

Name _____ Teacher _____ School _____

On the following pages, you will find a representative sample of questions from the United States History II curriculum. Select four document sets to complete. Be sure to answer in complete sentences and provide as much detail and knowledge about each topic as possible.

Each document-based question set is worth a total of 25 points and each will be scored using the rubric below.

	Document Set
Advanced 25 points	The response represents a close examination of the documents, citing important facts and insights. The response completely answers the questions and includes accurate information and interpretation of the documents. The interpretation is more analytical than descriptive. The student included details to show an excellent understanding of the significance of this historical period/event. The response is written in complete sentences.
Proficient 20 points	The response represents a close examination of the documents, citing some important facts and insights. The response is mostly complete and includes accurate information and interpretation of the documents. The student included some details to show a good understanding of the significance of this historical period/event. The response is written in complete sentences.
Emerging 15 points	The response does not represent a close examination of the documents. Few, if any, important facts or insights are cited from each document. The response is somewhat incomplete and/or includes some inaccurate information. The student included some details but shows a minimal understanding of the significance of this historical period/event. The response may have errors in sentence structure.
Not yet or Missing 10 points	The response includes an attempt to brainstorm information about the document and/or the historical period/event. Major omissions, lack of detail, and inaccuracy are present. The response was largely incomplete and/or inaccurate. The response may have errors in sentence structure.

Document 1a**President John F. Kennedy and
Soviet Premier Nikita Khrushchev**

Source: Herblock, Washington Post, November 1, 1962
(adapted)

Document 1b

... I speak of peace because of the new face of war. Total war makes no sense in an age when great powers can maintain large and relatively invulnerable nuclear forces and refuse to surrender without resort to those forces. It makes no sense in an age when a single nuclear weapon contains almost ten times the explosive force delivered by all the allied air forces in the Second World War. It makes no sense in an age when the deadly poisons produced by a nuclear exchange would be carried by wind and water and soil and seed to the far corners of the globe and to generations yet unborn....

In short, both the United States and its allies, and the Soviet Union and its allies, have a mutually deep interest in a just and genuine peace and in halting the arms race. Agreements to this end are in the interests of the Soviet Union as well as ours — and even the most hostile nations can be relied upon to accept and keep those treaty obligations, and only those treaty obligations, which are in their own interest....

Source: President John F. Kennedy, Commencement Address at American University, Washington, D.C., June 10, 1963

1. Based on these documents, what are *two* reasons the United States and the Soviet Union needed to address the issue of nuclear war?

Document 2a

...In any nonviolent campaign there are four basic steps: (1) collection of the facts to determine whether injustices are alive; (2) negotiation; (3) self-purification; and (4) direct action. We have gone through all of these steps in Birmingham. There can be no gainsaying [denying] of the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of police brutality is known in every section of this country. Its unjust treatment of Negroes [African Americans] in the courts is a notorious reality. There have been more unsolved bombings of Negro homes and churches in Birmingham than any city in this nation. These are the hard, brutal, and unbelievable facts. On the basis of these conditions Negro leaders sought to negotiate with the city fathers. But the political leaders consistently refused to engage in good faith negotiation....

Source: Dr. Martin Luther King Jr., "Letter from Birmingham Jail," April 16, 1963

Document 2b

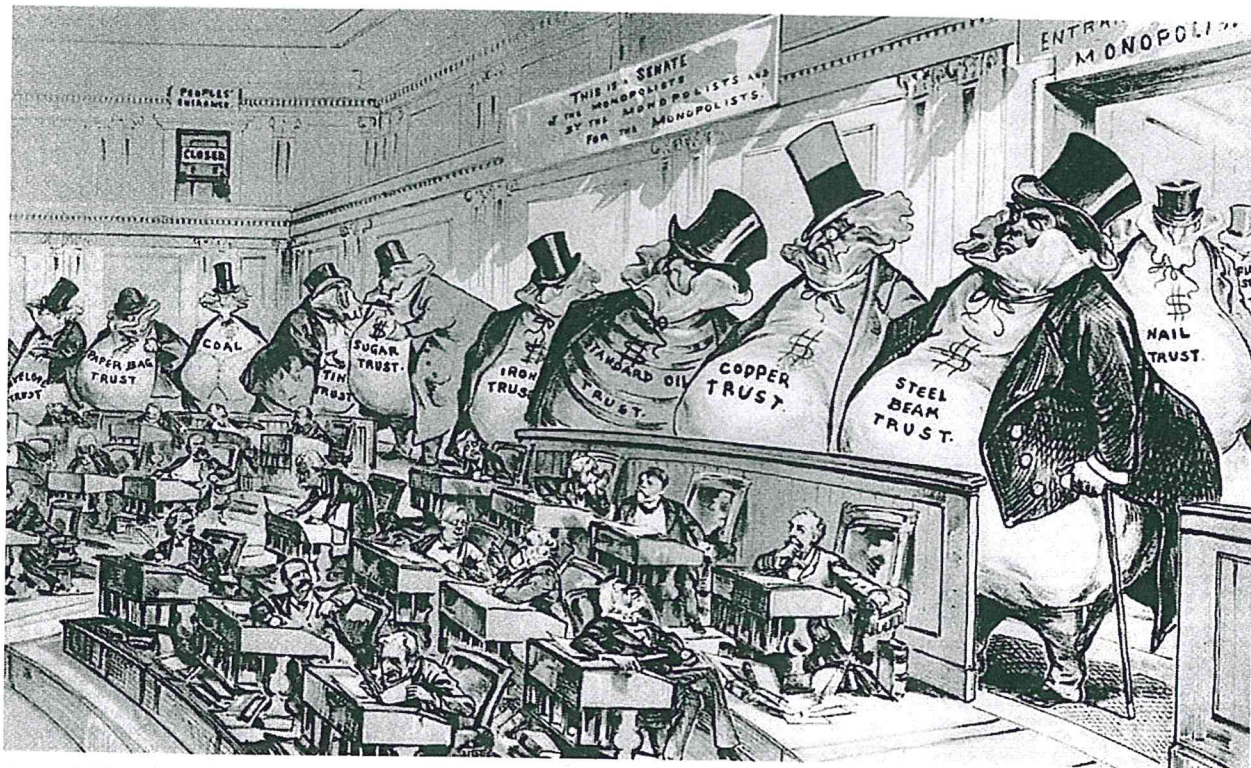
During civil rights protests in Birmingham, Public Safety Commissioner Eugene "Bull" Connor was in charge of the police and fire departments. Acting on his orders, firefighters turned their hoses on demonstrators.



Source: AP/World Wide Photos, May 1963

2. Based on these documents, what were **two** examples of racial injustice addressed by Dr. Martin Luther King Jr.?

Document 3



Joseph Keppler, 1889. "The Bosses of the Senate"

3. Choose 3 symbols in the cartoon. Explain what each symbol represents.

3a. Interpret the artist's meaning. What is the intended message?

Document 4



Document 4b

... As [Elizabeth Cady] Stanton predicted, women’s professional and tactical experience contributed powerfully to a reinvigorated suffrage movement. NAWSA [National American Woman Suffrage Association] proved to be an effective, formidable organization. Its membership increased geometrically, from 13,150 in 1893 to over two million in 1917. Suffragists mounted hundreds of campaigns within party conventions, legislatures and constitutional convocations [assemblies]. They raised millions of dollars, mostly in small sums. Countless men and women participated in vigils, parades, hunger strikes and illegal invasions of polling places. Dozens suffered imprisonment and fines. In 1873, Susan B. Anthony was arrested for the federal crime of “having voted without the lawful right to vote.” At her highly publicized trial in Rochester, New York, she was convicted and fined by a judge who brushed aside the jury and whose opinion had been written in advance of the trial....

4. Based on these documents, what were *two* methods used by women’s rights groups to influence American public opinion?

Document 5a (Page 1 of 2)

...Under five Presidents and 12 Congresses, the United States was engaged in Indochina. Millions of Americans served, thousands died, and many more were wounded, imprisoned, or lost. Over \$150 billion have been appropriated for that war by the Congress of the United States. And after years of effort, we negotiated, under the most difficult circumstances, a settlement which made it possible for us to remove our military forces and bring home with pride our American prisoners. This settlement, if its terms had been adhered to [followed], would have permitted our South Vietnamese ally, with our material and moral support, to maintain its security and rebuild after two decades of war...

Source: President Gerald R. Ford, Address to Joint Session of Congress, April 10, 1975

Document 5b



Source: *The History Place* (adapted)



Source: *CIA The World Factbook* (adapted)

See question on the next page.

Document 5 continued

5. Based on these documents, what were *two* results of United States involvement in Vietnam?

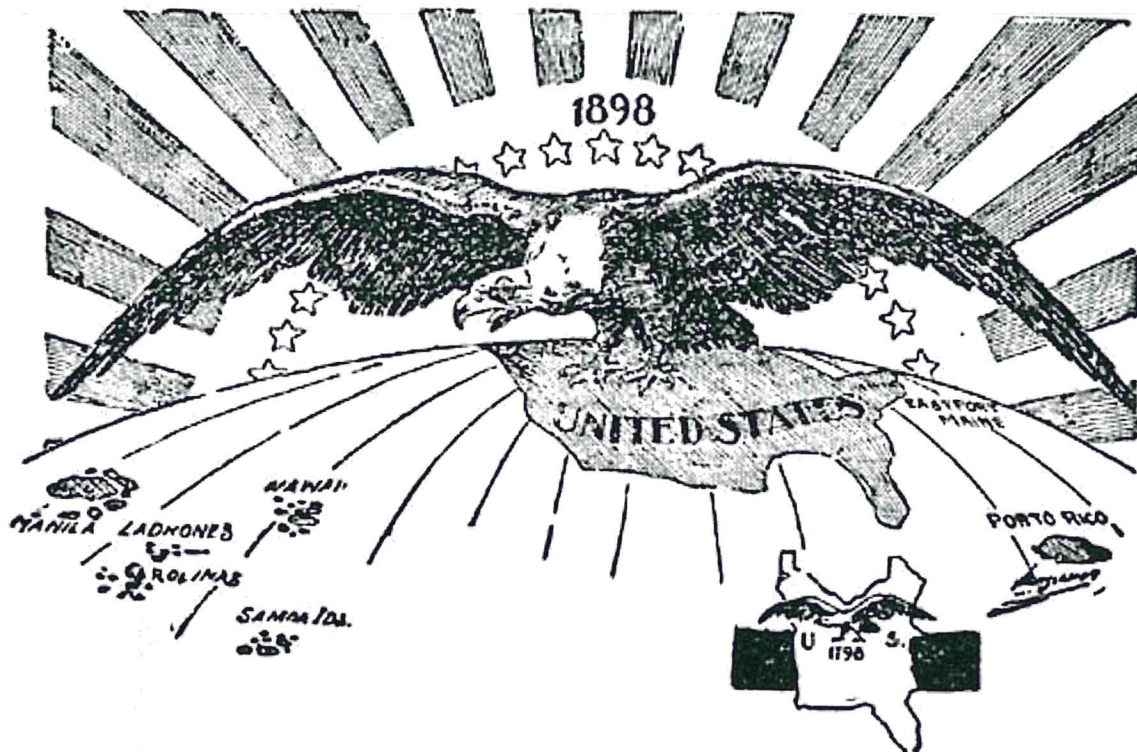
Document 6



6. Choose 3 symbols in the cartoon. Explain how each is used to influence public opinion.

6a. Interpret the artist's meaning. What is the intended message?

Document 7

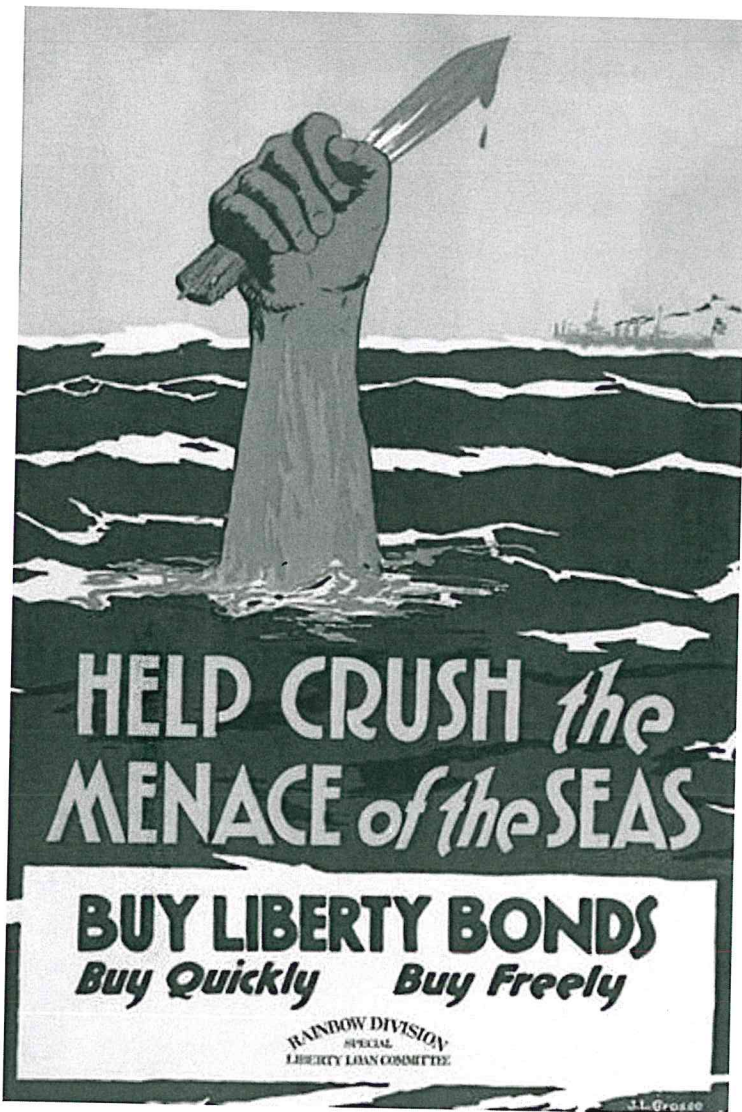


Ten thousand miles from tip to tip.—Philadelphia Press.

7. Choose 3 symbols in the cartoon. Explain how each is used to influence public opinion.

7a. Interpret the artist's meaning. What is the intended message?

Document 9



9. Choose 2 symbols in the political cartoon. Explain how each is used to influence public opinion.

9a. Interpret the artist's meaning. What is the intended message?