CHAPTER TWENTY
COMMONWEALTH AND EMPIRE, 1870–1900

CHAPTER OVERVIEW
This chapter covers the conflicts between the populists and those groups that held the wealth and power. Mass political movements of farmers and workers were organized. These movements were also actively supported and shaped by women in addition to struggling for their own rights. There was a moment of democratic promise that was lost when Americans might have established a commonwealth based on agreement of the people for the common good. Instead a national governing class and a large bureaucratic state emerged. While debating their future, most Americans seemed united in pursuing an empire. Anti-imperialists lost as the U.S. acquired numerous territories and took an interventionist stance toward others.

CHAPTER OBJECTIVES
After reading the chapter and following the study suggestions given, students should be able to:

1. Explain the meaning of “a moment of democratic promise” as envisioned by Edward Bellamy and his followers in Point Loma, California as well as other reformers and populist organizers.
2. Describe the effects of the rapid expansion of government that paralleled the rapid growth of the economy in the late nineteenth century.
3. Describe the alternative governmental system as viewed by the Populist movement.
4. Discuss the crisis of the 1890s and the effects it had on people’s view of the political system.
5. Explain why the election of 1896 was a turning point in American politics.
6. Summarize the interests and issues that persuaded many Americans of the need for an overseas empire.
7. Outline the steps by which the United States gained an empire and developed a foreign policy for that empire.
8. Summarize the arguments of the anti-imperialists.
9. Making Connections: Chapters Nineteen and Twenty: Compare the gospel of wealth to the social gospel.

CRITICAL THINKING/READING SKILLS

AMERICAN COMMUNITIES: The Cooperative Commonwealth: What was the nature of the community that some Americans like Edward Bellamy envisioned?

TOWARD A NATIONAL GOVERNING CLASS: What was the national governing class that emerged? How did it consolidate in the modern two-party system as well as in the federal governmental bureaucracy? What reforms were enacted?

The Growth of the Government: How and why did governmental services develop and grow at all levels? What other federal bodies were founded or expanded at this time? What was the Interstate Commerce Commission and what was its significance in terms of governmental power? What was the result for the federal government’s power?
The Machinery of Politics: How did the growth of government affect the machinery of politics? What type of record or principles did each party present? What type of consistency was there to each party’s principles? How did the power of the president compare to Congress or to the state legislatures? What were the voting patterns of the parties and the branches of government they controlled? What type of voter participation was there? How did parties pay for the cost of organizations and campaigns? What was John Jay Chapman’s observation?

One Politician’s Story: How was James Garfield a typical politician of this age? How did ordinary citizens see government? What was Bellamy’s recommendation?

The Spoils System and Civil Service Reform: What was the spoils system and how extensive was it? What reform was proposed and enacted? What was the Pendleton Act and what effect did it have on patronage? What was the position of lawyers in national politics?

FARMERS AND WORKERS ORGANIZE THEIR COMMUNITIES: What type of political movement did many farmers and workers develop? What were the principles of this Populist movement?

The Grange: What was the Grange and what were its principles? How did it become a political organization? What were the major grievances of farmers? Who did they see as their enemies and what types of reforms did they want? What happened to the Grange by 1880 and what longer lasting effects did it have?

The Farmer’s Alliance: What types of farmer organizations developed after the Grange and where were they located? What were their principles? How did they operate differently from the Grange and what successes did they have?

Workers Search for Power: What types of organizations did the workers develop? What were the Tompkins Square Riot and the “Great Uprising of 1877”? How did authorities react to each and what other general effects were there? What happened to most of the labor groups and what long range effects did they have? Who was Henry George and what was he symbolic of?

Women Build Alliances: What type of alliances were built within men’s organizations as well as specific women’s groups? Who was Frances E. Willard and what beliefs and views did she have? What was the extent of influence of the WCTU? How did the Populist movement react to women as members?

Farmer-Labor Unity: How did farmer-labor unity develop and what influence did it have in American politics? How well did they fare in the 1892 election?

THE CRISIS OF THE 1890s: What were the events that made up the crisis of the 1890s? How did government and the political parties respond? What conflicts resulted?

Financial Collapse and the Depression: What caused the financial collapse and resulting depression? What was the extent of the depression? What types of problems arose and what were the responses from government?

Strikes and the Solidarity of Labor: How united was the labor movement during the 1890s? What were the circumstances and outcome of the Homestead strike against the Carnegie Steel Company? In what way had the union defeated itself? What were the circumstances and outcome of the Pullman strike and how did Eugene V. Debs try to avoid the mistakes at Homestead? What did Debs go on to do in the late 1800s and early 1900s?
**The Social Gospel:** Who were the main leaders of the social gospel movement and what did they call for? What groups did the social gospel appeal to?

**Politics of Reform, Politics of Order:** What was the conflict between the advocates of reform and those who valued order? How did the political parties line up on these issues? What was the outcome?

**The Free-Silver Issue:** What was the free silver issue? What positions were taken by the political parties? What groups favored and what groups opposed the free coinage of silver? What was President Cleveland’s response?

**Populism’s Last Campaigns:** What was the problem for Populists in the 1896 election? Who was William Jennings Bryan and how did he fit in the free silver controversy and Populist ranks?

**The Limits of Democracy:** What were the limits of democracy in terms of both presidential candidates? What types of actions eroded the rights of African Americans? What various rulings of the Supreme Court further limited African American rights? What view did the era’s major reformers and protest movements have on racial and ethnic prejudice? Who was Ida B. Wells and what did her investigation show? What successes did she have?

**Tom Watson:** Who was Tom Watson and what does his story illustrate? What views and programs did Tom Watson advocate and how popular was he? What happened to him later?

**The Imperialism of Righteousness:** What was the “imperialism of righteousness” and what economic motivations were behind it? How was imperialism propelled both by Christian missionaries and economic and political ones?

**The White Man’s Burden:** What was the notion of the white man’s burden? How did Frederick Jackson Turner’s ideas fit into imperialism? How was the World’s Fair in Chicago symbolic of imperialist issues and American notions of superiority? What were the views of Frederick Douglass and Ida B. Wells on the World’s Fair? Who was Josiah Strong and what were his views of empire? What were the views of Beveridge?

**Foreign Missions:** How did foreign missions coincide with imperialism? What groups did the mission field appeal to? What successes did they have? What was meant by America’s three occupying forces: army, navy, and the “Y”? What overseas area was the most popular with missionaries and merchants alike? How did Josiah Strong express the connection of economics and religion?

**An Overseas Empire:** What areas did the United States acquire as empire? Who was William H. Seward and what was his role in empire building ideas? What areas did he actually acquire? How did the United States advocates of empire view the nations south and north of the United States? What actually happened? Who was Alfred Thayer Mahan and what argument did he present in *The Influence of Sea Power upon History, 1660–1873*? How did the U.S. annex Hawaii and what was the economic connection? How was Hawaii viewed in relation to the Pacific? What were the views of Secretaries of State James Blaine and John Hay?

**The Spanish-American War:** What were the causes and results of the Spanish-American War? What were the views of President McKinley on the war?

**A “Splendid Little War” in Cuba:** Who viewed the war as a “splendid little war?” Why did Americans want Cuba? How did Presidents Cleveland and McKinley react to the growing conflict? What events brought America into the war? What was the Senate vote on the war resolution? How was Cuba dealt with after the war?
War in the Philippines: How did the U.S. gain the Philippines? What was the policy of President McKinley? Why did the Filipino rebels turn against the U.S.? Why was the American action referred to as a modern guerrilla war? What was the outcome? What were the ideas expressed in Strong’s Expansion?

Critics of Empire: What individuals and groups made up the critics of empire? What were the contrary arguments of the anti-imperialists? What was the Anti-Imperialist League and what actions did they take? How did the two broad lines of dissent show themselves in the League? What views did the press have of the war? What was the public attitude?

CONCLUSION: What was the end result for populists who wanted to retain community self-government? What happened instead?

KEY TERMS/VOCABULARY
Identify the following terms:

1. Edward Bellamy
2. industrial army
3. “New Nation”
4. Point Loma
5. Katherine Tingley
6. Department of Agriculture
7. Department of Interior
8. Pension Act of 1890
9. Interstate Commerce Commission
10. William Marcy Tweed
11. Michael Kenna
12. boodle
13. John Jay Chapman
14. James Garfield
15. Department of Education
16. spoils system
17. Civil Service Reform Association
18. Pendleton Act
19. Circuit Court of Appeals Act of 1891
20. Grange
21. Oliver H. Kelley
22. Munn v. Illinois
23. Charles W. Macune
24. National Farmers’ Alliance and Industrial Union
25. National Colored Farmers’ Alliance and Cooperative Union
26. Southern and Northern Farmers’ Alliance
27. Tompkins Square Riot
28. Great Uprising of 1877
29. Henry George
30. Law and Order League
31. National Guard
32. Progress and Poverty
33. Patrons of Husbandry
34. Frances E. Willard
35. WCTU
36. Populist Movement
37. Leonora M. Barry
38. Mary E. Lease
39. Annie Diggs
40. People’s Party Platform
41. Ignatius Donnelly
42. “pepper and salt”
43. Caesar’s Column
44. Philadelphia and Reading Railroad
45. vagrancy laws
46. Jacob Coxey
47. Homestead Strike
48. Pullman Strike
49. Eugene V. Debs
50. Amalgamated Iron, Steel and Tin Workers
51. Henry C. Frick
52. George Pullman
53. American Railway Union
54. social gospel movement
55. Beulahland
56. Young Women’s Christian Association
57. free silver issue
58. Grover Cleveland
59. “soft” currency
60. greenbacks
61. 1873 Coinage Act
62. Sherman Silver Purchase Act
63. McKinley Tariff
64. Silver Democrats
65. William McKinley
66. William Jennings Bryan
67. David Waite
68. “Cross of Gold”
69. Ida B. Wells
70. American Protective Association
71. Jim Crow laws
72. civil rights cases
73. Plessy v. Ferguson
74. Cumming v. Richmond County Board of Education
75. grandfather clauses
76. National Association of Colored Women
77. Tom Watson
78. imperialism
79. Albert J. Beveridge
80. Frederick Jackson Turner
81. Frederick Douglass
82. Josiah Strong
83. William H. Seward
84. Alfred Thayer Mahan
85. James Blaine
89. Pan-American Conference 98. Maine 106. Theodore Roosevelt
91. Naval War College 100. Rough Riders 108. Emilio Aguinaldo
93. ocean bride 102. Cuban-American Treaty of 1903 110. gu-gus

STUDY SKILLS ACTIVITIES

   a. Which political party dominated during the latter portion of the nineteenth century?
   b. Which president was elected by the largest popular vote?
   c. What were some of the major issues of the time?

2. Make Connections: As a class have students locate Tammany or Tammany Hall from Chapter Three, Chapter Thirteen, and Chapter Twenty. Guide students to make the connections and outline the development of Tammany Hall and other areas dominated by a political boss.

3. Compare and Contrast: Use the chart on p. 274 to help students understand the major issues of the gold standard versus the silver standard. After completing the chart have students write a free-response essay. Essay Prompt: Trace the development of monetary reform in the late nineteenth century.

4. Research Project: Have students briefly identify the terms on p. 274. Each has some significance to the Spanish-American War. Suggest students use the 3″ x 5″ index cards as mentioned earlier. Students are to answer the questions: Who? What? When? Where? Why? And How?

5. Cooperative Learning: Have students read from the Documents Set essays by Alfred T. Mahan, Frederick Jackson Turner, and George F. Hoar. Divide the class into two teams and debate IMPERIALISM VS. ANTI-IMPERIALISM. Give students time to collect data and appoint one spokesperson for each team. Allow each spokesperson five minutes to present their case. Then allow two minutes for rebuttal. Poll the class to see which team did a better presentation of facts.

6. Supreme Court Cases: Several significant cases are discussed. Have students read the synopsis of each case on pp. 275–277 and answer the critical thinking questions.

7. Enrichment Activity: Have a “brown bag” lunch, movie night, or an outside of class assignment and view The Wizard of Oz. Students will need to research to locate all of the answers to the Analysis Activity Sheet on p. 278.

8. Writing Skills: Appraise the prompt at the end of Chapter Twenty. Discuss with students the labor and farmer organizations of the nineteenth century. Prepare students to answer the essay prompt. NOTE TO TEACHERS: This kind of “extent to which...” question is not unusual on the national exam. Usually there is truth or correctness within the statement to one degree or the other. Your students’ goal would be to determine the truth of the statement, ascertain the extent of that truth, and then take a position explaining what they had found. There are no right or wrong answers in this situation. The validity of their essay is based completely upon how well they can prove their position. Explain this to your students and remind them of the importance of a valid thesis statement backed up with outside facts (from chapter) and facts from the documents.
## Gold Standard Versus Silver Standard

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<thead>
<tr>
<th>Basis of the System</th>
<th>Gold Standard or Hard Money</th>
<th>Silver Standard or Soft Money</th>
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<tr>
<td><strong>Advantages</strong></td>
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<td><strong>Disadvantages</strong></td>
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<td><strong>Related Political Issues</strong></td>
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<td><strong>Groups in Favor</strong></td>
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<td><strong>Groups Against</strong></td>
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<td><strong>Significant Election Results</strong></td>
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<td><strong>Laws Passed</strong></td>
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<td><strong>Results of Issue By 1900</strong></td>
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### Spanish-American War Terms

1. Rudyard Kipling  
2. Alfred T. Mahan  
3. Henry Cabot Lodge  
4. Theodore Roosevelt  
5. Alaska  
6. Midway Island  
7. Samoan Islands  
8. Guam  
9. Venezuela Boundary Dispute  
10. Cuba  
11. General Valeriano Weyler  
12. Jingoes  
13. Yellow journalism  
14. Evangelina Cisneros  
15. Insurrectos  
16. William Randolph Hearst  
17. Joseph Pulitzer  
18. *Virginius*  
19. De Lome Letter  
20. *Maine*  
21. President McKinley  
22. John Hay  
23. Admiral William T. Sampson  
24. Rough Riders  
25. Santiago  
26. William Shafter  
27. Joseph Wheeler  
28. Nelson Miles  
29. Walter Reed  
30. Philippines  
31. Commodore Dewey  
32. Emilio Aguinaldo  
33. Treaty of Paris  
34. Insular Cases
Supreme Court Cases

Munn v. Illinois, 1877

The Case: Grangers complained to their lawmakers about the price-fixing policies of grain wholesalers, warehousers, and operators of grain electors. Several states passed acts that became known as Grange Laws. The Illinois legislature passed a Warehouse Act establishing maximum rates for storing grains. The storage firm of Munn and Cott was found guilty of violating the maximum-rate law, and five years later the case reached the Supreme Court on appeal. Munn appealed on the grounds that the law violated the Fifth and Fourteenth Amendments by confiscating private property without due process of law. The Chief Justice Morrison Waite and the Supreme Court held that because the storage facilities were devoted to public use their rates were subject to public regulation.

Significance: The Supreme Court upheld the Warehouse Act as constitutional, ruling that states had the power to regulate private property in the public interest.

CRITICAL THINKING:

1. This decision led the way to state and later federal regulation of business. Why did the Grangers feel this was necessary?
2. Why do state governments regulate businesses such as utility companies?
3. Are there any present day cases involving government regulation of business?

Wabash, St. Louis & Pacific RR Co. v. Illinois, 1886

The Case: An Illinois law prohibited the practice of different rates for long haul and short haul traffic. The Court ruled that states could only regulate intrastate commerce, not interstate commerce. Only Congress had the power to control interstate commerce.

Significance: This led to a push for the Interstate Commerce Act of 1887, which established the Interstate Commerce Commission, the first federal administrative agency.

CRITICAL THINKING:

1. Compare and contrast the Munn and Wabash cases.

U.S. v. E.C. Knight Co., 1895

The Case: This case is commonly known as the Sugar Trust Case and became the first Federal Sherman Antitrust Act prosecution to reach the Supreme Court. The American Sugar Refining Company was controlled by a holding company, the E.C. Knight Company. The Company controlled over ninety-eight percent of the sugar-refining business in the United States, which gave it a virtual monopoly.
Significance: Chief Justice Melville Fuller and the majority of the Supreme Court ruled that the Sherman Act only applied to interstate commerce, not manufacturing. Although the company monopolized manufacturing, the Court found no violation of the Sherman Act. The Court later will widen its view of the Sherman Act.

CRITICAL THINKING:

1. Would you agree with the Supreme Court in this case? Why or why not?

2. Why would it be necessary for the federal government to be involved in breaking up monopolies?

Pollock v. Farmers’ Loan and Trust Co., 1895

The Case: In the late 1890s the Populist Party lobbied for an income tax. The Populist Party and other Americans felt the United States dependence on tariffs for revenue placed an unfair burden on lower income groups. In 1894, the Wilson-Gorman Tariff passed Congress and imposed an income tax of two percent on all incomes exceeding $4,000.

Significance: Although income taxes had been in use for over thirty years, the Court ruled that this tax was unconstitutional. This led to passage of the Sixteenth Amendment that specifically permitted an income tax.

CRITICAL THINKING:

1. How would a tariff place more of a financial burden on lower income groups?

2. Which group(s) of people supported the Populist Movement?

Insular Cases

The Case(s): After the Spanish-American War and acquisition of several overseas possessions the United States was faced with how to govern these new possessions. Many congressmen appeared reluctant to give full constitutional rights to people with no background in American traditions. Between 1901 and 1922 a series of cases came before the Supreme Court.

Significance: The court decided that possessions of the United States fell into two categories: incorporated and unincorporated. Incorporated territories, such as Hawaii and Alaska, were given all constitutional rights. Unincorporated territories, such as Puerto Rico and the Philippine Islands, were not given any fundamental rights and were subject to tariffs imposed by Congress and denied trials by jury. Today the Philippines are an independent republic and Puerto Rico is a commonwealth and enjoys full constitutional rights.

CRITICAL THINKING:

Why did territorial ownership present a governmental problem to the United States?


**Plessy v. Ferguson**

**The Case:** During Reconstruction many states had enacted Jim Crow laws, which required separate accommodations for African Americans. In 1892, Homer Plessy took a seat in the “whites only” section of a railroad car. He was arrested and his attorney argued that the arrest was illegal since the law was unconstitutional. The case eventually went to the Supreme Court. Justice Henry Brown and the majority of the court ruled against Plessy, saying that “separate, but equal accommodations” was a reasonable request and fell under state power.

**Significance:** The ruling “separate but equal” remained in effect for almost sixty years. In 1899 in the case of *Cumming v. Richmond County Board of Education* the Court allowed separate schools for blacks and whites, even where facilities for African-American children did not exist.
The Wizard of Oz and Populism

Through research, the Internet, and reading The Wonderful World of Oz by Frank Baum, answer the following.

What do each of the following items represent in The Wizard of Oz?

1. Land of Oz
2. Wicked Witch of the East
3. Munchkin people
4. Emerald City
5. Wizard of Oz
6. Dorothy
7. Yellow Brick Road
8. Silver Shoes
9. Scarecrow
10. Tin Woodsman
11. Lion
12. The group
13. Wicked Witch of the West
14. Flying monkeys
15. Why do you think the only thing that can kill the Wicked Witch of the West is water?

Answers to The Wizard of Oz

To the Instructor: If students read the novel they will have a better grasp of the symbolism.

1. farm land/farmer’s life
2. factory owners
3. eastern factory workers (*note the different colors of clothes of each group i.e., the lollipop guild, lullaby league)
4. Washington, D.C.
5. the president/politicians
6. the good in people
7. the gold standard
8. free silver issue
9. farmer (undervalued in society)
10. dehumanized eastern worker
11. William Jennings Bryan
12. Coxey’s Army
13. harsh environment in the West
14. American Indians
15. It is a valuable commodity to the farmer.
MAP SKILLS/Critical VIEWING ACTIVITIES

1. *Strikes by States, 1880*
   a. What three states had the greatest number of strikes after the uprising of 1877?
   b. Which five states had the second highest rate?
   c. Where were most of these strikes concentrated?
   d. What general areas had the least number of strikes?

2. *Election of 1896, by States*
   a. What areas of the country did each candidate carry?
   b. What types of areas were they?
   c. Notice the popular vote and the electoral vote. Why was the popular vote so close?

3. *The American Domain*
   a. When did American involvement and acquisition of territory begin in the Pacific?
   b. Which territory is farthest North?
   c. Why did the U.S. become involved in areas outside on the continental United States?

4. *The Spanish-American War*
   a. What were the two theaters of action in the war?
   b. What two bodies of water were involved?
   c. When was the war?

5. Two maps are provided for reinforcement (see pp. 281–282).

6. *Federal Employment by Decade, 1871–1901*
   a. How much did federal employment grow between 1871 and 1901?
   b. What was the lowest number of employees?

7. *Work Stoppages, 1881–1899*
   a. What were the major issues?
   b. When were work stoppages the highest?

READING QUIZ

MULTIPLE CHOICE:

1. Which one of the following was NOT one of Edward Bellamy’s concepts in his novel, *Looking Backward*?
   a. Automated machinery will eliminate most menial tasks.
   b. The United States would be a cooperative commonwealth.
   c. Communities collectively own businesses.

2. The Point Loma community actually tried to create Bellamy’s community ideas and
   a. managed to survive into the 1950s.
   b. failed within the first year.
   c. were not able to fulfill their children’s education.
   d. were destroyed by rioters who considered them anarchists.
3. Bellamy hoped citizens would mobilize nationwide and
   a. establish cooperative communities throughout the world.
   b. overturn the existing political and economic leadership.
   c. work against the building of empire.
   d. create an international union.

4. Which one of the following was NOT a federal agency or department that grew or began during this period from 1870 to 1900?
   a. Treasury  c. Labor
   b. Veterans Bureau  d. Defense

5. From 1877 to 1893 the position of president of the United States was basically
   a. a weak position yielding to Congress and state legislatures.
   b. a powerful position directing Congress and the Courts.
   c. powerful in foreign policy but weak in domestic affairs.
   d. well established as a position of representing the “forgotten American.”

6. The Pendleton Reform Act attempted to reform what area?
   a. civil rights  c. civil service
   b. railroad rates  d. public education

7. Which one of the following groups would be the LEAST likely to have many populists in it?
   a. farmers  c. workers
   b. business executives  d. African Americans

8. Which one of these would NOT be in a Granger’s list of “thieves in the night”?
   a. railroads
   b. farm equipment manufacturers
   c. banks
   d. labor unions

9. The Tompkins Square Riot and the Great Uprising of 1877 were both examples of reactions by
   a. white laborers against African Americans and foreigners.
   b. laborers demanding rights during the economic panic.
   c. National Guard soldiers against urban rioters.
   d. nationwide farmer alliances against big business and big government.

10. If you were a member of the largest organization of women in the world in the late nineteenth century, you would belong to the
    a. Women’s Christian Temperance Union.
    b. Women’s Union Missionary Society of Americans for Heathen Lands.
    d. Young Women’s Christian Association.

11. The People’s Party or Populists ran the strongest in the 1892 election in this area of the country:
    a. New England  c. Great Plains and the West
    b. Upper South  d. Midwest
The Spanish-American War (Cuba)

- American forces
- Spanish forces
- American victories
- U.S. naval blockade
- Spanish possessions

- USS Maine sunk Feb. 1898
- Havana
- San Juan
- Santiago
- Tampa
- Bermuda Islands
- Bahamas Islands
- Jamaica (Br.)
- Cayman Islands (Br.)
- Florida
- Caribbean Sea
- Atlantic Ocean
- Gulf of Mexico
- United States
- Cuba
- Dominican Republic
- Haiti
- Puerto Rico
- Panama
- Nicaragua
- Costa Rica
- Honduras
- Spanish fleet destroyed July 3, 1898
- Spanish possessions
- American victories
- U.S. naval blockade
- Spanish forces
- American forces

Key:
- "El Caney July 1, 1898"
- "Santiago"
- "San Juan Hill July 1, 1898"
- "Kettle Hill July 1, 1898"
- "Havana"
- "San Juan"
- "Santiago"
- "PANAMA"
- "NICARAGUA"
- "COSTA RICA"
- "HONDURAS"
- "DOMINICAN REPUBLIC"
- "HAITI"
- "PUERTO RICO"
- "CUBA"
- "JAMAICA (Br.)"
- "BAHAMA ISLANDS (Br.)"
- "ATLANTIC OCEAN"
- "UNITED STATES"
- "GULF OF MEXICO"
- "FLORIDA"
- "USS Maine sunk Feb. 1898"

The Spanish-American War (Philippines)

- Dewey
- Manila surrender Aug. 13, 1898
- Spanish fleet destroyed May 1, 1898

Key Locations:
- Dewey
- Manila
- Corregidor
- Sulu Sea
- Mindanao
- Luzon
- Formosa (Taiwan) (Japanese)
- Gulf of Tonkin
- Hong Kong (Br.)
12. The financial collapse and depression of the 1890s was precipitated by the downfall of this company in March 1893:
   a. U.S. Steel  
   b. Standard Oil Refineries  
   c. Union Pacific Railroad  
   d. Philadelphia and Reading Railroad

13. In 1894 Jacob Coxey gathered an army. The members were
   a. part of Bellamy’s concept of an industrial army.  
   b. demanding a public works program to create jobs.  
   c. women who were going to storm saloons to enforce prohibition.  
   d. amalgamated strikers who were planning to storm Carnegie Steel.

14. If you were in favor of soft currency in the 1890s, you would be LEAST likely to support
   a. the gold standard.  
   b. treasury notes.  
   c. free coinage of silver.  
   d. inflated currency.

15. If you believed in the promise of “a full dinner pail” in the 1900 election, then you voted for
   a. William Jennings Bryan.  
   b. Tom Watson.  
   c. William McKinley.  
   d. Grover Cleveland.

16. Which one of the following authors is NOT correctly matched to their book?
   a. Washington Gladden/Applied Christianity  
   b. F. J. Turner/The Significance of the Frontier in American History  
   c. Josiah Strong/Expansion  
   d. George Dewey/The Influence of Sea Power upon History

17. Which one of the following is NOT an area of empire gained by the United States up to and including the McKinley administration?
   a. Panama Canal  
   b. Philippines  
   c. Hawaii  
   d. Puerto Rico

18. Both the Teller and Platt Amendments illustrate the conflict of Americans over
   a. recognizing unions.  
   b. allowing any foreign trade and overseas investment.  
   c. acquiring empire, in this case Cuba.  
   d. various populist issues.

CHRONOLOGY AND MAP QUESTIONS:

19. Which one of the following is the CORRECT order for these events?
   (1) McKinley re-elected  
   (2) Pendleton Civil Service Reform  
   (3) Hawaii annexed  
   (4) Alaska purchased
   a. 4,3,2,1  
   b. 2,4,1,3  
   c. 4,2,3,1  
   d. 1,2,4,3

20. Which one of the following is the CORRECT order for these labor events?
   (1) Coxey’s Army marches  
   (2) Great Uprising of 1877  
   (3) Tompkins Square Riot  
   (4) Homestead steelworkers strike
   a. 2,1,4,3  
   b. 1,4,2,3  
   c. 4,1,3,2  
   d. 3,2,4,1
21. *Plessy v. Ferguson* establishes segregation as “separate but equal” in
   a. 1876.    c. 1896.
   b. 1888.    d. 1899.

22. Which one of the following states is NOT one of those with the highest strike rates in 1880?
   a. Ohio    c. New York
   b. Florida d. Pennsylvania

23. William Jennings Bryan won the most support in these states in the 1896 election:
   a. New England    c. the West and South
   b. the Midwest    d. the Northeast

SHORT ESSAY:

24. Why did citizens in the North and South hold differing views on the use of tariffs?
25. Describe Bryan’s “Free Silver” campaign.
26. What was the “White Man’s Burden?”

EXTENDED ESSAY:

27. Why was organized labor nativistic?
28. In what ways did economic concerns drive American imperialism?
29. In what ways did religious fervor drive American imperialism?
30. In what ways did American expansion run counter to the country’s founding ideals?