



Growth in the United States

How did the US grow during the 1800s?

expansion

Industrialization

Opening up of lands
for

Availability of jobs in

and on railroads

Immigration Explosion in the Late 1800s

- From 1870 to 1900, more than immigrants came to the United States.
- By 1930, more than people had migrated to the United States.



Lesson Objectives

By the end of this lesson, you should be able to:

- Explain what factors are and how they affect migration.
- Describe the immigration experience, including the immigrants faced after arrival.
- Compare and contrast the “new” immigrants of the 1880s with the “old” immigrants who had dominated migration prior to that time.



Words to Know

Fill in this table as you work through the lesson. You may also use the glossary to help you.

new immigrants	the people who immigrated to the US during the time period from the <input type="text"/> to the <input type="text"/>
----------------	--

Lesson
Question

Slide

2

Why People Migrate

- cause or encourage people to leave home.
- draw people to a new country.
- Immigration often occurs because of factors.

Push and Pull Factors of the Mid to Late 1800s**Push factors** included:

- land and shortages.
- unemployment.
- persecution.
- political .
- crop failures and .
- tax increases.

Slide

2

Pull factors included:

- availability of land.
- opportunities.
- political or religious .
- educational opportunities.
- for a better life.

Mary Antin (1881–1949)

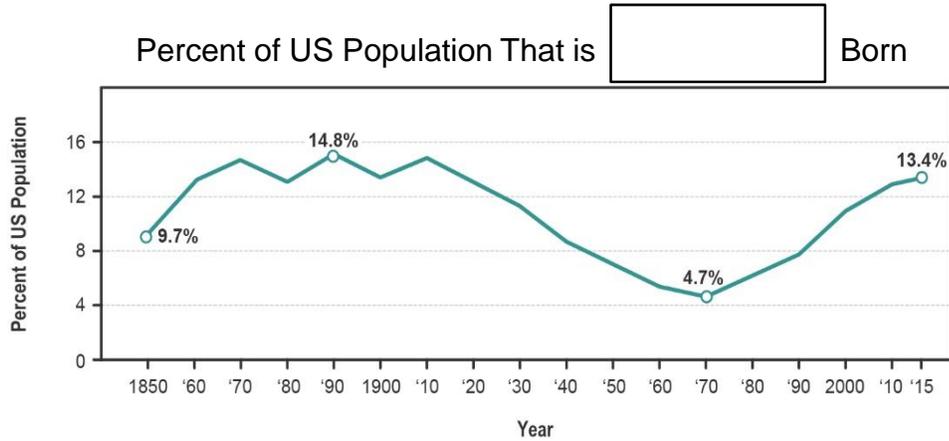
- Was born in Russia to Jewish parents
 - with her family to the US after their business in Russia had failed
 - Worked hard to gain an
- Antin became an author who wrote about the immigrant .

Slide

4

Immigration to the US

LOOK AHEAD



The percent of the population that is foreign born has remained fairly

since the 1850s.

6

Changing Immigration in the US

Two waves of immigration occurred during the 1800s.

Early–Mid 1800s

Immigrants during this period:

- came mainly from countries in Western Europe like and .
- were looking for , work, and new opportunities.

Slide

6

Late 1800s

Immigrants during this period:

- came mainly from and Europe and .
- were looking for work and new opportunities.
- wanted to send money home.

Push and Pull Factors

Many different push and pull factors brought Irish and German immigrants to the United States.

- in both Ireland and Germany
- Major in Ireland
- Political in Germany
- The US had land, jobs, peace, and stability.

Slide

9

Motivations for the “New” Immigration

Push factors driving immigrants out of Europe included:

- poverty.
- loss of land.
- high .
- **persecution:** the mistreatment of or groups.

Pull factor: Immigrants believed the US was safe and had many

.

“Old” vs. “New” Immigration

Immigrants of the Mid-1800s

“Old Immigrants”

- Came mainly from Europe
- Often , skilled laborers, and merchants
- Typically Protestant or Catholic
- Most stayed and made the US their new home.

Slide

9

Immigrants of the Late-1800s**“New Immigrants”**

- Came mainly from and Europe
- Often farmers or unskilled workers
- Typically Catholic or Jewish
- Often planned to stay to make money to send home

“Old” and “New” Immigrants

“Old” and “new” immigrants had some similar experiences.

- Created their own
- Maintained their in some ways
- Dealt with sentiments

11

Chinese Immigration

Early immigrants from China came to .

- Many worked on the .
- Others found work making shoes, laundering fabrics, sewing clothes, or operating shops or restaurants.
- Many were who came and sent money back to their families in China.

Slide

11

Chinese immigrants often faced racial [] .

- They could not work for the [] or attend American public [] .
- The Chinese [] Act was passed in 1882 to restrict Chinese immigration.

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Entering Through Ellis Island

From 1892 to 1954, millions of [] entered through Ellis Island, New York.

In order to be allowed to immigrate, they needed to go through:

- [] .
- [] exams.
- paperwork.

Most immigrants were admitted or detained only [] .

Slide

14

Entering Through Angel Island

Most immigrants arrived in California at Angel Island after 1910.

Their experience was difficult, as they faced:

- interrogation, or questioning requiring witnesses.
- medical .
- paperwork.

Immigrants were often detained for or .

16

Where Immigrants Settled: 1890–1910

Where the Immigrants Settled	
Chinese immigrants	Stayed close to the <input type="text"/> coast
Italians, Irish, Russians, other Europeans	<input type="text"/> , Pennsylvania, New Jersey, Massachusetts, and <input type="text"/>
Germans, Norwegians, and other Scandinavians	<input type="text"/> , New York, Pennsylvania

Slide

16

The Pull of Cities

In the late 1800s, most immigrants settled in .

- Close to points of entry
- Many opportunities
- Many available
- Near people of the same heritage

Living in cities helped immigrants maintain their traditional .

Facing Resistance and Fitting In

Nativism: a feeling of toward immigrants

Nativists immigrants of:

- taking .
- driving up rates.
- bringing poverty and disease.

Nativism grew stronger when economic times were .

Summary

New Immigration



Lesson Question

How did immigration change in the 1800s?



Answer

Blank area for the answer to the lesson question.

Slide



Review: Reasons for Immigration

Push factors:

-
-
- Persecution

Pull factors:

-
-
- Other opportunities

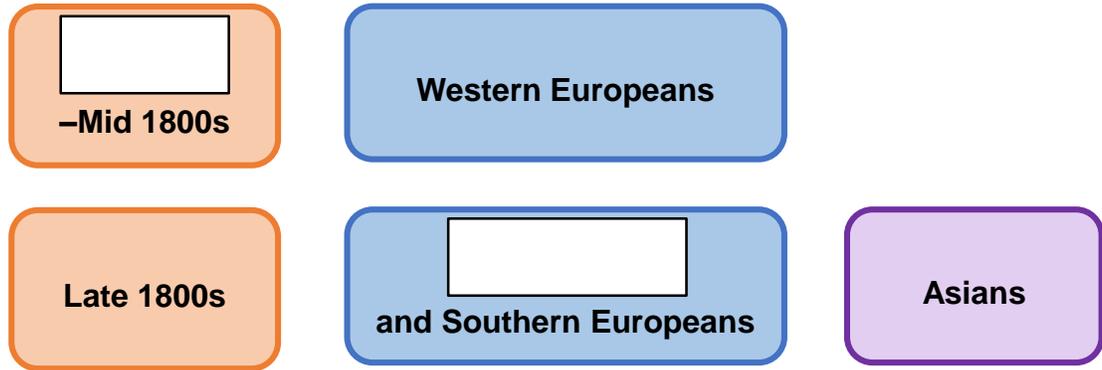


Summary

New Immigration

Slide

2

Review: Two Waves of Immigration**Review: The Immigrant Experience**

- Immigrants were examined and questioned at immigration stations, including Island and Island.
- Many settled in .
- Most immigrants faced feelings.



Summary

New Immigration

Use this space to write any questions or thoughts about this lesson.



Challenges for New Immigrants

Think about what life was like for immigrants coming from different countries. They had to:

- learn a .
- find their strange cities.
- find and .
- learn .

Lesson Objectives

By the end of this lesson, you should be able to:

- Describe the and challenges facing new immigrants.
- Explain the between immigrants and the in which they settled.
- Analyze the reasons for the rise of in response to immigration.
- Identify the provisions of the and the reasons for widespread to Chinese immigration.

W
2K**Words to Know**

Fill in this table as you work through the lesson. You may also use the glossary to help you.

culture	a group's shared <input type="text"/> , <input type="text"/> , and <input type="text"/>
enclave	a distinct group that <input type="text"/> together within a <input type="text"/>
exclusion	the act of keeping somebody or something <input type="text"/>
nativism	the belief that <input type="text"/> are <input type="text"/> to "established" Americans

?

Lesson
Question

Slide

2

Culture

Culture is a group's shared , , and

.

4

Land of Opportunity

Reasons for immigration in the late 1800s and early 1900s:

- opportunity
- freedom

Jobs that brought immigrants to :

-
-
-

Slide

4

Enclave Neighborhoods

An enclave is a that or within a larger community.

Enclave neighborhoods helped immigrants adjust to America.

- Kept
- Kept alive

Living Conditions

By 1900, two-thirds of the population of New York lived in tenement housing.

- Tenements were .

Problems included:

- lack of .
- no .
- poor .
- no .

Slide

8

Discrimination against Immigrants

Immigrants were often excluded from:

- .
- .
- opportunities .

Organized groups, such as the , and immigrants.

Nativism and Immigration

Nativism is the belief that immigrants are to “established” Americans.

Nativists blamed immigrants for many problems.

-
-
- and
-

Slide

8

Cultural and Religious Roots of Nativism

Nativists believed immigrants would American culture. They believed immigrants:

- threatened Americans' .
- had an culture.
- were to assimilate and become truly American.

Growing Restrictions on Immigration

<p>1882 Chinese Exclusion Act</p>	<p>1917 Immigration Act of 1917</p>	<p>1921 Emergency Quota Act</p>	<p>1924 Johnson-Reed Immigration Act</p>
<ul style="list-style-type: none"> • <input type="text"/> most immigration from China 	<ul style="list-style-type: none"> • Required immigrants to be able to <input type="text"/> and <input type="text"/> 	<ul style="list-style-type: none"> • Placed <input type="text"/> on immigration from each country 	<ul style="list-style-type: none"> • Created <input type="text"/>

Slide

10

The Immigration Debate Today**REAL-WORLD CONNECTION**

Not all Americans agree on how immigration should work, what

immigrants should have, and what it should take to become a

12

Case Study: Chinese Immigration

In the mid-1800s, early Chinese immigrants called the West Coast

“.” They saw it as a place of opportunity, where they

could strike it .

Reasons for Immigration

Many Chinese immigrants came to the US in the .

- The California
- construction
- in West Coast
- Ability to send home to families in China

Slide

12

Chinatown

Many Chinese immigrants settled in in large cities.

These neighborhoods were often called . Many still exist today in cities like:

-
-
-

13

Chinatown and Anti-Chinese Sentiment

Many Americans felt that Chinatowns were:

- other parts of the city.
- full of and violence.
- a source of in the city.

Violent occurred in Chinatowns in several cities.

Slide

13

Labor and Anti-Chinese Sentiment

Many white workers Chinese laborers.

- Believed Chinese workers would accept pay
- Thought Chinese workers were jobs

Many would not allow Chinese workers to .

Chinese Exclusion

The was passed in .

Exclusion: the act of keeping someone or something

- new Chinese workers from entering the United States for years
- Kept Chinese immigrants already in the United States from becoming

Slide

15

Discrimination Expands to Other Asian Groups

Other Asian nationalities became the targets of .

immigrants experienced segregation.

According to the 1907 with Japan:

- San Francisco would stop Japanese students in schools.
- Japan would stop to Japanese citizens intending to immigrate to the United States.

Japanese immigration was until 1924.

Summary

The Immigrant Experience

**Lesson
Question**

What challenges did new immigrants face as they adjusted to life in the United States?

**Answer**

Slide

2

Review: Challenges Facing Immigrants

Immigrants faced many challenges.

- and working conditions
- and dirty living conditions
- Adapting to culture while maintaining culture
- and harassment

Many immigrants lived in for support.

Summary

The Immigrant Experience

Slide

2

Review: Nativism and Resistance to Immigration

is the belief that immigrants are inferior to “established” Americans.

Nativists held opinions.

- Blamed immigrants for
- Saw immigrants as culturally
- Believed immigrants' were a threat

Review: Chinese Immigration and Discrimination

immigrants faced great discrimination in the late 1800s.

- Many Chinese immigrants settled on the , often in places called .
- Many Americans resented Chinese immigrants' culture.
- The (1882) limited Chinese immigration.
- Similar immigration limits were placed on and other Asian countries.



Summary

The Immigrant Experience

Use this space to write any questions or thoughts about this lesson.

**Urbanization: The growth of cities**

Every year, more people move to .

- New York City was once a small city, with a population of about

people in 1800.

- But today, more than people live there.

Growing American Cities

Many American cities grew rapidly in the because they offered

and to people looking for work and the

chance to start a new life.

- New York

-

-



Problems in Cities

Cities had their advantages, but they also had their disadvantages.

- Cities were .
- Some immigrants and the working poor lived in
with bad .
- spread quickly.



Lesson Objectives

By the end of this lesson, you should be able to:

- Explain why occurred in the US during the .
- Describe the problems of and that were faced by cities in the industrial era.
- Explain the differences in the standard of living between in , and the problems created by these differences.

?

Lesson
Question

Slide

2

Effects of the Second Industrial Revolution

The Industrial Revolution encouraged because it made cities into centers of production and commerce.

- New railroads brought in and carried out.
- New brought people to cities, where they made and sold goods.
- New city buildings were built taller and wider using technologies like and .

All of these changes made cities more quickly.

Slide

4

New Job Opportunities

Industrialization led to new jobs in , or businesses that provide services instead of making products.

Service industries:

- Include , retail, , and restaurants.
- created new jobs.
- contributed to a growing .

The Urban Middle Class

The new middle class had to work hard but were better off than the

.

- They often worked as , especially as clerks, doctors, lawyers, and teachers.
- They lived in housing.
- middle-class women worked in new jobs.

Slide

6

Cities: Places of Opportunity

Many and flocked to cities for new opportunities, including:

- more and educational opportunities.
- more opportunities, such as parks and museums.
- places for immigrants to congregate and support each other.

9

Poverty and Overcrowding

The working poor received low but paid high .

- They were called the “other half” of society.
- They lived in areas where was often rampant.

brought attention to these issues in his book *How the Other Half Lives* (1890).

Slide

11

Safety and Sanitation

[] were unsafe because:

- they were [] maintained.
- the buildings were overcrowded, [], and prone to [].

Cities and tenements had inadequate [] systems.

- People dumped garbage and human waste in the [].
- [] spread quickly.

Sweatshop: A small factory with poor working conditions

Many [] worked in small factories called sweatshops.

- Sweatshops were [] and workers were in constant danger.
- Employees worked [] hours for little pay.
- Managers weren't required to provide safer conditions, so the number of sweatshops [].

Slide

14

Segregation: The separation of people by race or class

- Cities became by class, culture, and race.
- people and the lived in separate parts of the city.
- Immigrants and ethnic groups formed their own .

The New Inner City and the Working Poor

The Industrial Revolution brought a new group to the inner city—the working poor.

- led to factories being built around .
- Poor workers came to live near the where they worked.
- The wealthy and the moved out of the inner city.

Slide

14

Cities Improve Transportation

Residents now needed new ways to move around the cities.

As a result, cities built and improved transportation to carry citizens from place to place, including:

-
-
-



Summary

Urbanization in America



**Lesson
Question**

Why did cities grow in the late 1800s, and how did this growth affect city residents?



Answer



Summary

Urbanization in America

Slide

2

Review: Opportunities in Cities

Cities offered businesses:

- and resources.
- railways and other systems.
- access to and investment services.

Cities offered people:

- opportunities.
- opportunities.
- opportunities.

Summary

Urbanization in America

Slide

2

Review: Problems in Cities

The growth of cities created problems, especially for the ,
because:

- tenements and were overcrowded and .
- there was no , , or garbage collection.
- unsanitary conditions led to outbreaks of .

Review: The Urban Class System

As cities grew, they became separated and .

Social classes moved to different parts of the city.

- The poor lived in inner-city .
- The middle-class and the wealthy moved out of the .

and ethnic groups created separate

.



Summary

Urbanization in America

Use this space to write any questions or thoughts about this lesson

Warm-Up

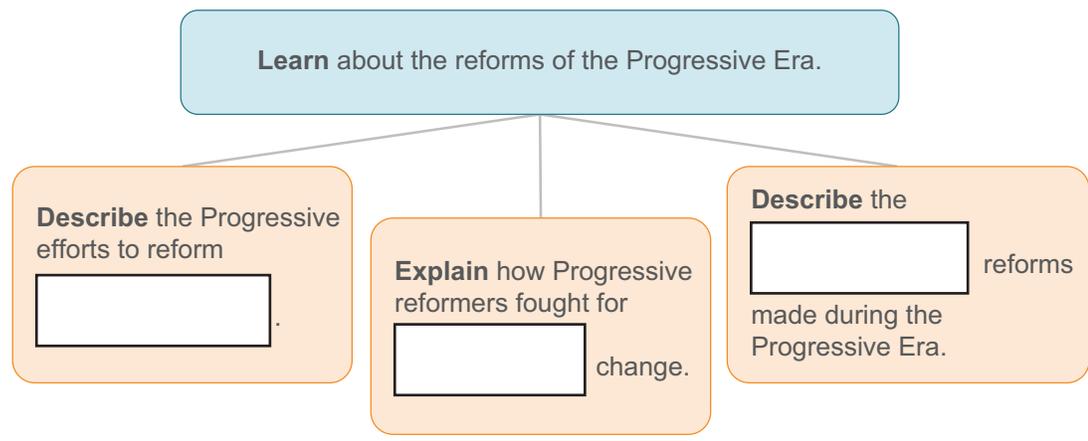
The Progressive Era



Lesson Question



Lesson Goals



Words to Know

Fill in this table as you work through the lesson. You may also use the glossary to help you.

	a popular vote to approve or reject a proposed law
	a law proposed and voted on by citizens
	to take apart something in an orderly manner
	the act of removing an official from office, which is started with a petition and followed by a vote
	absence from school without an excuse
	discussions between a labor union and an employer to negotiate wages, hours, and other issues



Problems with Industrialization

Rapid industrialization after the Civil War led to many problems.

- pollution
- Poor housing conditions
- Dangerous working conditions with low wages

The Progressive movement attempted to many of these problems.

Instruction

The Progressive Era

Slide

2

Problems in Business

Industrialization led to problems in business and labor.

- Business leaders created , or trusts, to control entire industries.
- Factories and mines had dangerous working conditions.
- was a common problem.

Antitrust Legislation

The growth of big business convinced many Americans that some companies were too .

- In 1890 Congress passed the Sherman Antitrust Act to illegal trusts.
- The law was created to restore in business.

Ida Tarbell (1857–1944)

- Faced as a child
- Worked as an investigative for the popular *McClure's Magazine*
- Wrote a 19-part series attacking Rockefeller's Standard Oil Company
- Was referred to as a

Slide

4

Labor Unions

Labor unions were formed to help workers express their demands to employers.

Their demands included:

- Shorter workdays
- Higher
- Better working conditions

Labor Union Challenges

Labor unions faced opposition from many groups.

- Companies union organizers.
- The government often sided with business owners during strikes.
- Strike breakers were hired to striking workers.
- Unskilled workers offered cheap labor.

The American Federation of Labor (AFL)

In 1886 the American Federation of Labor was founded by Samuel Gompers.

- Was made up of workers in unions
- Focused on winning higher wages and better working conditions

The AFL tried to force employers to take part in collective bargaining.

Slide

6

New Protections for Workers

The Progressive movement led to major victories for workers.

- Many unions won workdays through strikes.
- Congress established the Department of Labor.
- Most victories that brought safer working conditions and shorter hours happened at the level.

Child Labor

The Progressive movement did not child labor, but many advances were made.

- The National Child Labor Committee was formed.
- Lewis Hine took famous of child labor to raise awareness.
- By 1920, many states had passed laws child labor.

Instruction

The Progressive Era

Slide

6

Outcomes of Progressive Business Reforms

The Progressive movement attempted to reform aspects of business and labor, with varying levels of success.

Successes

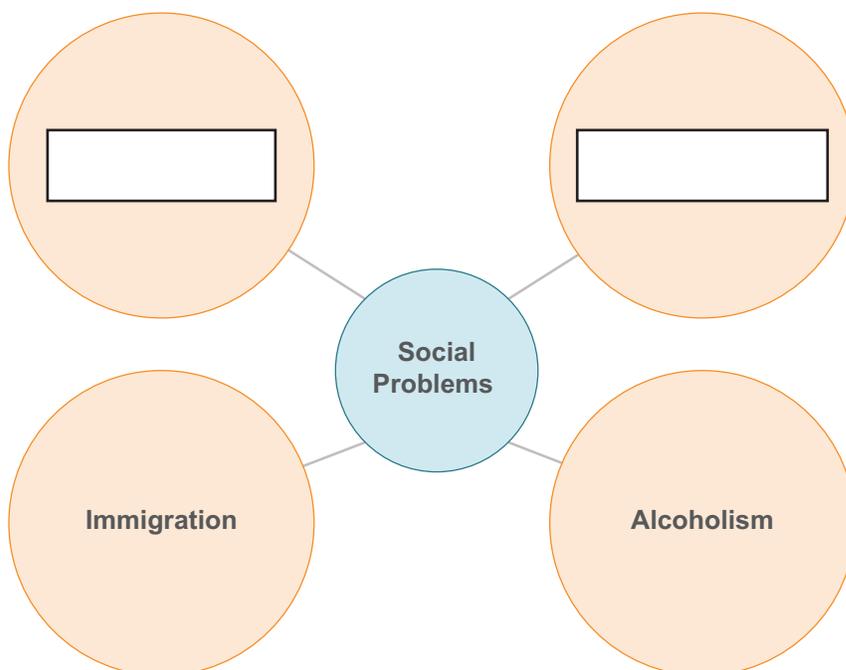
- National laws broke up some trusts.
- The national movement led to state laws improving workplace safety and hours.
- The growth of labor unions allowed workers to better pay with businesses.

Failures

- Big businesses continued to have a lot of .
- National child labor laws were declared unconstitutional.
- Workers continually had to rely on to have their demands met.

9

Social Problems



Slide

9

Education Reform

Progressive Era reformers sought to educational opportunities.

- Many states passed laws schooling.
- **Truancy** laws were enforced.
- School enrollment .

Temperance and Prohibition

Many Americans believed that was behind many of the social problems in America.

- The Woman's Christian Temperance Union formed to alcohol consumption.
- In 1920 the Amendment, which prohibited alcohol in the United States, took effect.

11

Addressing Poverty

The Industrial Revolution attracted many poor immigrants to major US cities.

- Cities such as New York and Chicago became .
- Many immigrants lived in tenements and .
- Some states passed laws to improve ventilation and in tenements.

Instruction

The Progressive Era

Slide

11

Jane Addams (1860–1935)

- Was interested in improving communities and life for the urban poor
- Established , a settlement house, in Chicago
- Provided and services in hygiene, art, health, basic education, and other areas
- Served on Chicago's board of education
- Won the Nobel Peace Prize in 1931

How the Other Half Lives

In 1890 Jacob Riis wrote a book that exposed the conditions of New York City's poor.

- He used the new invention of photography to document the lives of poor immigrants.
- His book led city and state governments to pass laws living conditions.

13

Conservation

Industrialization threatened America's natural beauty and resources.

- John Muir founded the Sierra Club, a organization.
- President Theodore Roosevelt supported conservation and increased the number of national .

Instruction

The Progressive Era

Slide

13

Outcomes of Progressive Social Reforms

Progressive reformers' efforts to improve society had both successes and failures.

Successes

- An increase in education for and the poor
- The prohibition of
- Improvements in living conditions
- More protection for national parks

Failures

- Continued poverty in urban centers
- New as a result of the prohibition of alcohol

16

Challenges in Government

in government was a major problem during the industrial era.

- Powerful politicians used their influence to gain profit and secure .
- Voters could not directly choose their own US .
- Voters could not directly vote on issues.

Reforms in Government

Progressive reformers introduced a number of measures to protect the rights of voters.

- The ballot was introduced to prevent bribery from local politicians.
- Many cities adopted the model to put professionals in charge of local government.

Instruction

The Progressive Era

Slide

18

Amendments to the US Constitution

The most widespread changes to government involved the Constitution.

- The 16th Amendment gave Congress the power to tax .
- The 17th Amendment allowed for the election of US senators.

Improvements in Democracy

Progressives sought to increase direct democracy.

Initiative

- Voters and vote on a law.

Referendum

- Voters can decide if a proposed bill should become law.

Recall

- Voters have the power to an elected official from office.

Women's Right to Vote

Women had been fighting for nearly a century to gain the right to vote.

- Women took part in organized suffrage , boycotts, and hunger strikes.
- The Amendment gave women the right to vote.

Slide

20

Outcomes of Progressive Political Reforms

Progressive reforms did a great deal to extend democratic power to voters.

Successes

- The secret ballot protected against bribery.
- The 17th and 19th Amendments granted more rights.
- Initiatives, referendums, and recalls gave more to voters.

Failures

- Local party leaders continued to exert influence.
- Big continued to have some influence over politicians.

Summary

The Progressive Era



Lesson Question

To what extent did reformers create changes in American business, society, and government?



Answer

Slide

2

Review: Key Concepts

The Progressive Era produced many positive changes.

Business Reforms

- laws
- Reduced child labor
- Better pay and working conditions

Social Reforms

- Safer
- Increased access to
- Conservation
- Prohibition

Political Reforms

- More secure voting
- Improved local government
- Direct democracy
- Women's



Summary

The Progressive Era

Use this space to write any questions or thoughts about this lesson.

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Warm-Up

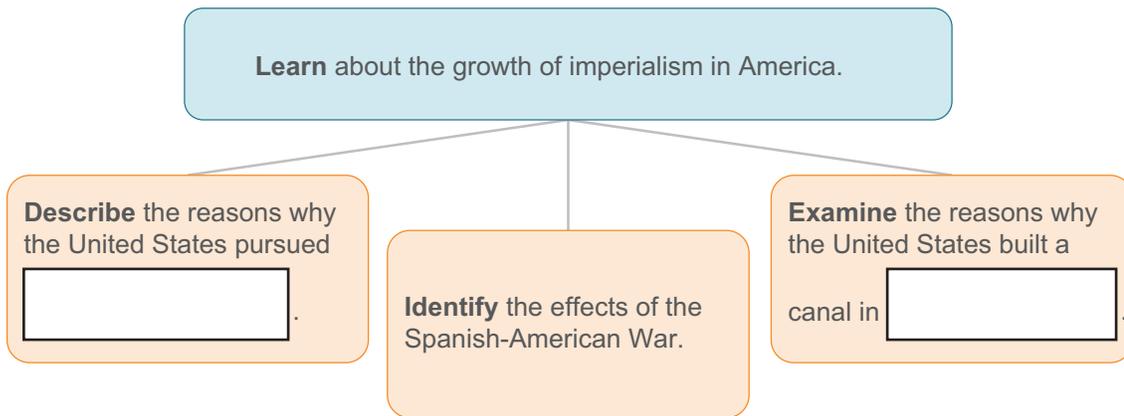
Imperialism and the Spanish-American War



Lesson Question



Lesson Goals



Words to Know

Write the letter of the definition next to the matching word as you work through the lesson. You may use the glossary to help you.

- | | |
|-------------------------|---|
| _____ incident | A. to take or incorporate a new territory into an existing country |
| _____ compete | B. a type of journalism characterized by sensationalism, little fact-based research, and eye-catching headlines |
| _____ annex | C. to work toward a goal while attempting to defeat rivals |
| _____ yellow journalism | D. any type of event, which can be positive or negative, planned or unplanned |

Warm-Up

Imperialism and the Spanish-American War

**Imperialism**

Imperialism is the practice of extending a country's and influence through:

- diplomacy.
- military force.
- expansion.

Building Empires

In the 1800s, European countries built empires to:

- themselves from enemies.
- other countries and control new territories.
- build their economies by finding new markets or resources.
- spread their ideas and .

The United States would also begin a period of imperialism during this era.

Instruction

Imperialism and the Spanish-American War

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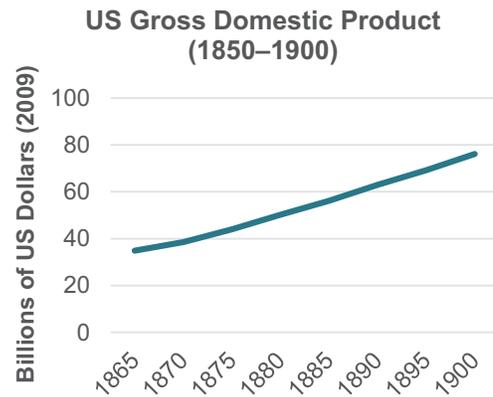
American Economic Growth

By the late 1800s, the United States was one of the world's leading

powers.

- The nation was a leader in production, but it faced competition from European powers.
- Many thought that the US needed to expand its influence on the world stage.

Pursuing would help protect American interests.



The US GDP doubled between the end of the Civil War and 1900.

Imperialism and Expansion

Many Americans believed that the United States should acquire territory

.

This would allow the United States to:

- expand its influence in and Latin America.
- protect its economic interests.

Supporting Industrialization

Expansion and imperialism would help American businesses to:

- gain materials needed for industries, including rubber, sugar, and .
- trade finished goods with other countries.

Instruction

Imperialism and the Spanish-American War

Slide

2

Supporting American Military Power

Imperialism would also help the United States increase its military power.

The United States built around the world to:

- resupply ships.
- protect .

4

Alaska

In 1867 the United States purchased

Alaska from .

- Was the first US expansion beyond the area of the lower 48 states
- Resulted in Alaska later becoming a

in 1959

**Hawaii**

In the 1890s, the United States expanded again by taking control of Hawaii.

- American supported the overthrow of the Hawaiian queen in 1893.
- US forces arrived to support the planters.
- The United States agreed to

Hawaii in 1898.



Instruction

Imperialism and the Spanish-American War

Slide

6

Arguments for and against Imperialism

Americans disagreed about whether imperialism was right for the United States.

Arguments for Imperialism

- Helps the United States gain access to new markets
- Protects trade
- Spreads new

Arguments against Imperialism

- Raises questions about whether it is right for the United States to conquer other people
- Weakens in other countries

8

Cuba's War for Independence

Cuba declared its independence from Spain in .

- Cuba had strong economic ties to the United States.
- Many Americans wanted the United States to support Cuba in its war for independence.

Circle the only remaining territories of the Spanish empire in 1898, as identified in the lesson.



Instruction

Imperialism and the Spanish-American War

Slide

8

The USS *Maine* Incident

The USS *Maine* incident the United States to go to war.

- President McKinley sent the *Maine* to Havana, Cuba.
- The *Maine* exploded in Havana's , killing 260 US sailors.
- Many journalists and leaders accused Spain of destroying the ship.

The Influence of Yellow Journalism

Yellow journalism is the use of shocking or information to attract readers.

Journalists encouraged Americans to support a war with Spain by:

- writing headlines.
- relying on unnamed sources.
- printing as if they were facts.

The Spanish-American War

The United States declared war on Spain in April .

- Soldiers and volunteers prepared to invade Cuba from Tampa, Florida.
- Few soldiers were killed in combat, though thousands died from

.

The United States the war quickly.

Instruction

Imperialism and the Spanish-American War

Slide

8

The War's Outcome

After the war, representatives of the United States and Spain met in Paris to form a treaty.

The United States gained control over:

- Cuba.
- the Philippines.

-
-

Circle the four territories the United States gained after the Spanish-American War.



11

Teddy Roosevelt (1858–1919)

- Served as from 1901 to 1909
- Supported progressive reforms
- Served as a during the Spanish-American War
- Wanted the United States to take a more active role around the world

The Big Stick Policy

Roosevelt believed that the United States had to show that it was .

To make the United States a world power, Roosevelt:

- built up naval forces.
- became more about influencing Latin American nations.

Instruction

Imperialism and the Spanish-American War

Slide

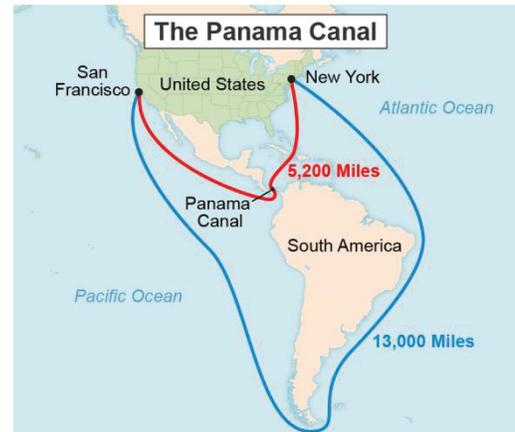
11

Building the Panama Canal

Roosevelt supported the idea of building

a in Panama to:

- shorten the amount of time it took to travel from the to the .
- increase trade.



The Canal and US Influence

The canal gave the United States a chance to gain more influence in Latin America and around the world.

- In 1903 the United States agreed to a with Panama to control the canal zone.
- The United States operated the canal until .

Challenges of the Panama Canal

Canal builders faced major challenges.

- Rugged to cross
- Hot and humid
- Flooding rivers
- and yellow fever

The canal was completed in 1914.

Instruction

Imperialism and the Spanish-American War

Slide

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The Panama Canal Today**REAL-WORLD CONNECTION**

Today, the Panama Canal is one of the most important routes in the world.

- New projects have helped to the canal so that larger ships can use it.
- Each year, it is used by about 14,000 ships carrying over 300 million tons of .

Summary

Imperialism and the Spanish-American War



Lesson Question

How did the United States expand its influence during the late 1800s and early 1900s?



Answer

Slide

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Review: Key Concepts

During the late 1800s and early 1900s, American power and influence grew as the United States gained new territories.

Growth of

- Leaders wanted to compete with other countries.
- America built a larger military, pursued trade, and gained new lands.

The

War

- The US went to war with Spain in 1898.
- After its victory, the US gained territory in the Caribbean and the Pacific.

Building of the

Canal

- The Panama Canal was completed in 1914.
- Trade increased.
- The US gained influence in the region.



Summary

Imperialism and the Spanish-American War

Use this space to write any questions or thoughts about this lesson.