

MODULE OVERVIEW

HISTORICAL THINKING SKILLS:

Developments and Processes

- 1.A Identify and explain historical developments and processes.

Claims and Evidence in Sources

- 3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.

Argumentation

- 6.A Make a historically defensible claim.

CONTENT:

People and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

D A Y 1

WAS THE KOREAN WAR A PRODUCT OF DECOLONIZATION OR THE COLD WAR?

CLASS ACTIVITY: Structured Academic Controversy

Students will engage in a Structured Academic Controversy (SAC) to develop historical thinking skills in argumentation. They will develop historically defensible claims supported by specific and relevant evidence.

AP ALIGNED ASSESSMENT: Thesis Statement

Students will analyze primary and secondary sources to construct arguments with multiple claims. They will then create a complex thesis statement that evaluates the extent to which the Korean War was a product of decolonization and/or the Cold War.

D A Y 2

EVALUATE THE EXTENT TO WHICH HISTORICAL DEVELOPMENTS IN THE POST-WAR PERIOD WERE CAUSED BY DECOLONIZATION OR THE COLD WAR?

CLASS ACTIVITY: Gallery Walk

Students will analyze multiple primary and secondary sources while participating in a gallery walk activity. Students will also evaluate to what extent each source reflects the historical developments of the Cold War or the process of decolonization. Students will need to consider issues of sourcing and how the author supports his/her claim.

AP ALIGNED ASSESSMENT: Short Answer Question and Stimulus Based Multiple-Choice Question

Students will complete a short answer question and/or nine multiple-choice questions that focus on whether decolonization or the Cold War played a more significant role in post-war historical developments.

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HOW DID THE UNITED STATES AND THE SOVIET UNION DIFFER IN THEIR EFFORTS TO INFLUENCE KOREA BETWEEN 1949-1953?

CLASS ACTIVITY: Primary Source Analysis

Students will examine primary sources in order to analyze how the point of view, purpose, historical situation, and audience shape our understanding of what the document says. As an extension activity, students read and listen to veteran interviews in order to analyze how the veterans' experiences as remembered in oral histories shape our understanding of the causes and effects of the Korean War.

AP ALIGNED ASSESSMENT: Document-Based Question

Document-Based Question: Evaluate the extent to which the United States and the Soviet Union differed in their efforts to influence Korea between 1949-1953.

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EXPLAIN THE EXTENT TO WHICH THE EFFECTS OF THE COLD WAR WERE SIMILAR IN THE EASTERN AND WESTERN HEMISPHERES.

CLASS ACTIVITY: Argumentation Exercise & Gallery Walk

Students will practice three targeted document-based skills: argument construction, making a claim, and complexity. While developing these targeted document-based skills, students will develop a basic understanding of the historical developments of the Cold War. Teachers may choose to have students write the full AP-aligned DBQ.

AP ALIGNED ASSESSMENT: Document-Based Question

Document-Based Question: Explain the extent to which the effects of the Cold War were similar in the Eastern and Western hemispheres.

MODULE SOURCES

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AUTHOR	SOURCE	DATE
Dean Acheson	Memo to Harry Truman	1945
Soviet Officers	Report on Korea	1945
Kim Il Sung	Speech, 1st Congress of Korean Workers Party	1946
UN Resolution	The Problem of Independence of Korea	1947
U.S. Congress	Korean Aid Act of 1949	1949
Syngman Rhee	Correspondence MacArthur to Truman	1950
Herb Block	Cartoon "Those are the Flags..."	1950

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AUTHOR	SOURCE	DATE
Winston Churchill, et al	The Cairo Declaration	1943
Terenti Shtykov	Telegram between the Soviets and North Koreans	1950
Andrei Gromyko	On American Intervention in Korea	1950
Syngman Rhee	Asian Peoples' Anti-Communist Conference	1954
David M. Barrett	Sterilizing a "Red Infection"	1954
Mao Zedong	Minutes of First Meeting with Nehru	1954
Dwight Eisenhower	Press Conference	1954
Edwin Marcus	Darkest Africa	1955
Catholic Cat. Guild	The Red Iceberg	1960
US Depart. of State	Memo from Rusk to Kennedy: Congo Crisis	1961
Che Guevara	Pasajes de la Guerra Revolucionaria	1965
Mao Zedong	We Hope the Arab Countries Will Unite	1965
Kim Il Sung	Let Us Promote the World Revolution	1968
US Defense Depart.	The Pentagon Papers	1971
Wiki Graphics: Semhur	Cold War Map, 1959	2008

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AUTHOR	SOURCE	DATE
Winston Churchill, et al	The Yalta Conference/Agreement	February 11, 1945
Joseph Stalin	Notes of a meeting with Kim Il Sung	March 5, 1949
Captain Vyvyan Holt	Confidential report to Ernest Bevin	January 30, 1950
Joseph Stalin	Top secret telegram to Mao Zedong	May 14, 1950
Marguerite Higgins	Newspaper article	May 30, 1950
Harry S. Truman	Public statement	June 27, 1950
Joseph Stalin	Letter to Klement Gottwald	August 27, 1950
Chart	Troop strength during the Korean War	1950-1953
Harry S. Truman	<i>Memoirs Years of Trials and Hope</i>	1955
Jack Whelan	Interview, Korean War Legacy Foundation	2019
Charles Rangel	Interview, Korean War Legacy Foundation	2013
Glenn Paige	Interview, Korean War Legacy Foundation	2012
William F. Honaman	Interview, Korean War Legacy Foundation	2018

D A Y 4	AUTHOR	SOURCE	DATE
	W. Churchill, et al	Potsdam Conference Proceedings	1945
	Clark Clifford	Certain Aspects of the Euro. Rec. Problem	1947
	CIA	Factors Affecting the Desirability of a UN Military Conquest of all of Korea	1950
	John B. Coulter	Letter to South Korean Pres. Syngman Rhee	1951
	Cornell Capa	Photo of billboard in "Guatemala's Current Situation Can Traced back to the CIA-led Coup"	1954
	Patrice Lumumba	TASS Interview	1960
	Kwame Nkrumah	Letter to President Lyndon B. Johnson	1964
	David Bonoir	House Congressional Record Report	1985

DAY 2

Based on a 60-minute class

Lesson Question: To what extent were historical developments in the post-war period caused by decolonization or the Cold War.

AP Curriculum Framework Reference

Unit 8 Learning Objective A: Explain the historical context of the Cold War after 1945.

Unit 8 Learning Objective C: Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.

Unit 8 Learning Objective K: Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.

Historical Reasoning Skills: Causation

OVERVIEW

Students will explore ten sources related to late 20th-century global historical developments. The students will work in small groups to analyze and discuss each source to determine to what extent the events in the sources were more influenced by the Cold War or by the process of decolonization. The students will participate in a gallery walk where they will annotate significant evidence from each source on large Post-It easel pads or butcher paper. Students will rotate through all ten sources adding to the annotations as they go through the source sequence. After the analysis of each source, students will evaluate whether the events in each source were more an effect of the Cold War or decolonization.

Materials needed for:

Homework

- Crash Course World History [#39 - USA vs. USSR Fight! the Cold War](#) (12:15 length)
- Crash Course World History [#40 - Decolonization and Nationalism Triumphant](#) (12:48 length)

In-Class Activity

- Large Post-It easel pads (10 pieces) or butcher paper
- Source 1-10 in the student handout packet
- Source 1- 10 individually printed for posting on easel pad/butcher paper
- Glue or tape
- The Cold War and Decolonization Scale (10 Copies)
- Markers and highlighters

SEQUENCE OF INSTRUCTION

HOMEWORK OVERVIEW

HOMEWORK (30 MINUTES):

- Students will watch each video to construct an understanding of decolonization and the Cold War. As students watch the videos, they should note any evidence from the videos that help them understand the Lesson Question and the question of causation.
- Students should also take notes on the basic causes and effects of each historical development.

Teacher Notes

If you have covered decolonization and the Cold War prior to the lesson and feel your students have the basics or big picture of each historical development, then the videos may not be necessary.



Teaching Tip

Crash Course with John Green can sometimes be too fast for students. Turning on the subtitles can help students follow the information.

CLASS ACTIVITY: WARM-UP/INTRODUCTION

WARM-UP/INTRODUCTION (10 MINUTES):

ACTIVITY 1: COLD WAR AND DECOLONIZATION RECALL. Quickly review and/or discuss a timeline (projected or on the board) that plots the following 20th-century events:

Event	Dates
End of World I	1918
League of Nations Mandates	1919
End of World War II	1945
Indonesian Independence Struggle from the Netherlands	1945 to 1949
Vietnam War	1945-1975
Independence and Partition of India	1947

Creation of the State of Israel	1948
Berlin Blockade Airlift	1948
NATO formation	1949
End of Chinese Civil War / Creation of People's Republic of China	1949
Korean War	1950-53
Warsaw Pact formation	1955
Independence of Ghana from Great Britain	1957
Cuban Revolution	1959
Independence of Congo from Belgium	1960
Independence of Algeria from France	1962
Independence of Kenya from Great Britain	1963
Soviet Invasion of Afghanistan	1979
Perestroika and Glasnost	1987
Tiananmen Square	1989
Fall of the Wall	1989
End of Soviet Union	1991

Have students recreate the timeline in their notes (or print this chart out). Using two colors, one for the Cold War and one for decolonization, ask students to categorize or label each event as more related to the Cold War or more related to decolonization. After this individual labeling in their notes, have students annotate at least one reason for their labeling of the Vietnam War, the Korean War, and Independence of Congo from Belgium. Have some students share their answers. Tell the class that the lesson today will test the extent to which many of these events were impacted by decolonization and/or the Cold War.

Teacher Notes

Students can reference their notes from the videos or prior knowledge from readings, class lectures, or other sources. The goal is to have a timeline that shows the process of decolonization and the Cold War rooted in the post-WWII era. Be ready to provide or have other students provide alternate rationales for all three of these events as possibly tied to decolonization and the Cold War. Most students will put the Vietnam War and the Korean War as the Cold War and Independence in the Congo as decolonization. Alternate explanations could show the process of French, American, and Japanese withdrawal from Vietnam and Korea, respectively, as aspects of decolonization. Some may view Independence in the Congo as an element of the Cold War due to the removal of Patrice Lumumba over his support for socialism and overtures toward the Soviet Union.

CLASS ACTIVITY PART 1: Decolonization or the Cold War? Gallery Walk

CLASS ACTIVITY (45 MINUTES):

ACTIVITY 1: Gallery Walk source Analysis

Students will start in small groups at one of the 11 source posters. Give students 5 minutes per station to read and analyze each source. They should annotate on the poster one key piece of evidence from the source that shows an aspect of either decolonization or the Cold War. They should indicate on the scale on their handout to what extent the source reflects the process of decolonization or the Cold War and record justification for that evaluation. Example of poster above.





Teaching Tip

As students rotate to a new source, they will look for an additional piece of evidence that is different from what they already recorded. If groups later in the rotation cannot find additional evidence that has not already been identified, they can add their own justifications for previously identified evidence. As students note evidence, they need to ensure that their evidence helps them make a historical claim in a “to what extent” framework. The scale is to visually demonstrate the strength of the claim based on evidence.

CLASS ACTIVITY PART 2: Making a claim

CLASS ACTIVITY (5 MINUTES):

ACTIVITY 1: Review of all sources

After rotating through each source, have students rewalk each briefly to see annotations of other groups. Ask students to note if these annotations change their position on the decolonization to Cold War scale? If so, have students indicate this on their handout.

Have students write a final claim that answers the lesson question of the day: **Evaluate the extent to which historical developments in the post-war period were caused by Decolonization or the Cold War.**

ASSESSMENT: Short Answer Question (SAQ) or Stimulus Based Multiple Choice



Teaching Tip

Depending on the length of the class period, teachers may decide to assign either assessment piece as homework or at the beginning of the next class period. As this lesson is most likely coming weeks before the AP Exam, holding students to the 10-12 minutes timeframe for the SAQ is good practice. For the same reasons, consider using 9-10 minutes for the Multiple Choice questions.

IN-CLASS ACTIVITY MATERIALS

Directions

As your group concludes its analysis and annotations for each source, come to a final conclusion as to whether the events described in each source were more an effect of decolonization or the Cold War. Since the image is a scale, feel free to go as far to the left (decolonization) or right (Cold War) as you feel is warranted by your analysis. Write a short 1-2 sentence justification under the scale that explains your reasoning.

Source 1 - "The Cairo Declaration" November 26, 1943



To what extent.....

Source 2 - "Telegram from Soviet Ambassador Shtykov on a Luncheon at the Ministry of Foreign Affairs of the North Korea," January 19, 1950



To what extent.....

Source 3 - Syngman Rhee, "Asian Peoples' Anti-Communist Conference, Press Release No. 2," June 15, 1954.



To what extent.....

Source 4 - David M. Barrett. "Sterilizing a 'Red Infection': Congress, the CIA, and Guatemala," 1954.



To what extent.....

Source 5 - Marcus, Edwin, Artist. *Darkest Africa*, 1955.



To what extent.....

Source 6 - Catholic Catechetical Guild, an anti-communist organization, "The Red Iceberg," 1960.



To what extent.....

Source 7 - Memorandum From Secretary of State Rusk to President Kennedy, *Congo Crisis*, 1961.



To what extent.....

Source 8 - Excerpt from Che Guevara's "Pasajes de la Guerra Revolucionaria (Congo)," February, 1965.



To what extent.....

Source 9 - Mao Zedong, "We Hope the Arab Countries Will Unite," March 23, 1965.



To what extent.....

Source 10 - Kim Il Sung, "Let us Promote the World Revolution," October 8, 1968.



To what extent.....

Source 11 - U.S. Department of Defense, "US Involvement in the Franco-Viet Minh War, 1950-1954," *The Pentagon Papers*, 1971.



To what extent.....

Gallery Walk Document Set

SOURCE 1

DOCUMENT

Joint statement from President Roosevelt, Prime Minister Churchill, and Chairman Jiang Jieshi (Chiang Kai-shek), "The Cairo Declaration," November 26, 1943. <https://digitalarchive.wilsoncenter.org/document/122101>

The three great Allies are fighting this war to restrain and punish the aggression of Japan. They covet no gain for themselves and have no thought of territorial expansion. It is their purpose that Japan, shall be stripped of all the islands in the Pacific which she has seized or occupied since the beginning of the first World War in 1914, and that all the territories Japan has stolen from the Chinese, such as Manchuria, Formosa, and the Pescadores, shall be restored to the Republic of China. Japan will also be expelled from all other territories which she has taken by violence and greed. The aforesaid three great powers, mindful of the enslavement of the people of Korea, are determined that in due course Korea shall become free and independent.

SOURCE 2

DOCUMENT	Terenty Shtykov, Soviet Union Ambassador to North Korea, "Telegram on a Luncheon at the Ministry of Foreign Affairs of North Korea," January 19, 1950.
ANNOTATION	Shtykov was the head of the military occupation of North Korea following World War II from 1945-48 and the first Soviet Ambassador from 1948-1950. Here, he reports on a meeting in which Kim Il Sung, the leader of North Korea, is speaking to both Soviet, Chinese and Korean delegates.

The people of the southern portion of Korea trust me and rely on our armed might. Partisans will not decide the question. The people of the south know that we have a good army. Lately, I do not sleep at night, thinking about how to resolve the question of the unification of the whole country. If the matter of the liberation of the people of the southern portion of Korea and the unification of the country is drawn out, then I can lose the trust of the people of Korea.

SOURCE 3

DOCUMENT	Syngman Rhee, "Asian Peoples' Anti-Communist Conference, Press Release No. 2," June 15, 1954.
ANNOTATION	Syngman Rhee was president of the Republic of South Korea from its founding in 1948 through 1960. He spent much of the early twentieth century in exile in the United States due to his political activities in opposition to the Ancient Regime in Korea and then Japanese occupation. At the end of World War II, Rhee returned to Korea and assumed a leading role in the South. He was elected to four terms as president, but resigned amid protests at alleged electoral corruption and spent the remaining five years of his life in exile in the United States.

In some countries, the governments are already Communist or Communist-inclined. You, who are patriotic citizens of your beloved homeland and who realize so well that the Communists seek to make your countries satellites of the Soviets, may have to risk your lives by organizing revolutionary movements or anti-Communist fronts. In doing so profit by the example that the Communists have set in their own international conspiracy. Make your movement as strong as possible, and do it quickly. Leave no avenue of appeal or persuasion untraveled. Unless you fight back now and persuade millions of others to fight with you, your nation will perish, and the end of all freedom everywhere will be that much closer. Today your life is not your own, it is dedicated, as are the lives of all free men, to the principle that death is better than life under Communist oppression.

SOURCE 4

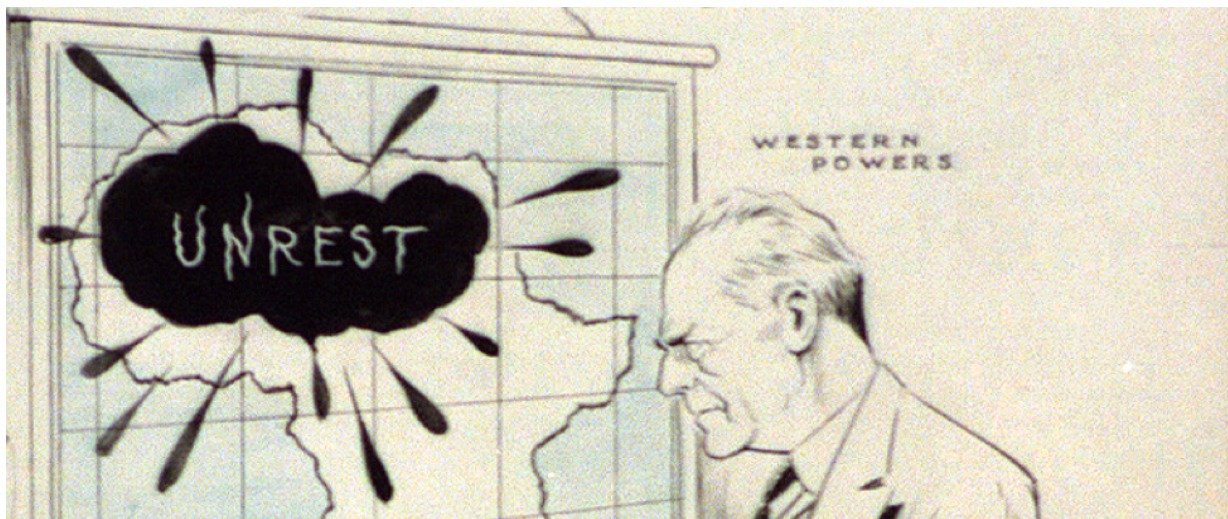
DOCUMENT	David M. Barrett. "Sterilizing a 'Red Infection': Congress, the CIA, and Guatemala," 1954.
ANNOTATION	In the early 20th century, Guatemala was ruled by dictators who supported foreign business interests. In the 1940s and 1950s, dictatorship ended and Guatemala held democratic elections won by socialist-leaning candidates who supported land reforms that threatened traditional elites and foreign businesses. Frequent military coups were also attempted but failed until a 1954 US-backed coup against the government of Jacobo Arbenz.

Following its 1944 revolution, which brought democratically elected leftist governments to power, this Central American government faced an increasingly hostile neighbor to the north, the United States. Guatemala's treatment of US-based corporations, especially the United Fruit Company, in expropriating land and other assets, did nothing to improve relations. Elites in Guatemala helped persuade US journalists and members of Congress, not to mention the executive branch, that their government was veering further and further leftward toward Communism in the early 1950s.

Late in the Truman presidency, the US government aborted an attempt to support Guatemalans who aimed to overthrow President Jacobo Arbenz. Those at CIA Headquarters who were involved in the effort felt "grimly" about that "horrifying" turn of events, one Agency leader noted in his diary. But, not surprisingly, new administration leaders--President Dwight Eisenhower, Secretary of State John Foster Dulles, and DCI Allen Dulles--also persuaded themselves that the Guatemalan government was "red." The CIA leader had help from the Board of National Estimates, which informed him on 22 April 1954 that "The Communists now effectively control the political life of Guatemala." A deal made by Arbenz's government to purchase Soviet-made armaments from Czechoslovakia that spring only sealed the matter in the American leaders' minds.

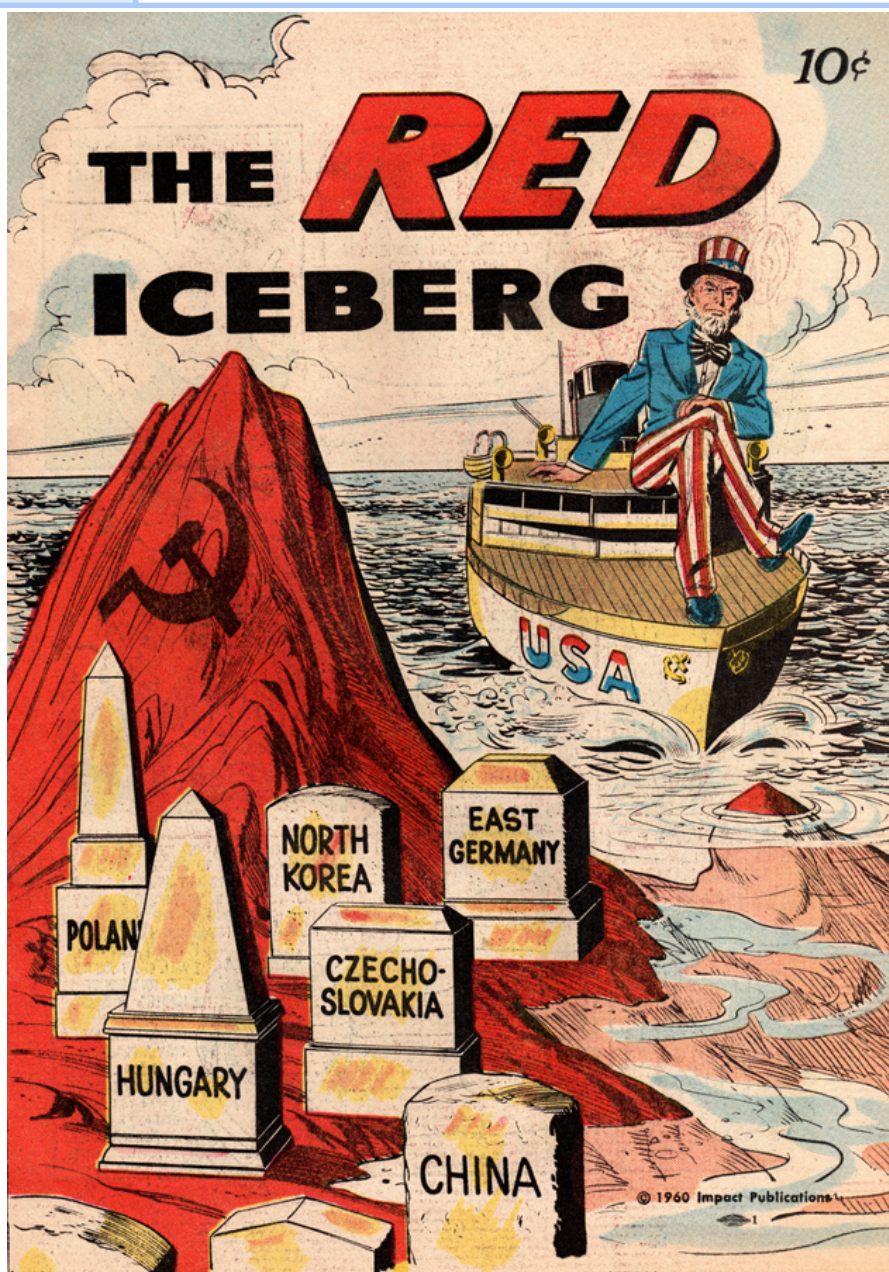
SOURCE 5

DOCUMENT	Edwin Marcus, artist. <i>Darkest Africa</i> , 1955.
ANNOTATION	European powers after World War II, while attempting to recover and rebuild at home, also sought to maintain their colonial empires while being challenged by the growing Soviet and American rivalry. In most cases, these attempts at reimposing control were met with resistance by independence movements that were themselves influenced in kind by the growing superpower competition. In Africa, the British Gold Coast became the new Ghana in 1957 after a successful campaign for independence led by Kwame Nkrumah.



SOURCE 6

DOCUMENT	Catholic Catechetical Guild, an anti-communist organization, "The Red Iceberg", 1960.
ANNOTATION	This is the cover of a 1960 comic book published by <i>Impact</i> , an imprint of the anti-communist Catholic Catechetical Guild. The comic was distributed to thousands of Catholic school children in the United States.



SOURCE 7

DOCUMENT	David Rusk, United States Secretary of State, Memo to President John F. Kennedy, <i>Congo Crisis</i> , 1961.
ANNOTATION	The Congo Crisis was a period after Congo's independence from Belgium (1960-1965). Many factions existed after the Belgian withdrawal claiming legitimacy. The largest faction was led by Patrice Lumumba who led a central government for a time before being overthrown and executed in a military coup by the eventual victor in the civil war, Joseph Mubutu, who was backed by the United States and remained the leader of Zaire (the Congo) from 1965-1997.

...the United States must look to new policies in order to stem the present drift towards fragmentation in the Congo which would solidify Gizenga's control over Orientale**, turn this area into a Communist stronghold, and become a cancerous sore which could spread, with Communist assistance, to other parts of the Congo and Africa. We must alter the present policy since it is largely discredited in Africa and in Asia.

The United States objective in the Congo is the establishment and maintenance of a stable unified Congo with reasonable safeguards against a Communist takeover. The following three-point program is directed to this end. While there are a number of serious difficulties and risks which must be carefully weighed, the following program would [sic] provide a basis for a fresh start; it would constitute a positive initiative by the Kennedy Administration which offers reasonable hope for a solution of the Congo problem of regaining the United States position in Africa and Asia, and of placing the United States behind a more decisive United Nations program which, if successful, could strengthen the Organization as an instrumentality for peace. It is envisaged that the following three steps would be implemented simultaneously.

**Gizenga was an ally of Lumumba who led a rebellion in the Eastern Congo after Lumumba's execution by elements of the army and the future dictator Mubutu.

SOURCE 8

DOCUMENT	Che Guevara, <i>Pasajes de la Guerra Revolucionaria</i> (Episodes of the Cuban Revolutionary War - Congo), February, 1965.
ANNOTATION	Che Guevara was an Argentine Communist and a leader in the Cuban Revolution. In 1965, Guevara left Cuba to support armed communist revolts in the Congo and later Bolivia where he was killed in an armed struggle in 1967 by CIA backed Bolivian forces.

I proposed to them, therefore, that the training not take place in faraway Cuba, but in nearby Congo [Che is therefore proposing that the recruits of non-Congolese guerrilla movements fight in the Congo] ... I explained to them why we considered the war for the liberation of the Congo to be of fundamental importance: victory there would have repercussions throughout the continent, as would defeat. Their reaction was more than cold; even though most refrained from making any comment, some bitterly reproached me. They stated that their people, ill-treated and abused by the imperialists, would object if they were to suffer losses to free not their own, but another country. I tried to make them understand that the real issue was not the liberation of any given state, but a common war against the common master, who was one and the same in Mozambique and in Malawi, in Rhodesia and in South Africa, in the Congo and in Angola, but not one of them agreed. Their goodbyes were polite and frosty.

SOURCE 9	
DOCUMENT	Mao Zedong, "We Hope the Arab Countries Will Unite," March 23, 1965.
ANNOTATION	Mao Zedong led China from 1949 until his death in 1976. He began revolutionary activities in the 1920s fighting against anti-communist Chinese nationalist forces and later the Japanese. After the defeat of the Japanese in 1945, Mao successfully led communist forces to victory in the Chinese Civil War, creating the modern communist Chinese state.

All revolutionaries and political parties in Asia should unite against imperialism. The strength of one or two countries is insufficient, but they can become a formidable force by uniting together. The entire Arab world is confronting imperialism. We hope the Arab countries will unite...

In resisting Japanese imperialism we stood together with the U.S., U.K. and France. After the surrender of Japan the U.S. helped Chiang Kai-shek launch the civil war to attack us. The U.K. and France were at that time powerless to bother about our affairs. The United States didn't directly participate in the war, only stationed some troops in harbors along the Chinese coast. They withdrew after we had annihilated Chiang Kai-shek's several million troops and when we were about to liberate those harbors. We later encountered them again on the Korean battlefield and fought for three years. The Vietnamese people have also met them now. It seems that the United States is fond of making war. Korea and Vietnam are so distant from the U.S., yet it still sent troops there...

In fact, such behavior by the U.S. is teaching the Asian people they must unite and carry on a resolute struggle. For example, the Vietnamese people didn't know how to fight a war before, but they are able to do so now. This is the advantage rendered us by imperialism. Imperialism also has its good side, don't you agree?

SOURCE 10

DOCUMENT	Kim Il-sung, "Let us Promote the World Revolution," October 8, 1968.
ANNOTATION	Kim Il-sung was the leader of North Korea from its founding in 1948 until his death in 1994. Kim fought the Japanese as a member of the Chinese Communist Party and, beginning in World War II, worked closely with the Soviet Union. He led an invasion of US backed South Korea in 1950 in an attempt to unify the peninsula under communist rule.

The triumph of the Cuban Revolution is the first victory of the socialist revolution in Latin America and a continuation of the Great October Revolution in Latin America. With the Cuban Revolution emerging victorious, the Red banner of socialism now flies high over Latin America which was regarded as a hereditary estate of U.S. imperialism only until recently, and the socialist camp has extended to the Western Hemisphere and grown in strength a great deal. Today the Republic of Cuba which marches on firmly in the forefront of the Latin American revolution is the lighthouse of hope for the fighting Latin American peoples and throws the rays of victory on the road of their struggle. The triumph of the Cuban Revolution shook the colonial system of the U.S. imperialists to its very foundation in the Western Hemisphere and has thrown the whole Latin America into a revolutionary tempest, forcefully arousing the peoples in this area to the sacred struggle for independence and freedom. The triumph of the Cuban Revolution signified, indeed, the beginning of the disintegration of the U.S. imperialist system of colonial rule in Latin America, the stern judgment on U.S. imperialism which had exploited and oppressed the peoples in this area for a long period and its condemnation to ruin.

SOURCE 11

DOCUMENT	U.S. Department of Defense, "US Involvement in the Franco-Viet Minh War, 1950-1954", <i>The Pentagon Papers</i> , 1971.
ANNOTATION	The Pentagon Papers was the name given to a leaked copy of a top secret US Defense Department internal study of the history of US involvement in Vietnam from 1945-1967, commissioned by members of the Johnson administration. The exact reason for the study is not known, but when it was leaked in the early 1970s, it exposed many contradictions between what US Governments in multiple administrations did and what they said to the public. In all, it exposed how multiple US Presidential administrations misjudged the situation in Southeast Asia and continued policies that only deepened the US involvement in the conflict in Vietnam.

American thinking and policy-making was dominated by the tendency to view communism in monolithic terms. The Viet Minh was, therefore, seen as part of the Southeast Asia manifestation of the world-wide communist expansionary movement. French resistance to Ho Chi Minh, in turn, was thought to be a crucial link in the containment of communism. This strategic perception of the communist threat was supported by the espousal of the domino principle: the loss of a single nation in Southeast Asia to communism would inexorably lead to the other nations of the area falling under communist control. The domino principle, which probably had its origin at the time of the Nationalist withdrawal from mainland China, was at the root of U.S. policy. Although elements of a domino-like theory could be found in NSC papers before the start of the Korean War, the Chinese intervention in Korea was thought to be an ominous confirmation of its validity. The possibility of a large-scale Chinese intervention in Indochina, similar to that in Korea, was feared, especially after the armistice in Korea.

ASSESSMENT MATERIALS

SAQ

Directions

Answer Question 1.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable.

The Communist problem is not just a problem of one or two countries, but a world problem. It has reached a critical state of affairs because for forty year the United States and all the so-called democratic nations paid no attention at all, even though the Bolsheviks declared publicly that their aim was to have an International Revolution (which means devolution for every country). Their aim is to conquer the whole world and make it one world - no nations, no Korea, no Indo-China... Communists say that if they fail to win the world by ideological means they will conquer militarily any nation or people who refuse to join the cause for one world. So Russia has prepared a great military might and if ignored long enough will very soon conquer all nations and all peoples.

Statement by President Syngman Rhee at the Fourth Session of the Asian Peoples' Anti-Communist Conference, June 16, 1954

Historically, all of us, people of the East, have been bullied by Western imperialist powers. Although Japan is located in the East, it was also an imperialist power that bullied other countries of the East. Now, however, even Japan is being bullied. China was bullied by Western imperialist powers for over one hundred years. Your country was bullied even longer, for more than three hundred years. Now the Japanese people are also being oppressed. Therefore, we, people of the East, have instinctive feelings of solidarity and protecting ourselves. Ambassador Raghavan has served in China for a few years, and he surely understands the Chinese people's patriotism and their feelings for the Indian people and the people of other countries in the East. In spite of differences in our ideologies and social systems, we have an overriding common point, that is, all of us have to cope with imperialism. Prime Minister Nehru should not think that China has attained complete independence and has no problems.

Minutes of Chairman Mao Zedong's First Meeting with Nehru, October 19, 1954

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

- Identify a piece of historical evidence that supports the views of the author in the first excerpt.
- Explain how the second source offers a different interpretation of historical developments in Asia in the later half of the 20th century.
- Describe a historical development outside of Asia in the later half of the 20th century that supports the view of the author of the second source.

SAQ SCORING GUIDE

The examples below are not exhaustive of all possible correct examples.

A. Identify a piece of historical evidence that supports the views of the author in the first excerpt.

Examples of responses that would earn credit for Part A:

- The creation of communist states in Eastern Europe, such as Poland, East Germany, and Hungary, after World War II at the behest of the Soviet Union.
- The successful communist revolution in China in 1949, supported by the Soviet Union.
- The creation of a communist North Korea in 1948, supported by the Soviet Union and later China.
- The existence of the Comintern, or Communist International organization, backed by the Soviet Union from 1919 to 1943 that actively sought to encourage communist revolutions across the globe.

B. Explain how the second source offers a different interpretation of historical developments in Asia in the later half of the 20th century.

Examples of responses that would earn credit for Part B:

- Source implies that resistance to imperialism is the common historical development in Asia and not necessarily communist revolution.
- Source implies that Indian Independence and the Communist revolt in China are all similar reactions to western aggression of prior centuries.
- Source implies that conflict between communism and capitalism/democracy is not the root of problems in Asia but instead is resistance to imperialism.

C. Describe a historical development outside of Asia in the later half of the 20th century that supports the view of the author of the second source.

Examples of responses that would earn credit for Part C:

- The Cuban Revolution of 1959 overthrows a dictator supported by western businesses.
- The Mau Mau Uprising in Kenya in the 1950s and eventual independence from Great Britain in 1963 saw a native people resist and gain independence from an imperial power.
- The creation of the nation of Ghana in 1957 saw a native people resist and gain independence from an imperial power, the British.
- The Algerian War of Independence from 1954 to 1962 saw a native people resist and gain independence from an imperial power, the French.

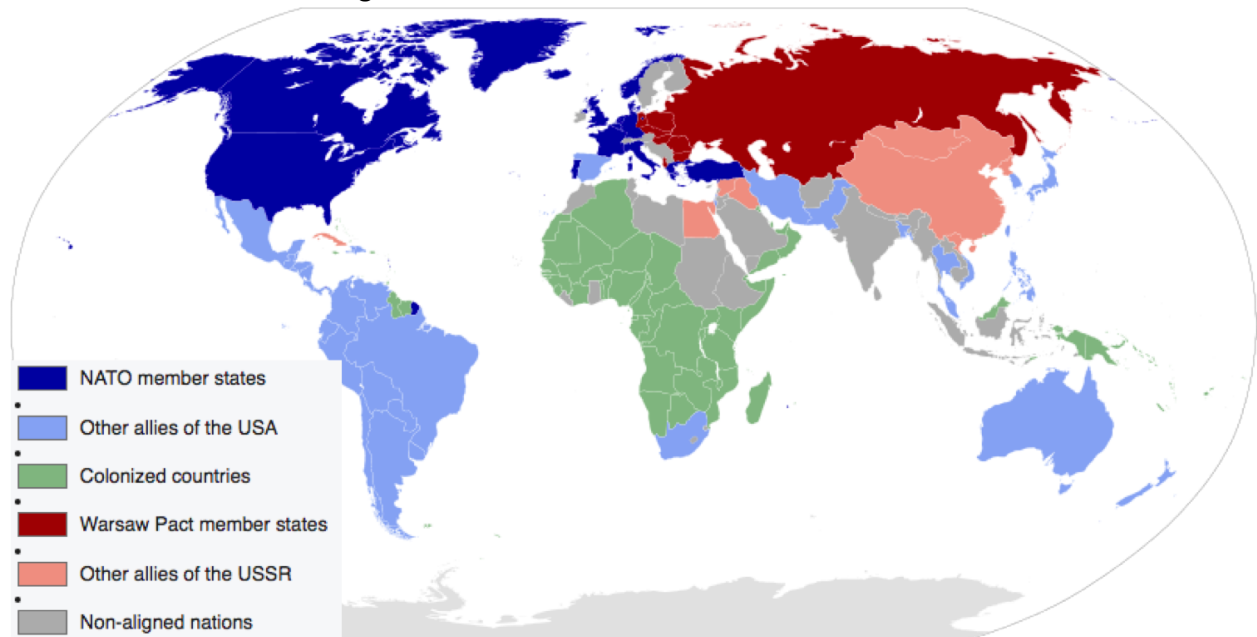
STIMULUS BASED MULTIPLE CHOICE QUESTIONS

Directions:

Each of the questions or incomplete statements is followed by four suggested answers or completions. Select the one that is best in each case.

Source materials have been edited for the purpose of this exercise.

Question 1-3 refer to the image below:



Cold War Map 1959. Wiki Commons.

https://commons.wikimedia.org/wiki/File:Cold_War_Map_1959.svg

- Which of the following ways the United States and the Soviet Union sought to maintain influence over the course of the Cold War is best depicted in the map?
 - The proliferation of nuclear arms
 - The development of proxy wars between and within postcolonial states
 - The creation of new military alliances
 - The redrawing of political boundaries
- Which of the following best explains the reason for the existence of the non-aligned nations depicted in the map?
 - The global balance of economic and political power shifted after World War II to the south.
 - Groups opposed and promoted alternatives to the existing economic and political order.
 - Regional, religious, and ethnic movements challenged colonial rule.
 - States responded in various ways to the economic challenges of the era.

3. All of the following 19th-century historical developments continue to impact the world in the period depicted on the map EXCEPT?
 - (A) Industrialism
 - (B) Nationalism
 - (C) Imperialism
 - (D) Mercantilism

Each of the questions or incomplete statements is followed by four suggested answers or completions. Select the one that is best in each case.

Source materials have been edited for the purpose of this exercise.

Question 4-6 refer to the passage below:

“Question from Robert Richards, Copley Press: Mr. President, would you mind commenting on the strategic importance of Indochina to the free world? I think there has been, across the country, some lack of understanding on just what it means to us.

THE PRESIDENT... First of all, you have the specific value of a locality in its production of materials that the world needs. Then you have the possibility that many human beings pass under a dictatorship that is inimical to the free world. Finally, you have broader considerations that might follow what you would call the "falling domino" principle. You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. So you could have a beginning of a disintegration that would have the most profound influences. Now, with respect to the first one, two of the items from this particular area that the world uses are tin and tungsten. They are very important. There are others, of course, the rubber plantations and so on. Then with respect to more people passing under this domination, Asia, after all, has already lost some 450 million of its peoples to the Communist dictatorship, and we simply can't afford greater losses. But when we come to the possible sequence of events, the loss of Indochina, of Burma, of Thailand, of the Peninsula, and Indonesia following, now you begin to talk about areas that not only multiply the disadvantages that you would suffer through loss of materials, sources of materials, but now you are talking really about millions and millions and millions of people. Finally, the geographical position achieved thereby does many things. It turns the so-called island defensive chain of Japan, Formosa, of the Philippines and to the southward; it moves in to threaten Australia and New Zealand.”

US President Dwight Eisenhower, News Conference, April 7, 1954

4. Which of the following developments best explains the historical context for the attitudes expressed in the passage?
 - (A) The Russian Revolution
 - (B) World War II
 - (C) The Korean War
 - (D) The Chinese Great Leap Forward

5. The primary reason for the policy alluded to in the passage is
 - (A) Fear of Chinese domination of Japan
 - (B) **Fear of communist expansion**
 - (C) Fear of a renewal of World War II hostilities
 - (D) Fear of renewed European colonial rule

6. The sentiments expressed in the passage by the President could be similarly stated by critics of which 19th-century historical development?
 - (A) Internationalism
 - (B) **Imperialism**
 - (C) Marxism
 - (D) Ethnic Nationalism

Each of the questions or incomplete statements is followed by four suggested answers or completions. Select the one that is best in each case.

Source materials have been edited for the purpose of this exercise.

Question 7-9 refer to the passage below:

"On October 31, 1949, Sin Sen Mo, Defence Minister of the Syngman Rhee government, also told newspaper correspondents that the South Korean troops were strong enough to act and take Pyongyang within a few days. Only one week before the provocative attack of the South Korean troops on the frontier areas of the Korean People's Democratic Republic, Syngman Rhee said, in a speech on June 19 in the so-called "National Assembly" where Mr. Dulles, adviser to the U.S. State Department, was present: "If we cannot protect democracy in the cold war, we shall win in a hot war."

...The United States Government tries to justify armed intervention against Korea by alleging that it was undertaken on the authorisation of the Security Council. The falsity of such an allegation strikes the eye. What really happened? It is known that the United States Government had started armed intervention in Korea before the Security Council was summoned to meet on June 27, without taking into consideration what decision the Security Council might take. Thus the United States Government confronted the United Nations Organisation with a fait accompli, with a violation of peace....

The illegal resolution of June 27, adopted by the Security Council under pressure from the United States Government, shows that the Security Council is acting, not as a body which is charged with the main responsibility for the maintenance of peace, but as a tool utilised by the ruling circles of the United States for unleashing war. This resolution of the Security Council constitutes a hostile act against peace.

If the Security Council valued the cause of peace, it should have attempted to reconcile the fighting sides in Korea before it adopted such a scandalous resolution. Only the Security Council and the United Nations Secretary-General could have done this. However, they did not make such an attempt, evidently knowing that such peaceful action contradicts the aggressors' plans."

Statement by Andrei A. Gromyko, Deputy Minister of Foreign Affairs of the USSR, July 4, 1950.

7. Which of the following best describes the main argument of the passage above?
(A) To undermine the legitimacy of United Nations actions on the Korean Peninsula.
(B) To justify the invasion of South Korea by North Korea.
(C) To defend the actions of the United States in support of South Korea.
(D) To condemn Soviet interference in the affairs of North Korea.
8. A historian researching global conflict would most likely find the document useful as a source of information for which of the following 20th-century historical developments?
(A) Governments often took on a strong role in guiding economic life to promote development.
(B) Militarized states often responded to the proliferation of conflicts in ways that further intensified conflicts.
(C) New international organizations formed with the stated goal of maintaining world peace and facilitating international cooperation.
(D) The redrawing of political boundaries after the withdrawal of former colonial authorities led to the creation of new states.
9. Which of the following led directly to the historical development that is the subject of the passage?
(A) Political disputes resulting from decolonization.
(B) Communist victories in Asia and Eastern Europe.
(C) US efforts to contain the spread of communism.
(D) New military alliances and nuclear proliferation.

ADDENDUM: DBQ

This question is based on the same documents as the gallery walk activity. Follow the DBQ instructions below.

Directions: In 60 minutes, complete the following Document Based Essay. You should plan on reading and planning your response in no more than 15 minutes, saving at least 45 minutes to write your response.

In your response you should do the following.

- **Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
- **Contextualization:** Describes a broader historical context relevant to the prompt
- **Evidence:**
 - Uses the content of at least three documents to address the topic of the prompt.
 - Supports an argument in response to the prompt using at least six documents
 - Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- **Analysis and Reasoning:**
 - For at least 3 documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
 - Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Evaluate the extent to which historical developments in the post-war period were an effect of Decolonization or the Cold War.

Document 1

Source: Telegram from Soviet Ambassador Shtykov on a Luncheon at the Ministry of Foreign Affairs of North Korea, January 19, 1950.

The people of the southern portion of Korea trust me and rely on our armed might. Partisans will not decide the question. The people of the south know that we have a good army. Lately I do not sleep at night, thinking about how to resolve the question of the unification of the whole country. If the matter of the liberation of the people of the southern portion of Korea and the unification of the country is drawn out, then I can lose the trust of the people of Korea.

Document 2

Source: David M. Barrett, "Sterilizing a 'Red Infection'". *Congress, the CIA, and Guatemala*, 1954. This article was included in a collection of scholarly journals at the Central Intelligence Agency's Center for the Study of Intelligence in 2003.

Following its 1944 revolution, which brought democratically elected leftist governments to power, this Central American government faced an increasingly hostile neighbor to the north, the United States. Guatemala's treatment of US-based corporations, especially the United Fruit Company, in expropriating land and other assets, did nothing to improve relations. Elites in Guatemala helped persuade US journalists and members of Congress, not to mention the executive branch, that their government was veering further and further leftward toward Communism in the early 1950s.

Late in the Truman presidency, the US government aborted an attempt to support Guatemalans who aimed to overthrow President Jacobo Arbenz. Those at CIA Headquarters who were involved in the effort felt "grimly" about that "horrificing" turn of events, one Agency leader noted in his diary. But, not surprisingly, new administration leaders--President Dwight Eisenhower, Secretary of State John Foster Dulles, and DCI Allen Dulles--also persuaded themselves that the Guatemalan government was "red." The CIA leader had help from the Board of National Estimates, which informed him on 22 April 1954 that "The Communists now effectively control the political life of Guatemala." A deal made by Arbenz's government to purchase Soviet-made armaments from Czechoslovakia that spring only sealed the matter in the American leaders' minds.

Document 3

Source: Catholic Catechetical Guild, an anti-communist organization, "The Red Iceberg", 1960.



Document 4

Source: Excerpt from Che Guevara's *Congo Diary*, February, 1965.

I proposed to them, therefore, that the training not take place in faraway Cuba, but in nearby Congo [Che is therefore proposing that the recruits of non-Congolese guerrilla movements fight in the Congo] ... I explained to them why we considered the war for the liberation of the Congo to be of fundamental importance: victory there would have repercussions throughout the continent, as would defeat. Their reaction was more than cold; even though most refrained from making any comment, some bitterly reproached me. They stated that their people, ill-treated and abused by the imperialists, would object if they were to suffer losses to free not their own, but another country. I tried to make them understand that the real issue was not the liberation of any given state, but a common war against the common master, who was one and the same in Mozambique and in Malawi, in Rhodesia and in South Africa, in the Congo and in Angola, but not one of them agreed. Their goodbyes were polite and frosty.

Document 5

Source: Mao Zedong, 'We Hope the Arab Countries Will Unite', Speech, March 23, 1965.

All revolutionaries and political parties in Asia should unite against imperialism. The strength of one or two countries is insufficient, but they can become a formidable force by uniting together. The entire Arab world is confronting imperialism. We hope the Arab countries will unite....

In resisting Japanese imperialism we stood together with the U.S., U.K. and France. After the surrender of Japan the U.S. helped Chiang Kai-shek launch the civil war to attack us. The U.K. and France were at that time powerless to bother about our affairs. The United States didn't directly participate in the war, only stationed some troops in harbors along the Chinese coast. They withdrew after we had annihilated Chiang Kai-shek's several million troops and when we were about to liberate those harbors. We later encountered them again on the Korean battlefield and fought for three years. The Vietnamese people have also met them now. It seems that the United States is fond of making war. Korea and Vietnam are so distant from the U.S., yet it still sent troops there.

Document 6

Source: Kim Il Sung: “Let us Promote the World Revolution”, Speech, October 8, 1968.

The triumph of the Cuban Revolution is the first victory of the socialist revolution in Latin America and a continuation of the Great October Revolution in Latin America. With the Cuban Revolution emerging victorious, the Red banner of socialism now flies high over Latin America which was regarded as a hereditary estate of U.S. imperialism only until recently, and the socialist camp has extended to the Western Hemisphere and grown in strength a great deal. Today the Republic of Cuba which marches on firmly in the forefront of the Latin American revolution is the lighthouse of hope for the fighting Latin American peoples and throws the rays of victory on the road of their struggle. The triumph of the Cuban Revolution shook the colonial system of the U.S. imperialists to its very foundation in the Western Hemisphere and has thrown the whole Latin America into a revolutionary tempest, forcefully arousing the peoples in this area to the sacred struggle for independence and freedom. The triumph of the Cuban Revolution signified, indeed, the beginning of the disintegration of the U.S. imperialist system of colonial rule in Latin America, the stern judgment on U.S. imperialism which had exploited and oppressed the peoples in this area for a long period and its condemnation to ruin.

Document 7

Source: US Department of Defense, “US Involvement in the Franco-Viet Minh War, 1950-1954”, *The Pentagon Papers*. These papers were an internal defense department study of the history of US involvement in Southeast Asia that was leaked to the media in 1971.

American thinking and policy-making was dominated by the tendency to view communism in monolithic terms. The Viet Minh was, therefore, seen as part of the Southeast Asia manifestation of the world-wide communist expansionary movement. French resistance to Ho Chi Minh, in turn, was thought to be a crucial link in the containment of communism. This strategic perception of the communist threat was supported by the espousal of the domino principle: the loss of a single nation in Southeast Asia to communism would inexorably lead to the other nations of the area falling under communist control. The domino principle, which probably had its origin at the time of the Nationalist withdrawal from mainland China, was at the root of U.S. policy. Although elements of a domino-like theory could be found in NSC papers before the start of the Korean War, the Chinese intervention in Korea was thought to be an ominous confirmation of its validity. The possibility of a large-scale Chinese intervention in Indochina, similar to that in Korea, was feared, especially after the armistice in Korea.

DBQ SCORING GUIDE

Prompt	Evaluate the extent to which historical developments in the post-war period were an effect of Decolonization or the Cold War.	
Points	Rubric	Notes
A. Thesis/Claim (0-1)	Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point). <i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>	Responses earn one point by responding to the question with a historically defensible thesis/claim that establishes a line of reasoning that evaluates <i>Examples that earn this point include:</i> While historical developments earlier in the post-war period were dominated by conflicts between communist and democratic alliances, later in the period imperialism was viewed as a more important cause of global conflicts. Cold War conflict between communist nations led by the Soviet Union and democratic nations led by the United States became confused with actions of former colonized people fighting against imperialist nations and the legacies of colonialism.
B. Contextualization (0-1)	Contextualization: Describes a broader historical context relevant to the prompt (1 point). <i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame indicated in the question. This point is not awarded for a phrase or reference alone.</i>	<i>Examples of context, with appropriate elaboration, might include:</i> In the 19th century, industrialization in first Europe and later North America and Japan spurred the development of imperialism as technology allowed developed nations to dominate those not yet enjoying the technological and economic benefits of the industrial revolution. Consequences of these changes were not always positive as political movements inside industrialized nations emerged critiquing the organization of the capitalist economy and state. These socialist movements, which varied from collective worker movements to full-fledged revolutionary movements calling for a communist utopian worker's state, saw common cause with the abused imperialized indigenous peoples of Africa, Asia and Latin America. In marxist theory, the lower classes of industrialized states and these peoples were common victims of the industrialized capitalist state. These ideals were espoused in the Russian Revolution of the early twentieth century, an important contributing cause of World War II, and later a defining factor of the post WWII world.

C. Evidence (0-3)	Evidence from the Documents : Uses the content of at least three documents to address the topic of the prompt (1 point). <i>To earn one point, the response must accurately describe (rather than simply quote) the content from at least three of the documents.</i> AND Supports an argument in response to the prompt using at least six documents (1 point). <i>To earn two points, the response must accurately describe (rather than simply quote) the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i>	See Document Summaries for details. Doc 1: Telegram from Soviet Ambassador Shtykov on a Luncheon at the Ministry of Foreign Affairs of North Korea," January 19, 1950. Doc 2: David M. Barrett. "Sterilizing a 'Red Infection'". Congress, the CIA, and Guatemala, 1954. Doc. 3: Catholic Catechetical Guild, an anti-communist organization, "The Red Iceberg", 1960. Doc. 4: Excerpt from Che Guevara's "Congo Diary", February, 1965. Doc. 5: Mao Zedong, 'We Hope the Arab Countries Will Unite', March 23, 1965. Doc. 6: Kim Il Sung: Let us Promote the World Revolution, October 8, 1968. Doc. 7: US Department of Defense, "US Involvement in the Franco-Viet Minh War, 1950-1954", The Pentagon Papers, 1971. <i>Common examples of the use of document evidence to address the topic could include:</i> • Doc 2 demonstrates anti-communist feelings in the United States. • Doc 6 shows opposition to imperialism by a Korean leader. <i>Common examples of the use of document evidence to support an argument could include:</i> • Doc 5 shows a Chinese communist leader reframing conflict with the US led democratic alliance as a contest between imperialist nations and the former colonized peoples demonstrating that ideological conflict between communism and democracy in the Cold War was not the only factor that drove historical developments in the post war world.
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	Evidence Beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt (1 point). <i>To earn this point, the evidence must be described, and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i>	<i>Common examples of evidence might include the following, with appropriate elaboration:</i> • Opposition to imperialism was not just present in nations that turned to communism like the Chinese and Korean examples in the documents. Anti-imperialism drove independence movements in India in 1947, Ghana in 1957, and continued into the 1980s in Zimbabwe. • Like the Vietnam example discussed in 5, Cold War conflicts sometimes complicated the end of imperialism. Independence from Belgium in the Congo and from the Portuguese in Angola devolved into civil wars between forces supported separately by US backed or Soviet backed forces as the ideological Cold War conflict spilled into the construction of new nations in the decolonization era.
D. Analysis & Reasoning (0-3)	Sourcing: For at least three documents, the response explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument (1 point). <i>To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to the argument about the prompt for each of the three documents sourced.</i>	<i>See Document Summaries for examples of possible explanations of the relevance of the different elements of sourcing.</i> <i>Examples of earning the point by using sourcing in an argument relevant to the prompt could include:</i> • Kim Il Sung, as leader of communist North Korea that was an active proponent of unifying the Korean peninsula under communism, would encourage formerly imperialized peoples to see opposition to the United States and its allies who were on the democratic/capitalist side of the Cold War as a part of the struggle against imperialism. Thus he is motivated to enlarge the ideological struggle of the Cold War to include decolonization movements.
	Complexity: Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question (1 point).	Responses earn one point by demonstrating a complex understanding of the _____ by using evidence to corroborate, qualify, or modify their argument. <i>Ways of demonstrating a complex understanding could include:</i> • Consistently extending the argument throughout the essay by demonstrating connections to multiple regions of the world and throughout the

	<i>A response may demonstrate a complex understanding in a variety of ways, such as:</i> <i>Explaining nuances of an issue by analyzing multiple variables.</i> <i>Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</i> <i>Explaining relevant and insightful connections within and across periods.</i> <i>Confirming the validity of an argument by corroborating multiple perspectives across themes.</i> <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <i>This understanding must be part of the argument, not merely a phrase or reference.</i>	post war time period to fully show the extent to which the Cold War and Decolonization were impactful globally in the era defined by the question. ● Focusing on the nuance of continued economic and cultural domination of former imperial nations in newly independent regions in Africa and Asia as an important contributing factor in aligning the interests of communist nations with decolonized nations throughout the essay.
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DOCUMENT SUMMARIES AND POSSIBLE SOURCING

Document	Summary of Content	Explain the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
Doc 1: Telegram from Soviet Ambassador Shtykov on a Luncheon at the Ministry of Foreign Affairs of North Korea," January 19, 1950.	The Soviet ambassador describes his ideas about unifying the Korean peninsula and the Korean people's support for armed intervention.	(POV) As the Soviet ambassador, Shtykov would be a communist and desire to expand this ideology to the non-communist southern half of Korea. (purpose) To express that military force is the only way to unify the Korean peninsula and therefore convince his superiors in Moscow that support for a military option is necessary to promote communism in the peninsula. (situation) Korea was partitioned after Japanese occupation ended in 1945. The Korean War will break out five months after this telegram when the North Korean army invades the south. (audience) This is a diplomatic communication from an ambassador to superiors back in Moscow, most likely in a part of the government assigned to foreign affairs.
Doc 2: David M. Barrett. "Sterilizing a 'Red Infection'". Congress, the CIA, and Guatemala, 1954.	The source describes the belief that Guatemala increasingly transformed into a communist state between 1944 and 1954 and the US government's gradual decision to oppose it as Guatemala moved closer to the Soviet Bloc.	(POV) The author is a scholar contributing to a CIA study about 50 years after the events it discusses. (purpose) As the product included in an agency internal study, the document may be trying to contextualize the reasons for eventual US opposition to the government of Guatemala. (situation) Guatemala had a left leaning government that was becoming more aligned with the Soviet bloc only to be overthrown in a coup supported by the CIA and US business interests like United Fruit. The document was also written after the end of the Cold War in 1991. (audience) Intended for CIA study so most likely professional and scholars in the intelligence agency.
Doc. 3: Catholic Catechetical Guild, an anti-communist organization,	The image shows a ship with Uncle Sam named the USA about to run aground or wreck on a red or communist iceberg that also holds the grave markers for nations that	(POV) The organization is a religious-affiliated group opposed to communism which is an atheistic philosophy that outlaws religion in nations that adopt the system.

"The Red Iceberg", 1960.	became communist after world war II.	(purpose) The illustration aims to warn its audience that the United States in 1960 is heading for disaster in the form of communism. (situation) The island of Cuba, 90 miles to the south of the US, fell to a communist revolution in 1959 which shocked many in the US. This is after the loss of China in 1949, the Iron Curtain in Eastern Europe and the suppression of protests in Hungary in 1956. (audience). As a Catholic organization, the audience is most-likely Catholics who would be opposed to communism due to its atheistic beliefs.
Doc. 4: Excerpt from Che Guevara's "Congo Diary", February, 1965.	Che Guevara is advocating for a common fight against imperialism by all nations and peoples who were subjected to it prior to 1965.	(POV) Che is Argentinian born communist revolutionary who helped Fidel Castro institute a communist government in Cuba. (purpose) Che is trying to encourage all revolutionaries in imperialized countries to unite in a common front. (situation) WWI and WWII weakened the hold of imperialist nations on colonized countries in Africa and Asia. Beginning with India in 1947, peaceful and violent movements ended imperialism. (audience) Even though this is a diary and the initial intent was to record his private thoughts, as a global figure with political motives, it's probable that he meant for this to be read by people of similar views as him looking for guidance.
Doc. 5: Mao Zedong, 'We Hope the Arab Countries Will Unite', March 23, 1965.	Mao advocates for Arab countries to unite against imperialism and compares this to the actions of China supporting Korea and Vietnam against the Japanese, the French and the United States.	(POV) Mao Zedong was the leader of Chinese Communism from the 1930s until his death in 1975. (purpose) To encourage Arabs to ally against the United States and its allies. (situation) Arabs began to emerge after WWI and the dissolution of the Ottoman Empire. After WWII, as the mandate system ended and all Arab states regained full independence, conflict between the new Jewish state supported by the West and these Arab states was seen by many Arabs as a new brand of American Imperialism. (audience) Mao is talking to all those who oppose the United States, in particular potential Arab opponents.

Doc. 6: Kim Il Sung: Let us Promote the World Revolution, October 8, 1968.	Kim Il Sung is celebrating the Cuban Revolution for successfully battling the United States who he labels as an Imperialist state.	(POV) Kim was the leader of North Korea until his death and leadership of the state has continued to this day in his family line. He fought the Japanese and then the UN during the Korean War and actively supported opponents of the West during his life. (purpose) To show solidarity and approval for all opposition to the United States. (situation) 1968 saw global protests against the war in Vietnam between the United States, its allies in South Vietnam, and the Communist forces in North Vietnam. The US was viewed by many as losing the war strategically with decreasing international support even as they were able to dominate the battlefield. (audience) Opponents of the United States
Doc. 7: US Department of Defense, "US Involvement in the Franco-Viet Minh War, 1950-1954", The Pentagon Papers, 1971.	The document explains US thinking, particularly the domino theory about the spread of communism from China outward that was the basis for US opposition to any movement in Asia like the Vietminh that opposed French imperialism.	(POV) The authors were sanctioned by the US government to conduct this study and had access to vast amounts of internal government information to come to their conclusions. (purpose) The Pentagon Papers were a Defense Department Study attempting to study the reasons for US involvement in Vietnam (situation) Opposition to the war was increasing in the United States and these papers were leaked by anti-war forces in an attempt to show the errors in US thinking. (audience) The audience was not the public at first as this was an internal study.