

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

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 The question is designed to test your ability to work with historical documents.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

Historical Context:

After World War II, the American people looked forward to a period of peace and prosperity. However, key events of the 1950s challenged that national mood and had significant social, economic, and political effects on the United States in the 1960s and beyond. These events included the **Korean War**, the **Montgomery bus boycott**, and the **launching of *Sputnik***.

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

- Choose **two** events of the 1950s identified in the historical context and for **each**
- Describe the historical circumstances surrounding the event
 - Discuss the effects of the event on the United States and/or on American society

Part A
Short-Answer Questions

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

Document 1

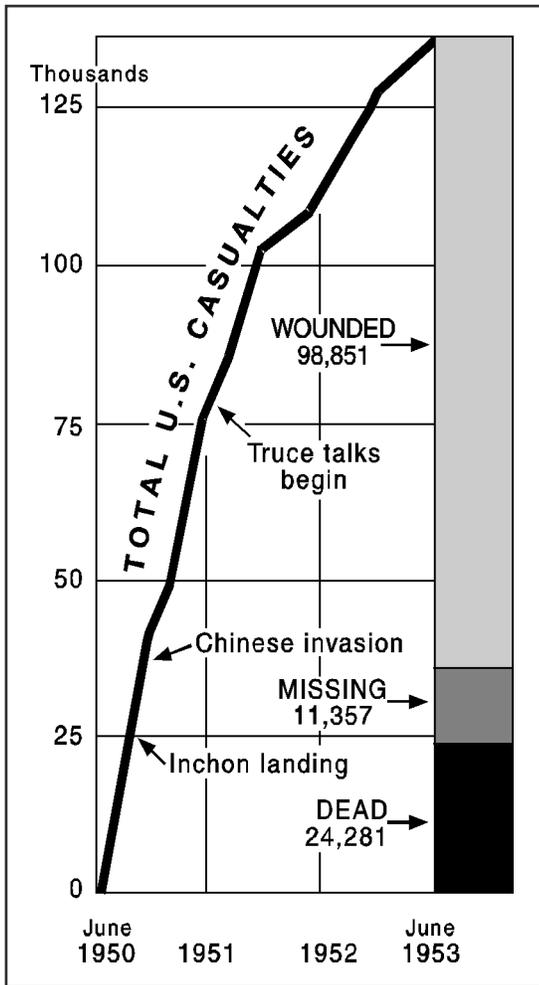
In [South] Korea the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troops cover and support....

Source: President Harry Truman, Statement on the Situation in Korea, June 27, 1950

- 1 According to President Harry Truman, what was **one** reason he ordered United States forces to support South Korean government troops in 1950? [1]

Score

Document 2a



Source: "Korea: Three Years of War," *Time*, June 29, 1953 (adapted)

Document 2b

... Within a year of the start of the international conflict in Korea, the number of people serving in America's armed forces more than doubled to over 3.2 million; army divisions went from ten to eighteen; the Air Force went from forty-two to seventy-two wing groups; and the Navy expanded its number of ships from 600 to over 1,000. The pace of military build-up at this point exceeded that set by America when it first entered the Second World War. The bureaucracy of the Central Intelligence Agency (CIA) also mushroomed. In 1949 the CIA's Office of Policy Coordination had 302 personnel in its offices. By 1952 it had about 6,000. CIA stations in foreign countries increased from seven in 1951 to forty-seven in early 1953....

Source: Steven Hugh Lee, *The Korean War*, Pearson Education Limited, 2001 (adapted)

2 Based on these documents, what were **two** effects of the Korean War on the United States? [2]

(1) _____

Score

(2) _____

Score

Document 3

... Complaints from African-American soldiers about Army racism led the NAACP [National Association for the Advancement of Colored People] to send civil rights activist and lawyer Thurgood Marshall to Korea in early 1951 to investigate. Marshall discovered that the Twenty-Fourth Infantry Regiment was the target of a disproportional amount of courts martial, and that the punishments meted [handed] out were much harsher than those given to non-African Americans. In his report, entitled 'Summary Justice: The Negro GI in Korea', Marshall underlined the fact that institutionalized segregation was responsible for much of the unfair treatment of black troops in Korea...

The Korean War thus provided the crisis that finally pushed a reluctant Army to begin implementing policy recommendations made in [President Harry Truman's] Executive Order 9981. Policies which had been articulated [stated] earlier in the Cold War were now put into practice. Desegregation in the forces did not end discrimination, but it represented an important step towards greater equality for African Americans. The experiences of African-American soldiers in Korea thus benefitted from, and contributed to, the broader domestic movement for greater racial equality...

Source: Steven Hugh Lee, *The Korean War*, Pearson Education Limited, 2001

3a According to Steven Hugh Lee, what did Thurgood Marshall discover about the treatment of African American soldiers in Korea? [1]

Score

b According to Steven Hugh Lee, what was **one** effect of the Korean War on American society? [1]

Score

Document 4

Inez Jessie Baskin comments on her experience using the bus system in Montgomery, Alabama, before the bus boycott that started in December 1955.

... I took the bus to work every day. Our bus system was segregated just like practically everything else. There was no specific line of demarcation separating seats reserved for white and black passengers. It was usually at the bus driver's discretion, and it varied depending on time of day and the driver, but you were just supposed to know. One thing was for certain, when a white person occupied a seat, even if it was one man to an entire long seat, blacks had to walk right on past. About six o'clock one evening, I received a phone call from a friend's mother telling me to go to the Dexter Avenue Church. That's where I heard about Rosa Parks's arrest. I had first met Rosa Parks during the time that I was a member of the NAACP. She had always impressed me. She was just an angel walking. When things happened that would upset most people, she would just give you this angelic smile, and that was the end of that. When I arrived, a small group of people were gathered in the church basement, and they were already talking about boycotting the local bus system and spreading some leaflets around about it...

Source: Jennings and Brewster, *The Century*, Doubleday, 1998

4 According to Inez Jessie Baskin, why were African Americans unhappy with the Montgomery bus system? [1]

Score

Document 5a

During the bus boycott in Montgomery, Alabama, many African American residents carpooled to work.



Source: Clayborne Carson et al., *Civil Rights Chronicle: The African-American Struggle for Freedom*, Publications International

Document 5b

... Officials of the Montgomery City Lines, a subsidiary of National City Lines of Chicago have declined to say publicly how the boycott has affected the company financially. But a 50 per cent increase in bus fares—from 10 to 15 cents—and curtailed operations have offset the loss of business to some extent.

Before the boycott began last Dec. 5, approximately 65 per cent of the bus lines' passengers were Negroes [African Americans]. Since then, an estimated 75 per cent or more of the Negro customers have stopped riding.

Car pools operating with military precision have been organized to get Negroes to and from work. Negro taxicabs have done a thriving business. Police Commissioner Clyde Sellers says many Negroes have complained they are threatened with harm if they rode the buses....

Negro leaders led by a 27-year-old Baptist minister, the Rev. Martin Luther King Jr., demanded a "first come, first serve" arrangement which would seat Negroes from the rear and white passengers from the front until all seats were taken.

Under the present arrangement, the dividing line is determined by the driver. Bus company officials rejected the "first come" proposal....

Source: *Montgomery Advertiser*, February 19, 1956 (adapted)

5 Based on these documents, what were **two** effects of the Montgomery bus boycott on Montgomery, Alabama? [2]

(1) _____

_____ Score

(2) _____

_____ Score

Document 6a

... The idea so long cherished by Southern whites—and by many Northerners too—that the Southern Negro (whether through ignorance or intimidation or a shrewd recognition of reality) was content with the way things were, that only a handful of agitators opposed the system of segregation, was swept aside by the mass marches, demonstrations, meetings. Montgomery had been the first sign of this, and now it was made clear beyond argument that Negroes all across the South had only been waiting for an opportunity to end their long silence....

The sit-ins were an important learning experience for white Southerners, and also for those Northerners who were convinced of some mystical, irremovable germ of prejudice in the Southern mind: when the first lunch-counters were desegregated, the world did not come to an end. Whites and Negroes could use public facilities together, it was shown, without violent repercussions, without white withdrawal. Southern whites, once a new pattern became accepted and established in the community, would conform to it as they conformed to the old. Men and women seeking a sandwich at a lunch counter, as young Negroes could see readily in many of the sit-ins, were more interested in satisfying their hunger or their thirst than in who sat next to them. After two months of desegregation in Winston Salem, North Carolina, the manager of a large store said: “You would think it had been going on for fifty years. I am tickled to death over the situation.”...

Source: Howard Zinn, *SNCC: The New Abolitionists*, Beacon Press

Document 6b

College students at a Woolworth's lunch counter in Greensboro, North Carolina.



Source: *Greensboro Record*, February 2, 1960

6 Based on these documents, what was **one** effect of the Montgomery bus boycott on American society? [1]

Score

Document 7

Nikita Sergeyevich Khrushchev [Soviet leader] was almost desperate to beat the Americans at something. *Anything*. He boasted that communism would bury capitalism, later claiming he meant only by becoming richer and more productive, not by engaging in war. But how long might that take? Fifty years? A hundred? He needed something now. And in the summer of 1955, at about the time he returned from the Geneva conference, where [President Dwight] Eisenhower had urged the Open Skies proposal on him, some of Khrushchev's scientific advisers informed him of an interesting development.

In the course of reading American science journals, they had learned that the United States had begun a project to put an artificial satellite into orbit in 1958, as part of its contribution to the International Geophysical Year. An orbiting satellite had obvious military possibilities, but the foolish Americans had decided not to make it a military project—they wanted it to be peaceful and scientific. We can beat them to it, the scientists told Khrushchev, because we're already developing the rocket.

The Soviet Union's hydrogen bomb was enormous, and in 1955 its engineers and technicians were working on the design of a huge liquid-fueled rocket powerful enough to carry it five thousand miles. With some modifications, said the scientists, we can use the rocket to put a small satellite into orbit long before it will be ready to carry an H-bomb. Khrushchev saw a possibility here that nobody in Washington had seen—the chance to score the propaganda coup of the century. The Soviet satellite, code-named *Sputnik* ("Fellow Traveler"), got his enthusiastic "*Da!*" [*Yes!*]...

Source: Geoffrey Perret, *Eisenhower*, Random House, 1999 (adapted)

- 7 According to Geoffrey Perret, what was **one** reason the Soviet Union was interested in putting a satellite into orbit? [1]

Score

Document 8

On September 2, 1958, less than a year after the launching of *Sputnik*, President Dwight Eisenhower signed into law the National Defense Education Act (NDEA).

... Between 1958 and 1968, NDEA also provided loan money for more than 1.5 million individual college students—fellowships directly responsible for producing 15,000 Ph.D.s a year. NDEA allocated approximately \$1 billion to support research and education in the sciences over four years; federal support for science-related research and education increased between 21 and 33 percent per year through 1964, representing a tripling of science research and education expenditures over five years. States were given money to strengthen schools on a fifty-fifty matching basis, thousands of teachers were sent to NDEA-sponsored summer schools, and the National Science Foundation sponsored no fewer than fifty-three curriculum development projects. By the time of the lunar landing in 1969, NDEA alone had pumped \$3 billion into American education....

Source: Paul Dickson, *Sputnik: The Shock of the Century*, Walker Publishing Company, 2001

8 According to Paul Dickson, what were **two** effects of the launching of *Sputnik* on education in the United States? [2]

(1) _____

Score

(2) _____

Score

Document 9

... First, I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to the earth. No single space project in this period will be more impressive to mankind, or more important for the long-range exploration of space; and none will be so difficult or expensive to accomplish. We propose to accelerate the development of the appropriate lunar space craft. We propose to develop alternate liquid and solid fuel boosters, much larger than any now being developed, until certain which is superior. We propose additional funds for other engine development and for unmanned explorations—explorations which are particularly important for one purpose which this nation will never overlook: the survival of the man who first makes this daring flight. But in a very real sense, it will not be one man going to the moon—if we make this judgment affirmatively, it will be an entire nation. For all of us must work to put him there....

Third, an additional 50 million dollars will make the most of our present leadership, by accelerating the use of space satellites for world-wide communications.

Fourth, an additional 75 million dollars—of which 53 million dollars is for the Weather Bureau—will help give us at the earliest possible time a satellite system for world-wide weather observation....

Source: President John F. Kennedy, Special Message to Congress, May 25, 1961

9 According to President John F. Kennedy, why was spending money on space projects important for the United States? [1]

Score

Part B

Essay

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

Historical Context:

After World War II, the American people looked forward to a period of peace and prosperity. However, key events of the 1950s challenged that national mood and had significant social, economic, and political effects on the United States in the 1960s and beyond. These events included the **Korean War**, the **Montgomery bus boycott**, and the **launching of *Sputnik***.

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

Choose **two** events of the 1950s identified in the historical context and for **each**

- Describe the historical circumstances surrounding the event
- Discuss the effects of the event on the United States and/or on American society

Guidelines:

In your essay, be sure to

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