**Imperialism in America**

Chapter 18 – Section 1 (pg. 548 – 551)

**AMERICAN EXPANSIONISM**

1. What is the policy of imperialism?
2. What were the major factors that contributed to the growth of American Imperialism?
3. How did European imperialism affect America?

**THE UNITED STATES ACQUIRES ALASKA / THE UNITED STATES TAKES HAWAII**

1. Why was the purchase of Alaska significant?
2. How did time prove the purchase of Alaska was not an act of folly?
3. What groups were interested in increasing America’s presence in Hawaii? Why?
4. How did Hawaii eventually come under the control of the United States?

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**OVER ALL STATEMENT**

**Roots of U.S. Imperialism**

**ECONOMIC**

**SOCIAL**

**POLITICAL**

Anchor Text- *March of the Flag*

**Essential Understandings:**

1. How does Beveridge’s speech reflect America’s attitude toward expansion and its place in the world?
2. How does American expansion shape America’s role in the world and in its own development?

Key Words:

-Imperialism

- Manifest Destiny

- “White Man’s Burden”

**Historical Context**: In 1898 Albert Beveridge, campaigning in Indiana for the US Senate seat he would hold for twelve years, delivered *The March of the Flag* speech promoting imperialism as a national and divine mission that began with Thomas Jefferson. Beveridge used religious references and invoked God eleven times for an audience that expected politicians to know the Bible and equated divine Providence with the on-going notions of Manifest Destiny. Imperialism was hotly contested during the late 19th century.  Not all Americans believed that it was our “manifest destiny” to expand to other lands or that the growth of American international power and influence necessarily required the United States to acquire foreign colonies.

**Directions**: The class will break into two groups, those for imperialism and those against. Read the following documents and list on the chart the key arguments made by Imperialists and Anti-Imperialists in order to prepare for your discussion and final project.

**Document 1 - Albert Beveridge, *The March of the Flag*, 1889:**

“It is a noble land that God has given us; a land that can feed and clothe the world; a land whose coastlines would enclose half the countries of Europe; a land set like a sentinel between the two imperial oceans of the globe, a greater England with a nobler destiny.

It is a mighty people that He has planted on this soil; a people sprung from the most masterful blood of history; a people perpetually revitalized by the virile, man-producing working-folk of all the earth; a people imperial by virtue of their power, by right of their institutions, by authority of their Heaven-directed purposes-the propagandists and not the misers of liberty.

It is a glorious history our God has bestowed upon His chosen people; a history heroic with faith in our mission and our future; a history of statesmen who flung the boundaries of the Republic out into unexplored lands and savage wilderness; a history of soldiers who carried the flag across blazing deserts and through the ranks of hostile mountains, even to the gates of sunset; a history of a multiplying people who overran a continent in half a century. . .

The Opposition tells us that we ought not to govern a people without their consent. I answer, The rule of liberty that all just government derives its authority from the consent of the governed, applies only to those who are capable of self-government We govern the Indians without their consent, we govern our territories without their consent, we govern our children without their consent. How do they know what our government would be without their consent? Would not the people of the Philippines prefer the just, humane, civilizing government of this Republic to the savage, bloody rule of pillage and extortion from which we have rescued them?

And, regardless of this formula of words made only for enlightened, self-governing people, do we owe no duty to the world? Shall we turn these peoples back to the reeking hands from which we have taken them? Shall we abandon them, with Germany, England, Japan, hungering for them? Shall we save them from those nations, to give them a self-rule of tragedy?”

**Document 2- William Jennings Bryan, “The Paralyzing Influence of Imperialism,” 1900**

*William Jennings Bryan, a three-time Democratic Party nominee for President of the United States (1896, 1900, and 1908), was an outspoken critic of an American imperialism.*

Imperialism would be profitable to the Army contractors; it would be profitable to the ship owners, who would carry live soldiers to the Philippines and bring dead soldiers back; it would be profitable to those who would seize upon the franchises, and it would be profitable to the officials whose salaries would be fixed here and paid over there; but to the farmer, to the laboring man, and to the vast majority of those engaged in other occupations, it would bring expenditure without return and risk without reward. Farmers and laboring men have, as a rule, small incomes, and, under systems which place the tax upon consumption, pay much more than their fair share of the expenses of government. Thus the very people who receive least benefit from imperialism will be injured most by the military burdens which accompany it. In addition to the evils which he and the former share in common, the laboring man will be the first to suffer if Oriental subjects seek work in the United States; the first to suffer if American capital leaves our shores to employ Oriental labor in the Philippines to supply the trade of China and Japan; the first to suffer from the violence which the military spirit arouses, and the first to suffer when the methods of imperialism are applied to our own government. It is not strange, therefore, that the labor organizations have been quick to note the approach of these dangers and prompt to protest against both militarism and imperialism.

Based off the documents you read, list on the chart the key arguments made by Imperialists and Anti-Imperialists in order to prepare for your discussion and final project.

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| --- | --- | --- | --- | --- |
| **Document** | **Social** | **Political** | **Economic** | **Strongest Argument and Why** |
| **Document 1**  **The March of the Flag** |  |  |  |  |
| **Document 2**  **The Paralyzing Influence of Imperialism** |  |  |  |  |

**Prompt: Was America justified in its quest for imperialism?**

**Claim-**