

BONUS Period 7 DBQ Blueprint

Question: Evaluate the factors most responsible for U.S. territorial expansionism from 1890 to 1918.

PARAGRAPH 1: PART 1: CONTEXTUALIZATION: When you start your DBQ/LEQ, **always open with contextualization** in which **you describe the historical setting** of the question. **Make sure to define all of the terms you will use in your argument.** This way you make sure your reader knows you know what you're talking about.

Proving context: In this situation, you are providing **four sentences** to explain that you understand the topic expressed in the prompt. To prove your understanding, you need **at least two specific pieces of evidence** to earn the point.

HINT: Many prompts throw out technical academic terms in their description. One of the easiest ways to earn context is to define those terms with specific evidence.

OPENING SENTENCE: (Start date event **OR** Description of the concept addressed in prompt)

Support Sentence: Piece of **specific evidence** to either prove your understanding of the event you mentioned **OR** a **specific piece of evidence** explaining that you understand the concept you described in your opening sentence.

IMPACT OF CONTEXT SENTENCE: (End date event **OR** explanation of why the concept in the prompt is important)

Support Sentence: Piece of **specific evidence** to either prove your understanding of the event you mentioned **OR** a **specific piece of evidence** that you will use to prove the concept in the prompt was important.

CLOSE YOUR OPENING PARAGRAPH WITH YOUR THESIS.

Question: Evaluate the factors most responsible for U.S. territorial expansionism from 1890 to 1918.

Worship I surrender to these homes
where
the hard arm that closes
the horizons of man does not hinder or terrify ...
I will sing in these mountains
as I sang in my land!
Cuba and Puerto Rico are
two wings from a bird, they
receive flowers or bullets
over the same heart ...

Resolved, First. That the people of the Island of Cuba are, of right ought to be, free and independent.

Third. That the President of the United States be, and he hereby is, directed and empowered to use the entire land and naval forces of the United States [. . .] to such extent as may be necessary to carry these resolutions into effect.

Fourth. That the United States hereby disclaims any disposition or intention to exercise sovereignty, jurisdiction, or control over said Island except for the pacification thereof[.]

From time to time various publications have been made, and from time to time in the future various similar publications doubtless will be made, purporting to give an account of jobbery, or immorality, or inefficiency, or misery, as obtaining on the isthmus. I have carefully examined into each of these accusations which seemed worthy of attention. In every instance the accusations have proved to be without foundation in any shape or form.

Analysis Key for BONUS PERIOD 7 IMPERIALISM DBQ

Question: Evaluate the factors most responsible for U.S. territorial expansionism from 1898 to 1918.

Document 1: Lola Rodríguez de Tío, "A Cuba," Poem, Published c. 1888.

POV: Rodríguez de Tío is a Latina independence intellectual. As such José Martí would agree. Senator Henry Cabot Lodge may not because he is an expansionist.

PUR: This poem is intended to show solidarity between the Puerto Rican and Cuban peoples because they have a common cultural ancestry.

CON: 1888: While unrest is happening between Spain and its remaining colonies (Cuba, the Philippines, Puerto Rico), the U.S. will not get involved in their struggle for about another 10 years.

IA: Puerto Rican individuals.

Document 2: U.S. Senate, The Teller Amendment, April 20, 1898.

POV: This is a legal document but it does have certain anti-expansionist tendencies. As such Speaker of the House Reed would agree. On the other hand, more imperialistic individuals like Henry Cabot Lodge would somewhat disagree.

PUR: To lay legal barriers for the U.S. winning the Spanish American War, namely that the U.S. will not get Cuba.

CON: 1898: The Spanish American War is over. The Filipino-American War is about to start.

IA: The U.S. Senate who is tasked with voting on/ratifying treaties. In this case, a treaty with Spain.

Document 3: Theodore Roosevelt, "Updates on the Panama Canal," January 8, 1906.

POV: Theodore Roosevelt is very much in favor of American expansionism/imperialism. So much so that he intervened in the politics of the Panama Isthmus and took it from Gran Colombia. As such Henry Cabot Lodge would agree because he has similar points of view. Conversely, Mark Twain and Queen Lilioukalani would disagree because they are anti-imperialists.

PUR: To provide the American people with a progress report on the construction of the Panama Canal, a crucial artificial waterway which linked the Pacific and Atlantic Oceans. He is also dismissing claims that the U.S. stole the isthmus from Gran Colombia (he will eventually admit that he took the Isthmus when pressured later on in his career).

CON: 1906: They are two years into the construction of the canal. It will not be completed until 1914.

IA: The American people so Roosevelt can assure people that the U.S. is conducting the construction of the Panama Canal in an honorable way.

The Ten Commandments of APUSH Historical Writing

1. **NEVER GIVE UP!** If you are given a prompt which intimidates you, take a deep breath and slowly count to ten. You jumpstart your critical thinking centers in your brain when you do that. If you can't answer the prompt directly, write around it. You may be surprised by how many points you can score. If you write nothing, you score nothing. At the end of the APUSH test, all those little points can end in something big!
2. **Your Voice:** Never, NEVER, **NEVER** refer to your argument in the first person as in "I think the French colonized the New World better." Instead, always make your argument in the **third person** such as "The French colonized the New World better because..." or "The Constitution was a turning point in American politics due to its effects on..." **Also, avoid slang and non-academic language.** Yes, the New Deal could be viewed as a "med pack" to help the economy "respawn" but save that kind of talk for your friends. Also, avoid swear words when describing a concept such as "a scalawag is a piece of \$#!T" and "filler terms" such as "and stuff/things/etc." when describing several concepts.
3. **Prove Everything:** Add **Always be specific** with your evidence and avoid generalities wherever possible. Instead of simply saying, "The Chesapeake Bay colonies took advantage of the climate by planting crops..." expand by saying, "The Chesapeake Bay colonies used the warmer climate of the region to plant tobacco..."
4. **Spelling/Grammar:** We have over 515 years of history to cover spanning many cultures in the APUSH curriculum. Naturally, you may come across a term you may not fully know how to spell, like Queen Liliuokalani, the last queen of Hawaii. **When in doubt spell it out phonetically (the way it sounds).** That is the best way to convey your evidence to your reader. **Remember:** The purpose of this test is to serve as a "first draft." It's okay to have some errors in spelling so long as your reader can reasonably tell what it is.
5. **Identifying Historical Figures:** **NEVER** refer to historical figures by their first name. Always refer to them by their last names. Never call Abraham Lincoln "Abe." You don't know him, you've never met him and you don't share fashion advice. Always refer to him as "Lincoln" or "President Lincoln." **THE ONLY TWO EXCEPTIONS:**
 - a. Historical figures with the same last name such as Franklin Roosevelt and Theodore Roosevelt. Then you refer to them by their full name.
 - b. Non-Western Cultural figures such as Mao Zedong, Ho Chi Minh and Kim Il Sung. In this case, the full name is required. Not including a historical figure's full name in that case may run the risk of the following statement: "The U.S. went to war in Vietnam because they wanted to fight a Ho."

DBQ Survival Guide

Part 5: Designing Your Thesis

Don't let the word "thesis" intimidate you! It's a big fancy word that makes academicians feel smart and impress their significant others on dates. When you write your thesis, you need to plug it in the first paragraph because it serves two important purposes.

Purpose 1: A Thesis is a roadmap for the rest of your paper.

You wouldn't get in your car and drive without knowing where you're going and how to get there. You might end up in some rough neighborhoods if you did. A thesis does the same thing.

Instead of going from the Boston Tea Party to the awesome music of Hamilton: The Musical to that one time a moose bit your sister, a thesis is a road map for the two to three historical categories you want to talk about.

Suppose you are writing about the American Revolution. Since Political, Economic and Social trends are involved every war throughout History, organize your thesis so that you talk about at least two of those trends from the most important to the least.

Purpose 2: A Thesis provides ground for an argument.

Do you hate it when you send someone a thoughtful text which you hope will lead to a conversation and that person only responds with "K"? When you write a bad thesis, you're the one responding with "K." A thesis needs to have enough depth to allow a discussion. The best way of writing a good thesis is to use superlatives ("absolute" words).

Saying "Political differences led to the American Revolution" is a bad thesis because no one can argue with that. It's no different than texting "K." Instead saying, "Political differences were the biggest cause to the American Revolution" gives grounds for an argument because people can counter that statement with economic and social trends.

Thesis Builder 2000:

When making your thesis, you need to have **superlatives** (the biggest/most) in your statement.

It is not enough to say "The American Revolution affected Politics and Economics." Every historical event affects all the PERSIA factors.

Instead you make an argument using the following phrases.

<ul style="list-style-type: none">• (PERSIA 1) and (PERSIA 2) played the <u>biggest role</u> in...• (PERSIA 1) and (PERSIA 2) affected (event) <u>the most</u>.	<ul style="list-style-type: none">• The <u>most significant</u> factors responsible for (event) were....• While many factors are affected (PERSIA 1-3) <u>were key...</u>
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