

**1. \*This SAQ covers periods 7 and 8.**

**Answer (a), (b), and (c). Confine your response to the period from 1919 to 1960.**

- a) Briefly describe ONE specific historical difference between the United States reaction to international events following the First World War (1919–1930) and following the Second World War (1945–1960).
- b) Briefly describe ONE specific historical similarity between the United States reaction to international events following the First World War and following the Second World War.
- c) Briefly explain ONE specific historical reason for a difference between the United States reaction to international events following the First World War and following the Second World War.

**2. \*This SAQ covers periods 7 and 8.**

**Answer (a), (b), and (c).**

- a) Briefly describe ONE specific historical similarity between the women's rights movement of the 1890s through the 1910s and the women's rights movement of the 1960s through the 1970s.
- b) Briefly describe ONE specific historical difference between the women's rights movement of the 1890s through the 1910s and the women's rights movement of the 1960s through the 1970s.
- c) Briefly explain ONE specific historical reason for a difference between the women's rights movement of the 1890s through the 1910s and the women's rights movement of the 1960s through the 1970s.

**3. \*This SAQ covers periods 7 and 8.**

**Answer (a), (b), and (c).**

- a. Briefly describe ONE specific historical difference between the internal migration patterns within the United States in the period 1910–1940 and the internal migration patterns in the period 1941–1980.
- b. Briefly describe ONE specific historical similarity between the internal migration patterns in the period 1910–1940 and the internal migration patterns in the period 1941–1980.
- c. Briefly explain ONE specific historical impact of the internal migration patterns in either period.

**4.**

**Answer (a), (b), and (c).**

- a) Briefly describe ONE specific historical similarity between the United States reasons for involvement in the Korean War and its reasons for involvement in the Vietnam War.
- b) Briefly describe ONE specific historical difference between the United States experience in the Korean War and in the Vietnam War.
- c) Briefly explain ONE specific historical effect of either the Korean War or the Vietnam War on United States society.

**5. Question 5 refers to the excerpts below.**

**"The early Cold War in Europe, therefore, cannot be understood by looking at the policies of either the United States or the Soviet Union in isolation. What evolved on the continent was an interactive system in which the actions of each side affected not only the other but also the Europeans; their responses, in turn shaped further decisions in Washington and Moscow. It quickly became clear... that an American empire would accommodate far greater diversity than would one run by the Soviet Union: as a consequence most Europeans accepted and even invited American hegemony, fearing deeply what that of the Russians might entail."**

**John Lewis Gaddis, historian, *We Now Know:***

***Rethinking Cold War History, 1997***

**"Instead of overturning the international system, many Third World nations became its main victims through the extension of Cold War tensions to their territories. . . . The main significance of the Cold War for the Third World (and of the Third World for the Cold War) seems to me to be this: That the ideological rivalry of the two superpowers came to dominate Third World politics to such an extent that in some countries it delegitimized the development of the domestic political discourse that any state needs for its survival."**

**Odd Arne Westad, historian,**

**"The New International History of the Cold War:**

**Three (Possible) Paradigms,"*Diplomatic History, 2000***

**Using the excerpts above, answer (a), (b), and (c).**

- a. Briefly explain ONE major difference between Gaddis' and Westad's historical interpretations of the Cold War.
- b. Briefly explain how ONE event or development in the period 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Gaddis' interpretation.
- c. Briefly explain how ONE event or development in the period 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Westad's interpretation.

**6. Question 6 refers to the excerpt below.**

**"If this capsule history of our progress teaches us anything, it is that man, in his quest for knowledge and progress, is determined and cannot be deterred.. . . For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace. We have vowed that we shall not see space filled with weapons of mass destruction, but with instruments of knowledge and understanding.**

**Yet the vows of this Nation can only be fulfilled if we in this Nation are first, and, therefore, we intend to be first. In short, our leadership in science and in industry, our hopes for peace and security . . . all require us to make this effort, to solve these mysteries. . . .We choose to go to the moon. . . and do the other things, not because they are easy, but because they are hard, . . . because that challenge is one that we are willing to accept . . . and one which we intend to win."**

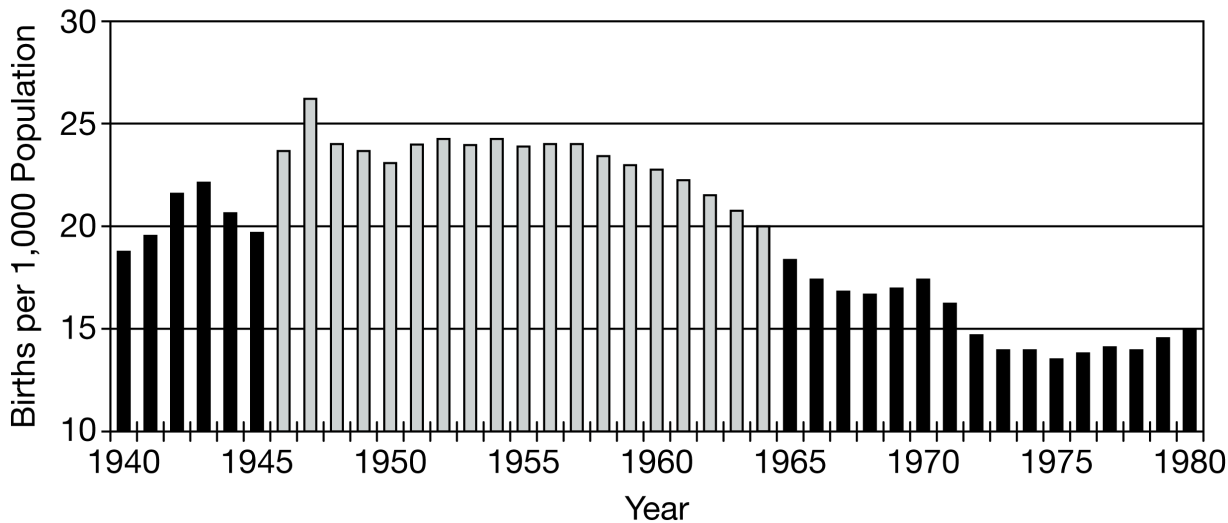
**President John F. Kennedy, speech given at Rice University, 1962**

**Using the excerpt, answer (a), (b), and (c).**

- a) Briefly describe ONE purpose of the speech in the excerpt.
- b) Briefly describe ONE immediate historical effect on United States society of the ideas in the excerpt.
- c) Briefly explain ONE broader historical situation in which the excerpt was written.

**7. Question 7 refers to the graph below.**

UNITED STATES BIRTH RATES, 1940–1980



Using the graph above, answer (a), (b), and (c).

- Briefly describe how ONE specific historical event or development contributed to the high birth rates in the United States from 1946 to 1964.
- Briefly describe ONE specific historical effect of the high birth rates on United States society from 1946 to 1964.
- Briefly explain ONE specific historical change in United States society from 1965 to 1980 that resulted from the trend in birth rates from 1946 to 1964.

**8. \*This SAQ covers periods 7 & 8**

Answer (a), (b), and (c).

- Briefly describe ONE similarity between New Deal and Great Society programs.
- Briefly describe ONE difference between New Deal and Great Society programs.
- Briefly explain ONE reason for a difference between New Deal and Great Society programs.

**9. \*This SAQ covers periods 7 & 8.**

Answer (a), (b), and (c).

- Briefly explain the federal government's response to anxieties about communism within the United States from 1945 to 1955.
- Briefly describe ONE difference between the federal government's response to anxieties about communism within the United States from 1945 to 1955 and the federal government's response to anxieties about communism within the United States from 1917 to 1927.
- Briefly explain ONE reason for a difference between the federal government's response to anxieties about communism within the United States from 1945 to 1955 and the federal government's response to anxieties about communism within the United States from 1917 to 1927.

**10. Question 10 refers to the excerpts below.**

**"That is what happened. When, right after the war, the American public, war-weary, seemed to favor demobilization and disarmament, the Truman administration (Roosevelt had died in April 1945) worked to create an atmosphere of crisis and cold war. True, the rivalry with the Soviet Union was real—that country had come out of the war with its economy wrecked and 20 million people dead, but was making an astounding comeback, rebuilding its industry, regaining military strength. The Truman administration, however, presented the Soviet Union as not just a rival but an immediate threat. In a series of moves abroad and at home, it established a climate of fear - a hysteria about Communism—which would steeply escalate the military budget and stimulate the economy with war-related orders. This combination of policies would permit more aggressive actions abroad, more repressive actions at home."**

**A People's History of the United States, Howard Zinn, 1980**

**"Shaking off the shortsightedness of Roosevelt and other policy makers, by 1946 a few advisers in the Truman administration had recognized the dangers posed by an expansionist Soviet Union. Truman himself required more convincing. As late as 1945 the president had referred privately to Stalin as "a fine man who wanted to do the right thing"—this about a dictator whose mass murders had exceeded those of Hitler and Tojo combined. Stalin was, said Truman, "an honest man who is easy to get along with—who arrives at sound decisions." Well before the Missourian spoke those words, however, this "fine man" had started work on a Soviet atomic bomb—developing the weapon in the middle of the Battle of Stalingrad, when it was apparent it could not be ready in time to assist in the destruction of Germany. Stalin was already looking ahead to the postwar world and his new enemies, the United States and Great Britain.**

**A Patriot's History of the United States, Larry Schweikart and Michael Allen, 2004**

**Answer a), b), and c).**

- a) Briefly explain ONE difference between Zinn's and Schweikart and Allen's interpretations.
- b) Provide ONE event or development NOT included in the excerpts and briefly explain how it supports Zinn's interpretation.
- c) Provide ONE event or development NOT included in the excerpts and briefly explain how it supports Schweikart and Allen's interpretation.

**11. Question 11 refers to the excerpts below.**

**"Our power, therefore, is a very vital shield. If we are driven from the field in Vietnam, then no nation can ever again have the same confidence in American promise or American protection....Three Presidents—President Eisenhower, President Kennedy, and your present President—over 11 years have committed themselves and have promised to defend this small and valiant nation....We just cannot now dishonor our word, or abandon our commitment, or leave those who believed us and trusted us to the terror and repression and murder that would follow."**

**President Johnson, 1968**

**"I believe what is going on now in Vietnam has hurt the concept of our capability in the minds of our friends and allies as well as our enemies. It has hurt the national will in this country because of increasing dissension and I am afraid it has made the people who are opposed to us reduce their belief in our capacity... "Vietnam is a cancer which is devouring our youth, our morals, our national wealth, and the energies of our leadership."**

**Senators Stuart Symington and Joseph Clark, 1968**

**Answer a), b), and c).**

- a) Briefly explain ONE difference between Johnson's and Symington and Clark's interpretation of the Vietnam War.
- b) Briefly explain ONE event or development not mentioned in the excerpts that supports Johnson's interpretation.
- c) Briefly explain ONE event or development not mentioned in the excerpts that supports Symington and Clark's interpretation.

**12. Question 12 refers to the excerpts below.**

**". . . it became clear to me that the war was doing far more than devastating the hopes of 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.”

**Martin Luther King, Jr. 1967**

“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.”

**President Richard Nixon, Address to the Nation, 1969**

**Answer a), b), and c).**

- a) Briefly explain ONE difference between King’s and Nixon’s interpretations of the Vietnam War.
- b) Briefly explain ONE event or development not mentioned in the excerpts that supports King’s interpretation.
- c) Briefly explain ONE event or development not mentioned in the excerpts that supports Nixon’s interpretation