Debating Problems in History

Should the United States have entered World War II before the bombing of Pearl Harbor?

This lesson developed for the Potomac Association by

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& Literacy Specialist

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Oakland High School

Sarah Suponski  
UCBHSSP
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DEBATING PROBLEMS IN HISTORY: Should the United States have entered World War II before the bombing of Pearl Harbor?

This lesson developed for the Potomac Association by Phyllis Goldsmith, Stephen Johnson, Steven Moreno, and Sarah Suponski

*California State History-Social Science Content Standards:* 11.7 Students analyze America’s participation in World War II. 11.7.1 Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.

**Directions for Teachers**

1) **Preparing students for the lesson**
   - a. Read the lesson focus question to set purpose of this lesson.
   - b. Students brainstorm historical events of the 1930s to review historical context.
   - c. Read in textbook about the build up to the bombing of Pearl Harbor and fill in the timeline with major events.
   - d. Read the *Historical Context Document* to identify arguments of isolationists and interventionists and fill in the chart.

2) **Present students with documents.** Which side of the argument do the documents support?
   - a. Students work in groups to analyze documents to identify what argument they support.
   - b. Students categorize documents as to which side of the debate they support and fill in the *Document Analysis Chart 1*.
   - c. Students review *Document Analysis Chart 1* and circle the most persuasive arguments and evidence on both sides of the debate.

3) **Structuring a Student Debate: Should the United States enter World War II? (prior to the bombing of Pearl Harbor)**
   - a. Tell students they will be preparing arguments to the Congress to convince them to support the isolationists’ or interventionists’ point of view on whether the U.S. should have entered WWII prior to the bombing of Pearl Harbor.
   - b. Assign students sides to debate (Isolationists vs. Interventionists). Students get into teams to prepare arguments for debates.
   - c. Students use the *Structuring a Debate Chart* to choose evidence and decide on arguments for the debate.

4) **Writing an essay: Should the United States have entered World War II before the bombing of Pearl Harbor in 1941?**
   - a. After completing the debate students choose which side they would like to defend in an essay. Please refer to the Writing Prompt on page 17. Students use *Document Analysis Chart 2* to further analyze the primary sources for a written essay and structure their thesis and supporting arguments.

Note: Teacher may want to give students the 5-paragraph outline and three *Document Analysis Chart 2*s in order to structure each body paragraph.
Focus Question: Should the U.S. have entered World War II before the bombing of Pearl Harbor?

(Standard 11.7.1: Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.)

HISTORICAL CONTEXT

Prior to 1941, the United States was reluctant to enter World War II. Many Americans, called Isolationists, considered the cost of World War I too great and wanted the country to focus on recovering from the Great Depression and implementing President Roosevelt’s New Deal programs. Isolationists did not want to fight another long and costly war. As a result, Congress passed the Neutrality Act of 1935 which outlawed providing funds or supplies to warring countries.

In 1939, Germany invaded Poland. Then, Germany invaded France and Belgium and attacked England, while the Nazis built concentration camps throughout northern Europe. Germany’s aggression towards other European nations made the United States more inclined to action, called intervention. President Roosevelt was an interventionist. He created a military draft and sought money from Congress to build new naval vessels. He also asked Congress to allow the United States to provide supplies, arms, and ammunition to Europe in the Neutrality Act of 1939. Roosevelt called on the U.S. to be an “arsenal of democracy.” However, Isolationists still opposed intervention. Charles Lindbergh and the America First Committee were the leading critics of the U.S. entering World War II and argued that the German military was too strong to defeat.

In 1940, Germany, Italy, and Japan joined together in the Tripartite Pact to form the Axis Powers; they pledged to go to war if any of them were attacked by the United States. In 1941, Roosevelt and Churchill met secretly and drafted the Atlantic Charter in which each country pledged to aid the other. Throughout 1940 and 1941, the United States strengthened its defenses and sent more and more supplies to England and the Soviet Union. U-boat attacks on supply ships increased. Japan sought to control more and more of the western Pacific Ocean and South Asia. Interventionists felt that the U.S. economy would suffer if it were left as the only democratic country because it would not trade freely with totalitarian regimes; trade was already being affected by the Japanese control of the Pacific. Finally, on December 7, 1941, Japanese forces attacked Pearl Harbor. The United States and the Isolationists could no longer resist involvement in World War II.

Answer the question from the positions of the Isolationists and Interventionists using the following criteria.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Isolationist</th>
<th>Interventionist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effects of World War I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Domestic Economy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Wartime Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. National Security</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Focus Question: Should the U.S. have entered World War II before the bombing of Pearl Harbor? (Standard 11.7.1: Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.)

HISTORICAL CONTEXT-KEY

Prior to 1941, the United States was reluctant to enter World War II. Many Americans, called Isolationists, considered the cost of World War I too great and wanted the country to focus on recovering from the Great Depression and implementing President Roosevelt’s New Deal programs. Isolationists did not want to fight another long and costly war. As a result, Congress passed the Neutrality Act of 1935 which outlawed providing funds or supplies to warring countries.

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<tbody>
<tr>
<td>1. Effects of World War I</td>
<td>Felt the cost of WWI as too high and didn’t want the U.S. to get dragged into another European war.</td>
<td>FDR felt the U.S. should be an “arsenal of democracy” and protect the world from aggressive nations.</td>
</tr>
<tr>
<td>2. Domestic Economy</td>
<td>The U.S. was still in the midst of the Great Depression; focus on implementing FDR’s New Deal programs to help lead the country out of the Great Depression</td>
<td>The U.S. economy would suffer surrounded by totalitarian regimes, because it wouldn’t trade freely. Japanese control in the Pacific was already affecting trade.</td>
</tr>
<tr>
<td>3. Wartime Preparation</td>
<td>Lindberg and the America First Committee thought the U.S. military was inferior to German forces</td>
<td>FDR got money from Congress to build more naval vessels and started a draft</td>
</tr>
<tr>
<td>4. National Security</td>
<td>The fighting was not on American soil; the war was a European problem</td>
<td>The U.S. would not be safe in a world dominated by totalitarian governments.</td>
</tr>
</tbody>
</table>
The United States Enters World War II, 1939-1941

- Sept. 1939
- June 1940
- Dec. 1940
- Aug. 1941
- Dec. 1941

- Act of 1939: 
- Sept. 1940 Act;
- March 1941 Act
- June 1941
- Sept. 1941

- 1939
- 1940
- 1941
- 1942

- The United States Enters World War II, 1939-1941
- Act of 1939:
The United States Enters World War II, 1939-1941

Sept. 1939
Germany invades Poland

Sept. 1940
France surrenders to Germany. The Battle of Britain begins.

Aug. 1941
FDR & Churchill meet secretly; sign the Atlantic Charter that joins the U.S. and Britain against Hitler.

Dec. 1940
FDR is re-elected for a third term as president

March 1941
Lend / Lease Act enacted to provision Europe for war with Germany

June 1941
Hitler invades the Soviet Union; FDR sends supplies to the Soviet Union

Dec. 1941
Japanese attack on Pearl Harbor

Sept. 1941
FDR grants permission for US warships to attack German U-Boats

Neutrality Act of 1939: cash-and-carry

June 1940
Tripartite Act; establishes the Axis Powers between Germany, Italy, Japan
Primary Sources
Should the United States have entered World War II before the bombing of Pearl Harbor?

1. Sumner Welles, Secretary of State, “Japan and Our National Security,” July 24, 1941: “They [Government of Japan] tend to jeopardize the procurement by the United States of essential materials, such as tin and rubber, which are necessary for the normal economy of this country and the consummation of our defense program.”

2. Neutrality Act of 1935: “That upon the outbreak or during the progress of war between, or among, two or more foreign states…it shall thereafter be unlawful to export arms, ammunition, or implements of war from any place in the United States…to any port of such belligerent states.” “’Neutrality Act’ of August 31, 1935, Joint Resolution.” http://www.mtholyoke.edu/acad/intrel/interwar/neutralityact.htm

3. Burton Wheeler, Senator (Oct. 1939) Current History: “We shudder at the ‘blood purge’ in Russia and Germany, and yet those who would involve us in these European war would purge each generation of our youth on the altar of European stupidity.”

4. A Real Test for You, Mr. President political cartoon
5. *Election Promises Should be Kept: We Lack Leadership that Places America First* by Charles Lindbergh: “We find ourselves unprepared for war, about to enter an action that will require us to cross two oceans and to invade nations with a far greater population than ours, nations with armies that have been trained for years, armies that have been hardened by generations of warfare, armies that are larger now than ours can ever be.”

6. Fireside chat, May 26, 1940, FDR: “…Our Army by 1933 had very greatly declined in its ratio of strength with the armies of Europe and of the Far East. But, since then, great changes have taken place…Between 1933 and 1940 – these past seven fiscal years – your government will have spent $1,292,000,000 more than it spent on the Army the previous seven years.”

7. Dr. Seuss cartoon, published July 16, 1941
8. | U.S. Forces | Japanese Forces |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>80</td>
<td>111</td>
</tr>
<tr>
<td>55</td>
<td>64</td>
</tr>
</tbody>
</table>

*Comparative fleet strengths (Pacific & Asiatic Fleets) 12/1/1941

9. Cordell Hull, Secretary of State, radio broadcast, May 18, 1941: “The production and transfer of essential supplies to those countries which are actively resisting aggression demand sacrifice of time and substance and making of maximum effort, on the part of each and every American citizen…Our greatest possible national effort must be made, not for the sale of other countries, but primarily for the sake of and to insure our own security…our own national existence.”


11. *Election Promises Should be Kept: We Lack Leadership that Places America First* by Charles Lindbergh: “We are divided because we do not want to cross an ocean to fight on foreign continents, for foreign causes, against an entire world combined against us. We believe that we are more likely to lose it [democracy] at home than to spread it abroad by prolonging this war and sending millions of our soldiers to death in Europe and Asia.”

12. Presidential address, June 2, 1941, FDR: “There are some timid ones among us who say that we must preserve peace at any price – lest we lose our liberties forever. To them I say this: never in the history of the world has a nation lost its democracy by a successful struggle to defend its democracy. We must not be defeated by the fear of the very danger which we are preparing to resist…” The only thing we have to fear is fear itself.”

13. Radio Address from the U.S.S. Potomac, May 29, 1941: “We Americans realize how tenuous would be the existence of our party system, our freedom of elections, our freedom of living, if the doctrines of dictatorship were to prevail. For it they were to prevail, it would not be in Europe alone…How long would it be possible to maintain a semblance of our two-party system, with free elections, in a Nazi-dominated world?”
14. Address before a joint session of the Senate & House of Representatives by Roosevelt, asking for additional appropriations for national defense, May 16, 1940: “an effective defense by its very nature requires the equipment to attack the aggressor on his route before he can establish strong bases within the territory of American vital interests. I ask for an immediate appropriation of $896,000,000… I should divide approximately as follows:

1. For the Army……………………………………………………….$546,000,000
2. For the Navy and Marine Corps…………………………………. $200,000,000
3. To the President to provide for emergencies
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15. Dr. Seuss cartoon, (Sept. 11, 1941)
16. John E. Miles, Governor of New Mexico, *Current History*, Oct. 1939: “The United States has still not recovered from the last war in Europe, economically, physically, spiritually. We are still paying the debt. And while we may feel that we owe a debt to principles involved in the present conflict, we owe a greater debt to our own people.”
## Document Analysis Chart 1
Should the U.S. have entered World War II before the bombing of Pearl Harbor?

<table>
<thead>
<tr>
<th>Side One: Interventionist</th>
<th>Side Two: Isolationist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, the US should have entered WWII before Pearl Harbor.</td>
<td>No, the US had valid reasons for not entering WWII before Pearl Harbor.</td>
</tr>
</tbody>
</table>

**Argument:**

**Evidence 1:**

**Argument:**

**Evidence 2:**

**Argument:**

**Evidence 3:**

**Argument:**

**Evidence 4:**

**Argument:**

**Evidence 5:**
## Primary Source Evidence - KEY

<table>
<thead>
<tr>
<th>Criteria</th>
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</table>
| 1. Effects of World War I | **Stance:** Felt the cost of WWI as too high and didn’t want the U.S. to get dragged into European wars. After WWI, it was feared that such wars could be long and costly. **Evidence:**  
1. *Election Promises Should be Kept: We Lack Leadership that Places America First* by Charles Lindbergh: “We are divided because we do not want to cross an ocean to fight on foreign continents, for foreign causes, against an entire world combined against us. We believe that we are more likely to lose it [democracy] at home than to spread it abroad by prolonging this war and sending millions of our soldiers to death in Europe and Asia.”  
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2. Neutrality Act of 1939: Roosevelt’s address to Congress, “I now ask again that such action be taken in respect to of the act [Neutrality Act of 1935] which is wholly inconsistent with ancient precepts the law of nations – the embargo provisions. I ask it because they are, in my opinion, most vitally dangerous to American neutrality, American security, and American peace.” |
| 2. Domestic Economy | **Stance:** The U.S. was still in the midst of the Great Depression; focus on implementing FDR’s New Deal programs to help lead the country out of the Great Depression. **Evidence:**  
1. *A Real Test for You, Mr. President* political | **Stance:** The U.S. economy would suffer surrounded by totalitarian regimes, because it couldn’t trade freely. Japanese control in the Pacific was already affecting trade. **Evidence:**  
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3. Wartime Preparation

**Stance:** Lindberg and the America First Committee thought the U.S. military was inferior to German forces

**Evidence:**

1. *Election Promises Should be Kept: We Lack Leadership that Places America First* by Charles Lindbergh: “We find ourselves unprepared for war, about to enter an action that will require us to cross two oceans and to invade nations with a far greater population than ours, nations with armies that have been trained for years, armies that have been hardened by generations of warfare, armies that are larger now than ours can ever be.”

2. U.S. Forces | Japanese Forces
--- | ---
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**Stance:** FDR got money from Congress to build more naval vessels and started a draft

**Evidence:**

1. Address before a joint session of the Senate & House of Representatives by Roosevelt, asking for additional appropriations for national defense, May 16, 1940: “An effective defense by its very nature requires the equipment to attack the aggressor on his route before he can establish strong bases within the territory of American vital interests. I ask for an immediate appropriation of $896,000,000…I should divide approximately as follows:

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**Evidence:**

1. Dr. Seuss cartoon (July 16, 1941):

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had very greatly declined in its ration of strength with the armies of Europe and of the Far East. But, since then, great changes have taken place...Between 1933 and 1940 – these past seven fiscal years – your government will have spent $1,292,000,000 more than it spent on the Army the previous seven years.”

**Stance:** The U.S. would not be safe in a world dominated by totalitarian governments.

**Evidence:**

1. Dr. Seuss cartoon, (Sept. 11, 1941)

2. Radio Address from the U.S.S. Potomac, May 29, 1941: “We Americans realize how tenuous would be the existence of our party system, our freedom of elections, our freedom of living, if the doctrines of dictatorship were to prevail. For it they were to prevail, it would not be in Europe alone...How long would it be possible to maintain a semblance of our two-party system, with free elections, in a Nazi-dominated world?”
Writing Prompt

Following World War I, tensions in Europe grew as Hitler and other fascist leaders came into power. Soon, many European countries fell to the German armies while Japan’s power grew in Asia and the Pacific Ocean. While Roosevelt feared the events in Europe and Asia would probably draw the United States into a war, there were strong feelings that the US should not get involved in another European war and there was concern about recovering from the Great Depression. By 1941, Axis powers had attacked U.S. supply ships and the Nazis controlled most of Europe. On December 7, 1941, Japanese forces attacked Pearl Harbor prompting the United States entry into World War II.

Writing Question: Should the United States have entered World War II before the bombing of Pearl Harbor in 1941?

Choose between an Isolationist or Interventionist argument and write from that position. Use the information from the readings and the attached primary sources.

Expectations: Construct a written argument in a multi-paragraph essay which has:

1. A multi-paragraph format with an introduction, body paragraphs, and a conclusion.
2. A clear thesis statement which is your answer to the above question
3. At least three body paragraphs which support your claim about whether the United States should have entered WWII before Pearl Harbor. At least two paragraphs should support your claim and the third should address the counter-argument.
4. Accuracy, using evidence from the primary sources to support your arguments.
5. An analysis of each piece of evidence explaining why it is relevant and significant.
6. A concluding paragraph that restates the thesis.
Possible Thesis Statements

Interventionist:

The United States should have entered World War II prior to Pearl Harbor because the United States’ inaction allowed the Axis powers to strengthen and expand. Germany had already taken over Poland and France, they had bombed Great Britain, and Japan had invaded China which threatened the world balance of power and the United States on its western frontier.

The United States should have officially entered World War II prior to Pearl Harbor because the United States was already part of the war. Before Pearl Harbor, the United States was sending supplies to Britain and the Soviet Union, U.S. supply boats were being attacked by German forces, and the U.S. was strengthening its own military. These are the actions of a country at war, not isolation.

Isolationist:

Despite the military actions of Germany and Japan, the United States was right in not entering World War II because the United States had suffered unnecessary losses in World War I. The United States was not prepared militarily and the fighting did not directly affect U.S. citizens.

The United States was right in not entering World War II until forced to do so by the Japanese bombing of Pearl Harbor because the United States was still trying to recover from the Great Depression. Unemployment rates were still high in the late 1930s and early 1940s and extra spending by the government should have been used for domestic problems such as feeding and housing unemployed families, rather than sending supplies to Europe.
Works Cited


“A Real Test for You, Mr. President.” Cartoon. FDR Cartoon Archive. http://www.nisk.k12.ny.us/fdr/fdr foreign/33032402.GIF (Source 4)


Roosevelt, Franklin D. “Address before a joint session of the Senate and House of Representatives asking additional appropriations for national defense.” May 16, 1940. http://www.ibiblio.org/pha/7-2-188/188-16.html (Source 14)


Roosevelt, Franklin D. “Presidential Address.” Moments in Time DBQ. June 2, 1941: 6. (Source 12)


Bibliography for Further Reading

Current History, October 1939


“Shall We Go to War?” New Republic, July 8, 1940, pp. 46-47

Internet Sources


Events Leading Up to World War II. Chronological History of certain major international events leading up to and during World War II with the ostensible reasons advanced for their occurrence, 1931-1944. 78th Congress, 2nd Session. House Document No. 541. http://www.ibiblio.org/pha/events/index.html
Fireside Chats of Franklin D. Roosevelt. [http://www.mhric.org/fdr/](http://www.mhric.org/fdr/)


Radio Address Delivered by President Roosevelt From Washington, December 29, 1940 (“Arsenal of Democracy” Speech) [http://www.mtholyoke.edu/acad/intrel/WorldWar2/arsenal.htm](http://www.mtholyoke.edu/acad/intrel/WorldWar2/arsenal.htm)


Appendices – Literacy Support Strategies  
Structuring a Debate Chart

<table>
<thead>
<tr>
<th>A Proponent of ______________________</th>
<th>Vs</th>
<th>An Opponent of ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel strongly that __________________</td>
<td></td>
<td>I disagree. I feel strongly that ______________</td>
</tr>
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</tbody>
</table>

**POSITION**

| First, ______________________________ |     |
|                                       |    |
|                                       |    |
|                                       |    |

| Also, _______________________________ |     |
|                                       |    |
|                                       |    |
|                                       |    |

| Finally, _____________________________ |     |
|                                       |    |
|                                       |    |
|                                       |    |

**SUPPORT**

| First, ______________________________ |     |
|                                       |    |
|                                       |    |
|                                       |    |

| Also, _______________________________ |     |
|                                       |    |
|                                       |    |
|                                       |    |

| Finally, _____________________________ |     |
|                                       |    |
|                                       |    |
|                                       |    |

**COUNTERARGUMENTS**

| The other side says __________________  |     |
|                                       |    |
|                                       |    |
|                                       |    |

| but I still feel _____________________ |     |
|                                       |    |
|                                       |    |
|                                       |    |

| Some people say ______________________ |     |
|                                       |    |
|                                       |    |
|                                       |    |

| but isn’t it more important that _________? |     |
|                                           |    |
|                                           |    |
|                                           |    |

**DRAWING THE LINE (STATING A CONCLUSION)**

| If we went to war, the outcome would be |     |
|                                        |    |
|                                        |    |
|                                        |    |

| which is more important than our opponent’s argument that _____________________ |     |
|                                                                           |    |
|                                                                           |    |
|                                                                           |    |
**Document Analysis Chart 2**

Essay Question: **Should the United States have entered World War II before the bombing of Pearl Harbor in 1941?**

Thesis/Assertion:

Topic Sentence:

<table>
<thead>
<tr>
<th>Source/Context of Evidence</th>
<th>Evidence: Facts, Quotes from document</th>
<th>Analysis</th>
<th>Relevance to Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What is the document, Who wrote it, brief summary</em></td>
<td></td>
<td><em>This means that ....</em>&lt;br&gt;<em>This shows ......</em></td>
<td><em>This proves that ....</em>&lt;br&gt;<em>This is relevant because .....</em></td>
</tr>
</tbody>
</table>

Thesis/Assertion: Answers the question or prompt and makes a claim about the issue.
Context: What is the document? Who wrote the document? Where and when was it published? What’s it about?
Evidence: Details about the topic: definitions, examples, dates, & names.
Analysis: This answers the question: “So what?” or “Why is this significant or important?”.
Relevance: How does this evidence support your thesis?
Five Paragraph Essay Outline
(Possible essay support structure)

Introductory Paragraph:

Topic Sentence: _________________________________________________

Background: _________________________________________________
(Explain the time period)

Explanation of the basics: _______________________________________
(Introduce your topic and the events leading to them)

Thesis Statement – Write this sentence out:

________________________________________________________________

Body Paragraph #1

Topic sentence: _________________________________________________
(Write this sentence out)

Evidence: ______________________________________________________

Evidence: ______________________________________________________

Evidence: ______________________________________________________

Evidence: ______________________________________________________

Analysis: ______________________________________________________

Body Paragraph #2

Topic sentence: _________________________________________________
(Write this sentence out)

Evidence: ______________________________________________________

Evidence: ______________________________________________________

Evidence: ______________________________________________________

Analysis: ______________________________________________________
Body Paragraph #3-The Counterargument

Topic sentence: ________________________________________________________________
(Write this sentence out)

Evidence: _____________________________________________________________________

Evidence: _____________________________________________________________________

Evidence: _____________________________________________________________________

Evidence: _____________________________________________________________________

Analysis: _____________________________________________________________________

Concluding Paragraph:

Restate your thesis: _____________________________________________________________

____________________________________________________________________________

Explain your analysis and the importance of your main points:

____________________________________________________________________________

____________________________________________________________________________

Relate your topic to a larger concept:

____________________________________________________________________________

____________________________________________________________________________