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Mr. Ott – Global History

Name: _____ Date: _____ Class Period: _____

In developing your answer to Part III, be sure to keep this general definition in mind:

discuss means "to make observations about something using facts, reasoning, and argument; to present in some detail"

PART III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

As World War II came to an end, a new conflict emerged between the United States and the Soviet Union. This conflict, known as the Cold War, affected many regions of the world, including **Europe**, **Asia**, and **Latin America**.

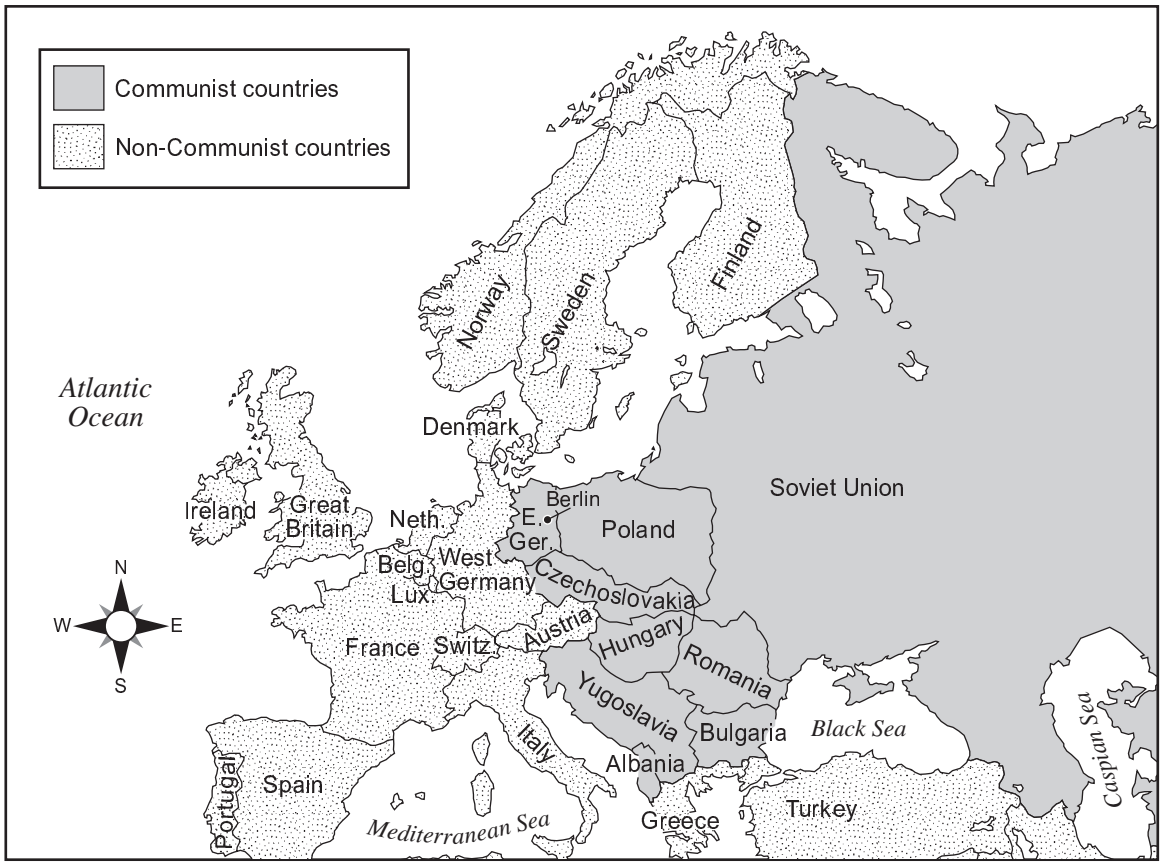
Task: Using information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

- Discuss how the Cold War between the United States and the Soviet Union affected other nations ***and/or*** regions of the world

Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1



Source: Roger B. Beck et al., *World History: Patterns of Interaction*, McDougal Littell (adapted)

1 What does the information shown on this map indicate about the governments of Western Europe and Eastern Europe after World War II? [1]

_____

_____

Score

Document 2a

Imre Nagy, the Hungarian leader, was forced out of office by the Soviet Communist government. The people of Hungary protested his removal from office.

> This is Hungary calling! This is Hungary calling! The last free station. Forward to the United Nations. Early this morning Soviet troops launched a general attack on Hungary. We are requesting you to send us immediate aid in the form of parachute troops over the Transdanubian provinces [across the Danube River]. It is possible that our broadcasts will soon come to the same fate as the other Hungarian broadcasting stations . . . For the sake of God and freedom, help Hungary! . . .
>
> — Free Radio Rakoczi
>
> Civilized people of the world, listen and come to our aid. Not with declarations, but with force, with soldiers, with arms. Do not forget that there is no stopping the wild onslaught [attack] of Bolshevism. Your turn will also come, if we perish. Save our souls! Save our souls! . . .
>
> — Free Radio Petofi

Source: Melvin J. Lasky, ed., *The Hungarian Revolution: The Story of the October Uprising as Recorded in Documents, Dispatches, Eye-Witness Accounts, and World-wide Reactions,* Frederick A. Praeger, 1957 (adapted)

2*a* Based on these broadcasts from Free Radio Rakoczi and Free Radio Petofi, state ***two*** reasons the Hungarian people were asking for help in 1956. [2]

(1) _____

_____

Score

(2) _____

_____

Score

Document 2b

> This morning the forces of the reactionary conspiracy [anti-Soviet plot] against the Hungarian people were crushed. A new Hungarian Revolutionary Worker-Peasant [Communist] Government, headed by the Prime Minister Janos Kadar, has been formed. . . .
>
> — Radio Moscow

Source: Melvin J. Lasky, ed., *The Hungarian Revolution: The Story of the October Uprising as Recorded in Documents, Dispatches, Eye-Witness Accounts, and World-wide Reactions*, Frederick A. Praeger, 1957

2*b* Based on this broadcast from Radio Moscow, state ***one*** result of the Hungarian Revolution. [1]

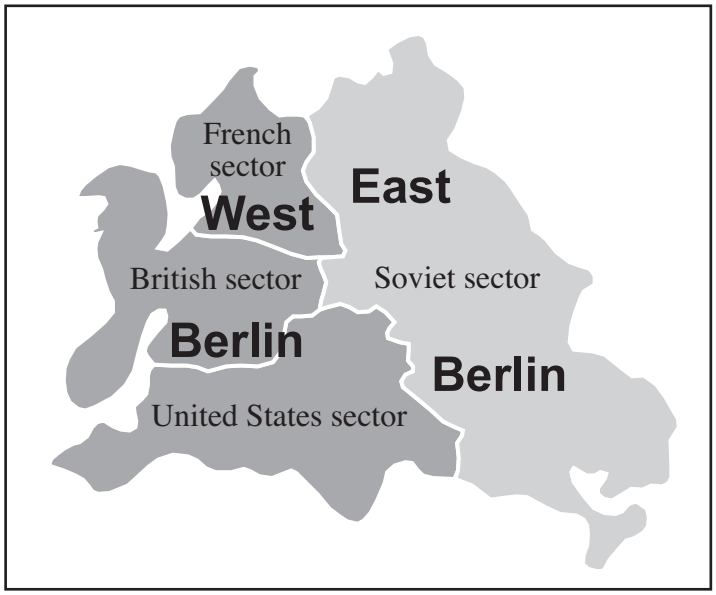
_____

_____

Score

Document 3a

Berlin, Germany After World War II



Source: Henry Brun et al., *Reviewing Global History and Geography*, AMSCO (adapted)

Document 3b

Berlin, 1961



Source: Heiko Burkhardt, dailysoft.com

3 Based on this map and the Burkhardt photograph, state ***one*** way the Cold War affected the city of Berlin. [1]

_____

_____

Score

Document 4

. . . The preservation of peace forms the central aim of India's policy. It is in the pursuit of this policy that we have chosen the path of nonalinement [nonalignment] in any military or like pact or alliance. Nonalinement does not mean passivity of mind or action, lack of faith or conviction. It does not mean submission to what we consider evil. It is a positive and dynamic approach to such problems that confront us. We believe that each country has not only the right to freedom but also to decide its own policy and way of life. Only thus can true freedom flourish and a people grow according to their own genius.

We believe, therefore, in nonaggression and noninterference by one country in the affairs of another and the growth of tolerance between them and the capacity for peaceful coexistence. We think that by the free exchange of ideas and trade and other contacts between nations each will learn from the other and truth will prevail. We therefore endeavor to maintain friendly relations with all countries, even though we may disagree with them in their policies or structure of government. We think that by this approach we can serve not only our country but also the larger causes of peace and good fellowship in the world. . . .

Source: Prime Minister Jawaharlal Nehru, speech in Washington, D.C., December 18, 1956

4 According to Prime Minister Nehru, what was India's foreign policy in 1956? [1]

_____

_____

Score

Document 5

Sook Nyul Choi was born in Pyongyang, Korea and immigrated to the United States during the 1950s. She integrates her autobiographical information into a work of historical fiction set in Korea between the end of World War II and 1950.

> . . . Our freedom and happiness did not last long. In June 1950, war broke out. North Korean and Communist soldiers filled the streets of Seoul, and were soon joined by Chinese Communist troops. Russian tanks came barreling through. In the chaos, many more North Korean refugees made their way to Seoul. Theresa and the other nuns finally escaped, and made their way to our house. They told us that the Russians and Town Reds had found out about Kisa's and Aunt Tiger's other activities. They died as all "traitors" did. They were shot with machine guns, and then hanged in the town square to serve as a lesson to others. We never heard any further news about the sock girls, or about my friend Unhi. I still wonder if they are alive in the North.

Source: Sook Nyul Choi, *Year of Impossible Goodbyes,* Houghton Mifflin Company

5 Based on Sook Nyul Choi's description, state ***two*** ways the beginning of the Korean War affected the people of Korea. [2]

(1)_____

_____

Score

(2)_____

_____

Score

Document 6a

War in Korea, 1950–1953



Document 6b

War in Vietnam, 1954–1973



Source: Burton F. Beers, *World History: Patterns of Civilization*, Prentice Hall (adapted)

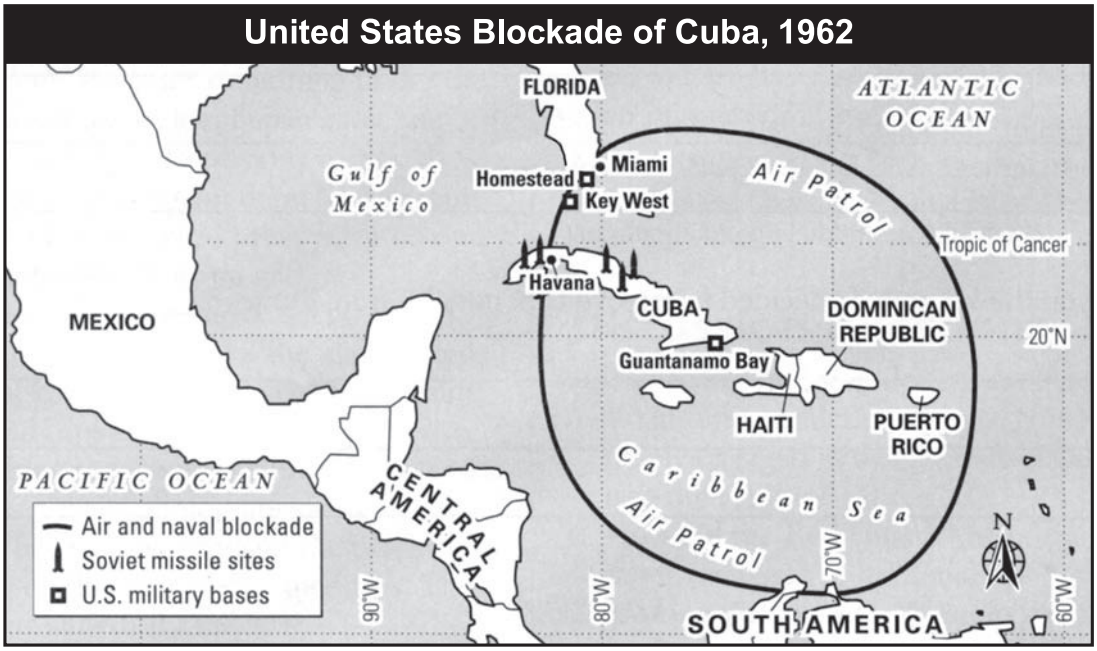
6 Based on the information shown on these maps, state ***one*** similarity in the way the Cold War affected Korea and Vietnam. [1]

_____

_____

Score

Document 7a



Source: *World History: Patterns of Interaction*, McDougal Littell (adapted)

Document 7b

This Government as promised has maintained the closest surveillance of the Soviet military build-up on the island of Cuba.

Within the past week unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island.

The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere.

Upon receiving the first preliminary hard information of this nature last Tuesday morning at 9 A.M., I directed that our surveillance be stepped up. And having now confirmed and completed our evaluation of the evidence and our decision on a course of action, this Government feels obliged to report this new crisis to you in fullest detail.

The characteristics of these new missile sites indicate two distinct types of installations. Several of them include medium-range ballistic missiles capable of carrying a nuclear warhead for a distance of more than 1,000 nautical miles.

Each of these missiles, in short, is capable of striking Washington, D.C., the Panama Canal, Cape Canaveral, Mexico City or any other city in the southeastern part of the United States, in Central America or in the Caribbean area. . . .

Source: President John F. Kennedy, address to the nation on the Soviet arms buildup in Cuba, October 22, 1962

7 Based on this map and President John F. Kennedy's address, state ***one*** way the Cold War affected Cuba. [1]

_____

_____

Score

Document 8a

> . . . Immediately after the revolution, the Sandinistas had the best organized and most experienced military force in the country. To replace the National Guard, the Sandinistas established a new national army, the Sandinista People's Army (Ejército Popular Sandinista—EPS), and a police force, the Sandinista Police (Policía Sandinista-PS). These two groups, contrary to the original Puntarenas Pact [agreement reached by Sandinista government when in exile] were controlled by the Sandinistas and trained by personnel from Cuba, Eastern Europe, and the Soviet Union. Opposition to the overwhelming FSLN [Sandinista National Liberation Front] influence in the security forces did not surface until 1980. Meanwhile, the EPS developed, with support from Cuba and the Soviet Union, into the largest and best equipped military force in Central America. Compulsory military service, introduced during 1983, brought the EPS forces to about 80,000 by the mid-1980s. . . .

Source: Library of Congress, Federal Research Division (adapted)

8*a* According to this document from the Library of Congress, what effect did the Cold War have on Nicaragua in the 1980s? [1]

_____

_____

Score

Document 8b

Her [Violeta Chamorro] husband's murder sparked a revolution that brought the Sandinistas to power. Now Violeta Chamorro is challenging them in Nicaragua's presidential election.

> . . . "Violeta! Violeta! Throw them [Sandinistas] out! Throw them out!"
>
> Surrounded by outstretched hands, Mrs. Chamorro hugs everyone in reach. Then Nicaragua's most famous widow goes straight to her message. This is the town where my husband was born, she tells them. This is where he learned the values of freedom that cost him his life. This is where he would tell us to make a stand against the Sandinista regime.
>
> "I never thought that I would return to Granada as a candidate, raising the banner steeped in the blood of Pedro Joaquín Chamorro, to ask his people once again to put themselves in the front lines," she says. "But Nicaragua must win its freedom once again.
>
> "All across the world," she continues, her voice rising, "people like you are burying Communism and proclaiming democracy. So set your watches! Set them to the same hour as Poland, as Bulgaria, as Czechoslovakia, as Chile! Because this is the hour of democracy and freedom — this is the hour of the people!". . .

Source: Mark A. Uhlig, *New York Times*, February 11, 1990

8*b* According to Mark A. Uhlig, what political change did Violeta Chamorro hope to bring to Nicaragua? [1]

_____

_____

Score

[OVER]

Part B
Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least **five*** documents to support your response. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

As World War II came to an end, a new conflict emerged between the United States and the Soviet Union. This conflict, known as the Cold War, affected many regions of the world, including **Europe**, **Asia**, and **Latin America**.

Task: Using the information from the documents and your knowledge of global history, write an essay in which you

- Discuss how the Cold War between the United States and the Soviet Union affected other nations ***and/or*** regions of the world

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least **five*** documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme