

## Synthesis, Analyzing Evidence, and Interpreting Documents... *SDI and the Patriot Act*

### From the 2015 Revised Framework:

Students will...

#### SYNTHESIZE...

1. Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.
2. Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.

#### 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.

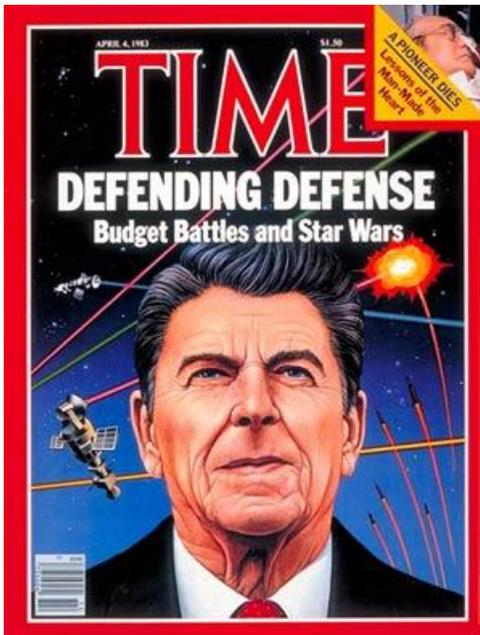
#### INTERPRET DOCUMENTS...

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.

### From the Revised Period 9 Content Outline:

**Key Concept 9.3:** The end of the Cold War and new challenges to U.S. leadership forced the nation to **redefine its foreign policy and role in the world.**

- I. The **Reagan administration** promoted an **interventionist foreign policy** that continued in **later administrations**, even after the end of the Cold War.
  - A) **Reagan asserted U.S. opposition to communism** through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.
  - B) Increased **U.S. military spending**, Reagan's diplomatic initiatives, and **political changes and economic problems in Eastern Europe and the Soviet Union** were all important in **ending the Cold War**.
  - C) The **end of the Cold War** led to **new diplomatic relationships** but also **new U.S. military and peacekeeping interventions**, as well as continued **debates over the appropriate use of American power in the world**.
- II. **Following the attacks of September 11, 2001**, U.S. foreign policy efforts focused on **fighting terrorism** around the world.
  - A) In the wake of attacks on the **World Trade Center and the Pentagon**, the United States launched **military efforts against terrorism** and lengthy, controversial conflicts in **Afghanistan and Iraq**.
  - B) The **war on terrorism** sought to **improve security** within the United States but also **raised questions about the protection of civil liberties and human rights**.
  - C) **Conflicts in the Middle East** and concerns about **climate change** led to **debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment**.
  - D) Despite **economic and foreign policy challenges**, the **United States** continued as the world's leading **superpower** in the **21st century**.



## Synthesis, Analyzing Evidence, and Interpreting Documents... SAQs

**Remember, 20% of your exam score comes from SAQs. Short Answers basically receive an ALL OR NOTHING point per answer. There is no partial credit. Take time to plan your answer. You will have 45 minutes for 4 SAQs on the AP exam. Use the time wisely... and ATFP with evidence and explanations!**

### SURMOUNTING SAQs --READ, ANALYZE, PLAN, ANSWER with EVIDENCE and an explanation of HOW or WHY...

1. **Read the question carefully.** Circle key words and identify the skill(s). Make sure you understand your purpose.
2. **Contextualize the topic.**
3. If there is a document or two, **analyze** them before answering. (**Historical context, Audience, Purpose, Point of View**) Use this step to ensure you connect to **your own knowledge**, so that your answers go **beyond the obvious**.
4. **Plan your answer before you write!** You have approximately 10-15 minutes per SAQ. Planning will help ensure that you **ATFP!**
5. Write in **complete sentences, label your answers, and answer in order.**
6. Make **concise points, and explain how or why.** This is not an essay. **You do NOT need a thesis.** Just answer the question completely **with evidence**. Your answers should be 2 or 3 sentences max.
7. **Use the lingo!**

### EXAMPLE

*Context is 60s - Civil Rights Movement competing for money and attention with escalating war in Vietnam...*

**Source A:** Martin Luther King, 1967

"... it became clear to me that the war was doing far more than devastating the hopes of the the poor at home. It was sending their sons and their brothers and their husbands to fight and die in extraordinarily high proportions relative to the rest of the population. We were taking the black young men who had been crippled by our society and sending them eight thousand miles away to guarantee liberties in Southeast Asia which they had not found in southwest Georgia and East Harlem."

*negative POV because causing war on poverty (Great Society) to fail and worsening inequalities (black men drafted)*

**Source B:** Richard Nixon, Address to the Nation, 1969

"I know it may not be fashionable to speak of patriotism or national destiny these days. But I feel it is appropriate to do so on this occasion. . . . Let historians not record that when America was the most powerful nation in the world we passed on the other side of the road and allowed the last hopes for peace and freedom of millions of people to be suffocated by the forces of totalitarianism. And so tonight to you, the great silent majority of my fellow Americans, I ask for your support. . . . Let us be united for peace. Let us also be united against defeat. Because let us understand: North Vietnam cannot defeat or humiliate the United States. Only Americans can do that."

*Patriotic, positive POV ...U.S. must win and not allow defeat ("peace with honor" promise to voters in 68 election)*

- a. Briefly explain ONE way Martin Luther King's point of view compares to President Nixon's point of view regarding United States involvement in the Vietnam War.
- b. Briefly explain how ONE Cold War event or policy not mentioned in either source that supports Kings point of view.
- c. Briefly explain how ONE Cold War event or policy not mentioned in either source supports Nixon's point of view.

*skills being tested are comparing and contrasting, analyzing evidence (HIPP), interpreting documents, and defending an argument...*

- a. *One way King's pov regarding U.S. involvement in the Vietnam War compares to Nixon's is King focused on domestic concerns such as poverty and civil rights while Nixon focused on foreign policy such as containing communism. The context of the two sources includes the conflict between those seeking money and attention for building Great Society programs with those who want to focus on winning in Vietnam*
- b. *One event that supports King's point of view was U.S. involvement in Vietnam was anti-war protests among young men who were drafted yet couldn't vote. This supports King's POV that the war was having a negative impact on the battle for civil rights and equality since young men were sent to fight and die when they had no voice at home.*
- c. *One Cold War policy that supports Nixon's patriotic and positive point of view regarding U.S. involvement in the Vietnam War was containment policy in Korea. Eisenhower did not end U.S. involvement in Korea until the South was secure, just as Nixon planned to do.*

## Synthesis, Analyzing Evidence, and Interpreting Documents... *SDI and the Patriot Act*

### Directions:

Using your historical analysis skills and your knowledge of United States history, answer the questions in complete sentences.

**Source:** *A Patriot's History of the United States*, Larry Schweikart and Michael Allen

“The Soviets had spent the better part of two decades and hundreds of billions of dollars constructing a specific class of weapons that, now, literally could be rendered useless in a matter of years. Clearly the Soviets knew SDI would work, and fully expected the United States to build and deploy it. That assumption left the Kremlin with two options, neither of them good. First, the Soviets could try to counteract SDI through technical modifications to their missiles—hardening the shells, spinning the rockets in flight, and using decoys. None of these were pursued because every one involved adding weight or cost to the missiles, and the USSR was already spending approximately 25 percent of its GNP on the military.”

**Source:** *A People's History of the United States*, Howard Zinn

“In 1984, the CIA admitted that it had exaggerated Soviet military expenditures, that since 1975 it had claimed Soviet military spending was growing by 4 to 5 percent each year when the actual figure was 2 percent. Thus, by misinformation, even deception, the result was to inflate military expenditures.”

- Briefly explain ONE significant difference between Schweikart & Allen and Zinn's analysis of military spending in the 1980s.
- Briefly explain how ONE specific historical event or development from the period between 1980 and 1991 could be used to support Schweikart & Allen's viewpoint.
- Briefly explain how ONE specific historical event or development from the period between 1980 and 1991 could be used to support supporting Zinn's viewpoint.

**Source:** Senator Orrin Hatch (R-UT), 2003

“...The Patriot Act has not eroded any of the rights we hold dear as Americans. I would be the first to call for corrective action, were that the case. Yet not one of the civil liberties groups has cited one instance of abuse of our constitutional rights, one decision by any court that any part of the Patriot Act was unconstitutional or one shred of evidence to contradict the fact that these tools protect what is perhaps our most important civil liberty: the freedom from future terrorist attacks...”

**Source:** *Washington Post*, August 2013

“...The senators focused on Section 215 of the Patriot Act, which allows the government to obtain "business records" that are "relevant" to a terrorism investigation. In 2005, Senator Obama and eight of his colleagues worried that the provision would "allow government fishing expeditions targeting innocent Americans. We believe the government should be required to convince a judge that the records they are seeking have some connection to a suspected terrorist or spy...”

“...So what changed Obama's mind? Obviously, being elected president makes people more comfortable with presidential power and less enthusiastic about limits on that power. It's also possible that when Obama became president and began receiving intelligence briefings, he became more alarmed about terrorist threats and more willing to limit civil liberties to deal with them. In any event, it seems likely that if Obama were still in the Senate, he'd be joining Senator Wyden in criticizing the NSA's use of the Patriot Act to spy on millions of Americans...”

- Briefly explain ONE significant difference between Hatch and the Post's analysis of United States policies regarding civil liberties.
- Briefly explain how ONE specific historical event or development from the period between 2001-2015 could be used to support Hatch's viewpoint.
- Briefly explain how ONE specific historical event or development from the period between 2001-2015 could be used to support the Post's viewpoint.

### When you finish each SAQ, ask yourself...

- Is my answers *factually accurate* and *addressing the skill(s)* being tested?
- Do each of my answers *stand alone*? (*Don't let one answer depend on another... it is NOT three parts of one paragraph... it is three separate answers.*)
- Do each of my answers *address the full prompt*? (*Use the lingo!*)
- Are my answers written in *complete sentences, labeled, and in order*?
- Do each of my answers explain *how or why* with at least one piece of *historically relevant evidence* (not found in documents)?