

Last Name: ~~XXXXXXXXXX~~ *Apple*

First Name: *Joe* YYYYYYYYYY

Class Start Time: ##:##

< 1

Teach Essentials of Monroe Doctrine, Roosevelt Corollary, and Good Neighbor Policy < 2

It is easiest to explain -and to teach someone else- change over time if you are in chronological order. Start with the earliest primary and its textbook pages.

D4

I place the Dominican Republic to the left of the sentence or in several sentences.

In your 1st paragraph, use the 1st primary and the pages from the textbook about that 1st time period.

concerned about preventing these powers colonizing Latin America rather than protecting Latin America.² < 4

In your 2nd paragraph, use the 2nd primary and the pages from the textbook about that 2nd period.

F283

the United States would not intervene⁴; < 5 however, the United States not only took over the "Dominican Republic's tariff collections," but also sent its Marines to Cuba due to "revolutionary disorders."⁵ < 6

In your 3rd paragraph, use the 3rd primary and the pages from the textbook about that 3rd period.

D2

the Mexican government. These actions paid their dividends in goodwill with Latin America.

¹ Monroe Doctrine, 1.

² Kennedy, Cohen, and Piehl, *American Pageant*, 187

³ Kennedy, Cohen, and Piehl, *American Pageant*, 468

⁴ T. Roosevelt Corollary, 2

⁵ Kennedy, Cohen, and Piehl, *American Pageant*, 468

⁶ Kennedy, Cohen, and Piehl, *American Pageant*, 571

⁷ F. Roosevelt, Good Neighbor Policy, 2

⁸ Kennedy, Cohen, and Piehl, *American Pageant*, 572

< 4 This is the footnote for the 4 above.

< 5 This is the footnote for the 5 above.

< 6 This is the footnote for the 6 above.