

# The Cold War

## Information Sheet for Argumentation Module

Module Title:	The Cold War
Module description (overview):	Students will read primary sources to help gain an understanding of the Cold War from 1945 to 1975. Major themes explored in the unit include political decisions and actions of the U.S. and foreign governments, military strategies, and reactions of American society. Students will use this knowledge of the time period and evidence from primary source documents to write a rough draft of an argumentation essay in response to the teaching task. Students will complete the teaching task in preparation for a final classroom assessment task. Students will learn most of the content first and complete the literacy module at the end of the unit. Total time: two weeks.
Template task (include number, type, level):	<b>Task 6 Template:</b> [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that discusses _____ (content) and evaluates _____ (content). Be sure to support your position with evidence from the texts. (Argumentation/Evaluation)
Teaching task:	How effective was the United States government in its attempt to halt the spread of communism in Europe and Asia between the years 1945 and 1975? After reading primary source documents, write an essay that discusses the Cold War and evaluates U.S. strategies and their level of success in containing the Communist influence throughout the Eastern Hemisphere. Be sure to support your position with evidence from the texts.
Grade/Level:	10
Discipline: (e.g., ELA, science, history, other?)	Social Studies
Course:	Advanced Placement United States History
Author:	Kathy Thiebes

## Section I: What Task?

### TEACHING TASK

Background to share with students:	You will read primary sources to help gain an understanding of the Cold War from 1945 to 1975. Major themes explored in the unit include political decisions and actions of the U.S. and foreign governments, military strategies, and reactions of American society. You will use this knowledge of the time period and evidence from primary source documents to write a rough draft of an argumentative/evaluative essay in response to the teaching task. You will complete the teaching task in preparation for a final classroom assessment task.
Teaching task:	How effective was the United States government in its attempt to halt the spread of communism in Europe and Asia between the years 1945 and 1975? After reading primary source documents, write an essay that discusses the Cold War and evaluates U.S. strategies and their level of success in containing the Communist influence throughout the Eastern Hemisphere. Be sure to support your position with evidence from the texts.
Reading texts:	Assigned primary texts (see materials list)
Extension (optional):	N/A

### CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	Oregon Department of Education: <a href="http://www.ode.state.or.us">http://www.ode.state.or.us</a>
NUMBER	CONTENT STANDARDS
SS.HS.HS.05.19	Understand the division of Europe after WWII leading to the Cold War.
SS.HS.HS.05.20	Understand the impact of the Cold War on individuals, groups, and nations.
SS.HS.HS.05.21	Understand the causes and impact of the Korean and Vietnam Wars.
SS.HS.HS.06.04	Understand the changes in society and culture in the early 20th century.

COMMON CORE STATE STANDARDS

READING STANDARDS FOR ARGUMENTATION	
“Built-in” Reading Standards	“When Appropriate” Reading Standards (applicable in black)
1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	6: Assess how point of view or purpose shapes the content and style of a text.
10: Read and comprehend complex literary and informational texts independently and proficiently.	7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
WRITING STANDARDS FOR ARGUMENTATION	
“Built-in” Writing Standards	“When Appropriate” Writing Standards (applicable in black)
1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.	8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SCORING RUBRIC FOR ARGUMENTATION TEMPLATE TASKS

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counterclaims.		Establishes a claim. (L2) Makes note of counterclaims.		Establishes a credible claim. (L2) Develops claim and counterclaims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counterclaims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## Section 2: What Skills?

SKILL	DEFINITION
<b>SKILLS CLUSTER 1: PREPARING FOR THE TASK</b>	
1. Task engagement	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Task analysis	Ability to understand and explain the task's prompt and rubric.
<b>SKILLS CLUSTER 2: READING PROCESS</b>	
1. Pre-reading & Text selection	Ability to select appropriate texts and understand necessary reading strategies needed for the task.
2. Active reading	Ability to understand necessary reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts and facts, or information.
3. Note-taking	Ability to read purposefully and select relevant information; to summarize and/or paraphrase.
4. Organizing notes	Ability to prioritize and narrow notes and other information.
<b>SKILLS CLUSTER 3: TRANSITION TO WRITING</b>	
1. Bridging	Ability to transition from reading or researching phase to the writing phase.
<b>SKILLS CLUSTER 4: WRITING PROCESS</b>	
1. Initiation of process	Ability to establish a controlling idea and consolidate information relevant to task.
2. Planning	Ability to develop a line of thought and text structure appropriate to an argumentation task.
3. Development	Ability to construct an initial draft with an emerging line of thought and structure.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	MINI-TASKS		INSTRUCTIONAL STRATEGIES
		PRODUCT AND PROMPT	SCORING (PRODUCT “MEETS EXPECTATIONS” IF IT...)	
<b>SKILLS CLUSTER 1: PREPARING FOR THE TASK</b>				
Day 1	<p><u>1. Task engagement</u> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><u>Product:</u> Short response, political cartoons, &amp; analysis paragraphs.</p> <p><u>Prompt:</u> In a quick write response, what is your first reaction to the task?</p>	No Scoring	<ul style="list-style-type: none"> <li>▪ Students complete the quick-write in their journals and share responses with peers.</li> <li>▪ Divide class into three geographic region groups: Europe, Latin America, and Asia. Individual students will create political cartoons highlighting a Cold War issue, conflict, or event for their assigned region. Cartoons will be posted on three walls of the classroom designated as the three different regions. Students will vote on the best cartoon and then write a paragraph for each document that analyzes the significance of the issue as if the cartoon were an actual primary source document.</li> </ul>
Day 2	<p><u>2. Task analysis</u> Ability to understand and explain the task’s prompt and rubric.</p>	<p><u>Product:</u> Short response &amp; quiz demonstrating your knowledge of the qualities of a strong essay.</p> <p><u>Prompt:</u> In your own words, write a brief explanation of what the task is asking you to do.</p>	No scoring on short response; quiz score is number of answers correct out of 10 questions.	<ul style="list-style-type: none"> <li>▪ Students will break down the main components of the prompt in the “prompt breakdown” space of the “DBQ Brainstorm.” (At this point in the school year, students have already completed several modules and should have a strong understanding of the rubric. This quiz will be both a refresher and check for understanding of student knowledge of essay structure and development.)</li> <li>▪ Hand out quiz; give students 10 minutes to complete the quiz and review answers as a class.</li> <li>▪ All students can retake the quiz to prove their knowledge of the rubric/essay qualities.</li> </ul>

**SKILLS CLUSTER 2: READING PROCESS**

<p>Day 3</p>	<p><u>1. Pre-reading &amp; Text selection</u> Ability to select appropriate texts and understand necessary reading strategies needed for the task.</p>	<p><u>Product:</u> Reading strategy “Instruction Manual.”  <u>Prompt:</u> Write an instruction manual for reading and analyzing a primary source document.</p>	<p>Meets: Appropriate characteristics and strategies for reading primary source documents are identified in the instruction manual.  Not Yet: Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> <li>■ Introduce the lesson by having students actively read pieces of the conclusion of the Yalta Conference. Ask students to think about their reading process while reading/analyzing the document.</li> <li>■ Students will use the Instruction Manual template to create a “how to” for reading and processing primary source documents.</li> <li>■ Students will share their instruction manuals, and as a class we will choose the best one to use as a guide for future primary source reading.</li> </ul>
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\*The following skills (Active Reading, Note-Taking, and Organizing Notes) are completed in conjunction with each other for each text.

<p>Days 4-6</p>	<p><u>2. Active reading</u> Ability to understand necessary reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts and facts, or information.</p>	<p><u>Product:</u> Annotated documents.  <u>Prompt:</u> Use annotation techniques to demonstrate your reading process and your level of understanding the essential components of the text.</p>	<p>Meets: Annotated or “actively read” documents have a variety of marks (circles, underlining, stars, highlights, etc.). Annotation also includes written questions, connections, and insights in the margins.  Not Yet: Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> <li>■ This is the fourth module the students have completed. In order to prepare them for the AP exam, this reading and note-taking process will be done independently by the students with little instruction.</li> <li>■ Distribute Cold War documents. Students have 15 minutes to read, annotate, take notes, and organize the documents.</li> </ul>
<p>Days 4-6</p>	<p><u>3. Note-taking</u> Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</p>	<p><u>Product:</u> Notes in “DBQ Brainstorm” template.  <u>Prompt:</u> Use the “DBQ Brainstorm” to record the key points and analysis of each document.</p>	<p>Meets: Students have accurately completed the written analysis of the documents and organized the documents into appropriate Categories; writes in readable prose.  Not Yet: Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> <li>■ While actively reading each document, students will simultaneously use the “DBQ Brainstorm” template to analyze and identify key points of the primary source documents.</li> </ul>

Days 4-6	<p><u>4. Organizing notes</u></p> <p>Ability to prioritize and narrow notes and other information.</p>	<p><u>Product:</u> Notes and graphic organizer.</p> <p><u>Prompt:</u> Prioritize relevant information on the “DBQ Brainstorm” template, and organize into appropriate categories.</p>	<p><u>Meets:</u> Creates a prioritized set of notes that categorizes evidence. Suggests implications drawn from information in the documents and connected to content knowledge. Writes in readable prose.</p> <p><u>Not Yet:</u> Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> <li>▪ Students place relevant information from the texts and their own background knowledge into the T-chart in the “DBQ Brainstorm” template.</li> <li>▪ Students will complete the activity independently and use their organization in a class writing activity later.</li> </ul>
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**SKILLS CLUSTER 3: TRANSITION TO WRITING**

Day 7	<p><u>I. Bridging</u></p> <p>Ability to transition from reading or researching phase to the writing phase.</p>	<p><u>Product:</u> Short response.</p> <p><u>Prompt:</u> In a quick write, write brief overview of your essay. How will it be constructed, and what is your central argument?</p>	No scoring	<ul style="list-style-type: none"> <li>▪ Students will share their quick write in pairs and generally review the central theme and argument of their essay.</li> <li>▪ Students will discuss how the documents align with their argument and make changes to their document brainstorm.</li> <li>▪ Review the rubric and rubric translation template (completed in past modules). In pairs, students identify what they see as their greatest strength in writing and what they most want to improve.</li> </ul>
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**SKILLS CLUSTER 4: WRITING PROCESS**

Days 8-9	<p><u>I. Initiation of task</u></p> <p>Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p><u>Products:</u> Claim and document poster</p> <p><u>Prompt:</u> 1) Write a formal claim at the top of your “DBQ Brainstorm” template. 2) Create a poster for your assigned document that has a written analysis of the document with appropriate historical support.</p>	<p>Meets: Writes a claim that establishes a controlling idea and identifies key points that support development. Document analysis has a clear connection to the thesis and includes supporting details. Writes in readable prose.</p> <p>Not Yet: Attempts to meet the criteria for “meets.”</p>	<ul style="list-style-type: none"> <li>▪ Before students write their formal claim, review qualities of a strong claim as a class: must be an argument, include simple defense of the argument, and include categories to lead reader and organize essay.</li> <li>▪ In pairs, students will write thesis statements. Share out as a class and students will use the critiques of the shared thesis statements to refine their own.</li> <li>▪ Teacher guides students in a quick review of the characteristics of strong reading/research and development.</li> <li>▪ In groups of 2–3, students are assigned a document from the module and must create a poster that analyzes the document in 2–3 sentences. Poster should include strong supporting detail and connection to thesis. Students will share their posters with the class and be prepared to defend their analysis of the document.</li> <li>▪ If time, have class arrange the document posters in the order that they think would make the strongest essay. Read the poster in the chosen organization. Would this be a strong essay? What is it missing?</li> </ul>
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Day 10	<b>2. Planning</b> Ability to develop a line of thought and text structure appropriate to an argumentation task.	<b>Product:</b> Outline plan  <b>Prompt:</b> Create a basic essay outline that includes key points drawn from the documents and order them in some logical way with outside evidence support.	<b>Meets:</b> Applies an outline strategy to develop reasoning for argument Draws a credible implication from information about the Cold War. Writes in readable prose.  Not Yet: Attempts to meet the criteria for “meets.”	<ul style="list-style-type: none"> <li>▪ Students independently write an outline using the template provided and referencing their document brainstorm template.</li> <li>▪ In small groups, students share how they will organize their essays. Did most students organize the essay by geographic region or by success/failure? Discuss as a class the validity of each form of organization.</li> </ul>
Days 11-12	<b>3. Development</b> Ability to construct an initial draft with an emerging line of thought and structure.	<b>Product:</b> Rough draft  <b>Prompt:</b> 1) Write a rough draft of your essay consisting of 4–5 paragraphs that include an introduction, 2–3 body paragraphs, and a conclusion. 2) Read and provide feedback for a classmate’s essay and reflect on their comments for your own essay.	<b>Meets:</b> Provides an opening to include a controlling idea and an introduction relevant to the prompt. Provides an initial draft with all elements of the prompt addressed. Writes in readable prose.  Not Yet: Attempts to meet the criteria for “meets.”	<ul style="list-style-type: none"> <li>▪ Students will use their outlines to write a rough draft essay.</li> <li>▪ After students complete the rough draft, they will work in pairs to give each other feedback on their argument and writing.</li> <li>▪ Students will use the peer-edit template to provide feedback and reflect on the feedback given by a classmate on their own essay (included in instructional resources).</li> </ul>
* Due to the unique time constraints of an Advanced Placement class, students will not write a final draft of their Teaching Task essays. Instead, they will write a timed, in-class essay in response to the Classroom Assessment Task.				

MATERIALS, REFERENCES, AND SUPPORTS

FOR TEACHERS	FOR STUDENTS
<p>Student reading material in appendix:</p> <ul style="list-style-type: none"> <li>▪ Copy of Yalta Agreement (can be found at <a href="http://www.pbs.org">www.pbs.org</a>)</li> <li>▪ Editorial, <i>The Chicago Tribune</i> (1947)</li> <li>▪ The Truman Doctrine (1947)</li> <li>▪ Chart - Economic assistance to European nations (1948–1952)</li> <li>▪ The North Atlantic Treaty (1949)</li> <li>▪ Korean War Armistice (1953)</li> <li>▪ “By Any Means” Speech—John Foster Dulles (1954)</li> <li>▪ British Political Cartoon (1956)</li> <li>▪ Speech—Fidel Castro (1962)</li> <li>▪ Mandate for Change—Dwight D. Eisenhower (1963)</li> <li>▪ Where I Stand—Barry Goldwater (1964)</li> <li>▪ The Nixon Doctrine (1969)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing Quiz</li> <li>▪ Instruction Manual Template</li> <li>▪ DBQ Brainstorm template</li> <li>▪ DBQ Outline template</li> <li>▪ Peer Edit Rubric / Self-Reflection</li> <li>▪ Cold War documents</li> <li>▪ 1920s/1950s documents</li> </ul>

Classroom Assessment Task:

- “Women and the New Race”—Margaret Sanger (1920)
- Editorial, *Houston Chronicle* (1921)
- Inaugural Address—President Coolidge (1925)
- Article—*Time Magazine* (1928)
- “Swat the Fly, But Use Common Sense”, Political Cartoon—Newark News
- Senate Censure of Joseph McCarthy (1954)
- “The Changing American Market”, *Time Magazine* (1955)
- Public Papers of the President: Dwight D. Eisenhower (1960–1961)
- “10 Amazing Years, 1947–1957: A Decade of Miracles”—*U.S. News & World Report* (1957)
- Telegram—Senator Richard Russell to President Eisenhower (1957)

## Section 4: What Results?

### STUDENT WORK SAMPLES

#### CLASSROOM ASSESSMENT TASK

Background to share with students (optional):	This task will be the final graded assessment for the unit on the 1950s and Cold War. Students will have 55 minutes of class time to read 10 primary source documents and respond to the classroom assessment task with an argumentative/evaluation essay that includes their own knowledge of the time period, as well as evidence from the documents.
Classroom assessment task	To what extent was America in the 1920s and 1950s similar? After reading primary sources, write an essay that discusses the social, economic, and foreign policy characteristics of the 1920s and the 1950s and evaluates the degree to which they were similar. Be sure to support your position with evidence from the texts.
Reading texts:	10 primary source documents

ARGUMENTATION CLASSROOM ASSESSMENT RUBRIC

<b>LDC Argumentation Classroom Assessment Rubric</b>	
<b>MEETS EXPECTATIONS</b>	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim, and supports an argument that is logical and generally convincing. L2: Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text in the form of examples or explanations relevant to the argument. L3: Makes a relevant connection that supports argument.
Organization	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
<b>NOT YET</b>	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; L2: Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. L3: Connection is weak or not relevant.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

## Teacher Work Section

Here are added thoughts about teaching this module.

In teaching this unit again, I would reduce the number of documents for the classroom assessment task. There was not enough time for students to really show their writing skills and develop the essay.

## Appendix

The attached materials support teaching this module.

# **Instructional Resources**

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

## Writing Quiz

1. What are the qualities of a strong “controlling idea”?
2. What is the difference between “focus” and “development”?
3. What are conventions? What are some common mistakes students make in this area?
4. What are some key qualities to consider when organizing an essay?
5. What are the qualities of strong use of the “reading/research”?

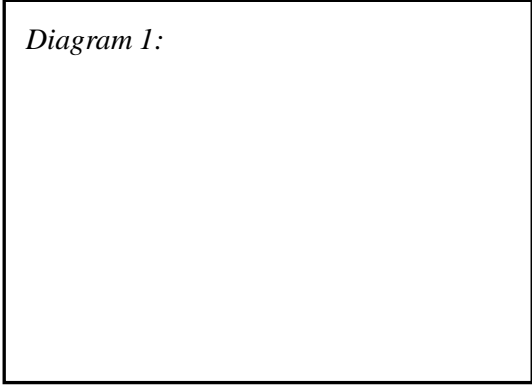


# INSTRUCTION MANUAL

*Analyzing a Primary Source Document*

**STEP 1:**

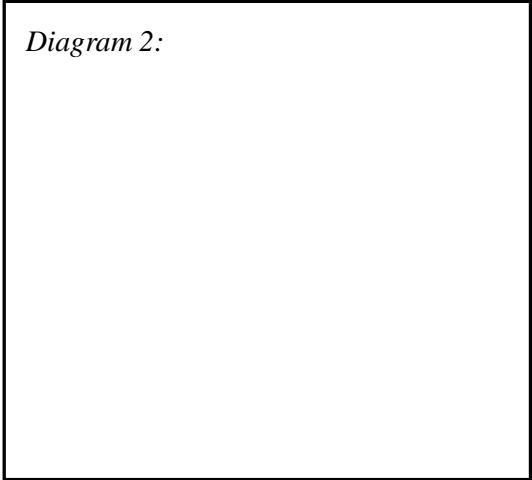
*Diagram 1:*



**STEP 2:**

**STEP 3:**

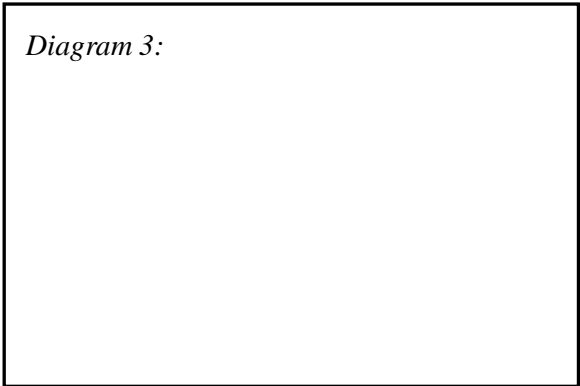
*Diagram 2:*



**STEP 4:**

**STEP 5:**

*Diagram 3:*



Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### DBQ Brainstorming Guide

**CLAIM:**

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**DOCUMENTS:**

<b>A</b>		<b>F</b>	
<b>B</b>		<b>G</b>	
<b>C</b>		<b>H</b>	
<b>D</b>		<b>I</b>	
<b>E</b>		<b>J</b>	

**Categorize:**


Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

## DBQ \_\_\_\_\_

**THESIS:** Must have CATEGORIES...use SPRITE (Society, Politics, Religion, International Relations, Technology, Economy) or general themes

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### **POINT #1:**

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#### **Documents:**

→ \_\_\_\_\_  
| \_\_\_\_\_  
→ \_\_\_\_\_  
| \_\_\_\_\_  
→ \_\_\_\_\_  
| \_\_\_\_\_

#### **Outside Evidence:**

\* \_\_\_\_\_  
\* \_\_\_\_\_  
\* \_\_\_\_\_

### **POINT #2:**

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#### **Documents:**

→ \_\_\_\_\_  
| \_\_\_\_\_  
→ \_\_\_\_\_  
| \_\_\_\_\_  
→ \_\_\_\_\_  
| \_\_\_\_\_

#### **Outside Evidence:**

\* \_\_\_\_\_  
\* \_\_\_\_\_  
\* \_\_\_\_\_

**POINT #3:**

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**Documents:**

**→**  
**—** \_\_\_\_\_

**→**  
**—** \_\_\_\_\_

**→**  
**—** \_\_\_\_\_

**Outside Evidence:**

**\*** \_\_\_\_\_

**\*** \_\_\_\_\_

**\*** \_\_\_\_\_

**Connection to the “big picture” of theme of the time period**

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AUTHOR of ESSAY: \_\_\_\_\_ Period \_\_\_\_\_

PEER GRADER: \_\_\_\_\_ Period \_\_\_\_\_

- **Introduction / Thesis:**

- Does the intro stay on topic? Is it thorough enough?       Yes       No

- Does the thesis present a clear argument?       Yes       No

- Does the thesis have organizational categories?       Yes       No

- **Body:**

- Are there topic sentences?       Yes       No

- How much evidence is in the essay?       Not enough       Average       Strong

- Is the analysis clear?       Very       Average       Strong

- **Organization / Writing:**

- Is the essay smooth (does it “flow” well)?       Yes       No

- Is it well-written? (Are there grammar mistakes?)       Yes       No

What score would you give this essay? \_\_\_\_\_



# The Cold War

## Document-Based Question

### **Task:**

How effective was the United States government in its attempt to halt the spread of communism in Europe and Asia between the years 1945 and 1975?

After reading primary source documents, write an essay that discusses the Cold War and evaluates U.S. strategies and their level of success in containing the Communist influence throughout the world. Be sure to support your position with evidence from the texts.

### **Document A**

Source: *The Chicago Tribune* (1947)

Mr. Truman made as cold a war speech yesterday against Russia as any president has ever made except on the occasion of going before Congress to ask for a declaration of war...

The outcome will inevitably be war. It probably will not come this year or next year, but the issue is already drawn. The declaration of implacable hostility between this country and Russia is one which cannot be tempered or withdrawn. . . .

Mr. Truman's statement constituted a complete confession of the bankruptcy of American policy as formulated by Mr. Roosevelt and pursued by him. We have just emerged from a great war which was dedicated to the extinction of three nations [Germany, Italy, Japan] which were as vocally opposed to Russia as Mr. Truman proclaims himself to be now. If communism was the real danger all along, why did Mr. Roosevelt and Mr. Truman adopt Russia as an ally, and why, at Teheran, Yalta, and Potsdam, did they build up Russia's power by making her one concession after another?

## Document B

Source: President Truman, March 12, 1947

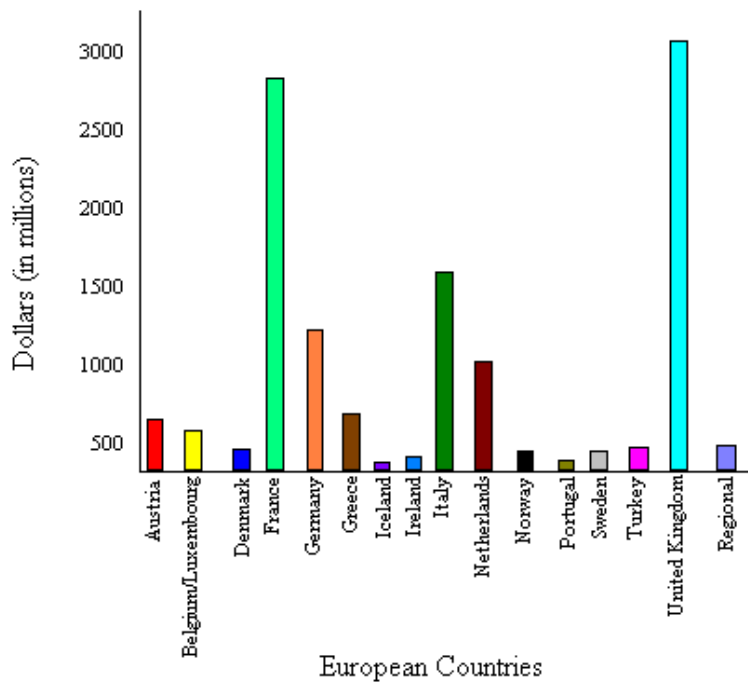
One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion...To ensure the peaceful development of nations, free from coercion, the United States has taken a leading part in establishing the United Nations. The United Nations is designed to make possible lasting freedom and independence for all its members...

... I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures....

... I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.

## Document C

Source: Economic assistance to European nations provided April 1948 to June 1952





## Document D

Source: *The North Atlantic Treaty*, Washington DC, April 4, 1949

The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all, and consequently they agree that, if such an armed attack occurs, each of them, in exercise of the right of individual or collective self-defense recognized by Article 51 of the Charter of the United Nations, will assist the Party or Parties so attacked by taking forthwith, individually, and in concert with the other Parties, such action as it deems necessary, including the use of armed force, to restore and maintain the security of the North Atlantic area.

Any such armed attack and all measures taken as a result thereof shall immediately be reported to the Security Council. Such measures shall be terminated when the Security Council has taken the measures necessary to restore and maintain international peace and security.

## Document E

Source: Korean War Armistice, 1953. *United States Treaties and Other International Agreements*, Vol. 4, Part I, 1953, p. 236–348

### ARTICLE I

1. A Military Demarcation Line shall be fixed and both sides shall withdraw two (2) kilometers from this line so as to establish a Demilitarized Zone between the opposing forces. A Demilitarized Zone shall be established as a buffer zone to prevent the occurrence of incidents which might lead to a resumption of hostilities.
2. The Military Demarcation Line is located as indicated on the attached map (Map 1).
3. The Demilitarized Zone is defined by a northern and a southern boundary as indicated on the attached map.

## Document F

Source: John Foster Dulles Speech, "By Any Means," 1954. Department of State, Press Release No. 165, p. 1–10.

Those fighting under the banner of Ho Chi Minh have largely been trained and equipped in Communist China. They are supplied with artillery and ammunition through the Soviet-Chinese Communist bloc. Captured material shows that much of it was fabricated by the Skoda Munition Works in Czechoslovakia and transporter across Russia and Siberia and then sent through China into Vietnam...But if they [Viet Minh] achieved military or political success, it is certain that they would subject the people to a cruel Communist dictatorship taking its orders from Peiping and Moscow. The tragedy would not stop there. If the Communist forces won uncontested control over Indochina or any substantial part thereof, they would surely resume the same pattern of aggression against other free peoples in the area...

## Document G

Source: British Political Cartoon. 1956.



## Document H

Source: Fidel Castro. Source: Radio and Television speech to the Cuban people, 22 October 1962.

If they blockade our country they will exalt our nation, because we will resist... We are part of humanity and we run the necessary risks, yet, we are not afraid. We must learn how to live in our allotted times and with the dignity with which we know to live. Everybody, men and women, young and old, we are all one in this moment of danger.

## Document I

Source: Dwight D. Eisenhower, *Mandate for Change: 1953–56* [New York: Doubleday, 1963], pp. 421–27

The major factor in the successful outcome was the disaffection of the Guatemalan armed forces and the population as a whole with the tyrannical regime of Arbenz. The air support enjoyed by Castillo Armas, though meager; was important in relative terms; it gave the regular armed forces an excuse to take action in their own hands to throw out Arbenz. The rest of Latin America was not in the least displeased...

By the middle of 1954 Latin America was free, for the time being at least, of any fixed outposts of Communism.

## Document J

Source: Barry Goldwater, *Where I Stand*, 1964.

No responsible world leader suggests that we should withdraw our support from Vietnam. To do so would unhinge a vast and vital area, thereby committing to Communist domination its resources and its people. This we cannot do. Therefore, we need the dedication and the courage to face some hard and unpleasant facts. We are at war in Vietnam and we must have the will to win that war..

This nation must back up its resolve with whatever manpower, equipment, and weaponry it may take, first to stem the Communist advance in Laos and Vietnam, and then to help these countries, along with their neighbors in Thailand, to create conditions of stability and freedom in Southeast Asia. The security of all Asia hinges on this crucial battle.

## Document K

Source: Nixon Doctrine, 1969. *Public Papers of the Presidents of the U.S., Richard Nixon*, 1969, p. 544–556.

I have already indicated that the answer to that question is not an easy one—not easy because we will be greatly tempted when that question is put to us to indicate that if any nation desires the assistance of the United States militarily in order to meet an internal or external threat, we will provide it. However, I believe that the time has come when the United States, in our relations with all of our Asian friends, be quite emphatic on two points: One, that we will keep our treaty commitments, our treaty commitments, for example, with Thailand under SEATO; but, two, that as far as the problems of internal security are concerned, as far as the problems of military defense, except for the threat of a major power involving nuclear weapons, that the United States is going to encourage and has a right to expect that this problem will be increasingly handled by, and the responsibility for it taken by, the Asian nations themselves.

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

## 1920s & 1950s

### Document-Based Question

#### **Classroom Assessment Task:**

To what extent was America in the 1920s and 1950s similar? After reading primary sources, write an essay that discusses the social, economic and foreign policy characteristics of the 1920s with those of the 1950s and evaluates the degree to which they were similar.

Be sure to support your position with evidence from the texts. Be sure to acknowledge competing views. Give examples from historical events to illustrate and clarify your position.

#### **Document A**

Source: Margaret Sanger, *Woman and the New Race* (New York: Brentano's, 1920), passim.

The most far-reaching social development of modern times is the revolt of woman against sex servitude. The most important force in the remaking of the world is a free motherhood. Beside this force, the elaborate international programs of the modern statesman are weak and superficial...

Only in recent years has woman's position as the gentler and weaker half of the human family been emphatically and generally questioned. Men assumed that this was the woman's place; woman herself accepted it. It seldom occurred to anyone to ask whether she would go on occupying it forever...

Even as birth control is the means by which woman attains basic freedom, so it is the means by which she must and will uproot the evil which has wrought her submission...

## Document B

Source: *Houston Chronicle*, quoted in *Literary Digest* 70 (August 27, 1921): 12.

Who was responsible for the Tenaha case, where a woman was stripped naked and then covered with tar and feathers? Has there ever been any crime committed in this state so horrible or one that brought such shame on Texas? Is there any member of the Ku Klux Klan in Texas so pure and holy that he can condemn even the vilest woman to such disgrace and torture? Masked men did it, and the world was told in press dispatches that they were the hooded Klansmen of Texas. If that outrage was done by Ku Klux Klansmen, then every decent man who was inveigled into the order should resign immediately. If it was not the work of the real order, its members should disband because of this one act, if for no other reason.

## Document C

Source: President Coolidge's Inaugural Address, 1925, *Inaugural Addresses of the Presidents of the United States, 1789–1965*, March 4, 1925.

No one can contemplate current conditions without finding much that is satisfying and still more that is encouraging. Our own country is leading the world in the general readjustment to the results of the great conflict...Already we have sufficiently rearranged our domestic affairs so that confidence has returned, business has revived, and we appear to be entering an era of prosperity which is gradually reaching into every part of the Nation...

## Document D

Source: *Time Magazine*, July 30, 1928.

As if to show that refusal to join the League of Nations was not to be interpreted as a refusal to espouse peace, the U.S. made several overtures toward reducing world tensions, in addition to contributing its expertise in the resolutions of the various reparations crises and following a liberal international credit policy that helped keep the gerry-rigged structure of reparations and war debts from falling apart. The foremost achievement in which the U.S. took part was the Washington Naval Treaty of 1922, by which Britain, the U.S. and Japan, respectively, set limits on themselves in the building of capital ships (battleships and the like) in the ratio of 5-5-3 ratio to all types of naval ships was abortive, however.

## Document E



## Document F

Source: Senate Censure of Joseph McCarthy, 1954. *Congressional Record*, Vol. 100, Part 12, p. 16392.

Resolved, That the Senator from Wisconsin, Mr. McCarthy, failed to cooperate with the Subcommittee on Privileges and Elections of the Senate Committee on Rules and Administration in clearing up matters referred to that subcommittee which concerned his conduct as a Senator and affected the honor of the Senate and, instead, repeatedly abused the subcommittee and its members who were trying to carry out assigned duties, thereby obstructing the constitutional processes of the Senate, and that this conduct of the Senator from Wisconsin, Mr. McCarthy... acted contrary to senatorial ethics and tended to bring the Senate into dishonor and disrepute, to obstruct, the constitutional processes of the Senate, and to impair its dignity; and such conduct is hereby condemned.

## Document G

Source: "The Changing American Market" (Garden City, NY: Hanover House, 1955), pp. 13–18, 73–74, 249–250. © 1955 Time, Inc.

All history can show no more portentous economic phenomenon than today's American market. It is colossal, soaking up half the world's steel and oil, and three-fourths of its cars and appliances. The whole world fears it and is baffled by it. Let U.S. industry slip 5 per cent, and waves of apprehension sweep through foreign chancelleries. Let U.S. consumer spending lag even half as much, and the most eminent economists anxiously read the omens. The whole world also marvels at and envies this market. It is enabling Americans to raise their standard of living every year while other countries have trouble in maintaining theirs. And of course the whole world wants to get in on it. For it still can punish the incompetent and inefficient, and still reward handsomely the skillful, efficient, and daring....

The most important change of the past few years, by all odds, is the rise of the great mass into a new moneyed middle class, a rapidly growing market that seems bound, sooner or later, to become the American market. It is like no other middle class in history, either abroad or at home.

## Document H

*Public Papers of the President: Dwight D. Eisenhower, 1960–1961* (Washington, D.C.: National Archives and Records Service, 1961), pp. 1036–1039.

A vital element in keeping the peace is our military establishment. Our arms must be mighty, ready for instant action, so that no potential aggressor may be tempted to risk his own destruction. Until the latest of our world conflicts, the United States had no armaments industry. American makers of plowshares could, with time and as required, make swords as well. But now we can no longer risk emergency improvisation of national defense; we have been compelled to create a permanent armaments industry of vast proportions...This conjunction of an immense military establishment and a large arms industry is new in American experience. The total influence, economic, political, even spiritual, is felt in every city, every state house, every office of the federal government. We recognize the imperative need for this development. Yet we must not fail to comprehend its grave implications...

## Document I

Source: 10 Amazing Years, 1947–1957: A Decade of Miracles, *U. S. News & World Report*, 1957

The last years of an amazing decade is about to end [1947–1957]. These 10 years have been a time of change and accomplishment unmatched in the history of America, or of any other nation.

Look back 10 years...people quickly accepted new products and new inventions. TV sets, only a curiosity 10 years ago, were acquired by most American families during the decade. High-fidelity phonographs were developed and sold in huge numbers. So were filtered cigarettes of many kinds. Housewives took to detergents. FM radios caught on. Lawn work was made easier with a wide variety of power mowers. People began to buy tape recorders, boats of glass fiber, instant foods, long-playing records.

With the growth of suburban developments, many families found they needed two cars to transport all members of the family to schools, shopping centers and jobs. Traffic increased enormously, with a net increase of 25 million new cars on the road.

## Document J

Source: Telegram, Georgia Senator Richard B. Russell to President Eisenhower, September 26, 1957

As a citizen, as a senator of the White House...I must vigorously protest the highhanded and illegal methods being employed by the armed forces of the United States under your command who are carrying out your orders to mix races.

In the public schools of Little Rock, Arkansas the soldiers are a social disruption...The laws of this country give ample authority to United States marshals to deputize a posse of significant strength to maintain order and carry out any decision of the courts. It has never contemplated that such a great aggregation of military might be diverted for this purpose...

There are millions of patriotic people in this country who will strongly resent the strong-armed totalitarian, police-like state methods being employed at Little Rock. The fact that these tactics were unnecessary makes it even more tragic.