

HISTORICAL ANALYSIS – *Analyzing Causation and DBQ Essentials... Early Cold War, 1945–1960*

From the 2015 Revised Framework:

Causation - Historical thinking involves the ability to **identify, analyze, and evaluate the relationships** among historical **causes and effects**, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.

Argumentation - Historical thinking involves the ability to **create an argument and support it using relevant historical evidence**. Creating a historical argument includes defining and framing a question about the past and then formulating a claim or argument about that question, often in the form of a thesis. **A persuasive historical argument requires a precise and defensible thesis or claim, supported by rigorous analysis of relevant and diverse historical evidence**. The argument and evidence used should be framed around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization). Furthermore, historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.

From the 2015 Revised Rubric for the Long Essay - Describes causes AND/OR effects of a historical event, development, or process. Explains the reasons for the causes AND/OR effects of a historical event, development, or process. (2 of 6 possible points) Scoring Note: If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.

Reminders About Causation

Historians often debate the causes and effects of events, because history is complex and filled with multiple variables. Some facts are facts: black and white. But most of history is gray: up for interpretation. When analyzing causation, we must remember that we are making a judgment and defending our viewpoint. And, remember... every viewpoint has an opposing or differing viewpoint. Analyzing the effects of historical events requires similar skill. It is not only listing ways the event impacted the nation, for example, it is analyzing historical significance of those effects. Did the effect stem directly from the event? Or, was it simply a coincidence in time and place? Was the effect short term or long term? Which cause was most significant? Which effect was most significant? Etc.

From the Period 8 Content Outline

Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.

- I. United States policymakers engaged in a Cold War with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.
 - A) As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.
 - B) Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea and Vietnam.
 - C) The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente).
 - D) Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.
 - E) Cold War competition extended to Latin America, where the U.S. supported non-Communist regimes that had varying levels of commitment to democracy.
- II. Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.
 - A) Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.
 - B) Although anticommunist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate antiwar protests that became more numerous as the war escalated, and sometimes led to violence.
 - C) Americans debated the merits of a large nuclear arsenal, the military-industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.
 - D) Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.

HISTORICAL ANALYSIS – Causation... *The Early Cold War, 1945-1960*

Step 1: Address the following prompt by brainstorming relevant information in the spaces provided within the graphic organizer.

Prompt: **Evaluate the impact United States foreign policy during the early Cold War had on America's role in the world, American identity, and the United States economy from 1945-1960.**

Most significant impact?

IMPACT ON AMERICA IN THE WORLD

ASIA...

China

Korean War

EUROPE...

North Atlantic Treaty Organization (NATO)

Greece/Turkey

Germany

Western Europe

COLD WAR context
(DEFINE/LIST CAUSES)

(DEFINE U.S. FOREIGN POLICY)

IMPACT ON AMERICAN IDENTITY

RED SCARE...

Loyalty Review Boards

House Un-American Activities Committee (HUAC)

McCarthyism

Espionage

IMPACT ON THE AMERICAN ECONOMY

DOMESTIC SPENDING...

Arms Race

Interstate Highway Act

Space Race

INTERNATIONAL SPENDING...

HISTORICAL ANALYSIS ... *The Early Cold War, 1945-1960*

Step 2: Address the following prompt using your thesis formula. Include some relevant historical context as well.

Prompt: Evaluate the impact United States foreign policy during the early Cold War had on America's role in the world, American identity, and the United States economy from 1945-1960.

Remember how to use your formula for this type of prompt?

LC=Explain the context of the topic. If you recognized significance of the years of your parameters, explain them!

X = least important consequence, with an explanation why & at least one specific piece of historical evidence clarifying/backing up X (this prompt basically gives you your ABC; which was least significant? Make that your X AND make it your first body paragraph (A))

Y = your assertion statement

A, B, C = most important consequences, explanations why (you already explained A/X... now explain the more significant consequences as your BC)

Analyzing Evidence, Interpreting Documents, & Defending an Argument ... Early Cold War, 1945–1960

Step 3: Analyze the documents on the following page using your HIPP strategy, and then use your analysis to support your thesis or alternate view.

From the 2015 Revised Framework:

Students will...

ANALYZE EVIDENCE...

1. Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.
2. Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.

INTERPRET DOCUMENTS...

1. Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.
2. Analyze diverse historical interpretations.

CREATE AND DEFEND AN ARGUMENT...

1. Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.
2. Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

Document 1

Source: Senator Harry S Truman to a newspaper reporter, June 1941

"If we see that Germany is winning, we ought to help Russia and if Russia is winning we ought to help Germany and that way let them kill as many as possible."

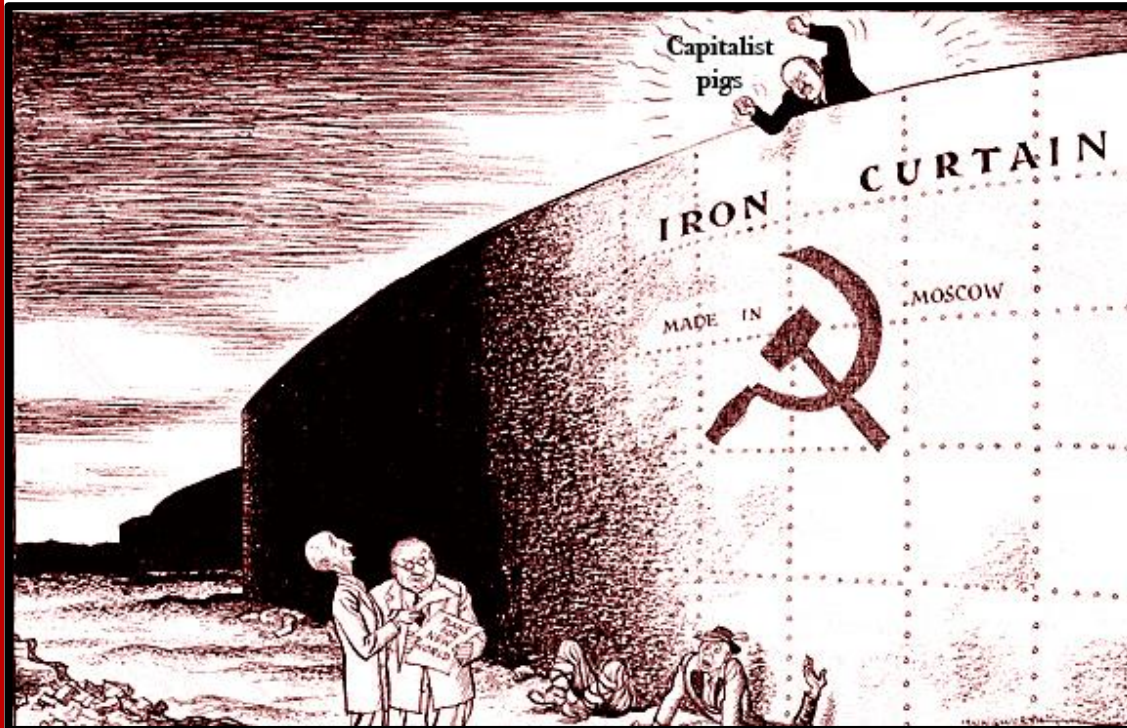
Historical Context, Intended Audience, Author's Purpose, or Author's Point of View:

How this document supports or contradicts your thesis:

What other document(s) corroborates or contradicts this analysis?

Document 2

Source: "Plans for a New World" political cartoon, author unknown



Historical Context, Intended Audience, Author's Purpose, or Author's Point of View:

How this document supports or contradicts your thesis:

What other document(s) corroborates or contradicts this analysis?

Document 3

Source: President Harry Truman, 1952

"I suppose that history will remember my term in office as the years when the Cold War began to overshadow our lives. I have hardly a day in office that has not been dominated by this all-embracing struggle. And always in the background there has been the atomic bomb. But when history says that my term of office saw the beginning of the Cold War, it will also say that in those eight years we have set the course that can win it."

Historical Context, Intended Audience, Author's Purpose, or Author's Point of View:

How this document supports or contradicts your thesis:

What other document(s) corroborates or contradicts this analysis?

Document 4

Source: George Kennan, State Department official, September 1946

I don't think that we can influence them [the Soviets] by reasoning with them, by arguing with them, by going to them and saying, "Look here, this is the way things are." I don't believe that is possible. . . . If we can keep them maneuvered into a position where it is always hard and unprofitable for them to take action contrary to the principles of the United Nations and to our policies and where there is always an open door and an easy road to collaboration . . . I personally am quite convinced that . . . sooner or later the logic of it will penetrate their government and will force changes there."

Historical Context, Intended Audience, Author's Purpose, or Author's Point of View:

How this document supports or contradicts your thesis:

What other document(s) corroborates or contradicts this analysis?

Document 5

Source: Gallup Poll conducted in the United States, May 1948

Do you think the United States is too soft or too tough . . . in its policy toward Russia?
 Too soft 69%
 Too tough 6
 About right 14
 No opinion 11

Historical Context, Intended Audience, Author's Purpose, or Author's Point of View:

How this document supports or contradicts your thesis:

What other document(s) corroborates or contradicts this analysis?

Document 6

Source: *Saturday Evening Post*, October 1956.

On last June twenty-ninth, with President Eisenhower's signature, one of the most astounding pieces of legislation in history quietly became a law. Public Law 627 represents such a monumental conception of national public works that its accomplishment will literally dwarf any previous work of man. . . . That new title—the National System of Interstate and Defense Highways—tells the story of the road network, which will receive the major portion of the brave new effort to get this country out of its national traffic jam. The Interstate System . . . is the 40,000-mile network of existing roads which comprise our trunkline highways; it connects 209 of the 237 cities having a population of 50,000 or more and serves the country's principal industrial and defense areas.]

Historical Context, Intended Audience, Author's Purpose, or Author's Point of View:

How this document supports or contradicts your thesis:

What other document(s) corroborates or contradicts this analysis?

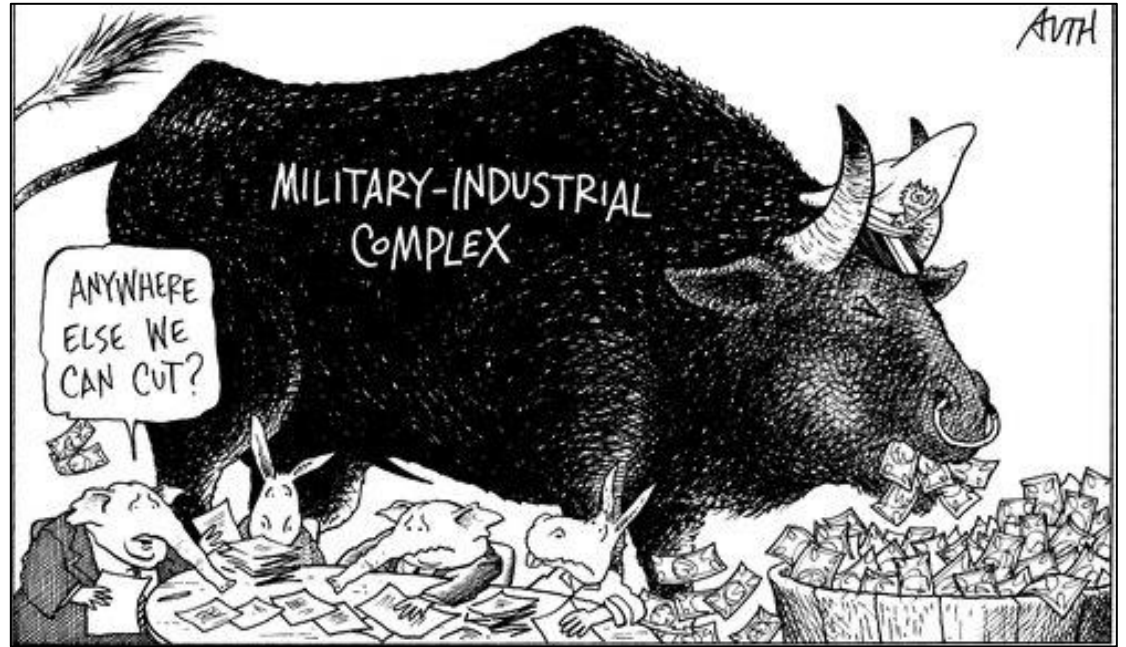
Document 7

Source: The Bull in the Room, 2010, stateofthenation2012.com

Historical Context, Intended Audience, Author's Purpose, or Author's Point of View:

How this document supports or contradicts your thesis:

What other document(s) corroborates or contradicts this analysis?



Outside Evidence...

Step 4: What piece of outside evidence will you use in your essay to further the defense of your argument? Remember you must have at least one piece of outside evidence in your body paragraphs that defends your argument **THAT IS NOT FOUND IN OR INFERRED BY A DOCUMENT**. Write several sentences that *explain* this piece [*thoroughly explain* how it supports your thesis]. If this evidence is consistent with one of the documents, include that analysis as well.

Contextualization & Synthesis... Cold War/Containment, 1945-1960

From the 2015 Revised Framework:
Students will...
CONTEXTUALIZE... Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.
SYNTHESIZE... Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

Step 5: Local and broad context for Containment and Cold War is provided. REVIEW this information, then complete the synthesis step – comparative context. Remember to THOROUGHLY EXPLAIN HOW OR WHY your two topics/eras are similar or different. This should be SEVERAL sentences.

Local Context--(Who, What, When, Where)

The Cold War was a battle of competing ideologies between the two post WWII Superpowers, the U.S.A. & the U.S.S.R. It began during WWII and ended in 1989. The early Cold War witnessed the beginning of U.S. foreign policy of containment which sought to stem the spread of communism around the world and support and defend anti-communist nations around the world. Harry Truman and George Kennan helped to develop containment policy.

Broad Context
 Why, How
 What is the
 "Big Picture?"
 What is the theme?

The U.S. policy of Containment during the early Cold War altered its role in the world, leading to active involvement diplomatically, economically, and militarily in world affairs. The battle against communism also impacted the environment as nuclear bombs and the arms race escalated, impacted American identity as an *us-vs-them* mentality bolstered American traditional beliefs and stifled rebellion due to a Red Scare, and drove economic expansion due to wartime spending on things like NASA and the military.

Comparative/Other Context -Synthesis
 Similar in Kind From an Earlier OR a Later Time

