U.S. Imperialism World Map:
Caribbean Area, Latin America, Asia

Chapter 20: U.S. Expansion and Imperialism—Note Packet
Chapter 10
U.S. Imperialism and Expansion

Vocabulary Terms

1. Imperialism
2. Three Main Factors

Spanish-American War Video

1. When did the war occur?

2. Who was the U.S. president?

3. Who was the war between?

4. What events caused the U.S. to enter the war? What was the “spark”?

5. Who was Theodore Roosevelt?

6. Who were the Rough Riders?

7. How did the war end?

8. What was the Treaty of Paris?

9. Who was John Jay, and what did he call the Spanish-American War?
<table>
<thead>
<tr>
<th>Territories and Places</th>
<th>How the land was acquired?</th>
<th>Why is the land important? What is the outcome of the land today?</th>
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<tbody>
<tr>
<td>1. Alaska</td>
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<td>2. Hawaii</td>
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<td>3. Cuba</td>
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<td>4. Puerto Rico</td>
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<td>5. Philippines</td>
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<td>6. Guam</td>
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<td>7. Panama Canal</td>
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Provide a definition for…
1. Annex-

____________________________________________________________________

2. Protectorate-

____________________________________________________________________

3. Anti-Imperialists-

____________________________________________________________________

4. Pro-Imperialists-

____________________________________________________________________

5. Alfred T. Mahan-

____________________________________________________________________

6. Henry Cabot Lodge-

____________________________________________________________________
## Imperialism in Asia

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Why is this important?</th>
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<tr>
<td>Open Door Notes</td>
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<td>Spheres of Influence</td>
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<td>Boxer Rebellion</td>
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<td>Open Door Policy</td>
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## Imperialism in Latin America

<table>
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<tr>
<th>Term</th>
<th>Definition</th>
<th>Why is this important?</th>
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<tr>
<td>Monroe Doctrine</td>
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<td>Roosevelt Corollary</td>
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<tr>
<td>Theodore Roosevelt</td>
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<tr>
<td>“Speak Softly and Carry a Big Stick”</td>
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</tbody>
</table>
## Brainstorm!

**Reasons why a nation would get involved in the affairs of another nation...**

<table>
<thead>
<tr>
<th>Political</th>
<th>Cultural</th>
<th>Economic</th>
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</table>
Annexation of Hawaii, 1898

America's annexation of Hawaii in 1898 extended U.S. territory into the Pacific and highlighted resulted from economic integration and the rise of the United States as a Pacific power. For most of the 1800s, leaders in Washington were concerned that Hawaii might become part of a European nation's empire. In 1849, the United States and Hawaii concluded a treaty of friendship that served as the basis of official relations between the parties.

A key provisioning spot for American whaling ships, fertile ground for American protestant missionaries, and a new source of sugar cane production, Hawaii's economy became increasingly integrated with the United States. An 1875 trade reciprocity treaty further linked the two countries and U.S. sugar plantation owners from the United States came to dominate the economy and politics of the islands. When Queen Liliuokalani moved to establish a stronger monarchy, Americans under the leadership of Samuel Dole conquered and overthrew her in 1893. The planters' belief that a coup and annexation by the United States would remove the threat of a devastating tariff on their sugar also spurred them to action. The administration of President Benjamin Harrison encouraged the takeover, and dispatched sailors from the USS Boston to the islands to surround the royal palace. The U.S. minister to Hawaii, John L. Stevens, worked closely with the new government.

Dole sent a delegation to Washington in 1894 seeking annexation, but the new President, Grover Cleveland, opposed annexation and tried to restore the Queen. Dole declared Hawaii an independent republic. Spurred by the nationalism aroused by the Spanish-American War, the United States annexed Hawaii in 1898 at the urging of President William McKinley. Hawaii was made a territory in 1900, and Dole became its first governor. Racial attitudes and party politics in the United States deferred statehood until a bipartisan compromise linked Hawaii's status to Alaska, and both became states in 1959.

“The Hawaiian pear is now fully ripe, and this is the golden hour for the United States to pluck it.”

1. Queen Liliuokalani
2. John L. Stevens

1. http://the.honoluluadvertiser.com/dailypix/2006/Jul/02/sesq1liliuokalani_b.jpg
Alaska History and U.S. Involvement

Americans continue period of great change

Great change for Alaska, begun with the arrival of Russians in the eighteenth century, continued with the arrival of Americans in the nineteenth century. A number of Americans flocked to Alaska and particularly to Sitka before and after the October 1867 transfer ceremonies. According to one source, more than 30 ships sailed from San Francisco to Alaska in July of 1867. Those aboard were eager to share in the supposed riches of Alaska. By November of 1867, there were about 115 American civilians in Sitka willing to sign a city government charter. Only a few Americans went to other places in Alaska such as Wrangell, Kodiak, Kenai, and the Yukon River valley, although interest in taking fish, fur-bearing mammals, and whales in Alaskan waters remained high. One historian has concluded that, in the years immediately after the 1867 transfer ceremonies, "Sitka was for all practical purposes the American frontier in Alaska."

Alaska purchase is part of general westward expansion

The United States purchase of Alaska was the final step in the country's steady expansion across the North American continent. In 1803, less than 15 years after George Washington became the first President of the United States, the new country bought 827,192 square miles of additional territory from France. Known as the Louisiana Purchase, the addition included lands from the Gulf of Mexico to what is now the northwestern United States.

In 1818, the United States agreed upon the 49th parallel as its boundary with Canada. In 1819, the United States bought Florida from Spain. In 1842, the U.S.-Canadian border was amended in a treaty. In 1848, the U.S.-Mexican war ended with the United States taking land that became the states of Texas, New Mexico, California, Utah, Nevada, Arizona, and parts of Colorado and Wyoming from Mexico. In 1854, the U.S. purchased additional southern territories in today's Arizona and New Mexico. As a result, by the time the United States purchased Russian interests in Alaska, the geographic area including what are known as the "Lower 48" states had come under United States control.

Americans come to Alaska for four reasons

The annexation of Alaska took the United States flag beyond those boundaries for the first time. Newspapers of the time gave four reasons why the United States bought Alaska. These were: (1) to maintain Russia's friendship (England's government had been sympathetic to the Confederacy during the recent American Civil War, France had sent troops and set up a dictator in Mexico during the same war, and Russia was a potential ally against either country); (2) to facilitate acquisition of British Columbia; (3) to derive economic benefit from Alaska's resources; and (4) to move closer to the markets of Asia.
Alaska and Hawaii Entrance Ticket

Reviewing the maps of Alaska and Hawaii from class the previous session:

Out of the three factors that fueled American imperialism, which factor do you think played the greatest role in the U.S. acquisition of Hawaii? What about Alaska?
1. **All** of the following are factors of U.S. imperialism except
   a. Desire for military strength
   b. To decrease U.S. industrialization
   c. New markets
   d. Belief in cultural superiority

2. The U.S. acquired **Hawaii** by
   a. Purchasing it from China
   b. Winning it in war from Britain
   c. Overthrowing the existing monarchy
   d. Giving into Hawaiian pleas for statehood

3. All of the following contributed to the U.S. involvement in the Spanish-American war **except**
   a. Yellow journalism
   b. The De Lome Letter
   c. U.S.S. Maine Explodes
   d. Spain’s violation of a previous treaty

4. The **Spanish-American** war was fought in which year
   a. 1898
   b. 1892
   c. 1789
   d. 1861

5. All of the following were territories acquired by the United States from the Spanish-American war **except**
   a. Puerto Rico
   b. Cuba
   c. Alaska
   d. Philippines
Cartoon Analysis Guide

Use this guide to identify the persuasive techniques used in political cartoons.

Cartoonists’ Persuasive Techniques

Symbolism
Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.

Exaggeration
Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.

Labeling
Cartoonists often label objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?

Analogy
An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you’ve studied a cartoon for a while, try to decide what the cartoon’s main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist’s point more clear to you.

Irony
Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

Once you’ve identified the persuasive techniques that the cartoonist used, ask yourself these questions:

What issue is this political cartoon about?
What do you think is the cartoonist’s opinion on this issue?
What other opinion can you imagine another person having on this issue?
Creating Your Own Imperialism Political Cartoon

Create a modern day political cartoon which depicts U.S. involvement in Iraq. Possible ideas to consider are Iraqi liberation, oil, spread of democracy, religion, etc. Your cartoon must be neat, appropriate, include a title, and use at least three of the persuasive techniques discussed today.

Persuasive Techniques

- Symbolism
- Exaggeration
- Labeling
- Analogy
- Irony

Cartoon Title:____________________________________

Caption:
Puerto Rico Outcome

Ruling Puerto Rico

When Puerto Rico became part of the U.S. after the Spanish-American War, many Puerto Ricans feared that the United States would not give them the measure of self-rule they had gained under the Spanish. Some wanted statehood, while others hoped for some measure of local self-government as an American territory. As a result, the U.S. gave Puerto Ricans no promise regarding independence after the Spanish American War.

Military Rule

During the Spanish-American War, the U.S. forces occupied the island. As soldiers took control, General Miles issued a statement assuring Puerto Ricans that the Americans were there to “bring you protection, not only to yourselves but to your property, to promote prosperity”...For the time being, Puerto Rico would be controlled by the military until Congress decided otherwise.

Return to Civil Government

Although many Puerto Ricans had dreams of independence or statehood, the United States had different plans for the island’s future. 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 1901, in the Insular Cases, the U.S. Supreme Court ruled that the Constitution did not automatically apply to people in acquired territories. Congress, however, retained the right to extend U.S. citizenship, and it granted that right to Puerto Ricans in 1917. It also gave them the right to elect both houses of their legislature.
Cuba Outcome

Cuba and The United States

When the U.S. declared war against Spain in 1898, it recognized Cuba’s independence from Spain. It also passed the Teller Amendment, which stated that the US. had no intention of taking over any part of Cuba. The treaty of Paris, which ended the war, further guaranteed Cuba the independence that it’s nationalist leaders had been demanding for years.

American Soldiers

Though officially independent, Cuba was occupied by American troops when the war ended. Jose Marti, the Cuban patriot who had led the movement for independence from Spain, had feared that the United States would merely replace Spain and dominate Cuban politics. On the other hand, the American military government provided food and clothing for thousands of families, helped farmers put land back into cultivation and organized schools. Through improvement of sanitation and medical research, the military government helped eliminate yellow fever, a disease that had killed hundreds of Cubans each year.

Platt Amendment

In 1900 the newly formed Cuban government wrote a constitution for an independent Cuba. The Constitution, however, did not specify the relationship between Cuba and the U.S. In 1901, the U.S. insisted that Cuba add to its constitution several provisions, known as the Platt Amendment stating that:

- Cuba could not make treaties that might limit its independence or permit a foreign power to control any part of its territory
- The U.S. reserved the right to intervene in Cuba
- Cuba was not to go into debt
- The U.S. could buy or lease land on the island for naval stations and refueling stations

Cuba became a U.S. protectorate, a country whose affairs are partially controlled by a stronger power. Cuba was technically recognized as an independent nation in 1901, with the Platt Amendment stipulations.
Philippines Outcome

In the Philippines, Filipinos reacted with outrage to the Treaty of Paris, which called for American annexation of the Philippines. The rebel leader, Emilio Aguinaldo believed that the United States had promised independence. When he and his followers learned the terms of the treaty, they vowed to fight for freedom.

Philippine-American War

In February 1900 the Filipinos led by Aguinaldo, rose in revolt. The U.S. assumed almost the same role that Spain had played, imposing its authority on a colony that was fighting for freedom. When Aguinaldo turned to guerrilla tactics, the U.S. forced Filipinos to live in designated zones, where poor sanitation, starvation, and disease killed thousands. This as the very same practice that Americans had condemned Spain for using in Cuba.

It took the Americans nearly three years to put down the rebellion. About 20,000 Filipino rebels died fighting for independence. The war claimed 4,000 American lives and cost $400 million—20 times the price the United States had paid to purchase the islands.

Aftermath of the War

After suppressing the rebellion, the United States set up a government similar to the one it had established in Puerto Rico. Under American rule, the Philippines moved gradually toward independence and finally became an independent republic on July 4, 1946.
Guam Outcome

The American Period (1898 - 1941)

Guam was ceded to the United States by the Treaty of Paris ended the Spanish American War in 1898 and formally purchased from Spain for $20 million in 1899. At the time of the turnover, the local population of Guam has grown to about 10,000 inhabitants. U.S. President William McKinley issued an executive order placing Guam within the administration of the Department of Navy. CAPT R. P. Leary was appointed the island's first U.S. Governor. Under Navy administration, Guam experienced many improvements in the areas of agriculture, public health, sanitation, education, land management, taxes, and public works. The U.S. Navy continued to use Guam as a refueling and communication station until 1941, when it fell to invading Japanese forces shortly after the attack on Pearl Harbor.

Japanese Occupation (1941 - 1944)

On December 10, 1941, Guam surrendered to the Japanese South Seas detachment forces after a valiant defensive struggle by the island's Insular Force Guard and a limited number of U.S. marines. Guam became the only populated U.S. soil to be occupied by another country in World War II. Guam was renamed "Omimago" and for 31 months, the people of Guam were forcibly subjected to intolerable hardships administered by the Japanese military. Although some measure of religious practice and business activities were permitted, atrocities, grenade slaughters and rapes were common. Concentration camps were established by the 29th Division of Japan's Kwantung Army and approximately 600 Chamorro's were executed.

Liberation and U.S. Territorial Status (1944 - Present)

As the Westernmost U.S. soil in the Pacific, Guam today remains a strategic outpost for the U.S. military. In 1949, U.S. President Harry S. Truman signed the Organic Act making Guam an unincorporated territory of the United States with limited self-governing authority and granting American Citizenship to the people of Guam. In 1962, security clearance requirement for travel to Guam, which had been in place since World War II, were lifted permitting Guam's economy to flourish and opening and influx of new residents of diverse nationalities and races such as Filipino, Japanese, Korean, Chinese, Indian, Pacific Islanders and Caucasian.


http://www.cnn.com/WORLD/9708/05/guam.late/seoul.guam.route.jpg
Anti-Imperialists vs. Pro-Imperialists

The Debate Rages On...

With your group, organize the quotes as to whether you think they support imperialism (Pro-Imperialists) or whether they are against imperialism (Anti-Imperialists). You do not have to write the whole quote out, but summarize it and be sure to include the author and date.

<table>
<thead>
<tr>
<th>Anti-Imperialists</th>
<th>Pro-Imperialists</th>
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The Open Door Notes (1899-1900)

By the late 19th century, Japan and the European powers had carved much of China into separate spheres of influence, inside of which each held economic dominance. The U.S., coming late to imperialism, held no sphere of influence in China. In 1899 U.S. Secretary of State John Hay proposed an "Open Door" policy in China in which all nations would have equal trading and development rights throughout all of China. Such a policy would put all the imperialist powers on equal footing in China and would limit the advantages of having one's own sphere of influence. As you read, think about how the Open Door policy might be seen as altruistic, and think about how it reflects American political and economic self-interest.

Earnestly desiring to remove any cause of irritation and to insure at the same time to the commerce of all nations in China... [the United States urges all nations claiming a sphere of influence in China to declare] that [all nations] shall enjoy perfect equality of treatment for their commerce and navigation within such spheres.... Within its respective sphere [a nation]...?

First. Will in no way interfere with any treaty or port or any vested interest [of another nation] within [its own] sphere [of influence]... in China.

Second. That the Chinese [tariff]... shall apply to all merchandise landed or shipped to all such ports... within said sphere [of influence]... no matter what nationality it may belong, and that duties so leviable shall be collected by the Chinese government.

Third. That [a nation] will levy no higher harbor dues on vessels of another nationality frequenting any port in such sphere that shall be levied on vessels of its own nationality, and no higher railroad charges over lines... within its sphere on merchandise belonging to citizens or subjects of other nationalities, transported through such sphere than shall be levied on similar merchandise belonging to its own nationals transported over equal distances....

[The United States seeks] the adoption of measures insuring the benefits of equality of treatment of all foreign trade throughout China....

We adhere to the policy... of peace with the Chinese nation, of furtherance of lawful commerce, and of protection of lives and property of our citizens by all means.... [We are committed to] affording all possible protection everywhere in China to American life and property;... guarding and protecting all legitimate American interests;... [and] aiding to prevent a spread of disorders [in China]....

The policy of the Government of the United States is to seek a solution which may bring about permanent safety and peace to China, preserve Chinese territorial and administrative entity, protect all rights guaranteed to friendly powers by treaty and international law, and safeguard for the world the principle of equal and impartial trade with all parts of the Chinese Empire.

http://www.pinzler.com/ushistory/opendoorsupp.html
Open Door Policy, term that refers to the principle of equal trading rights in China at the end of the 19th century. It is also used to describe policies of equal trading rights in other countries. In the late 1800s, the major European powers had obtained control of important areas of China, and it appeared that the country would soon be divided into spheres of influence into which other trading nations would have no access. The United States was unwilling to compete for territory, but desired access to China for trading purposes. Accordingly, in 1899 and 1900 U.S. Secretary of State John Milton Hay negotiated an agreement with Britain, France, Germany, Russia, Italy, and Japan that guaranteed “equal and impartial trade with all parts of the Chinese Empire” and preservation of “Chinese territorial and administrative” integrity.

The open door agreement remained the basis of U.S. policy toward China until the establishment of the Communist regime there in 1949; Japan's violations of it caused friction between that country and the United States before World War II.
A FAIR FIELD AND NO FAVOR!

UNCLE SAM: "I'M OUT FOR COMMERCE, NOT CONQUEST!"

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A sphere of influence (SOI) is an area or region over which an organization or state exerts some kind of indirect cultural, economic, military or political domination.

Spheres of Influence:

Throughout the nineteenth century, China's emperors had watched as foreigners encroached further and further upon their land. Time and again, foreigners forced China to make humiliating concessions. Foreign regiments, armed with modern weapons, consistently defeated entire imperial armies. Now, as a new century was about to begin, Tsu Hsi, empress dowager of the Ch'ing Dynasty, searched for a way to rid her empire of foreign parasites.

Austria, France, Germany, Great Britain, Italy, Japan, and Russia all claimed exclusive trading rights to certain parts of China. They were dividing China into "spheres of influence." Some even claimed to own the territory within their spheres. By acquiring the Philippines, the United States became an Asian power too. Now, with a strong base of operations just 400 miles from China, American businesses hoped to take advantage of China's vast resources. The foreign spheres of influence, however, threatened their ambitions.

So while the empress was hoping to close China to foreigners, Americans were looking for a way in. John Hay, now Secretary of State, had an idea. Since public opinion, strained by the Philippines war, would never support the use of force, he decided to negotiate. He sent letters to all the foreign powers and suggested an "Open Door" policy in China. This policy would guarantee equal trading rights for all and prevent one nation from discriminating against another within its sphere.

The nations replied that they liked the concept of the Open Door, but that they could not support or enforce it. Hay's plan had been politely rejected. Nevertheless Hay announced that since all of the powers had accepted the Open Door in principle, the United States considered their agreement "final and definitive."

A secret society, known as the Fists of Righteous Harmony, attracted thousands of followers. Foreigners called members of this society "Boxers" because they practiced martial arts. The Boxers also believed that they had a magical power, and that foreign bullets could not harm them. Millions of "spirit soldiers," they said, would soon rise from the dead and join their cause. Their cause, at first, was to overthrow the imperial Ch'ing government and expel all "foreign devils" from China. The crafty empress, however, saw a way to use the Boxers. Through her ministers, she began to encourage the Boxers. Soon a new slogan -- "Support the Ch'ing; destroy the foreigner!" -- appeared upon the Boxers' banner. In the early months of 1900, thousands of Boxers roamed the countryside. They attacked Christian missions, slaughtering foreign missionaries and Chinese converts. Foreign diplomats, their families, and staff lived in a compound just outside the Forbidden City's walls in the heart of Beijing. Working together, they threw up hasty defenses, and with a small force of military personnel, they faced the Boxer onslaught. After a month of no news from their diplomats, the foreign powers had grown worried. They assembled an international relief force of soldiers and sailors from eight countries. The United States, eager to rescue its ministers and to assert its presence in China, sent a contingent of 2,500 sailors and marines. After rescuing another besieged delegation in Tientsin, the international force marched to Beijing, fighting Boxers and imperial soldiers along the way. Because it had participated in the campaign, the United States participated in the settlement that followed. Hay called for an expanded "Open Door," not only within the spheres of influence, but in all parts of China. He also recommended that the powers preserve China's territory and its government. Other powers agreed, and the Open Door policy allowed foreign access to China's market until World War II closed it once again.

Matching Quiz!

Match the following terms with the descriptions on the left.

1. ____________________
   An area or region over which an organization or state exerts some kind of indirect cultural, economic, military or political domination. The U.S. and other European powers exercised imperialism this way in China in the early 20th century.

   A. John Jay
   B. Open Door Notes
   C. Open Door Policy
   D. Spheres of Influence
   E. Protectorate
   F. Boxer Rebellion

2. ____________________
   Issued in 1899, a series of letters addressed to the leaders of imperialists nations proposing that the nations share their trading rights with the U.S., thus creating an “open door”.

3. ____________________
   U.S. Secretary of State who issued the Open Door Notes to protect American interests.

4. ____________________
   A country whose affairs are partially controlled by a stronger power.

5. ____________________
   A series of provisions added to the Cuban Constitution in 1901 that gave the U.S. the right intervene, Cuba could not go into debt, and the U.S. could use Cuban land for naval and fueling stations.

6. ____________________
   A reaction against foreign control and influence in China.

7. ____________________
   Proposed equal and impartial trade with all parts of the Chinese Empire.
<table>
<thead>
<tr>
<th>Political Cartoon</th>
<th>Exceeding</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appearance</strong></td>
<td>The cartoon is exceptionally attractive in terms of design, layout, and neatness. Colorful, clearly drawn, and polished.</td>
<td>The cartoon is attractive in terms of design, layout and neatness.</td>
<td>The cartoon is acceptably attractive though it may be a bit messy, but is completed.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive. It has the appearance of being unfinished.</td>
</tr>
<tr>
<td><strong>Required Elements</strong></td>
<td>The cartoon includes all required elements such as at least 3 persuasive techniques, a disadvantage or advantage of imperialism, and a historical territory as well as additional information or techniques.</td>
<td>All required elements are included on the cartoon, such as the 3 persuasive techniques, a disadvantage or advantage of imperialism, and a historical territory.</td>
<td>All but 1 of the required elements are included on the cartoon, such as the 3 persuasive techniques, a disadvantage or advantage of imperialism, and a historical territory.</td>
<td>Several required elements were missing on the cartoon.</td>
</tr>
<tr>
<td><strong>Editorial</strong></td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples) that support the position of the anti-imperialist or pro-imperialist league. These pieces of evidence and/or arguments explain why the league disagrees/agrees with U.S. imperialism.</td>
<td>Includes 3 common arguments that support the position of the anti-imperialist or pro-imperialist league. These arguments explain why the league disagrees/agrees with U.S. imperialism.</td>
<td>Includes 2 common arguments that support the position of the anti-imperialist or pro-imperialist league. These arguments explain why the league disagrees/agrees with U.S. imperialism.</td>
<td>Includes 1 or fewer common arguments that support the position of the anti-imperialist or pro-imperialist league. These arguments explain why the league disagrees/agrees with U.S. imperialism.</td>
</tr>
<tr>
<td><strong>Support for Position</strong></td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples) that support the position of the anti-imperialist or pro-imperialist league. These pieces of evidence and/or arguments explain why the league disagrees/agrees with U.S. imperialism.</td>
<td>Includes 3 common arguments that support the position of the anti-imperialist or pro-imperialist league. These arguments explain why the league disagrees/agrees with U.S. imperialism.</td>
<td>Includes 2 common arguments that support the position of the anti-imperialist or pro-imperialist league. These arguments explain why the league disagrees/agrees with U.S. imperialism.</td>
<td>Includes 1 or fewer common arguments that support the position of the anti-imperialist or pro-imperialist league. These arguments explain why the league disagrees/agrees with U.S. imperialism.</td>
</tr>
<tr>
<td><strong>Historically Accurate</strong></td>
<td>Thoroughly explains historical background and a description of how the territory was obtained and why. Provides examples and historical facts to back up writing.</td>
<td>Explains historical background and a description of how the territory was obtained and why. However, does not provide clear facts to back up writing.</td>
<td>Partially explains historical background and a description of how the territory was obtained and why. However, explanation is unclear; writing seems to have gaps in either the historical background or the territory description.</td>
<td>Poorly explains the historical background and a description of how the territory was obtained and why. No examples are provided; or explanation is left out; one facet is explained and not the other.</td>
</tr>
</tbody>
</table>