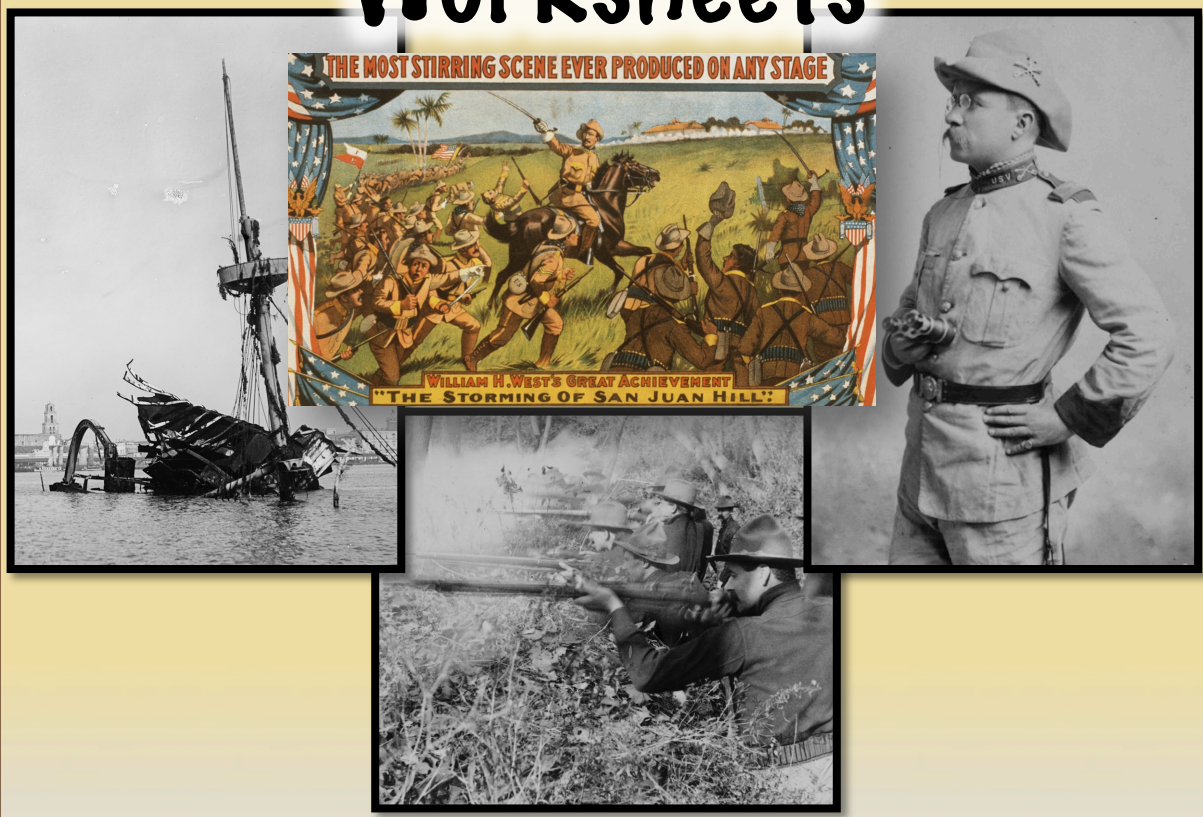




American Imperialism and Spanish American War Worksheets



history in focus

Expansion and Power



Illustration from Puck Magazine, 1904



On the left is the full image from the June 1904 cover of *Puck Magazine*. It depicts an eagle with its wings stretched from Puerto Rico in the Caribbean - to the Philippines in the Pacific. A ribbon symbolizing the American flag is firmly clasped in its beak. What do you think the image symbolizes? By 1904, the United States claimed ownership of territories thousands of miles from our shores. The residents of these places had no say in the decision. But the U.S. wasn't the only powerful country grabbing foreign territory. Great Britain, France, Germany, Italy, and Portugal, claimed territories in Asia and Africa. The world powers of that era often called it "empire building," but seizing control of other lands is also called "imperialism." It means to extend a country's power and influence by ruling over other people and controlling their land. This unit explores this controversial era, a time when the United States became a world power.

Look closely at this magazine cover from 1901. It is a drawing of Columbia, the female symbol of America. What do you see? Are there clues in the drawing that relate to concept of imperialism? What are they? Do you think the artist is expressing an opinion? What is it?

Horizontal lines for student writing.

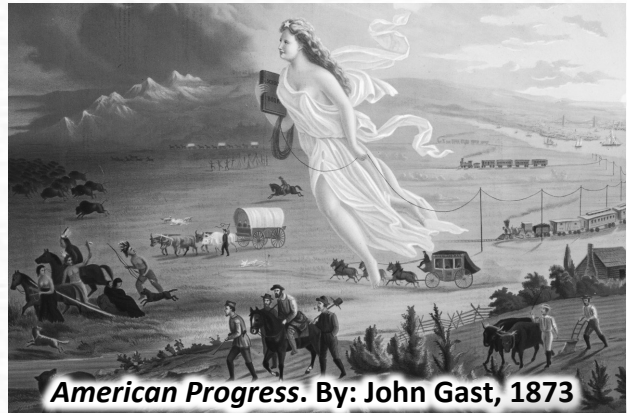




Manifest Destiny

Landing of the troops, 1900

Manifest Destiny was a political and spiritual belief common among many Americans in the 1800s. It promoted the idea that the nation had a sacred obligation to expand and grow its territory. Those who supported Manifest Destiny often claimed that American culture and ideas were superior to all others. In the mid-1800s, this idea helped fuel westward expansion. It was used by some to justify the mistreatment of Native Americans. Toward the end of the 1800s, the concept of Manifest Destiny was also used to justify expansion beyond America's continental borders.

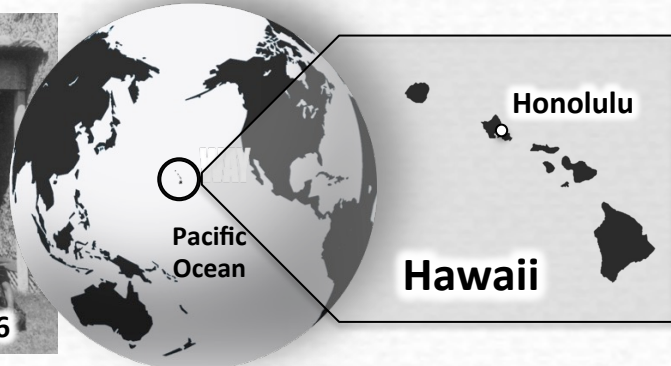


American Progress. By: John Gast, 1873

How do you think this painting symbolizes the idea of Manifest Destiny?



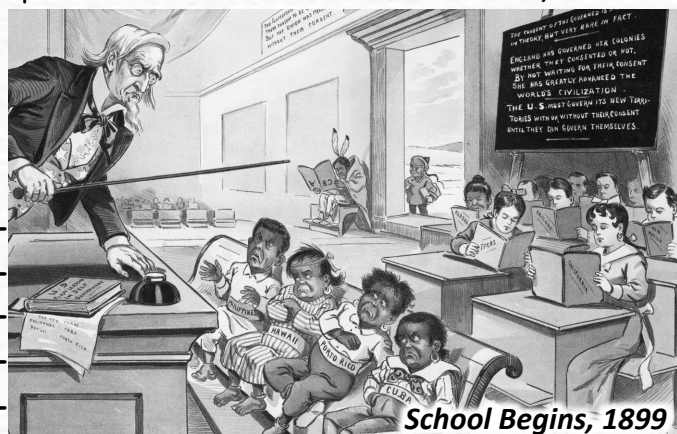
Hawaiian villagers, 1896



Pineapple grower, 1902

In the 1890s, American sugar growers in Hawaii were angered by U.S. tariffs that raised import fees on foreign sugar. They knew that if Hawaii became a U.S. territory, the tariffs would disappear. With the help of the U.S. military, they overthrew Hawaii's queen. Hawaii became a U.S. territory in 1898.

The illustration shows Uncle Sam teaching government lessons to children from Cuba, Puerto Rico, Hawaii, and the Philippines. Does the illustrator have a point of view?

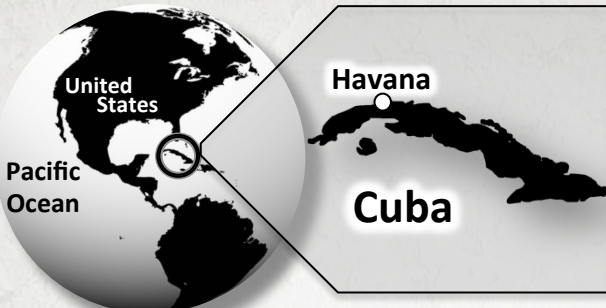


School Begins, 1899

Spain and Cuba



Cutting sugar cane in Cuba, 1904

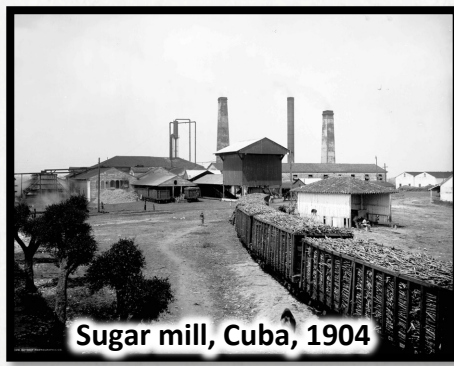


Christopher Columbus claimed the island of Cuba for Spain in 1492, and the Spanish ruled it as a colony for more than four centuries. In 1895, Cubans rebelled for independence, fighting the Spanish using ambushes, raids, and sabotage. Spanish soldiers rounded up ten of thousands of Cubans and imprisoned them in camps where large numbers died from disease and malnutrition. The prolonged fighting harmed American businesses in Cuba, especially sugar refineries. President William

McKinley was pressured to protect American interests in Cuba, and Americans supported the Cuban rebel's fight for independence. In 1898 he sent the battleship U.S.S. Maine to Havana as a show of force, and to protect American citizens there.



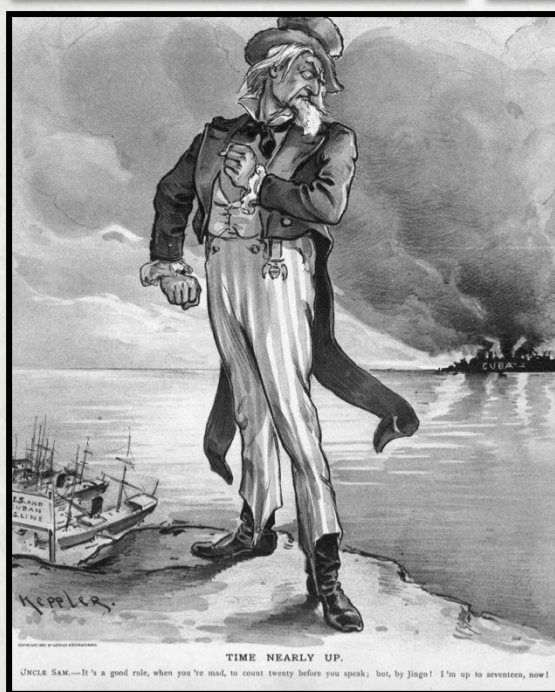
Cuban rebels, 1898



Sugar mill, Cuba, 1904

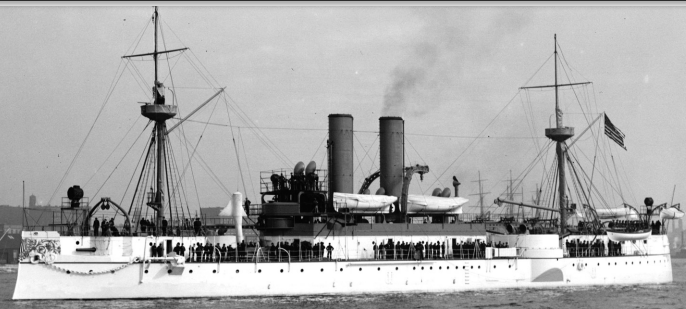


Starving Cuban prisoners, 1898



Analyze this illustration from 1897. Who is the main character and what does he represent? Why does the caption read, "Time Nearly Up?" Why does the artist show Cuba in flames?

Remember the Maine



U.S.S. Maine, 1895

As the Cuban revolt against Spain grew, President McKinley sent the battleship U.S.S. Maine to Havana to protect American citizens and businesses. On the evening of February 15, 1898, as the Maine sat in Havana Harbor, it mysteriously exploded killing 266 sailors. American newspapers, and the Navy, blamed a Spanish mine. "Remember the Maine," became a rallying cry for revenge. Experts now believe the catastrophe was caused by an accidental explosion in the ship's engine room. But at the time, rising tension between the U.S. and Spain over the sinking of the Maine made war inevitable.



Wreck of the Maine, 1898

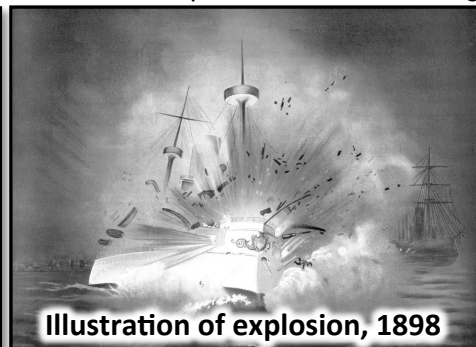


Illustration of explosion, 1898



Maine's crew, 1896

\$50,000 REWARD.—WHO DESTROYED THE MAINE?—\$50,000 REWARD.

EDITION FOR GREATER NEW YORK

NEW YORK JOURNAL

AND ADVERTISER.

NO. 3,372. THURSDAY, FEBRUARY 17, 1898.—16 PAGES. PRICE ONE CENT

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY.

863,956 WORLDS CIRCULATED YESTERDAY

The World. 863,956 WORLDS CIRCULATED YESTERDAY

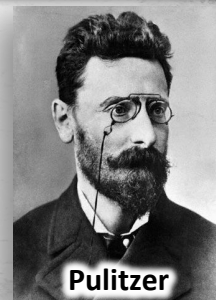
MAINE EXPLOSION CAUSED BY BOMB OR TORPEDO?

Capt. Sigsbee and Consul-General Lee Are in Doubt--The World Has Sent a Special Tug, With Submarine Divers, to Havana to Find Out--Lee Asks for

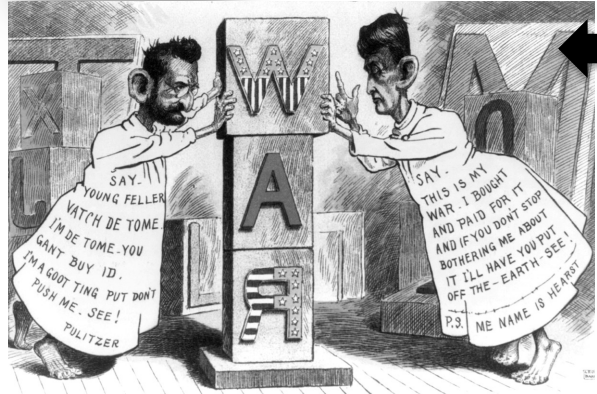


Hearst

Prior to the Spanish-American War, two New York newspapers engaged in a bitter rivalry. The *New York Journal*, was owned by William Randolph Hearst, and the *New York World*, by Joseph Pulitzer. They competed for readers by printing exaggerated news reports that were sensationalized and poorly researched, a style called "yellow journalism." This style often featured large scary headlines and fake interviews. Sensational stories about the sinking of the Maine may have helped pressure President McKinley to declare war against Spain.



Pulitzer



Who is pictured in this cartoon? What are they doing and why?



Causes

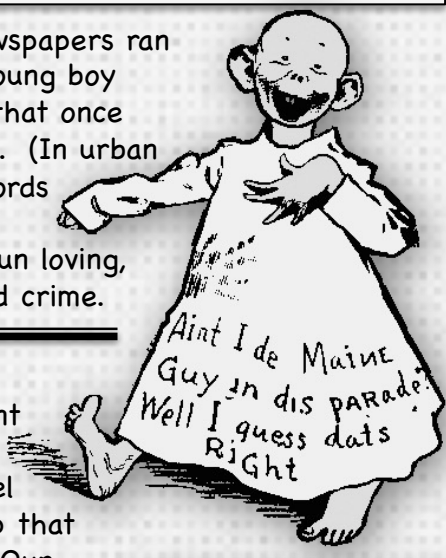
The millionaire "Rough Riders" 1898

Let's review! Four factors led to the involvement of the United States in the Spanish-American War.

Reasons for the Spanish-American War

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Fun fact! Why was it called "yellow journalism.?" Both New York newspapers ran a popular cartoon called *The Yellow Kid*. The main character was a young boy named Mickey Duggan, who wore a yellow hand-me-down nightshirt that once belonged to his sister. Mickey's head was shaved because he had lice. (In urban ghettos at that time, bald children were a common sight.) Mickey's words were written in slang and often appeared on his nightshirt. The cartoonist, Richard Outcault, portrayed *The Yellow Kid* as happy and fun loving, but used him to draw attention to the city's racial issues, poverty, and crime.



Who am I?

In May 1898, I resigned my job as Assistant Secretary of the Navy to join the volunteer cavalry. I was made a Lt. Colonel and became second in command of a group that came to be known as the "Rough Riders." Our ranks were made up of men who were miners, outdoorsmen, ranchers, football players, bakers, doctors, and sheriffs. A few were millionaires looking for excitement. We fought in a number of battles, including a place known as San Juan Hill. I later went on to become famous for another reason. What is my name?



World Power

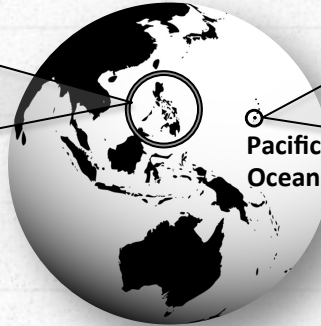
Theodore Roosevelt and the Rough Riders 1898

The Philippines

Made up of more than 7,000 islands.

It had been a Spanish colony since the mid-1500s.

Manila



Pacific Ocean

Guam

The largest of the Mariana Islands. It had been a Spanish colony since the mid-1500s

Hagåtña



Battle of Manila Bay, 1898

War was formally declared between the United States and Spain on April 25, 1898, but the first fighting did not take place in Cuba! On April 1st, Commodore George Dewey sailed a fleet of U.S. warships into Manila Bay in the Philippines. The squadron of Spanish naval vessels stationed there was poorly armored and not well maintained, and was no match for America's modern steel battleships. Within hours, the entire Spanish fleet was either sunk or captured without the loss of a single American life.

Dewey

Cubans in trenches

African American soldiers, U.S. 9th Cavalry

U.S. soldiers firing guns

Fighting in Cuba was also quick and decisive, lasting less than four months. About 400 Americans died in battle, but nearly 2,000 were killed by tropical diseases such as Yellow Fever. Theodore Roosevelt led the Rough Riders in battle charges up Kettle Hill and San Juan Hill. He became a national hero. Soundly defeated, the Spanish sought a peace treaty. Cuba gained its independence. The U.S. gained possession of the Philippines, Guam, and Puerto Rico. After the war, the U.S. became a world power.

Results of the Spanish- American War

1. _____

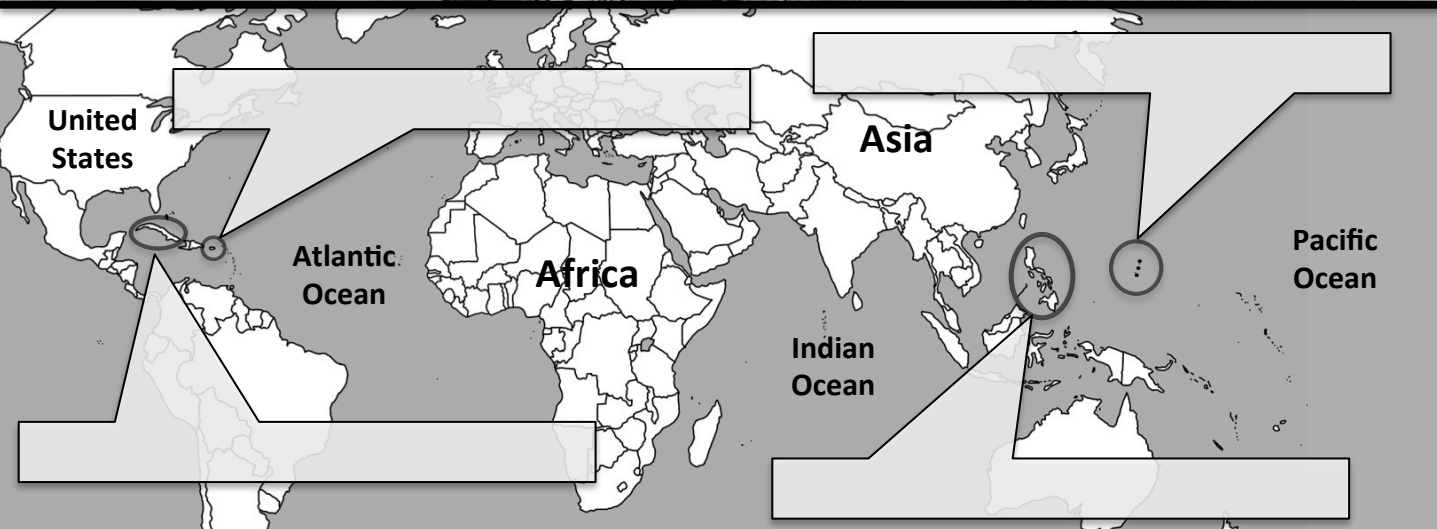
2. _____

3. _____

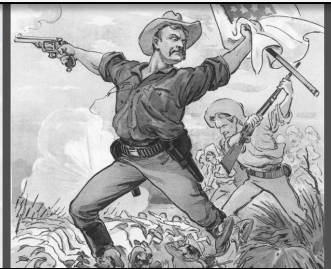
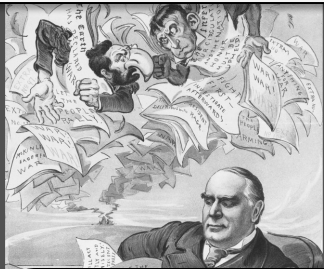
Review



Illustration, Uncle Sam, 1897



Locate and Label: Cuba The Philippines Puerto Rico Guam



Reasons for the Spanish American War

1. _____
2. _____
3. _____
4. _____

Results of the Spanish American War

1. _____
2. _____
3. _____

Forceful Diplomacy



President Theodore Roosevelt, 1904

Theodore Roosevelt became president in 1901, following the assassination of William McKinley. The United States had become a world power, and Roosevelt believed the nation should use that power to shape events in the Western Hemisphere. He developed a new policy that said it was acceptable for the U.S. to police this part of the world using military force. We call that policy the Roosevelt Corollary to the Monroe Doctrine. (The 1823 Monroe Doctrine simply said that European nations had to stop all efforts to colonize North and South America.) The Roosevelt Corollary said that the U.S. has the right to interfere in the economic matters of nations in the Americas. And, that the U.S. may use "police powers" involving disputes in the Americas.

Roosevelt's motto regarding diplomacy was, "Speak softly and carry a big stick."



Judge Magazine, 1905

Analyze this illustration from 1905. Who is the main character? How is he dressed? What is the message?

Blank lines for student response.

What are the main ideas of the Roosevelt Corollary?

Numbered lines for student response.



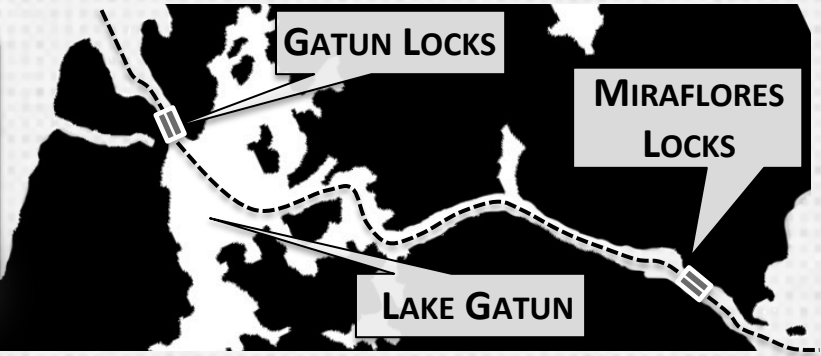
THE BIG STICK IN THE CARIBBEAN SEA

W.A. Rogers, 1904

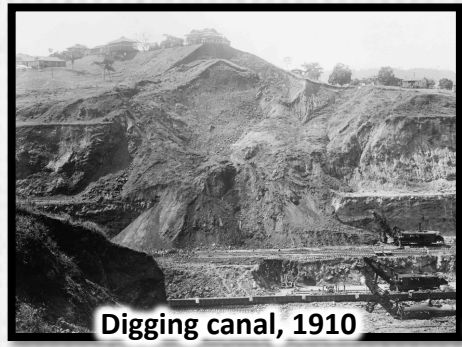
Panama Canal



Panama
 From 1821-1903,
 Panama was part
 of Colombia



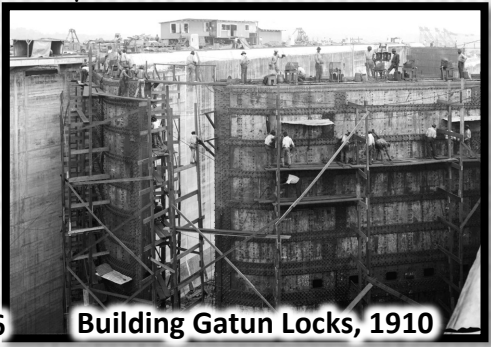
The French began construction of the Panama Canal in 1881, but gave up a decade and a half later due to construction problems and tropical disease. After becoming president, Theodore Roosevelt wanted the canal completed. The nation of Colombia controlled Panama. In 1903, President Roosevelt attempted to negotiate a construction agreement with Colombia, but that nation refused. Roosevelt urged Panama's citizens to revolt, and sent warships to Panama City to support the independence movement. Colombia backed down within hours, and the nation of Panama was born. The 50-mile long canal was completed in 1913.



Digging canal, 1910



Roosevelt operates steam shovel during visit, 1906



Building Gatun Locks, 1910

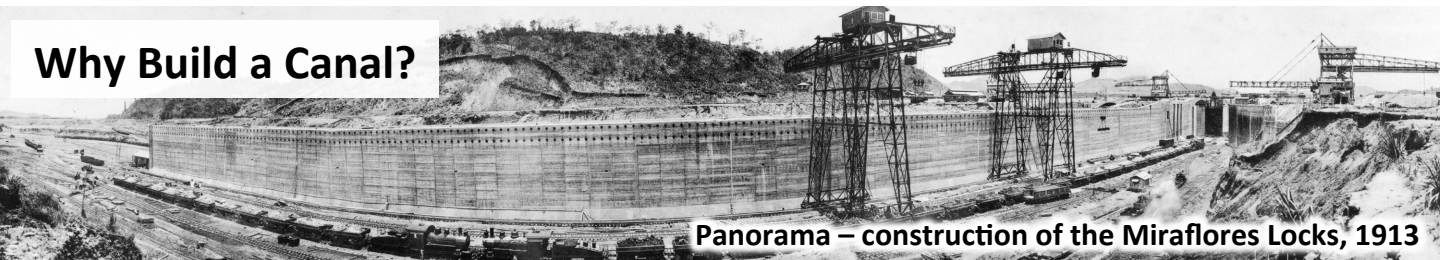


Panorama, 1913

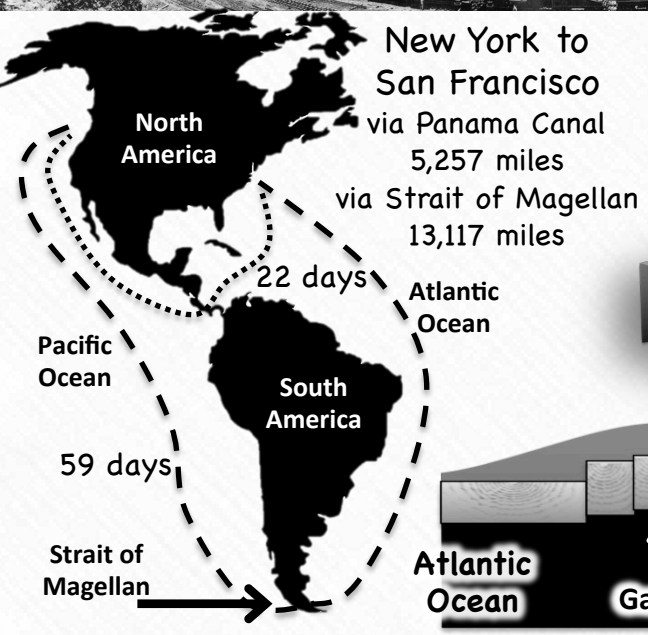
How did President Roosevelt use "Big Stick Diplomacy"?

1. _____
2. _____
3. _____

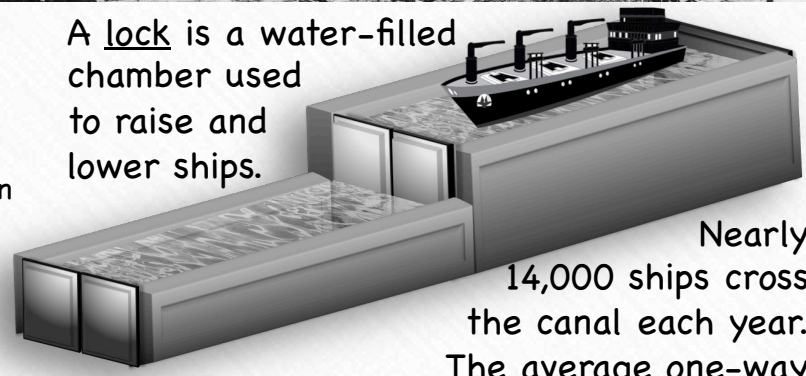
Why Build a Canal?



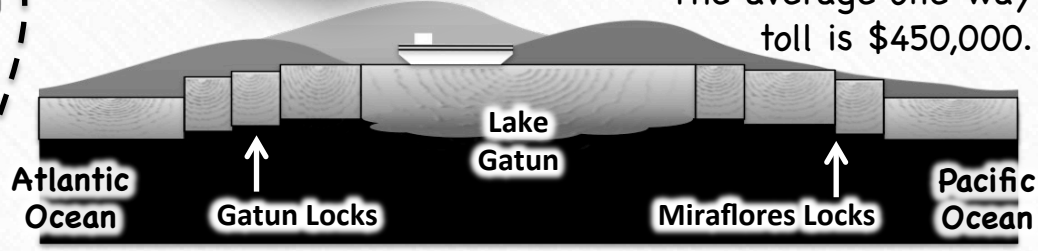
Panorama – construction of the Miraflores Locks, 1913



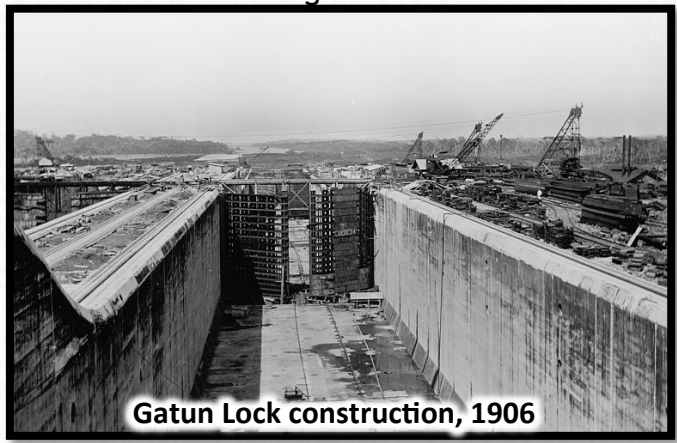
A lock is a water-filled chamber used to raise and lower ships.



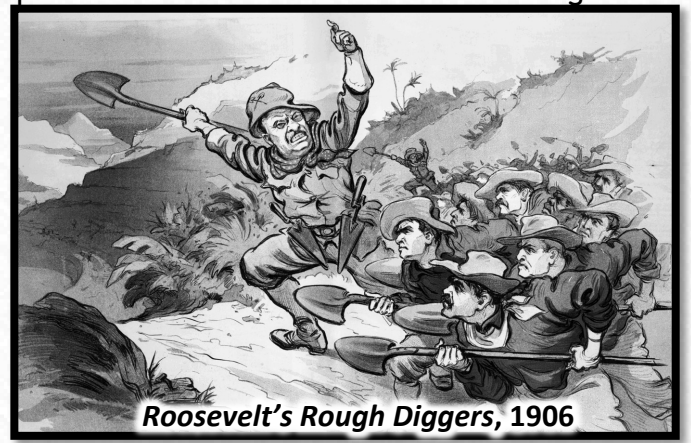
Nearly 14,000 ships cross the canal each year. The average one-way toll is \$450,000.



To cross the Panama Canal, ships must be raised 85 feet above sea level, and then lowered back down as they near the other side. This is accomplished with the use of locks. Locks have huge steel gates on both sides that can be opened and closed. Once a ship is inside the lock, the water can be raised or lowered. There are twelve pairs of locks in the Panama Canal and each one holds 52 million gallons of water. It takes ships 8-10 hours to cross the 51 mile long canal.



Gatun Lock construction, 1906



Roosevelt's Rough Diggers, 1906

Analyze the cartoon titled, *Roosevelt's Rough Diggers*. What message was the artist sending about President Roosevelt's desire to build the Panama Canal?

Teacher

Key

To

Follow:

Expansion and Power



Illustration from Puck Magazine, 1904



On the left is the rest of the image from the June 1904 cover of *Puck Magazine*. It shows an eagle with its wings stretched from Puerto Rico in the Caribbean - to the Philippines in the Pacific. A banner symbolizing the American flag is held firmly in its beak. What do you think the image symbolizes? By 1904, the United States claimed ownership of territories thousands of miles from our shores. The residents of these places had no say in the decision. But the U.S. wasn't the only powerful country grabbing foreign territory. Great Britain, France, Germany, Italy, and Portugal, claimed territories in Asia and Africa. The world powers of that era often called it "empire building," but seizing control of other lands is also called "imperialism." It means to extend a country's power and influence, by ruling over other people and controlling their land. This unit explores this controversial era, a time when the United States became a world power.

Look closely at this magazine cover from 1901. It is a drawing of Columbia, the female symbol of America. What do you see? Are there clues in the drawing that relate to concept of imperialism? What are they? Do you think the artist is expressing an opinion? What is it?

Columbia's Easter bonnet is a battleship with a large gun turret. It is captioned, "World Power." The word "expansion" is seen in the ship's exhaust smoke. Two guns are labeled "Army" and "Navy." The hatpin is a sword. A small canon and bayonet hang from her belt. The artist is implying that America's imperialist expansion happened due to military might. By having Columbia look in a mirror, the artist may be suggesting she won't like what she sees.

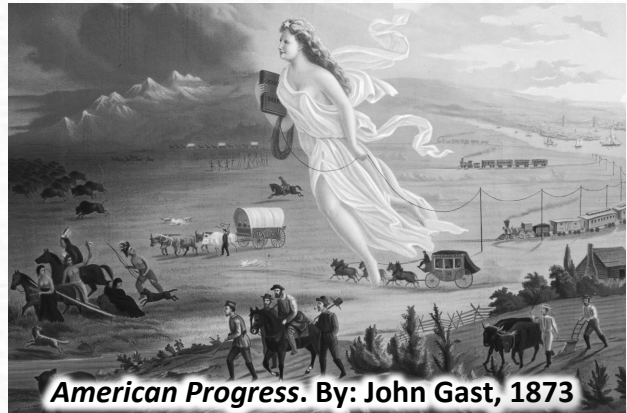




Manifest Destiny

Landing of the troops, 1900

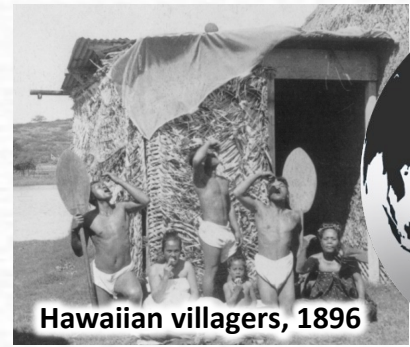
Manifest Destiny was a political and spiritual belief common among many Americans in the 1800s. It promoted the idea that the nation had a sacred obligation to expand and grow its territory. Those who supported Manifest Destiny often claimed that American culture and ideas were superior to all others. In the mid-1800s, this idea helped fuel westward expansion. It was used by some to justify the mistreatment of Native Americans. Toward the end of the 1800s, the concept of Manifest Destiny was also used to justify expansion beyond America's continental borders.



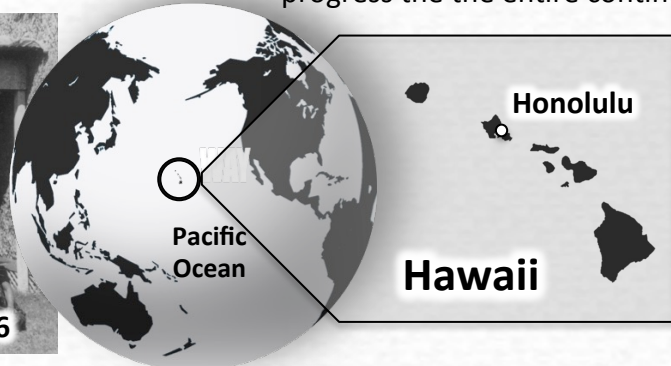
American Progress. By: John Gast, 1873

How do you think this painting symbolizes the idea of Manifest Destiny?

The female goddess figure is "American Progress." She is holding a book in one hand, symbolizing national enlightenment, and telegraph wires in the other, symbolizing technology. Indians flee the encroachment of industrial civilization and settlement. The change in lighting from East to West, also symbolizes advancing enlightenment. Students may see these clues, all meant to convey the idea it was America's destiny to bring democratic enlightenment and progress the the entire continent.



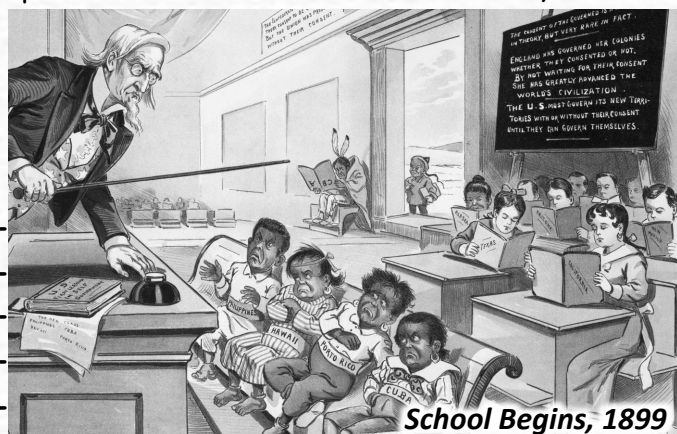
Hawaiian villagers, 1896



Pineapple grower, 1902

In the 1890s, American sugar growers in Hawaii were angered by U.S. tariffs that raised import fees on foreign sugar. They knew that if Hawaii became a U.S. territory, the tariffs would disappear. With the help of the U.S. military, they overthrew Hawaii's queen. Hawaii became a U.S. territory in 1898.

The illustration shows Uncle Sam teaching government lessons to children from Cuba, Puerto Rico, Hawaii, and the Philippines. Does the illustrator have a point of view? The image has racist overtones. A stern Uncle Sam is attempting to "enlighten" the native population of America's newly acquired territories. It conveys the idea that American ideals of culture and government are superior.

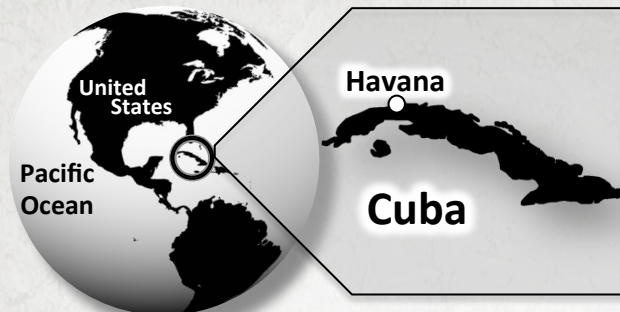


School Begins, 1899

Spain and Cuba



Cutting sugar cane in Cuba, 1904

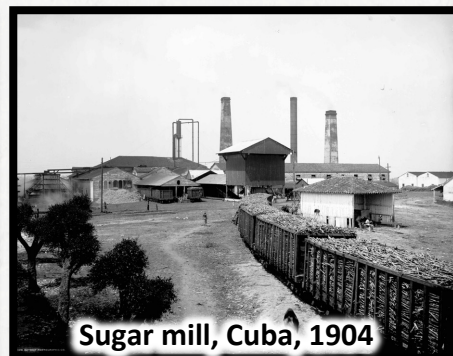


Christopher Columbus claimed the island of Cuba for Spain in 1492, and the Spanish ruled it as a colony for more than four centuries. In 1895, Cubans rebelled for independence, fighting the Spanish using ambushes, raids, and sabotage. Spanish soldiers rounded up ten of thousands of Cubans and imprisoned them in camps where large numbers died from disease and malnutrition. The prolonged fighting harmed American businesses in Cuba, especially sugar refineries. President William

McKinley was pressured to protect American interests in Cuba, and Americans supported the Cuban rebel's fight for independence. In 1898 he sent the battleship U.S.S. Maine to Havana as a show of force, and to protect American citizens there.



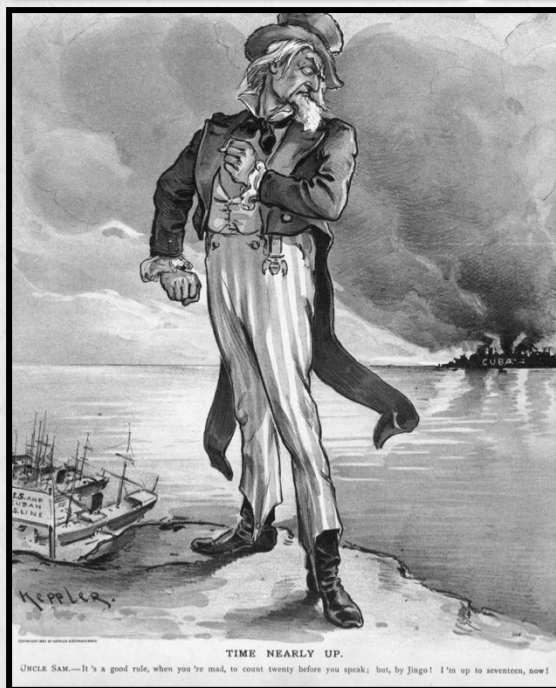
Cuban rebels, 1898



Sugar mill, Cuba, 1904



Starving Cuban prisoners, 1898



Analyze this illustration from 1897. Who is the main character and what does he represent? Why does the caption read, "Time Nearly Up?" Why does the artist show Cuba in flames?

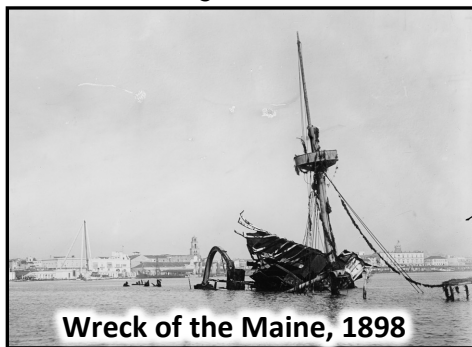
The illustration was painted the year before the Spanish-American War. It reflects the rising anger of American politicians over the Spanish treatment of Cuban citizens. The caption (you will find an enlarged image later in the PDF) makes clear that U.S. patience over the situation is wearing out. The sentiment of most Americans at the time strongly favored Cuban independence.

Remember the Maine



U.S.S. Maine, 1895

As the Cuban revolt against Spain grew, President McKinley sent the battleship U.S.S. Maine to Havana to protect American citizens and businesses. On the evening of February 15, 1898, as the Maine sat in Havana Harbor, it mysteriously exploded killing 266 sailors. American newspapers, and the Navy, blamed a Spanish mine. "Remember the Maine," became a rallying cry for revenge. Experts now believe the catastrophe was caused by an accidental explosion in the ship's engine room. But at the time, rising tension between the U.S. and Spain over the sinking of the Maine made war inevitable.



Wreck of the Maine, 1898

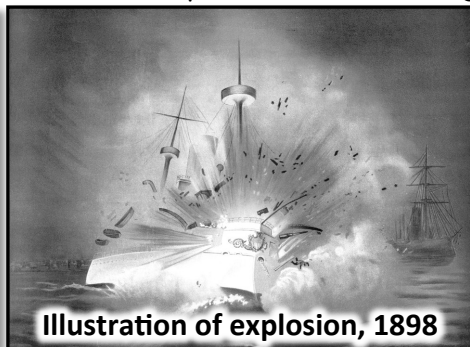


Illustration of explosion, 1898



Maine's crew, 1896

\$50,000 REWARD.—WHO DESTROYED THE MAINE?—\$50,000 REWARD.

EDITION FOR GREATER NEW YORK

NEW YORK JOURNAL

AND ADVERTISER.

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY.

863,956 WORLD'S CIRCULATED YESTERDAY

The World. 863,956

WORLD'S CIRCULATED YESTERDAY

MAINE EXPLOSION CAUSED BY BOMB OR TORPEDO?

Capt. Sigsbee and Consul-General Lee Are in Doubt--The World Has Sent a Special Tug, With Submarine Divers, to Havana to Find Out--Lee Asks for

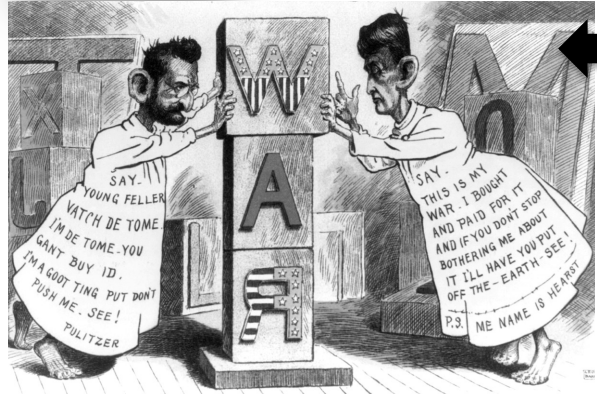


Hearst

Prior to the Spanish-American War, two New York newspapers engaged in a bitter rivalry. The *New York Journal*, was owned by William Randolph Hearst, and the *New York World*, by Joseph Pulitzer. They competed for readers by printing exaggerated news reports that were sensationalized and poorly researched, a style called "yellow journalism." This style often featured large scary headlines and fake interviews. Sensational stories about the sinking of the Maine may have helped pressure President McKinley to declare war against Spain.



Pulitzer



Who is pictured in this cartoon?
What are they doing and why?

Joseph Pulitzer is on the left, and William Randolph Hearst is on the right. They are both wearing the type of nightshirt worn by the Yellow Kid. The smock became a symbol of yellow journalism. The two are symbolically seen to be pushing for war.

Causes

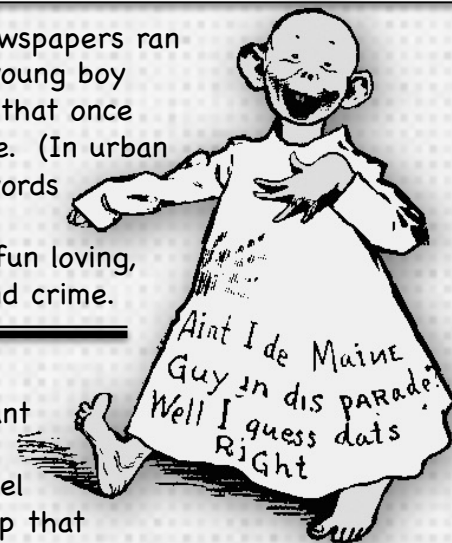
The millionaire "Rough Riders" 1898

Let's review! Four factors led to the involvement of the United States in the Spanish-American War.

Reasons for the Spanish-American War

1. Protect American interests (businesses and citizens) in Cuba.
2. Support the Cuban rebel's fight for independence.
3. Rising tension between the U.S. and Spain over the sinking of the U.S.S. Maine.
4. Exaggerated news reports that were sensationalized and poorly researched, a style called "yellow journalism."

Fun fact! Why was it called "yellow journalism.?" Both New York newspapers ran a popular cartoon called *The Yellow Kid*. The main character was a young boy named Mickey Duggan, who wore a yellow hand-me-down nightshirt that once belonged to his sister. Mickey's head was shaved because he had lice. (In urban ghettos at that time, bald children were a common sight.) Mickey's words were written in slang and often appeared on his nightshirt. The cartoonist, Richard Outcault, portrayed *The Yellow Kid* as happy and fun loving, but used him to draw attention to the city's racial issues, poverty, and crime.



Who am I?

In May 1898, I resigned my job as Assistant Secretary of the Navy to join the volunteer cavalry. I was made a Lt. Colonel and became second in command of a group that came to be known as the "Rough Riders." Our ranks were made up of men who were miners, outdoorsmen, ranchers, football players, bakers, doctors, and sheriffs. A few were millionaires looking for excitement. We fought in a number of battles, including a place known as San Juan Hill. I later went on to become famous for another reason. What is my name?



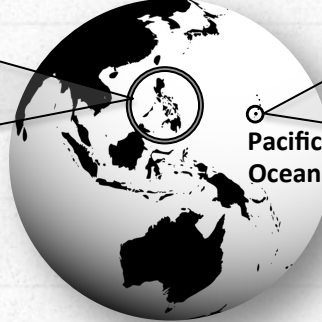
World Power

Theodore Roosevelt and the Rough Riders 1898

The Philippines

Made up of more than 7,000 islands. It had been a Spanish colony since the mid-1500s.

Manila

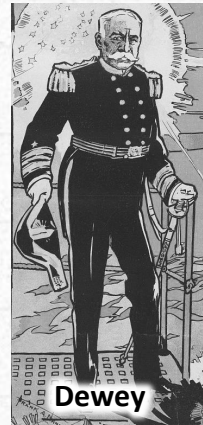


Pacific Ocean

Guam

The largest of the Mariana Islands. It had been a Spanish colony since the mid-1500s

Hagåtña



Dewey

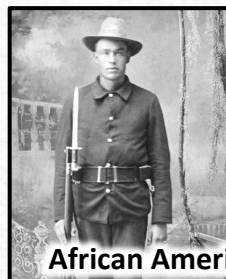
War was formally declared between the United States and Spain on April 25, 1898, but the first fighting did not take place in Cuba! On April 1st, Commodore George Dewey sailed a fleet of U.S. warships into Manila Bay in the Philippines. The squadron of Spanish naval vessels stationed there was poorly armored and not well maintained, and was no match for America's modern steel battleships. Within hours, the entire Spanish fleet was either sunk or captured without the loss of a single American life.



Battle of Manila Bay, 1898



Cubans in trenches



African American soldiers, U.S. 9th Cavalry



U.S. soldiers firing guns

Fighting in Cuba was also quick and decisive, lasting less than four months. About 400 Americans died in battle, but nearly 2,000 were killed by tropical diseases such as Yellow Fever. Theodore Roosevelt led the Rough Riders in battle charges up Kettle Hill and San Juan Hill. He became a national hero. Soundly defeated, the Spanish sought a peace treaty. Cuba gained its independence. The U.S. gained possession of the Philippines, Guam, and Puerto Rico. After the war, the U.S. became a world power.

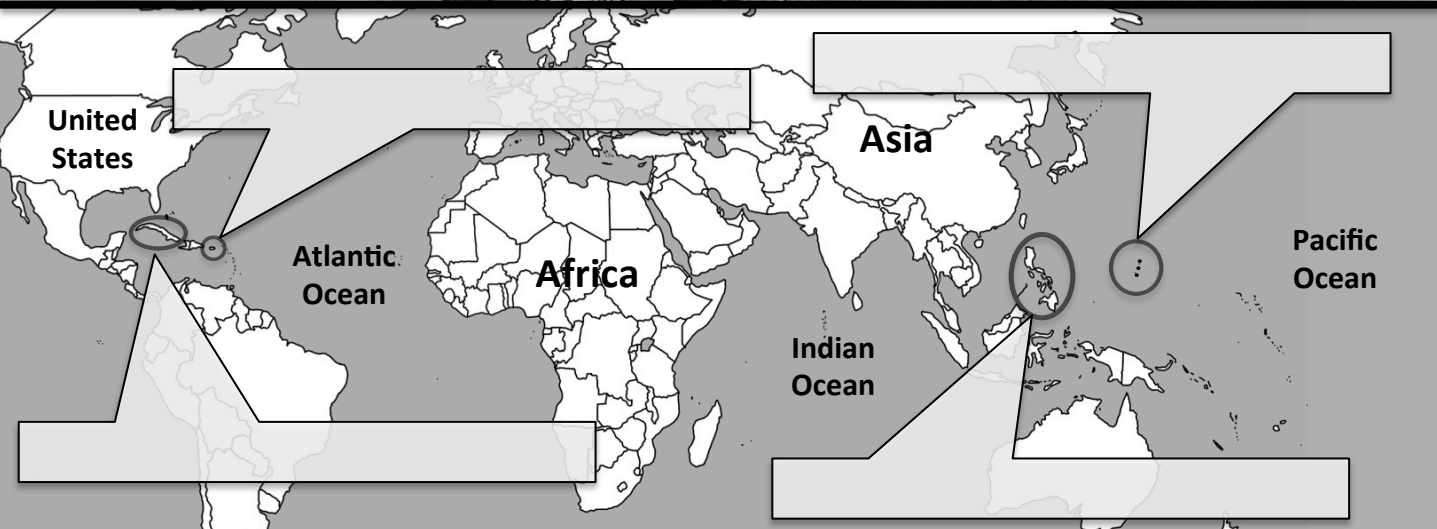
Results of the Spanish- American War

1. Cuba gained its independence.
2. The U.S. gained possession of the Philippines, Guam, and Puerto Rico.
3. The U.S. became a world power.

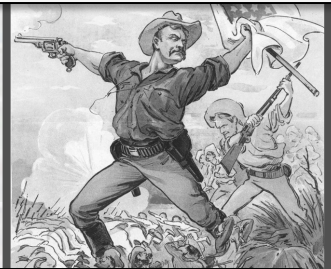
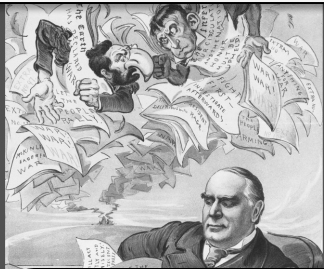
Review



Illustration, Uncle Sam, 1897



Locate and Label: Cuba The Philippines Puerto Rico Guam



Reasons for the Spanish American War

1. Protect American interests (businesses and citizens) in Cuba.
2. Americans supported the Cuban rebel's fight for independence.
3. Rising tension between the U.S. and Spain over the sinking of the U.S.S. Maine.
4. Exaggerated news reports that were sensationalized and poorly researched, a style called, "yellow journalism."

Results of the Spanish American War

1. Cuba gained its independence.
2. The U.S. gained possession of the Philippines, Guam, and Puerto Rico.
3. The U.S. became a world power.

Forceful Diplomacy

President Theodore Roosevelt, 1904



Theodore Roosevelt became president in 1901, following the assassination of William McKinley. The United States had become a world power, and Roosevelt believed the nation should use that power to shape events in the Western Hemisphere. He developed a new policy that said it was acceptable for the U.S. to police this part of the world using military force. We call that policy the Roosevelt Corollary to the Monroe Doctrine. (The 1823 Monroe Doctrine simply said that European nations had to stop all efforts to colonize North and South America.) The Roosevelt Corollary said that the U.S. has the right to interfere in the economic matters of nations in the Americas. And, that the U.S. may use "police powers" involving disputes in the Americas.

Roosevelt's motto regarding diplomacy was, "Speak softly and carry a big stick."

Analyze this illustration from 1905. Who is the main character? How is he dressed? What is the message?

President Roosevelt is depicted as a policeman standing between European colonizers, and Central and South Americans. He is implying that the United States is now in charge over international issues involving Central and South America, and that the Europeans must keep out.

What are the main ideas of the Roosevelt Corollary?

1. The U.S. has the right to interfere in the economic matters of nations in the Americas.
2. The U.S. may use "police powers" involving disputes in the Americas.

© Michael Goldfein



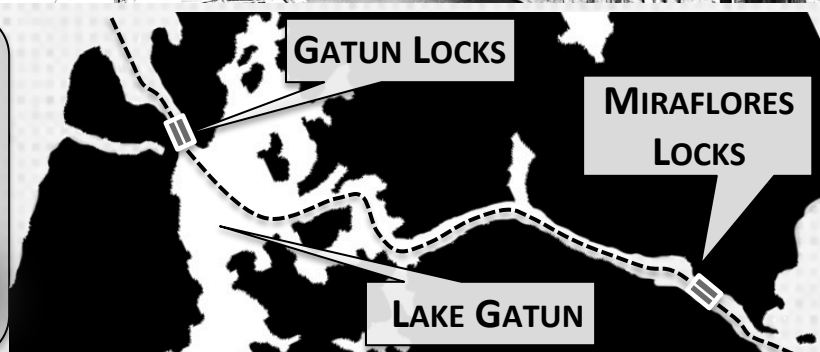
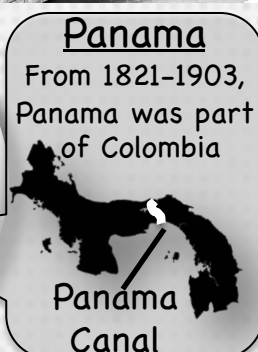
Judge Magazine, 1905



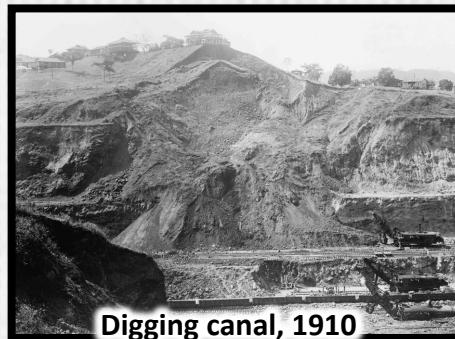
THE BIG STICK IN THE CARIBBEAN SEA

W.A. Rogers, 1904

Panama Canal



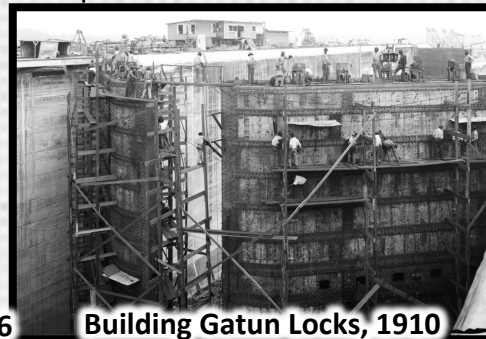
The French began construction of the Panama Canal in 1881, but gave up a decade and a half later due to construction problems and tropical disease. After becoming president, Theodore Roosevelt wanted the canal completed. The nation of Colombia controlled Panama. In 1903, President Roosevelt attempted to negotiate a construction agreement with Colombia, but that nation refused. Roosevelt urged Panama's citizens to revolt, and sent warships to Panama City to support the independence movement. Colombia backed down within hours, and the nation of Panama was born. The 50-mile long canal was completed in 1913.



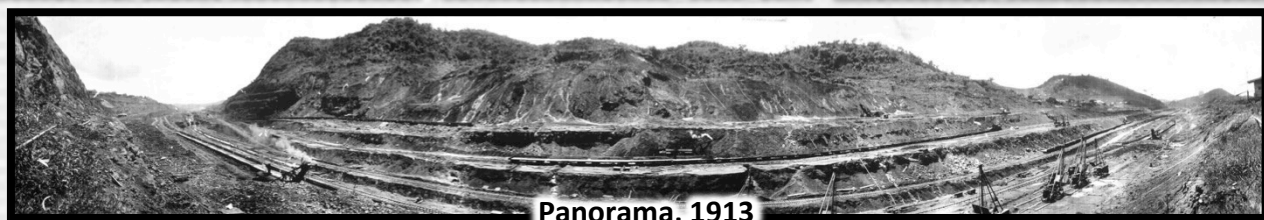
Digging canal, 1910



Roosevelt operates
steam shovel during visit, 1906



Building Gatun Locks, 1910

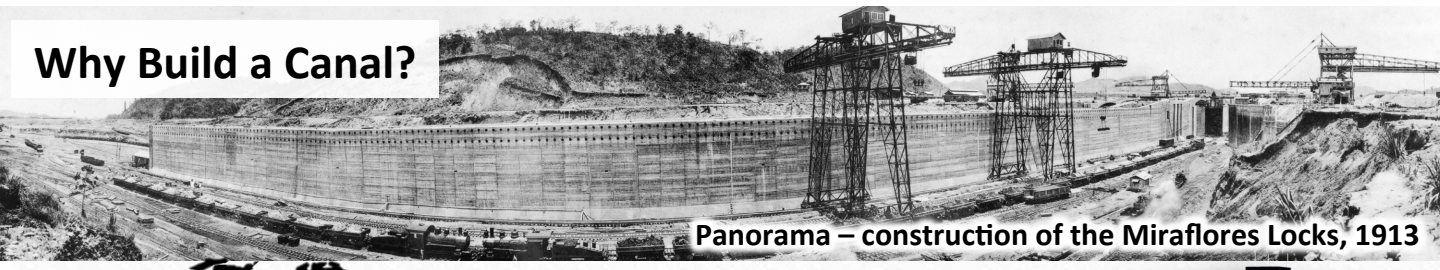


Panorama, 1913

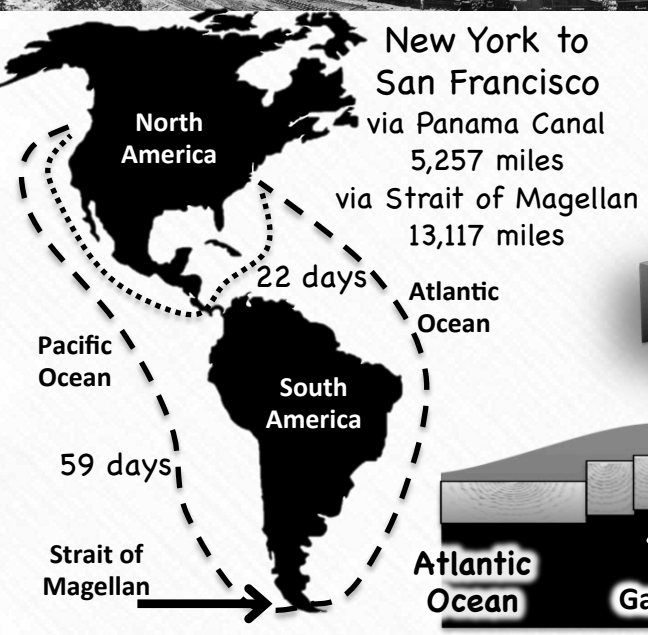
How did President Roosevelt use "Big Stick Diplomacy"?

1. President Roosevelt attempted to negotiate a construction agreement with Colombia.
2. Roosevelt urged Panama's citizens to revolt.
3. He then sent warships to Panama City to support the independence movement.

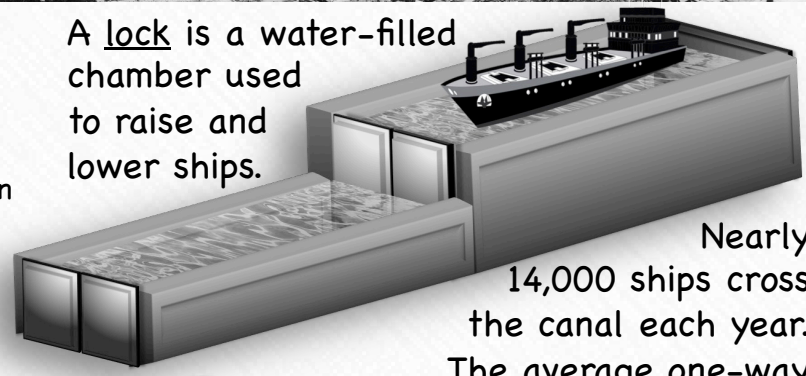
Why Build a Canal?



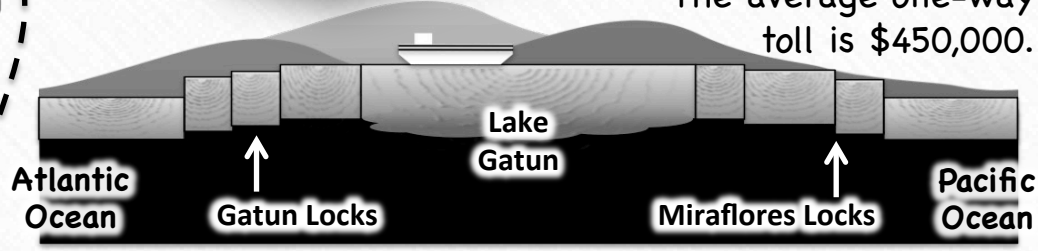
Panorama – construction of the Miraflores Locks, 1913



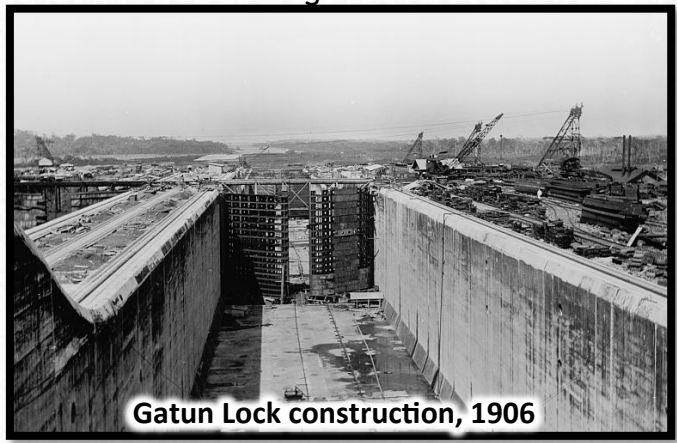
A lock is a water-filled chamber used to raise and lower ships.



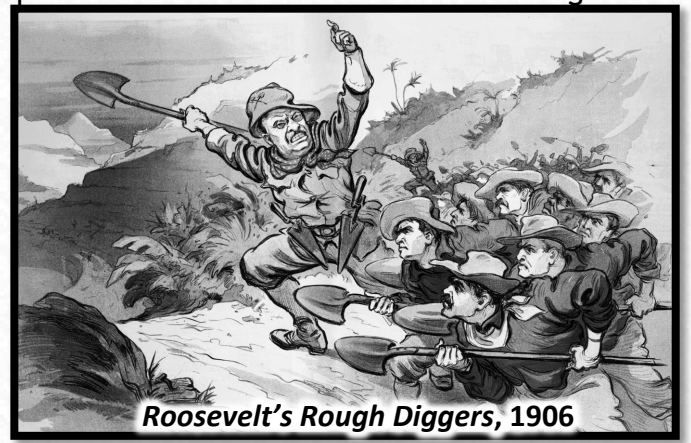
Nearly 14,000 ships cross the canal each year. The average one-way toll is \$450,000.



To cross the Panama Canal, ships must be raised 85 feet above sea level, and then lowered back down as they near the other side. This is accomplished with the use of locks. Locks have huge steel gates on both sides that can be opened and closed. Once a ship is inside the lock, the water can be raised or lowered. There are twelve pairs of locks in the Panama Canal and each one holds 52 million gallons of water. It takes ships 8-10 hours to cross the 51 mile long canal.



Gatun Lock construction, 1906



Roosevelt's Rough Diggers, 1906

Analyze the cartoon titled, *Roosevelt's Rough Diggers*. What message was the artist sending about President Roosevelt's desire to build the Panama Canal? Just as he aggressively led soldiers in battle, the illustration conveys the idea that Roosevelt is leading the charge to build the Panama canal. In the cartoon, canal laborers are dressed as Rough Riders. It portrays Roosevelt as determined to see the canal completed.

For your convenience, I have enlarged a number of the illustrations that were used in the worksheets. They are formatted on lined pages enabling them to be used for breakout assignments or enhanced writing prompts.

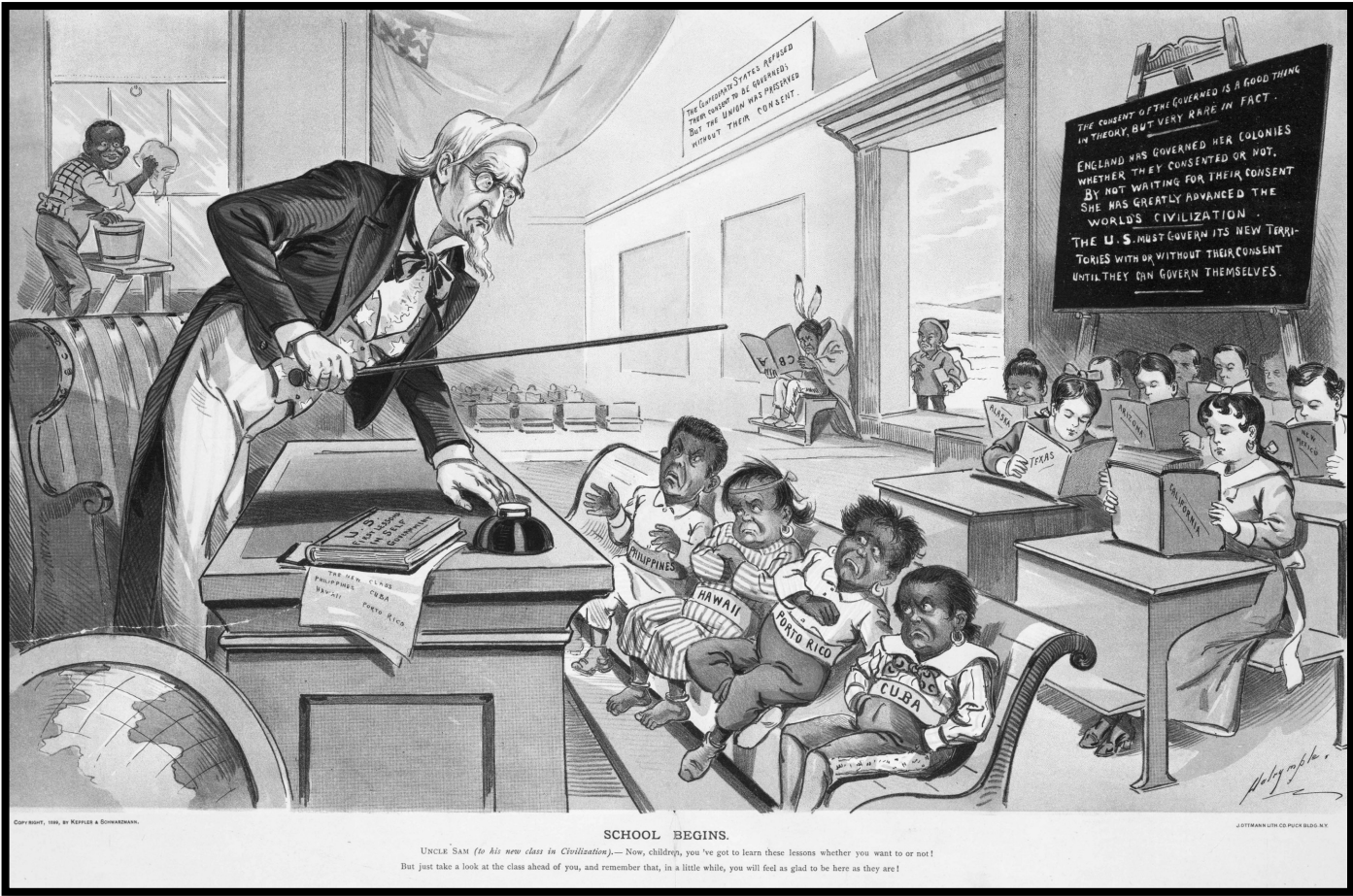


*Columbia's
Easter
Bonnet*

By: Louis
Dalrymple

Puck
Magazine,
April 6, 1901

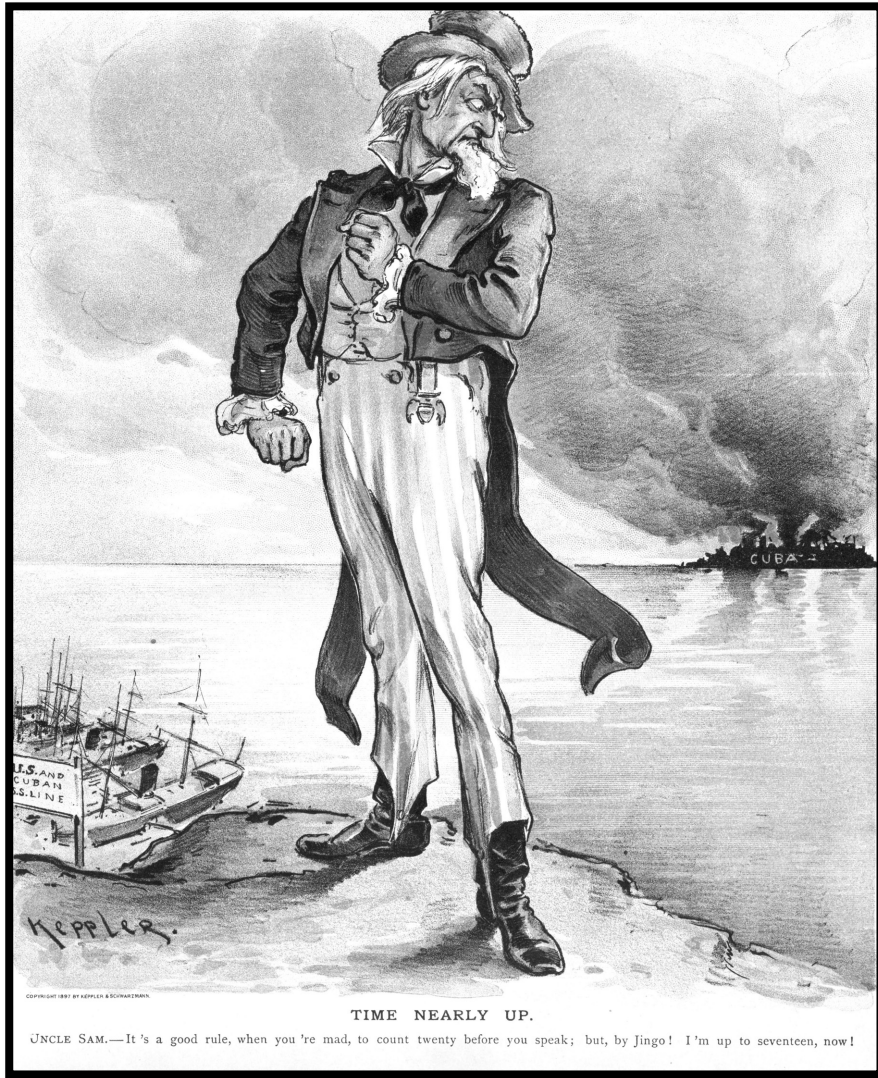
Library of
Congress
Prints and
Photographs
Division



School Begins. By: Louis Dalrymple, Puck Magazine, January 25, 1899.
Library of Congress Prints and Photographs Division



American Progress. By: John Gast, 1873.
Library of Congress Prints and Photographs Division

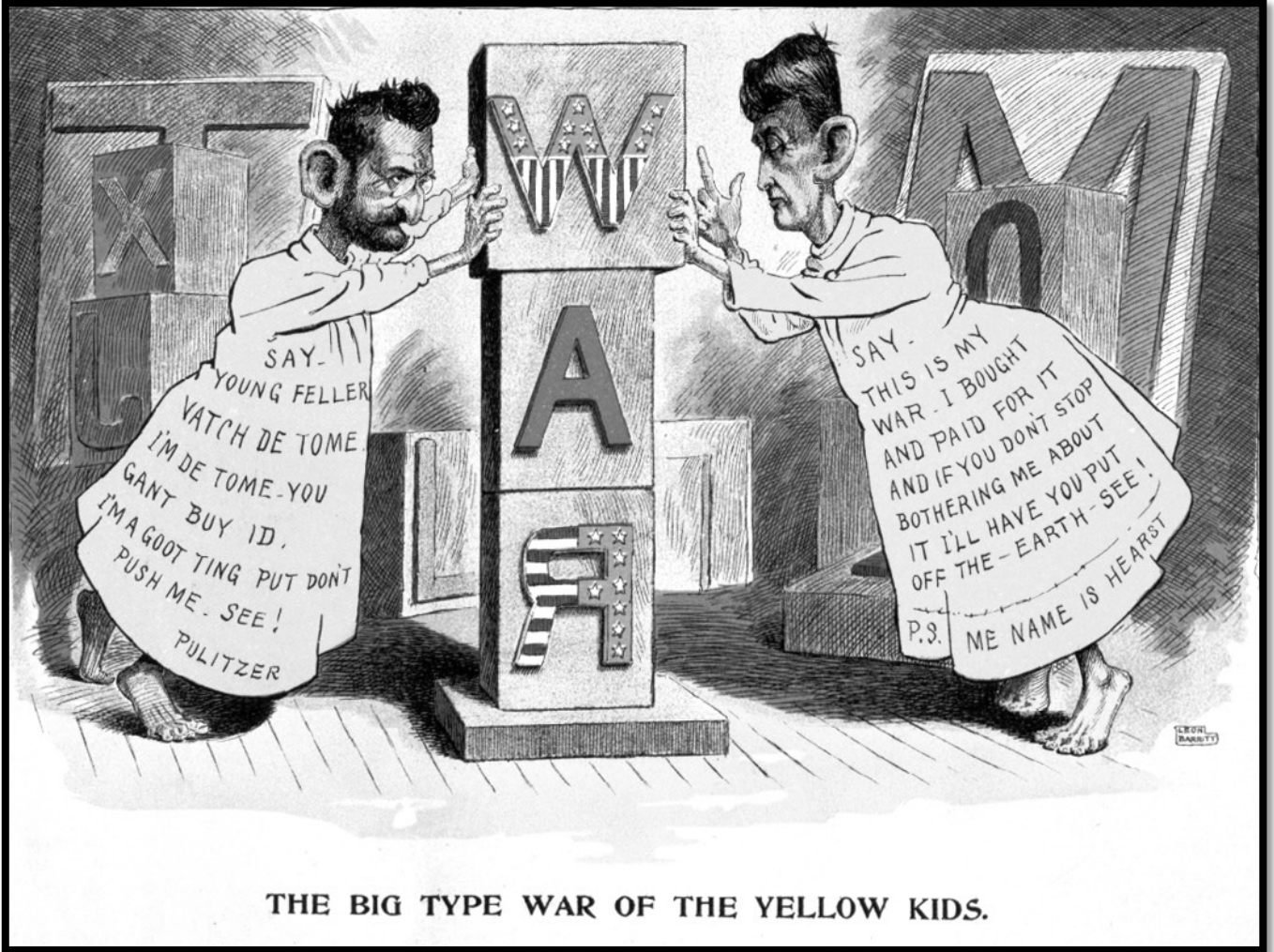


*Time
Nearly
Up*

By: Udo
Keppler

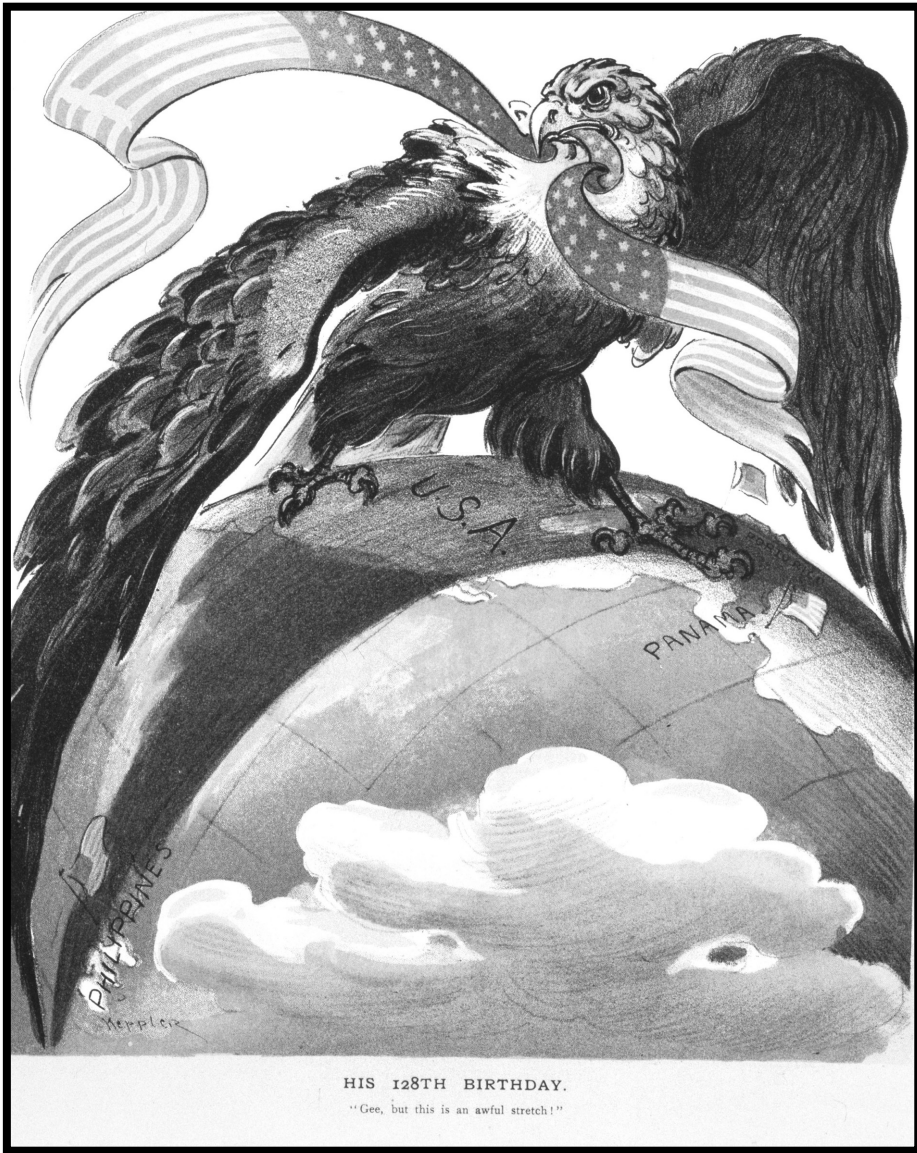
Puck
Magazine,
Oct. 13, 1897

Library of
Congress
Prints and
Photographs
Division



THE BIG TYPE WAR OF THE YELLOW KIDS.

The Big Type War of the Yellow Kids. By: Leon Barritt, Puck Magazine, June 29, 1898. Library of Congress Prints and Photographs Division



*His
128th
Birthday*

By: Udo
Keppler

Puck
Magazine,
June 29,
1904

Library of
Congress
Prints and
Photographs
Division

HIS 128TH BIRTHDAY.
"Gee, but this is an awful stretch!"



THE WORLD CONSTABLE.

The World Constable. By: Louis Dalrymple, Puck Magazine, January 15, 1905. Library of Congress Prints and Photographs Division

Compare and Contrast

How is yellow journalism different from well-founded journalism?

The following three pages contain:

- 1) The February 17, 1898 front page of William Randolph Hearst's *New York Journal and Advertiser*.
- 2) The text of the lead story published on February 17, 1898, by *the New York Journal and Advertiser* on the sinking of the U.S.S. Maine.
- 3) The text of the lead story published on February 17, 1898 by the *New York Times* on the sinking of the U.S.S. Maine.

Ask your students to examine the front page image of the *Journal*, and to read the two articles. How do the approaches of the two newspapers differ? Ask students to think about why it is important for citizens in a democracy to be provided with the best available facts as opposed to exaggeration and speculation? Ask them to consider how yellow journalism can affect the democratic process.

- Who or what is blamed for the explosion by each paper?
- Why does one paper contain actual quotes from identified sources and the other does not? Why does identifying a source matter?
- Why would the *Journal* offer a reward?
- The *Journal* offers vivid speculation on the cause of the explosion. (a mine wired electronically to the shore) Should readers trust the source(s) of that information? Why or why not?
- The *Times* offers a different explanation for the cause of the explosion. Is that explanation more trustworthy and plausible? Why?
- Why would the *Journal* print an elaborate front-page illustration? What effect might that illustration have on readers?
- What information does the *Journal* give readers to back up the sub-headline that Assistant Secretary of the Navy Theodore Roosevelt is convinced the explosion was not an accident?
- Why would the *Times* focus on the possibility that the explosion was caused by a fire in the coal bunker?
- Cite an example by the *Journal* of exaggeration or wild speculation.
- Cite an example by the *Times* of well-sourced and reasoned reporting.

\$50,000 REWARD.—WHO DESTROYED THE MAINE?—\$50,000 REWARD.

The Journal will give \$50,000 for information, furnished to it exclusively, that will convict the person or persons who sank the Maine.

EDITION FOR GREATER NEW YORK
NEW YORK JOURNAL
AND ADVERTISER.

The Journal will give \$50,000 for information, furnished to it exclusively, that will convict the person or persons who sank the Maine.

NO. 5,572. Copyright, 1908, by W. R. Hearst.—NEW YORK, THURSDAY, FEBRUARY 17, 1898.—16 PAGES. PRICE ONE CENT in Greater New York; Elsewhere, and Jersey City, TWO CENTS.

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY.

\$50,000!
\$50,000 REWARD!
For the Detection of the
Perpetrator of
the Maine Outrage!

The New York Journal hereby offers a reward of **\$50,000 CASH** for information, **FURNISHED TO IT EXCLUSIVELY**, which shall lead to the detection and conviction of the person, persons or government officials responsible for the explosion which resulted in the destruction, at Havana, of the United States war ship Maine and the loss of 258 lives of American sailors.

The **\$50,000 CASH** offered for the above information is on deposit with Wells, Fargo & Co.

No man is barred, be he the humblest but misguided common skinner or a few miserable dollars by acting as a spy, or the attorney of a government secret service, plotting, by any devilish means, to revenge the cruel insults of crippled miscreant countries.

This offer has been publicized in Europe and will be made public in every capital of the Continent and in London this morning.

The Journal believes that any man who can be brought to commit murder can also be brought to betray his country. **FOR THE PERPETRATOR OF THIS OUTRAGE HAD ACCOMPLICES.**

W. R. HEARST.

Assistant Secretary Roosevelt
Convinced the Explosion of
the War Ship Was Not
an Accident.

The Journal Offers \$50,000 Reward for the
Conviction of the Criminals Who Sent
258 American Sailors to Their Death.
Naval Officers Unanimous That
the Ship Was Destroyed
on Purpose.

\$50,000!
\$50,000 REWARD!
For the Detection of the
Perpetrator of
the Maine Outrage!

The New York Journal hereby offers a reward of **\$50,000 CASH** for information, **FURNISHED TO IT EXCLUSIVELY**, which shall lead to the detection and conviction of the person, persons or government officials responsible for the explosion which resulted in the destruction, at Havana, of the United States war ship Maine and the loss of 258 lives of American sailors.

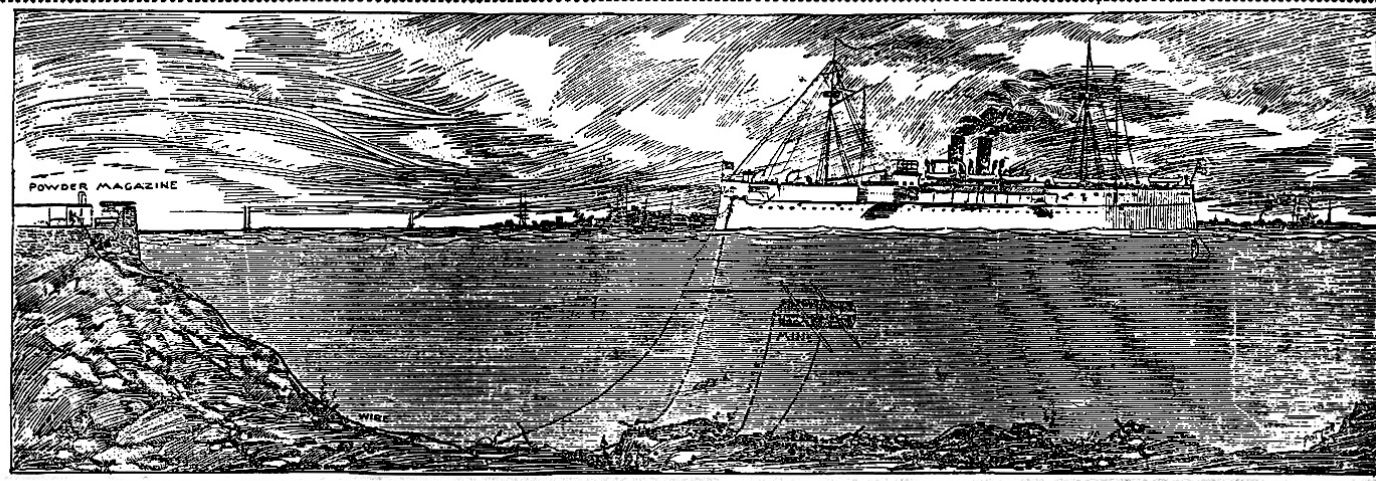
The **\$50,000 CASH** offered for the above information is on deposit with Wells, Fargo & Co.

No one is barred, be he the humble, but misguided, seaman, after out a few miserable dollars by acting as a spy, or the attorney of a government secret service, plotting, by any devilish means, to revenge the cruel insults of crippled miscreant countries.

This offer has been publicized in Europe and will be made public in every capital of the Continent and in London this morning.

The Journal believes that any man who can be brought to commit murder can also be brought to betray his country. **FOR THE PERPETRATOR OF THIS OUTRAGE HAD ACCOMPLICES.**

W. R. HEARST.



NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY A SPANISH MINE.

George Eugene Brisson, the Journal's special correspondent at Havana, cables that it is the secret opinion of many Spaniards in the Cuban capital that the Maine was destroyed and 258 of her men killed by means of a submarine mine, or fixed torpedo. This is the opinion of several American naval authorities. The Spaniards, it is believed, arranged to have the Maine anchored over one of the harbor mines. Wires connected the mine with a powder magazine, and it is thought the explosion was caused by sending an electric current through the wire. If this can be proven, the brutal nature of the Spaniards will be shown by the fact that they waited to spring the mine until after all the men had retired for the night. The Maltese cross in the picture shows where the mine may have been fired.

Hidden Mine or a Sunken Torpedo Believed to Have Been the Weapon Used Against the American Man-of-War---Officers and Men Tell Thrilling Stories of Being Blown Into the Air Amid a Mass of Shattered Steel and Exploding Shells---Survivors Brought to Key West Scout the Idea of Accident---Spanish Officials Protest Too Much---Our Cabinet Orders a Searching Inquiry---Journal Sends Divers to Havana to Report Upon the Condition of the Wreck.

Document A: *New York Journal and Advertiser* News story published, February 17, 1898

**DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY
Assistant Secretary Roosevelt Convinced the Explosion of the War Ship Was Not an
Accident. The Journal Offers \$50,000 Reward for the Conviction of the Criminals Who
Sent 258 American Sailors to Their Death. Naval Officers Unanimous That the Ship Was
Destroyed on Purpose.**

NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY A SPANISH MINE.

George Eugene Bryson, the Journal's special correspondent at Havana, cables that it is the secret opinion of many Spaniards in the Cuban capital, that the Maine was destroyed and 258 men killed by means of marine mine or fixed torpedo. This is the opinion of several American naval authorities. The Spaniards, it is believed, arranged to have the Maine anchored over one of the harbor mines. Wires connected the mines with a... magazine, and it is thought the explosion was caused by sending an electric current through the wire. If this can be proven, the brutal nature of the Spaniards will be shown by the fact that they waited to spring the mine after all the men had retired for the night. The Maltese cross in the picture shows where the mine may have been fired.

Mine or a Sunken Torpedo Believed to Have Been the Weapon Used Against the American Man-Of-War---Officer and Men tell Thrilling Stories of Being Blown into the Air Amid a Mass of Shattered Steel and Exploding Shells—Survivors Brought to Key West Scou[t] the Idea of Accident—Spanish Officials Protest Too Much---Our Cabinet orders a Searching Inquiry—Journal Sends Divers to Havana to Report Upon the Condition of the Wreck. Was the Vessel Anchored Over a Mine?

Assistant Secretary of the Navy Theodore Roosevelt says he is convinced that the destruction of the Maine in Havana Harbor was not an accident. The Journal offers a reward of \$50,000 for exclusive evidence that will convict the person, persons or government criminally responsible for the [destruction] of the American battleship and the death of 258 of its crew.

The suspicion that the Maine was deliberately blown up grows stronger every hour. Not a single fact to the contrary has been produced....

**Document B: *New York Times*
News story published, February 17, 1898**

MAINE'S HULL WILL DECIDE

Divers to Find Whether the Force of the Explosion Was from the Exterior or Interior.

SHE WAS AFLOAT FOR AN HOUR

Spontaneous Combustion in Coal Bunkers a Frequent Peril to the Magazines of Warships – Hard to Blow Up the Magazine.

WASHINGTON, Feb. 16 – After a day of intense excitement at the Navy Department and elsewhere, growing out of the destruction of the battleship Maine in Havana Harbor last night, the situation at sundown, after the exchange of a number of cablegrams between Washington and Havana, can be summed up in the words of Secretary Long, who when asked as he was about to depart for the day whether he had reason to suspect that the disaster was the work of the enemy, replied: "I do not. In that I am influenced by the fact that Capt. Sigsbee has not yet reported to the Navy Department on the cause. He is evidently waiting to write a full report. So long as he does not express himself, I certainly cannot. I should think from the indications, however, that there was an accident – that the magazine exploded. How that came about I do not know. For the present, at least, no other warship will be sent to Havana."

Capt. Schuley, who has had experience with such large and complicated machines of war as the New York, did not entertain the idea that the ship had been destroyed by design. He had found that with frequent and very careful inspection fire would sometimes be generated in the coal bunkers, and he told of such a fire on board of the New York close to the magazine, and so hot that the heat had blistered the steel partition between the fire and the ammunition before the bunkers and magazine were flooded. He was not prepared to believe that the Spanish or Cubans in Havana were supplied with either the information or the appliances necessary to enable them to make so complete a work of demolition, while the Maine was under guard...

History in Focus



Thank you!

I greatly appreciate your purchase of my products. This packet is designed as a tool for both learning and review.

I believe imagery is a strong educational tool. Pictures help students relate to and remember historical facts. Locating authentic copyright-free images is a big part of the challenge. All of the images I use have been obtained from government archives. I carefully select images that are both appropriate and historically relevant to each lesson.

I continue to add new products to my store, and encourage you to check back. I also want your feedback! Please feel free to offer ideas and suggestions. My goal is to produce tools that educators like, respect, and want to use. Thank you again.

Mike Goldfein

Teachers Pay Teachers Store

<http://www.teacherspayteachers.com/Store/History-In-Focus>

Leaving feedback helps you earn TPT credits toward the purchase of future items!

<http://www.teacherspayteachers.com/Tptcredits>

Terms of Use



Please note, this product is for personal classroom use by a single teacher. If you would like to copy this product for more than one teacher, please download additional licenses, available at 50% off the original price! We understand the wonderfully collaborative nature of teachers! If you would like to share this product with friends or colleagues, please return to your 'My Purchases' page and download unlimited additional licenses at 50% off the original price! Purchase Orders are welcomed and are often helpful in purchasing multiple licenses.

You May...

- Use this item for your own personal use.
- Use this item for your own classroom and/or students.
- Copy this item for use in your classroom by your students.
- Purchase unlimited licenses for others to use this item at 50% off the original price.
- Review this item for the purpose of recommending it to others, provided you include a link for it to be purchased directly from History In Focus.

But Please Don't...

- Give this item to others.
- Copy this item for use by others.
- Post this item on a website, including a personal website, classroom website, or district website.
- Copy or modify any part of this document to offer others for free or for sale.

© Copyright 2014. History in Focus. All rights reserved. Permission is granted to copy pages specifically designed for student or teacher use by the original purchaser or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) is strictly forbidden. Doing so is a violation of the Digital Millennium Copyright Act (DMCA).