

# Lessons in AMERICAN HISTORY

● Using Primary Sources

# Lesson in American History Using Primary Sources

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## Introduction

These UPS Exercises address several aspects of the Illinois Learning Standards. By completing these exercises, students will:

- Understand political systems, the roles and influences of individuals and interest groups in the political systems, United States foreign policy as it relates to other nations and international issues and the development of United States political ideas and traditions. (ILS 14)
- Understand how social and political systems impact economic systems. (ILS 15)
- Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations. (ILS 16)
- Understand world geography and the effects of geography on society, with an emphasis on the United States. (ILS 17)
- Understand social systems, compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions; understand the roles and interactions of individuals and groups in society. Understand how social systems form. (ILS 18)

These UPS exercises are designed to help students become critical thinkers by thinking as a historian and learning to write competently by using primary sources. They will examine real evidence about important questions in history. They will evaluate this evidence against what they already know in order to reach a conclusion. The process of evaluation, analysis, and synthesis reflects what historians do. Some of the primary sources included are graphics, maps, charts, political cartoons, poems, songs as well as documents. Learning to look at something critically and interpret its meaning and impact are vital skills for the life-long learner.

Writing an essay to each UPS exercise will enable students to improve their higher order thinking skills. They will learn to detect bias, to weigh evidence, and to develop logical conclusions. This process will guide them to express their ideas in a clear, thoughtful, persuasive essay.

#### Directions

Each UPS exercise has three parts. Part A is an examination of various documents. Part B is centered on a question which helps the student make connections between the documents examined. The third part is to compose an essay based on the driving question. The driving question is shown in the beginning of the UPS exercise.

#### Suggestions for completing each UPS Exercise

- Carefully read the driving question. Consider what you already know about this topic. How would you answer the driving question if you had no documents to examine?
- Read each document carefully, underlining key phrases and words that address the driving question. You may also wish to use the margin or post-its to make notes. Answer the questions that follow each document before moving on to the next document.
- Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the driving question.
- Organize supportive and relevant information into a brief outline.
- Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.
- Introductory paragraph – Take a stand on the question. Respond to all parts of the question. Develop your thesis. To what degree is it true? Provide background and explanation and definitions of terms used in the driving question. Introduce topics you will discuss in the body of the paragraph.
- Body paragraphs – Use a separate paragraph for each topic, issue, or argument. Include specific examples to support generalization or to make distinction. Cite specific evidence for the documents, but avoid long quotations. Integrate information for the documents and from your knowledge in your essay.
- Concluding paragraph – Restate your position and main ideas that you presented in your essay.

Generic Rubric for UPS Exercises

<p><b>Excellent</b> - Thoroughly develops all aspects of the task evenly and in-depth. Is more analytical than descriptive (analyzes, evaluates, and/or creates information). Incorporates relevant information from at least 4 documents. Incorporates substantial relevant outside information. Richly supports the theme with many relevant facts, examples and details. Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme.</p>	5
<p><b>Very Good</b> - Develops all aspects of the task but does so somewhat unevenly or superficially. Is both analytical and descriptive. Incorporates relevant information from at least 3 documents. Incorporates relevant outside information. Supports the theme with many relevant facts, examples and details. Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme. Has clear thesis statement and paragraphs support thesis.</p>	4
<p><b>Good</b> - Develops all aspects of the task but with little depth. Is both analytical and descriptive. Incorporates relevant information from at least 3 documents. Incorporates relevant outside information. Includes some relevant facts, examples, and details; may include some minor inaccuracies. Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme.</p>	3
<p><b>Satisfactory</b> - Minimally develops all aspects of the task or develops some aspects of the task in-depth. Is primarily descriptive; may include some faulty, weak or isolated application or analysis. Incorporates limited relevant information from at least 3 documents. Presents little or no relevant outside information. Includes few relevant facts, examples, and details; may include some inaccuracies. Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspects of the task are being addressed; may lack an introduction and/or conclusion.</p>	2
<p><b>Minimal</b> - Minimally develops some aspects of the task or develops some aspects of the task in-depth. Is descriptive; may lack understanding, application or analysis. Makes vague, unclear references to documents or consists primarily of relevant and irrelevant information copied from the documents. Presents no relevant outside information. Includes few relevant facts, examples, and details; may include some inaccuracies. May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspects of the task are being addressed; may lack an introduction and/or conclusion.</p>	1
<p><b>Unsatisfactory (Zero)</b> – Fails to develop the task or may only refer to the theme in a general way; OR includes no relevant facts, examples, or details; OR includes only the historical context and/or task as copied from the book; OR includes only entire documents copied from the book; OR is illegible; OR assignment was not handed in or completed on due date.</p>	0

UPS Essay Rubric

	None	Minimal	Satisfactory	Good	Very good	Excellent
<b>Essay Content</b> (50%) - Shows solid research? Facts are accurate? Context, analysis, and interpretation are accurate? Tells whole story? Change over time? Explains anything significant you learned about American History or Catholic Social Teaching during this process. Effective use of sources?	0	30	35	40	45	50
<b>Paperwork</b> (15% each)  Process Narrative - Explains how you developed an understanding of UPS Theme. Has focus? Makes sense? Clear and logical layout or format? Follows suggested format—thesis statement, five paragraphs  Grammar/Mechanics - The essay presents relevant topic information neatly typed. Has less than five spelling errors. Has less than five grammatical errors. Has less than five mechanical errors	0	11	12	13	14	15
	0	11	12	13	14	15
<b>Catholic Social Teaching</b> (20%) - Accurately relates UPS theme to elements of Catholic social justice. Demonstrates a theological understanding of justice. Uses elements of Catholic teachings of social justice to explain their point of view.	0	16	17	18	19	20
Overall Comments						
						Total

Historical Context – By the 1760's, Colonials living in the Americas were feeling exploited by the English. Their main complaint was "taxation without representation." The American Revolution would lead to "*the founding of a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.*"

**Driving Question:** What were Americans hoping to achieve by separating from England? How did their philosophical ideals shape their hopes?

**Part A** The following documents provide information of events, people and ideals of the American fight for independence. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

### Document 1

The American colonists form a congress and that congress formally declares its intentions—in a declaration of independence. Below is an excerpt from the Declaration of Independence.

IN CONGRESS, JULY 4, 1776

**The unanimous Declaration of the thirteen united States of America**

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Source: National Archives (available at: <http://www.archives.gov/exhibits/charters/declaration.html>).

What intentions and hopes does the document declare?

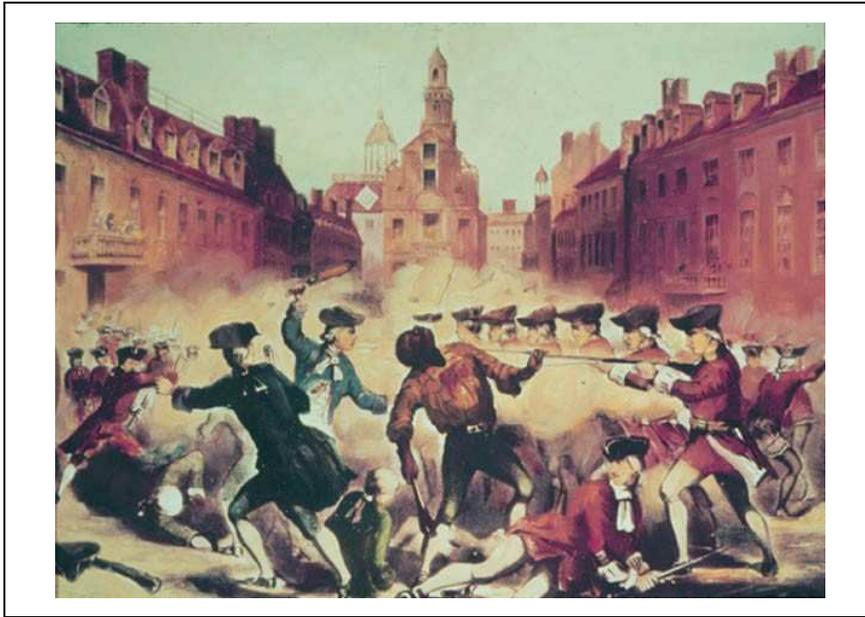
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## Document 2

One of the first casualties of the American Revolution was an African American named Crispus Attucks. He died at the Boston Massacre.



Source: [http://www.digitalhistory.uh.edu/learning\\_history/revolution/image1.cfm](http://www.digitalhistory.uh.edu/learning_history/revolution/image1.cfm)

Describe some of the important elements in the picture above. Explain what message the artist was trying to convey.

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## Document 3

Paul Revere's Midnight Ride, written by Henry W. Longfellow in 1861, commemorates America's fight for independence... and the heroic efforts of all those who fought.

Listen my children and you shall hear  
Of the midnight ride of Paul Revere,  
On the eighteenth of April, in Seventy-five;  
Hardly a man is now alive  
Who remembers that famous day and year.  
He said to his friend, "If the British march  
By land or sea from the town to-night,  
Hang a lantern aloft in the belfry arch  
Of the North Church tower as a signal light,—  
One if by land, and two if by sea;  
And I on the opposite shore will be,  
Ready to ride and spread the alarm  
Through every Middlesex village and farm,  
For the country folk to be up and to arm."

*The poem concludes...*

You know the rest. In the books you have read  
How the British Regulars fired and fled,  
How the farmers gave them ball for ball,  
From behind each fence and farmyard wall,  
Chasing the redcoats down the lane,  
Then crossing the fields to emerge again  
Under the trees at the turn of the road,  
And only pausing to fire and load.  
So through the night rode Paul Revere;  
And so through the night went his cry of alarm  
To every Middlesex village and farm,  
A cry of defiance, and not of fear,  
A voice in the darkness, a knock at the door,  
And a word that shall echo for evermore!

	For, borne on the night-wind of the Past, Through all our history, to the last, In the hour of darkness and peril and need, The people will waken and listen to hear The hurrying hoof-beats of that steed, And the midnight message of Paul Revere.
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Source: Poetry EServer (available at - <http://poetry.eserver.org/paul-revere.html>)

Discuss the importance of heroes.

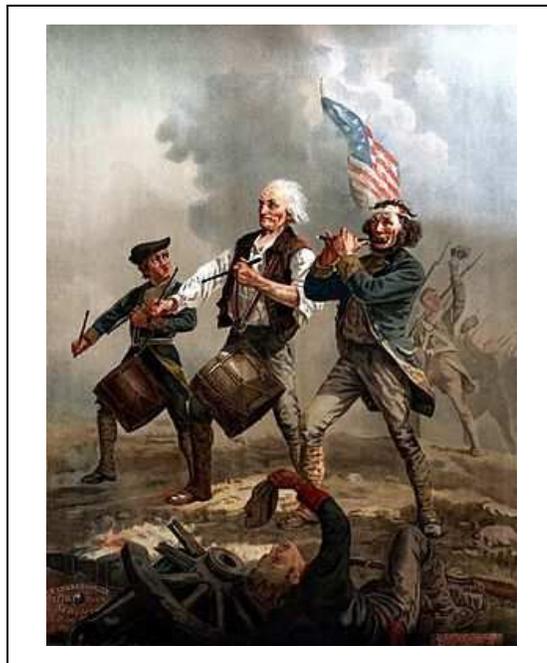
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#### Document 4

The illustration below was painted by Archibald MacNeal Willard around 1875 and is known as *The Spirit of 1776*



Source: <http://publicdomainclip-art.blogspot.com/2010/07/spirit-of-76-yankee-doodle-1776.html>

Describe some of the important elements in the picture above. Explain what message the artist was trying to convey.

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## Document 5

Tradition says that the British military officers mocked the disheveled, disorganized colonial "Yankees" with whom they served in the French and Indian War by singing *Yankee Doodle Dandy* (this was prior to the revolution). It is believed that the tune comes from the nursery rhyme *Lucy Locket*. One version of the Yankee Doodle lyrics is "generally attributed" to Doctor Richard Shuckburgh, a British Army surgeon. According to one story, Shuckburgh wrote the song after seeing the appearance of Colonial troops under Colonel Thomas Fitch, Jr., the son of Connecticut Governor Thomas Fitch.

Yankee Doodle went to town a-riding on a pony, stuck a feather in his cap and called it macaroni'.

*Chorus:* Yankee Doodle keep it up, Yankee Doodle dandy, mind the music and the step, and with the girls be handy.

Fath'r and I went down to camp, along with Captain Gooding, and there we saw the men and boys as thick as hasty pudding. (*Chorus*)

And there we saw a thousand men as rich as Squire David, and what they wasted every day, I wish it could be saved. (*Chorus*)

*A later verse...*

And there was Cap'n Washington, and gentle folks about him; they say he's grown so 'tarnal proud he will not ride without em'. (*Chorus*)

He got him on his meeting clothes, upon a slapping stallion; he sat the world along in rows, in hundreds and in millions. (*Chorus*)

Source: [http://en.wikipedia.org/wiki/Yankee\\_Doodle](http://en.wikipedia.org/wiki/Yankee_Doodle)

Explain how Americans might be offended and honored by the verses given above.

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## Document 6

The American system of government and every citizens' rights and responsibilities are described in one founding document—The Constitution of the United States of America. This is the preamble.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence,<sup>{sic}</sup> promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America..

Source: National Archives

What are the main purposes of the Federal government? Explain these purposes.

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Part  
B

How did the philosophical ideals of the American Revolution shape the United States of America? How did these ideals make lasting contributions to humankind?

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UPS 2: Freedom Immediately Threatened

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Historical Context – The English and French were fighting one another. Napoleon would soon be on a rampage through Europe. England and France fought for dominion over the seas. International trade was endangered by piracy from the Barbary Coast and the French and the English freely boarded American ships. By 1812, America and Britain would be at war again...and the Americans would watch as the British burned down the new capital city, Washington, DC.

Driving Question: Explain the importance of free trade and sea travel to American industry and protection

Part A The following documents present information about the threats to American independence in the decades following the American Revolution. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

**Document 1**

The Barbary Coast is a region of North Africa. During the 18th century many western countries' ships were harassed at sea by numerous crews of pirates. The US Navy would finally defeat the Barbary Pirates and make the seas safe once more.



Source: <http://www.billiesilvey.com/golden.html>

Describe some of the important elements in the picture above. Explain what message the artist was trying to convey.

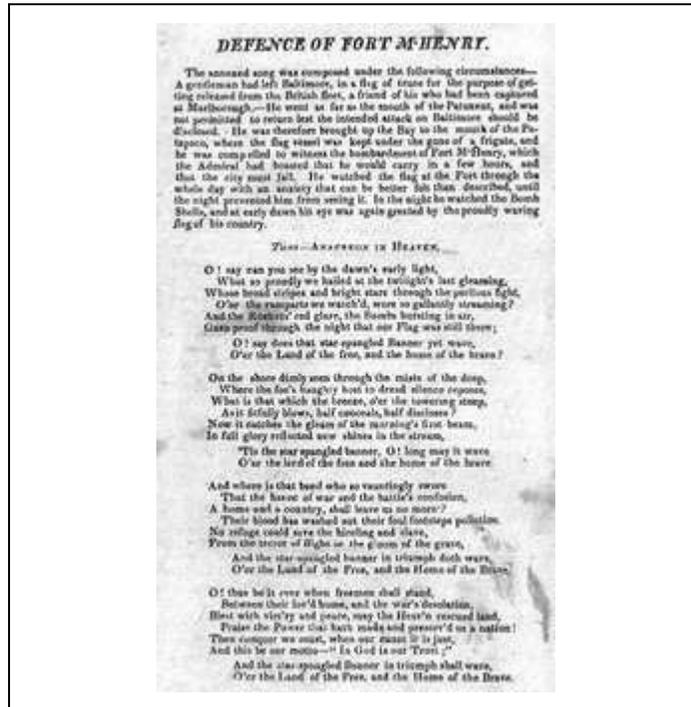
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## Document 2

"The Star-Spangled Banner" is the national anthem of the United States of America. The lyrics come from "Defence of Fort McHenry", a poem written in 1814 by the 35-year-old lawyer and amateur poet, Francis Scott Key, after witnessing the bombardment of Fort McHenry by the British Royal Navy ships in Chesapeake Bay during the Battle of Fort McHenry in the War of 1812.

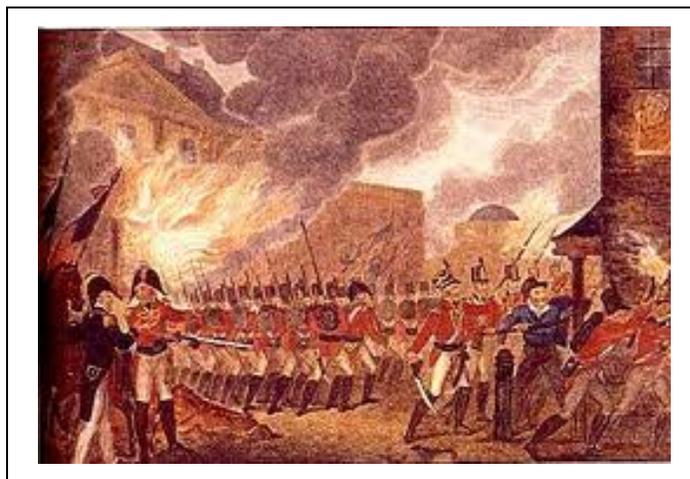


Source: Copy of the broadside printed "*In Defence of Fort McHenry*" (available at: [http://www.bayjeneservices.com/Star\\_Spangled\\_Banner.html](http://www.bayjeneservices.com/Star_Spangled_Banner.html))

What images in the poem inspire Americans to make it into our national anthem? Explain.

## Document 3

During the War of 1812, British troops invade America and seize control of the country's new capital, Washington—and burn it to the ground.



Source: <http://moranmustangs.org/johnt/2010/01/08/the-war-of-1812-the-forgotten-war/>

Describe some of the important elements in the picture above. Explain what message the artist was trying to convey.

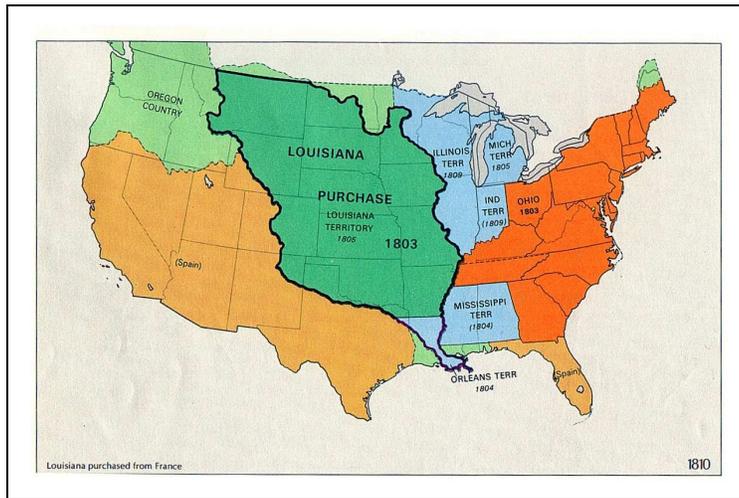
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#### Document 4

In 1803, President Thomas Jefferson expands the boundaries of the new country by acquiring a huge tract of land known as the Louisiana Purchase.



Source: <http://freepages.genealogy.rootsweb.ancestry.com/~bbrooks/Missouri/lapurc/louisian.htm>

Explain some of the implications of geographical expansion of the United States.

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#### Document 5

There were actually some in the US who looked forward to fighting Great Britain in 1812.

"Almost all accounts of the 1811–1812 period have stressed the influence of a youthful band, the War Hawks, on Madison's policy. According to the standard picture, these men were a rather wild and exuberant group enraged by Britain's maritime practices, certain that the British were encouraging the Indians and convinced that Canada would be an easy conquest and a choice addition to the national domain. Like all stereotypes, there is some truth in this tableau; however, inaccuracies predominate. First, Perkins has shown that those favoring war were older than those opposed. Second, the lure of the Canadas has been played down by most recent investigators."

Source: Clifford L. Egan, "The Origins of the War of 1812: Three Decades of Historical Writing," *Military Affairs*, April 1974.

What are some of the reasons the War Hawks wanted to go to war?

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### Document 6

By 1814, the Prime Minister of England wanted to appoint the Duke of Wellington to commander in Canada and finally win the war; Wellington said that he would go to America but he believed he was needed in Europe. He also stated:

I think you have no right, from the state of war, to demand any concession of territory from America...You have not been able to carry it into the enemy's territory, notwithstanding your military success and now undoubted military superiority and have not even cleared your own territory on the point of attack. You cannot on any principle of equality in negotiation claim a cessation of territory except in exchange for other advantages which you have in your power... Then if this reasoning be true, why stipulate for the *uti possidetis* ("as you possess")? You can get no territory: indeed, the state of your military operations, however creditable, does not entitle you to demand any.

Source: Dudley Mills, "The Duke of Wellington and the Peace Negotiations at Ghent in 1814," *Canadian Historical Review* 2 (1): 19–32, 1921.

Why would a British war hero like Wellington say England had no right to demand concessions from the US?

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Part  
B

How did the American victory over the Barbary pirates and later the British in the War of 1812 raise American prestige as a military power especially at sea?

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## UPS 3: An Expanding Nation

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Historical Context – Thomas Jefferson purchases a large grant of land known as the Louisiana Purchase. This extends the new nation's boundaries to the Mississippi River. Later, the US would acquire the Southwest Territory which would stretch the nation from the Atlantic to the Pacific.

**Driving Question:** Describe how the rapid expansion of the United States increased American power and influence.

**Part A** The following documents present information about the conflicts and challenges involved in the geographical expansion of the United States of America. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

### Document 1

The following is a poem is called the "*Song of the Manchester Factory Girl*."

She tends the loom, she watches the spindle, and cheerfully talketh away;  
Mid the din of wheels, how her bright eyes kindle! and her [heart] is ever gay

Source: Arthur M. Schlesinger, Jr., "Song of the Manchester Factory Girl," *The Age of Jackson*, Back Bay Books (reprint), 1988.

Do you think this an accurate picture of factory life for a woman in the early nineteenth century? Support your answer with some examples from history.

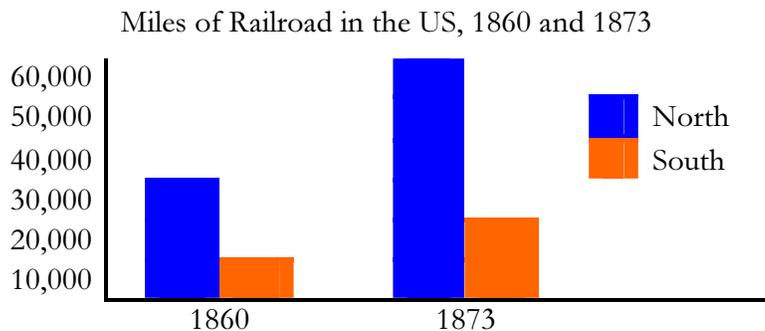
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### Document 2

Look at the graph below. It shows how many miles of railroad track had been laid in the United States at two different times.



Source: Mark C. Carnes, *The American Nation: A History of the United States*, Combined Volume (13th Edition), Longman, 2007.

What key event happened between 1860 and 1873? How did this affect railroad development in different parts of the US?

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**Document 3**

This picture was taken upon the completion of the Transcontinental Railroad in 1896.



Source: <http://www.awesomestories.com/assets/meeting-at-promontory-point>

What message does the photographer hope to convey with this photograph?

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## Document 4

Use the clues to identify the place being described.

Wild and remote, this state has been nicknamed "The Last Frontier." When US Secretary of State William Seward bought the land from Russia in 1867, for two cents an acre, it was nicknamed "Seward's folly." Then gold was found in its rivers and streams, and it became an economic asset. It finally became a US state in 1959.

Where am I?

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## Document 5

In 1848, Texan settlers were overwhelmed by Mexican soldiers. They took refuge in a local fort called the Alamo.



Source: <http://www.answers.com/topic/the-alamo-large-image>

Describe some of the important elements in the picture above. Explain what message the artist was trying to convey.

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## Document 6

The Spanish and other European settlers were cruel to the indigenous peoples they found in the Americas. Below is a quote from Dominican friar Bartolomé de Las Casas.

"[They] have committed acts more irrational and ferocious than lions and tigers and rabid wolves."

Source: Bartolomé de Las Casas, *In Defense of the Indians*, (translated) Northern Illinois University Press, 1992.

Although they endured many acts of cruelty, that alone does not account for the high mortality rate of Native Americans. From what you know from history, what factors contributed to the death of countless Amerindians? Explain.

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Part  
B

How did the geographic expansion of the US affect the lifestyles of people, such as Native Americans, living in the newly acquired territories?

Historical Context – The ideal of the American Revolution included "*the proposition that all men are created equal.*" But were they?

Driving Question: What were the advantages to keeping people disenfranchised and/or separate from the majority?

Part A The following documents present information about the treatment of minorities in America prior to the First World War. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

### Document 1

African-American women held as slaves were particularly vulnerable to abuse at the hands of their white owners. This engraving appeared in abolitionist George Bourne's *Slavery Illustrated in Its Effects upon Women*, published in 1837. It highlighted the connections between the anti-slavery and women's rights movements, as some women abolitionists, such as Sarah and Angelina Grimke, used the anti-slavery cause to address their own plight as women. The connections they drew were highly controversial, and many anti-slavery organizations were split over the issue of women's rights.



Source: George Bourne, *Slavery Illustrated in Its Effects upon Women* (1837)—Prints and Photographs Division, Library of Congress.

Describe some of the important elements in the picture above. Explain what message the artist was trying to convey.

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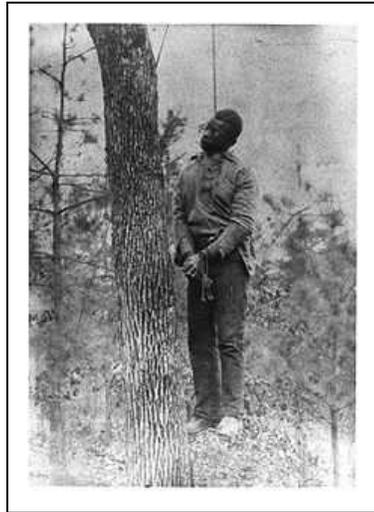
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## Document 2

George Meadows was lynched in Jefferson County, Alabama on January 15, 1889. In 1908, the year that the town of Allensworth was founded, there were 97 lynchings recorded in the United States, 89 of them African Americans.



Source: Photograph by L. Horgan, Jr, *George Meadows, Lynching victim*, Jefferson County Alabama January 15, 1889

Explain the power of violence and terror used by groups like the KKK.

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## Document 3

In his last years Chief Joseph of the Nez Perce spoke eloquently against the injustice of United States policy toward his people and held out the hope that America's promise of freedom and equality might one day be fulfilled for Native Americans as well. An indomitable voice of conscience for the West, he died in 1904, still in exile from his homeland, according to his doctor "of a broken heart."

“Governor Isaac Stevens of the Washington Territory said there were a great many white people in our country, and many more would come; that he wanted the land marked out so that the Indians and the white man could be separated.”

Source: [http://www.brainyquote.com/quotes/authors/c/chief\\_joseph.html#ixzz1OnLmMmeZ](http://www.brainyquote.com/quotes/authors/c/chief_joseph.html#ixzz1OnLmMmeZ))

Why would people in positions of power, like Governor Stevens, want to keep Native Americans separate from other citizens?

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## Document 4

The illustration is the cover of a national magazine. The picture attempts to make a statement about two races, African Americans and Irish Americans.



Source: <http://www.newsrealblog.com/2010/03/17/no-irish-need-invent-urban-legends-about-no-irish-need-apply-signs/>

Describe some of the important elements in the picture above. Explain what message the artist was trying to convey.

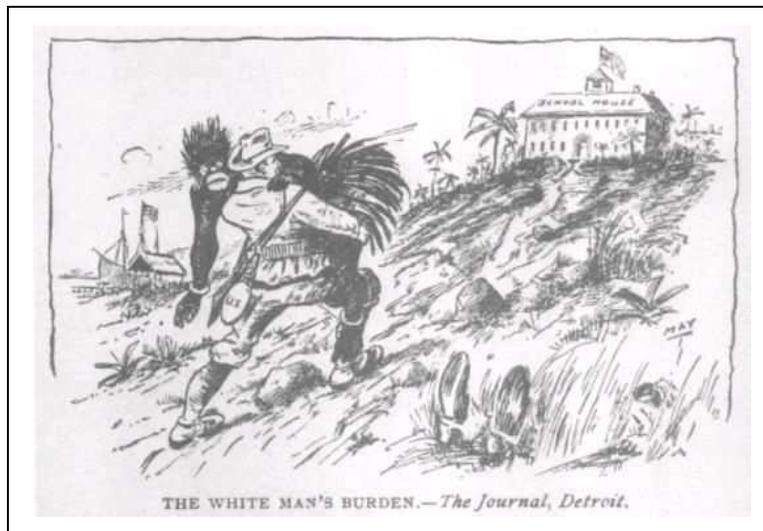
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## Document 5

This illustration shows contemporary views of races.



Source: <http://thesocietypages.org/socimages/2008/07/11/the-white-womans-burden/>

Describe some of the important elements in the picture above. Explain what message the artist was trying to convey.

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## Document 6

In *The Descent of Man, and Selection in Relation to Sex* of 1882 Darwin described how medical advances meant that the weaker were able to survive and have families, and commented on the effects of this, while cautioning that hard reason should not override sympathy, and considering how other factors might reduce the effect:

Thus the weak members of civilized societies propagate their kind. No one who has attended to the breeding of domestic animals will doubt that this must be highly injurious to the race of man. It is surprising how soon a want of care, or care wrongly directed, leads to the degeneration of a domestic race; but excepting in the case of man himself, hardly any one is so ignorant as to allow his worst animals to breed.

The aid which we feel impelled to give to the helpless is mainly an incidental result of the instinct of sympathy, which was originally acquired as part of the social instincts, but subsequently rendered, in the manner previously indicated, more tender and more widely diffused. Nor could we check our sympathy, even at the urging of hard reason, without deterioration in the noblest part of our nature. The surgeon may harden himself whilst performing an operation, for he knows that he is acting for the good of his patient; but if we were intentionally to neglect the weak and helpless; it could only be for a contingent benefit, with an overwhelming present evil. ... We must therefore bear the undoubtedly bad effects of the weak surviving and propagating their kind; but there appears to be at least one check in steady action, namely that the weaker and inferior members of society do not marry so freely as the sound; and this check might be indefinitely increased by the weak in body or mind refraining from marriage, though this is more to be hoped for than expected

Source: Charles Darwin, *The Descent of Man, and Selection in Relation to Sex* (2nd ed.), John Murray, 1882.

Explain how Darwin's *Theory of Evolution* was used to explain man's treatment of man.

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Part  
B

If all men are created equal, how is it that the US government passed laws that discriminated or denied those rights to minority groups?

Historical Context – Islamic civilization inherited much from other ancient civilizations. In the middle ages, Muslims advanced the scholarship of science and mathematics. For many centuries, Muslim rulers were more tolerant of religious minorities in their midst than European colonial powers were of minorities living under their rule.

**Driving Question:** What were the most important Islamic achievements? Why were the Muslims able to make such remarkable contributions, and how did these contributions impact the world?

**Part A** The following documents will help you understand Islamic achievements. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

### Document 1

This document explains why Muslims of the Islamic Empire both preserved existing knowledge and extended it.

Muslims had practical reasons for supporting the advancement of science. Rulers wanted qualified physicians treating their ills. The faithful...relied on mathematicians and astronomers to calculate the times for prayer and the direction to Mecca...Their attitude reflected a deep-seated curiosity about the world and a quest for truth that reached back as far as...Mohammed himself.

After the fall of Rome in 476 BC, Europe entered a period of upheaval and chaos, and in which scholarship suffered...in the early 800s, Caliph al-Ma'mun opened in Baghdad...the House of Wisdom. There, scholars of different cultures and beliefs worked...translating texts from Greece, India, Persia, and elsewhere into Arabic.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction*, McDougal-Littell, 1999, (adapted.)

What were the reasons for Muslims' interest in learning at this time in history?

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### Document 2

The Islamic capital of Cordova, in present-day Spain, was described by a contemporary as the "jewel of the world." European scholars preferred Cordova's Islamic schools and universities over other study sources in Europe.

Besides the university library, Arab statistics assure us the city boasted 37 libraries, numberless book stores, 800 public schools...and a total population of 300,000. Its people enjoyed a high standard of living and refinement and walked on paved streets...all this time when hardly a town in Europe, except Constantinople, counted more than a few thousand inhabitants. Parisians and Londoners were still trudging on muddy dark alleys.

Source: Philip Hitti, *Capital Cities of Arab Islam*, University of Minnesota Press, 1973, (adapted).

What conditions in Cordova did this author cite as evidence of the high level of Islamic civilization and living?

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### Document 3

Physician al-Razi wrote a medical reference encyclopedia, *The Comprehensive Book*. He also wrote *Treatise on Smallpox and Measles*. Ibn Sina (Avicenna) wrote the five-volume *The Canon of Medicine*. These books were translated into Latin and other languages and influenced doctors all over Europe. This document describes the influence of these Islamic texts on European medicine.

When Europeans learned that Muslims had preserved important medical texts, they wanted to translate the texts into Latin. In the 11th century, scholars traveled to libraries such as Toledo, Spain, where they began translating—but only after they learned Arabic.

Through this process, European medical schools gained access to vital reference sources such as al-Razi's *Comprehensive Book* and Ibn Sina's *The Canon of Medicine*. Sina's five-volume encyclopedia guided doctors of Europe and Southeast Asia for six centuries. For nearly 500 years, al-Qasim's work, *The Method*, which contained original drawings of some 200 medical tools, was the foremost textbook on surgery in Europe.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction*, McDougal-Littell, 1999, (adapted).

What does this document tell you about Muslim medical knowledge at this time in history?

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How did it impact Western civilization?

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### Document 4

Al-Khwarizmi, a Muslim mathematician, studied Indian sources. He wrote a textbook in the 9th century about al-jabr (the Arabic word for what we call algebra today). This book was later translated into Latin and used throughout Europe. Muslim mathematicians also adopted Arabic numerals from India and used them in a place-value system. Here are examples of these two advances.

$3x = 15$	$\begin{array}{r} 135 \\ + 20 \\ \hline 155 \end{array}$
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What was the importance of these mathematical advances?

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How did these developments impact Western civilization?

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### Document 5

Muslim scholars also made advances in trigonometry, astronomy, and cartography. To do so, they relied on scientific observation and their understanding of mathematics and optics. They used the astrolabe (figure A) and the armillary sphere (figure B) to study the skies and make calculations for their calendars and maps.



Figure A



Figure B

How did each of these instruments impact Muslim and Western civilization?

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### Document 6

Muslim artists used calligraphy to decorate buildings and objects of art as well as to reflect the glory of Allah. Study this example.



Source: [http://obviousmag.org/en/archives/2008/08/arabic\\_calligraphy.html](http://obviousmag.org/en/archives/2008/08/arabic_calligraphy.html)

Why would Muslims use calligraphy in religious art?

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What impact has calligraphy had on world art?

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Part  
B

What were the most important Islamic achievements? Why were the Muslims able to make such remarkable contributions, and how did these contributions impact the world?

Historical Context – As more and more immigrants made their home in America. The US government faced challenges in housing, citizen rights, poverty, and other things. Industry and labor increased its influence on laws. New cultural groups were challenged to assimilate while at the same time preserving their cultural heritage.

**Driving Question:** How did the social, political and economic goals in the era prior to WWI affect the American people's way of life?

**Part A** The following documents present information about the progressive era threats to American independence in the decades following the American Revolution. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

### Document 1

The tremendous growth of industry in the second half of the nineteenth century made the United States a rich country. It also created hardships for thousands of workers. Then, as now, people did not agree about the rights and responsibilities of business and workers.

Competition is responsible for ruining businesses and putting people out of work.  
Competition is essential to the free enterprise system and to a healthy social and political climate.  
Labor unions should never strike to achieve their goals.  
Workers must sometimes resort to strikes to achieve their goals.

Each statement above expresses a point of view about events and issues of the late 1800s and early 1900s. Use facts and examples from your textbook to defend each position.

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### Document 2

Marcus Ravage immigrated to the United States from Romania. In his book *An American in the Making*, he wrote about the changes in customs and behavior that immigrants experienced. Read the passage below and answer the questions that follow.

This distressing [change], I discovered before long, went very much deeper than [work] and fashion. Good manners and good conduct, reverence and religion, had all gone by the board, and the reason was that these things were not American. A grossness of behavior, a loudness of speech, a certain [unpleasant] “American” smartness in [business] were thought necessary, if one did not want to be taken for a greenhorn or a boor. The younger folk, in particular, had undergone [a major change]. As they succeeded in picking up English more speedily than their elders, they assumed a defiant attitude toward their parents, which the [parents] found themselves [unable] to restrain and, in too many cases, secretly approved as a step toward the [growing independence] of their [children]. Parents, indeed, were [completely] helpless under the domination of their own children. There prevailed a superstition that the laws of America gave the father no power over the son, and that the police stood ready to interfere on behalf of the youngsters.

Source: Marcus Eli Ravage, *An American in the Making, the Life Story of an Immigrant*, (reprint) Harper & Brothers, 1917.

According to Ravage, what were some of the cultural differences between the United States and the countries from which the immigrants came? Why was it often easier for children to become assimilated than it was for older people?

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### Document 3

The quote below describes how immigrants adjusted to a new life in America.

The economic [roles] filled by immigrants in small businesses are not predictable based on what immigrants did in the old country. Few if any emigrating Greeks ran restaurants in Greece, just as few Italians ran barbershops in Italy, and no Chinese ran laundries in China. Yet, early Greek, Italian, and Chinese immigrants established such businesses and hired fellow immigrants who learned the ropes and went into business for themselves. All three of these businesses had common [traits]. None required large amounts of [money], each was labor intensive, and each provided services to the general low-income public.

Source: Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life*. Visual Education Corporation, 1990.

What impact did these changes have on the immigrant people and their new community?

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### Document 4

Paul Laurence Dunbar, who grew up in Ohio, was the son of former slaves. After his second book of poems was well received by critics, he made his living as a writer. Dunbar used realistic speech patterns as he wrote about African American life. He also wrote in a more formal style, as in the poem reproduced here. As you read, think about the questions below.

A hush is over all the teeming lists,  
And there is pause, a breath-space in the strife;  
A spirit brave has passed beyond the mists  
And vapors that obscure the sun of life.  
And Ethiopia <sup>1</sup>, with bosom torn,  
Laments the passing of her noblest born.  
She weeps for him a mother's burning tears—  
She loved him with a mother's deepest love.  
He was her champion thro' direful <sup>2</sup> years,  
And held her weal <sup>3</sup> all other ends above.  
When Bondage held her bleeding in the dust,  
He raised her up and whispered, "Hope and Trust."

1 Ethiopia is a poetic symbol for all African Americans.  
2 difficult  
3 welfare

Source: *The Paul Laurence Dunbar Reader*, ed. by Jay Martin and Gossie H. Hudson, Dodd-Mead, 1975.

What event caused Dunbar to write this poem to Douglass? Do you think it is a fitting tribute? What words does Dunbar use to describe Douglass?

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### Document 5

The Sioux, or Lakota, were one of the Plains people whose way of life was threatened and eventually destroyed by white settlers in the late 1800s. In *These Were the Sioux*, Mari Sandoz (1901 – 1966) describes the customs and beliefs of the Sioux. Sandoz grew up on the Nebraska frontier, where she heard stories about the past from trappers, cattlemen, and Indians.

As the boy grew he ran with his village kind as young antelope run together. He imitated the warriors and ran their errands, hoping to be asked out on a raid, as was done for promising boys. Except in a few tribal struggles for hunting grounds, Plains Indian fights were scarcely more dangerous than a hard-fought football game. The first-class coup—striking an enemy with the hand, the bow or the coup stick without harming him—was the highest war achievement, more important than any scalp. Occasionally the boy was taken out on night guard of the village and the horse herds, or to scout the region for unauthorized war parties trying to slip away, endangering themselves and perhaps the village with avenging attacks.

Understanding of the regular ceremonials and rituals came gradually to the young Sioux. The Sioux camp of any size was always set in a circle because all sacred things were round—the sun, the moon, the earth horizon, as one could plainly see. Even the tipis were round, and their openings as well as that of the whole camp always faced the east, to welcome and honor the light that brought the day and the springtime. But the simplest and perhaps the most profound ritual that the young Sioux saw was the most common. The first puff of the pipe at a smoking and the first morsel of food at a meal were always offered to the Great Powers—the earth, the sky and the four directions, which included everything that lay within their arms. All things were a part of these Powers, brothers in them, and anyone could understand what a brother was.

Source: Mari Sandoz, *These Were the Sioux*, McIntosh and Otis, Inc., 1964.

What training did young Sioux boys receive for later life? How would you describe the training of the young American child today? How is it similar to or different from that of the young Sioux?

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## Document 6

In the late 1800s, railroad building employed tens of thousands of Americans. Around the railroads grew new legends—such as that of John Henry, a black worker who hammered steel drills into rock. Henry worked on the Chesapeake and Ohio Railroad. In this ballad, John Henry represents all workers whose jobs are being threatened by machines.

John Henry was a lil baby,  
Sittin' on his mama's knee,  
Said: "The Big Bend Tunnel on the C. & O. road  
Gonna cause the death of me,  
Lawd, Lawd, gonna cause the death of me."

Cap'n says to John Henry,  
"Gonna bring me a steam drill 'round,  
Gonna take that steam drill out on job,  
Gonna whop that steel on down,  
Lawd, Lawd, gonna whop that steel on down."

John Henry tol' his cap'n,  
Lightnin' was in his eye:  
"Cap'n, bet yo' las' red cent on me,  
Fo' I'll beat it to the bottom or I'll die,  
Lawd, Lawd, I'll beat it to the bottom or I'll die."

The hammer that John Henry swung,  
It weighed over nine pound;  
He broke a rib in his lef'-han' side  
an' his intrels fell on the groun',  
Lawd, Lawd, an' his intrels fell on the groun'.

Dey took John Henry to the graveyard,  
An' they buried him in the san',  
An' every locomotive come roarin' by,  
Says, "There lays a steel-drivin' man,  
Lawd, Lawd, there lays a steel-drivin' man."

Source: *American Folklore*, ed. by Peter Poulakis, Charles Scribner's Sons, 1969.

What contest does the poem describe? How is "John Henry" a tribute to all the unknown people who worked on the railroads?

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Part  
B

How did the social, political and economic goals in the era prior to WWI affect the American people's way of life?

Historical Context – Nationalism was a powerful force in the 1800s. It came to the fore with the French Revolution of 1789. It contributed to the unification of Italy and Germany in the 1840s. At the same time, America were forming a new nation and defining what it means to be an American. Nationalism also contributed to the outbreak of civil unrest, including wars—most notably World War I.

Driving Question: How would you evaluate the following statements? Nationalism united a culturally diverse population into one nation—America. Nationalism contributed to the outbreak of World War I. Nationalism led to the social isolation of minority groups.

**Part A** The following documents present information about nationalism as a force in American culture. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

### Document 1

The excerpt describes the *Levée en Masse*.

The young men will go forth to battle; the married men will make arms and transport food; the women will make tents and uniforms and will serve in the hospitals; the children will prepare lint from old linens; the old people will gather in public places to raise the courage of the warriors to excite the hatred of kings and to preach the unity of the Republic.

Source: French Committee of Public Safety, *Levée en Masse*, 1793.

What impact did the *Levée en Masse* have on the French people?

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### Document 2

"*La Marseillaise*" the French national anthem, aroused the emotions of the French people during the Revolution.

Arise, children of the fatherland, Our day of glory has arrived. Against us cruel tyrants have raised their bloody flag. Do you hear in the countryside their fierce hired soldier? They come almost into your arms to attack your children and your fields.

Chorus – to arms, citizens! From your battalions! March on, march on, to liberty or death!

Source: <http://www.marseillaise.org/english/english.html>

What did the national anthem urge the French to do?

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### Document 3

This excerpt is from Count Cavour, who was named prime minister of Piedmont-Sardinia in 1852, as a diplomat, he provided the "brains" of Italian unification.

“We ardently wish to free Italy from foreign rule. We agree that we must put aside all petty differences in order to gain this most important goal. We wish to drive out the foreigners not only because we want to see our country powerful and glorious, but also because we want to elevate the Italian people in intelligence and moral development.”

Source: [Cavour quote](#)

What action did Cavour recommend in this excerpt?

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### Document 4

Giuseppe Garibaldi was the "sword" of Italian unification. He added the southern kingdom of the two Sicilies to Italy in 1860. He described his soldiers, known as Red Shirts, with these words...

O noble Thousand...I love to remember you! Where any of our brothers are fighting for liberty, there all Italians must hasten!—such was your motto. Let him who loves his country in his heart, and not with his lips only, follow me.

Source: [Garibaldi quote](#)

What was Garibaldi trying to accomplish with this speech?

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### Document 5

These words were spoken by Otto von Bismarck, prime minister of Prussia, in 1866. Some people feel that Bismarck single-handedly united Germany and started it on its road to greatness. Here, Bismarck explained the process for German unification.

I had shown plainly the direction in which I was going. Prussia...could no longer carry alone the power that Germany required for its security. That must be equally distributed over all German peoples. We would get no nearer to our goal by speeches, associations, or decisions by majority. We would not be able to avoid a serious contest with Austria. This contest could only be settled by blood and iron. There is one way to guarantee our success. The deputies must place the greatest possible weight of blood and iron in the hands of the King of Prussia.

Source: Mark C. Carnes, *The American Nation: A History of the United States*, Combined Volume (13th Edition), Longman, 2007.

What was Bismarck's method for uniting Germany?

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### Document 6

This excerpt is adapted from the testimony given by Gavrilo Princip at his trial for the 1914 assassination of Archduke Franz Ferdinand.

...I am a nationalist. I aimed to free the Yugoslavs. For I am a Yugoslav...as far as Serbia is concerned, it is her duty to free us.

Source: Mark C. Carnes, *The American Nation: A History of the United States*, Combined Volume (13th Edition), Longman, 2007.

Who does Princip say he is, and what is he doing?

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Part  
B

How would you evaluate the following statements? Nationalism united a culturally diverse population into one nation—America. Nationalism contributed to the outbreak of World War I. Nationalism led to the social isolation of minority groups.

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## UPS 8: New Imperialism

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Historical Context – Between 1870 and 1920, the rate of Western imperialism increased. This was due to economic, political, and social forces. The Industrial Revolution stirred ambitions of many nations. The advances in technology and need for more natural resources encouraged Western nations, including the US, to spread their sphere of influence over the less-developed areas of the world. Historians have studied this empire-building frenzy. They have offered a variety of perspectives on its causes.

**Driving Question:** Which economic, political, and social forces were most responsible for American imperialism of the late nineteenth and early twentieth centuries?

**Part A** The following documents present information about the new American imperialism. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

### Document 1

In this excerpt, author Parker T. Moon pointed out which groups were most interested in imperialism.

The makers of cotton and iron goods have been very much interested in imperialism. This group of import interests has been greatly strengthened by the demand of giant industries for colonial's raw materials...Ship owners demand coaling stations for their vessels and naval bases for protection. To these interests may be added the makers of armaments and of uniforms. The producers of the telegraph and railway material and other supplies used by the government in its colony may also be included...Finally, the most powerful business groups are the bankers. Banks make loans to colonies and backward countries for building railways and steamship lines...

Source: Parker T. Moon, *Imperialism and World Politics*, Macmillan, 1936, (adapted).

Which groups were seeking colonies, according to this author? Explain each group's reason.

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### Document 2

This excerpt was written by American Senator A.J. Beveridge in 1898.

American factories are making more than the American people can use; American soil is producing more than they can consume. Fate has written our policy for us; the trade of the world must and shall be ours...We will establish trading posts throughout the world as distributing points for American products. We will cover the ocean with our merchant marines. We will build a navy to the measure of our greatness...

Source: Mark C. Carnes, *The American Nation: A History of the United States*, Combined Volume (13th Edition), Longman, 2007.

According to Sen. Beveridge, why should America become imperialistic?

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### Document 3

This excerpt suggests another cause for imperialism.

...[N]one of the colonial undertakings was motivated by the quest for capitalist profits; they all originated in political ambitions...the nations' will to power...[or] glory or national greatness.

Source: Raymond Aron, *The Century of Total War*, Doubleday & Co., 1954, (adapted.)

What did the author say was the cause of imperialism?

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### Document 4

Cecil Rhodes was a successful British imperialist in Africa. This excerpt is adapted from his position on imperialism.

I contend that we [British] are the finest race in the world, and the more of the world we inhabit, the better it is for the human race...It is our duty to seize every opportunity of acquiring more territory and we should keep this one idea steadily before our eyes that more territory simply means more of the Anglo-Saxon race, more of the best, the most human, most honorable race the world possesses.

Source: Cecil Rhodes, *Confession of Faith*, originally written at Oxford, 1877, (adapted).

According to Rhodes, why should Britain pursue a policy of imperialism? How would this be viewed in America?

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### Document 5

This excerpt suggests another cause for imperialism.

But the economic side...must not be allowed to obscure the other factors. Psychologically speaking...evolutionary teaching was perhaps most crucial. It not only justified competition and struggle but introduced an element of ruthlessness.

Source: William L. Langer, *The Diplomacy of Imperialism*, Knopf, 1935, (adapted.)

According to Langer, what was the non-economic reason(s) for the new imperialism?

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## Document 6

This is an excerpt from Rudyard Kipling's poem, "The White Man's Burden" (1899)

Take up the white man's burden  
Send forth the best ye breed  
Go bind your sons to exile  
To serve your captives' need;  
To wait, in heavy harness,  
On fluttered folk and wild  
Your new-caught, sullen peoples,  
Half-devil and half-child

Source: Mark C. Carnes, *The American Nation: A History of the United States*, Combined Volume (13th Edition), Longman, 2007.

According to the poem, what was the "white man's burden"?

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## Document 7

In this excerpt, President William McKinley explains why the US took over the Philippines

We could not leave them to themselves. They were unfit for self-government. There was nothing left for us to do but to take them over. Then we would be able to educate the Filipinos. We could uplift and civilize and Christianize them...

Source: General James Rusling, "Interview with President William McKinley," *The Christian Advocate*, 1903, (adapted).

How did President McKinley justify the US takeover of the Philippine Islands?

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## Document 8

This excerpt gives another reason why Western countries were able to increase their colonial holdings. This is from a letter sent by Phan Thanh Gian, governor of a Vietnamese state, to his administrators in 1867.

Now, the French are come, with their powerful weapons of war, to cause dissension among us. We are weak against them; our commanders and our soldiers have been vanquished...the French have immense warships, filled with soldiers and armed with huge cannons. No one can resist them. They go where they want, the strongest ramparts fall before them.

Source: Phan Thanh Gian, retranslation from *Focus on World History: The Era of the First Global Age and Revolution*, Walch Publishing, 2002, (adapted).

How did this Vietnamese man explain the French imperialism in Indochina in 1867?

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### Document 9

This map details European Imperialism in Africa in 1914.



Source: Mark C. Carnes, *The American Nation: A History of the United States*, Combined Volume (13th Edition), Longman, 2007.

What cause for imperialism is evident in this map of Africa? Explain.

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Part  
B

Which economic, political, and social forces were most responsible for American imperialism of the late nineteenth and early twentieth centuries?

Historical Context – At the turn of the 20th century, the world seemed to be enjoying a period of peace and progress. Yet below the surface, several forces were at work that would lead America into a global conflict—World War I, the war to end all wars. Nationalism was but one of the many causes of the war. Historians and eye witnesses have described those causes and have tried to assess the causes responsible for the Great War.

**Driving Question:** Who and/or what caused World War I?

**Part A** The following documents present information on the causes of WWI. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

**Document 1**

This photo is a newspaper headline.



Source: St. John, Newfoundland, *The Daily News*, August 4, 1914.

How do you suppose people in the US felt when they saw such a headline?

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How did technology like telegraphy, machine guns and airplanes affect the war?

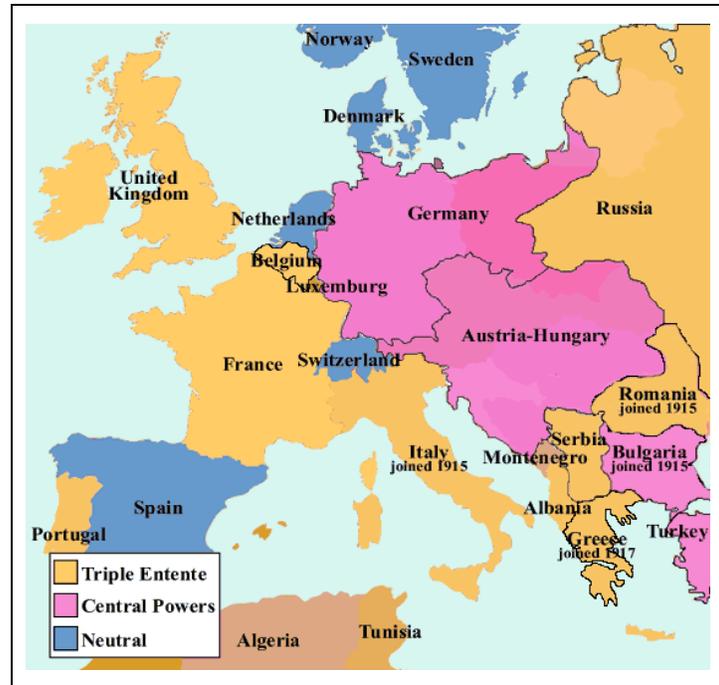
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## Document 2

This is a map of Europe on the eve of WWI and shows the system of alliances



Source: Mark C. Carnes, *The American Nation: A History of the United States*, Combined Volume (13th Edition), Longman, 2007.

Who were the members of each alliance? How did the system of alliances contribute to the outbreak of the war?

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## Document 3

This excerpt outlines accusations against Serbia by Austria-Hungary.

[T]he Royal Serbian Government has done nothing to repress these movements. It has permitted the criminal machinations of various societies and associations directed against the Monarchy, and has tolerated unrestrained language on the part of the press, the glorification of the perpetrators of outrages and the participation of officers and functionaries in subversive agitation...

...[T]he Royal Government see themselves compelled to demand from the Royal Serbian Government a formal assurance that they condemn this dangerous propaganda against the Monarchy...

...To accept the collaboration in Serbia of representatives of the Austro-Hungarian Government for the suppression of the subversive movement...

Source: *Austro-Hungarian Red Book No. 7*, 1914, (adapted).

What accusations did Austria-Hungary make against Serbia?

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What two demands did Austria-Hungary make on Serbia?

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**Document 4**

This illustrator attempts to show the system of alliances of European nations on the eve of WWI.



Source: Mark C. Carnes, *The American Nation: A History of the United States*, Combined Volume (13th Edition), Longman, 2007.

What is the illustrator telling us about the system of alliances?

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## Document 7

Count Brockdorff-Rantzau led the German delegation to the Versailles Peace Conference. On May 7, 1919, he protested some terms of the treaty. Here is an excerpt.

It is demanded of us that we shall confess ourselves to be alone guilty of the war. Such a confession from my lips would be a lie. We are far from declining all responsibility for the fact that this great World War took place or that it was fought the way that it was...But we energetically deny that Germany and its people, who were convinced that they fought a war of defense, were alone guilty. No one would want to assert that the disaster began only at that disastrous moment when the successor of Austria-Hungary fell victim to murderous hands. In the last fifty years, the relations—policies of retaliation, policies of expansion, and disregard for the right of peoples to determine their own destiny have contributed to the European malady which came to a crisis in the World War. The mobilization of Russia deprived statesmen of the opportunity of curing the disease, and placed the issue in the hands of military powers.

Source: Count Brockdorff-Rantzau, *Memorandum to the American Commission to Negotiate Peace, Confidential S-H Bulletin No. 277*, May 15th, 1919 (available at [http://www.johndclare.net/peace\\_treaties5\\_Brockdorff-Rantzau.htm](http://www.johndclare.net/peace_treaties5_Brockdorff-Rantzau.htm))

What position did the German delegation leader present?

What did he say caused the war?

**Part  
B** Who and/or what caused World War I?

Historical Context – The 1920s began with a favorable outlook for peace. However, toward the end of the decade and throughout the 1930s, the clouds of war were forming. Economic troubles, political turmoil, and the failures of the WWI peace settlement led to the rise of Fascism in Italy and Germany. Neither the League of Nations nor the democratic countries were willing or able to stop the aggressive actions of such countries. On a sunny Sunday morning, Japanese aerial forces attacked US Naval Forces stationed at Pearl Harbor—a day that will live in infamy.

Driving Question: Why did the world plunge into World War II in 1939? What is the most effective response to aggression—appeasement, isolationism, or collective security?

**Part A** The following documents present information about the steps leading to American involvement in World War II. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

### Document 1

In this excerpt, Adolph Hitler explains some of his ideas.

One blood demands one Reich. Never will the German nation have the moral right to enter into colonial politics until; at least, it includes its own sons within a single state...Oppressed territories are led back to the bosom of a common Reich, not by flaming protests, but by a mighty sword.

Source: Adolph Hitler, *Mein Kampf*, 1925, (adapted).

What did Hitler suggest was needed for Germany? How would that lead to war?

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### Document 2

Italy attacked Ethiopia in 1935. Haile Selassie, emperor of Ethiopia, asked the League of Nations for help in stopping the invasion. He asked for military sanctions. Here is part of his appeal.

God and history will remember your judgment...It is us today. It will be you tomorrow.

Source: <http://xcady.tumblr.com/post/32271391/god-and-history-will-remember-your-judgement-it>

According to Emperor Selassie, who should stop the aggression?

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What would happen if the aggressors were not stopped?

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### Document 3

Hitler promised to tear up the Versailles Treaty. One article of the treaty forbade German troops from entering the Rhineland, a buffer zone between Germany and France. Two headlines and articles from the *New York Times* of March 8, 1936, are excerpted below. They explain this issue from the German and French points of view.

#### HITLER SENDS GERMAN TROOPS INTO RHINELAND

Berlin, March 7—Germany today cast off the last shackles fastened upon her by the Treaty of Versailles when Adolph Hitler, as commander-in-chief of the Reich defense forces, sent his new battalions into the Rhineland's demilitarized zone... "After three years of ceaseless battle," Hitler concluded, "I look upon this day as marking the close of the struggle for German equality status and with that re-won equality the path is now clear for Germany's return to European collective cooperation."

#### PARIS APPEALS TO THE LEAGUE

Paris, March 7—France has laid Germany's latest treaty violation before the Council of the League of Nations. At the same time the French Government made it quite clear that there could be no negotiation with Germany... as long as a single German soldier remained in the Rhineland in contravention of Germany's signed undertakings... What is essential, in the French view, is that the German government must be compelled by diplomatic pressure first, and by stronger pressure if need be to withdraw from the Rhineland.

Source: *New York Times*, March 8, 1936 (adapted).

What action did Hitler take in defiance of the Versailles Treaty? How did he explain his actions?

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What was the reaction of the French? How might this have led to war?

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## Document 4

German aggression continued in 1938. Britain, France, and Italy met with Hitler to discuss his demands for the Sudetenland, a section of Czechoslovakia. This radio broadcast by William Shirer describes what happened at this meeting.

It took the Big Four just five hours and twenty-five minutes here in Munich today to dispel the clouds of war and come to an agreement over the partition of Czechoslovakia. There is to be no European war...the price of that peace is...the ceding by Czechoslovakia of the Sudeten territory to Herr Hitler's Germany. The German Fuhrer gets what he wanted...His waiting ten short days has saved Europe from a world war...most of the peoples of Europe are happy that they won't have to go marching off to war...Probably only the Czechs...are not happy. But there seems very little that they can do about it in face of all the might and power represented there.

Source: William Shirer, *CBS broadcast*, 1938, (adapted).

What happened at this Munich Conference, according to Shirer? What did he feel was the reaction in Czechoslovakia and in the rest of Europe?

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## Document 5

This excerpt is from a speech that British Prime Minister Neville Chamberlain gave to Parliament in 1938. In it, Chamberlain explains why he favored a policy of appeasement in dealing with Hitler in Munich.

With a little good will and determination, it is possible to remove grievances and clear away suspicion...We must try to bring these four nations into friendly discussion. If they can settle their difference, we shall save the peace of Europe for a generation.

And, in *The Times* [London]: I shall not give up the hope of a peaceful solution...We sympathize with a small nation faced by a big and powerful neighbor. But we cannot involve the British Empire in war simply on her account. If we have to fight, it must on larger issues than that...I am a man of peace...Yet if I were sure that any nation had made up its mind to dominate the world by fear of its force., I should feel that it must be resisted...But war is a fearful thing.

Source: Prime Minister Neville Chamberlain, *The British Parliamentary Debate on the Munich Agreement*, House of Commons, October 3, 1938 (available at: <http://www.mtholyoke.edu/acad/intrel/munich.htm>).

Why did Chamberlain suggest appeasement?

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Under what conditions would he fight?

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### Document 6

Winston Churchill disagreed with Chamberlain's policy of appeasement. In this speech to Parliament in 1938, Churchill warns England about following a policy of appeasement

I have always held the view that keeping peace depends on holding back the aggressor. After Hitler's seizure of Austria in March, I appealed to the government. I asked that Britain, together with France and other powers, guarantee the security of Czechoslovakia. If that course had been followed, events would not have fallen into this disastrous state... [I]n time, Czechoslovakia will be swallowed by the Nazi regime... I think of all the opportunities to stop the growth of Nazi power which have been thrown away. The responsibility must rest with those who have control of our political affairs. They neither prevented Germany from re-arming, nor did they re-arm us in time. They weakened the League of Nations... Thus they left us in the hour of trial without a strong national defense of system on international security.

Source: Winston Churchill, *The British Parliamentary Debate on the Munich Agreement*, House of Commons, October 5, 1938 (available at: <http://www.mtholyoke.edu/acad/intrel/munich.htm>).

What strategy did Churchill suggest for keeping peace and stopping the growth of Nazi power?

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In his opinion, what opportunities had been lost in the quest for peace?

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Who is responsible for these lost opportunities?

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Historical Context – Between 1945 and 1950, the wartime alliance between the United States and the Soviet Union broke down. The Cold War began. For the next forty years, relations between the two superpowers swung between confrontation and détente. Each tried to increase its sphere of influence and spread its competing economic and political ideals. At times during this period, the competitors were brought to the brink of war more than once.

**Driving Question:** How did the Cold War begin, and what "weapons" were used to fight this war?

**Part A** The following documents present information about the Cold War. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

### Document 1

This excerpt is adapted from Winston Churchill's "Iron Curtain" speech on March 5, 1946.

From Stettin in the Baltic to Trieste in Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe...All these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject, in one form or another, not only to Soviet influence but to a very high and in some cases increasing measure of control from Moscow.

Source: Modern History Sourcebook, "*Iron Curtain Speech*", given by Winston S. Churchill, March 5, 1946 (available at <http://www.fordham.edu/halsall/mod/churchill-iron.html>).

How was the "iron curtain" a dividing line?

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### Document 2

This excerpt is adapted from President Truman's speech to Congress on March 12, 1947.

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...Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far-fetching to the West...we must take immediate and resolute action. I therefore ask the Congress to provide authority for assistance to Greece and Turkey in the amount of \$400 million...The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of people for a better life has died.

Source: President H. Truman, *The Truman Doctrine Speech*, given to US Congress on March 12, 1947. (available at: [http://www.famousquotes.me.uk/speeches/Harry\\_S\\_Truman/index.htm](http://www.famousquotes.me.uk/speeches/Harry_S_Truman/index.htm)).

What policy did President Truman suggest in his speech?

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### Document 3

This excerpt is adapted from a speech by US Secretary of State George Marshall on June 5, 1947. In it, he explained his plan for European recovery.

I need to say that the world situation is very serious...Europe must have a great deal of additional help, or face heavy economic, social, and political damage. This would have a harmful effect on the world at large. There are also possibilities of disturbances because of the desperation of the people concerned. The consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against...against hunger, poverty, desperation and chaos. Its purpose is to revive a working economy in the world.

Source: Secretary of State George C. Marshall, *Commencement Address at Harvard University*, Cambridge, MA, June 5, 1947 (available at: <http://www.usaid.gov/multimedia/video/marshall/marshallspeech.html>).

Why did Secretary of State Marshall suggest this plan for European recovery?

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### Document 4

This excerpt is adapted from the North Atlantic Treaty. It was signed by the United States, Canada, and ten nations of Western Europe in 1949. It established the North Atlantic Treaty Organization (NATO).

The parties agree that an armed attack against one or more of them in Europe or North America shall be considered as an attack against them all. They agree that if such an armed attack occurs, each of them will assist the party or parties so attacked. Each will immediately take whatever action it considers necessary to restore and maintain the security of the North Atlantic area. It will, if necessary, use armed force.

Source: [http://www.nato.int/cps/en/natolive/official\\_texts\\_17120.htm](http://www.nato.int/cps/en/natolive/official_texts_17120.htm)

What is the purpose of NATO?

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## Document 5

The Soviet Union responded to NATO by creating its alliance, the Warsaw Pact. The map below shows the Warsaw Pact and NATO members.



Source: [http://www.allrussias.com/soviet\\_russia/legacy\\_3.asp](http://www.allrussias.com/soviet_russia/legacy_3.asp)

How did the Warsaw Pact "satellite" members provide a buffer for the Soviet Union?

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## Document 6

This excerpt is adapted from a speech by Soviet Premier Nikita Khrushchev in 1956. In it, he explains his point of view about US actions.

The inspirers of the "cold war" began to establish military blocs—the North Atlantic block, SEATO, and the Baghdad pact. [They claim] they have united for defense against the "communist threat." But this is sheer hypocrisy! We know from history that when planning a re-division of the world the imperialist powers have always lined up military blocs. Today the "anti-communism" slogan is being used as a smoke screen to cover up the claims of one power for world domination. The United States wants, by means of blocs and pacts, to secure a dominant position in the capitalist world. The inspirers of the "position of strength" policy assert that it makes another way impossible because it ensures a "balance of power" in the world. [They] offer the arms race as their main recipe for preservation of peace! It is perfectly obvious that when nations compete to increase their military might, the danger of war becomes greater, not lesser. Capitalism will find its grave in another world war, should it unleash it.

Source: Nikita Sergeevich Khrushchev, Sergei Khrushchev, George Shriver, Stephen Shenfield. *Memoirs of Nikita Khrushchev: Statesman, 1953-1964*, Penn State Press, 2007.

What was Khrushchev's view of US actions? According Khrushchev, what would happen?

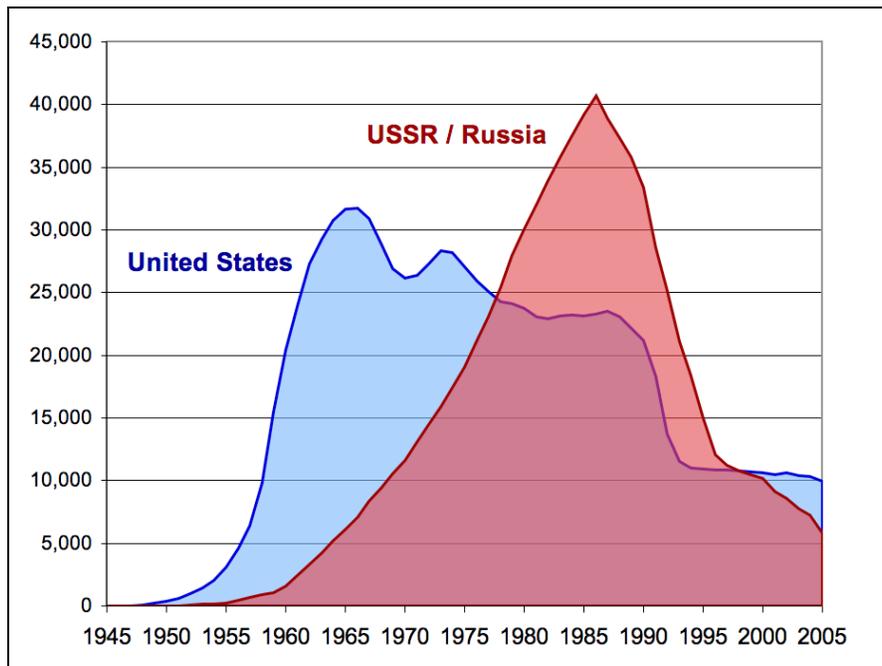
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### Document 7

The arms race was an important part of the Cold War. Both superpowers developed technology and used their nuclear power to build as many weapons as possible. This nuclear buildup led to a "balance of terror," which some saw as a deterrent to war. But others feared the use of these weapons. The chart shows the buildup of ICBMs from 1945 to 2005.



Source: [http://upload.wikimedia.org/wikipedia/commons/5/5d/US\\_and\\_USSR\\_nuclear\\_stockpiles.png](http://upload.wikimedia.org/wikipedia/commons/5/5d/US_and_USSR_nuclear_stockpiles.png)

What was the relationship between the US and the USSR during the years that ICBM stockpiling peaked?

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What impact did this arms race have on the world?

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## Document 8

The threat of nuclear war was obvious during the Cuban missile crisis of 1962. This excerpt is adapted from President John F. Kennedy's televised speech to the American people in October 22, 1962. It explains the position of the US.

We have unmistakable evidence that a series of offensive missile sites are now being built on that island...Cuba has been made into an important strategic base by the presence of these long-range offensive weapons of sudden mass destruction. This is an open threat to the peace and security of all the Americas. Our objective must be to prevent the use of these missiles against this or any other country. We must secure their withdrawal from the Western Hemisphere...I call upon Chairman Khrushchev to halt and eliminate this secret and reckless threat to world peace.

Source: President John F. Kennedy, *Missile Crisis Televised Speech*, October 22, 1962 (available at: <http://history.rays-place.com/speeches/kennedy-john-1.htm>).

What was the basis for JFK's demand that the missiles be removed from Cuba?

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## Document 9

Kennedy ordered a quarantine of all offensive military equipment being sent into Cuba. Soviet Premier Khrushchev responded with this message.

Mr. President...the Soviet Government decided to render assistance to Cuba with the means of defense against aggression—only with means for defense purposes...we have supplied them to prevent an attack on Cuba.

I regard with respect and trust the statement you made in your message of October 27, 1962, that there would be no attack, no invasion of Cuba, and not only on the part of the US, but also on the part of other nations in the Western Hemisphere.

It is for this reason that we instructed our officers...to take appropriate measures to discontinue construction of the aforementioned facilities, to dismantle them, and to return to the Soviet Union.

Source: <http://www.mtholyoke.edu/acad/intrel/nikita4.htm>

How did Premier Khrushchev explain why missiles were placed in Cuba and why they could now be removed?

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Part  
B

How did the Cold War begin, and what "weapons" were used to fight this war?

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## UPS 12: Decolonization & Revolution (1945 – 1975)

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Historical Context – After WWII, major independence movements emerged. Revolutions also occurred across the world. Their shared goal was to change the leadership of countries such as India, Vietnam, Cuba, China, Ghana and Israel. Demands for independence swept the colonies of Africa. At the same time, revolutions transformed Cuba and China. Strong leaders shaped these movements for independence and change.

**Driving Question:** What were the methods and roles of leaders and organizations in the movement for independence and change in the period between 1945 and 1975? Evaluate these methods and roles?

**Part A** The following documents present information about the revolution and independence movements that swept the world after WWII. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

### Document 1

This excerpt is adapted from the "Declaration Against Colonialism," which was adopted by the UN in 1960.

The General Assembly

Mindful of the determination proclaimed by the peoples of the world in the Charter of the United Nations to reaffirm faith in the fundamental human rights, in the dignity and worth of the human person...Solemnly proclaims the necessity of bringing a speedy and unconditional end to colonialism in all its forms...and to this end declares that:

1. The subjection of peoples to alien subjugation, domination and exploitation...is contrary to the Charter of the United Nations and is an impediment to the promotion of world peace and cooperation.
2. All people have the right to self-determination; by virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Source: <http://www.un.org/en/decolonization/declaration.shtml>

What was the main idea of this UN declaration?

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### Document 2

The following is an excerpt adapted from the Vietnamese Declaration of Independence, written by Ho Chi Minh in 1945.

The whole Vietnamese people, animated by a common purpose, are determined to fight to the bitter end against any attempt by the French colonialists to reconquer their country.

Source: <http://www.fordham.edu/halsall/mod/1945vietnam.html>

What course of action did Ho Chi Minh recommend to the Vietnamese people?

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**Document 3**

This excerpt was written by Mahatma Gandhi. In this adaptation, he describes his method for fighting for the independence of India. Gandhi led the Salt March in 1930. In this march, he employed passive resistance.

Passive resistance is a method of securing rights by personal suffering; it is the reverse of resistance by arms...If I do not obey the law and accept the penalty for its breach, I use soul-force. It involves sacrifice of self.

Source: <http://www.indiaspace.com/quotes.htm>

What method of working toward independence did Gandhi recommend to the Indian people? What was Gandhi's goal?

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**Document 4**

These are the words of Nelson Mandela in 1994. He fought tirelessly for the end of apartheid in South Africa.

During my lifetime I have dedicated myself to the struggle of the African People. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and achieve. But, if needs be, it is an ideal for which I am prepared to die.

Source: [http://thinkexist.com/quotation/during\\_my\\_lifetime\\_i\\_have\\_dedicated\\_myself\\_to/144637.html](http://thinkexist.com/quotation/during_my_lifetime_i_have_dedicated_myself_to/144637.html)

What change did Mandela recommend for South Africa? Why?

## Document 5

Kwame Nkrumah was the leader in Ghana's fight for independence. He described the movement with these words in 1965.

Independence for the Gold Coast [Ghana] was my aim. It was a colony, and I have always regarded colonialism as the policy by which a foreign power binds territories to herself by political ties, with the primary object of promoting her own economic advantage.

...thus we have witnessed the greatest awakening ever seen on this earth of suppressed and exploited peoples against the powers that have kept them in subjection. This, without a doubt, is the most significant happening of the twentieth century.

Source: [http://thinkexist.com/quotes/Kwame\\_Nkrumah/](http://thinkexist.com/quotes/Kwame_Nkrumah/)

What was the "most significant happening of the 20th century," according to Nkrumah?

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Why was he opposed to colonialism?

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## Document 6

Jomo Kenyatta was the leader of the fight for independence in Kenya. He became Kenya's first president. In 1964, he said the following about this fight.

The land is ours. When Europeans came, they kept us back and took our land. The freedom tree can only grow when you pour blood on it.

Source: [http://thinkexist.com/quotes/Jomo\\_Kenyatta/](http://thinkexist.com/quotes/Jomo_Kenyatta/)

Why did Kenyatta call for independence?

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Why was he opposed to colonialism?

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## Document 7

This excerpt is adapted from a speech by Mao Zedong in 1945.

Our aim...is to build up the confidence of the whole [Communist] Party and the entire people in the certain triumph of the revolution...We must...raise the political consciousness of the entire people so that they may willingly and gladly fight together with us for victory. We should fire the whole people with the conviction that China belongs not to the reactionaries but to the Chinese people...We firmly believe that, led by the Chinese Communist Party...the Chinese people will achieve complete victory.

Source: [http://www.marxists.org/reference/archive/mao/selected-works/volume-3/mswv3\\_26.htm](http://www.marxists.org/reference/archive/mao/selected-works/volume-3/mswv3_26.htm)

What was Mao attempting to do in this speech?

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What method of change did Mao recommend?

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## Document 8

This excerpt is adapted from a speech Fidel Castro gave in his defense at a trial in 1953. In this speech, Castro rallied the support of the Cuban people to fight against the dictator.

When we speak of struggle, the people means the vast unredeemed masses, to whom all make promises and whom all deceive; we mean the people who, to attain these changes, are ready to give even the very last breath of their lives—when they believe in something or in someone...

These are the people the ones who know misfortune and, therefore, are capable of fighting with limitless courage! To the people whose desperate roads through life have been paved with the brick of betrayal...We...say...Here you have it, fight for it with all your might so that liberty and happiness may be yours.

Source: <http://www.marxists.org/history/cuba/archive/castro/1953/10/16.htm>

Which "people" did Fidel Castro feel were the basis of the Cuban Revolution?

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**Part  
B**

What were the methods and roles of leaders and organizations in the movement for independence and change in the period between 1945 and 1975? Evaluate these methods and roles?

Historical Context – In 1984, the United Nations Commission on Human Rights drafted the Universal Declaration of Human Rights. It defined basic human rights for people around the world. Notwithstanding the efforts of the United Nations and groups like Amnesty International basic human rights are still continually violated.

**Driving Question:** How have the human rights of three specific groups of people around the world been violated? What actions have been taken to stop each of these abuses? How effective have these actions been?

**Part A** The following documents address various human rights. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

**Document 1**

This excerpt describes the violation of human rights in Cambodia.

From the middle of 1975 to the end of 1978, between one million and three million Cambodians, out of a population of about seven million, died at the hands of Pol Pot's Khmer Rouge. Former government employees, army personnel, and "intellectuals" were executed in the hundreds of thousands. Others were killed by disease, exhaustion, and malnutrition during forced urban evacuations, migrations, and compulsory labor. Families were broken apart and communal living established; men and women were compelled to marry partners selected by the state. Education and religious practices were forbidden.

Source: David Hawk, "The Killing of Cambodia," *The New Republic*, 1982, (adapted).

What human rights were violated during the Cambodian genocide?

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**Document 2**

This excerpt is from an interview with Cambodian genocide survivor, Dith Pran.

And my mission as a survivor; I must do something to tell the world what happened to the millions of Cambodian people that got killed during the Khmer Rouge.

Source: Brian Williams, *MSNBC interview with Dith Pran*, 1998, (adapted).

How did Mr. Pran hope to help end genocide?

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### Document 3

This is the text from a sign from South Africa

FOR USE BY WHITE PERSONS  
THESE PUBLIC PREMISES AND AMENITIES HAVE BEEN RESERVED  
FOR THE EXCLUSIVE USE OF WHITE PERSONS  
By Order Provincial Secretary

Source: Mark C. Carnes, *The American Nation: A History of the United States*, Combined Volume (13th Edition), Longman, 2007.

How did this sign violate human rights in South Africa?

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### Document 4

Below is a timeline of apartheid-related events in South Africa

1964 – Anti-apartheid leader Nelson Mandela is sentenced to life in jail  
1973 – UN General Assembly declares apartheid a crime against humanity  
1977 – US Security Council embargoes arms exports to South Africa  
1983 – New constitution gives limited political rights to colored and Asian minorities  
1986 – US imposes broad economic sanctions against South Africa  
1990 – Mandela is released from prison. Legal end of segregation  
1992 – Apartheid is dismantled; black majority allowed to vote  
1994 – First all-races election is held

Source: Mark C. Carnes, *The American Nation: A History of the United States*, Combined Volume (13th Edition), Longman, 2007.

According to the timeline, what actions were taken to end apartheid? List and explain three.

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### Document 5

Below is a simulated newspaper headline from June 1989 in Beijing.

CHINESE ARMY CRUSHES PRO-DEMOCRACY PROTESTORS  
Thousands face army tanks after protestors assemble in Tiananmen Square

Source: Mark C. Carnes, *The American Nation: A History of the United States*, Combined Volume (13th Edition), Longman, 2007.

According to this newspaper headline, what human rights abuses occurred at Tiananmen Square?

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### Document 6

This excerpt is adapted from a Human Rights Watch report on the Taliban.

[New York, November 1, 1998]—An August massacre of civilians by Taliban troops in Mazar-i-Sharif is one of the worst atrocities of Afghanistan's long civil war, Human Rights Watch said in a new report released today... According to eyewitnesses quoted in the report, Taliban troops taking control of Mazar-i-Sharif sought out and executed members of the Hazara ethnic group, who are Shi'a Muslims. The Taliban are believers in a strict version of Sunni Islam.

"In a very brutal war, this is a particularly brutal episode," said Patricia Gossman, senior researcher of Human Rights Watch's Asia Division. "We are talking about the systematic execution of perhaps 2000 civilians, in large part because of their ethnic and religious identity."

Source: Human Rights Watch, *"Survivors Describe Taliban—Human Rights Watch urges UN Investigation of Massacre,"* (available at: <http://www.hrw.org/English/docs/1998/11/01/afghan1424.htm>).

According the HRW, what group's human rights were violated by the Taliban government and why?

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### Document 7

The following excerpt includes a description of the war in Afghanistan.

In October 2001, the US began bombing Taliban air defenses, airfields and command centers... In December, the Taliban were driven from power, but the fight to destroy al-Qaeda continued. Meanwhile, the UN worked with... Afghan groups to establish an interim government to replace the Taliban.

Source: Roger B. Bech, *World History: Patterns of Interaction*, McDougal-Littell, 2002, (adapted).

What actions were taken against the Taliban, and by whom?

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## Document 8

This excerpt is adapted from the Statute of Amnesty International

### *Vision and Mission*

Amnesty International's vision is of a world in which every person enjoys all of the human rights enshrined in the UN's Universal Declaration of Human Rights and other international human rights standards...

### *Methods*

...Amnesty International seeks to disclose human rights abuses accurately, quickly, and persistently. It systematically and impartially researches the facts of individual cases... These findings are publicized, and members...mobilize public pressure on governments and others to stop the abuses.

Source: <http://www.amnesty.org/>

What does Amnesty International do to stop human rights abuses?

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**Part  
B**

How have the human rights of three specific groups of people around the world been violated? What actions have been taken to stop each of these abuses? How effective have these actions been?

Historical Context – On a sunny Tuesday morning, New Yorkers looked skyward as the shadow of a passenger jet darkened the sky. They watched in horror as the plane, never slowing, crashed into one of the towers of the World Trade Center. Millions of television viewers nationwide would watch in horror as a second plane slammed into the second tower. Thus would begin a new era in America history—the post-9/11 world.

**Driving Question:** Construct a plan of action for the US government that will effectively counter future terrorist threats. Remember your plan must consider legal and moral bounds.

**Part A** The following documents present information about the relationship between America and the Arab world between 1975 and 2011. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

**Document 1**

Iranian students stormed the US embassy in Tehran. For 444 days, Americans waited to hear that the hostages had been freed.



Source: Associated Press Photo

Why would the Iranian captors parade the hostages in front of cameras?

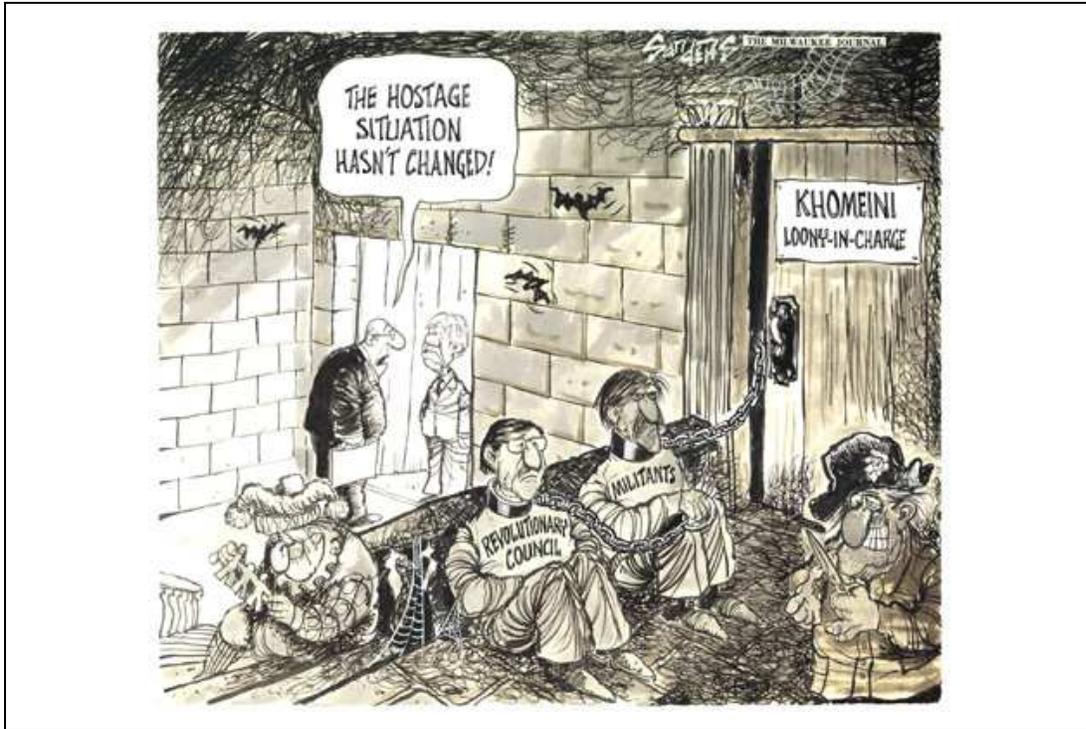
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## Document 2

President Jimmy Carter would face much criticism for the way he handled the hostage crisis.



Source: [http://www.wku.edu/library/onlinexh/sanders/pages/world/iran\\_hostage\\_crisis.html](http://www.wku.edu/library/onlinexh/sanders/pages/world/iran_hostage_crisis.html)

Describe some of the important elements in the picture above. Explain what message the artist was trying to convey.

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## Document 3

The presidency of Ronald Reagan would bring a resurgence of American patriotism and nationalism.

Above all, we must realize that no arsenal, or no weapon in the arsenals of the world, is so formidable as the will and moral courage of free men and women. It is a weapon our adversaries in today's world do not have.

Source: [http://www.brainyquote.com/quotes/authors/r/ronald\\_reagan.html#ixzz1OnP0vivH](http://www.brainyquote.com/quotes/authors/r/ronald_reagan.html#ixzz1OnP0vivH)

Examine the quote, what was Reagan trying to communicate?

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## Document 4

The 1993 World Trade Center bombing occurred on February 26, 1993. The attack was planned by a group of conspirators. In March 1994, four men were convicted of carrying out the bombing. The charges included conspiracy, explosive destruction of property and interstate transportation of explosives. In November 1997, two more were convicted. This is an excerpt from a Senate hearing in 1998.

As you know we are here to discuss the trial of the terrorists who bombed the World Trade Center. The trial of four of the conspirators began approximately six months after the bombing. After a six-month jury trial each defendant was found guilty on all counts. Last fall Ramzi Yousef who was a fugitive during the first trial was also tried and convicted for the World Trade Center bombing. Each defendant was sentenced to a total of 240 years' imprisonment.

The defendants' respective roles in the terrorist plot – and their participation in the World Trade Center bombing – were reconstructed using over 1000 exhibits and the testimony of more than 200 witnesses. In the end the evidence overwhelmingly established that Ramzi Yousef, Mohammed Salameh, Nidal Ayyad, Mahmud Abouhalima, Ahmad Ajaj, and Abdul Rahman Yasin conspired to bomb targets in the United States and that as part of their terrorist scheme they participated in the February 26, 1993 bombing of the World Trade Center.

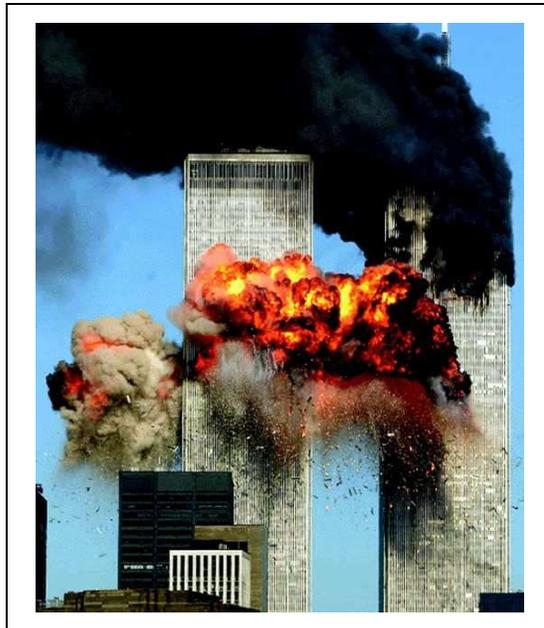
Source: J. Gilmore Childers and Henry J. DePippo, "Statement Before the Senate Judiciary Committee Subcommittee on Technology, Terrorism, and Government Information Hearing on "Foreign Terrorists in America: Five Years After the World Trade Center" February 24, 1998 (available at <http://web.archive.org/web/20071227065444/http://judiciary.senate.gov/oldsite/childers.htm>)

Should people who commit such crimes be tried in military or civil courts? Explain.

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## Document 5

This is a picture of the second plane as it smashed into the South Tower of New York's World Trade Center.



Source: <http://stevebeckow.com/accountability/911-essays/>

We live in a time of real-time news. Explain some of the advantages and disadvantages of this technology.

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## Document 6

The **USA PATRIOT Act** (commonly known as the "Patriot Act") is an Act of the U.S. Congress that was signed into law by President George W. Bush on October 26, 2001. The Act dramatically increased the powers of the federal government; enabling law enforcement agencies the ability to search telephone, e-mail communications, medical, financial, and other records. The act also expanded the definition of terrorism to include domestic terrorism, thus enlarging the number of activities to which the USA PATRIOT Act's expanded law enforcement powers can be applied. The excerpt below reminds us that race is not always a determinant. . .

**SEC. 102. SENSE OF CONGRESS CONDEMNING DISCRIMINATION AGAINST ARAB AND MUSLIM AMERICANS.**

(a) FINDINGS.—Congress makes the following findings:

- (1) Arab Americans, Muslim Americans, and Americans from South Asia play a vital role in our Nation and are entitled to nothing less than the full rights of every American.
- (2) The acts of violence that have been taken against Arab and Muslim Americans since the September 11, 2001, attacks against the United States should be and are condemned by all Americans who value freedom.
- (3) The concept of individual responsibility for wrongdoing is sacrosanct in American society, and applies equally to all religious, racial, and ethnic groups.
- (4) When American citizens commit acts of violence against those who are, or are perceived to be, of Arab or Muslim descent, they should be punished to the full extent of the law.
- (5) Muslim Americans have become so fearful of harassment that many Muslim women are changing the way they dress to avoid becoming targets.
- (6) Many Arab Americans and Muslim Americans have acted heroically during the attacks on the United States, including Mohammed Salman Hamdani, a 23-year-old New Yorker of Pakistani descent, who is believed to have gone to the World Trade Center to offer rescue assistance and is now missing.

(b) SENSE OF CONGRESS.—It is the sense of Congress that—

- (1) the civil rights and civil liberties of all Americans, including Arab Americans, Muslim Americans, and Americans from South Asia, must be protected, and that every effort must be taken to preserve their safety;
- (2) any acts of violence or discrimination against any American be condemned; and (3) the Nation is called upon to recognize the patriotism of fellow citizens from all ethnic, racial, and religious backgrounds.

Source: USA PATRIOT Act (H.R. 3162) (available at: <http://epic.org/privacy/terrorism/hr3162.html>).

Explain racial profiling, what are the advantages and disadvantages?

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## Document 7

During the Iraqi war, the military faced intense scrutiny for what would become known as "enhanced interrogation." In this picture we see an Arab prisoner blindfolded and attached to electrical wires.



Source: <http://www.laprogressive.com/law-and-the-justice-system/cia-crucified-captive-in-abu-ghraib-prison/>

What are the moral obligations to enemy combatants captured and taken prisoner in the theatre of war?

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## Document 8

This photo was taken while President Barack Obama, Vice President Joseph Biden, Secretary of State Hilary Clinton and other key staff members watch American Special Forces raid a residence in Pakistan. This raid would result in the death of the "World's Most Wanted Terrorist", Osama Bin Laden.



Source: <http://www.telegraph.co.uk/news/worldnews/al-qaeda/8493391/Osama-bin-Laden-dead-Blackout-during-raid-on-bin-Laden-compound.html>

Take a stand—was the death of Osama Bin Laden justified?

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Part B	Construct a plan of action for the US government that will effectively counter future terrorist threats. Remember your plan must consider legal and moral bounds.
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