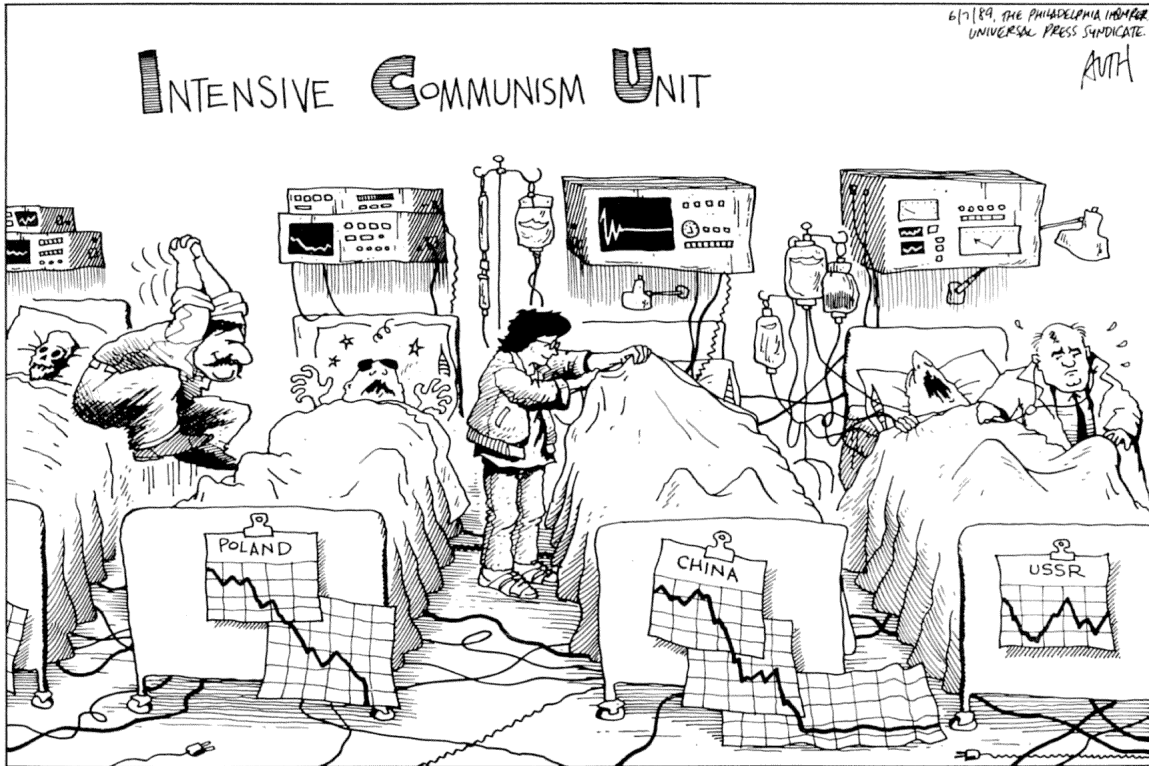


Name: _____

Date: _____

Using the exhibit, choose the letter of the best answer. (4 points each)



Source: Tony Auth, Philadelphia Inquirer. Copyright © 1989. Reprinted with permission of Universal Press Syndicate. All rights reserved

- _____ 1. What is this cartoon about?
- A. the ill health of three political leaders
 - B. the creation of the Soviet Union
 - C. the collapse of communism
 - D. a people's revolution
- _____ 2. This cartoon was published June 7, 1989. Which of the cartoonist's predictions about communism were accurate?
- A. Communism did end in China.
 - B. Communism did end in Poland.
 - C. Communism did not end in the Soviet Union.
 - D. All the predictions were accurate.

Document-Based Questions Introduction

Historical Context: After World War II, revolution occurred in many places, including China, Cuba, and Vietnam. The United States became involved in the Vietnamese revolution to protect its interests in Southeast Asia and to keep Vietnam from becoming a Communist country. However, many Vietnamese wanted to reunite their country and fought hard, while suffering tremendous numbers of casualties. As more and more American soldiers died and the United States was not able to secure a victory, Americans on all levels began to protest the war. The United States finally withdrew from Vietnam in 1973.

Task: Discuss the Vietnam War and its effect on the United States and Vietnam.

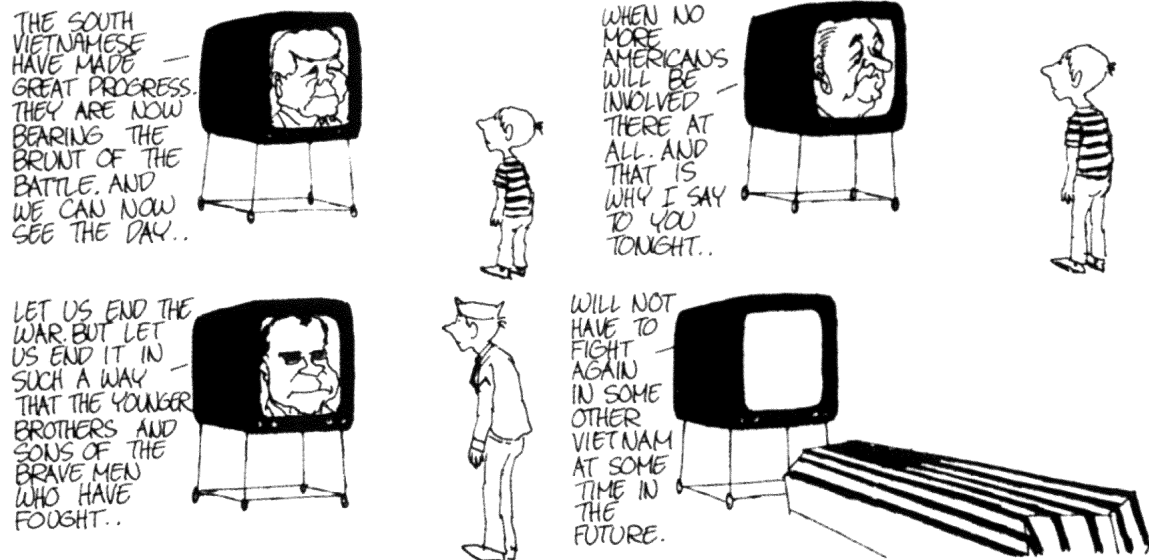
Study each document carefully and answer the questions that follow.

I am neither a communist
nor a nationalist:
I am Vietnamese.
Is it not enough?
For thousands of years
that's what I've been:
Don't you think that's enough?
And Vietnam in flames
and mother who weeps
and youngsters who suffer
and all the terminology we use to kill each other!
O river
we stand on our respective banks
our fallen tears mingling.

3. Who do you think is speaking in this poem?

There may be a limit beyond which many Americans and much of the world will not permit the United States to go. The picture of the world's greatest superpower killing or seriously injuring 1000 noncombatants a week, while trying to pound a tiny backward nation into submission on an issue whose merits are hotly disputed, is not a pretty one. It could conceivably produce a costly distortion in the American national consciousness and in the world image of the United States-especially if the damage to North Vietnam is complete enough to be "successful."

4. What are noncombatants and why does McNamara talk about the war's effect on them?



Jules Feiffer, *Village Voice*, June 4, 1972.

Source: Copyright © Jules Feiffer/Universal Press Syndicate.

5. Who do you think the three people on the television screens are, and why are they talking about the Vietnam War?

6. Using information from the documents, your answers to the questions in part 1, and your knowledge of world history, write an essay that shows how the Vietnam War affected the United States and Vietnam over a long period of time.

Using the exhibit, choose the letter of the best answer. (4 points each)

Costs of World War II: Allies and Axis			
COUNTRY	DIRECT WAR COSTS	MILITARY KILLED/MISSING	CIVILIANS KILLED
United States	\$288.0 billion*	292,131 **	--
Great Britain	\$117.0 billion	271,311	60,595
France	\$111.3 billion	205,707 ***	173,260 †
USSR	\$93.0 billion	13,600,000	7,720,000
Germany	\$212.3 billion	3,300,000	2,893,000 ††
Japan	\$41.3 billion	1,140,429	953,000

* In 1994 dollars.

** An additional 115,187 servicemen died from non-battle causes.

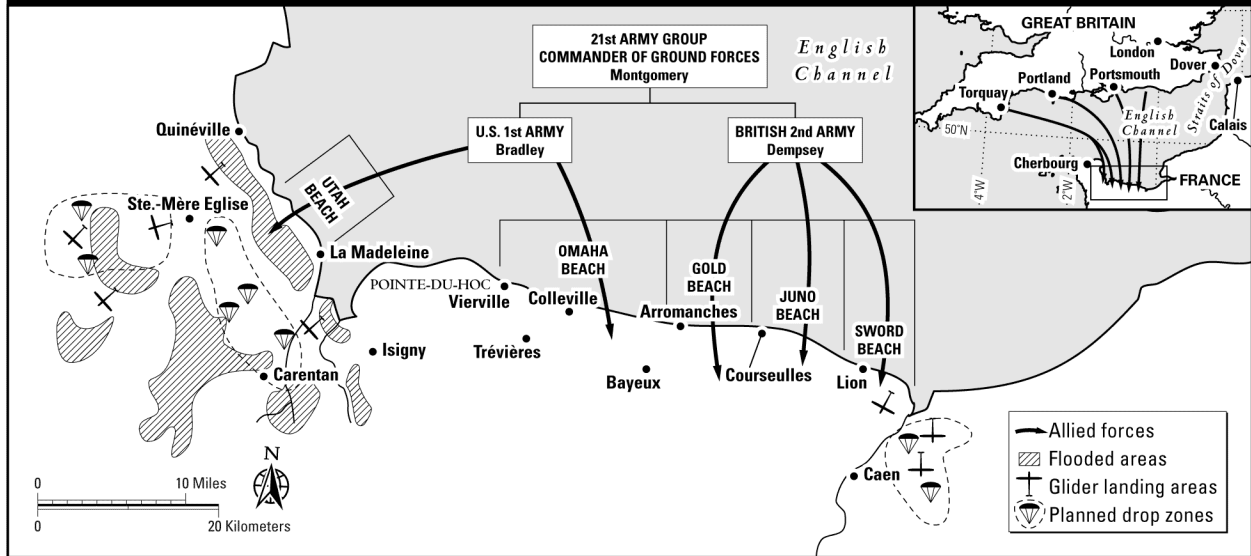
*** Before surrender to Nazis.

† Includes 65,000 murdered Jews.

†† Includes about 170,000 murdered Jews and 56,000 foreign civilians in Germany.

- _____ 7. Which of the following countries had the lowest direct war costs?
- A. Japan
 - B. USSR
 - C. France
 - D. Great Britain
- _____ 8. What was the direct war cost for the United States during World War II?
- A. \$93 billion
 - B. \$150 billion
 - C. \$288 billion
 - D. \$312 billion
- _____ 9. How many more Soviet military personnel were killed or missing than German?
- A. 7,300,000
 - B. 9,000,000
 - C. 9,300,000
 - D. 10,300,000

The D-Day Invasion, June 6, 1944



- _____ 10. In which directions did the troops who landed at Gold Beach travel to reach their destination?
- northwest
 - west
 - south
 - southeast
- _____ 11. What made the D-Day invasion so hard to coordinate?
- Two armies were both commanded by one central figure.
 - The attack areas were divided into two basic sections.
 - It used a combination of air and land assaults.
 - The base of operations was in Great Britain.

Document-Based Questions Introduction

Historical Context: After fighting for the British Empire in World War I, Indians expected England to loosen its hold on the Indian subcontinent. When this did not happen, Mohandis K. Gandhi, an English-trained lawyer who had worked in South Africa, developed the principle of satyagraha, called civil disobedience in English. His campaign, in which millions of Indians engaged in civil disobedience in the face of unjust laws, eventually led to the independence of his nation. Gandhi was assassinated in 1948, just months after India gained her independence.

Task: Discuss how the ideas of Mohandis K. Gandhi provided leadership to the Indian people as they struggled for independence from Great Britain.

Study each document carefully and answer the questions that follow.

Satyagraha, then, is literally holding on to Truth and it means, therefore, Truth-force. For the past thirty years I have been preaching and practicing Satyagraha. . . . Satyagraha differs from Passive Resistance as the North Pole from the South. The later has been conceived as a weapon of the weak and does not exclude the use of physical force or violence for the purpose of gaining one's end, whereas the former has been conceived as a weapon of the strongest and excludes the use of violence in any shape or form. . . . [the] pursuit of truth did not admit of violence being inflicted on one's opponent but that he must be weaned from error by patience and sympathy. For what appears to be truth to the one may appear to be error to the other.

12. What might Gandhi say is the major problem with someone who oppresses others or treats them unjustly?

And then Gandhi came. He was like a powerful current of fresh air that made us stretch ourselves and take deep breaths, . . . like a whirlwind that upset many things but most of all the working of people's minds. He did not descend from the top; he seemed to emerge from the millions of India, speaking their language and incessantly drawing attention to them and their appalling condition. Get off the backs of these peasants and workers, he told us, all you who live by their exploitation; get rid of the system that produces poverty and misery. Political freedom took new shape then and acquired a new content. . . . The essence of his teaching was fearlessness and truth and action allied to these, always keeping the welfare of the masses in view.

13. How did Gandhi's leadership differ from that of other leaders, according to Nehru?



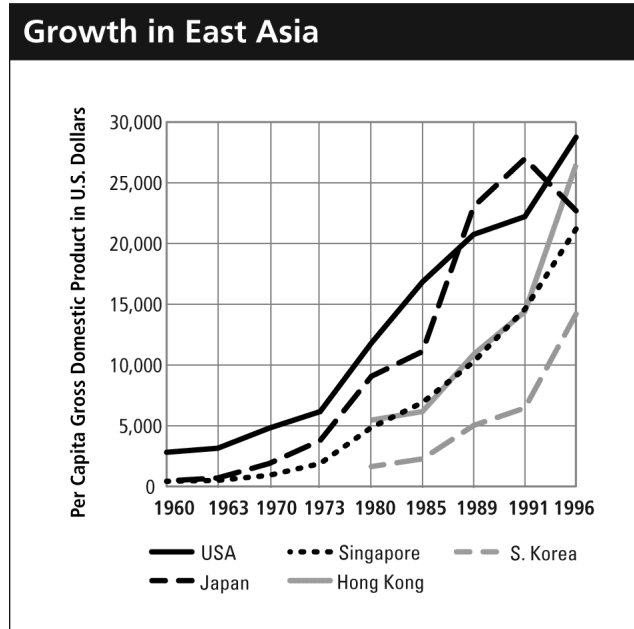
"THE ODD THING ABOUT ASSASSINS, DR. KING, IS THAT THEY THINK THEY'VE KILLED YOU."

Source: "The odd thing about assassins" cartoon by Bill Mauldin. Reprinted with special permission from The Chicago Sun-Times, Inc. Copyright © 2001

14. Why is Gandhi giving advice or comfort to Dr. King in this cartoon?

15. Using information from the documents, your answers to the questions in part 1, and your knowledge of world history, write an essay that discusses how Mohandis K. Gandhi influenced both India and the world. Students may also cite quotes or visual descriptions from the documents and cite information they may recall from the chapter.

Using the exhibit, choose the letter of the best answer. (4 points each)



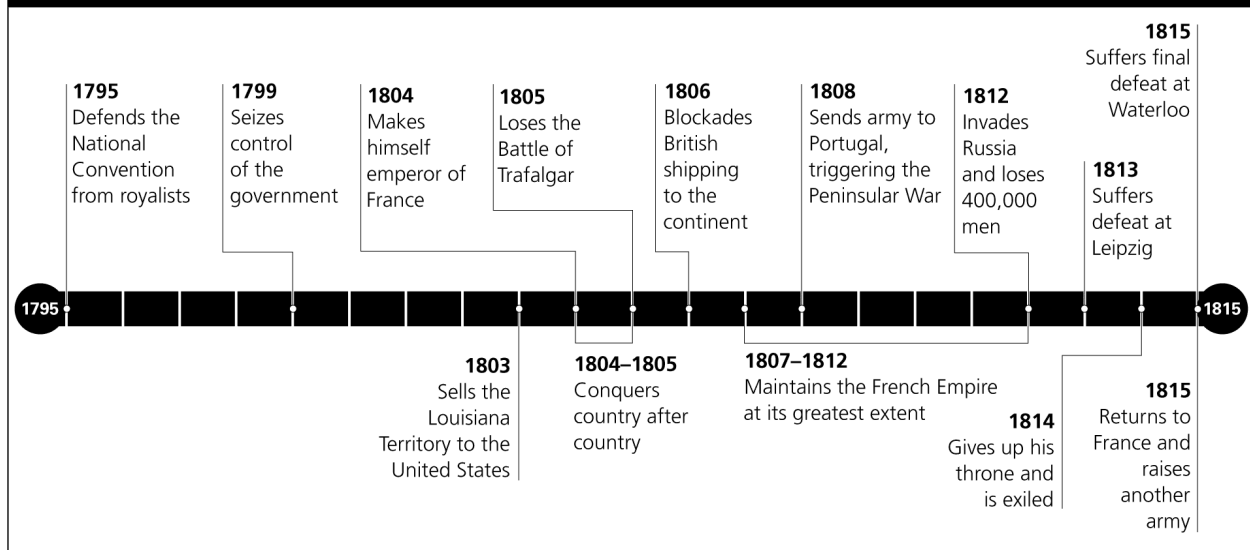
SOURCE: *United Nations World Statistics in Brief*, 1976, 1986, 1992, 1995

- _____ 16. Judging from this graph, which two territories or nations provided the highest standard of living during this period?
- A. USA and Japan
 - B. Singapore and Hong Kong
 - C. USA and Hong Kong
 - D. Japan and Singapore
- _____ 17. Which territory's or nation's per capita gross domestic product surpassed \$10,000 by 1989?
- A. USA and Japan
 - B. USA, Japan, and Singapore
 - C. USA, Japan, Singapore, and Hong Kong
 - D. USA, Japan, Singapore, Hong Kong, and South Korea

Management Methods	
INDIRECT CONTROL	DIRECT CONTROL
• Local government officials were used.	• Foreign officials were brought in to rule.
• Limited self-rule	• No self-rule
• Goal: to develop future leaders	• Goal: assimilation
• Government institutions are based on European styles but may have local rules.	• Government institutions are based only on European styles.
Examples	Examples
<ul style="list-style-type: none"> • British colonies such as Nigeria, India, Burma • U.S. colonies on Pacific Islands 	<ul style="list-style-type: none"> • French colonies such as Somaliland, Vietnam • German colonies such as Tanganyika • Portuguese colonies such as Angola

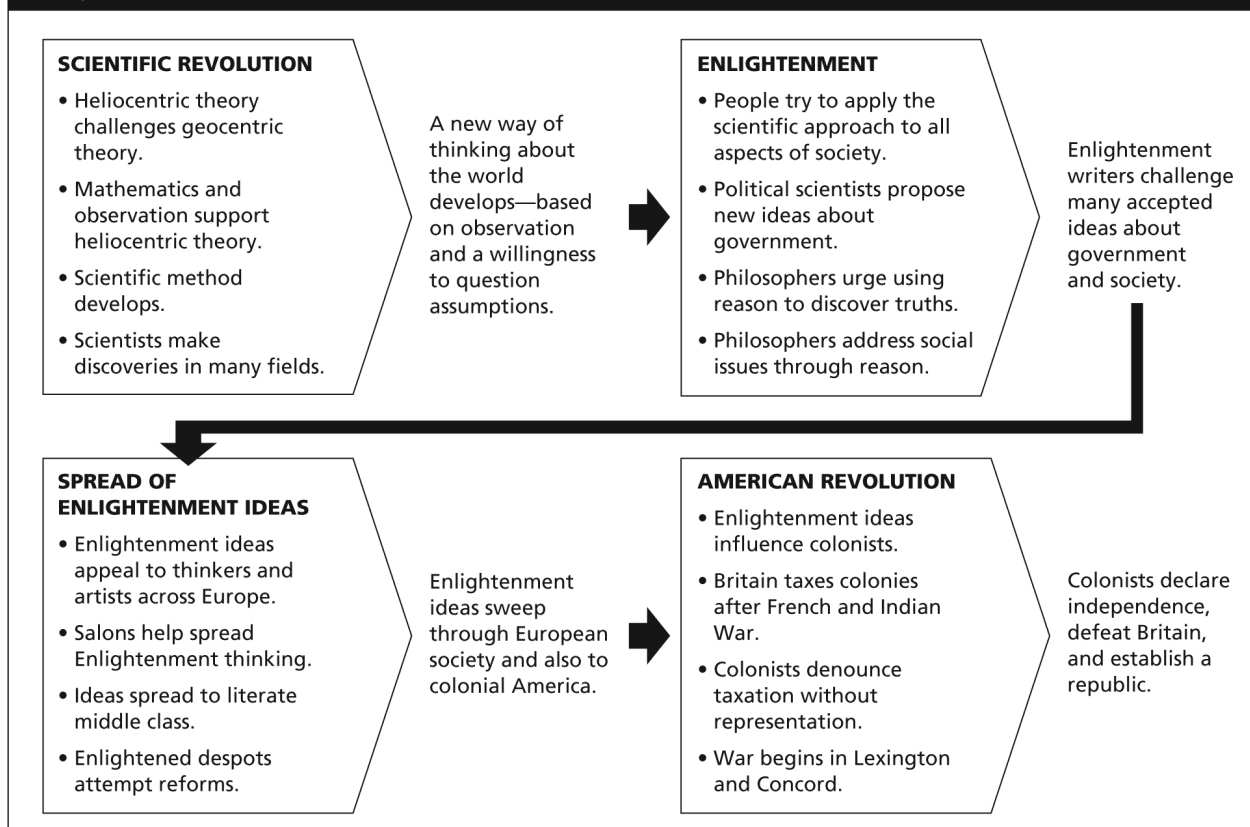
- _____ 18. Judging from the chart, which colony would be least prepared for independence?
- Angola
 - Nigeria
 - India
 - Burma
- _____ 19. How did indirect control compare to direct control?
- Indirect control required more supervision from foreign countries.
 - Indirect control used the European styles of government exclusively.
 - Indirect control excluded local government officials.
 - Indirect control allowed limited self-rule.
- _____ 20. Judging from the chart, which of the following colonies would have the most successful experience after independence?
- India
 - Vietnam
 - Somaliland
 - Angola

The Rise and Fall of Napoleon, 1795–1815



- _____ 21. It took Napoleon approximately ____ years to make himself Emperor after assuming dictatorial powers.
- 5
 - 3
 - 6-and-a-half
 - 4
- _____ 22. Napoleon was able to maintain the Empire at its greatest extent for ____
- 2 years.
 - 10 years.
 - 7 years.
 - 5 years.
- _____ 23. What does this time line represent?
- a brief history of the French Revolution
 - all the battles Napoleon fought in
 - highlights of Napoleon's political and military career
 - all of the above are true

Enlightenment and Revolution, 1550-1789



- _____ 24. Which of the following occurred after the salons spread enlightenment ideas?
- The scientific method develops.
 - The heliocentric theory develops.
 - The scientific method begins to affect society.
 - The colonists denounce taxation without representation.
- _____ 25. How did the Scientific Revolution influence the American Revolution?
- Questioning assumptions led to challenging ideas about government.
 - Scientific discoveries influenced British foreign policies.
 - The heliocentric theory caused unrest among the colonists.
 - The salons influenced the French and Indian War.

Answer Sheet

1. C. the collapse of communism
2. B. Communism did end in Poland.
3. A Vietnamese patriot-perhaps, but not necessarily a soldier.
4. Noncombatants are civilians-people who do not go into combat-or non-military people, or people who are not soldiers who can defend themselves, etc. McNamara is concerned that the deaths of thousands of Vietnamese civilians each month make the United States look bad in the eyes of the world.
5. The three figures are Presidents Kennedy, Johnson, and Nixon, and they are talking about the Vietnam War because the war took place mostly during their administrations.
6. The Vietnam War involved several American presidential administrations and an entire generation of American fighting men; Vietnamese Communists and nationalists were willing to lose hundreds of thousands of their own citizens each year in order to reunify their country; this resistance caused the United States to question its role in Southeast Asia and to wonder how its continued presence there would look to the world and to people at home; Americans who were boys when the war began grew up to be old enough to fight by the time the United States was forced to withdraw from Vietnam. A long-term effect on the United States was a reluctance to become involved in other countries' struggles. A long-term effect on Vietnam was the defeat of the South, reunification, and Communist rule.
7. A. Japan
8. C. \$288 billion
9. D. 10,300,000
10. D. southeast
11. C. It used a combination of air and land assaults.
12. Gandhi believes that a person who oppresses another does not know the truth.
13. Gandhi's leadership seems to come from the reality and the needs of the people, or from the bottom up rather than from the top down.
14. Dr. King, a follower of Gandhi who used the strategy of civil disobedience in the U.S. Civil Rights Movement, had just been assassinated. Gandhi had also been assassinated years earlier.

15. Gandhi led a movement for independence from Britain through a campaign of satyagraha, or civil disobedience, which forbade protesters to act with violence toward any attacker or provocation; Gandhi and his followers came to believe that their oppressors should be led to the truth of their wrong actions through patience and non-violence, that violence was never justified even to gain a good end; Gandhi's campaign opened the eyes of many, both in India and elsewhere, to the pain suffered by people in an unjust system. His teachings were tied to the daily lives of masses of people; he influenced others worldwide, including Dr. Martin Luther King, Jr., a leader in the U.S. Civil Rights Movement; Gandhi was assassinated.
16. A. USA and Japan
17. C. USA, Japan, Singapore, and Hong Kong
18. A. Angola
19. D. Indirect control allowed limited self-rule.
20. A. India
21. A. 5
22. D. 5 years.
23. C. highlights of Napoleon's political and military career
24. D. The colonists denounce taxation without representation.
25. A. Questioning assumptions led to challenging ideas about government.

Standards Summary: All Standards In Test

NC 1.01	Define history and the concepts of cause and effect, time, continuity, and perspective.
NC 1.03	Relate archaeology, geography, anthropology, political science, sociology, and economics to the study of history.
NC G1.03	Draw inferences.
NC G2.01	Use appropriate sources of information.
NC G2.05	Transfer information from one medium to another such as written to visual and statistical to written.
NC G3.01	Use map and globe reading skills.
NC G3.02	Interpret graphs and charts.
NC G3.05	Interpret history through artifacts, arts, and media.
NC G3.0	The learner will acquire strategies to analyze, interpret, create and use resources and materials.
NC G4.01	Use hypothetical reasoning processes.
NC G4.05	Predict possible outcomes.
NC G4.06	Draw conclusions.
NC G4.0	The learner will acquire strategies needed for applying decision-making and problem- solving techniques both orally and in writing to historic, contemporary and controversial world issues.
NCSS IIIb	create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs;
NCSS IIIc	use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps;
NCSS III d	calculate distance, scale, area, and density, and distinguish spatial distribution patterns; describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population;
NCSS IIb	apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;

NCSS IIc identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nations-states, and social, economic, and political revolutions;

NCSS II d systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;