WORLD HISTORY 3201

**SECTION B – CONSTRUCTED RESPONSE QUESTIONS STUDY KEY:**

511817952_a23c6a50b6 **Question 51 – 5 POINTS – From Unit 1, 1 X APPLICATION (A) question.**

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| **Outcome** | **NOTES** |
| 1.1.3. Analyze reasons for expansion of the major imperial powers at the turn of the twentieth century. | 1. **Gold**: To gain **raw materials** to be sent back to Europe  2. **National Glory** – images of triumphant soldiers triumphing over weaker adversaries  3. **God** – desire to impose Christianity on other cultures  4. **Russia** needed access to a warm water port.  5. **Germany** wanted to expand and gain an empire that would rival Britain and France.  6. **France** wished to increase its prestige and extend its military reach.  7. **Britain** wanted to keep the status quo – “The sun never sets on the British Empire.” |
| 1.1.4. Analyze the origins of World War I with reference to nationalism, economic rivalry (imperialism), arms race, and military alliances. | 1. **Nationalism** created hostilities between peoples as some were considered superior to others. Countries often thought that war would help them prove their strength and worth. Ex : Alsace-Lorraine for France and Germany (different reasons), ethnic tension in the Balkans (pan-Slavism).  2. **Imperialism** (economic rivalry) was intense. Germany and Britain were engaged in a fierce economic struggle (see above). Germany’s annexation of Alsace-Lorraine in 1871 had helped her prosper until Germany was produce more steel than Britain.  3. **Militarism** (a consequence of nationalism and imperialism) resulted in a naval race between Britain and Germany as Germany sought a navy the size of Britain’s. Britain had a policy of maintaining twice as many ships as 2 other countries together. Ex: in 1906 Britain launched a new type of battle ship—the Dreadnought.  4. The **alliance system** began in the 1870s with German Chancellor Bismarck. If one country went to war, all would be dragged in. By 1914 …  **Triple-Alliance** – Germany, Austria-Hungary, Italy  **Triple-Entente** – Russia, Britain, France |
| 1.1.5. Analyze the role of Germany in the formation of military alliances before World War I with reference to: Dual Alliance 1879, Triple Alliance 1882, Reinsurance Treaty 1887. | 1. As Chancellor of Germany, **Bismarck** created a system of alliances with the goal of **ISOLATING FRANCE**.  2. These alliances gave Europe the illusion of peace and stability in the late 19th century, but tensions continued to mount all the same.  3. The **Double Alliance of 1879** between **Germany and Austria-Hungary** – If Russia attacked one of these countries, the other would come to its aid.  4. The **Triple Alliance of 1882** between **Germany, Austria-Hungary and Italy** – If one was attacked, the others would come to its aid.  5. The **Reinsurance Treaty of 1887** between **Germany and Russia**– A neutrality treaty whereby each promised to not get involved if the other was at war with someone else (i.e., France). It ended in 1890 when Kaiser Wilhelm II refused to renew it.  6. **Britain had a policy of isolation.** |
| 1.1.7. Draw conclusions about the impact of the assassination of Archduke Franz Ferdinand on the outbreak of World War I in terms of: Serbian nationalism, Austro-Hungarian /Serbian relations, German government’s response, Russian mobilization. | 1. Austria-Hungary’s annexation of Bosnia in 1908, infuriated Serbia and increased Serbian nationalism.  2. Creation of Balkan League (1912) led by Serbia, concerned Austria-Hungary.  3. Balkan War of 1913 led to increased concerns in Austria-Hungary about Serbian aspiration in the region.  4. Serbia was loosely allied with Russia which made relations between Serbia and Austria-Hungary more volatile.  5. Serbia’s desire to want to unite all Slavs caused concern.  6. The struggle for power and influence in the Balkans intensified deep divisions and hatred making it a “powder keg” ready to explode.  7. Germany responded after the assassination of Franz by giving Austria-Hungary a “blank cheque” to deal with the Serbian “issue/problem”.  8. This infuriated Russia who gave Serbia full support and mobilized her army – preparing for the now inevitable war. |
| 1.2.3. Explain how trench warfare contributed to a stalemate on the Western Front. | 1. “No Man’s Land”: Troops faced each other across “stretches of land” that were tremendously dangerous to cross, thus creating a stalemate.  2. Advancement was difficult because of shell holes, no cover for troops and leading to massive casualties.  3. Barb wire impeded or inhibited troop movement.  4. Shell holes often filled with water, making it difficult to advance.  5. The very nature of trench warfare was defensive.  6. The trenches remained virtually stationary in spite of the massive battles fought.  7. Machine guns would focus their fire at gaps in the barbed wire where troops would congregate.  8. Because the trenches extended along the entire length of the western front, there was no opportunity to outflank the enemy. As a result only frontal attacks were possible. |
| 1.2.4. Examine the impact of each new military technology on the nature of war during World War I: machine guns, tanks, submarines, aircraft, and gas. | In general, the **huge numbers of armaments** produced from 1900 to 1918 prolonged the war and the death toll.  1. **Aircraft** were mostly used for reconnaissance and dogfights broke out. Not very effective until the end of the war.  2. **German submarines (U-boats**) sank many British ships. After sinking the Lusitania in 1915, Germany promised to only fire on Allied Navy ships to appease the Americans. Germany resumed unrestricted submarine warfare in 1917, which brought the U.S.A. into WWI. By 1917 they had sunk millions of tonnes of ships. Very effective.  3. **Gas** was first used at Ypres and inflicted horrible internal and external burns. The invention of gas masks and frequent wind changes made it an undesirable weapon. It frightened many more than it killed. Not very effective.  4. The **machine gun** was extremely effective and deadly – some could fire nearly one thousand bullets every minute!  5. **Tanks** were introduced at the Somme in 1916 by the British. They were first big and clumsy and often got stuck in the mud but got more efficient after 1917. |
| 1.2.5. Compare and contrast the nature of the war on the Eastern and Western Fronts. | **Eastern Front** :  - **Longer** (1,600km) – Baltic Sea in north to Black Sea in south.  - **More mobile** and unstable as a result. Impossible to establish permanent trenches.  - Troops **widely dispersed** so the enemy (Germany) could break through more easily.  - When the line was breached, a **primitive line of communications** made things worse. Reinforcements had to be found for counter attack.  - Harsh winter made for unbearable conditions.  **Western Front** :  - **Shorter** (700km) – Belgian coast in the north to Swiss border in the south  - Line of trenches stretched whole way with little movement for Allied and Central Powers.  - **Mud, lice and vermin** created horrific conditions in trenches. |
| 1.2.7. Analyze how the American entry into World War I and the Russian withdrawal from World War I affected the Allied war effort and the war’s outcome. | **\*The American entry helped prolong (and win) the war for the Allies, but the Russian withdrawal helped Germany.**  **Russia:**   1. Bolsheviks sought armistice with Germany in November 1917 to end war with Germany. Signed the **Treaty of Brest-Litovsk** in March 1918. 2. **Ended the war on two fronts** = Advantage Germany. 3. **Germany focused ALL its resources on the Western Front.**   **USA**:   1. January 1917: Germany sent Zimmermann Telegram and recommenced **unrestricted submarine warfare**. The USA declared war in April 1917. 2. It took the USA **1 year to mobilize** so Germany threw everything at the Allies in the meantime. 3. 1917-1918 most brutal part of the war. 4. By August 1918, the USA had brought **fresh soldiers and equipment** to the Western Front which boosted morale and finally broke the stalemate. |
| 1.2.8. Analyze the social, economic and political impact World War I had on Canada. – social (change in the status of women), economic (e.g., stimulation of Canadian industry), political (greater Canadian role in international relations). | **Social:**  1. During WWI the status of women improved and resistance by men against acknowledging the abilities of women were gradually set aside.  2. During the War women participated in many activities that promoted their cause for social, economic, and political equality. (ex: suffrage)  3. Women formed the nucleus of munitions industry workers.  4. Women replaced men in offices, factories, schools, etc.  5. Women raised money for the war effort.  6. Women attended to sick and injured on the battlefields of Europe.  **Political:**  1. The suffrage political goal was finally won in 1918 when women won their right to vote in federal elections.  2. The military service bill (conscription) introduced Robert Borden’s conservative government in 1917 had a political impact on Canada by hurting French-English Canadian relations.  3. Canada’s contribution to the war effort (especially at Vimy Ridge) earned her international respect and she emerged from the war as a country more independent from Britain. Ex: Canada won a separate seat at the Paris Peace Conference and signed the peace treaty as a separate nation. Also, Canada was given representation in the new League of Nations.  **Economic:**  1. WWI produced a boom in Canada industry. Steel and Munitions production and manufacturing grew dramatically. During the war almost everyone could find a job.  2. The Canadian economy now relied on industry as well as agriculture, lumbering, fishing, and mining.  3. Canada has been changed from agricultural economy into a growing industrial nation. This laid the basis for a stronger and more prosperous country. |
| 1.3.2. Analyze French and British objectives at the Paris Peace Conference. | → **France**:  1. make Germany pay huge war reparations ($)  2. “War Guilt” clause  3. take away threat and make Germany powerless  4. demilitarize Rhineland  5. the return of Alsace – Lorraine  **→ Great Britain** :  1. Objective to ensure **security of sea lanes to its empire**.  2. **Cripple the German Navy**.  3. Wanted a Germany that was no threat to Britain but was strong enough to act as a **buffer against Bolshevism in Russia** so Britain didn’t demand reparations. |
| 1.3.4. Draw conclusions about whether or not the Treaty of Versailles was a just peace treaty. | SAY THE TREATY WAS **NOT** JUST. Here’s why:  1. Germany was not allowed to attend the peace treaty.  2. Forced reparations payments on Germany.  3. Deflating Germany’s self-image (war guilt clause).  4. Weakened German economy.  5. Drastically reduced its military. |
| 1.3.5. Explain the purpose for creating the League of Nations. | The LoN was created to preserve peace in Europe after WWI (part of Wilson’s 14 points). Its objectives :  1. disarmament  2. prevent wars  3. resolve conflicts through negotiation  4. improve global quality of life |

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| **Outcome** | **NOTES** |
| 1.1.8. Assess how German and British attitudes toward war on the eve of World War I contributed to rivalry and conflict. | 1. Germany and Britain believed that any war would be short.  2. Both countries had an imperialist attitude.  3. Both had a strong pride in their nation.  4. Britain felt that Germany was a threat to its position in the world.  5. Germany felt left out of the race for colonies. |
| 1.2.9. Assess the issue of responsibility for the outbreak of World War I. | 1. Responsibility for the outbreak of World War I was partially shared and is VERY CONTROVERSIAL.  2. However, it can be argued that Germany and Austria-Hungary can take more responsibility than other nations as the “smoking gun” for turning a small squabble in the Balkans into a major conflagration rests with Germany and Austria-Hungary.  3. Causes were SHARED by all major nations prior to WWI, so ALL nations can be blamed for the war.  4. Causes of WWI: Alliance systems, Nationalism, Imperialism, Arms race.  5. The Schlieffen Plan.  6. Assassination of Archduke Franz Ferdinand and Sophia.  7. The Zimmermann Telegram.  8. German “blank cheque” for Austria-Hungary.  9. Attitude of nations that it would be a short war.  10. Status quo of British supremacy.  11. Technological developments (i.e. dreadnought). |
| 1.3.6. Predict what impact the Versailles Treaty might have on Germany and European stability during the post-war period. | 1. When the Weimar government was presented with the treaty conditions in June 1919, they did not want to sign but felt they had to in order to end the war.  2. As a result, the Weimar government was connected in the eyes of the German people with accepting a very unfair agreement.  3. The Weimar government faced economic chaos as they attempted to repay the reparations demanded by the allies as well as the huge debt from the war itself.  4. Germany’s inability to pay these huge sums led to economic chaos and as a result, political instability. Extremist groups such as the Nazi Party began to attract a large membership with their message of traitors at home (i.e., Jews and the Weimar government) as well as hatred of the Treaty and of the allied powers.  5. Germany’s inability to pay reparations led to an occupation of industrial Germany (the **Ruhr**) by France and Belgium in 1922-23. This led Germans to further resent the allies and the inability of the Weimar government to stop the occupation.  6. In 1923, the Nazi Party led an attempted coup called the Munich Beer Hall Putsch. While unsuccessful, it did indicate the willingness of extremist group to either attack or overthrow the Weimar government.  7. Germany’s economic situation was relieved in 1924 by the American sponsored **Dawe’s Plan** which adjusted reparations payments and provided Germany with loans to help stabilize their economy.  8. This plan was very successful and from 1924-1929 the economic situation in Germany was much better. With this economic stability came political stability as well.  9. Too many political parties in the Reichstag meant that any government in Germany was unstable. Often left governments at the mercy of extremist parties. |

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| **Outcome** | **NOTES** |
| 2.1.2. Using historical documents explain Marx’s ideas on: the relations between social classes; work and economic value; the bourgeoisie; and the proletariat. | **Relations between social classes** :  Marxism proposed the exploited working class (**proletariat)** would rise up and overthrow the oppressive business class (**bourgeoisie**) to create a classless society where everyone is **equal.**  **The value of work**:  Most valuable asset in a country—it is « necessary for society ». Everyone must work in a communist state for the good of all who live there.  **The bourgeoisie**:  The dominant class who owned the wealth. They profit from the labour of the workers.  **Le proletariat**:  The working class who don’t own the wealth or control the means of production but must sell their labour for the bourgeoisie to profit from. |
| 2.1.3. Analyze the impact of discontent in pre-revolutionary Russia by considering the: autocratic government of Tsar Nicholas II; plight of peasants and factory workers; political reform demands by Liberals and Marxists; impact of Russo-Japanese War and World War I; and influence of Grigori Rasputin. | 1. Plight of peasants and factory workers.  2. Political reforms by the Liberals and Marxists.  3. Bloody Sunday.  4. Class distinctions.  5. Autocratic government and divine right to rule.  6. Russo-Japanese War.  7. Ill-equipped for war.  8. Particular battles with significant losses; i.e. Tannenburg, Masaurian.  9. Tsarina (queen) was German born, thus rising suspicions.  10. Educated middle class desiring reform which led to riots. |
| 2.1.5. Compare the roles of each political leader in the Russian Revolution: Alexander Kerensky, Leon Trotsky, Vladimir Lenin, and Nicholas II. | **Alexander Kerensky**:  A democratic socialist, he became War Minister and weeks later Prime Minister in the Provisional government following the March Revolution of 1917. He was determined to keep Russia in World War I, but his attempts to launch a powerful offensive in the summer were unpopular with the Russian people who were anxious for peace. He was pushed out of office by the Bolsheviks in the November Revolution of 1917.  **Leon Trotsky** (né Bronstein):  He returned to Russia from exile in 1917 to join the Bolsheviks and played a leading role in their seizure of power. He became Commissar for Foreign Affairs (1917-18), and as Commissar for War (1918-25) he created the Red Army and was largely responsible for its success in the Civil War (1918-1920). After Lenin’s death, Stalin undermined Trotsky’s authority and gained control of the party administration. Trotsky was deprived from all his offices, expelled from the Communist Party in 1927 and exiled in 1929, but continued to agitate, intrigue and condemn Stalin’s ambitions. He was alleged to have organized, with the help of foreign governments, a vast plot to overthrow the Soviet regime, was sentenced to death in his absence (1937), and assassinated by a Soviet agent in Mexico City in 1940.  **Vladimir Lenin**:  With German help, he returned to Russia from exile in 1917. As a leader of the Bolsheviks, Lenin and his supporters steadily spread their views. Bolsheviks supporters made popular speeches in factories and at the front. They delivered Lenin’s ideas, simplified into the slogan "Peace, Land and Bread". This slogan appealed to many soldiers, workers and peasants. The Bolshevik newspaper Pravda (*Truth*) poured out anti-government propaganda and support grew for the Bolsheviks while it declined for the Provisional government.  **Nicholas II:**  Tsar of Russia from 1894-1917. During his reign the following events occurred: The Russo-Japanese War, alliance with Britain and France against the Central Powers in WWI, food shortages because of bad harvests, and the Russian revolutions of 1905 and 1917. Nicholas opposed badly needed political reform, although the 1905 revolution forced him to introduce the Duma, and from 1911 was unduly influenced in his choice of ministers by the unscrupulous Rasputin. He was forced to abdicate in 1917, and he and his family were executed by the Bolsheviks in 1918. |
| 2.1.7. Analyze how the Treaty of Brest-Litovsk and “war communism” enabled Lenin to consolidate power in Russia. | **Treaty of Brest-Litovsk**:  1. Lenin sent Trotsky to Brest-Litovsk to negotiate peace for Russia. The German-Austrian demands were harsh but Lenin was determined to end the war at any price. He knew that Russia was on the point of Civil war and it would be impossible for his government to fight the Germans and the Whites.  2. Russia had to pay a huge fine for the German cost of war and had to hand over the following lands to Germany and Austria-Hungary: Finland, Estonia, Latvia, Lithuania, Poland, Georgia, and Ukraine.  3. Much of the territory lost included its most valuable farmland (i.e. Ukraine) and industrial areas around the Baltic.  4. Although many Russians were furious, Lenin believed that these sacrifices had to be made to save the revolutions.  **War Communism**:  Introduced by Lenin during Civil War. This meant that the government took over the economy to make sure it had the weapons and food it needed. Government policies included:  1. Seizing peasant grain  2. Terror (i.e. secret police (Cheka) and censorship to silence cities)  3. Execution of the royal family  4. Government took control of most industries, railroads, and banks. |
| 2.1.9. Analyze the methods Stalin used to exercise control over the Soviet people. | 1. Stalin organized a **totalitarian government** whereby a single party dictatorship controlled every aspect of citizens’ lives. In totalitarian states individual rights count for little or nothing, absolute obedience to government is not to be questioned, critics are often silent and extreme nationalism is promoted.  2. Under Stalin, the **government controlled** newspapers, the radio, and all forms of communication. He **censored the press** and used it to pour out **propaganda** praising his policies. Soviet writers and artists were expected to glorify the Soviet Union and praise Stalin. Those who refused were often expelled from the Soviet Union, exiled to Siberia, or could not get their work published.  3. **Collectivization**: The NEP created a situation where some peasants grew rich by selling their surplus crops. They became known as Kulaks and hired poor peasants to work for them. Lenin’s policy allowed a capitalist class of peasants to develop. This was against communist beliefs. The farming system was inefficient and many were too poor to afford modern equipment (i.e. use of horse-drawn wooden ploughs instead of tractors). By 1927 Stalin felt Soviet agriculture had to be modernized. Besides, the Kulaks had always embarrassed the government because communist ideas did not allow for individual profit-making. Stalin decided the Kulaks had to go.  4. Stalin’s **purges** to “purify” the Communist Party. Millions died. |
| 2.2.2. Analyze each basic element of fascism: extreme nationalism, dictatorship, economic self-sufficiency, military strength and war. | Provide a historical example of each element of fascism as it relates to Germany or Italy.  1. extreme nationalism    2. dictatorship - devotion of leader  3. economic self-sufficiency  4. glorification of war  5. totalitarianism  6. creation of a scapegoat / Jews  7. world domination  8. Lebensraum  9. glorification of the past  10. emotion not reason  11. simple answers to complex questions  12. anti-communism |
| 2.2.4. Examine how each of the following posed a problem for the Weimar Republic and contributed to Hitler’s rise to power: Treaty of Versailles, economic difficulties, and the fear of communism by the middle class and business leaders. | 1. The economic crisis that resulted from reparation payments and Germany’s inability to pay them.  2. Germany’s inability to pay led to French and Belgian troops occupying the Ruhr, and Germany going on strike.  3. This strike led to hyperinflation and the German currency being virtually worthless.  4. The bitterness Germans felt about having signed and accepted the Treaty of Versailles. Extremist groups such as Hitler’s Nazi party played on these feelings for party support.  5. The economic crisis in the early 1920's led to Hitler’s first attempt to assume power. (Munich Beer Hall Putsch)  6. The Great Depression led to discontent in Germany and led to the rise of the extremist parties such as the Nazi party.  7. Rich and middle class Germans turned to Hitler in fear of a growing communist movement in Germany.  8. Hitler used propaganda to sway the German people.  9. The Weimar government was blamed for signing the Treaty of Versailles, so Hitler openly attacked the Weimar government. |
| 2.2.5. Using historical document explain how each of the following factors was a major cause of the Great Depression: over-production and over-expansion by businesses, consumer overspending with credit during the Roaring Twenties, impact of high tariffs on international trade, and too many purchases of stocks on credit. | 1. **Overproduction**:  • Companies were producing too many goods.  • American goods in particular could not be sold abroad because other countries had put tariffs (taxes) on them to make them more expensive.  • When the demand for goods began to fall, workers' wages were cut and some workers became unemployed, which meant that they could no longer afford to buy the new consumer goods.  2. **Buying on credit**:  • People were allowed to borrow too much money and they could not afford to pay it back.  • People had taken out loans or invested their savings in the stock market, but there were too few controls on the buying and selling of shares.  • The American government had not taken any notice of what was going on; businesses and banks were left to regulate themselves.  • Too many people thought that share prices could only go up, which encouraged them to invest more than they could afford in the stock market.  • Banks did not have enough money in reserve to help businesses that were in trouble. This was because they had lent too much money but now the banks were facing difficulties because people could not afford to repay their loans.  • The stock market crash of 1929 was the trigger which made these underlying problems obvious and the Great Depression quickly ensued. |
| 2.2.8. Analyze Nazi policies toward Jews, gypsies, communists, homosexuals and religious minorities. | **Jews** – The Nazis advocated terror against Jews (**Kristallnacht**) and boycotts against Jewish businesses. The **Nuremburg Laws** stripped away Jewish human rights. The “**final solution”** saw 6 million Jews murdered in concentration and death camps.  **Gypsies** – Sent to concentration camps.  **Communists**—captured as prisoners of war (the arch-enemy of fascists). Forced to wear a red star and sent to concentration camps to be murdered.  **Homosexuals—**forced to wear a pink triangle and sent to concentration camps. Men were castrated and experimented on to cure their « illness ».  **Religious minorities—**most were not tolerated. Jehovah’s Witness were a particular target and forced to abandon their beliefs and join the Nazis. Between 2,500 and 5,000 were murdered in camps. |

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| **Outcome** | **NOTES** |
| 3.1.6. Evaluate the effectiveness of appeasement in containing the territorial expansion of Nazism. | 1. Appeasement is best known for its **ineffectiveness**.  2. Reasons for appeasement include;  • War weariness from WWI  • War debt from WWI  • Inability of countries to fund military spending during the Depression  • Fascism was seen by some as a possible solution to the Depression  • British guilt over harsh conditions of Versailles Treaty  • Ineffectiveness of the League of Nations to deal with aggression  • Greater fear of communism that fascism  • Chamberlain’s “It’s all so far away” philosophy  3. Examples of appeasement include;  • Saarland plebiscite – 1935  • Rhineland  • Anschluss  • Sudetenland (Munich Agreement)  • Remainder of Czechoslovakia  • Memel  • The Polish Corridor & Danzig |
| 3.2.2. Assess the early success of Germany in the first year of World War II. | 1. Hitler’s rearmament in the 1930s was a success but broke the Versailles Treaty.  2. Germany adopted a change in strategies after losing WWI. Blitzkrieg (using an onslaught of aircraft, tanks and paratroopers to quickly defeat an enemy). Hitler perfected his Blitzkrieg tactics during the Spanish Civil War by helping Franco.  3. Hitler was prepared. The Allies had been avoiding war in the 1930s (appeasement) and focused on dealing with the Depression.  4. Most Allies preferred fascism to communism and supported Hitler as a buffer against Stalin.  5. Many Allies felt Germany had been harshly treated by the Versailles Treaty and sympathized with and supported the Nazis.  6. Hitler Had signed the Nazi-Soviet Non-Aggression Pact which guaranteed a one front war for Germany. |
| 3.2.8. Judge whether or not the dropping of atomic bombs on Japan was justified. | Arguments **IN FAVOR** of the bomb:  1. The “War Party” was in power in Japan and rejected previous peace conditions.  2. If the USA had decided to invade, they would have endured enormous causalities. --Most Japanese people were ready to fight to the death as it was a matter of honor not to let Japan fall to the USA.  3. In 1945, Japan had almost 4 million soldiers and 4,800 kamikaze pilots ready for suicide missions.  4. Consultants told President Truman that if the war kept going until 1946, the USA might lose another million soldiers.  5. The USA and Britain were afraid that Stalin would get access to Asia and the Pacific as he was doing in Eastern Europe. The longer the war with Japan lasted, the greater the chance existed that Stalin would occupy parts of Asia and turn them communist. By 8 August 1945, the Red Army had invaded Manchuria in the hopes of sharing the victory in the Pacific with the USA.  6. If the USA continued to bomb cities, this would almost certainly have killed more civilians than the atomic bombs did. The American bombing campaign destroyed about ¼ of all Japanese homes between March and August 1945.  7. Japan gave up and signed an armistice only one week after the bombs fell.  8. The cost. The USA had spent millions of dollars making the bomb. By July 1945 it had been well tested and was ready to use.  Arguments **AGAINST** the bomb:  1. Instead of dropping the bombs on cities, the Americans could have chosen a military target, or even a sparsely populated region to show the sheer force of the bomb and frighten the Japanese government.  2. Japan had already been defeated using conventional methods. The atomic bomb made no difference.  3. The atomic bomb was simply an awful weapon to use. It caused thousands of injuries and deaths and still kills today because of the effects of the radiation poisoning. When the Americans dropped the bomb, at the center of the explosion the heat was so strong that solids were turned into gases. Further from the center, thousands burnt to death. The explosion created a wind of 800 km/h which crushed thousands of others. The radiation caused skin to dissolve and fall off the body in bands.  4. At Hiroshima, 80,000 were killed immediately. This number would rise to 138,000 as a result of the radiation.  5. At Nagasaki, 40,000 were killed immediately. This number would rise to 48,000 as a result of the radiation.  6. The USA did not use the bomb to end the war with Japan, rather as a warning to Stalin to stop expanding into Asia.  7. It was one of the causes of the Cold War as it created an arms race to develop nuclear technology between the USA and USSR after 1945. |
| 3.3.5. Evaluate how new leaders and technological developments increased tension at Potsdam. | 1. Between July 17 and August 17, 1945, the last wartime conference was held at Potsdam. Stalin met with U.S. President Harry Truman (Roosevelt had died) and British Prime Minister Clement Atlee (Churchill had lost the recent British election).  2. There was disagreement on the question of Poland.  3. It was agreed that all Nazi institutions would be dismantled and Nazi war criminals would be tried and punished.  4. Reparations would be paid in machinery, the Soviets had the right to take what they wanted from the Eastern sector of Germany and 35% from the western sector.  5. They could not agree on the future of Germany so the “temporary  arrangement” to divide Germany and Berlin remained  6. President Truman saw things in black and white terms, with little room for compromise. As a result, he adopted a “get tough” attitude with the Soviets (different from Roosevelt). He believed the Soviets were acting like a bully in Europe and should be made to mend its ways.  7. Unlike Roosevelt, Truman was highly suspicious of the Soviets and had no intention of working closely with Stalin like Roosevelt. This new approach towards the Soviets increased tensions.  8. In August 1945, the United States ended WWII by dropping atomic bombs on the Japanese cities of Hiroshima and Nagasaki. The atomic bomb became a source of tension for several reasons:  • Truman had not told Stalin that the U.S. intended to drop these on Japan.  • The U.S. refused to share the secret of how to make such a bomb.  • Stalin was convinced the U.S. would use the bomb to win worldwide power.  • Stalin ordered his scientists to develop an atomic bomb. |

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| **Outcome** | **NOTES** |
| 4.1.2. Analyze the impact of Churchill’s “Iron Curtain” speech and Stalin’s “two hostile camps” speech on the deterioration of Soviet-Western relations. | In general, the speeches increased paranoia between both sides.  • In Stalin’s “camps” speech he discusses the nature of capitalism. It shows Stalin’s paranoia over the intentions of the western world. He delivered it to his people as a way of scaring them. He wanted them to begin sacrificing consumer goods and increasing production in order to be ready for the possible threat of western nations.  • The western world saw this quote as Stalin saying that eventual war between The Soviet Union and the West was inevitable.  • Convinced Americans to accept President Truman’s hard-line polices against communism.  • Helped promote the policy of containment.  • Helped to form Spheres of Influence and new alliances. |
| 4.1.3. Analyze how the policy of containment was reflected in the Truman Doctrine, the Marshall Plan and the formation of NATO. | **Marshall Plan**:  - The purpose of the Marshall Plan was to provide money, goods and grants for Europe’s recovery as it had been devastated during WW II.  - It was not done solely for altruistic reasons; it was done to prevent these devastated counties from falling into Soviet hands.  - Historically, extreme financial hardship often led to radical solutions and the US wanted to avoid the drift of European countries into the Soviet sphere of influence. --This was consistent with the **policy of containment** and the Truman Doctrine.  **NATO:**  - North Atlantic Treaty Organization: military union of “western” nations  - Real objective was to stop spread of communism  **Truman Doctrine**:  - Official policy which offered economic and military support to stop Soviet expansion(and spread of communism) |
| 4.2.2. Analyze the (1) Korean War, (2) Cuban Missile Crisis and (3) Vietnam War from the following perspectives: (a) CAUSES, (b) RESULTS. | **(1a) KOREAN WAR – CAUSES:**  1. **Problems with the division of Korea** as the Soviets supported a communist regime under Kim Il-Sung in the North while the Americans supported a democracy in the South under Syngman Rhee.  2. The **United Nations attempted to hold free elections** in both Koreas to see if reunification was possible. The communists boycotted the elections in the South and they were never held in the North.  3. **American troops pulled out of South Korea** as a democracy had been installed while weapons were stockpiled in the communist North.  4. On 25 June 1950, **90,000 North Korean troops crossed the 38th parallel** and invaded the South. It was the start of a civil war.  5. **Containment** and the **Domino Theory** explain why the U.S.A. pressured the United Nations to send forces to liberate South Korea from the communist aggressors making it an *international* war.  **(1b) KOREAN WAR – RESULTS:** *\*See outcome 4.2.3.*  **(2a) CUBAN MISSILE CRISIS – CAUSES:**  1. The **Cuban Revolution** lead by Castro **put a ‘red’ country** very **close to the USA**. Once USA refused to support Cuba, Castro turned to U.S.S.R.  2. The **failed Bay of Pigs invasion** greatly embarrassed the U.S.A. and strengthened the ties between Castro and the Kremlin.  3. **The U.S.S.R. put missiles in Cuba!** Fearing another invasion, Castro asked the U.S.S.R. for military support (weapons, etc.) so Khrushchev uses this as excuse to put nuclear weapons close to USA as the USA had weapons close to the Soviet Union in Turkey.  **(2b) CUBAN MISSILE CRISIS – RESULTS:**  1. **Most serious crisis of Cold War!**  2. Portrayed as a success for the West and a victory for President Kennedy.  3. **Embarrassing for the U.S.S.R.** Khrushchev was forced out by his own Party and Castro felt he had been used as a pawn by the Soviets.  4. **Encouraged a partial thaw in relations**. U.S.A. & U.S.S.R. signed a Nuclear Test Ban Treaty in 1963.  5. In 1963 a **‘hotline’** was installed in the White House and the Kremlin to avoid such **brinkmanship** in future.  **(3a) VIETNAM WAR – CAUSES:**  1. **Problems with the division of Vietnam** created a communist regime under Ho Chi Minh in the North with a weak democracy in the South under Ngo Diem after the defeat of French forces in 1954.  2. The U.S.A. entered Vietnam because of the **Domino Theory** where they did not want to see Vietnam unite under communism.  3. An **incident in the Gulf of Tonkin** saw the U.S.A. allege to have been fired upon by the Viet Minh. This gave President Johnson the possibility to declare war on communist forces in Vietnam.  **(3b) VIETNAM WAR – RESULTS:**  1. An escalation of **anti-war protests** in the U.S.A. Morale on the home-front dropped. Incidents like the Kent State massacre did not help.  2. **The U.S. military was weakened** as it could not “beat” a small nation.  3. **Many countries turned against the USA** as tales of atrocities such as the **My Lai Massacre** were leaked around the world.  4. The U.S.A. pursued a policy of **DÉTENTE** with the U.S.S.R. to help negotiate a peace with the Vietnamese communists. |
| 4.3.2. Analyze the impact of perestroika and glasnost on the economic and social conditions in the Soviet Union. | • Gorbachev realized that the greatest threat to the USSR was economic collapse not invasion from the West. He began to see communism as a problem and began to move to a freer market system, hence he began the reform of **perestroika** (economic restructuring). This again was viewed by the West as a good thing and eased the tensions of the Cold War.  • The reforms created social problems such as food rationing, a breakdown of the health care system, drug and alcohol abuse (especially vodka), and hardships for women who were an equal part of society, but made much less pay than men while having to maintain their traditional roles in the household and usually wait in long lines for few rationed items.  • Open discussion of problems under **glasnost** improved some social problems but led to calls for more freedoms so much so that when elections were held, citizens began to vote against communist candidates.  • Communism was so discredited by 1991 that the Soviet Union had dissolved by the end of December. |
| 4.3.4. Analyze each of the following challenges facing former Soviet republics: political reform, economic stability, and ethnic relations. | **POLITICAL REFORM**: The switch to democracy was a new concept and caused many problems for the Soviet regime. Ex: how could the republics incorporate democratic principles into a former communist system?  **ECONOMIC STABILITY**: Moving from a static-controlled economy to a free-market economy proved to be a very big challenge. Strikes, forbidden under communism, became common as people felt that their living and working conditions were worsening. Soviet people felt their needs, for such common items as food, housing, and medical supplies, were not addressed. Capitalism also caused spiraling inflation and escalating unemployment.  **ETHNIC RELATIONS**: The former U.S.S.R. consisted of 50 different nationalities speaking 100 languages and practicing many religions. Many groups under the old Soviet system were restricted and separatist activities were repressed. Under Gorbachev these groups were given more freedoms, and become more vocal and difficult to control. Arguments over language rights and other problems surfaced which challenged the peaceful co-existence of these ethnic groups and sometimes created rivalries among these groups. |

511817952_a23c6a50b6 **Question 56 – 5 POINTS – From Unit 4, an INTEGRATION question.**

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| **Outcome** | **NOTES** |
| 4.1.4. Evaluate the reaction of the Soviet Union to containment by referring to the Molotov Plan, Berlin Blockade/Airlift and formation of the Warsaw Pact. | • Explanation of **containment** (stopping the spread of communism).  • **Molotov Plan** to provide aid to struggling nations and secure their loyalty. The Molotov Plan was a means of counterbalancing the Marshall Plan, creating a recovery plan for the Soviet Union and many of its satellite countries. Many countries who were considering the U.S. plan accepted the Molotov Plan instead.  • **Berlin Blockade**/Airlift – The Berlin Blockade was a blockade of all rail, road, and canal links in and out of West Berlin and cutting off electrical power from East to West Berlin. The Soviets did this as a counter attack to the Western nations’ actions of establishing economic co-operation and currency reform in their zones. The U.S.-led group was setting in motion the plans for an independent West German state. The Soviets did not like this and did what they could to prevent it from happening. Stalin wanted all of Germany to be reunited under one communist state under Moscow’s control. The policy of blocking off West Germany was not successful because of America’s quick move to airlift supplies into West Germany.  • **Creation of the Warsaw Pact** – The Warsaw Pact was a military alliance set up by the Soviets where members pledged to assist each other in event of an attack. It completed the alliance system for both sides and was modeled after NATO and the threat perceived from that alliance. |
| 4.2.3. Assess whether the Korean War provides a better example of American containment or United Nations peacemaking. | SAY THE WAR WAS **CONTAINMENT**. Here’s why:  • It was convenient and fortunate to do so under the U.N. banner but the U.S.A. would have sent troops there regardless to prevent the spread of communism = containment!  • The Domino Theory (define).  • The definition of peacemaking must be included in the answer = *the diplomatic effort intended to move a violent conflict into non-violent dialogue, to end the violence between the contending parties - usually done through negotiation*.  • The U.N. involvement was directly linked to the Soviet boycott of the Security Council. The U.S.S.R. was boycotting the U.N. as the Security Council would not recognize Mao’s communist China as the legitimate representative of ‘China’ in the U.N.  • Mostly American resources (men, weapons) used in conflict (90%+). |
| 4.3.3. Assess the impact of Gorbachev’s reform on Eastern Europe, the Soviet Union and the global community with reference to: (1) collapse of communism in Eastern Europe, (2) re-unification of the two Germanys, and (3) end of the Cold War. | **(1) COLLAPSE OF COMMUNISM IN EASTERN EUROPE:**  • In 1985 Gorbachev pulled most Soviet military forces out of Eastern Europe. This revived the hopes and desires of many East Europeans to rid themselves of the communist regime and many demonstrations to this effect began to happen across the Soviet bloc. Without the Soviet military muscle to crush or dissuade these anti-communist protestations, the smaller communist states were often unable to quiet the revolts alone which led to the collapse of Soviet regimes in many countries.  • Students should recognize that “Gorbachev’s reforms” are **perestroika** (economic restructuring) and **glasnost** (openness). These reforms reverberated throughout the communist bloc in Eastern Europe and led to large protests in East Germany, Poland, Hungary, Czechoslovakia and Romania as many sought reforms.  • Gorbachev told the Eastern bloc nations around the same time that they too must chose the path that they were to follow. He told them that while he would prefer that they remain aligned to the USSR and communist, that was ultimately their choice.  • Hungary was the first to test the waters of change by removing the barbed wire fence separating Hungary from Austria and by honoring the revolutionaries of the 1956 Uprising including P.M. Imre Nagy with an official internment ceremony in 1987.  • When the Soviets did not react, other Eastern bloc nations followed suit demanding change. Most were bloodless except the violent overthrow of Nicolae Ceauşescu in Romania.  • East Germans clamored for change soon after but were met with resistance from Stalinist East German leaders. They looked to Gorbachev and the USSR for support against change but Gorbachev refused to intervene and within weeks the East German leadership collapsed. The rest of Eastern Europe followed soon after.  • In 1989, Gorbachev had free elections in the Soviet Union. For the satellite states in Eastern Europe, events in the Soviet Union lead to the destruction of the communist system. Eager to seize the opportunity, countries in Eastern Europe began to claim their independence after 40 years of Soviet control. The Iron Curtain, a symbol of the Cold War, had been removed.  **(2) RE-UNIFICATION OF THE TWO GERMANYS:**  • In 1985 Gorbachev pulled most Soviet military forces out of Eastern Europe, including East Germany. This revived the hopes and desires of many East Germans to reunite with West Germany and many demonstrations to this effect began to happen across the country, especially in divided Berlin.  • Students should recognize that “Gorbachev’s reforms” are **perestroika** (economic restructuring) and **glasnost** (openness). These reforms reverberated throughout the communist bloc in Eastern Europe and led to large protests across East Germany as many sought reforms.  • These reforms were completely ignored by Honecker and his conservative communist regime. This only led to even more protests across the East Germany and culminated in a showdown in Leipzig between protestors and the State Police which saw the Police not use violence to stop the protestors, showing more weakness in Honecker’s regime.  • This showed the people and his Party that Honecker was no longer a strong leader. He was replaced by a reformist government who on 9 November 1989 ended border restrictions between East and West at the Berlin Wall. This is seen as the tearing down of the Berlin Wall.  **(3) THE END OF THE COLD WAR:**  • Gorbachev challenged the West to **stop the arms race**. He reduced spending on the Soviet Army and tried to increase consumer goods.  • The many **peace initiatives** changed the perception of Gorbachev’s country.  • The reform of **glasnost** (openness) changed the perception of the U.S.S.R. from censorship and control to freedom and openness.  • Gorbachev realized that the greatest threat to the U.S.S.R. was economic collapse not invasion from the West. He began to see communism as a problem and began to move to a freer market system, hence he began the reform of **perestroika** (economic restructuring). This again was viewed by the West as a good thing and eased the tensions of the Cold War.  • In 1989, **Gorbachev had free elections in the Soviet Union**. For the satellite states in Eastern Europe, events in the Soviet Union **lead to the destruction of the communist system**. Eager to seize the opportunity, countries in Eastern Europe began to claim their independence after 40 years of Soviet control. The Iron Curtain, a symbol of the Cold War, had been removed. |

511817952_a23c6a50b6 **Question 57 – 5 POINTS – From Unit 6, an APPLICATION question.**

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| **Outcome** | **NOTES** |
| 6.1.2. Analyze examples to illustrate three peacekeeping roles that U.N. forces are sometimes called upon to perform in troubled areas: mediation of disputes between conflicting parties, deployment of military forces to maintain peace in civil or international wars, and deployment of military forces to ensure distribution of humanitarian aid. | **Mediation of disputes**: Suez Crisis – U.N.E.F. tried to mediate between Israel and Egypt after Nasser (Egypt) nationalized Suez Canal.  **Peacekeeping** (during civil wars): ex. Rwanda  United Nation’s peacekeepers have performed a number of roles including:  • Humanitarian Aid.  • Food delivery and distribution.  • Providing medical expertise.  • Military efforts in places such as Somalia. Rwanda, Bosnia, etc.  • Sometimes peacekeepers must take on the role of peacemakers in order to instill order into war torn nations.  • Help countries create conditions of lasting peace.  **Humanitarian**: Bosnia and Somalia |
| 6.1.3. Analyze the role of recent U.N. peacemaking efforts in (1) Somalia and (2) Bosnia-Herzegovina. | **(1) SOMALIA:**  • In 1992, with **Operation Restore Hope, the U.N. authorized the use of massive military force** to ensure food reached the people of Somalia. U.N. soldiers were in direct confrontation with the warring factions.  • In 1993, **18 United States soldiers were killed** and their bodies dragged through the streets of Mogadishu.  • As a result, the U.N.’s mission in Somalia changed from humanitarian aid to demobilizing warring factions, resulting in thousands dying in clashes including dozens of peacekeepers. 30,000+ troops were sent to Somalia.  **This was viewed by many as a change from peacekeeping to peacemaking**.  • **The U.N. was unable to maintain a ceasefire**, and so the mission ended in failure. U.N. troops were withdrawn in March 1995.  • By July 2000 the U.N. had set up a Transitional National Government, under U.N. supervision, **to create a constitution** and hold elections.  **(2) BOSNIA-HERZEGOVINA:**  • **The U.N. recognized independence of Bosnia-Herzegovina** in April 1992 and imposed harsh sanctions on Serbia for the ethnic cleansing of Muslim and Croats.  • Established **peacekeeping** force in Sarajevo to keep relief supplies coming in and uphold (temporary) ceasefires between Serbs and Muslims/Croats.  • U.N. Forces had **NO mandate to impose peace** or intervene in conflict.  • Amid escalating fighting, **Yugoslavia (President Milošević) was expelled** **from the U.N.** as it became more dangerous for U.N. peacekeepers stationed there.  • In February 1994, **NATO intervened** and bombed a Serbian stronghold in what they deemed a **peacemaking** operation.  • In 1995 the Bosnia-Herzegovina **War ended** when **Milošević** signed the Dayton Accord ac**knowledging a Serb Republic and a Muslim-Croat Federation**.  • The War and ethnic cleansing (against Albanians) continued when Serbia invaded Kosovo until NATO forces finally defeated the Serbs in 1999. |
| 6.1.7. Analyze how terrorist attacks such as those on the World Trade Centre and suicide bombings in Israel have posed threats to world peace and security. | **Sources of tension**:   * Suicide bombers from Fundamentalist groups (like Hamas) want to destroy Israel * The US has supported Israel and many terrorist groups want them out of the Middle East (westernization) * Suspected weapons of Mass destruction was the reason the US invaded Iraq * Nuclear weapons in North Korea, India, Pakistan * Iran pursuing Nuclear technology   **Results:**   * Increased airport security * Increased “vigilance at home” * Western invasion of Afghanistan and Iraq * Greater border security * Culture of fear |