Name _____ Date _____

CHAPTER 10

Section 4

GUIDED READING *America as a World Power*

A. As you read this section, 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 of Portsmouth is negotiated. →	
2. U.S. warships are used to ensure Panama's independence. →	
3. Panama Canal is built. →	
4. Roosevelt Corollary is adopted. →	

WILSON'S "MISSIONARY" DIPLOMACY

American action taken	Consequences of that action
5. Wilson uses a minor incident with Mexico as an excuse to occupy Veracruz. →	
6. Wilson recognizes the Carranza government. →	
7. Wilson refuses Carranza's demand to withdraw U.S. troops sent into Mexico to capture Villa. →	

B. On the back of this paper, identify **Francisco "Pancho" Villa** and **John J. Pershing**, and describe how their lives came to be interrelated.

Name _____ Date _____

CHAPTER 10

Section 4

RETEACHING ACTIIVITY *America as a World Power*

Reading Comprehension

Choose the best answer for each item. Write the letter of your answer in the blank.

_____ 1. Theodore Roosevelt earned the Nobel Peace Prize in 1906 for helping to negotiate a peace treaty to end the war between
a. England and France.
b. Russia and Japan.
c. Cuba and Spain.
d. China and India.

_____ 2. Before building the Panama Canal, the United States helped to free Panama from its rule by
a. Colombia.
b. Nicaragua.
c. El Salvador.
d. Mexico.

_____ 3. Construction of the Panama Canal took
a. 3 years.
b. 5 years.
c. 10 years.
d. 15 years.

_____ 4. The Roosevelt Corollary proclaimed U.S. authority over
a. Canada.
b. Asia.
c. Africa.
d. Latin America.

____ 5. The U.S. president most associated with dollar diplomacy was
a. Theodore Roosevelt.
b. Woodrow Wilson.
c. Grover Cleveland.
d. William Howard Taft.

_____ 6. Woodrow Wislon dispatched General John J. Pershing into Mexico to capture the rebel leader
a. Porifio Díaz.
b. Francisco "Pancho" Villa.
c. Francisco Madero.
d. Venustiano Carranza.

Name _____ Date _____

CHAPTER 10

Section 4

GEOGRAPHY APPLICATION: PLACE

Geography of the Panama Canal

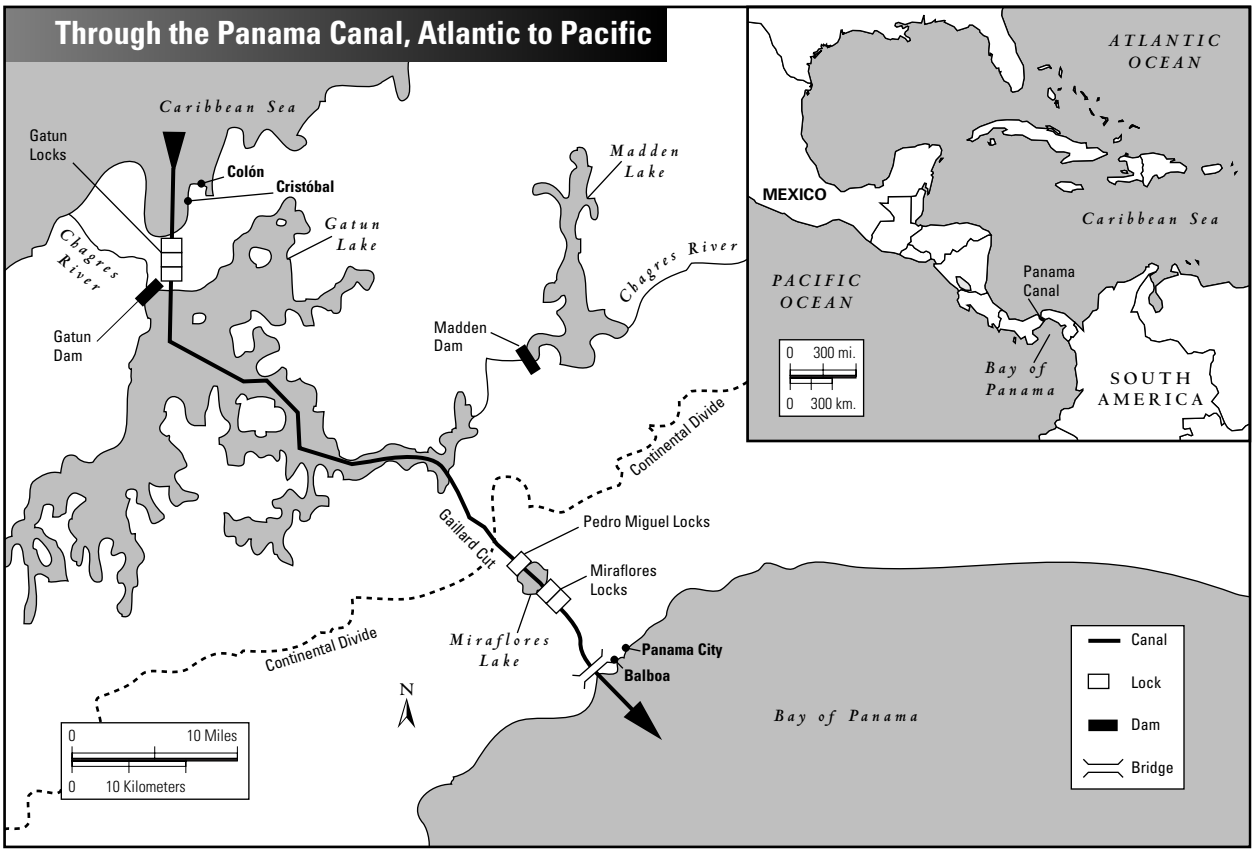
Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

The Panama Canal is essential to the United States. About 12,000 ships a year pass through the canal, 70 percent of them going to or from U.S. ports.

A ship bound from New York to San Francisco, for example, enters the canal from the Caribbean Sea. The ship remains at sea level for the first few miles. Then it comes to a steplike series of three chambers called locks—the Gatun Locks. Each fills with water after the vessel enters, raising it about 28 feet. The three locks lift the ship to the level of Gatun Lake, formed by Gatun Dam. (It takes 26 million gallons of water from Gatun Lake to fill each lock. The lake does not run dry, however, because the region receives substantial rainfall and because Gatun Lake has backup water stored in Madden Lake.)

The ship crosses Gatun Lake and goes through the Gaillard Cut, a narrow passage cut through hills. Then the ship is taken into the Pedro Miguel Locks and is lowered about 31 feet to Miraflores Lake. At the other side of the lake, the ship enters the two Miraflores Locks. As the water is released for each, the ship is lowered an additional 27 feet.

At sea level again, the ship passes to the Bay of Panama just a few miles away. The eight-hour passage through the Panama Canal has saved nearly 8,000 miles of travel.



Interpreting Text and Visuals

1. Use a ruler and the map's scale to find the approximate length of the Panama Canal. _____

   About how far does a ship travel at sea level when passing through the canal? _____

2. How many locks does the canal have? _____

3. About how many feet above sea level is Gatun Lake? _____

4. Gatun Lake is one of the largest artificial lakes in the world. Which river was dammed to create it? _____

5. What topographic obstacle made the Gaillard Cut necessary? _____

   _____

6. It has been noted ironically that although the Atlantic Ocean is east of the Pacific Ocean, a ship passing from the Atlantic to the Pacific travels from west to east through the Panama Canal. Why is this so?

   _____

   _____

   _____

   _____

   About how many miles east of the Atlantic end of the canal is the Pacific end? _____

7. When the canal was opened in 1914, most of its cargo and passenger traffic was bound from one U.S. coast to the other. Today, use of the canal is only the eighth most common way of moving U.S. goods and people from coast to coast. What are some of the alternatives that have replaced this ocean route?

   _____

   _____

   _____

   _____

Name _____ Date _____

CHAPTER 10

Section 4

OUTLINE MAP *America Becomes a World Power*

A. Review the maps of U.S. Imperialism, the World, and U.S. Dependencies on textbook pages 356, A2, and A18–19. Then label the following bodies of water and land areas on the accompanying outline map.

Bodies of Water	U.S. Possessions and Protectorates		Other Areas
Pacific Ocean	Cuba	Philippines	Japan
Atlantic Ocean	Guam	Puerto Rico	Australia
Caribbean Sea	Hawaii	Samoa	South America
	Panama Canal Zone	Wake Island	United States
	Midway Island	Alaska	

B. After labeling the map, highlight the areas of U.S. influence outside of its borders and use the completed map to answer the following questions.

1. Which possession or protectorate is farthest from the United States? _____

   About how many miles from the United States is it? _____

2. Which possession or protectorate is located at approximately 166°E longitude and 19°N latitude? _____

3. Which of the possessions or protectorates was closest to the United States? _____

4. One of the possessions or protectorates served as a refueling station for ships traveling from the United States to Australia. Which one do you think it was? _____

5. Give a possible explanation for how Midway Island got its name. _____

   _____

6. Which possessions or protectorates are not islands? _____

7. Describe the path that a ship sailing from Hawaii to the East Coast of the United States was likely to take. _____

   _____

8. What is the approximate grid location of Guam? _____

U.S. Territorial Influence, 1914

Name _____ Date _____

CHAPTER 10
Section 4

PRIMARY SOURCE

Building the Panama Canal

The Panama Canal took ten years to build and cost almost $400 million. Consider some of the challenges that had to be overcome in building it as you read this excerpt from an eyewitness account of the canal's construction.

From Gatun the train goes through territory which is to be the lake. For twenty-three miles the ships will cross this artificial lake to Culebra Cut. Never before has man dreamed of taking such liberties with nature, of making such sweeping changes in the geographical formation of a country. Here are we Americans dropping down into the heart of a jungle of unequaled denseness, building a young mountain, balancing a lake of 160 odd square miles on the top of the continental divide, gouging out a cañon 10 miles long, 300 feet wide, and in some places over 250 feet deep. Think about that a minute and then be proud that you are an American. . . .

"Look!" my friend cried suddenly. "See that machine—it looks like a steam crane—it is a track-shifter. Invented by one of our engineers. You see, on the dumps, where we throw out the spoil from the cuts, we have to keep shifting the tracks to keep the top of the dump level. Well, it took an awful lot of time to do it by hand. So we developed that machine. It just takes hold of a section of track, rails and ties and all, hoists it up out of its ballast, and swings it over to where we want it. Does in an hour what a gang of twenty men could not do in a week. They're not used much anywhere else in the world. You see, there isn't any other place where they have to shift track on so large a scale."

They seem vastly proud of this track-shifter down here.

"And this is Gorgona," he said, a minute later. "Those shops over there are the largest of their kind in the world—repairing machinery. We can mend anything in there from a locomotive to a watch-spring."

One gets tired of this "largest in the world" talk. But it is only as you accustom yourself to the idea that each integral part of the work is of unequaled proportions that you begin to sense the grandeur of the whole undertaking. The largest dam, the highest locks, the greatest artificial lake, the deepest cut, the biggest machine shops, the heaviest consumption of dynamite, the most wonderful sanitary system—all these and others which I forget are unique—the top point of human achievement. . . .

It is between Gorgona and Empire that you get your first look into Culebra Cut. It is as busy a place as an anthill. It seems to be alive with machinery; there are, of course, men in the cut too, but they are insignificant, lost among the mechanical monsters which are jerking work-trains about the maze of tracks, which are boring holes for the blasting, which are tearing at the spine of the continent—steam shovels which fill a car in five moves, steam shovels as accurate and delicate as a watch, as mighty, well, I can think of nothing sufficiently mighty to compare with these steel beasts which eat a thousand cubic yards a day out of the side of the hills.

But it is not till you get beyond the cut and, looking back, see the profile of the ditch against the sunset that you get the real impression— the memory which is to last. The scars on the side of the cut are red, like the rocks of our great Western deserts. The work has stopped, and the great black shovels are silhouetted against the red of the sky. Then there comes a moment, as your train winds round a curve, when the lowering sun falls directly into the notch of the cut and it is all illumined in an utterly unearthly glory. . . .

from Arthur Bullard, *Panama: The Canal, the Country, and the People* (New York, 1914). Reprinted in Richard B. Morris and James Woodress, eds., *Voices From America's Past*, vol. 2, *Backwoods Democracy to World Power* (New York: Dutton, 1963), 295–298.

Research Options

1. Find out more about the building of the Panama Canal. What obstacles had to be overcome? What dangers did workers face? Prepare a brief oral report and share it with your classmates.
2. Controlling the spread of disease was a key factor in the completion of the Panama Canal. Research how Colonel William C. Gorgas made the Canal Zone safe for workers. Then write a short column about Gorgas's achievement for a health newsletter.