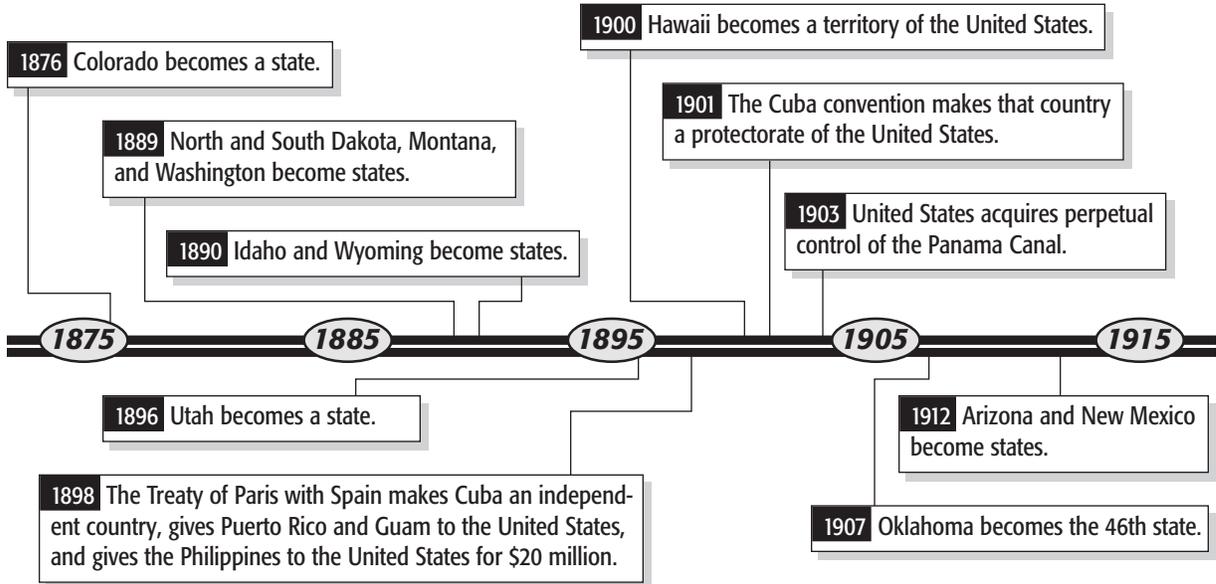


★ Time Line Activity 7

United States Expansion

DIRECTIONS: Use the information on the time line to answer the questions below.



- In what year were four states added to the union? List the four states.

- With what country did the United States sign the Treaty of Paris? What were the conditions of the treaty? _____

- What three states on the time line were added to the union after 1900, and in what years were they added? _____

- In what year was Hawaii made a territory of the United States? _____
- What state was added to the union on the 100th anniversary of the United States?

- What artificial waterway connecting the Atlantic and Pacific Oceans came under United States control? In what year? _____

Linking Past and Present Activity 7

The Transformation of Hawaii



Until British explorer James Cook came upon the Hawaiian Islands in 1778, the rest of the world knew nothing of these

islands in the middle of the Pacific Ocean. Polynesians migrated to the Hawaiian Islands during the 800s and 900s. There they lived in isolation for centuries. Once outsiders began to arrive, however, their culture was forever changed.

For forty years after James Cook landed, European and American traders and whalers stopped at the islands for supplies. Settlers brought livestock and plants. They started pineapple and sugar plantations that would later become the basis of a thriving economy. They also brought diseases, such as smallpox and cholera. The Hawaiians lacked immunity to these foreign diseases. As a result, thousands died.

The first missionaries began arriving in 1820. They soon converted the islanders to Christianity. They also established schools and a system for writing the language.

As the population of Hawaiians dwindled, plantation owners brought in Chinese and Japanese laborers to work in the sugar cane fields. Later, immigrants began arriving from many parts of the world. They brought their own customs, languages, and lifestyles. Inter-marriage greatly decreased the number of pure Hawaiians.

To protect their business interests, white settlers, helped by a show of American military might, overthrew the Hawaiian monarchy in 1893. From then on, United States dominance continued to increase.



Hawaii has the most ethnic and cultural groups of any state. The descendents of the thousands of immigrants now far outnumber the descendents of the original Hawaiians.

Although racial discrimination is not entirely absent, Hawaii is a remarkably harmonious multi-ethnic society.

However, the few remaining pure Hawaiians and the many part-Hawaiians share a sense of loss. With the support of all the ethnic groups, the state agreed in 1978 to promote the study of native Hawaiian traditions, history, and language. Although Hawaiian residents now speak English, their traditional language remains alive in place-names and in words liberally sprinkled into their speech.

American dominance culminated in statehood in 1959. Since then, tourism has expanded greatly, aided by the introduction of jet airplanes. Today the Hawaiian economy depends on tourism and the military presence on the islands. Hawaiians must find ways to accommodate their booming tourist business while preserving the natural beauty of the islands, as hotels begin to clutter scenic areas and increased traffic causes congestion and pollutes the air. In addition, the cost of living is high—food, clothing, and housing are expensive.



CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

1. **Analyzing Information** How did outsiders transform the Hawaiian islands?
2. **Making Inferences** Why do you think pure Hawaiians today feel a sense of loss?
3. **Analyzing Information** How are visitors to the islands affecting Hawaii today?

Primary Source Reading 7-1 ★ ★ ★ ★ ★ ★

Anti-Imperialist League**★ About the Selection**

The Anti-Imperialist League was founded in Boston in 1898. It had 500,000 members at its height in 1899. This selection comes from its "Platform of the American Anti-Imperialist League." The League issued the platform at its Chicago Conference on October 18, 1899. However, President McKinley's popularity, economic interests, and a sense of national pride proved too strong for the League to stop what it believed was unjust American colonization.

Reader's Dictionary

despotism: system of government in which the ruler has unlimited power

impunity: without punishment

Manila: capital of the Philippines

subjugation: conquering

GUIDED READING

As you read, determine the League's main objection to American expansionism. Then answer the questions that follow.

We hold that the policy known as imperialism is hostile to liberty and tends toward militarism, an evil from which it has been our glory to be free. We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty, and the pursuit of happiness. We maintain that governments derive their just powers from the consent of the governed. We insist that the subjugation of any people is "criminal aggression" and open disloyalty to the distinctive principles of our government.

We earnestly condemn the policy of the present national administration in the Philippines. It seeks to extinguish the spirit of 1776 in those islands. We deplore the sacrifice of our soldiers and sailors, whose bravery deserves admiration even in an unjust war. We denounce the slaughter of the Filipinos as a needless horror. We protest against the extension of American sovereignty by Spanish methods.

. . . We urge that Congress be promptly convened to announce to the Filipinos our purpose to concede to them the independence for which they have so long fought and which of right is theirs.

. . . Much as we abhor the war of "criminal aggression" in the Philippines . . . we more deeply resent the betrayal of American institutions at home. The real firing line is not in the suburbs of Manila. The foe is in our own household. The attempt of 1861 was to divide the country. That of 1899 is to destroy its fundamental principles and noblest ideals.

The training of a great people for a century, the aspirations for liberty of a vast immigration are forces that will hurl aside those who in the delirium of conquest seek to destroy the character of our institutions.

(continued)

Primary Source Reading 7-1 (continued) ★ ★ ★ ★ ★

We deny that the obligations of all citizens to support their government in times of grave national peril applies to the present situation. No administration may with impunity ignore the issues upon which it was chosen, deliberately create a condition of war anywhere on the face of the globe, debauch the civil service for spoils to promote the adventure, organize a truth-suppressing censorship, and demand of all citizens a suspension of judgment and their unanimous support. While it chooses to continue the fighting, representative government itself is imperiled.

We propose to contribute to the defeat of any person or party that stands for the forcible subjugation of any people. . . .

We hold with Abraham Lincoln, that "no man is good enough to govern another man without that other's consent. When the white man governs himself, that is self-government, but when he governs himself and also governs another man, that is more than self-government—that is despotism." Our reliance is in the love of liberty which God planted in us.

Source: *Living Documents in American History, Volume 2: From Reconstruction to the Outbreak of World War I*. New York: Washington Square Press, Inc., 1968.

READER RESPONSE

Directions: Answer the following questions on the lines below.

- 1. What are the League's objections to imperialism?

- 2. To what other war does the League compare the war in the Philippines?

- 3. How does the League propose to end imperialism?

- 4. **Critical Thinking** Many Vietnam veterans were treated poorly when they returned to the United States because they were part of a war that many thought was unjust. What is the position of the Anti-Imperialist League toward the U.S. soldiers serving in the expansionist wars?

Primary Source Reading 7-2 ★ ★ ★ ★ ★ ★

A Strong Voice for Expansion

▣ About the Selection

Some Americans thought that overseas expansion was the country's cultural destiny and religious duty. These views often were based on a mixture of the belief in the superiority of the white race, a belief in the theory of evolution, and a commitment to missionary work. The Reverend Josiah Strong argued along these lines in his best-seller, *Our Country*. The book increased the nation's interest in overseas expansion.

Reader's Dictionary



abject: low condition or hopelessness

heathenism: uncivilized

precursor: one that came before

supplant: to take the place of

GUIDED READING

As you read, note how Strong refers to race, evolution, destiny, and God in his argument. Then answer the questions that follow.

It seems to me that God, with infinite wisdom and skill, is training the Anglo-Saxon race for an hour sure to come in the world's future. Heretofore there has always been in the history of the world a comparatively unoccupied land westward, into which the crowded countries of the East have poured their surplus populations. But the widening waves of migration, which millenniums ago rolled east and west from the valley of the Euphrates, meet to-day on our Pacific coast. There are no more new worlds. . . . The time is coming when the pressure of population on the means of subsistence will be felt here as it is now felt in Europe and Asia. Then will the world enter upon a new state of its history—the *final competition of races, for which the Anglo-Saxon is being schooled*. . . . Then this race of unequaled energy, with all the majesty of numbers and the might of wealth behind it—the representative, let us hope, of the largest liberty, the purest Christianity, the highest civilization—having developed peculiarly aggressive traits calculated to impress its institutions upon mankind, will spread itself over the earth. . . . And can anyone doubt that this competition of races will be the "survival of the fittest"? . . . Whether the feebler and more abject races are going to be regenerated and raised up, is already very much of a question. What if it should be God's plan to people the world with better and finer material? "At the present day," says Mr. Darwin, "civilized nations are everywhere supplanting barbarous nations, excepting where the climate opposes a deadly barrier, and they succeed mainly, though not exclusively, through their arts, which are the products of the intellect." Thus the Finns were supplanted by the Aryan races in Europe and Asia, the Tartars by the Russians, and thus the aborigines of North America, Australia, and New

(continued)

Primary Source Reading **7-2** (continued) ★ ★ ★ ★ ★

Zealand are now disappearing before the all-conquering Anglo-Saxons. It seems as if these inferior tribes were only precursors of a superior race, . . .

Thus, in what Dr. Bushnell calls "the out-populating power of the Christian stock," may be found God's final and complete solution of the dark problem of heathenism among many inferior peoples. . . .

Thus, while on this continent God is training the Anglo-Saxon race for its mission. . . .

Source: *The Power of Words: Documents in American History Volume II*. New York: HarperCollins College Books, 1996.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. According to Strong, for what is God training the Anglo-Saxon race?

2. How does Strong describe the Anglo-Saxon race?

3. How does Strong show he supports the theory of evolution?

4. What does Strong think the pressure of increased population on the food supply will cause?

5. **Critical Thinking** How would you reply to Strong's arguments?
