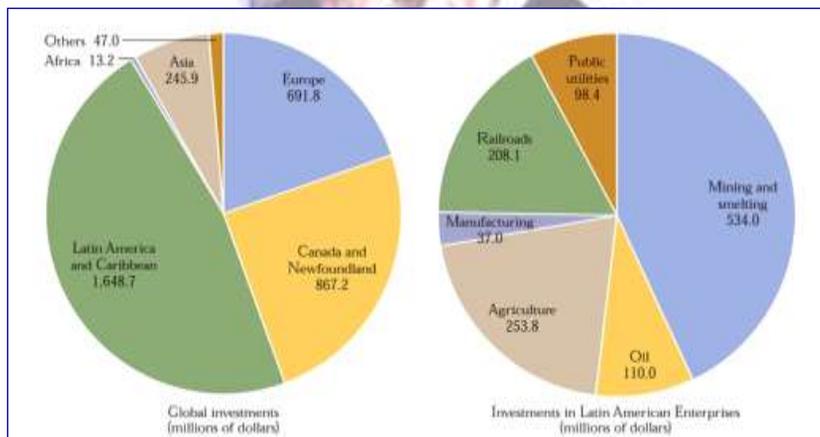
- ★ The U. S. should be the conscience of the world.
- ★ Spread democracy.
- ★ Promote peace.
- ★ Condemn colonialism.

Searching for *Banditos*



General John J. Pershing with Pancho Villa in 1914.

U. S. Global Investments & Investments in Latin America, 1914



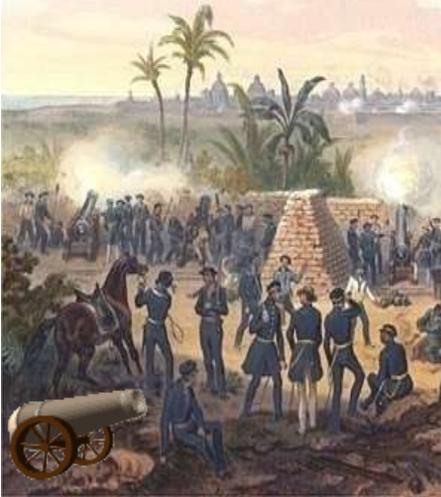
U. S. Interventions in Latin America: 1898-1920s



Uncle Sam: One of the "Boys?"



Veracruz and the Aftermath



- While Congress approved the use of force, a German ship loaded with weapons was heading to the Mexican port city of Veracruz.
- Wilson ordered the U.S. Navy to seize the city. 17 Americans and 300 Mexicans died during the **Battle of Veracruz**. The city was occupied for the next six months.
- War was avoided due to mediation by Argentina, Brazil, and Chile.
- Huerta struggled to stay in power. Pressure mounted against him within Mexico and beyond, and he resigned and fled to Spain in July.

The Revolution Concludes

- **Venustiano Carranza** declared himself leader of Mexico in August 1914, and was supported by President Wilson.
- **Zapata** and **Pancho Villa** opposed Carranza. Because Wilson supported Carranza, Villa led hundreds of troops to New Mexico, striking the small town of Columbus. The town was burned, and 17 Americans were killed.
- Under Wilson's orders, **U.S. General John J. Pershing** led more than 10,000 troops into Mexico to search for Villa. They searched for 11 months, but were not able to find him.
- The search was called off and troops taken out of Mexico; relations between Mexico and the United States were strained.
- Carranza put a new constitution into effect on February 5, 1917. Fighting in Mexico continued until 1920, and many Mexicans immigrated to the U.S.



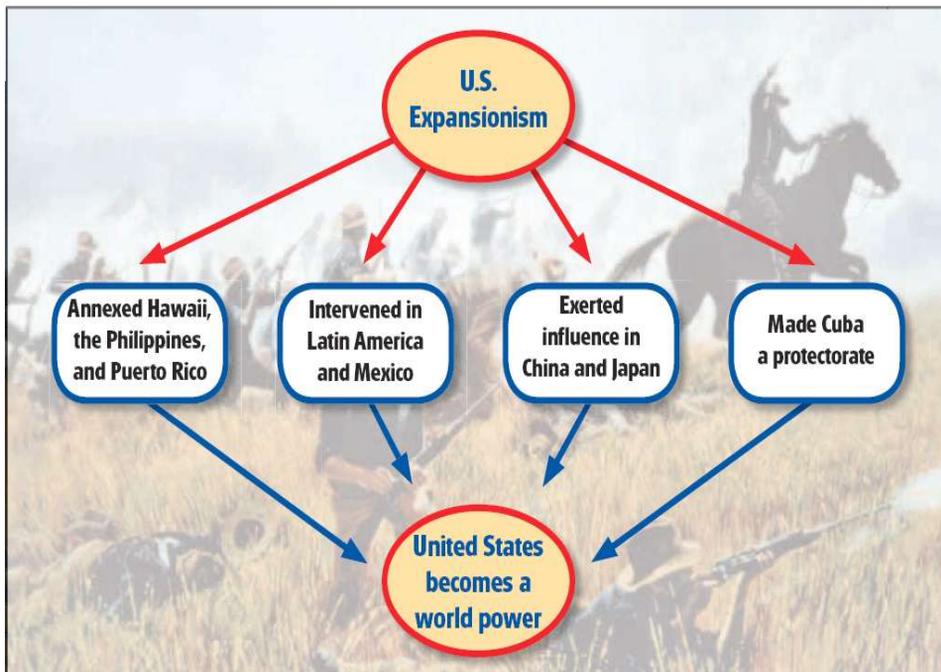
Venustiano Carranza

Activity: Wilson and the Mexican Revolution Roleplay

Introduction: In this assignment you will complete two major activities:

- 1) You will complete all activities in the “Wilson and Mexican Revolution” PDF packet leading up to the roleplay activities.
- 2) You will participate in a roleplay activity in which we will debate Wilson’s policy towards Mexico. Please follow the directions on your worksheets for your assigned role. The group’s roles are:
 1. **Venustiano Carranza**, who replaced Huerta as Mexico’s President , and his advisors from Brazil, Argentina and Chile.
 2. **U.S. Secretary of State Robert Lansing**, representing Wilson’s interests, and his advisors.
 3. **The advocate decision-makers**, who will act like impartial judges in this debate. You must become familiar with both sides of the debate and render a decision, or solution. Please see me about how to prepare.

Visual Summary: Entering the World Stage



Effects of Imperialism

Last Updated 1/24/2008 1/13/2008

By 1914, European colonial powers, Japan, and the United States had 85% of the world.

Improvements

- Orderly governments were set up.
- Many local wars were ended.
- Industry, agriculture, and transportation were developed.
- Schools and hospitals were built.
- Sanitation was improved.

Problems

- Bad feelings between colonists and colonizers.
- European colonial powers, Japan, and the United States thought they were better.
- Colonists could not hold high jobs in the government, industry, or the armed forces.
- Often colonists were not allowed in areas where Europeans and Americans lived.
- The colonists blamed the Europeans and Americans for the loss of their land.
- They did not want to change their customs, language or religion.
- The colonial powers were in competition.
- this led to disputes and caused future wars.



Bibliography

Greenblatt, Miriam, and Lemmo, Peter. Human Heritage A World History. Columbus, Ohio: McGraw-Hill, 2001.

World War I

The United States truly started an internationalist foreign policy, when it entered “the Great War” (World War I) in 1917. **Internationalism** is a foreign policy based on heavy involvement in world affairs. While American entry into World War I ensured Allied victory, the failure to conclude a lasting peace left a bitter legacy.



World War I began in Europe in 1914, when Germany, Austria-Hungary, and the Ottoman Empire (Central Powers) went to war with Great Britain, France, and Russia (the Allies). For three years the United States remained neutral, and a strong isolationist sentiment existed among Americans not to get involved in this European war.

Review:

AMERICAN FOREIGN POLICY

Directions: Complete the chart below.

FOREIGN POLICY	CREATED BY	SUMMARY OF THE POLICY
NEUTRALITY		
BIG STICK DIPLOMACY		
DOLLAR DIPLOMACY		
MORAL DIPLOMACY		
GOOD NEIGHBOR POLICY		

Question: In your opinion, which course of action was best suited for the United States as they entered the 20th century. Defend your answer.

EXTRA CREDIT: PRO-IMPERIALIST NEWSPAPER

DATE: February 17, 1898

ASSIGNMENT:

- You will be designing a newspaper for either the *New York Journal* or the *New York World*.
- Goal: Using yellow journalism, convince Americans that the United States must become an imperialist nation.
- Your paper must include at least **four** separate articles that deal with the following topics:
 - White Man's Burden
 - Humanitarian Reasons for expansion
 - Economic Benefits of expansion
 - Military advantages for imperialism
- You also must include **one** "Letter to the Editor" that criticizes the United States for wanting to be an imperialist nation. Some suggestions you may wish to include are William Jennings Bryan, Mark Twain, or Jane Addams.
- Finally, you must choose **one** of the following:
 - Option 1.** Write an interview with a "jingoist" politician. Some suggestions you may wish to consider include President William McKinley, Secretary of the Navy Theodore Roosevelt, or Secretary of State John Hay.

OR

Option 2. Write a faux book review for Alfred Thayer Mahan's *The Interest of America in Sea Power, Present and Future*.

KEEP IN MIND:

- ❖ Refer to the following textbook pages:
- ❖ As a reporter for a major newspaper, your goal is to write articles that people want to read.
- ❖ Use the yellow journalistic style that Joseph Pulitzer and William Randolph Hearst employed to attract readers.
- ❖ You may also want to include pictures downloaded from the internet.

DUE: _____