



High School US History

WEEK #2

U.S. Imperialism**Lesson 2****The Spanish–American War****Key Terms and People**

José Martí Political activist who worked for Cuban independence

Valeriano Weyler General sent from Spain to Cuba to restore order in 1896

yellow journalism Reporting in newspapers and magazines that exaggerates the news in order to make it more exciting

USS *Maine* U.S. warship that exploded in a Cuban harbor in 1898

George Dewey U.S. naval commander who led the American attack on the Philippines

Rough Riders Fighting unit led by Theodore Roosevelt in Cuba

San Juan Hill Location of an important American land victory in Cuba

Treaty of Paris The treaty that ended the Spanish-American War

Before You Read

In the last lesson you learned how the United States became an imperialist power and took over the Hawaiian Islands. In this lesson you will learn how the United States became involved in Cuba and fought a war with Spain.

As You Read

Complete a cause and effect chart as you take notes on the Spanish-American War.

CUBANS REBEL AGAINST SPAIN**What happened when Cuba rebelled against Spain?**

Between 1868 and 1878 Cubans fought their first war for independence from Spain. The rebels did not win, but they did force Spain to abolish slavery in 1886. After that, United States capitalists invested in sugarcane plantations in Cuba.

Sugar was the most important product of Cuba. The United States was the main market for the sugar. As long as the United States did not charge a tariff on Cuban sugar, the Cuban

economy thrived. But the Cuban economy collapsed in 1894 when a tariff on sugar was imposed.

In 1895 Cubans began a second war for independence. The rebellion was led by **José Martí**. He was a Cuban poet and journalist who had been living in exile in New York. Martí organized a campaign of destroying property, especially American-owned sugar plantations, as a way of provoking the United States to action. The rebels wanted the United States to join their cause.

American opinion was mixed. Some wanted to support Spain in order to keep

Lesson 2, continued

their investments safe. Others wanted to help the Cuban people win their freedom from Spain just as the United States had won its independence from England.

1. How did Cuba's two wars for independence affect American business interests?

WAR FEVER ESCALATES**Why did Americans become angry with Spain?**

In 1896 Spain sent an army to Cuba to restore order. The army was led by General **Valeriano Weyler**. Weyler rounded up the entire rural population of central and western Cuba. He kept 300,000 people as prisoners in concentration camps. That way they could not help the rebels. Thousands died of hunger and disease.

This story was widely reported in the United States. Rival newspapers in New York made the terrible events sound even worse. They exaggerated the brutality of the story in order to attract readers. These sensational stories became known as **yellow journalism**—reporting that exaggerates the news in order to make it more exciting.

William McKinley became president in 1897. At that time, many Americans wanted the United States to help the rebels against Spain. McKinley tried to find a peaceful solution to the crisis. His efforts had several positive results. Spain sent General Weyler home, changed the concentration camp policy, and gave Cuba limited self-government.

Then two events made Americans very angry at Spain. The first was the publication of a letter that insulted the American president. The de Lôme letter

was written by a Spanish diplomat. It criticized McKinley for being weak. Although some Americans agreed that the president was weak, they did not want to hear this criticism from a Spanish official.

Only a few days after the letter was published, something worse happened. The battleship **USS *Maine*** was stationed in Cuba to protect American lives and property. On February 15, 1898, the ship exploded. The ship sank, and 260 officers and crew on board died. The cause of the explosion was not known. However, newspapers blamed Spain. Americans cried for war.

2. What two events led Americans to call for war against Spain?

WAR WITH SPAIN ERUPTS**Where and when did the fighting take place?**

On April 20, 1898, the United States went to war with Spain. The first battle took place in the Philippines. The Philippines had been a Spanish colony for 300 years. They had rebelled many times. In 1896 they began another rebellion.

On May 1, 1898, the American naval commander **George Dewey** sailed into Manila Bay in the Philippines. His ships destroyed the Spanish fleet there. In the next two months, U.S. soldiers fought on the side of the Filipino rebels. The Spanish surrendered to the United States in August.

In Cuba, the American navy blocked off the harbor of Santiago de Cuba. Spanish ships could not leave. Then American troops landed on the island in June 1898.

Lesson 2, *continued*

One unit of volunteer soldiers was called the **Rough Riders**. Theodore Roosevelt was one of their leaders. They helped win the important battle of **San Juan Hill**. American newspapers made Roosevelt a hero.

When the Spanish ships tried to leave the harbor, their fleet was destroyed. This led the Spanish to surrender on July 25.

Spain quickly agreed to a peace treaty. The **Treaty of Paris** granted Cuba its independence. Spain gave Puerto Rico and the Pacific island of Guam to the United States. The United States paid Spain \$20 million for the annexation of the Philippine Islands.

The Treaty of Paris touched off a great debate in the United States about

imperialism. President McKinley was in favor of it. But some prominent Americans presented a variety of arguments against annexation. Booker T. Washington argued that the United States should settle race-related issues at home before taking on social problems elsewhere. Labor leader Samuel Gompers opposed the treaty because he believed Filipino workers would compete for American jobs. The Senate approved the treaty on February 6, 1899.

3. What three territories did the United States get from the war with Spain?

Lesson 2, *continued*

As you read about the Spanish-American War, write notes in the appropriate boxes to answer the questions about its causes and effects.

CAUSES: HOW DID EACH OF THE FOLLOWING HELP TO CAUSE THE OUTBREAK OF THE SPANISH-AMERICAN WAR?
1. American business owners
2. José Martí
3. Valeriano Weyler
4. Yellow journalism
5. De Lôme letter
6. USS <i>Maine</i>

EFFECTS: WHAT HAPPENED TO EACH OF THE FOLLOWING TERRITORIES AS A RESULT OF THE SPANISH-AMERICAN WAR?
7. Cuba
8. Puerto Rico
9. Guam
10. Philippine Islands

U.S. Imperialism**Lesson 3**

Acquiring New Lands

Key Terms and People

Foraker Act Law which ended military rule in Puerto Rico

Platt Amendment Provisions in the Cuban constitution that gave the United States broad rights in that country

protectorate A country that is partly controlled by another, stronger country

Emilio Aguinaldo Filipino rebel leader

John Hay U.S. secretary of state

Open Door notes Message sent by John Hay to other countries to protect U.S. trading rights in China

Boxer Rebellion Chinese rebellion against Western influence, 1900

Before You Read

In the last lesson you learned how the United States and Spain fought over Cuba and the Philippines. In this lesson you will read how the United States continued its imperialism.

As You Read

Use a chart to take notes on the key events relating to the relationships between the United States and Puerto Rico, Cuba, the Philippines, and China.

RULING PUERTO RICO

How did Puerto Ricans feel about U.S. control?

Puerto Rico had become an American territory as a result of the Spanish-American War. American forces landed in Puerto Rico in July 1898. The commanding officer declared that the Americans were there to protect the Puerto Ricans. But other U.S. military officials insulted the Puerto Ricans. They spoke to them as children and set limits on their personal freedom. Many Puerto Ricans began to resent the military government.

Puerto Rico was strategically

important to the United States, both for maintaining a U.S. presence in the Caribbean, and for protecting a future canal that American leaders wanted to build across the Isthmus of Panama. In 1900 Congress passed the **Foraker Act** that ended military rule in Puerto Rico and set up a civil government. The act gave the president of the United States the power to appoint Puerto Rico's governor and members of the upper house of its legislature. Puerto Ricans could elect only the members of the lower house.

The United States kept strict control over the Puerto Rican people and their

Lesson 3, continued

government. In 1917, however, Congress made Puerto Ricans U.S. citizens. It also gave them the right to elect both houses of their legislature.

1. Why did some Puerto Ricans resent U.S. control of their government?

CUBA AND THE UNITED STATES**How did the United States keep control over Cuba?**

Cuba was officially independent after the war. The U.S. army, however, remained in Cuba for four years. It punished Cubans who did not like this American occupation.

In 1900 the new Cuban government wrote a constitution. The United States insisted they add the **Platt Amendment**. The amendment limited Cuba's rights in dealing with other countries. It gave the United States special privileges, including the right to intervene to preserve order.

Cuba became a U.S. **protectorate**—a country whose affairs are partially controlled by a stronger power. The United States insisted on these rights because of its economic interests in Cuba's sugar, tobacco, and mining industries, as well as its railroads and public utilities.

2. What did the United States do to protect business interests in Cuba?

FILIPINOS REBEL**Why did the Filipinos rebel against the United States?**

Filipinos had been fighting for independence for years. They were angry

that the United States had annexed their islands. Rebel leader **Emilio Aguinaldo** believed that the United States had betrayed the Filipinos after helping them win independence. The rebels believed that the United States was doing the same thing Spain had done—imposing its authority and infringing on the freedom of the people.

In 1899 Aguinaldo started a rebellion, which lasted three years. After winning the Philippine-American War, the United States set up a government similar to the one it had set up in Cuba.

3. Why did Aguinaldo feel betrayed by the United States?

FOREIGN INFLUENCE IN CHINA**What were U.S. interests in China?**

By 1899 many countries had economic interests in China. The United States wanted to be able to trade with China. China was seen as a vast potential market for American products.

The Secretary of State **John Hay** sent a series of policy statements to the leaders of other nations proposing that the nations share their trading rights with the United States. His policy statements were called the **Open Door notes**. They called for China's ports to remain open, and for China to remain independent. No country would have special trading rights. The other countries agreed.

Although China kept its freedom, Europeans dominated most of China's cities. In 1900 a secret society in China started a rebellion protesting the influence of Western countries. This group was known as the **Boxers** because members practiced martial arts.

Lesson 3, *continued*

Troops from many countries, including the United States, fought against the Chinese rebels. After the **Boxer Rebellion** was defeated, the United States issued more Open Door notes to make sure that other countries did not try to make colonies in China.

4. Why did Secretary of State John Hay issue the Open Door notes?

THE IMPACT OF U.S. TERRITORIAL GAINS

How did Americans feel about U.S. imperialism?

President William McKinley was reelected in 1900. His opponent had been an anti-imperialist, William Jennings Bryan. The outcome of the election suggests that most Americans disagreed with Bryan. Imperialism was popular.

Before McKinley was reelected, an Anti-Imperialist League formed. The league included some prominent Americans: former president Grover Cleveland, industrial leader Andrew Carnegie, labor leader Samuel Gompers, social worker Jane Addams, and author Mark Twain. They all had different reasons for being against imperialism. For example, Gompers was concerned about the impact of imperialism on U.S. workers. Carnegie worried that U.S. imperialism would lead to endless wars with European countries. But all Anti-Imperialist League members agreed it was wrong for the United States to rule other people without their consent.

5. What did McKinley's reelection show about American attitudes toward imperialism?

Lesson 3, *continued*

As you read about America’s relations with lands under its influence, write notes to answer the questions below. Some answers have already been filled in for you.

	Puerto Rico 1898–1916	Cuba 1898–1903	The Philippines 1898–1945	China 1900
1. What was its relationship to the U.S.?	very similar to that of a colony or protectorate		very similar to that of a colony or protectorate	
2. Why did the U.S. try to control its affairs?			to provide the U.S. with raw materials and new markets	
3. What laws and policies affected its relationship with the U.S.?				
4. What violent events affected its relationship with the U.S.?	Spanish-American War			

John Hay’s “Open Door notes” paved the way for greater U.S. influence in Asia. Note three factors concerning the Open Door policy.

5.
6.
7.

U.S. Imperialism**Lesson 4****America as a World Power****Key Terms and People**

Panama Canal A channel across Central America, between the Atlantic and Pacific Oceans, opened in 1914

Roosevelt Corollary Roosevelt's 1904 extension of the Monroe Doctrine, stating that the United States has the right to protect its economic interests in South and Central America by using military force

dollar diplomacy The policy of intervening in other countries to protect U.S. business interests

Francisco "Pancho" Villa Mexican revolutionary

Emiliano Zapata Mexican rebel

John J. Pershing U.S. general who led troops to capture Villa

Before You Read

In the last lesson you learned about the growth of American imperialism. In this lesson you will learn how Roosevelt and Wilson used American military and economic power.

As You Read

Use a chart to take notes on how Teddy Roosevelt and Woodrow Wilson used American power around the world.

TEDDY ROOSEVELT AND THE WORLD**How did Roosevelt use American power?**

In 1901 President McKinley was assassinated, and Vice-President Theodore Roosevelt became president. Roosevelt continued the policies of American imperialism. He first used the influence of the United States to help settle the Russo-Japanese War.

The war began in 1904. Both Russia and Japan wanted to control Korea. Japan captured Korea and also invaded Manchuria, which was controlled by Russia.

Then Japan wanted to stop the fighting because they were running out of soldiers to fight and money to pay for the war. The Japanese secretly asked President Roosevelt to mediate the conflict. As a result, in 1905 representatives of Russia and Japan met. Roosevelt used his personal charm to help them negotiate a compromise. They signed a treaty, and Roosevelt received the 1906 Nobel Peace Prize for his efforts.

Roosevelt also used his influence to help build the **Panama Canal**. The idea of a canal connecting the Atlantic and Pacific Oceans had been discussed for

Lesson 4, continued

some time. Such a canal would cut travel time for military and commercial ships. Ships would no longer have to go all the way around South America in order to get from one ocean to the other.

The narrow Isthmus of Panama was a logical place to cut a canal. Political problems stood in the way, however. Panama was a province of Colombia. When Colombia did not agree to the canal, the United States helped Panama to rebel against Colombia. Panama became independent. Then the United States got Panama's permission to build the canal.

Construction of the Panama Canal was one of the world's greatest engineering accomplishments. Work began in 1904 and took ten years. In 1913 there were 43,400 workers on the project. The work was hard and dangerous.

On August 15, 1914, the canal opened for business. It was a success from the start. More than 1,000 ships passed through during its first year. However, relations between the United States and Latin America had been damaged by the takeover of Panama.

President Roosevelt wanted the United States to be the major power in the Caribbean and Central America. He declared his policy in a message to Congress in 1904. His statement was called the **Roosevelt Corollary**. A corollary is a logical result of another statement, in this case the Monroe Doctrine of 1823. That doctrine had said the United States would not allow European influence in the Western Hemisphere. Roosevelt now said that the United States had the right to intervene in Latin American countries to protect U.S. business interests.

In 1911 President Taft used this policy in Nicaragua. A rebellion had left the

country in debt. Taft arranged for U.S. bankers to loan Nicaragua money. In exchange, American business took control of the railroads and banks in the country. They also collected Nicaragua's custom duties.

Nicaraguans did not like this arrangement. They rebelled. The United States then sent troops to Nicaragua to preserve the peace. Those who did not like this kind of intervention called it **dollar diplomacy**.

1. What are two ways Roosevelt used U.S. power in other countries?

WOODROW WILSON'S MISSIONARY DIPLOMACY

Why did President Wilson send troops to Mexico?

President Woodrow Wilson took a step beyond Presidents Monroe and Roosevelt by adding a moral tone to Latin American policy. He said that the United States must act in certain circumstances.

This so-called "missionary diplomacy" meant that the United States could not officially recognize governments that were oppressive, undemocratic, or opposed to U.S. business interests. The new doctrine put pressure on countries to have democratic governments. A revolution in Mexico tested this policy.

In 1910 Mexican peasants and workers rebelled against their military dictator. Two new governments followed, the second headed by General Victoriano Huerta.

Wilson refused to support the Huerta government because it came to power through violence. However, the president looked for an opportunity to intervene.

Lesson 4, *continued*

That opportunity came through a minor incident. One of Huerta’s officers arrested a small group of American sailors in Tampico, on Mexico’s eastern shore. The Mexicans released them and apologized, but Wilson used the event as an excuse to order in American troops. As a result, 18 Americans and at least 200 Mexicans died in the fighting. The incident brought the United States and Mexico close to war. When the Huerta regime collapsed and a new leader, Venustiano Carranza, took power in Mexico, Wilson withdrew the troops and formally recognized the Carranza government.

Mexico remained in turmoil. Under the leadership of **Francisco “Pancho” Villa** and **Emiliano Zapata**, rebels revolted against Carranza. Some of Villa’s followers killed Americans. The United States wanted to capture Villa.

Finally the Mexican government gave permission to send in troops. Wilson sent General **John J. Pershing** with 15,000 soldiers to capture Villa dead or alive. A year later, Villa was still free. Wilson then stationed 150,000 National

Guardsmen along the border.

Mexicans were angered by the U.S. invasion. In 1916 U.S. troops fought with Carranza’s army. In 1917 Wilson withdrew U.S. troops, in part because he was facing possible war in Europe. Later that year Mexico adopted a constitution that gave the government control of the nation’s oil and mineral resources and placed strict regulations on foreign investors.

American intervention in Mexico showed how far the United States was willing to go to protect its economic interests.

In the early 20th century, the U.S. pursued several foreign policy goals. It expanded its access to foreign markets. It built a modern navy to protect its interests abroad. It used its international police power to influence Latin America.

2. What were two reasons Wilson sent troops to Mexico?

Lesson 4, *continued*

As you read this lesson, write notes summarizing the effects of American military, diplomatic, and economic power around the world.

ROOSEVELT'S "BIG STICK" DIPLOMACY

American action taken		Consequences of that action
1. Treaty negotiated between Japan and Russia	→	
2. The United States helped Panama rebel against Columbia	→	
3. Panama Canal built	→	
4. Roosevelt Corollary adopted	→	

WILSON'S "MISSIONARY" DIPLOMACY

American action taken		Consequences of that action
5. Wilson used a minor incident with Mexico as an excuse to send in troops	→	
6. Wilson recognized the Carranza government	→	
7. Wilson refused Carranza's demand to withdraw U.S. troops sent into Mexico to capture Villa	→	

from
THE MAINE: AN ACCOUNT OF HER DESTRUCTION
1898

Captain Charles D. Sigsbee

During the second Cuban war for independence, President William McKinley stationed the U.S. battleship *Maine* near Cuba to protect American lives and property. On February 15, 1898, it exploded in Havana harbor, killing 266 people. After widespread press coverage erroneously blamed the explosion on Spain, public outcry forced a reluctant McKinley to declare war. The *Maine*'s captain, Charles D. Sigsbee (1845–1923) published this personal account of the incident in 1899.

READING FOCUS:

What does this eyewitness account reveal about the explosion of the *Maine*? What other kinds of evidence should a historian use to understand what happened and what it meant?

At taps (“turn in and keep quiet”), ten minutes after nine o’clock, I laid down my pen to listen to the notes of the bugle, which were singularly beautiful in the oppressive stillness of the night. The marine bugler, Newton, who was rather given to fanciful effects, was evidently doing his best. During his pauses the echoes floated back to the ship with singular distinctness, repeating the strains of the bugle fully and exactly. A half-hour later, Newton was dead.

I was inclosing my letter in its envelop when the explosion came. The impression made on different people on board the *Maine* varied somewhat. To me, in my position, well aft, and within the superstructure, it was a bursting, rending, and crashing sound or roar of immense volume, largely metallic in character. It was followed by a succession of heavy, ominous, metallic sounds, probably caused by the overturning of the central superstructure and by falling debris. There was a trembling and lurching motion of the vessel, a list to port, and a movement of subsidence. The electric lights, of which there were eight in the cabin where I was sitting, went out. Then there was intense blackness and smoke.

The situation could not be mistaken: the *Maine* was blown up and sinking. For a moment the instinct of self-preservation took charge of me, but this was immediately dominated by the habit of command. I went up the inclined deck into the starboard cabin, toward the starboard air-ports, which were faintly relieved against the background of the sky. The sashes were out, and the openings were large. My first intention was to escape through an air-port, but this was abandoned in favor of the more dignified way of making an exit through the passageway leading forward through the superstructure. I groped my way through the cabin into the passage, and along the passage to the outer door. The passage turned to the right, or starboard, near the forward part of the superstructure.

At the turning, some one ran into me violently. I asked who it was. It was Private William Anthony, the orderly at the cabin door. He said something apologetic, and reported that the ship had been blown up and was sinking. He was directed to go out on the quarter-deck, and I followed him. Anthony has been pictured as making an exceedingly formal salute on that occasion. The dramatic effect of a salute cannot add to his heroism. If he had made a salute it

could not have been seen in the blackness of that compartment. Anthony did his whole duty, at great personal risk, at a time when he might have evaded the danger without question, and deserved all the commendation that he received for his act. He hung near me with unflinching zeal and watchfulness that night until the ship was abandoned.

I stood for a moment on the starboard side of the main-deck, forward of the after-superstructure, looking toward the immense dark mass that loomed up amidships, but could see nothing distinctly. There I remained for a few seconds in an effort to grasp the situation, and then asked Anthony for the exact time. He replied: "The explosion took place at nine-forty, sir." It was soon necessary to retire from the main-deck, for the after-part of the ship was sinking rapidly. I then went up on the poop-deck. By this time Lieutenant-Commander Wainwright and others were near me. Everybody was impressed by the solemnity of the disaster, but there was no excitement apparent; perfect discipline prevailed.

The question has been asked many times if I believed then that the *Maine* was blown up from the outside. My answer to this has been that my first order on reaching the deck was to post sentries about the ship. I knew that the *Maine* had been blown up, and believed that she had been blown up from the outside. Therefore I ordered a measure which was intended to guard against attack. There was no need for the order, but I am writing of first impressions. There was the sound of many voices from the shore, suggestive of cheers.

I stood on the starboard side-rail of the poop and held on to the main-rigging in order to see over the poop-awning, which was bagged and covered with debris. I was still trying to take in the situation more completely. The officers were near me and showing a courteous recognition of my authority and responsibility. Directions were given in a low tone to Executive Officer Wainwright, who himself gave orders quietly and directed operations. Fire broke out in the mass amidships. Orders were given to flood the forward magazine, but the forward part of the ship was found to be under water. Inquiry as to the after-magazines and the guncotton magazine in the after-part of the ship showed a like condition of those compartments, as reported by those who had escaped from the ward-room and junior officers' quarters. In the captain's spare pantry in the after-superstructure there was spare ammunition. It was seen that this would soon be submerged, and that precautions in respect to the magazines were unnecessary.

The great loss of life was not then fully realized. Our eyes were not yet accustomed to the darkness. Most of us had come from the glare of the electric lights. The flames increased in the central superstructure, and I directed Lieutenant-Commander Wainwright to make an effort to play streams on the fire if practicable. He went forward on the poop-awning, accompanied by Lieutenant Hood and Naval Cadets Boyd and Cluverius, making a gallant inspection in the region of the fire, but was soon obliged to report that nothing could be done. The fire-mains and all other facilities were destroyed, and men were not available for the service.

We then began to realize more clearly the full extent of the damage. One of the smoke-stacks was lying in the water on the starboard side. Although it was almost directly under me, I had not at first identified it. As my eyes became more accustomed to the darkness, I could see, dimly, white forms on the water, and hear faint cries for help. Realizing that the white forms were our own men, boats were lowered at once and sent to the assistance of the injured and drowning men. Orders were given, but they were hardly necessary: the resourceful intelligence of the officers suggested correct measures in the emergency. Only three of our fifteen boats were available—the barge, the captain's gig, and the whale-boat. The barge was badly injured. Two of these were manned by officers and men jointly. How long they were gone from the ship I cannot recall, but

probably fifteen minutes. Those of us who were left on board remained quietly on the poop-deck.

Nothing further could be done; the ship was settling rapidly. There was one wounded man on the poop; he had been hauled from under a ventilator on the main-deck by Lieutenants Hood and Blandin just as the water was rising over him. Other boats, too, were rescuing the wounded and drowning men. Chief among them were the boats from the *Alfonso XII*, and from the steamer *City of Washington*. The visiting boats had arrived promptly, and were unsparing of effort in saving the wounded. The Spanish officers and crews did all that humanity and gallantry could compass. During the absence of our boats the fire in the wreck of the central superstructure became fiercer. The spare ammunition that had been stowed in the pilot-house or thrown up from the magazines below was exploding in detail. It continued to explode at intervals until nearly two o'clock in the morning.

At night it was the custom on board the *Maine* to close all water-tight compartments except the few needed to afford passageway for the crew. They had been reported closed as usual that night. Down the cabin skylights the air could be heard whistling through the seams of the doors and hatches, indicating that even the after-bulkheads had been so strained as to admit the water into the compartments. Presently Lieutenant-Commander Wainwright came to me and reported that our boats had returned alongside the ship at the stern, and that all the wounded that could be found had been gathered in and sent to the Spanish cruiser and the *City of Washington* and elsewhere. The after-part of the poop-deck of the *Maine*, the highest intact point above water, was then level with the gig's gunwale, while that boat was in the water alongside. We had done everything that could be done, so far as could be seen.

It was a hard blow to be obliged to leave the *Maine*; none of us desired to leave while any part of her poop remained above water. We waited until satisfied that she was resting on the bottom of the harbor. Lieutenant-Commander Wainwright then whispered to me that he thought the forward ten-inch magazine had been thrown up into the burning material amidships and might explode at any time, with further disastrous effects. He was then directed to get everybody into the boats, which was done. It was an easy operation; one had only to step directly from the deck into the boat. There was still some delay to make sure that the ship's stern had grounded, and still more because of the extreme politeness of the officers, who considerately offered me a steadying hand to step into the boat. Lieutenant-Commander Wainwright stood on one side and Lieutenant Holman on the other; each offered me a hand. I suggested the propriety of my being the last to leave, and requested them to precede me, which they did. There was favorable comment later in the press because I left last. It is a fact that I was the last to leave, which was only proper; that is to say, it would have been improper otherwise; but virtually all left last. The fine conduct of those who came under my observation that night was conspicuous and touching. The heroism of the wounded men I did not see at the time, but afterward good reports of their behavior were very common. The patient way in which they bore themselves left no doubt that they added new honors to the service when the *Maine* went down.

The "Maine": An Account of Her Destruction in Havana Harbor by
Captain Charles D. Sigsbee (New York: The Century Co., 1899), pp. 63–73.

Analysis Questions:

1. What detail in the excerpt suggests that the Maine was not a target of a Spanish bomb?
2. How did the men under Captain Sigsbee behave during the sinking of their ship?

Answers:

1. Spanish ships helped the men on the sinking boat.
2. with intelligence and heroism

HAPPY - ? Source Analysis Tool

H	Historical Context?	What is it?	<input type="checkbox"/> Map <input type="checkbox"/> Photograph <input type="checkbox"/> Congressional Record <input type="checkbox"/> Letter <input type="checkbox"/> Telegram <input type="checkbox"/> Census Report <input type="checkbox"/> Patent <input type="checkbox"/> Telegram <input type="checkbox"/> Political Cartoon <input type="checkbox"/> Memo <input type="checkbox"/> Press Release <input type="checkbox"/> Newspaper <input type="checkbox"/> Speech <input type="checkbox"/> Journal/Diary <input type="checkbox"/> Song <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Poster <input type="checkbox"/> Report <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Artifact <input type="checkbox"/> Poem <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Cartoon <input type="checkbox"/> Other <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____
		What's the title?	
		When? / Where?	
		What was going on during the time and in the place it was created? How might the occasion affect the source?	
A	Audience	Who would be expected to read/view this item? How might the occasion affect the source?	
P	Perspective	Who produced and/or published this? What do you know about the producer and/or the publication? (class, race, gender, position, religion, political party) How does this information affect the source?	
P	Purpose	What is the item's intended purpose? Why was it created? How might the purpose affect the source?	
Y	Y Significant?	What does this source reveal about life at the time and place? And/or How did this source impact society?	
?	Question?	How does this source help answer the investigation question?	

* Source of HAPPY strategy unknown.

