

**AN EMERGING WORLD POWER****Biography**

William Seward, statesman, abolitionist, cabinet member, and lifelong public servant, is best remembered for his role in the purchase of Alaska. ♦ *As you read, think about the lasting impact that Seward had on his country. Then, on a separate sheet of paper, answer the questions that follow.*

**William Seward (1801–1872)**

William Seward, a New Yorker born in 1801, held many roles in government. He began serving under President Abraham Lincoln as secretary of state in 1861. In 1865, on the night that Lincoln was assassinated, a conspirator with John Wilkes Booth stabbed Seward in the throat. Seward recovered and continued his role as secretary of state under President Andrew Johnson until 1869. His most important act during this time was his purchase of Alaska.

Seward saw potential in Alaska as early as 1860 and refused to give up on his desire to increase the size of the United States. Buying this land would almost double the size of the United States. In 1867, Seward and the Russian minister to the United States stayed awake until 4 a.m. to work out the final deal for the United States to buy 586,412 square miles for \$7.2 million, which was equivalent to \$94 million in 2005. Essentially, Seward purchased the land that is now the state of Alaska for about two cents per acre.

Seward still had to persuade both the Senate and the House of Representatives to accept the deal. Seward faced opposition not only from Congress but also from Americans who questioned the need for large tracts of land unconnected to the continental United States. Many people

wondered what good could come from such a frozen wasteland. Seward was ridiculed in the press. Public outrage against the deal was so strong that both senators and representatives, concerned about their political futures, worried about voting in favor of it.

Despite public and political pressure, Seward persisted, and the Russian minister actually bribed members of Congress to ensure that they voted for the deal. Finally, in July 1868 the United States purchased Alaska. Seward, however, died in 1869, well before Americans realized the importance of his purchase.

In 1872, gold was discovered in Alaska and over the years, oil, fish, and lumber in Alaska have become major exports. In 1959, Alaska became the forty-ninth state. Tourists visit Alaska every year to experience the natural beauty and wildlife of this diverse region. Alaskan national parks cover millions of acres of land. Despite these benefits, transportation difficulties cause Alaska to remain a largely untapped resource for the United States.

This developing region has not forgotten the impact of William Seward. Alaska celebrates Seward's Day on the last Sunday in March. Although many people doubted Seward, his purchase has turned out to be much more than just an icebox.



William Seward.  
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**Questions to Think About**

1. What deal did Seward and the Russian minister develop?
2. What benefits have arisen from Seward's idea to purchase Alaska?
3. **Link Past and Present** If the U.S. Congress were buying Alaska today, how might the use of modern technology affect that purchase?

**AN EMERGING WORLD POWER****Reading Strategy****Main Ideas and Details**

The main idea is the main point in a paragraph or other text. To identify the main idea, first read any titles, headings, or subheadings. As you read the text that comes after a heading, ask yourself, "What is this mostly about?" Sometimes the main idea is stated clearly at the beginning of the passage. Other times it comes later or is only implied.

Details give information about the main idea and help you understand it better. They are sometimes called "supporting details" because they tell you more about, or support, the main idea. Details include facts, examples, and reasons. Being able to identify the main idea and supporting details will help you understand what you read.

Read the following paragraph:

Toward the end of the nineteenth century, the United States began to increase its global involvement. In 1853, a U.S. naval fleet sailed into Tokyo Bay, Japan. A few years later, in 1867, the United States purchased Alaska from Russia. In 1893, the United States supported a revolt in Hawaii and the establishment of a pro-U.S. government.

The main idea of this paragraph is that the United States increased its global involvement at the end of the nineteenth century. The details about Japan, Alaska, and Hawaii support this main idea.

**Directions:** Read the following paragraph. Then answer the questions below.

For imperial powers such as the United States, colonies provided many benefits. Control of colonial ports gave important trade and military advantages to imperial powers. Colonies also were a source of raw materials for the factories at home. They provided markets for the finished goods produced in those factories. By the late 1800s, the U.S. economy was producing more goods than Americans could consume.

**Hint:** List the details in the paragraph. Then summarize them to determine the main idea.

1. What is the main idea of this paragraph?

\_\_\_\_\_

\_\_\_\_\_

2. List two details from the paragraph that support the main idea.

\_\_\_\_\_

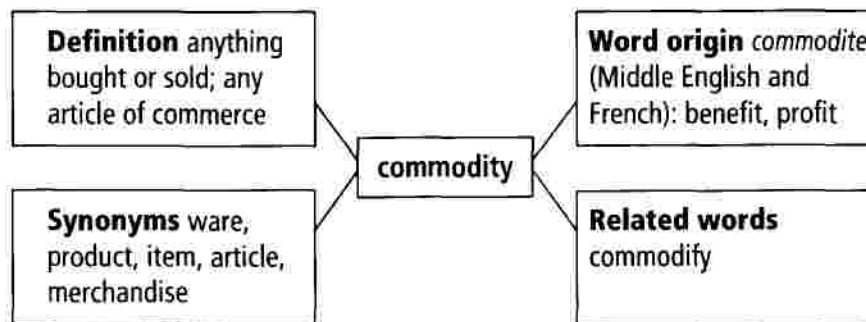
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3. Underline the sentence from the paragraph that is NOT a supporting detail.

## AN EMERGING WORLD POWER

**Vocabulary Builder****Make Word Maps**

As you read, you will learn many new vocabulary terms through context clues and by looking up definitions in the dictionary. **Word maps** can help you organize what you learn about unfamiliar words. By making a word map, you use and understand a word in several different ways. The word map below provides a definition, the word origin, synonyms, and related words for the word *commodity*.

**Example**

**Directions:** On a separate sheet of paper, make a word map for each word listed below. Refer to the example, and use a dictionary and thesaurus as needed to complete your maps. When you have finished your word maps, write a sentence for each word in the space provided.

1. successor \_\_\_\_\_  
\_\_\_\_\_
2. stipulate \_\_\_\_\_  
\_\_\_\_\_
3. obsolete \_\_\_\_\_  
\_\_\_\_\_
4. rigor \_\_\_\_\_  
\_\_\_\_\_
5. assess \_\_\_\_\_  
\_\_\_\_\_
6. nevertheless \_\_\_\_\_  
\_\_\_\_\_

**AN EMERGING WORLD POWER****Interpreting a Political Cartoon****The Spanish-American War**

Although some people urged Congress to declare war on Spain, others argued against such involvement. Many Americans saw the Cuban's struggle for freedom against their Spanish rulers as similar to the U.S. battle for independence against Great Britain. Others, including President McKinley, urged a calm response and wanted the United States to negotiate with Spain. ♦ Look at the cartoon below from the *Infographic To War!* in Section 2 of your textbook. Then, using the information from the *Infographic* and the cartoon below, answer the following questions on a separate sheet of paper.



The Granger Collection, New York

**Questions to Think About**

1. Who is the woman in the cartoon? Explain.
2. What message does this cartoon convey?
3. **Draw Inferences** Why might this cartoon be associated with the Yellow Press?

**AN EMERGING WORLD POWER****Enrichment: History Challenges****The Spanish-American War—The War We Wanted to Fight?**

The island of Cuba lies just 90 miles off the coast of Florida. In 1895, when Cuba rebelled against its colonial ruler, Spain, the United States became caught up in the story of the Cuban people's struggle against Spain. U.S. newspapers sought to move the United States toward war by fanning the flames of anti-Spanish, pro-Cuban sentiments. These newspapers—known collectively as the Yellow Press—compared the Cuban rebels with the patriots of the American Revolution and horrified Americans with sometimes exaggerated and biased accounts of Spanish brutalities against Cuban rebels and civilians.

Amid the clamor for war, a few Americans spoke out against involvement in Cuba's quest for independence. President William McKinley—the last Civil War veteran to serve as President—was initially reluctant to fight. Eventually, after the destruction of the *Maine* and accusations of Spain's involvement in it, war seemed unavoidable.

**Your assignment:** With a partner, research events that led to the Spanish-American War. What could you have done to prevent the United States from entering the war? Discuss your strategy in an oral presentation.

**Organizing Your Research:** While researching your topic, you may need to search libraries and relevant sites on the Internet for more information. By organizing this information in a chart like the one below, you can maximize the efficiency of your research.

Website Title	Summary of Content	Publisher, Author, Date
"The World of 1898: The Spanish-American War," by the Hispanic Division, Library of Congress	An introduction to the people and events surrounding the Spanish-American War from the beginning to the end; includes links to other pages and resources	Hispanic Division, Library of Congress, last updated: 09/14/1998

**AN EMERGING WORLD POWER****Enrichment: History Challenges****The Spanish-American War — The War We Wanted to Fight?**

**Suggested materials:** Poster board and stand (for chart, graphs, and other illustrations); map of Cuba and the Caribbean Sea; pushpins or map pins (to identify positions and routes)

**Creating a Visual:** Your oral presentation may include charts, graphs, or other visuals to help your audience understand. Below is an example of a table that could appear in a presentation about the Spanish-American War.

Arguments for Going to War with Spain	Arguments Against Going to War with Spain
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

**Suggested procedures:**

1. Research the key events that led to the Spanish-American War. Create a graphic organizer, such as a timeline, to list and explain these events.
2. Plan your strategy by brainstorming ways in which the United States might have avoided war with Spain. What could have been done differently? Outline your thoughts.
3. Identify key decision-makers in the buildup to war. Think about actions they could have taken that might have led to a different outcome. How could you have persuaded these key people to act to avoid war? Do further research if necessary.
4. Draft your presentation. Consider using excerpts or direct quotations from your research. Decide how to include a chart or other type of visual aid in your presentation. Prepare any materials you will present.
5. Organize your materials. Look for places where revisions or additions are necessary. Practice delivering your oral presentation with your partner, with each of you taking turns.
6. Consider closing with a question-and-answer session with the audience to discuss the effectiveness of your strategy.