

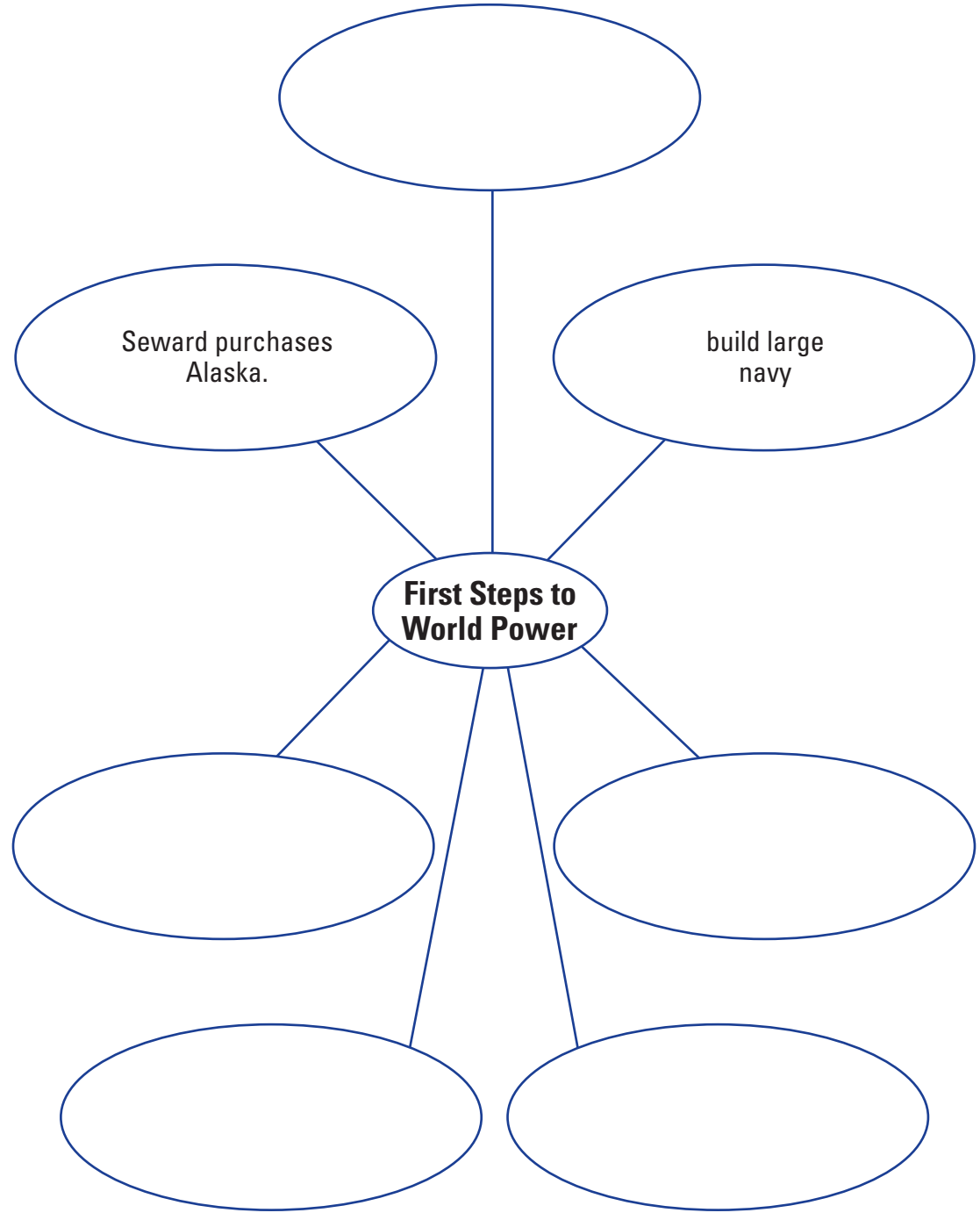
CHAPTER  
**11**  
SECTION 1

**Note Taking Study Guide**  
**THE ROOTS OF IMPERIALISM**

**Focus Question:** How and why did the United States take a more active role in world affairs?

*As you read, fill in the concept web below with the key events that marked America's first steps toward world power.*

TIP: Look for answers in headings throughout the section.



**CHAPTER**  
**11**  
**SECTION 1**

**Section Summary**  
**THE ROOTS OF IMPERIALISM**

**READING CHECK**

How did Frederick J. Turner influence imperialism?

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**VOCABULARY STRATEGY**

What does the word *commodities* mean in the underlined sentence? Circle the words in the underlined passage that could help you learn what *commodities* means. Look for words that relate to business or economics.

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**READING SKILL**

**Identify Main Ideas** Circle the main idea of this summary.

1. Alfred T. Mahan pushed for a large navy.
2. In the late 1800s, the United States began to expand its influence around the world.

In the mid-1800s, powerful nations followed a policy of **imperialism**, or control over weaker territories. Raw materials would be removed from the colonies and sent to the home country, turning the colonies into **extractive economies**. In the late 1800s, the United States began to expand its influence around the world. Americans did not need raw materials. Instead, American businessmen sought new markets around the world in which to sell their commodities.

Imperialist nations needed military strength to protect their interests. **Alfred T. Mahan**, a historian and officer in the United States Navy, pushed the government to build a large navy. Imperialists around the world used ideas of racial, national, and cultural superiority to justify imperialism. One of these ideas was **Social Darwinism**, the belief that life is a competitive struggle and that some races are superior to others. Historian **Frederick J. Turner** wrote that America needed a large amount of unsettled land to succeed. Because most of the United States was already settled, some Americans felt that the nation should expand into foreign lands.

In 1853, Commodore **Matthew Perry** led a large naval force to Japan. He helped expand trade by getting Japan to agree to trade with the United States. In 1867, Secretary of State William Seward bought Alaska from Russia. Seward’s purchase almost doubled the size of the United States and provided timber, oil, and other natural resources.

The Hawaiian Islands had been economically linked to the United States for almost a century. Rich American planters who lived there wanted political power. In 1893, the planters overthrew **Queen Liliuokalani**, the ruler of Hawaii. She had refused to give power to Americans. In 1898, the United States annexed Hawaii.

**Review Questions**

1. How did Social Darwinism lead to imperialism?

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2. Why did rich American planters overthrow the ruler of Hawaii?

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CHAPTER  
**11**  
SECTION 2

**Note Taking Study Guide**  
**THE SPANISH-AMERICAN WAR**

**Focus Question:** What were the causes and effects of the Spanish-American War?

*As you read, note the causes, key events, and effects of the Spanish-American War.*

**TIP:** Look for answers in the maps and graphics throughout the section.

**Effect**

- United States acquires Philippines

**Spanish-American War**

- Dewey destroys Spanish fleet

**Cause**

- Cubans rebel against Spanish, winning U.S. sympathy

**CHAPTER 11**  
**SECTION 2**

**Section Summary**  
**THE SPANISH-AMERICAN WAR**

**READING CHECK**

What was the Yellow Press?

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\_\_\_\_\_

\_\_\_\_\_

**VOCABULARY STRATEGY**

What does the word *obsolete* mean in the underlined sentence? Circle the words in the underlined passage that could help you learn what *obsolete* means. Look at the words that describe the weapons and supplies.

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\_\_\_\_\_

\_\_\_\_\_

**READING SKILL**

**Identify Causes and Effects**  
 Identify one cause and one effect of the Spanish-American War.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

In April 1898, the United States went to war with Spain. One cause of the war was an independence movement in Cuba. **José Martí**, a Cuban patriot, began fighting for independence from Spain. Many Americans wanted to support him. They thought that his fight was similar to the American struggle for independence from Britain.

Another cause of the war was the **Yellow Press**. These American newspapers pushed for war with Spain by printing exaggerated stories of Spanish atrocities. The Yellow Press also created sympathy for Cuban rebels. Publisher **William Randolph Hearst** sold many newspapers by doing this. His efforts fueled American **jingoism**, or aggressive nationalism.

After the explosion of the U.S. ship *Maine* in a Cuban port, the United States declared war on Spain. Commodore **George Dewey** quickly destroyed a large part of the Spanish fleet in the Philippines. **Emilio Aguinaldo** led Filipino nationalists in defeating the Spanish army.

In Cuba, the United States Army defeated the Spanish despite being poorly supplied and carrying old, obsolete weapons. The most famous soldiers were the **Rough Riders**. Future President Theodore Roosevelt organized this group. The Rough Riders, joined by African American soldiers, won key victories in Cuba.

The **Treaty of Paris** ended the Spanish-American War. Spain gave up control of Cuba, Puerto Rico, and the Pacific island of Guam. Spain also sold the Philippines to the United States. Not every American was happy with the terms of the treaty. Some claimed that not granting independence to the Philippines violated American principles of freedom and democracy. However, the United States had gained colonies and become a world power.

**Review Questions**

1. How did many Americans feel about José Martí’s struggle for independence?

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2. What territory did the United States purchase in the Treaty of Paris?

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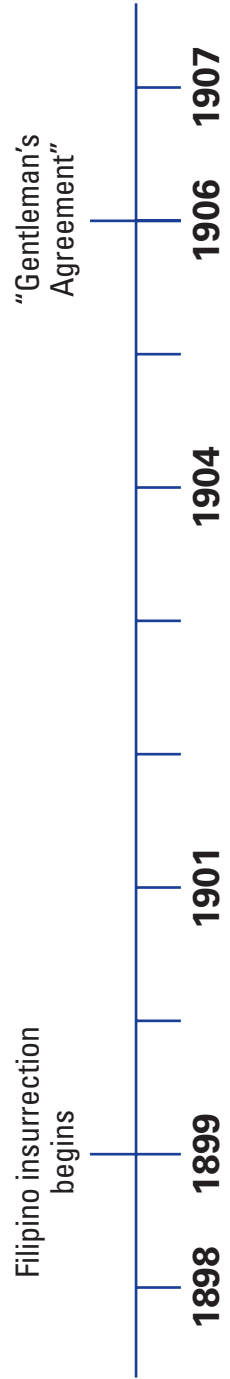
CHAPTER  
**11**  
SECTION 3

**Note Taking Study Guide**  
**THE UNITED STATES AND EAST ASIA**

**Focus Question:** How did the United States extend its influence into Asia?

*As you read, use the timeline to trace events and developments in East Asia that tested America's new global power.*

TIP: Look for dates throughout the section to fill in your timeline.



<b>CHAPTER</b> <span style="font-size: 2em;"><b>11</b></span> <b>SECTION 3</b>	<h2 style="margin: 0;">Section Summary</h2> <h3 style="margin: 0; background-color: black; color: white; padding: 2px;">THE UNITED STATES AND EAST ASIA</h3>
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### READING CHECK

What is a sphere of influence?

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### VOCABULARY STRATEGY

What does the word *rigors* mean in the underlined sentence? Circle the words in the underlined passage that could help you learn what *rigors* means. Read the sentence several times to figure out exactly what it means.

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### READING SKILL

**Recognize Sequence** Which happened first, the Boxer Rebellion or the Filipino rebellion?

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During the Spanish-American War, Filipinos thought the United States would support their desire for independence. Filipino nationalists became angry when the United States kept control over the islands. They organized an **insurrection**, or rebellion, in 1899. These insurgents relied on **guerrilla warfare** tactics, including surprise raids and hit-and-run attacks.

The conflict highlighted the rigors of fighting against guerrilla insurgents. Eventually, **William Howard Taft**, the U.S. governor of the Philippines, helped to establish peace. His government rebuilt schools and roads on the islands.

Conflict also arose in China. European nations had divided China into **spheres of influence**, or areas where specific nations could conduct trade. U.S. Secretary of State **John Hay** notified foreign nations that America expected equal access to trade in China.

However, nationalist groups in China were angry at the presence of foreigners. They launched the **Boxer Rebellion** in 1900. The uprising was put down by outside troops. The U.S. government once again asked for an **Open Door Policy**, which would allow America to trade freely in China. The United States wanted to trade with, not colonize, China.

The U.S. experience with Japan saw both high and low points. In 1905, President Roosevelt helped to end the **Russo-Japanese War**, a war between Russia and Japan. But later, tensions erupted between Japan and America. Japan was angry at the poor treatment of Japanese children by the San Francisco School Board. The President made a "**Gentlemen's Agreement**" with Japan. According to the agreement, the school board would end the poor treatment of Asians while Japan would limit the number of people moving to the United States.

Roosevelt promoted both diplomacy and military strength. He won congressional support for the **Great White Fleet**. This new force of navy ships was sent around the world to demonstrate America's military power.

### Review Questions

1. What problem did U.S. forces face in the Philippines?

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2. What was the Open Door Policy?

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CHAPTER  
**11**  
SECTION 4

**Note Taking Study Guide**

**THE UNITED STATES AND LATIN AMERICA**

**Focus Question:** What actions did the United States take to achieve its goals in Latin America?

A. Complete the table below to note how the United States dealt with Puerto Rico and Cuba.

TIP: Look for clues in headings throughout the section.

<b>American Policy After Spanish-American War</b>	
<b>Puerto Rico</b>	<b>Cuba</b>
<ul style="list-style-type: none"> <li>• Foraker Act establishes civil government in 1900</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Treaty of Paris grants Cuban independence</li> <li>•</li> <li>•</li> </ul>





CHAPTER  
**11**  
SECTION 4

## Section Summary

### THE UNITED STATES AND LATIN AMERICA

After the Spanish-American War, the United States governed Puerto Rico with military rule. In 1900, the U.S. Congress passed the **Foraker Act**, creating a civil government in Puerto Rico. In 1917, Puerto Ricans were given more rights. After the Spanish-American War, Cuba was independent. However, the U.S. Congress forced Cuba to include the **Platt Amendment** in its constitution. This amendment restricted the rights of Cubans. It also gave the United States the right to intervene in Cuba.

President Theodore Roosevelt applied a policy of **“big stick” diplomacy**. This meant the U.S. military would be used to achieve America’s goals. Like many Americans, Roosevelt felt that America should be a world leader. Roosevelt used force when he wanted to build the **Panama Canal**, a waterway to connect the Atlantic and Pacific oceans. He used the United States Navy to help Panama gain independence from Colombia. In return, Panama gave the United States control over the “Canal Zone” in Panama.

William Howard Taft followed Roosevelt as President and pursued a similar foreign policy. However, Taft stressed **“dollar diplomacy.”** This policy encouraged more American businesses to invest in Latin America. These key investments gave America more influence in Latin America.

President Woodrow Wilson used a new foreign policy called **“moral diplomacy.”** Wilson did not base his foreign policy on imperialism, like the presidents before him. Instead, he said he valued human rights and honesty.

Although Wilson tried to practice “moral diplomacy,” he nevertheless had trouble dealing with the Mexican Revolution. The most famous figure of the revolution was **Francisco “Pancho” Villa**. After Villa led a raid on New Mexico, Wilson sent U.S. troops into Mexico. Wilson demonstrated that America had emerged as a world power.

### Review Questions

1. What did “big stick” diplomacy rely on?

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2. How was Wilson’s foreign policy different from Roosevelt’s?

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### READING CHECK

Why might some Cubans have been upset about the Platt Amendment?

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### VOCABULARY STRATEGY

What does the word *nevertheless* mean in the underlined sentence? Circle the words in the underlined passage that could help you learn what *nevertheless* means. Notice the phrase at the beginning of the sentence that starts with “Although.”

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### READING SKILL

#### Identify Supporting Details

What details support the idea that Roosevelt applied “big stick” diplomacy?

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