

How To Write the DBQ

A Student Sample

Prompt:

To what extent was late nineteenth-century and early twentieth-century United States expansionism a continuation of past United States expansionism and to what extent was it a departure?

Although in the late nineteenth and early twentieth centuries the United States departed from a George Washington style neutrality and began to assert themselves on the world stage evident in the Pan American Conference, the United States expansionism was actually a departure from past foreign policy only to a small extent and a continuation of past ways to a large extent due to similarities socially, politically, and economically.

Socially, before the Progressive Era and the age of imperialism, Americans were using their ideas of manifest destiny and Social Darwinism to justify their controlling and conquering of Native American lands. With the Louisiana Purchase, the Homestead Act, and the Dawes Act, Americans continued to assert their dominance and infringe upon these Native Americans' liberties, preaching a superior Anglo-Saxon culture. These traditions continued into the Progressive Era and were exercised not just on a domestic scale but on an international scale. Following the enclosure of the West, Frederick Jackson Turner issued his Frontier Thesis of American History stressing the importance of the West as a safety valve for America. It emphasized the concept of manifest destiny and was meant to be applied to the age of American imperialism, the necessity America held to continue to expand (Context & Purpose, Doc. 3). Building off of this long-held American concept came another long-held American concept: Christianizing. Missionaries felt it their duty to preach their superior Christian beliefs as well as spread their superior Western technology and medicine to lesser continents and peoples (Context and Purpose, Doc. 2). The concept illustrated in Josiah Strong's writing emphasized a transformation of Social Darwinism to International Darwinism, an even greater justification for imperial pursuits, consistent with the justification Americans utilized with Native Americans from the colonial era through the nineteenth century. From the Antebellum era to the Progressive Era the concepts of Manifest Destiny and Social Darwinism applied, emphasizing a continuation of United States expansion to a large extent.

Utilizing these social concepts, United States expansion echoed similar political approaches to expansionism as well. Before the American age of imperialism, the Monroe administration of the Era of Good Feelings issued the Monroe Doctrine, stating United States dominance of the Western Hemisphere and warning Europe that the age of colonization was over. Although different in militaristic approaches from earlier time periods, the political motivations rang true and supported a continuation of United States expansionism and supporting force for the protection of these ideals and dominance of the Western world. During the Age of Imperialism but before American entry, European powers were taking their picks of countries around the world in which they were to create foreign markets and establish spheres of influence. Frightened by the threat of falling behind these European powers like Great Britain and France, the United States sought to compete (Context and Purpose, Doc. 1). Evident in advocating of imperialism was the Spanish American War. Although not intended for total conquest, Spanish violation of the Monroe Doctrine prompted U.S. intervention and an eventual acquisition of Cuba as a protectorate, Guam, Puerto Rico, and the Philippines. The acquisition of these territories and protectorate as a result of war and violation of the Monroe Doctrine is consistent with the emphasis the Monroe administration placed on this doctrine earlier in the Era of Good Feelings, echoing similar political approaches to imperialism. Although militaristic approaches took on new forms in the Progressive Era and age of American imperialism, the same political concepts applied, therefore a small extent a departure in foreign policy. In the midst of this age, the U.S. Navy increased its power with construction of all-steel warships as a result of Alfred T. Mahan's emphasis on sea power and its effect on the world of imperialism that the U.S. was facing (Context and Purpose, Doc. 4). Theodore Roosevelt, as the assistant general to the Navy, followed this call for naval power and motivated to show off this new beast in the Great White Fleet which toured the world to emphasize the United States political and imperialistic aspirations as well as emphasizing determination to keep the Open Door open in Asia. Although in the early nineteenth century Thomas Jefferson opposed a strong military, he still used the navy to defeat the Barbary pirates in Tripoli. So despite a difference in ideology between Jefferson and Roosevelt, the policy over time was similar to a great extent. Jefferson was reacting to attacks by pirates, and Roosevelt was similarly reacting to an attack on Manila Bay. Roosevelt advocated his Big Stick foreign policy, emphasizing aggressiveness, a strong navy, and a presence on the world stage (Context and Purpose, Doc. 6). Teddy achieved this through the Roosevelt Corollary, Lodge Corollary, and Plan Amendment. These three acts further emphasized American dominance in the Western hemisphere. Although one could argue the imperialism of the Progressive Era was a departure from past time and was a bit extreme, all the actions echoed the same calls from earlier eras.

Therefore, United States expansionism was a continuation of past United States expansionism to a large extent and a departure to a small extent. Similar to the Progressive Era's economic imperialist attitudes were the motivations of industry in the West post Civil War. During the age of American imperialism, Senators in Congress called for new foreign markets and an expansion of foreign trade especially in the Pacific (Context and Purpose, Doc. 5). This is evident in the Open Door Policy in China enacted by the U.S. during the Progressive Era and was similar to the economic motivations found in the West post Civil War through gold and silver rushes, homesteaders, Indian Wars, and cattle ranching on the Great Plains. Similar motivations rang true through these eras where Manifest Destiny and Anglo-Saxon culture dominated.

NOTES ON WHY THIS ESSAY ROCKED A 7

This intro makes good use of the thesis formula, includes specific example to back up X, and ATTP.

PROPER USE OF THESIS STRATEGY

The student defended his or her thesis with plenty of specific evidence NQT found in the documents. The essay is not a "story" strung together from document analysis, and the documents are used wisely and appropriately.

PROPER USE OF HIPP STRATEGY

The student used 6 of the 7 documents INSTEAD OF 5 OR 7 TO GET ALL THREE DOC POINTS and for each one included context and purpose (HIPP) as well as relevant analysis in relation to the thesis.

It is very important to remember throughout your essay that your purpose is to defend your thesis!

The student "closed the loop" in each paragraph... connecting their analysis back to their thesis.

The student referenced documents appropriately, without wasting time quoting or describing.

The Student understood that in a change over time essay it was important to connect events and policies between different eras.

The concluding paragraph restated the thesis (was consistent) and made a comparative rather contextualization of one of their broad context points. This contextualization was following by an explanation of how or why the broad contexts connect.

PROPER USE OF CONCLUSION STRATEGY

Us History Hilarious Student Responses

Janice I. Robbins, Carol L. Tieso



Us History Hilarious Student Responses:

AP English Language and Composition Susan Bureau, Stacey A. Kiggins, Katherine A. Nesselrode, Kristi R. McGauley, 2010-12-01 Are You Serious About Scoring a 5 on Your Advanced Placement Exam Then You Need REA's Test Prep for the AP English Language Composition Exam with TestWare CD REA's test prep for the AP English Language Composition exam gives you everything you need to score a 5 This eighth edition of our popular AP test prep is completely up to date and aligned with the most recent Advanced Placement English Language Composition exam Written by Advanced Placement English Language teachers and test experts our AP English Language Composition test prep includes an expanded review of all must know exam topics including critical reading and writing literature commentaries and more Each chapter contains numerous examples practice questions and test taking tips that help you study smarter and boost your AP score As an added bonus a glossary of literary and rhetorical terms is included for additional reference Three full length practice exams are featured both in the book and on CD Our timed TestWare exams offer automatic scoring and on screen detailed explanations of answers The practice tests are composed of every type of question that can be expected on the actual AP English Language Composition exam so you can target your strengths and weaknesses before the test REA has helped more than a million students succeed on their AP exams Teachers across the country consider our AP titles to be invaluable resources and consistently recommend our books to their students

Funny Exam Answers Phoenix Ravenclaw, AI, 2025-02-12 *Funny Exam Answers* offers a humorous yet insightful look into the pressures of education through the lens of actual unintentionally funny test responses It explores the phenomenon of students blanking out during exams leading to creative attempts to answer questions they don't know The book isn't just a collection of laughs it examines the underlying anxieties and the surprising ways students express themselves under academic pressure One intriguing aspect highlighted is how students sometimes interpret questions literally resulting in unexpected and amusing answers This unique textbook categorizes funny exam answers based on style and content such as literal interpretations and humorous attempts offering commentary on the motivations behind them It begins by establishing the context of these answers and progresses through various categories ultimately reflecting on the implications for teaching and learning By focusing on humor *Funny Exam Answers* provides an accessible and engaging way to explore serious topics like test anxiety and assessment methods making it valuable for educators and students alike

How to Raise an American Myrna Blyth, Chriss Winston, 2007-03-20 Do you love America Are you proud to call this country your home Now what about your kids You want them to love America as much as you do but when popular culture tells them it's cooler to bash this country than to love it how can you teach them to be proud and loyal citizens As mothers themselves bestselling author Myrna Blyth and former presidential speechwriter Chriss Winston have struggled with the same dilemma Shocked by the growing patriotism gap they set out to create a real world resource all parents can use to teach their kids about the greatness of America's past the promise of its future and the important role

each of us plays in this democracy How to Raise an American shows you how to make patriotism a priority without it becoming a chore for you or your kids This practical guide offers tips games activities quizzes and information you can use to make patriotism part of your family s daily life including 60 Minute Solutions that easily and seamlessly instill a love of this country Dinner Table Debate topics that will have the whole family talking Road trip ideas that bring America s history to life Books and movies that exemplify our shared ideals Inspiring stories of American courage honor and ingenuity Fun and educational ways to celebrate American holidays like the Fourth of July and Veterans Day Blyth and Winston consulted prominent historians academics military leaders politicians authors scholars film critics and parents around the country to bring you a truly useful guide Part treatise on patriotism part American history primer part civics lesson this book is the antidote to the virulent America bashing our children hear every day Inspiring and practical How to Raise an American is a must for every patriot parent and child Engaging With History in the Classroom Janice I. Robbins, Carol L.

Tieso, 2021-10-03 Engaging With History in the Classroom The American Revolution is the first in a series of middle grade U S history units that focus on what it means to be an American citizen living in a democracy that expects as much from its citizens as it provides to them In every lesson students are asked to step into the world of the 18th century American colonies to hear about and to see what was happening to read the words of real people and to imagine their hopes dreams and feelings Students also learn to question the accounts left behind and to recognize different perspectives on events that marked the beginnings of our country as an independent nation Resources for teachers include a running script useful as a model for guiding conceptualization as well as extensive teacher notes with practical suggestions for personalizing activities Grades 6-8 Classroom Research Thomas A. Angelo, 1991 Since 1986 when K Patricia Cross first began to write and speak about Classroom Research faculty across the country have been inspired by her vision of a learner centered teaching directed approach aimed at understanding and improving student learning In the intervening five years hundreds of college teachers at dozens of institutions have taken up her challenge to become Classroom Researchers engaging in the systematic and ongoing study of teaching and learning This volume of New Directions for Teaching and Learning is a collection of examples illustrating a range of ways Classroom Research can be used in a variety of disciplines and settings It is a gathering of teachers stories that are also teaching stories narratives that distill hundreds of hours of experience into a few pages Whether they are faculty faculty developers or academic administrators readers can profit by learning from the hard won experience and insights distilled in these early lessons from success This is the 46th issue of the quarterly journal New Directions for Teaching and Learning For more information on the series please see the Journals and Periodicals page **25 Biggest Mistakes Teachers Make and How to Avoid Them** Carolyn Orange, 2006-07-15 This book will make you laugh make you shake your head in disbelief and keep you amazed Most important this book will help you become a more enlightened and effective educator as you gracefully sidestep difficult situations by remembering the practical lessons within

these pages Jennifer Brooks Fourth Grade Teacher Olmos Elementary School San Antonio TX Avoid common teaching mistakes and acquire positive strategies and approaches All teachers make mistakes but when those missteps involve students they can have negative effects for years to come This second edition of the bestseller by Carolyn Orange offers reflective scenarios and insights to help teachers learn from examples of undesirable teaching techniques and find better ways to address challenging or stressful classroom situations 25 Biggest Mistakes Teachers Make and How to Avoid Them Second Edition includes newly updated scenarios containing real student voices and teacher vignettes as well as the author's prescriptions for better solutions Drawn from many years of teaching experience each prescription is aligned with sound educational theory and provides a dash of humor to help the solution stick The book is organized into six sections covering Discipline Teacher student relations Classroom policy and practices Classroom management and instruction Personality and professionalism Teaching style and behavior Excellent for staff development workshops and seminars preservice and inservice teachers and teacher leaders and mentors this book's real life examples offer valuable professional lessons while helping teachers better understand the responses and feelings of their students

Understanding and Teaching Religion in US History Karen J. Johnson, Jonathan M. Yeager, 2024-06-18 Religion is deeply embedded in American history and one cannot understand American history's broad dynamics without accounting for it Without detailing the history of religions teachers cannot properly explain key themes in US survey courses such as politics social dynamics immigration and colonization gender race or class From early Native American beliefs and practices to European explorations of the New World to the most recent presidential elections religion has been a significant feature of the American story In Understanding and Teaching Religion in US History a diverse group of eminent historians and history teachers provide a practical tool for teachers looking to improve history instruction at the upper level secondary and undergraduate level This book offers a breadth of voices and approaches to teaching this crucial part of US history Religion can be a delicate topic especially in public education and many students and teachers bring strongly held views and identities to their understanding of the past The editors and contributors aim to help the reader see religion in fresh ways to present sources and perspectives that may be unfamiliar and to suggest practical interventions in the classroom that teachers can use immediately

Language Myths and Realities Qianqian Zhang-Wu, 2021-11-15 Higher education institutions in Anglophone countries often rely on standardized English language proficiency exams to assess the linguistic capabilities of their multilingual international students However there is often a mismatch between these scores and the initial experiences of international students in both academic and social contexts Drawing on a digital ethnography of Chinese international students first semester languaging practices this book examines their challenges needs and successes on their initial languaging journeys in higher education It analyzes how they use their rich multilingual and multi modal communicative repertoires to facilitate languaging across contexts in order to suggest how university support systems might better serve the needs of multilingual

international students Enhancing Instruction with Visual Media: Utilizing Video and Lecture Capture Smyth, Ellen G., Volker, John X., 2013-04-30 This book offers unique approaches for integrating visual media into an instructional environment by covering the impact media has on student learning and various visual options to use in the classroom
 Provided by publisher **23 Myths about the History of American Schools** Sherman Dorn, David A. Gamson, 2024 In this fascinating collection some of the foremost historians of education including Barbara Beatty Larry Cuban Linda Eisenmann Yoon K Pak John L Rury and Jonathan Zimmerman debunk commonly held myths about American schooling Each short readable chapter focuses on one myth explaining what the real history is and how it helped shape education today Contributors take on a host of tall tales including the supposed agrarian origins of summer vacation exaggerated stories of declining student behavior and academic performance persistent claims that some people are born to be teachers idealistic notions that the 1954 Brown decision ended segregation in American schools misleading beliefs that classrooms operate in ways designed to fit the industrial era and more 23 Myths About the History of American Schools will awaken the inner history nerd of everyone who ever asked How did we get this irrational school system It will affirm the truth that its readers are as entitled to think critically about schooling as anyone else Book Features Examines how the history of American education has been distorted and misrepresented either intentionally or unintentionally Provides important stories that can help guide discussion about the future of education Anticipates what local and state politicians are likely to say and misstate about schooling Provides engaging chapters that highlight why real history is important and more fascinating than the myths Accessible to a wide range of readers from undergraduates to career educators **Doing History** Linda S. Levstik, Keith C. Barton, 2011-01-26 Now in its fourth edition this popular text offers a unique perspective on teaching and learning history in the elementary and middle grades Through case studies of teachers and students in diverse classrooms and from diverse backgrounds it shows children engaging in authentic historical investigations often in the context of an integrated social studies curriculum The central assumption is that children can engage in valid forms of historical inquiry collecting and data analysis examining the perspectives of people in the past considering multiple interpretations and creating evidence based historical accounts In each chapter the authors explain how the teaching demonstrated in the vignettes reflects basic principles of contemporary learning theory thus providing specific examples of successful activities and placing them in a theoretical context that allows teachers to adapt and apply them in a wide variety of settings New in the Fourth Edition Expanded coverage of world history in two new chapters Integration of new technologies to support history instruction Updated classroom examples bibliographies and references Translation, Humour and the Media Delia Chiaro, 2010-09-23 Translation studies and humour studies are disciplines that have been long established but have seldom been looked at in conjunction This volume looks at the intersection of the two disciplines as found in the media on television in film and in print From American cable drama to Japanese television this collection shows the range and insight of contemporary cross

disciplinary approaches to humour and translation Featuring a diverse and global range of contributors this is a unique addition to existing literature in translation studies and it will appeal to a wide cross section of scholars and postgraduates

Making a Difference in the Classroom Sandra J. Balli, 2009-04-16 This book offers experiences and important lessons about teaching and classroom life at all grade levels illuminating the perspective of both teachers and students Knitting teacher and student voices together this book inspires practicing teachers and those who are learning to teach with universal insights drawn from elementary school middle school high school and college

Three Answers to the Question "What Is Philosophy?" Stuart Dalton, 2024-02-28 Philosophy is like a party that started over 2 500 years ago and is still going strong When you take a philosophy class you re invited to join this party but walking into a party 2 500 years late can feel a little awkward This book is meant to solve that problem The best way to feel welcome is to focus on how funny philosophy is simply because its ideals are so high that humans almost never manage to reach them This book gives three answers to the question What is philosophy 1 Philosophy is a conversation that has been going on for over 2 500 years which has been full of comedy from the beginning and will continue to be funny forever if we do it right 2 Philosophy is a very awkward business that has always been on the verge of going out of business 3 Philosophy is something that makes almost everyone write very badly In addition to this three act comedy the book also contains two practical guides to being happy and successful in philosophy classes

Starting Up Lisa Arrastia, Marvin Hoffman, 2015-04-24 Starting Up is a collection of first person accounts by some of the best known founders of new schools in America Providing the kind of knowledge that only experience can teach it is an invaluable resource for anyone in the process of or thinking about opening a new school as well as those interested in the politics of today s era of new school development The authors share how they worked to make their educational aspirations a reality while wrestling with social and economic obstacles such as the distressed state of the communities in which these schools operated and the constant competition for resources Starting Up tells real stories that capture the rich sense of possibility that currently exists for urban education Book Features Behind the scenes accounts from the founders of innovative K 12 schools created to better serve primarily poor communities across the country Lessons learned from school leaders including both the rewards and challenges associated with starting a new school An introduction by Pedro Noguera that situates start ups within current economic and political realities Lisa Arrastia is the middle school principal at United Nations International School in New York Her work in the classroom is the focus of the Emmy nominated PBS documentary Making the Grade Marvin Hoffman is the founding director of The University of Chicago Charter School North Kenwood Oakland campus and the associate director of the University s Urban Teacher Education Program These are educators who recognize that although urban public schools are often deeply flawed and dysfunctional they don t have to be and they are educators who act on the belief that it is possible to create schools that nurture and support the hopes and aspirations of those they serve From the Foreword by Pedro Noguera New York University How might we reimagine our

schools This book offers a guide from those who have experienced firsthand the trials and tribulations of trying to create a school from the bottom up It asks all the right questions both the practical and the pedagogical It feels like essential reading as we reconsider how our urban schools should look and function Alex Kotlowitz bestselling author of *There Are No Children Here* and *The Other Side of the River* *Action Research in the Classroom* Mary Ann Jacobs, Bruce S. Cooper, 2016-04-06

Action Research in the Classroom Helping Teachers Assess and Improve their Work guides teacher researchers through the process of using action research in their practice to improve students learning and teachers teaching The book uses actual classroom examples to assist aspiring new and veteran teachers and those who support them administrators department chairpersons and mentors in using a six step process L E A D E R to successfully accomplish and share research conducted by actual classroom teachers Each step in the L E A D E R process 1 L Look at the Problem 2 E Examine what we know 3 A Acquire knowledge of school problem solving 4 D Devise a plan for improvement 5 E Execute the plan and 6 R Repeat steps and processes as needed can guide teachers administrators and even parents and students in solving their own problems and improving their learning and teaching *Social Justice in Teacher Education: Equity, Diversity, Inclusion* Tara Ratnam, Elaine Chan, Darlene Ciuffetelli Parker, 2022-08-09

Objective First For Schools Pack Without Answers (Student's Book with CD-ROM, Practice Test Booklet with Audio CD) Annette Capel, Wendy Sharp, Helen Chilton, Helen Tiliouine, 2012-01-19 Third edition of the best selling Cambridge English First FCE course The syllabus for the Cambridge English First for Schools exam has changed and this product is no longer suitable preparation material New Cambridge English products are available to suit the requirements of the new syllabus **Read-Write-Respond Using Historic Events: July-December** Dianna Buck, 2007-01-11

Research Anthology on Bilingual and Multilingual Education Management Association, Information Resources, 2021-10-29 Given the boost in global immigration and migration as well as the emphasis on creating inclusive classrooms research is turning to the challenges that teachers face with the increasing need for bilingual and multilingual education The benefits of bilingual education are widespread allowing students to develop important cognitive skills such as critical thinking and problem solving as well as opening further career opportunities later in life However very few resources are available for the successful practice and implementation of this education into the curriculum with an even greater lack of appropriate cultural representation in the classroom Thus it is essential for educators to remain knowledgeable on the emerging strategies and procedures available for making bilingual and multilingual education successful The *Research Anthology on Bilingual and Multilingual Education* is a comprehensive reference source on bilingual and multilingual education that offers the latest insights on education strategy and considerations on the language learners themselves This research anthology features a diverse collection of authors offering valuable global perspectives on multilingual education Covering topics such as gamification learning processes and teaching models this anthology serves as an essential resource for professors teachers pre service teachers faculty of K 12 and higher

education government officials policymakers researchers and academicians with an interest in key strategy and understanding of bilingual and multilingual education

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