Prompt:
2. Analyze the extent to which the Spanish-American War was a turning point in American foreign policy.
Re-written as a Question:
What was the extent to which the Spanish American war a turning point in American foreign policy?
Argument:
(Include both position as well as extent)
The Spanish-American War was a major turning point in American Foreign policy.

<table>
<thead>
<tr>
<th>Area of Analysis #1: Americans had previously not gotten involved in the affairs of foreign nations</th>
<th>Area of Analysis #2: They began to imperialize</th>
<th>Area of Analysis #3: Enforced policies which would benefit them</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Terms</strong> (minimum 4-5)</td>
<td><strong>Key Terms</strong> (minimum 4-5)</td>
<td><strong>Key Terms</strong> (minimum 4-5)</td>
</tr>
<tr>
<td>- Isolationist</td>
<td>- Expansionism</td>
<td>- Platt amendment</td>
</tr>
<tr>
<td>- Nationalism</td>
<td>- Cuba</td>
<td>- Good neighbor policy</td>
</tr>
<tr>
<td>- Jingoism</td>
<td>- China</td>
<td>- Big Stick policy</td>
</tr>
<tr>
<td>- “Moral diplomacy”</td>
<td>- Pacific Islands</td>
<td>- Open door policy - police power</td>
</tr>
<tr>
<td>- Roosevelt Corollary to the Monroe Doctrine</td>
<td>- New markets</td>
<td>- Asia</td>
</tr>
<tr>
<td>- Latin America</td>
<td>- The “white man’s burden”</td>
<td>- The Big Sister Policy</td>
</tr>
<tr>
<td>Complex Split Thesis (use format below):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Even though Americans had previously not gotten involved in the affairs of foreign nations, overall the Spanish American War was a major turning point in American foreign policy, as seen in that they were beginning to imperialize and also enforcing policies Americans had previously not gotten involved in the affairs of foreign nations Americans had previously not gotten involved in the affairs of foreign nations that would benefit them.
FRQ Outlines

Prompt: To what extent did the United States achieve the objectives that led it to enter the First World War?

Re-written as a Question: To what extent did the United States achieve the objectives that led it to enter the First World War?

Argument: to a large extent the United States achieved the objectives that led it to enter the First World War

(Include both position as well as extent)

<table>
<thead>
<tr>
<th>Area of Analysis #1:</th>
<th>Area of Analysis #2:</th>
<th>Area of Analysis #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>They won the war</td>
<td>They didn’t make the world safe for democracy</td>
<td>Didn’t protect economic interests</td>
</tr>
</tbody>
</table>

Key Terms (minimum 4 -5)

- Lusitania
- Zimmerman telegram
- Wilson’s fourteen points
- Germany- war reparations
- Peace without victory
- Unrestricted submarine warfare
- Treaty of Versailles
- Allied victory
- German reparations

Key Terms (minimum 4 -5)

- Didn’t ratify the treaty of Versailles
- Didn’t join the league of nations
- Revenge reparations
- Reservationists
- Irreconcilables
- Russian revolution
- Ethnic conflicts

Key Terms (minimum 4 -5)

- Freedom of seas
- Going from a creditor to debtor nation
- Raising of tariffs
- Post-war recession
- Imperialism and colonies
- Dawes Plan

Complex Split Thesis (use format below):

Even though America helped the Allies win the war, the United States achieved the objectives that led it to enter the First World War to a limited extent as seen in the way it they didn’t make the world safe for democracy and they failed to protect economic interests.
Unit 7: America Comes of Age

FRQ Outlines

Prompt: Analyze the ways in which the federal government sought support on the home front for the war effort during the First World War.

Re-written as a Question: How did the federal government get support from the home front during the First World War?

Argument: The federal government had a lot of support from the home front

(Include both position as well as extent)

<table>
<thead>
<tr>
<th>Area of Analysis #1:</th>
<th>Area of Analysis #2:</th>
<th>Area of Analysis #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Government Had Silenced The People For A Period Of Time</td>
<td>Supplies For War Are Supplied By The Home Front</td>
<td>Minorities Take Over The Jobs Of The Men Who Go Off To War</td>
</tr>
<tr>
<td>Key Terms (minimum 4 -5)</td>
<td>Key Terms (minimum 4 -5)</td>
<td>Key Terms (minimum 4 -5)</td>
</tr>
</tbody>
</table>

Complex Split Thesis (use format below):

Even though the government had silenced people for during the war overall the federal government had gotten a lot of support from the home front by being supplied with essential war supplies from the home front and by minority groups taking over the jobs that the men who had gone off to war had left.
Prompt: The United States entered the First World War not “to make the world safe for democracy” as President Wilson claimed, but to safeguard American economic interests. Assess the validity of this statement.

Re-written as a Question: To what extent is it valid that the United States entered the First World War not “to make the world safe for democracy” as President Wilson claimed, but to safeguard American economic interests?

Argument: It is invalid to a large extent that America entered the First World War to safeguard American economic interests.

(Include both position as well as extent)

<table>
<thead>
<tr>
<th>Area of Analysis #1:</th>
<th>Area of Analysis #2:</th>
<th>Area of Analysis #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>America did want to safeguard its economic interests</td>
<td>America’s Rivalry with Germany</td>
<td>America’s Partnership with Great Britain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Terms (minimum 4 -5)</th>
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<th>Key Terms (minimum 4 -5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underwood Tariff</td>
<td>U-Boats</td>
<td>Belligerents</td>
</tr>
<tr>
<td>Income tax</td>
<td>Unrestricted Submarine Warfare</td>
<td>House-Grey Memorandum</td>
</tr>
<tr>
<td>Foreign trade</td>
<td>HMS Lusitania</td>
<td>Allied powers</td>
</tr>
<tr>
<td>Imports</td>
<td>Sussex and Arabic Pledges</td>
<td>President Wilson</td>
</tr>
<tr>
<td>Exports</td>
<td>Election of 1916</td>
<td></td>
</tr>
<tr>
<td>Panama Canal</td>
<td>Zimmerman Telegram</td>
<td></td>
</tr>
<tr>
<td>South America</td>
<td></td>
<td></td>
</tr>
<tr>
<td>China</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Door Policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complex Split Thesis (use format below): Even though the United States did want to safeguard its economic interests, overall this is invalid to a large extent because America wanted to make the world safe for democracy as seen in America’s rivalry with Germany and its partnership with Great Britain.
Unit 7: America Comes of Age 1890 -1918

FRQ Outlines

Prompt: The United States entered the First World War not “to make the world safe for democracy” as President Wilson claimed, but to safeguard American economic interests. Assess the validity of this statement.

Re-written as a Question: To what extent is it valid to say that the United States entered WWI not “to make the world safe for democracy” as President Wilson claimed, but to safeguard American economic interest?

Argument: It is valid to a large extent.

(Include both position as well as extent)

<table>
<thead>
<tr>
<th>Area of Analysis #1:</th>
<th>Area of Analysis #2:</th>
<th>Area of Analysis #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic interests were threatened</td>
<td>The changing relationship with the German government</td>
<td>U.S.’ desire to protect self-determination of countries throughout the world</td>
</tr>
</tbody>
</table>

Key Terms (minimum 4 -5)
- Panama Canal
- Panamian Rebels
- Platt Amendment
- Imperialism
- McKinley
- Theodore Roosevelt
- Cuba
- Marines
- Trade
- Tariff
- Trusts
- Monopolies
- Open Door Policy
- China / Japan
- Budget Deficit / Trade Deficit
- Isolationism/Neutrality
- Blockade
- U-Boats
- Mexico
- Zimmerman Telegram
- Germany
- Unrestricted Submarine Warfare
- Lusitania in 1915
- Woodrow Wilson
- Preparedness
- Arabic and Sussex Incident
- Arabic and Sussex Pledge
- Self determination
- Democracy
- Monroe Doctrine
- Moral Diplomacy
- Election of 1912
- Neutrality
- Austria-Hungary
- British
- Belligerents
- Allies

Complex Split Thesis (use format below):

Even though America’s economic interests were threatened, overall, it is more valid to say that the U.S. entered WWI “to make the world safe for democracy” than to protect its economic interests as seen in the changing relationship with the German government and the U.S.’ desire to protect self-determination of countries throughout the world.
Prompt: Compare the debates that took place over American expansionism in the 1840’s with those that took place in the 1890’s, analyzing the similarities and differences in the debates of the two eras.

Re-written as a Question: To what extent was American expansionism similar and different from the 1840’s to the 1890’s?

Argument: American expansionism in the 1840’s was similar to American expansionism in the 1890’s to a large extent.

(Include both position as well as extent)

<table>
<thead>
<tr>
<th>Area of Analysis #1: America expanded for different economic reasons, in the 1840’s they expanded for land and 1890’s they expanded for resources.</th>
<th>Area of Analysis #2: America expanded to spread American culture.</th>
<th>Area of Analysis #3: America took control of the political systems in both eras.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economic</strong></td>
<td><strong>Social</strong></td>
<td><strong>Political</strong></td>
</tr>
<tr>
<td><strong>Key Terms</strong> (minimum 4 -5)</td>
<td>Missionaries</td>
<td>“Spheres of Influence”</td>
</tr>
<tr>
<td>New Markets</td>
<td>Christianity</td>
<td>Imperialism</td>
</tr>
<tr>
<td>Westward Expansion</td>
<td>“White Man’s Burden”</td>
<td>Colonialism</td>
</tr>
<tr>
<td>Manifest Destiny</td>
<td>Assimilation</td>
<td>Social Darwinism</td>
</tr>
<tr>
<td>Plantations</td>
<td>Boxer Rebellion (China)</td>
<td>Open Door Policy</td>
</tr>
<tr>
<td>Cash Crops</td>
<td>Missionary Schools</td>
<td>Spanish American WAr</td>
</tr>
<tr>
<td>King Cotton</td>
<td>John Eliot</td>
<td>Phillipines</td>
</tr>
<tr>
<td>Mexican American War</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oregon Trail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annexation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complex Split Thesis (use format below):

Even though the reasons for expansion varied economically, American expansionism in the 1840’s was similar to American expansionism in the 1890’s to a large extent as seen in social expansion to spread cultural and religious values as well as America’s domination of political systems in acquired territories in both eras.
Unit 7:
FRQ Outlines

Prompt: How and why did the Monroe Doctrine become the cornerstone of United States foreign policy by the late nineteenth century?

Re-written as a Question:
To what extent did the Monroe Doctrine become the foundation of United States foreign policy by the late nineteenth century?

Argument:
The Monroe Doctrine did become a foundation of the U.S. foreign policy to a great extent

<table>
<thead>
<tr>
<th>Area of Analysis #1: American wanted to be isolated.</th>
<th>Area of Analysis #2: Expansion in America</th>
<th>Area of Analysis #3: Debate over imperialism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Terms (minimum 4 -5)</td>
<td>Key Terms (minimum 4 -5)</td>
<td>Key Terms (minimum 4 -5)</td>
</tr>
<tr>
<td>Britain</td>
<td>stern expansion</td>
<td>Imperialism</td>
</tr>
<tr>
<td>Spain</td>
<td>Native relations</td>
<td>Anti-Imperialist League</td>
</tr>
<tr>
<td>Expansionism</td>
<td>Louisiana purchase</td>
<td>Colonialism</td>
</tr>
<tr>
<td>European expansion</td>
<td>Railroad expansion</td>
<td>Open door policy</td>
</tr>
<tr>
<td>Roosevelt Corollary to the Monroe Doctrine</td>
<td>Manifest Destiny</td>
<td>Captain Alfred T. Mahan</td>
</tr>
<tr>
<td>Nonintervention</td>
<td>The Plains Indian Wars</td>
<td>The Influence of Sea Power Upon History</td>
</tr>
<tr>
<td></td>
<td>Trail of Tears</td>
<td>“right-Wing” imperialist</td>
</tr>
<tr>
<td></td>
<td>Indian Removal Act</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reservations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>State of Union Speech</td>
<td></td>
</tr>
</tbody>
</table>

Complex Split Thesis (use format below):

Even though the Monroe Doctrine technically isolated America, overall the Monroe Doctrine became a foundation of U.S. foreign policy to a great extent as seen in the expansion in America and the debate over imperialism.
Unit 7: America Comes of Age 1890 - 1918

FRQ Outlines

Prompt:

Assess the relative influence of THREE of the following in the American decision to declare war on Germany in 1917.

German naval policy       Allied propaganda
American economic interests America’s claim to world power
Woodrow Wilson’s idealism

Re-written as a Question: What was the relative influence that THREE of the following had in the American decision to declare war on Germany in 1917?

Argument: Overall, they had a large influence.

<table>
<thead>
<tr>
<th>Area of Analysis #1:</th>
<th>Area of Analysis #2:</th>
<th>Area of Analysis #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodrow Wilson’s idealism</td>
<td>German Naval Policy</td>
<td>America’s claim to world power</td>
</tr>
</tbody>
</table>

Key Terms (minimum 4 -5)

- Moral diplomacy- supporting democratic countries
- 14 points
- Neutrality policy
- National self-determination
- French government
- England
- DuPont brothers supplying gunpowder

Key Terms (minimum 4 -5)

- Unrestricted Submarine Warfare
- Sussex and Arabic Pledges
- Blockade
- Submarines
- U-boats
- Sinking of the Lusitania, 1915
- Zimmerman telegram

Key Terms (minimum 4 -5)

- Platt Amendment
- Panama canal
- America’s policy of neutrality
- “Spheres of Influence”
- Roosevelt Corollary to the Monroe Doctrine
- Spanish American War

Complex Split Thesis (use format below):

Even though Woodrow Wilson’s idealist policies did not heat up the conditions leading to war with Germany, overall America’s decision to declare war was largely influenced by the other policies as seen as in the German Naval Policy and America’s claim to world power.
Unit 7: America Comes of Age 1890 - 1918

FRQ Outlines

Prompt: Analyze the extent to which the Spanish-American War was a turning point in American foreign policy.

Re-written as a Question: How did the Spanish-American War was a turning point in American foreign policy?

Argument: large extent

(Include both position as well as extent)

<table>
<thead>
<tr>
<th>Area of Analysis #1: Some Americans felt that the US should stay isolated</th>
<th>Area of Analysis #2: Expansion</th>
<th>Area of Analysis #3: America’s world power expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Terms</strong> (minimum 4 -5)</td>
<td><strong>Key Terms</strong> (minimum 4 -5)</td>
<td><strong>Key Terms</strong> (minimum 4 -5)</td>
</tr>
<tr>
<td>- The Anti-Imperialism League</td>
<td>- Hawaiian annexation</td>
<td>- Jingoism</td>
</tr>
<tr>
<td>- McKinley Tariff</td>
<td>- ‘Our Country’</td>
<td>- Imperialism</td>
</tr>
<tr>
<td>- Xenophobia</td>
<td>- Platt Amendment</td>
<td>- The Influence of Sea Power Upon History</td>
</tr>
<tr>
<td>- Henry Cabot Lodge</td>
<td>- Open Door Policy</td>
<td>- Philippe-American War</td>
</tr>
<tr>
<td>- Grover Cleveland</td>
<td>- William McKinley</td>
<td>- Spheres of Influence</td>
</tr>
<tr>
<td>- William James</td>
<td>- Roosevelt Corollary</td>
<td>- Big Stick</td>
</tr>
<tr>
<td>- Andrew Carnegie</td>
<td>- Cuban Annexation</td>
<td>- Diplomacy</td>
</tr>
<tr>
<td>- Mark Twain</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complex Split Thesis (use format below):

Even though some Americans wanted to stay in isolation after the Spanish American War, overall the Spanish-American war was a turning point in American foreign policy to a large extent as seen in America’s territorial expansion as well as growth of American influence in world affairs.
Prompt: How and why did the Monroe Doctrine become the cornerstone of United States foreign policy by the late nineteenth century?

Re-written as a Question:

Argument: The Monroe doctrine led to America being more involved with other nations to a great extent.

(Include both position as well as extent)

<table>
<thead>
<tr>
<th>Area of Analysis #1:</th>
<th>Area of Analysis #2:</th>
<th>Area of Analysis #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Isolationism in America</strong></td>
<td>Entering War to protect other countries</td>
<td>The Monroe Doctrine did lead to America getting involved with other countries</td>
</tr>
</tbody>
</table>

**Key Terms** (minimum 4-5)

Isolationism in America
- Nonintervention
- Non-colonization
- Nationalism
- American Neutrality
- Anti-Imperialist League
- Anti-expansionists
- Mark Twain
- Samuel Gompers

Enter the War to protect other countries
- James Monroe
- John Quincy Adams
- Spanish America War
- The war of 1812
- Mexican War
- Venezuelan boundary dispute of 1895–1896
- Spanish-American War
- Cuba
- Panama Canal
- Platt Amendment

The Monroe Doctrine did lead to America getting involved with other countries
- Imperialism
- Theodore Roosevelt
- Roosevelt Corollary
- Big stick Policy
- Police Power
- Expansionism
- Puerto Rico
- Annexation of Hawaii
- Open door policy

Complex Split Thesis (use format below):

Even though the Monroe doctrine led Isolationism in America, overall it led to American being more involved with other nations to a great extent as seen in America getting involved in different wars, and intervention in other nations in the late nineteenth century.
Prompt: Analyze the ways in which the federal government sought support on the home front for the war effort during the First World War.

Re-written as a Question: In what ways did the federal government seek support on the home front for the war effort during the First World War?

Argument: They sought support through trying to improve the economy and trying to protect democratic policies.

(Include both position as well as extent)

<table>
<thead>
<tr>
<th>Area of Analysis #1:</th>
<th>Area of Analysis #2:</th>
<th>Area of Analysis #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gov't took away rights from the people</td>
<td>help the economy</td>
<td>trying to protect democratic policies</td>
</tr>
</tbody>
</table>

**Key Terms** (minimum 4 -5)

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<tr>
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<td>help the economy</td>
<td>trying to protect democratic policies</td>
</tr>
</tbody>
</table>

**Key Terms** (minimum 4 -5)

- Schenk v U.S
- “Clear and present danger”
- Enlistment
- Drafts
- Abrams v U.S
- Sedition Act

- War Industries Board
- Underwood Tariff Act
- National War Labor Board
- Adamson Act
- Inflation
- Ammunition Factories
- Women in Industrial Jobs
- War Bonds

- HMS Lusitania
- President Wilson
- Zimmerman Telegram
- Committee on Public Information
- Selective Service Act
- Victory Gardens
- Rationing
- Meatless Mondays

Complex Split Thesis (use format below):

Although the federal government took away some of the rights of the people during the First World War, they still managed to gather support on the home front to a large extent as seen in efforts by Americans to maintain the wartime economy and popular actions to protect democratic policies.