

INTRODUCTION

During the period from 1890 through 1929, America became a global power. As such, it sought to influence and gain control of other parts of the world in order to safeguard its own national interests. This unit explores how the United States began to extend its control overseas, particularly the role American businesses played in expansion and how America emerged as a global power after World War I.

LEARNING OBJECTIVES

In this session, teachers will

- be able to explain how patriotism, missionary zeal, and the quest for new markets fueled the drive to establish an overseas empire;
- understand how capitalism and diplomacy became entwined, and how and why the implementation of American foreign policy changed over time;
- be able to describe how America emerged from World War I as a global power, but also had many proponents of isolationism.

Before You Begin

Before the day of the workshop session, familiarize yourself with the reading materials assigned to the participating teachers. Review this facilitator's guide. Be sure to prepare the correct number of overheads and handouts needed for each activity. Each participant should read the text materials for the unit before attending the workshop (estimated reading time: two hours), and should bring these materials with them to the workshop session. Activities during the session will draw heavily on the content in the text materials, as well as the video.

MATERIALS NEEDED

- This *America's History in the Making* facilitator's guide
- Text Materials for Unit 16: *A Growing Global Power*
- VHS tape and VCR, DVD and DVD player, or access to streaming video of *America's History in the Making* video for Unit 16: *A Growing Global Power* available at www.learner.org
- Overhead projector and colored pens
- Multiple copies of handouts (in the Appendix of this guide)
- Pens and paper for participating teachers and facilitator
- Chalkboard, blank transparencies, or overhead for reporting out

OVERHEAD AND HANDOUT INSTRUCTIONS

1. Using Appendix A, “Themes for *A Growing Global Power*,” create an overhead transparency.
2. Using Appendix B, “Definition Development,” create an overhead transparency, as well as one handout for each participant.
3. Using Appendix C, “*A Growing Global Power* Text Excerpts,” make one handout for each participant.
4. Using Appendix D, ““Faces of America’ Concepts,” create an overhead transparency.
5. Using Appendix E, “Kipling and Crosby Poems,” make one handout of each poem for each participant.
6. Using Appendix F, “Content Knowledge Assessment Scoring Guide,” create an overhead transparency.

Facilitator’s Note: You may want to prepare overheads of the reflection questions for teachers to reference during the workshop activities.

LEADING THE SESSION

As participating teachers arrive, have an overhead set up that lists the main themes of the unit for teachers to review (Appendix A).

After you have completed any housekeeping announcements, ask one of the teachers to read the themes aloud. Explain that they will expand their understanding of these three themes through activities and video segments that build on the reading they did prior to the workshop meeting.

Warm-up and Activity 1 (10 minutes)

Part 1 (5 minutes)

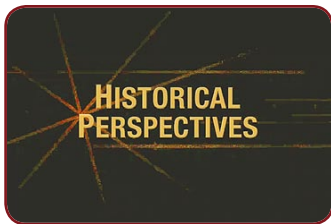
During the period from 1890 through 1929, America was casting its eyes abroad. It was expanding its influence militarily, economically, and culturally. The United States expanded its borders by selectively annexing some countries. In pairs, have the participants discuss the following question:

- Why were some places — such as Hawaii — annexed as territories, while others — such as Cuba and the Philippines — were not?

Ask the participants to support their ideas/opinions with information from the reading.

Part 2 (5 minutes)

Have the pairs share back with the large group.



Watch Video Segment 1:
Historical Perspectives (approximately 10 minutes)

Activity 2 (50 minutes)

This activity focuses on the different approaches historians can take to learn about the past. It helps us understand how the same events can be viewed from multiple perspectives.

Part 1 (5 minutes)

Reiterate to the participants that America emerged as a world power after World War I. At the same time, currents of isolationism were also running within the nation. Ask the group to brainstorm examples of America's influence on the world scene; list their ideas on the overhead. Then, ask the group to create a second list of how America promoted an isolationist approach.

Part 2 (15 minutes)

Hand out one copy of the "Definition Development" worksheet to each participant (Appendix B). Using their notes, ideas from the readings, and information from the Historical Perspectives video segment, have the participants each develop a definition of each of the following three terms:

- **Isolationist**
- **Expansionist**
- **Anti-Imperialist**

Have the whole group discuss and come to agreement on these definitions. Be sure the group develops a definition for each, and does not merely list more examples. Write the final definitions on the overhead.

Facilitator's Note: The following definitions are meant to provide critical characteristics of these terms, and should be used as a guide if the group is struggling to understand them. The group definitions do not need to match the ones provided below: It is not even necessary to share these definitions with the group. They are included to provide a reference point if needed.

- **Isolationist:** A person committed to the nation's development as a national project, believing U.S. resources should be dedicated to domestic matters, and that the U.S. government should not be involved in the political affairs of other countries. Foreign markets were available for commerce, but "foreign influences" were seen as a threat to the U.S.
- **Expansionist:** A person who assumed that the U.S. had a responsibility, a right, and/or a moral obligation to extend and plant its "superior" economic, political, and cultural way of life among peoples and nations beyond its present borders.
- **Anti-Imperialist:** Initially, a person opposed to wars of conquest by one nation over another (by which the conquering nation expands its political domain). The term has expanded to include opposition to all forms of economic and cultural domination by one nation over another.

Part 3 (15 minutes)

Now that the participants have considered examples and developed working definitions for these three ideas, divide the participants into two groups. The groups should rely on the text and video segments for information as they pursue the following two tasks:

- One group will explore the ideas of those wanting the United States to adhere to isolationist policies. This group needs to understand that isolationists were interested in foreign markets, but they still wanted to control “foreign influences” in America. Why did isolationists think this way? What were some policies that came from this movement?
- The other group will explore the ideas of those who thought the United States should expand beyond its current borders (e.g., promoting imperialism). In some ways, the expansionists were similar to the isolationists, but they also were very different. Why did they want to expand? What policies came from this movement?

Part 4 (15 minutes)

Have each group share their answers to the questions listed in Part 3 with the whole group. Then, have the whole group discuss the similarities and differences of isolationist and expansionist policies. Continue the discussion by having the whole group explore the following questions, encouraging the workshop participants to refer to the text, and/or Appendix C “A Growing Global Power Text Excerpts” to inform their ideas:

- How are isolationists and expansionists similar? On what policies would they agree?
- What are the most fundamental differences between the policies from these two groups?
- What similarities and differences exist among isolationists, expansionists, and anti-imperialists?

Have teachers share their responses to the following reflection questions:

Reflection Questions

1. How have you traditionally taught this period of American history?
2. How might you modify your instruction?



Watch Video Segment 2:
Faces of America (approximately 10 minutes)

Activity 3 (30 minutes)

Participants will build on the ideas presented during the video segment, and explore several different concepts related to the role of America in the era of imperialism.

Part 1 (15 minutes)

After viewing the Faces of America video, direct the group to the “‘Faces of America’ Concepts” overhead (Appendix D), which lists the following words:

- **Sovereignty**
- **Nationalism**
- **Invasion**
- **Intervention**

Ask the teachers to form four groups. Each group should be assigned one of the concepts listed overhead, and should write down at least two examples to illustrate the concept. Encourage the participants to combine the content from the text and the video as they think of examples.

After each group has identified two examples, have them share with the whole group. Each group will briefly explain how their examples provide insight into the concept they were assigned. Some of the same examples could be used to describe more than one concept. If this occurs, ask the groups to consider if the example fits more closely with one concept over another.

After these concepts have been explored, ask the whole group to discuss how their concepts fit under the broader idea of “imperialism.” To encourage this discussion, ask the following questions:

- How and why did different forms of imperialism change over time?
- Why were things different after World War I in terms of the U.S. approach to foreign nations?

Part 2 (15 minutes)

Ask the participants to focus on how each of the biographies in the video segment exemplifies the concepts explored in the last activity (Sovereignty, Nationalism, Invasion, Intervention). Encourage participants to recall examples from the video. The following questions should help the group begin thinking in these terms:

- How did Queen Liliuokalani’s belief in the sovereignty of Hawaii affect her response to U.S. attempts at annexation? How could annexation be viewed as an invasion by the U.S.? How could it be viewed as an intervention?
- How does Charles Schwab help you understand the role of America in the world in terms of nationalism? Intervention?

- What does Zefferino Velazquez’s story do to change the narrative of isolationism “closing doors”? Is Velazquez’s story one of American immigration or transnational migration?
- What is unique about Velazquez’s movement? How is it similar or different from that of Eastern European Jews? Italians?
- How do these three people help you gain insight into different forms of imperialism such as nationalism, invasion, and/or intervention?

Have the teachers brainstorm key concepts their student might learn from studying the three people portrayed in the video.



Watch Video Segment 3:
Hands on History

(approximately 5 minutes to the end of the tape)

Activity 4 (10 minutes)

The 1893 Columbian Exposition in Chicago, Illinois, was an opportunity for America to change world perception about its industrial advancements. Have the participants consider how this “world’s fair” was important for American politics, society, and industry. The following questions should guide this discussion:

- How did the Columbian Exposition help America show it was ready to become a global power? Did it show that America was out-performing European nations? Was that a goal for the event?
- How did the Exposition place importance on empire-building?
- How did the Columbian Exposition push the United States into the twentieth century?

Activity 5 (15 minutes)

The first activity in this unit helped participants learn about America from 1890 through 1929, as citizens looked abroad and expanded the nation's influence militarily, economically, and culturally. Following the first video segment, participants developed definitions for Isolationist, Expansionist, and Anti-imperialist, and they compared and contrasted these perspectives. The Hands on History segment and the activity following this video explored the 1893 Columbian Exposition in Chicago. All of these activities provide insight to America's developing ideas about its role in a global context.

This final activity serves as a conclusion to this session of the workshop. It provides participants an opportunity to reflect on what they have learned from the text and the workshop activities. This activity also reviews the Scoring Guide, which participants will use to assess their understanding of the content and historical thinking skills learned in this unit.

In previous activities, participants worked either in small groups or with the full group to complete the activities. For this activity, participants should work alone to reflect on what they've learned and then write their answers on paper (or type them on a computer). This final activity also models the type of assessment that the participants will be required to take to receive credit for the course.

Direct them with the following statements:

1. Look at the definitions of Sovereignty, Nationalism, Invasion, and Intervention developed during Activity 3. Put in writing how these definitions help you explain the following theme: "American imperial ambitions and the events of World War I forged a new partnership between business and government" and understand how capitalism and diplomacy became entwined, and how and why the implementation of American foreign policy changed over time.
2. On the same page, describe what historical thinking skills you used in your analysis. What specific aspects of the artifact helped you understand the theme better?

As a whole group, look at the criteria for full credit on the Scoring Guide (Appendix F). Ask participants to review what they wrote and share the types of answers that they believe will result in a score of 3 or 4.

APPENDICES – *A Growing Global Power*

- A: “Themes for *A Growing Global Power*”
overhead transparency
- B: “Definition Development”
overhead transparency; one handout for each participant
- C: “*A Growing Global Power* Text Excerpts”
one handout for each participant
- D: “‘Faces of America’ Concepts”
overhead transparency
- E: “Kipling and Crosby Poems”
one handout for each participant
- F: “Content Knowledge Assessment Scoring Guide”
overhead transparency



Appendix A: Themes for *A Growing Global Power*

THEME 1

Patriotism, missionary zeal, and the quest for new markets fueled the drive to establish an overseas empire.

THEME 2

American imperial ambitions and the events of World War I forged a new partnership between business and government.

THEME 3

While increasingly involved economically with Europe, the United States turned away politically and socially from Europe and focused on the Americas.

Appendix B: Definition Development

- Isolationist
- Expansionist
- Anti-Imperialist

Appendix C: A Growing Global Power Text Excerpts

Isolationist

In an evil world, Americans believed that they stood as a transforming force for good. But how could a nation committed to isolationism—to avoiding entanglements with European nations—do the transforming? One way was to encourage other countries to observe and imitate the good example set by the United States. But this required patience and passivity, two traits not characteristic of Americans. Moreover, other nations often preferred their own sense of distinctiveness or were attracted to competing models of modernization, which tested American patience. Therefore, throughout its history, the American people have proudly proclaimed and sometimes forcefully imposed their ideas and institutions on others. Motivated by a mixture of idealism and self-interest, these international crusades have been well-intentioned if not always well-received, as in recent years in Somalia, Kosovo, and Afghanistan. Hence, the effort to spread the American model to an imperfect world has been both a blessing and a burden—for others as well as for the American people.

Gary B. Nash et al., eds. *The American People: Creating a Nation and a Society*. 6th ed. (New York: Pearson Education, 2004), 678.

In 1895 the United States signaled to Great Britain that it was prepared to go to war to bar Europeans from colonizing or intervening in the Americas, a policy outlined in the Monroe Doctrine more than 70 years before. Britain had persisted in its long-standing claims to the jungle boundary between its colony of British Guiana and the country of Venezuela on the north central coast of South America. President Cleveland made clear his intention to enforce the Monroe Doctrine. Britain, sensitive to other threats posed by European imperial powers on the far-flung British empire, backed down. Thereafter, Britain began to concentrate on strengthening its diplomatic ties with the United States.

Peter H. Wood et al., eds. *Created Equal: A Social and Political History of the United States* (New York: Pearson Education, 2003), 629–630.

Appendix C: A Growing Global Power Text Excerpts

Expansionist

The opening of Asia to American trade, combined with the military challenges posed by the major European imperial powers, stimulated the growth of the U.S. Navy in the 1880s. In 1883, Congress appropriated funds to build 90 small ships, one-third made of wood, the rest out of steel. Seven years later, Captain Alfred Thayer Mahan argued for a modern force of large seagoing battleships. In his book *The Influence of Sea-Power in History, 1660–1763* (1890), Mahan contended that if the United States aspired to be a world power, it must control the seas

Seeking way stations for its ships, the United States negotiated control over both Pearl Harbor in Hawaii and the harbor at Pago Pago in Samoa in 1887. The state department even achieved a voice in Samoan foreign relations to stave off rivals Great Britain and Germany, which also coveted Pago Pago. In 1889 warships of these three powers gathered in the Samoan harbor. Fortunately, a hurricane thwarted a showdown. The powers, unnerved by their near brush with war, agreed to establish joint control over the islands for the next ten years.

Wood et al., 629.

In 1900 the United States exerted control over the land and peoples of Alaska, the Hawaiian and Samoan Islands, the Philippines, Guam, Puerto Rico, and (through the Platt Amendment), Cuba as well. These holdings, notable for their strategic significance, illustrated the growing willingness of the United States to extend its influence and economic reach—by armed force if necessary—to the far corners of the earth.

Wood et al., 636.

Ownership of the Philippine Islands gave the United States a foothold in Asia. In 1894–1895, Japan had waged a successful war against China, and European traders rushed in to China to monopolize local markets and establish their own spheres of influence. Secretary of State John Hay issued a communication called the Open Door note in the summer of 1899; in it, he urged the imperial powers to respect the trading interests of all nations. The Europeans were reluctant to cede anything to their international competitors, and only Italy agreed to the terms of Hay's policy. But in 1900, the Boxer Uprising in China prompted cooperation between the western powers. The Boxers, Chinese ultranationalists, killed 200 foreign missionaries and other whites in an effort to purge China of outsiders. Together, the Germans, Japanese, British, French, and Americans sent 18,000 troops to quell the revolt. The United States and European nations continued to compete for the China market well into the twentieth century.

Wood et al., 633.

Appendix C: A Growing Global Power Text Excerpts

Anti-imperialist

The anti-imperialists argued that imperialism in general and annexation in particular contradicted American ideals. First, the annexation of territory without immediate or planned steps toward statehood was unprecedented and unconstitutional. Second, to occupy and govern a foreign people without their consent violated the ideals of the Declaration of Independence. Third, social reforms needed at home demanded American energies and money before foreign expansionism. “Before we attempt to teach house-keeping to the world,” one writer put it, we needed “to set our own house in order.”

Not all anti-imperialist arguments were so noble. A racist position alleged that Filipinos were nonwhite, Catholic, inferior in size and intelligence, and therefore unassimilable. Annexation would lead to miscegenation and contamination of Anglo-Saxon blood. South Carolina Senator Ben Tillman opposed “incorporating any more colored men into the body politic.” A practical argument suggested that once in possession of the Philippines, the United States would have to defend them, possibly even acquiring more territories—in turn requiring higher taxes and bigger government, and perhaps demanding that American troops fight distant Asian wars.

Nash et al., 689.

AFL president Samuel Gompers and industrialist Andrew Carnegie both considered themselves members of the anti-imperialist camp, but clearly that stance did not mean they agreed on much, or even on anti-imperialism. Some critics of imperialism advocated a hands-off policy toward other nations in the belief that all peoples were entitled to self-determination. In contrast, other anti-imperialists used arguments about racial hierarchies to justify their opposition to expansion. Yale sociology professor William Graham Sumner, a proponent of Social Darwinism, argued that “uncivilized and half-civilized peoples” were hostile to democratic self-government and unprepared for its rigors. Thus, Sumner believed that American efforts to “civilize” and colonize foreign peoples would inevitably fail because those peoples were incapable of embracing American values.

Wood et al., 634–635.

Appendix D: “Faces of America” Concepts

- Sovereignty
- Nationalism
- Invasion
- Intervention

Appendix E: Kipling and Crosby Poems

“White Man’s Burden” by Rudyard Kipling

Take up the White Man’s burden—
Send forth the best ye breed—
Go bind your sons to exile
To serve your captives’ need;
To wait in heavy harness,
On fluttered folk and wild—
Your new-caught, sullen peoples,
Half-devil and half-child.

Take up the White Man’s burden—
In patience to abide,
To veil the threat of terror
And check the show of pride;
By open speech and simple,
An hundred times made plain
To seek another’s profit,
And work another’s gain.

Take up the White Man’s burden—
The savage wars of peace—
Fill full the mouth of Famine
And bid the sickness cease;
And when your goal is nearest
The end for others sought,
Watch sloth and heathen Folly
Bring all your hopes to nought.

Take up the White Man’s burden—
No tawdry rule of kings,
But toil of serf and sweeper—
The tale of common things.
The ports ye shall not enter,
The roads ye shall not tread,
Go mark them with your living,
And mark them with your dead.

Take up the White Man’s burden—
And reap his old reward:
The blame of those ye better,
The hate of those ye guard—
The cry of hosts ye humour
(Ah, slowly!) toward the light:
“Why brought he us from bondage,
Our loved Egyptian night?”

Take up the White Man’s burden—
Ye dare not stoop to less—
Nor call too loud on Freedom
To cloke your weariness;
By all ye leave or do,
The silent, sullen peoples
Shall weigh your gods and you.

Take up the White Man’s burden—
Have done with childish days—
The lightly preferred laurel,
The easy, ungrudged praise.
Comes now, to search your manhood
Through all the thankless years
Cold, edged with dear-bought wisdom,
The judgment of your peers!

Rudyard Kipling, “The White Man’s Burden:
The United States and The Philippine Islands,”
McClure’s Magazine 12 (February 1899).

Appendix E: Kipling and Crosby Poems

“The Real White Man’s Burden” by Ernest Howard Crosby

Take up the White Man’s burden;
Send forth your sturdy sons,
And load them down with whisky
And Testaments and guns. . .

And don’t forget the factories.
On those benighted shores
They have no cheerful iron-mills
Nor eke department stores.
They never work twelve hours a day,
And live in strange content,
Altho they never have to pay
A single cent of rent.

Take up the White Man’s burden,
And teach the Philippines
What interest and taxes are
And what a mortgage means.
Give them electrocution chairs,
And prisons, too, galore,
And if they seem inclined to kick,
Then spill their heathen gore.

They need our labor question, too,
And politics and fraud,
We’ve made a pretty mess at home;
Let’s make a mess abroad.
And let us ever humbly pray
The Lord of Hosts may deign
To stir our feeble memories,
Lest we forget — the Maine.

Take up the White Man’s burden;
To you who thus succeed
In civilizing savage hoards
They owe a debt, indeed;
Concessions, pensions, salaries,
And privilege and right,
With outstretched hands you raise to bless
Grab everything in sight.

Take up the White Man’s burden,
And if you write in verse,
Flatter your Nation’s vices
And strive to make them worse.
Then learn that if with pious words
You ornament each phrase,
In a world of canting hypocrites
This kind of business pays.

Ernest Howard Crosby, “The Real White Man’s Burden,”
Cleveland Gazette 16, no. 37 (April 15, 1899), 2.

Appendix F: Content Knowledge Assessment Scoring Guide

Points	Description
4	<p>Exceeded Expectations—The answer met all of the expectations (see the description “Fully Met Expectations” below) and exceeded those expectations by demonstrating advanced understanding in any of the following ways:</p> <ul style="list-style-type: none"> • Provides rich and detailed historical knowledge • Questions, critiques, or extends the theme • Uses the exhibit to provide an in-depth analysis of the era • Refers to one or more additional and relevant primary sources
3	<p>Fully Met Expectations—The answer responds to the prompt in all of the following ways:</p> <ul style="list-style-type: none"> • Demonstrates how the exhibit supports the theme • Draws on relevant historical knowledge to connect the exhibit to the theme • Demonstrates an understanding of the theme • Provides relevant historical knowledge of the era • Provides an analysis of the exhibit
2	<p>Partially Met Expectations—The answer did not meet all of the expectations (see the description “Fully Met Expectations” above) but did demonstrate understanding in all of the following ways:</p> <ul style="list-style-type: none"> • Demonstrates understanding of the theme, though understanding may be incomplete • Provides relevant historical knowledge of the era • Provides analysis of the exhibit that may be limited
1	<p>Did Not Meet Expectations—The answer did not meet expectation because of one or more of the following statements:</p> <ul style="list-style-type: none"> • Did not address the theme • Did not demonstrate historical knowledge of the era • Did not discuss or misinterpreted the exhibit
0	<p>Did Not Answer—The answer did not address the prompt.</p>



NOTES
