Continuity/Change over Time... American Foreign Policy, 1898-1945

Skill Type 1: Chronological Reasoning
Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

Skill 2: Patterns of Continuity and Change over Time
Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes.

Proficient students should be able to
• Analyze and evaluate historical patterns of continuity and change over time.
• Connect patterns of continuity and change over time to larger historical processes or themes

Objective:
This activity combines several historical thinking skills and a multi step process to review foreign policy. For unit 7, the final goal is to analyze how “The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence, and transformed both American society and the relationship between the United States and the rest of the world.” (From Period 7 Content Outline)

For the course overall, the goal is to analyze broader change over time and review major events in United States history that relate to the Period 7 objective.

Evaluate the extent to which United States foreign policy maintained continuity as well as fostered change between 1898 and 1945.
### Continuity/Change over Time... American Foreign Policy, 1793-1945

**Directions:**
1. Review the following items. If you do not remember what an event or policy is, discuss with your group, look it up in your text, or access the Internet.
2. Categorize each as Imperialism, Isolationism, or Interventionism by placing each item in the appropriate column.

<table>
<thead>
<tr>
<th>Imperialism/Expansion, 1898-1913</th>
<th>Isolationism/Nationalism, 1914-1917, 1918-1941</th>
<th>Interventionism/Internationalism, 1917, 1941-Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish American War, 1898</td>
<td>Annexation of Hawaii, 1898</td>
<td>Philippine Insurrection, 1899</td>
</tr>
<tr>
<td>Platt Amendment, 1901</td>
<td>Hay-Bunau Varilla Treaty, 1903</td>
<td>Dollar Diplomacy, 1913</td>
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<td>The Fourteen Points, 1918</td>
<td>Moral Diplomacy, 1917</td>
<td>Smoot Hawley Tariff Act, 1930</td>
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<td>Vetoed League of Nations, 1919</td>
<td>Kellogg-Briand Pact, 1928</td>
<td>Stimson Doctrine, 1932</td>
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<tr>
<td>Japanese Embargo, 1940/41</td>
<td>Selective Training &amp; Service Act, 1940</td>
<td>Tehran Conference, 1943 Casablanca</td>
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<tr>
<td>Conference, 1943</td>
<td>Yalta Conference, 1945</td>
<td>WWII, 1941-1945</td>
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</tbody>
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Written by Rebecca Richardson, Allen High School

# Contextualization... American Foreign Policy, 1793-1945

## Historical Thinking Skill 5: Contextualization

Historical thinking involves the ability to **connect historical events and processes to specific circumstances of time and place** and to broader regional, national, or global processes.

**Proficient students should be able to** …

- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.
- Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

## Directions:

1. Discuss in your groups how foreign policy began with the Protectionism of the Founding Father Presidents beginning with the Neutrality Proclamation of 1793 and continued into Manifest-Destiny-Expansionism following the Era of Good Feelings.
2. List 5 events/actions for each of these earlier foreign policies.
3. Complete one comparative contextualization for each of the three policies of the 20th century: Imperialism, Isolationism, & Interventionism.

<table>
<thead>
<tr>
<th>Protectionism 1793-1840</th>
<th>Manifest-Destiny/Continental Expansionism 1840-1890</th>
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<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

### Progressive Era imperialistic foreign policy (similar to or different from)...

### Isolationist foreign policy between WWI and WWII (similar to or different from)...

### Interventionist foreign policy is (similar to or different from)...

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Written by Rebecca Richardson, Allen High School

**Skill 6: Historical Argumentation**

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive, and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. In addition, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

**Proficient students should be able to …**
- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Construct convincing interpretations through analysis of disparate, relevant historical evidence.
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

**Directions:**
When you have completed the categorization and contextualization activities, write your thesis for the prompt below. Remember you should know your thesis formula by now. You will not be given the formula on any future assessments, so plan on having it memorized ASAP! (see your writing guidelines if you do not know the formula)

**Prompt:**
Evaluate the extent to which United States foreign policy maintained continuity as well as fostered change between 1898 and 1945.
Interpreting, Making Inferences and Drawing Conclusions...

Skill 7: Appropriate Use of Relevant Historical Evidence
Historical thinking involves the ability to describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and requires the students to pay attention to the content, authorship, purpose, format, and audience of such sources. It involves the capacity to extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence, while also noting the context in which the evidence was produced and used, recognizing its limitations and assessing the points of view it reflects.

Proficient students should be able to …
• Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.
• Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

Skill 8: Interpretation
Historical thinking involves the ability to describe, analyze, evaluate, and construct diverse interpretations of the past, and being aware of how particular circumstances and contexts in which individual historians work and write also shape their interpretation of past events. Historical interpretation requires analyzing evidence, reasoning, determining the context, and evaluating points of view found in both primary and secondary sources.

Proficient students should be able to …
• Analyze diverse historical interpretations.
• Evaluate how historians’ perspectives influence their interpretations and how models of historical interpretation change over time.

Directions & Important Reminders:
Using your document analysis strategy, analyze each document. Make sure your analysis of the historical context for each document includes outside information, and remember to consider how you would use your document analysis in your essay. It is imperative that your avoid DBQ writing that is essentially a “story” written by stringing together 7 document analyses. Instead, consider each analysis as additional evidence to support your thesis or your counter-argument.

Source: Puck Magazine, 1901, “Liberty’s Easter Bonnet”

Historical Context:

Intended Audience, Author’s Purpose, or Author’s Point of View:
Interpreting, Making Inferences and Drawing Conclusions... Foreign Policy 1898-1945

Source: The League of Nations Bridge, 1919, Punch Magazine, Public Domain

Historical Context:

Intended Audience, Author’s Purpose, or Author’s Point of View:

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The world looks to this Conference to relieve humanity of the crushing burden created by competition in armament, and it is the view of the American Government that we should meet that expectation without any unnecessary delay. It is therefore proposed that the Conference should proceed at once to consider the question of the limitation of armament...
Interpreting, Making Inferences and Drawing Conclusions... Foreign Policy 1898-1945

Source: Full-page advertisement in the *St. Louis Post-Dispatch*, September 1940.

Mr. Roosevelt today committed an act of war. He also became America’s first dictator. Secretly his Secretary of State, Mr. Hull, entered into an agreement with the British Ambassador that amounts to a military and naval alliance with Great Britain . . .

The President has passed down an edict that compares with the edicts forced down the throats of Germans, Italians and Russians by Hitler, Mussolini and Stalin. He hands down an edict that may eventually result in the shedding of the blood of millions of Americans; that may result in transforming the United States into a goose-stepping regimented slave-state . . . Of all the sucker real estate deals in history, this is the worst, and the President of the United States is the sucker.

Source: “The Meeting WWII Now Come to Order,” *St. Louis Post-Dispatch*, 1945

Extension: Using your conclusion formula, write your concluding paragraph on a separate sheet of paper.

Written by Rebecca Richardson, Allen High School
Foreign Policy Review Notes for Unit 7

Foreign Policy in the 1920s

1. Ratification of the League Covenant, Article X
   Senate found the provision, which was intended to encourage collective action in the event of aggression, particularly objectionable. Opponents regarded it as a threat to their role in declaring war; Wilson, on the other hand, regarded this provision as essential to the League's effectiveness. When the two sides were unable to reach a compromise, the Senate rejected Treaty of Versailles, and with it, Article X. This action appeared to some as a return to isolation.

2. The Washington Conference, 1921
   The Big Five nations, including the US, Britain, Japan, France, and Italy, agreed to a 10 year moratorium on the building of large warships and agreed to maintain an established ratio of large warships, respectively. The idealistic and temporary expedient required the US to most of the scrapping of large vessels and included no provisions for enforcement. It did, however, appeal to many American taxpayers.

   The US called this conference to try to extend the ratio arranged at Washington to smaller vessels. This attempt failed completely and led quickly to naval expansion by the us.

4. War Debts: The Dawes and Young Plans
   The Dawes Plan provided a US loan to Germany to help that country establish an orderly payment of reparations to European Allies. The Young Plan reduced substantially the amount Germany was expected to pay. Both initiatives by the US were intended to facilitate trade with Europe in order to protect the American economy.

5. Kellogg-Briand Peace Pact, 1928
   This pact between France and the US outlawed war “as an instrument of national policy.” Although it was signed by most nations of the world, its lack of provision for enforcement led one historian to compare it to a letter to Santa.

6. Relations with Asia: The Four and Nine Power Pacts
   These pacts committed major nations to respect each other’s interests in the Pacific and reaffirm the Open Door policy in China.

7. The Caribbean: The Clark Memorandum
   This semi-official statement of the Undersecretary of State repudiated the interventionist slant of the Roosevelt Corollary and paved the way for the “Good Neighbor Policy” and improved opportunities for favorable trade relations with Latin America.

FDR pre-WWII Foreign Policy, 1933-1940

1934 Reciprocal Trade Agreement was passed which reduced tariffs and increased trade.
1935 Neutrality Act was passed declaring U.S. isolationism and prohibited sales/shipments to “belligerent” nations (nations at war).
1936 Pan-American Conference met and pledged mutual support if attacked (Western Hemisphere).
1937 A third Neutrality Act passed… stated that all foreign purchases must be paid in full… no credit.
1938 Munich Conference… in which British Prime Minister Neville Chamberlain claimed they had achieved “Peace in our time” by appeasing Hitler. Oh sure… Hitler’s word is gold. America neutral.
1939 Nazi-Soviet Pact signed, Hitler invaded Poland, Soviets invade Finland, WWII began in Europe.
1940 Committee to Defend America by Aiding the Allies formed.
1941 FDR’s received warnings from the U.S. Ambassador to Japan, Joseph Grew, that Japan may be planning a surprise attack on the U.S. Nobody knows where but they suspect somewhere in Asia.
   FDR asked Congress to amend Neutrality Acts in order to arm merchant ships.
   Lend-Lease Act repealed all Neutrality Acts and allowed U.S. to supply Allies.
   Meanwhile… Germany attacked USSR
   U.S. froze Japanese assets.
   FDR and Churchill sign the Atlantic Charter.
   The Greer Incident... German sub fired on U.S. destroyer, Greer, and FDR orders to “shoot on sight” when Axis subs or raiders appear.
   December 7, 1941, “a day that will live in infamy” … Japan bombed Pearl Harbor which woke the American people out of their isolationist dream and thrust them into war. Congress declared war on Japan and then on Germany… officially joined Allies.

Written by Rebecca Richardson, Allen High School

World War II Conferences

Atlantic Conference (1941)
Who: FDR (US), Winston Churchill (GB)
Where: off the coast of Newfoundland, Canada
Decision: sign the Atlantic Charter (Provisions of AC became foundation for the UN Charter later)
Provisions:
1. no territorial gains were to be sought by the United States or UK
2. territorial adjustments must be in accord with the wishes of the peoples concerned;
3. all peoples had a right to self-determination;
4. trade barriers were to be lowered;
5. there would be global economic cooperation and advancement of social welfare;
6. the participants would work for a world free of want and fear;
7. the participants would work for freedom of the seas;
8. there would be disarmament of aggressor nations, and a postwar common disarmament.

Point Four of the AC, with respect to international trade, consciously emphasized that both "victor [and] vanquished" would be given market access "on equal terms." This was a repudiation of the punitive trade relations that were established within Europe post-World War I, as exemplified by the Paris Economy Pact (1916).

Casablanca Conference (1943)
Who: FDR (US), Winston Churchill (GB)
Where: Casablanca, Morocco (NW Africa)
Decision: sign the Casablanca Declaration
Provisions:
1. to accept nothing less than unconditional surrender of the Axis Powers
2. Allied aid to the Soviet Union
3. the invasion of Sicily and Italy
4. recognition of joint leadership of the Free French by de Gaulle and Giraud

Cairo Conference (1943)
Who: FDR (US), Winston Churchill (GB), Chiang Kai-Shek (China)
Where: Cairo, Egypt (NE Africa)
Decision: signed the Cairo Declaration and released in a Cairo Communiqué through radio.
Provisions: Allies' to continue deploying military force until Japan's unconditional surrender.
The three main clauses
1. "Japan be stripped of all the islands in the Pacific which she has seized or occupied since the beginning of the First World War in 1914"
2. "all the territories Japan has stolen from the Chinese, such as Manchuria, Formosa, and the Pescadores, shall be restored to the Republic of China"
3. "in due course Korea shall become free and independent.”

Teheran Conference (1943)
Who: FDR (US), Winston Churchill (GB), Joseph Stalin (USSR) – The Big Three
Where: Teheran, Iran (Middle East)
Decision: sign a declaration to open a second battle front in Europe
Provisions:
1. The Partisans of Yugoslavia should be supported by supplies and equipment and also by commando operations;
2. It would be desirable if Turkey should come into war on the side of the Allies before the end of the year;
3. Took note of Stalin's statement that if Turkey found herself at war with Germany, and as a result Bulgaria declared war on Turkey or attacked her, the Soviet Union would immediately be at war with Bulgaria. The Conference further took note that this could be mentioned in the forthcoming negotiations to bring Turkey into the war;
4. Operation Overlord would be launched during May 1944, in conjunction with an operation against southern France. (Invasion of Normandy; D-Day)
5. Agreed that the military staffs of the Three Powers should keep in close touch with each other in regard to the impending operations in Europe. In particular it was agreed that a cover plan to mystify and mislead the enemy as regards these operations should be concerted between the staffs concerned.

There was also a second agreement to recognize Iran’s independence after the war. There was no conclusive decision made as to what to do with Germany after the war. USSR also agreed to enter the war against Japan following the defeat of Germany.

Yalta Conference (1945)
Who: FDR (US), Winston Churchill (GB), Joseph Stalin (USSR) – The Big Three
Where: Yalta, Crimea (USSR)
Decision: Germany to be disarmed and divided into 4 zones of occupation
Provisions:
1. Germany divided
2. Veto power to Big 5 nations in UN (France, Great Britain, China, USSR, and the U.S.)
3. USSR to get 3 seats in UN General Assembly
4. USSR to gain islands, concessions in Manchuria for ports, joint control of Manchuria Railroad in exchange for helping to defeat Japan
5. Eastern Polish borders to be set to the advantage of the Soviets
6. USSR pledge to hold free elections in Eastern Europe
7. War crimes trials to be held after war

Potsdam Conference (1945)
Who: Harry Truman (US), Winston Churchill then Clement Attlee (GB), Joseph Stalin (USSR)
Where: Potsdam, Germany
Decision: Potsdam Agreement and Potsdam Declaration
Provisions:
1. Unconditional surrender of Japan
2. Council set up to administer Germany
3. Outlined treaty negotiation processes
4. Transfer of Germans in Czechoslovakia, Hungary, and Poland into Germany.

At this conference, Stalin announced that there would be no elections in Eastern Europe and Truman announced that America had a “weapon of awesome power.”

Note: During the Potsdam Conference, Winston Churchill lost reelection to Clement Attlee during the Conference. The final agreement was signed by Attlee not Churchill. FDR died in April of 1945. Harry Truman took over and attended the Conference 3 months later.

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