

**B. Document Analysis (2 points)****a) Document Content**

Responses earn one point by utilizing the content of at least six of the documents to support the stated thesis or a relevant argument (1 point). Responses cannot earn a point by merely quoting or paraphrasing the documents with no connection to a thesis or argument. *(See the document summaries section below for descriptions of document content.)*

**Examples of acceptable utilization of content from a document to support a thesis or relevant argument:**

- ▶ “This can also be seen through the ‘Testimony of Whittaker Chambers before the House Committee on Un-American Activities, August 3, 1948.’ This document states that Alger Hiss was a member of ‘an underground organization of the United States Communist Party.’ . . . This heightened fear of communism helped contribute to the Cold War because the American public was constantly afraid of a Soviet takeover, which provided tension between the USA and USSR.”
- › This response is using the content of document 7 to argue that one of the causes of the Cold War was opposing social views of the U.S. and USSR. The response correctly interprets the document and uses the content of the document to argue that the Cold War developed due to a “heightened fear of communism” in the U.S.
- ▶ “The economic policies offered by both superpowers to ruined Europeans caused great tensions. In the last 30 years, Russia was attacked by Germany twice causing fear of millions of deaths plus economic hardships. Josef Stalin proclaimed at Yalta that he requests control of satellite states for protection of the motherland in order to avoid another invasion. This however was seen by many Allies as a play for Stalin to begin his conquering of Europe and spread communism.”
- › This response uses the content of document 1 to argue that Stalin’s expansion into Eastern Europe was an economic cause of the beginning of the Cold War between the U.S. and USSR.

**Examples of unacceptable utilization of content from a document to support a thesis or relevant argument:**

- ▶ “As seen in George Kennan, State Department official, September 1946, where the document explains the containment policy.”

- › This response does not demonstrate an understanding of document 3. The response parrots the source line and claims that the document's purpose is to explain the containment policy. This could be true, but the response does not elaborate on what the containment policy is nor does the response use this line to further any argument about the causes of the beginning of the Cold War.
- ▶ "In *The Task of Our Time: Unite Against the Enslavement of the People*, the author informs Russians about the diminishing ties between the Soviet Union and the United States."
- › This response quotes the source line of document 5, but does not use any of the content of the document to support an argument. The response provides a general statement that the USSR and the U.S. are experiencing "diminishing ties," but the same statement could be made from any of the documents.

**b) Significance of Point of View, Purpose, Context, and/or Audience**

Responses earn one point by explaining the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents (1 point). (*See the document summaries section below for description of point of view, purpose, historical context, and audience for each document.*)

**Example of acceptable explanation of the significance of the author's point of view:**

- ▶ "The Gallup Polls conducted in the U.S. shows how the point of view of many Americans changed from fondness of Russia to a hatred of communism. The U.S. heavily used propaganda such as the phrase 'better dead than red' to rally anti-communist sentiment and the effectiveness of this propaganda is demonstrated in the changing public opinion measured in these polls."

**Example of unacceptable explanation of the significance of the author's point of view:**

- ▶ "In *America and Britain*, the point of view is the exact opposite as depicted in the David Low cartoon showing Stalin 'liberating' European countries and denying them aid from the U.S. and Britain."
- › This response misinterprets the point of view of document 6. While it could be a good strategy to discuss the differing points of view between the countries involved in the beginning of the Cold War, this response suggests that the British supported Stalin and his efforts to "liberate" European countries, misunderstanding the sarcasm and cynicism in the political cartoon.

**Example of acceptable explanation of the significance of the author's purpose:**

- ▶ “The Truman Doctrine essentially told all countries resisting communist influence that the United States would come to their aid. This can be seen when Truman requested \$400 million dollars in military and economic aid to support Greece and Turkey, who were resisting the influence of the USSR. President Harry Truman’s ‘Speech to Joint Session of Congress’ shows this. The purpose of this document was for Truman to enlist Congressional action. He wanted to prevent as many nations as possible from becoming communist, and to demonstrate that the United States would support any country resisting communism through financial aid.”

**Example of unacceptable explanation of the significance of the author's purpose:**

- ▶ “In David Low’s cartoon, the purpose is to show how each country was losing their freedom because of communism. It shows how the USSR was trying to take over the other, weak countries.”
- › This response is merely describing the content of document 6 without adding any insight into the significance of the author’s purpose.

**Examples of acceptable explanation of the significance of the historical context of a document:**

- ▶ “In response, Truman’s address to the Joint Session of Congress claimed his and ultimately America’s position against the spread of communism. The speech took place amid Truman’s more general establishing of the Truman Doctrine and the idea of containment, a policy that would be utilized in the Korean War.”

**Examples of unacceptable explanation of the significance of the historical context of a document:**

- ▶ “Additionally, the context of David Low’s cartoon is the Marshall Plan which was also a part of the containment policy because it promised financial aid to those that rejected communism.”
- › The Marshall Plan could provide excellent historical context for several of these documents, however the response does not make clear how the Marshall Plan provides helpful context for understanding document 6.

**Examples of acceptable explanation of the significance of the audience:**

- ▶ “Joseph Stalin’s audience was his fellow Allied leaders Churchill and Roosevelt. While they were asking for free elections in Eastern Europe, Stalin would need to explain to them the Soviet interest in Poland. Stalin’s country had been invaded twice before by Germany and had twice passed through Poland to do this. Stalin wanted Roosevelt and Churchill to understand what they were asking Stalin to sacrifice if they insisted on the USSR backing out of Poland.”

**Examples of unacceptable explanation of the significance of the audience:**

- ▶ “In George Kennan, the State Department official’s statement’s intended audience is the United States’ government and citizens. He is telling them that the Soviets can’t be reasoned with and that they need to be in a situation that economically is unfavorable to go against the United Nations.”
- › This is a correct interpretation of the content of document 3 and is generally correct in identifying that the intended audience of this document would be the United States’ government and citizens. However, to earn credit here, the response must address why this is significant and add some insight into this document.

**C. Using Evidence Beyond the Documents (2 points)****a) Contextualization**

Responses earn a point for contextualization by explaining the broader historical events, developments, or processes immediately relevant to the question (1 point). To earn the point, the essay must situate the thesis, argument, or parts of the argument by accurately and explicitly connecting the causes of the Cold War to larger historical processes. Examples might include:

- ▶ Western and Soviet policies regarding the rise of fascism in the 1930s (Spanish Civil War, the German-Soviet Non-aggression Pact)
- ▶ Personal tensions among Roosevelt, Stalin, and Churchill during the Second World War
- ▶ Agreement among the Allies on the division of Germany, Austria, and Korea into different occupation zones in 1945

**Example of acceptable contextualization:**

- ▶ “World War II culminated with the Allied powers of the United States, United Kingdom, France, and the USSR prevailing over Nazi Germany, Imperialist Japan, and Fascist Italy. The end of the war resulted in Europe being absolutely destroyed, with many war-torn countries turning to communism as a way to help rebuild. Victory in the war meant that tensions would rise between the United States and the USSR, as both countries held entirely different goals during the war of what Europe should look like after it. As shown in the Non-Aggression Pact, Stalin’s main goal was to move Russia’s borders as far west as possible, while the U.S. sought mostly to defeat the Axis.”

**Example of unacceptable contextualization:**

- ▶ “World War II left most of Europe poor therefore making many countries vulnerable to Communism. Through the view of contextualization it is evident that the vulnerability led to a rise in tension between the United States and the Soviet Union.”
  - › This statement needs to be elaborated upon to warrant a point for contextualization. The response may be considered the beginning of an attempt at contextualization, but it falls short of the necessary analysis that would explain the way in which World War II leaving countries poor in some way influenced the rise of the Cold War.

**b) Evidence Beyond the Documents**

Responses earn a separate point for providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument (1 point).

**Examples of such information could include, but are not limited to:**

- ▶ Potsdam and Yalta conferences (specific details about these agreements)
- ▶ Establishment of the United Nations
- ▶ Churchill’s “Iron Curtain” speech
- ▶ Berlin crisis
- ▶ Marshall Plan
- ▶ Unrest in Greece and Turkey/Truman Doctrine
- ▶ Conflict in Indochina
- ▶ UN Declaration of Human Rights
- ▶ Formation of the North Atlantic Treaty Organization