Document-Based Assessment for U.S. History

MIDDLE SCHOOL

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WALCH PUBLISHING
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Grading Key ........................................................................ 133
It’s good to remember that there are no right or wrong answers for most of the DBQs in this book. Quite different positions can earn top scores. The quality of answers is based primarily on the strength of the thesis and on how well the student uses documents and other evidence to support it. High scores go to answers that are well written and that present believable, persuasive, and supported positions.

The following scoring rubric identifies the criteria used in scoring DBQ essay answers. You might want to try to score some of your own answers, or answers written by classmates. Also, ask your teacher, whenever the class completes a DBQ, to duplicate one or two of the best answers from your class to share with all students. That way you can all examine and discuss the factors that make for strong answers.

Here are standards for DBQ essay scores from 5 down to 0. You will earn one of these scores if the DBQ answer shows . . .

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A strong thesis. It directly answers the question. A thorough understanding of the topic and question. Accurate use of all documents, and weighing of their value and truthfulness. Evidence from beyond the documents that is used to support the answer. Excellent organization; forceful, well-written prose; and proper spelling, grammar, and mechanics.</td>
</tr>
<tr>
<td>4</td>
<td>A thesis that answers the question. An understanding of the topic and question. Accurate use of most documents. Also, recognition that some documents are more valuable than others. Some evidence from beyond the documents used to support the answer. Clear organization and good writing; only minor errors in spelling, grammar, and mechanics.</td>
</tr>
<tr>
<td>3</td>
<td>A weaker thesis that may not adequately answer the question. A general understanding of the topic and question. Accurate use of some documents, inaccurate use of others. Simplistic analysis and inadequate understanding of documents. Little understanding of the biases or differing value of documents. Little, if any, evidence from beyond the documents used to support the answer. Weaker organization and prose. Errors in spelling, grammar, and mechanics that detract from the essay’s quality.</td>
</tr>
<tr>
<td>2</td>
<td>A weak thesis that fails to adequately answer or even address the question. Only some understanding of the topic and question. Inaccurate use of most documents. Or, documents simply paraphrased with little understanding of their importance to the question. No use of relevant information from beyond the documents to support the answer.</td>
</tr>
</tbody>
</table>
1 | A confused and unfocused thesis that fails to address the question. Almost no understanding of the topic or question. Little, if any, understanding of the documents and their usefulness. Documents being simply paraphrased, misunderstood, or ignored. No use of valid or helpful information from beyond the documents. Disorganized and unfocused writing, littered with errors in standard English.

0 | No thesis; no attempt to address the question. No understanding of the topic or question. No use or only misuse and misunderstanding of the documents. No information from any learning beyond simply the documents used. A lack of organization and structure. Little attempt made. Blank paper.
Historical Background

Until almost 1500, only about 500 years ago, North and South America remained unknown to people living in Europe, Asia, or Africa. It seems likely that several centuries earlier a tiny number of fishermen from northern Europe had found their way to areas we now call Greenland and northeastern Canada. But this contact with America remained unknown to the rest of Europe. (In fact, it’s probable that most of these fishermen, themselves, were unaware of what they had found or where they had been.) The rest of the world remained ignorant of America’s existence.

Then, in the 1400s, a new interest in exploration arose among Europe’s leaders. This new interest would soon result in Europeans’ discovery of the Americas. That new interest grew, in large part, from a desire to buy products from Asia. Europe’s contacts with the Middle East had grown during the Crusades. Also, Marco Polo, of Italy, had traveled to China and lived there for a number of years. His book about his travels became a best-seller in Europe. From the book, Europeans learned about the existence of spices, dyes, fruits, rich tapestries, and other desirable products in Asia. But the eastern overland route between Europe and Asia was too long and too costly to be practical. So explorers, with financial backing from the monarchs of Spain and Portugal, began to seek ocean routes. Sea travel would provide faster and cheaper trade routes to the rich products of India and China. Thus, in the late 1400s an Italian sea captain named Christopher Columbus approached Spain’s king and queen. He proposed to reach Asia by sailing to the west. With the monarchs’ support and funding, Columbus stumbled onto several Caribbean islands in the autumn of 1492. Europe had now “discovered” America.

Directions: The following question is based on the documents (1–3) that follow. Before reading these documents, be sure to

1. Carefully read and think about the document-based question that follows these directions.

2. Ask yourself: What do I already know about this question and its topic? What did I learn from reading the Historical Background section? If I had to answer the document-based question without reading any of the documents, what would I say?

3. Take a few minutes to jot down the major things you already know about this topic and question. What important names, dates, events, and major ideas do you already know?

4. Now read each document carefully. Ask yourself: How does this document help to answer the document-based question? Underline things of special importance and jot notes in the margins. If you’re confused by or don’t understand a document, go on to the next one. Later, if you have time, you can go back.

DBQ 1: WHAT MOTIVATED EUROPEANS TO EXPLORE AMERICA?
5. Develop a thesis statement that directly answers the document-based question. You’ll want to state this thesis early in your essay.

6. Briefly outline your entire essay. Make sure that what you say in it supports and proves your thesis statement. In your essay, plan how you’ll use the information found in the documents and what you know already about this topic.

7. Carefully write your essay. As you include supportive information from documents, be sure to cite the sources of this information. This will add authority and credibility to what you’re saying.

Question: What factors motivated Europe’s discovery and exploration of the Americas in the 1400s and 1500s?

PART A

The following documents will help you answer the document-based question. Read each document carefully. Answer the question or questions that follow each document.

Document 1

In the late 1400s, the pope, the leader of the Roman Catholic Church, was a very powerful and influential person. He was so powerful, in fact, that he could impose his authority on the governments of nations. Here is a document issued by Pope Alexander VI in 1493. This was soon after Columbus returned to Europe with news that he had happened upon a series of new lands (America). In this document, the pope’s office identified one of the primary motives of exploration of these new lands. It expressed the motive in the form of a command to the Spanish government.

We have . . . learned that you [have] discovered certain islands and mainlands . . . to the [purpose] that you might bring to the worship of our Redeemer [Jesus] and the profession of the Catholic faith to their residents and inhabitants . . . We command you [to] appoint . . . God-fearing . . . men, in order to instruct the . . . inhabitants and residents in the Catholic faith and train them in good morals.

What, according to the pope, was a major motive of early European exploration of America?
This letter, written by Columbus to the Spanish government during his return voyage from America, revealed another motive for his exploration of the New World.

In the earth are many mines of metals. . . . There is incalculable gold. . . . The men whom I am leaving there [in America] will discover a thousand other things of value.

What, according to this letter from Columbus, was a major motive of early European exploration of America? ____________________________

As a literary wit remarked, America was discovered by accident, not wanted when found, and early explorations were directed at finding a way through or around it. Columbus’s fourth voyage, starting in 1502, was a search for a [route] from the Caribbean to the Indian Ocean; Cabot died seeking a [route] through North America; and for the next eight decades all recorded voyages [to America] . . . were first and foremost, searches for the . . . Northwest Passage to fabulous Cathay [China].


What, according to this account, was a major motive of early European exploration of America? ____________________________

PART B Essay: What factors motivated Europe’s discovery and exploration of the Americas in the 1400s and 1500s?
DBQ 5: WHAT CHALLENGES DID GEORGE WASHINGTON FACE AS PRESIDENT?

This DBQ, unlike most others in this book, generates no real debate. It asks you to use the documents and your outside knowledge to support a common position.

Historical Background

George Washington never really ran for president. He loved his life at Mt. Vernon, his large plantation on the Potomac River in Virginia. In 1788, the Constitution was ratified and the new national government formed. Washington was fifty-six years old at this time, no longer young. He was tired of being away from home during the war years. He was very eager to return to Mt. Vernon. He hoped to spend his remaining years there surrounded by family and friends.

But the American people had other plans for Washington. No one was more popular and more respected. Most people expected that he would become our first president. When the electoral votes were counted, Washington had received all sixty-nine. Now he was president of the United States. He said that he felt “like a culprit who is going to... his execution” as he made his way to New York City. (This was the temporary capital of the new nation.) There, he would take his place at the head of the new government.

Eight years later, in 1797, Washington returned home at last to Mt. Vernon. He had completed his two terms as the first president of the new nation. Washington was exhausted, tired of political squabbles, and eager to escape the attacks of opposition newspapers. He wondered how future historians would see his presidency.

Today, over 200 years later, we see Washington’s presidency as remarkably successful. As chief executive, Washington faced a variety of major challenges and crises. Yet he left our young government strong, sound, and secure.

Directions: The following question is based on the documents (1–6) that follow. Before reading these documents, be sure to

1. Carefully read and think about the document-based question that follows these directions.

2. Ask yourself: What do I already know about this question and its topic? What did I learn from reading the Historical Background section? If I had to answer the document-based question without reading any of the documents, what would I say?

3. Take a few minutes to jot down the major things you already know about this topic and question. What important names, dates, events, and major ideas do you already know?

(continued)
4. Now read each document carefully. Ask yourself: How does this document help to answer the document-based question? Underline things of special importance and jot notes in the margins. If you’re confused by or don’t understand a document, go on to the next one. Later, if you have time, you can go back.

5. Develop a thesis statement that directly answers the document-based question. You’ll want to state this thesis early in your essay.

6. Briefly outline your entire essay. Make sure that what you say in it supports and proves your thesis statement. In your essay, plan how you’ll use the information found in the documents and what you know already about this topic.

7. Carefully write your essay. As you include supportive information from documents, be sure to cite the sources of this information. This will add authority and credibility to what you’re saying.

Question: What challenges did George Washington face during the eight years of his presidency?

PART A

The following documents will help you answer the document-based question. Read each document carefully. Answer the question or questions that follow each document.

Document 1

Alexander Hamilton was a brilliant man. He had served General Washington during the Revolutionary War as a close and trusted aide. Now, as president, Washington turned to him again. He chose Hamilton to be our nation’s first secretary of the treasury. (The treasury is the government department in charge of finances.) Hamilton’s first goal was to pay off the country’s huge debt. The states and the Continental Congress had run up these debts to cover the costs of the Revolutionary War.

In 1790, Secretary of the Treasury Alexander Hamilton sent a report to Congress. It outlined his financial plan for the national government. The report called for higher taxes and the creation of a national bank. It also recommended that the national government pay the Revolutionary War debts of the states.

Washington, himself, generally favored these proposals. But many other people did not. Some states had been frugal during the war. In the years after the war, they had heavily taxed their own citizens in order to pay off their debts. These states protested Hamilton’s plan. Why, they asked, should their citizens now be taxed to pay the debts of the other, less-frugal states?

(continued)
The following is an excerpt from a resolution passed by the state legislature of Virginia in December of 1790.

[We] can find no clause in the constitution authorizing Congress to assume the debts of the states. . . . The General Assembly of . . . Virginia . . . hope that [Congress] will . . . repeal [the proposal calling for] the assumption of the state debts.

Why, according to the resolution, did Virginia oppose Hamilton’s plan to have the national government pay the debts of the states?

______________________________________________________________________________

The introductory paragraph before this document suggests another reason. What was it?

______________________________________________________________________________

______________________________________________________________________________

Document 2

Part of Hamilton’s financial plan called for the establishment of a national bank. The Bank of the United States would collect all tax revenues. It would issue U.S. currency. It would make loans to support the growth of business and industry. Many Americans, especially farmers and debtors, opposed this proposal. They feared the great power of such an institution. Thomas Jefferson was President Washington’s secretary of state. Washington asked Jefferson for his opinion of this proposal. The following excerpts are from Jefferson’s memo back to the president. As you’ll see, Jefferson firmly opposed the bank.

The incorporation of a bank, and the powers assumed by this bill, have not, in my opinion, been delegated to the [national government].

Jefferson went on in this same document to point out some of the dangers and wrongs he saw in establishing the national bank.

To give [it] the sole and exclusive right of banking under the national authority . . . is against the laws of monopoly . . . to [grant it] a power to make laws [superior] to the laws of states . . . [is wrong].

(continued)
What did Jefferson think about Hamilton’s plan for a national bank? _________________________
___________________________________________________________________________
___________________________________________________________________________

Document 3

The financial plan was only one of many issues that pitted Jefferson against Hamilton. President Washington found himself struggling with public opinion split into two opposed groups. One supported Jefferson and his positions. The other supported Hamilton and his ideas. As the following excerpts show, the feud became bitter, mean, and nasty.

Here is an excerpt from a memo written by Jefferson in 1791. (A monarchist is a person who favors rule by a king or queen.)

Hamilton [is] not only a monarchist, but . . . a monarchist bottomed on corruption. . . . [He is] so bewitched and perverted by the British example as to [believe] that corruption [is] essential to the government of a nation.

A few months later Hamilton wrote this about Jefferson. (By a faction, Hamilton means what we now call a political party.)

Mr. Madison, cooperating with Mr. Jefferson, is at the head of a faction . . . hostile to me . . . and subversive of the principles of good government, and dangerous to the union, peace and happiness of the country. They have a womanish attachment to France, and a womanish resentment against Great Britain.

What did Jefferson and Hamilton think of each other? ______________________________
___________________________________________________________________________
___________________________________________________________________________

Document 4

One of the issues dividing Jefferson and Hamilton, and their supporters, was the ongoing war in Europe. This war between Britain and France broke out in the early 1790s. In part, it was a response to the French Revolution, which had begun in 1789.

(continued)
Historical Background

Over ten million men and women were released from U.S. military service during the twenty months following the end of World War II. They went home to take up their civilian lives where they had left off, before the war. It soon became obvious to them—and to all Americans—that the postwar years were very different from the prewar years. Before the war, Americans had been struggling with economic depression—with the Dust Bowl, unemployment, and widespread poverty. Now, only a few years later, U.S. soldiers returned to a prosperous society, to hopes and plans for the future. This same prosperity and optimism marked the following twenty years, through the 1940s, the 1950s, and into the 1960s. During these years, massive social changes transformed the lives of Americans throughout the nation. For most Americans, life in the year 1960 was astonishingly different from what it had been like only twenty-five years earlier, in 1935. It was much more prosperous and, for most, much happier.

Directions: The following question is based on the documents (1–6) that follow. Before reading these documents, be sure to

1. Carefully read and think about the document-based question that follows these directions.

2. Ask yourself: What do I already know about this question and its topic? What did I learn from reading the Historical Background section? If I had to answer the document-based question without reading any of the documents, what would I say?

3. Take a few minutes to jot down the major things you already know about this topic and question. What important dates, events, and major ideas do you already know?

4. Now read each document carefully. Ask yourself: How does this document help to answer the document-based question? Underline things of special importance and jot notes in the margins. If you’re confused by or don’t understand a document, go on to the next one. Later, if you have time, you can go back.

5. Develop a thesis statement that directly answers the document-based question. You’ll want to state this thesis early in your essay.

6. Briefly outline your entire essay. Make sure that what you say in it supports and proves your thesis statement. In your essay, plan how you’ll use the information found in the documents and what you know already about this topic.

7. Carefully write your essay. As you include supportive information from documents, be sure to cite the sources of this information. This will add authority and credibility to what you’re saying.

(continued)
President Washington knew that the U.S. military was weak. He also knew that the U.S. system of government was new and untried. He saw that to become involved actively in war with either Britain or France would have disastrous results for the United States. Washington was concerned that the American people were taking sides in this war. He was angry that Jefferson and Hamilton seemed to be encouraging this. Realizing the danger to our security, Washington issued the following statement on April 22, 1793. (*Impartial* means neutral.)

**Whereas it appears that a state of war exists between . . . Great Britain . . . on the one part and France on the other . . . the . . . interest of the United States require that [it] should with sincerity and good faith adopt and pursue a conduct friendly and impartial toward [both countries].**


Why did Washington issue this “Neutrality Proclamation”? _________________________
____________________________________________________________________________
____________________________________________________________________________

**Document 5**

Governments provide services to their citizens. They need money from taxes to pay for these services. Hamilton’s financial plan found two tax sources for the new national government. Most revenue would come from tariffs. (*Tariffs* are taxes on imported goods.) The rest of the government’s revenues would come from a tax on distilled liquor. The burden of this tax fell hardest on the farmers of the backcountry of western Virginia and Pennsylvania. They distilled much of their corn crop into whiskey for sale. The farmers’ protests turned into outright refusal to pay the taxes. President Washington responded quickly and aggressively. Here are excerpts from a presidential proclamation announced in August 1794. (*Insurgents* are rebels.)

**Whereas, [groups have formed] to defeat the [enforcement] of the laws laying [taxes] upon spirits distilled within the United States . . . it is in my judgment necessary . . . for calling forth the militia in order to suppress the [revolt] . . . and to cause the laws to be duly [enforced].**

Therefore . . . I, George Washington, President of the United States, do hereby command all persons, being insurgents . . . to disperse and retire peaceably. . . .
Why did President Washington feel that he had to act so quickly and firmly in this situation? ____________________________________________________________

____________________________________________________________________________

How do you think Hamilton and Jefferson differed in their views of this Whiskey Rebellion? ____________________________________________________________

____________________________________________________________________________

Document 6

George Washington served two terms as the first president of the United States. Near the end of his second term, he decided to write a farewell address to the American people. Alexander Hamilton helped prepare this statement. It was published in American newspapers in September 1796. In it, Washington shared his advice with Congress and with his fellow citizens. As you might expect, Washington’s advice grew from his experiences as president. His words express his deepest concerns about the issues and challenges that he and the nation had faced during these years. Here are some key excerpts from the Farewell Address. (Baneful means destructive.)

I . . . warn you in the most solemn manner against the baneful effects [of political parties].

The great rule of conduct for us in regard to foreign nations is . . . to have with them as little political connection as possible. . . . [We must] steer clear of permanent alliances with any portion of the foreign world. . . .

What two major issues of his presidency was Washington referring to in these excerpts from his Farewell Address? ____________________________________________________________

____________________________________________________________________________

Why do you suppose Washington was so concerned about these issues? ____________________________

____________________________________________________________________________

Essay: What challenges did George Washington face during the eight years of his presidency?
Historical Background

World War II was the most violent and destructive conflict in history. It began with Nazi Germany’s invasion of Poland in September 1939. Warfare then spread around the globe. Eventually, more than fifty nations became involved in the fighting. For six horrible years, war was waged on a scale never before seen. When it was finally over and the costs tallied, the numbers of dead and wounded were almost unbelievable. In all, more than 60 million people had died. Of these, probably 40 million were civilians.

The greatest casualties were suffered by U.S. allies, especially the Soviet Union and China. Together, these two nations lost over 30 million people. The casualties of other Allies were small in comparison, although horrible. The French dead numbered 480,000, and the British dead numbered 368,000. The United States lost 418,000 people. Germany, Italy, and Japan had been the Axis Powers. Together they lost about 8 million soldiers and 4 million civilians. More than 100,000 of those civilian deaths were Japanese. They resulted from the atomic bombs dropped by the United States on the cities of Hiroshima and Nagasaki in the final weeks of the war.

The costs in human lives and physical destruction were undeniably awful. But few of the victors doubted the need to fight World War II. The evils of fascism became clearer and more obvious as Allied troops slowly occupied Germany and Poland in the last months of the war. There they found gruesome death camps where millions of Jews and other victims of Hitler had been killed. This only confirmed what most people knew already: It would have been a dreadful world if Hitler, Mussolini, and Tojo had not been stopped. As terrible as World War II was, it had to be fought.

At the war’s end, in 1945, the United States found its power supreme in the world. U.S. military, economic, and political power were virtually unchallenged. Americans accounted for less than 5 percent of the world’s total population. Yet the United States possessed most of the world’s economic wealth and industrial might. Its armed forces occupied much of Europe and Asia. Most of the world’s people, including our country’s defeated foes and exhausted allies, looked with hope toward the United States. They turned to our nation for leadership and help as the world put down its weapons and embraced peace.

While joyful in their triumph, Americans slowly began to see that victory in 1945 had costs as well as benefits. Leadership of the world brought with it challenges as well as opportunities. It brought fears as well as hopes.

Directions: The following question is based on the documents (1–5) that follow. Before reading these documents, be sure to

1. Carefully read and think about the document-based question that follows these directions.
DBQ 17: WHAT WERE THE COSTS AND BENEFITS OF U.S. VICTORY IN WORLD WAR II? CONTINUED

2. Ask yourself: What do I already know about this question and its topic? What did I learn from reading the Historical Background section? If I had to answer the document-based question without reading any of the documents, what would I say?

3. Take a few minutes to jot down the major things you already know about this topic and question. What important names, dates, events, and major ideas do you already know?

4. Now read each document carefully. Ask yourself: How does this document help to answer the document-based question? Underline things of special importance and jot notes in the margins. If you’re confused by or don’t understand a document, go on to the next one. Later, if you have time, you can go back.

5. Develop a thesis statement that directly answers the document-based question. You’ll want to state this thesis early in your essay.

6. Briefly outline your entire essay. Make sure that what you say in it supports and proves your thesis statement. In your essay, plan how you’ll use the information found in the documents and what you know already about this topic.

7. Carefully write your essay. As you include supportive information from documents, be sure to cite the sources of this information. This will add authority and credibility to what you’re saying.

Question: What costs and challenges, and what benefits and opportunities, came with U.S. victory in World War II?

PART A

The following documents will help you answer the document-based question. Read each document carefully. Answer the question or questions that follow each document.

Document 1

It’s difficult to measure the true financial costs to Americans of World War II. But one way to try is to look at how much the national government spent during each year of the war. Then see how much of this spending went directly for military expenditures. As you study these costs, remember that American taxpayers paid for them. Taxpayers paid some of these costs directly through higher taxes during the war years. Taxpayers paid some other costs years later, over time. These payments covered the billions that the government had borrowed in the form of war bonds.

(continued)
DBQ 17: WHAT WERE THE COSTS AND BENEFITS OF
U.S. VICTORY IN WORLD WAR II? CONTINUED


<table>
<thead>
<tr>
<th></th>
<th>Total Federal Government Spending</th>
<th>National Defense Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1938 (prewar)</td>
<td>$6.8 billion</td>
<td>$1.1 billion</td>
</tr>
<tr>
<td>1942 (early in the war)</td>
<td>$34.5 billion</td>
<td>$23.9 billion</td>
</tr>
<tr>
<td>1945 (last year of the war)</td>
<td>$95.2 billion</td>
<td>$85.6 billion</td>
</tr>
<tr>
<td>1947 (postwar)</td>
<td>$36.9 billion</td>
<td>$13.6 billion</td>
</tr>
</tbody>
</table>

How much more was the federal government spending annually on war costs (national defense) in 1945 than it had only seven years earlier in 1938? ____________________

Document 2

Another way to measure the cost of war is in grim casualty figures. Some of these awful numbers were mentioned in the Historical Background section on page 108. This document examines these numbers in greater detail.

Deaths in World War II by Selected Countries

<table>
<thead>
<tr>
<th></th>
<th>Military Deaths</th>
<th>Civilian Deaths</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>4,000,000</td>
<td>6,000,000</td>
</tr>
<tr>
<td>France</td>
<td>210,000</td>
<td>270,000</td>
</tr>
<tr>
<td>Germany</td>
<td>5,500,000</td>
<td>1,800,000</td>
</tr>
<tr>
<td>Great Britain</td>
<td>307,000</td>
<td>61,700</td>
</tr>
<tr>
<td>Italy</td>
<td>306,400</td>
<td>153,000</td>
</tr>
<tr>
<td>Japan</td>
<td>1,900,000</td>
<td>700,000</td>
</tr>
<tr>
<td>Soviet Union</td>
<td>10,600,000</td>
<td>11,500,000</td>
</tr>
<tr>
<td>United States</td>
<td>407,000</td>
<td>11,200</td>
</tr>
</tbody>
</table>

(continued)
How did U.S. civilian deaths compare with civilian deaths in the other major countries involved in World War II? ________________________________

Why were U.S. civilian casualties so much lower than those suffered by other nations? ______________________________________

Document 3

The United States emerged from World War II with the only powerful economy in the world. Unlike most other nations involved in the war, the United States had been virtually untouched by fighting. Its cities were not in ruins. Its factories and farms had not been destroyed. In fact, U.S. farms and factories were booming in 1945. Here’s how one American writer described the U.S. economic situation at that time. (Complacency means “smugness and overconfidence.”)

Lucky for us, we were the only economy standing after World War II, and we had no serious competition for forty years. That gave us a huge head of steam but also a huge sense of entitlement and complacency. . . .


What effect do you suppose U.S. economic supremacy in 1945 had on the lives and lifestyles of the American public in the decades following World War II? ________________

Document 4

The Soviet Union was the major ally of the United States in the war against Hitler’s Germany. The Soviet Union was a communist country ruled by a cruel dictator. But both the United States and the Soviet Union were firmly opposed to German aggression. This mutual policy had brought these two very different nations together as allies in the war. But once Germany was defeated, the U.S. need for unity with the Soviet Union was gone. The U.S. distrust of and opposition to communism reemerged. The two countries began a face-off that soon came to be called the Cold War. The fact that the Soviets failed to withdraw their troops from Eastern Europe after the war’s
ending only added to U.S. distrust and fear. It’s ironic that out of the U.S. victory over Germany came a new rivalry and new international tensions. U.S. fear of the Soviets and their fear of the United States sparked a major arms race. Each nation built new and more dangerous weapons. Here’s how one historian described the birth of the Cold War between the United States and the Soviet Union. (Red in the excerpt refers to the Soviets.)

. . . and when the end [of the war] came the Red army was in sole possession of . . . East Europe. This crucial result of World War II destroyed the Grand Alliance [of the United States and the Soviet Union] and gave birth to the Cold War. The West, with the United States leading the way, was unwilling to accept Russian domination of East Europe.


Irony is a word that means “contrary, inconsistent, or paradoxical.” How was it ironic that the American victory in World War II resulted in new international tensions and fears for the United States? ____________________________________________________________

______________________________________________________________

**Document 5**

In 1945, the United States was not just the supreme economic power in the world. The United States was also the supreme military power. Its World War II enemies—Germany, Italy, and Japan—were defeated. Their military power was destroyed. The wartime U.S. allies, Great Britain and France, were exhausted. Even though the Soviets ended the war with a huge army occupying Eastern Europe, U.S. military might was clearly superior. Here’s how Stephen Ambrose, the historian quoted in Document 4, described the military situation in 1945.
At the conclusion of World War II America was at the top of the mountain. In all the world only the United States had a healthy economy, an intact physical plant capable of mass production of goods, and excess capital. American troops occupied Japan . . . while American influence was dominant [in much of the world]. . . . Above all, the United States had . . . the atomic bomb.


Was possession of the atomic bomb a cost and challenge, or a benefit and opportunity, for the United States in 1945? Explain.

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**PART B**

Essay: What costs and challenges, and what benefits and opportunities, came with U.S. victory in World War II?