

Scoring Guidelines and Notes for Document-Based Question

Evaluate the causes of the beginning of the Cold War between the U.S. and the USSR from 1945 to 1950.

Curriculum Framework Alignment

Learning Objectives	Historical Thinking Skills	Key Concepts
WOR-2.0 – Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.	Targeted Skill: Causation Additional Skills: Analyzing Evidence: Content and Sourcing Argumentation Contextualization Synthesis	8.1.I

Scoring Guidelines

Maximum Possible Points: 7

Please note:

- ▶ Each point of the rubric is earned independently, e.g. a student could earn the point for argument development without earning the point for thesis.
- ▶ Unique evidence from the student response is required to earn each point, e.g. evidence in the student response that qualifies for the contextualization point, could not be used to earn the point for synthesis or the point for sourcing the documents.

A. Thesis and Argument Development (2 points)

Targeted Skill: Argumentation (E1)

1 point Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Scoring Note: Neither the introduction nor the conclusion is necessarily limited to a single paragraph.

1 point Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

0 points Neither presents a thesis that makes a historically defensible claim and responds to all parts of the question nor develops and supports a cohesive argument that recognizes and accounts for historical complexity.

B. Document Analysis (2 points)

Targeted Skills: Analyzing Evidence: Content and Sourcing (A1 and A2) and Argumentation (E2)

1 point Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument.

1 point Explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

0 points Neither utilizes the content of at least six of the documents to support the stated thesis or a relevant argument nor explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

C. Using Evidence Beyond The Documents (2 Points)

Targeted Skills: Contextualization (C3) and Argumentation (E3)

Contextualization

1 point Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

*Scoring Note: Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is **not** awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.*

Evidence Beyond the Documents

1 point Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.

Scoring Notes:

- ▶ *This example must be different from the evidence used to earn other points on this rubric.*
- ▶ *This point is **not** awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.*

0 points Neither situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question, nor provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.

D. Synthesis (1 point)**Targeted Skill: Synthesis (C4 or C5)**

1 point Extends the argument by explaining the connections between the argument and ONE of the following.

- a) A development in a different historical period, situation, era, or geographical area.
- b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

0 points Does not extend the argument by explaining the connections between the argument and the other areas listed.

Scoring Note: *The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area, and is **not** awarded for merely a phrase or reference.*

On Accuracy: *The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.*

On Clarity: *These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.*

Scoring Notes

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis and Argument Development (2 points)

a) Thesis

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

Acceptable thesis statements would need to address the causes of the beginning of the Cold War between the U.S. and the USSR from 1945 to 1950.

Examples of acceptable thesis:

- ▶ “The main causes of the Cold War during the period of 1945–1950 were the ruined economic state of Europe, the opposing social views of the USA and USSR, and the polar-opposite political systems the USA and USSR operated under.”
- ▶ “The start of the Cold War resulted from the threat of Russia spreading communism, the US’s attempts to aid Europe and repel communism, and the formation of military alliances that pitted the US and the USSR and their allies against each other.”

Examples of unacceptable thesis:

- ▶ “The main tensions for the beginning of this Cold War came because social, economical, and political differences between these two super powers.”
 - › This attempt at a thesis is general and formulaic. This could be an effective thesis if there were specific references to the kinds of social, economic and political tensions that caused the Cold War.
- ▶ “During the period of 1945–1950, both the United States and the Soviet Union contributed to the start of the Cold War.”
 - › This attempt at a thesis is just a restatement of the question. If the response could name the ways in which the United States was responsible for causing the Cold War and the ways in which the Soviet Union caused the Cold War, this could be an effective thesis.

b) Argument Development

To earn this point, responses must move beyond a single sentence or a listing of facts in support of the thesis or argument; they must explain the relationship of historical evidence to a complex and cohesive thesis or argument and do so throughout the essay (1 point). Evidence can be related to the argument in ways such as contradiction (e.g., using evidence to address a possible counterargument to the main argument in the essay), corroboration (e.g., combining multiple pieces of evidence to support a single argument), or qualification (e.g., use of evidence to present an argument that is subsequently made more complex by noting exceptions).

Unacceptable argument development would include:

- ▶ Responses that do not develop a cohesive essay
- ▶ Responses that simply parrot the documents or list the documents in order
- ▶ Responses that fail to organize documents in any meaningful way
- ▶ Responses that do not reconnect the evidence of the essay back to a thesis or argument

Examples of acceptable argument development:

- ▶ “Political tensions also rose from the creation of the containment policy. This policy was originally created by George Kennan, in order to prevent communism from spreading. This can be seen in the document of George Kennan describing containment. This document’s purpose is to explain the viability of the containment policy, and how it would eventually lead to the destruction of the USSR. Since the USSR wanted to spread communism, containment was a way to help prevent it. This can be seen in the cartoon by David Low. The cartoon’s purpose is to show how the USSR intended to control almost every country within Europe, which displays the need for the containment policy. Another example of tension being caused through political differences was Stalin’s control of Poland. After World War II, Stalin wanted to ensure that Germany could never attack the USSR. This caused tension, due to the fact that Stalin did not allow Poland to freely vote. The document of ‘Joseph Stalin at the Yalta Conference’ shows this.”
- ▶ This response is part of a cohesive essay that argues there were social, economic, and political tensions between the U.S. and the USSR, which led to the beginning of the Cold War. In this excerpt, the response uses the evidence from three documents to effectively corroborate its argument that political tensions rose out of the containment policy.

- ▶ “Propaganda also helped the cause of the Cold War. It attempted to discourage and show the horrors of communism while extolling the values of capitalism and democracy. In David Low’s cartoon it shows how each country was losing their freedom because of communism. It shows how the USSR was trying to take over the other, weak countries. Gallup Polls conducted in the U.S. show how the U.S. citizens feel about Russia. Throughout the years, the anti-Russia sentiments grew stronger, probably due to American propaganda. Also, Alger Hiss was accused of being a Soviet spy and was convicted of perjury. His case was heavily propagandized and caused a great deal of controversy. It forced Americans to become more alert about the dangers of hidden communist agents. All these social issues heightened tensions between the USSR and the United States and contributed to the Cold War.”
- › This response is also part of a cohesive essay that argues that divisive social issues, poor economics, and political tensions led to the beginning of the Cold War. In this excerpt, the response argues that many of the social tensions that grew between capitalism and communism were fanned by American propaganda. The response illustrates the relationships of three of the documents to corroborate this argument.

Example of unacceptable argument development:

- ▶ “Economic factors came into play at the start of the Cold War when the Soviet Union rejected the United States’ Baruch plan, which offered economic aid. The USSR did not want to be in debt to the USA because of the growing tension. Also, at the end of the war, Germany had large war pensions to pay off to the USSR. The Soviet Union used this to keep Germany weak, and began treating East Germany very poorly compared to West Germany.”
- › This response is attempting to support an argument that economic factors led to the beginning of the Cold War. However, the evidence presented is muddled. The Baruch plan is misidentified as a program offering economic aid to the Soviet Union. While war reparations to the USSR could provide excellent historical evidence to support this argument, the response is not very clear about how this led to tensions between the U.S. and the USSR. Overall, this response is not a clearly supported, cohesive argument.

B. Document Analysis (2 points)**a) Document Content**

Responses earn one point by utilizing the content of at least six of the documents to support the stated thesis or a relevant argument (1 point). Responses cannot earn a point by merely quoting or paraphrasing the documents with no connection to a thesis or argument. (See the *document summaries section below for descriptions of document content.*)

Examples of acceptable utilization of content from a document to support a thesis or relevant argument:

- ▶ “This can also be seen through the ‘Testimony of Whittaker Chambers before the House Committee on Un-American Activities, August 3, 1948.’ This document states that Alger Hiss was a member of ‘an underground organization of the United States Communist Party.’ . . . This heightened fear of communism helped contribute to the Cold War because the American public was constantly afraid of a Soviet takeover, which provided tension between the USA and USSR.”
 - › This response is using the content of document 7 to argue that one of the causes of the Cold War was opposing social views of the U.S. and USSR. The response correctly interprets the document and uses the content of the document to argue that the Cold War developed due to a “heightened fear of communism” in the U.S.
- ▶ “The economic policies offered by both superpowers to ruined Europeans caused great tensions. In the last 30 years, Russia was attacked by Germany twice causing fear of millions of deaths plus economic hardships. Josef Stalin proclaimed at Yalta that he requests control of satellite states for protection of the motherland in order to avoid another invasion. This however was seen by many Allies as a play for Stalin to begin his conquering of Europe and spread communism.”
 - › This response uses the content of document 1 to argue that Stalin's expansion into Eastern Europe was an economic cause of the beginning of the Cold War between the U.S. and USSR.

Examples of unacceptable utilization of content from a document to support a thesis or relevant argument:

- ▶ “As seen in George Kennan, State Department official, September 1946, where the document explains the containment policy.”

- › This response does not demonstrate an understanding of document 3. The response parrots the source line and claims that the document’s purpose is to explain the containment policy. This could be true, but the response does not elaborate on what the containment policy is nor does the response use this line to further any argument about the causes of the beginning of the Cold War.
- ▶ “In *The Task of Our Time: Unite Against the Enslavement of the People*, the author informs Russians about the diminishing ties between the Soviet Union and the United States.”
 - › This response quotes the source line of document 5, but does not use any of the content of the document to support an argument. The response provides a general statement that the USSR and the U.S. are experiencing “diminishing ties,” but the same statement could be made from any of the documents.

b) Significance of Point of View, Purpose, Context, and/or Audience

Responses earn one point by explaining the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents (1 point). (*See the document summaries section below for description of point of view, purpose, historical context, and audience for each document.*)

Example of acceptable explanation of the significance of the author’s point of view:

- ▶ “The Gallup Polls conducted in the U.S. shows how the point of view of many Americans changed from fondness of Russia to a hatred of communism. The U.S. heavily used propaganda such as the phrase ‘better dead than red’ to rally anti-communist sentiment and the effectiveness of this propaganda is demonstrated in the changing public opinion measured in these polls.”

Example of unacceptable explanation of the significance of the author’s point of view:

- ▶ “In *America and Britain*, the point of view is the exact opposite as depicted in the David Low cartoon showing Stalin ‘liberating’ European countries and denying them aid from the U.S. and Britain.”
 - › This response misinterprets the point of view of document 6. While it could be a good strategy to discuss the differing points of view between the countries involved in the beginning of the Cold War, this response suggests that the British supported Stalin and his efforts to “liberate” European countries, misunderstanding the sarcasm and cynicism in the political cartoon.

Example of acceptable explanation of the significance of the author's purpose:

- ▶ “The Truman Doctrine essentially told all countries resisting communist influence that the United States would come to their aid. This can be seen when Truman requested \$400 million dollars in military and economic aid to support Greece and Turkey, who were resisting the influence of the USSR. President Harry Truman’s ‘Speech to Joint Session of Congress’ shows this. The purpose of this document was for Truman to enlist Congressional action. He wanted to prevent as many nations as possible from becoming communist, and to demonstrate that the United States would support any country resisting communism through financial aid.”

Example of unacceptable explanation of the significance of the author's purpose:

- ▶ “In David Low’s cartoon, the purpose is to show how each country was losing their freedom because of communism. It shows how the USSR was trying to take over the other, weak countries.”
- › This response is merely describing the content of document 6 without adding any insight into the significance of the author’s purpose.

Examples of acceptable explanation of the significance of the historical context of a document:

- ▶ “In response, Truman’s address to the Joint Session of Congress claimed his and ultimately America’s position against the spread of communism. The speech took place amid Truman’s more general establishing of the Truman Doctrine and the idea of containment, a policy that would be utilized in the Korean War.”

Examples of unacceptable explanation of the significance of the historical context of a document:

- ▶ “Additionally, the context of David Low’s cartoon is the Marshall Plan which was also a part of the containment policy because it promised financial aid to those that rejected communism.”
- › The Marshall Plan could provide excellent historical context for several of these documents, however the response does not make clear how the Marshall Plan provides helpful context for understanding document 6.

Examples of acceptable explanation of the significance of the audience:

- ▶ “Joseph Stalin’s audience was his fellow Allied leaders Churchill and Roosevelt. While they were asking for free elections in Eastern Europe, Stalin would need to explain to them the Soviet interest in Poland. Stalin’s country had been invaded twice before by Germany and had twice passed through Poland to do this. Stalin wanted Roosevelt and Churchill to understand what they were asking Stalin to sacrifice if they insisted on the USSR backing out of Poland.”

Examples of unacceptable explanation of the significance of the audience:

- ▶ “In George Kennan, the State Department official’s statement’s intended audience is the United States’ government and citizens. He is telling them that the Soviets can’t be reasoned with and that they need to be in a situation that economically is unfavorable to go against the United Nations.”
- › This is a correct interpretation of the content of document 3 and is generally correct in identifying that the intended audience of this document would be the United States’ government and citizens. However, to earn credit here, the response must address why this is significant and add some insight into this document.

C. Using Evidence Beyond the Documents (2 points)**a) Contextualization**

Responses earn a point for contextualization by explaining the broader historical events, developments, or processes immediately relevant to the question (1 point). To earn the point, the essay must situate the thesis, argument, or parts of the argument by accurately and explicitly connecting the causes of the Cold War to larger historical processes. Examples might include:

- ▶ Western and Soviet policies regarding the rise of fascism in the 1930s (Spanish Civil War, the German-Soviet Non-aggression Pact)
- ▶ Personal tensions among Roosevelt, Stalin, and Churchill during the Second World War
- ▶ Agreement among the Allies on the division of Germany, Austria, and Korea into different occupation zones in 1945

Example of acceptable contextualization:

- ▶ “World War II culminated with the Allied powers of the United States, United Kingdom, France, and the USSR prevailing over Nazi Germany, Imperialist Japan, and Fascist Italy. The end of the war resulted in Europe being absolutely destroyed, with many war-torn countries turning to communism as a way to help rebuild. Victory in the war meant that tensions would rise between the United States and the USSR, as both countries held entirely different goals during the war of what Europe should look like after it. As shown in the Non-Aggression Pact, Stalin’s main goal was to move Russia’s borders as far west as possible, while the U.S. sought mostly to defeat the Axis.”

Example of unacceptable contextualization:

- ▶ “World War II left most of Europe poor therefore making many countries vulnerable to Communism. Through the view of contextualization it is evident that the vulnerability led to a rise in tension between the United States and the Soviet Union.”
 - › This statement needs to be elaborated upon to warrant a point for contextualization. The response may be considered the beginning of an attempt at contextualization, but it falls short of the necessary analysis that would explain the way in which World War II leaving countries poor in some way influenced the rise of the Cold War.

b) Evidence Beyond the Documents

Responses earn a separate point for providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument (1 point).

Examples of such information could include, but are not limited to:

- ▶ Potsdam and Yalta conferences (specific details about these agreements)
- ▶ Establishment of the United Nations
- ▶ Churchill’s “Iron Curtain” speech
- ▶ Berlin crisis
- ▶ Marshall Plan
- ▶ Unrest in Greece and Turkey/Truman Doctrine
- ▶ Conflict in Indochina
- ▶ UN Declaration of Human Rights
- ▶ Formation of the North Atlantic Treaty Organization

- ▶ Fall of China to the Communists
- ▶ Successful Soviet test of an atomic bomb
- ▶ Arrest of Julius and Ethel Rosenberg
- ▶ “Wheeling Speech” by Senator Joseph McCarthy
- ▶ Outbreak of the Korean War

Example of providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:

- ▶ “Along with social and economic factors, political tensions were extremely influential in causing the war. The USSR supported communism in numerous countries both within and beyond Europe. They sponsored a communist coup in Czechoslovakia, supported Mao communists in China, and consented to North Korea attacking South Korea over the battle of communism.”

Example of improperly providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:

- ▶ “Economic factors came into play at the start of the Cold War when the Soviet Union rejected the United States’ Baruch Plan, which offered economic aid. The USSR did not want to be in debt to the USA because of the growing tension.”
 - › While the Baruch Plan could be an excellent piece of evidence to support an argument about the start of a nuclear arms race as a cause of the Cold War, the response does not elaborate on the Baruch Plan and misidentifies this plan as one that offered economic aid to Europe and the Soviet Union.

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their argument in one of two possible ways (1 point).

- a) Responses can extend their argument by appropriately connecting the causes of the beginning of the Cold War between the U.S. and the USSR from 1945 to 1950 to other historical periods, situations, eras, or geographical areas. (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

Example of acceptable synthesis by appropriately connecting the argument to a development in a different historical period, situation, era, or geographic area:

- ▶ “The Red Scare that resulted from the beginning of the Cold War was not a new phenomenon. Just as World War II ended with a fear of communism inside the U.S. as seen in the ‘witch hunts’ of Senator McCarthy, the U.S. experienced a similar Red Scare at the end of World War I. This war had led to the Russian Revolution and the first ever-communist world power. The U.S. reacted to the creation of the USSR and the end of World War I with an intense isolationism and the Palmer Raids attempted to rout out communists, anarchists and other radicals from American society.”

Example that did not accurately connect the argument to a development in a different historical period, situation, era, or geographic area:

- ▶ “Overall, the major economic, political, and social factors of post-World War II had a huge impact on world affairs. It brewed a hostility that would last for several more decades through wars like Vietnam. All until one side conquered the other. The nuclear arms race would emerge and threaten the whole world.”
 - › This response has the potential to be a good synthesis argument but the response would need to discuss how Vietnam extends this argument of economic, political, and/or social tensions between the U.S. and the USSR.
- b) Responses can extend their argument by appropriately connecting the causes of the beginning of the Cold War between the U.S. and the USSR from 1945 to 1950 to course themes and/or approaches to history that are not the main focus of the question (Synthesis proficiency C5). These connections must consist of more than just a phrase or reference. For example, responses could discuss one of the following:
- › Gender roles as highlighted by the Cold War
 - › Race relations in the U.S. impacted by the Cold War
 - › Religious differences between the U.S. and the USSR
 - › Alternate interpretations of the causes of the Cold War (the U.S. exaggerated the threat of communism to secure European markets for itself)

Document Summaries

The following pages present the DBQ documents along with the key aspects of each that students might offer in support of their arguments. Also provided are some of the major subjects, concepts, themes, or processes mentioned in the course that students might use to contextualize their arguments.

Document 1

Source: Joseph Stalin, February 6, 1945.

Summary of key points explaining content of source or argument made by the author:

- ▶ The USSR needs to control Poland for its own honor and security
- ▶ The USSR has been invaded by Germany twice in the last 30 years

Example of author's point of view:

- › Stalin, the Soviet leader, argues that control of Poland is vital to Soviet security.

Example of author's purpose:

- › Stalin's purpose is to explain the Soviet position on Eastern Europe.

Examples of historical context:

- › Students could discuss Allied leaders, shortly before the end of World War II, met to discuss the shape of postwar Europe following the fall of Hitler.

Example of audience:

- › Stalin's audience would be FDR, Churchill, and diplomats.

Document 2

Source: Gallup Polls conducted in the United States

Summary of key points explaining content of source or argument made by the author:

- ▶ Between 1945 and 1948, Americans had become increasingly less trusting and more suspicious of the USSR's motives and actions.

Example of author's point of view:

- › The data, created by an independent polling company in an attempt to objectively measure American opinion, show a rise in hostility toward Russia on the part of the American public during these years.

Example of author's purpose:

- › The poll's purpose is to present public opinion data about the U.S. attitudes toward the Soviet Union.

Example of historical context:

- › Students might discuss specific events that affected U.S. opinion at the time, such as the allied victory over Japan (August 1945) or the Marshall Plan (early 1948).

Example of audience:

- › The poll's audience is the reading public.

Document 3

Source: George Kennan, State Department official, September 1946.

Summary of key points explaining content of source or argument made by the author:

- ▶ The Soviet Union is not going to be reasoned with
- ▶ The U.S. needs to maneuver the USSR into a position that will require the Soviet Union's cooperation
- ▶ Kennan argues that the USSR needs to be contained

Example of author's point of view:

- › Kennan, a diplomat pushing to influence American public policy, argues that Soviet expansionism needs to be met with force, not attempts to persuade Soviet leaders.

Example of author's purpose:

- › Kennan's purpose is to convince listeners to take a hard diplomatic line against the Soviets.

Example of historical context:

- › Students could discuss the "Iron Curtain" speech and rising concern of U.S. leaders about conflicts in places such as Indochina and Greece.

Example of audience:

- › The audience would be those interested in foreign affairs, particularly fellow diplomats and politicians

Document 4

Source: President Harry Truman, Speech to Joint Session of Congress, March 12, 1947

Summary of key points explaining content of source or argument made by the author:

- ▶ The U.S. has protested violations of the Yalta agreement
- ▶ The U.S. supports principles of democracy
- ▶ The U.S. must combat the principles of terror and oppression

Example of author's point of view:

- › President Truman, as the leader of the most powerful democratic country, articulates his “Truman Doctrine” arguing that the U.S. needs to aid countries resisting Communism.

Example of author's purpose:

- › Truman's purpose is to convince congressional leaders to act.

Example of historical context:

- › Students could mention that Truman had devised a plan to financially and militarily assist countries and needed Congressional backing.

Example of audience:

- › The audience would be Congress and the general public.

Document 5

Source: V.M. Molotov, Soviet foreign minister, “The Task of Our Time: Unite Against the Enslavement of the People,” broadcast to the Russian people, November 6, 1947

Summary of key points explaining content of source or argument made by the author:

- ▶ The U.S. and Great Britain dominate other countries through capitalism
- ▶ The U.S. and Great Britain have violated the Yalta and Potsdam conference agreements
- ▶ The U.S. and Great Britain have departed from democratic principles

Example of author's point of view:

- › Molotov, the Soviet foreign minister and architect of Russian foreign policy, argues that Western nations desire world domination and are to blame for rising Cold War hostilities.

Example of author's purpose:

- › Molotov's purpose is to articulate the Soviet position on Western actions.

Example of historical context:

- › Students could discuss Soviet beliefs that the U.S. and Great Britain violated the agreements made concerning the partitioning of Berlin.

Example of audience:

- › The audience would be the Soviet public.

Document 6

Source: David Low cartoon in the London *Evening Standard*, March 1948

Summary of key points explaining content of source or argument made by the author:

- ▶ Stalin is expanding his sphere of influence through Europe
- ▶ Countries taken over by the USSR lose their freedoms

Example of author's point of view:

- › Low, a prominent political cartoonist, lampoons Stalin's actions as cynical and random.

Example of author's purpose:

- › Low's purpose is to attack and caricature Soviet actions in Eastern Europe.

Example of historical context:

- › Students could discuss the recent establishment of Soviet-style republics in the countries of Eastern Europe.

Example of audience:

- › The audience is the reading public.

Document 7

Source: Testimony of Whitaker Chambers before the House Committee on Un-American Activities, August 3, 1948

Summary of key points explaining content of source or argument made by the author:

- ▶ Whitaker Chambers and Alger Hiss were members of an underground communist organization
- ▶ Communists want to overthrow the government
- ▶ Communists are secret, sinister, and enormously powerful

Example of author's point of view:

- › Chambers is a former communist agent with firsthand knowledge of the Soviet's espionage system within the United States who believes that Communists form a conspiracy to overthrow the U.S. government.

Example of author's purpose:

- › Chambers' purpose is to convince a congressional committee of the author's beliefs concerning Communism in America.

Example of historical context:

- › Students could discuss the growing fear that Communism was infiltrating America. They could discuss Alger Hiss' conviction of perjury.

Example of audience:

- › The audience is both the Congressional leaders holding hearings and the wider American public.