

**World History 3201
Answer Key
August 2009**

1.	D	26.	B
2.	A	27.	A
3.	C	28.	D
4.	C	29.	A
5.	D	30.	A
6.	C	31.	B
7.	B	32.	A
8.	D	33.	B
9.	D	34.	A
10.	A	35.	A
11.	B	36.	C
12.	B	37.	B
13.	D	38.	C
14.	A	39.	D
15.	D	40.	A
16.	A	41.	B
17.	A	42.	A
18.	A	43.	A
19.	A	44.	D
20.	C	45.	D
21.	C	46.	D
22.	C	47.	A
23.	C	48.	B
24.	B	49.	B
25.	B	50.	B

Part II
Total Value: 50%

Instructions: Complete ALL questions as indicated, answering in the space provided.

Value

- 5% 51. Based on the source below and your knowledge of history, explain the role of Germany in the formation of military alliances before the First World War.

“All politics reduces itself to this formula: try to be one of three, as long as the world is governed by the unstable equilibrium of five great powers.”

- Otto von Bismarck, German Chancellor

Source: History in Quotations, M. J. Cohen and John Major. (703)

Source

- The source is a quote from former German Chancellor Otto von Bismarck. He states that as long as the world is being controlled by five major powers you must try to be on the side of the majority. Germany must be in an alliance with two other countries so that they would be part of the majority - an alliance of three countries out of a total of five great powers .

Knowledge

- Students needed to discuss the many alliances that Germany had become part of in the years leading to the First World War..
- Dual Alliance 1879
- Triple Alliance 1882
- Reinsurance Treaty 1887
- Germany’s “Blank Cheque” to Austria-Hungary (unlimited assistance in case of conflict)
- Germany’s attempt to isolate France

- 5% 52. Based on the source below and your knowledge of history, assess the issue of responsibility for the outbreak of the First World War.

“To protect Germany’s sea trade and colonies... Germany must have a battle fleet so strong that even for the adversary [enemy] with the greatest sea power, a war against [Germany] would involve such dangers as to imperil (hurt) its own position in the world.”

- Quote from the Second German Naval Law, June 1900

Source

- The quote is directly tied to the Arms Race which was one of the causes of the First World War.
- Germany needed to meet and exceed Great Britain’s might if they were going to expand on their possessions of colonies and trading partners. They needed the power of the navy to do this.
- Once you reach such a high level of power, other nations will hesitate to get into a conflict with you out of fear of risking their own status in the world.

Knowledge

- Students need to refer to the four main causes of the First World War: Extreme Nationalism, Alliance System, Economic Rivalry, and the Arms Race. Specific attention should be placed on discussing the Arms Race and Germany’s expansion of its navy as a means for German growth. Great Britain saw this expansion as a threat to their empire and the status quo. As a result, they expanded their arms even further.
- Balkan Conflict and the tension between Serbia, Austria-Hungary, and the assassination of the Archduke Ferdinand as contributors to the start of the First World War

Value

10%

53. Based on the sources below and your knowledge of history, describe the impact of the Great Depression on the daily lives of citizens.

Source 1

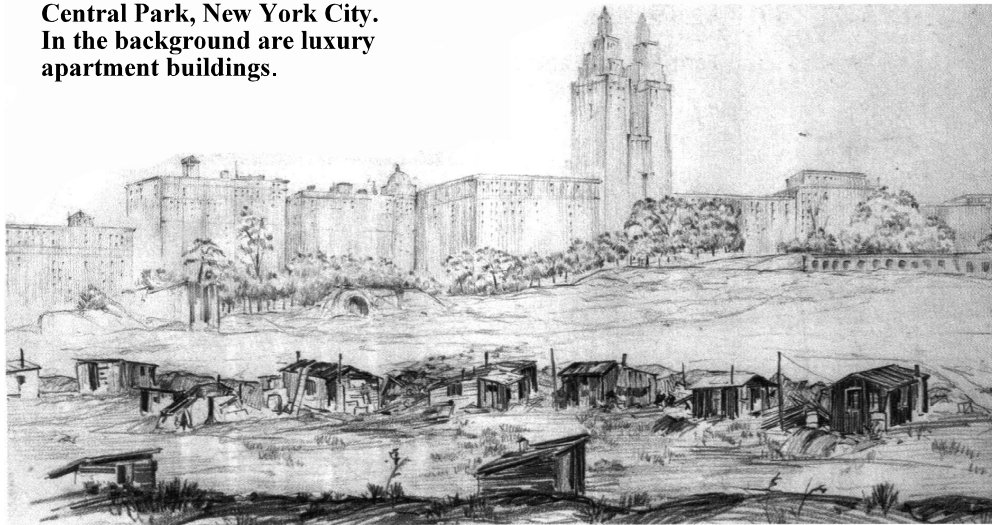
*They used to tell me I was building a dream, and so I followed the mob,
Then there was earth to plow, guns to bear, I was always there right on the job.
They used to tell me I was building a dream, with peace and glory ahead,
Why should I be standing in line just waiting for bread?*

*Once I built a railroad, I made it run, made it race against time.
Once I built a railroad, now it's done. Brother, can you spare a dime?
Once I built a tower, up to the sun; brick, and rivet, and lime;
Once I built a tower, now it's done. Brother, can you spare a dime?*

-“Brother, Can You Spare a Dime”, Y. Harburg and J. Gorney, 1931

Source 2

A picture of a “Hooverville” in Central Park, New York City. In the background are luxury apartment buildings.



Source: GCSE Modern World History, Ben Walsh. (486)

Source

- Source one looks at the investment that people put into following the dream of working hard and reaping the benefits of that work. The Great Depression changed this dream. People believed it when the government called for prosperous times ahead, but their prosperity was lost and their dream(s) were gone. The underlying theme is that people worked too hard and sacrificed too much to be in this situation (the Great Depression) and to be treated this way.
- Source two shows the juxtaposition between the rich and poor during the Great Depression. Hooverville, in the foreground, shows the destitution and poverty which existed in such close proximity to the wealthy high-rises shown in the background. Shelter was being built on any available pieces of land, even Central Park. Students may also infer that the luxury buildings in the back may represent where some people may have lived before the Depression but since they lost it all, they were forced to live in sub-standard homes.

Knowledge

- Students could reference many ways (socially, economically, and culturally) the Great Depression impacted the lives of people.
- homelessness and starvation
- riding the rails and unemployment
- soup kitchens and government assistance
- work camps and poverty
- hopelessness, debt, etc.

Value

- 10% 54. Based on the sources below and your knowledge of history, assess whether or not the dropping of atomic bombs on Japan was justified.

Source 1

“[Truman] could have agreed to [dropping the demand for unconditional surrender] before the bombing, but then the awesome power of the weapon would not have been proved. By demonstrating [its power], the United States delivered a ... warning to the Soviet Union.”

Source: The Second World War, Neil DeMarco, (33)

Source 2

“... Japanese leaders devised a military and political strategy called Ketsu Go [Operation Decisive]. Its ... premise [idea] was that American morale was brittle, and could be broken by inflicting enormous [casualties] in the initial invasion of Japan.”

Source: The Pacific War Companion, Ed. Daniel Marston (226-233)

Source

- Source one discusses the feeling that the bomb didn't have to be dropped but was used as a scare tactic to deter possible future advances by the Soviet Union. If the surrender was not unconditional then maybe Japan would have accepted the terms.
- Source two discusses how Japan believed that if they inflicted huge casualties on the Americans, while they attacked Japan, then the American's weak morale would cause them to quickly back out of the war. This belief is contrary to how Japan viewed their own spirit of fighting to their death. The statement infers to how many losses would have occurred if the war had continued.

Knowledge

Arguments to justify the dropping of the bomb(s) include:

- American military losses would have been much higher if the war continued. This was partly due to the fighting spirit of the Japanese.
- Continuing the war would have been very expensive.
- It was a scare tactic for future Soviet aggression.
- Pearl Harbor retaliation, etc.

Argument(s) that the dropping of the bomb(s) was not justified include:

- Any loss of civilian life is unjustified. Future generations would be affected by this loss of life.
- The United States was just playing the part of the bully and flexing its muscle.
- Since so much money was spent creating the bomb, many felt the U.S. had to justify its use..
- The sites of Hiroshima and Nagasaki were not strategic military sites. Many believed it was wrong to target those cities.
- Some speculate that the bombing of Japan was race related.

Value

- 5% 55. Based on the source below and your knowledge of history, explain the challenges facing former Soviet Republics since the collapse of communism in Eastern Europe in 1991.

Ethnic Composition of the Baltic States		
Estonia	Latvia	Lithuania
Estonian - 65.3%	Latvian - 57.7%	Lithuanian - 80.6%
Russian - 28.1%	Russian - 29.6%	Russian - 8.7%
Ukranian - 2.5%	Ukranian - 4.1%	Polish - 7%
Belarusian - 1.5%	Belarusian - 2.7%	Belarusian - 1.6%
Finnish - 1%	Polish - 2.5%	Other - 2.1%
Other - 1.6%	Lithuanian - 1.4%	
	Other - 2.0%	

Source

- The table shows the ethnic composition of the Baltic States under Soviet control. The unequal distribution of various ethnic groups within each region would lead to future ethnic struggles once the hold imposed by the Soviet Union ended. Groups would possibly rise up in conflict competing for control of specific regions.

Knowledge

- Students must discuss the events which occurred in both Bosnia and Yugoslavia. They should focus on themes such as ethnic tension, violence, Serbs vs. Croats, and poor social conditions.
- The former Soviet Republics struggled with the switch from a communist society to a democratic one.

Value

- 5% 56. Based on the source below and your knowledge of history, explain the response of the Soviet Union to the American policy of containment.



Source

- The source depicts the Berlin Airlift which was an American initiative in response to the Berlin Blockade by the Soviet Union. The picture shows the excitement of the children and points to the future loyalty that was extended towards the U.S. for their help.

Knowledge

- Students should demonstrate an understanding of containment.
- Discuss the Berlin Blockade and Airlift.
- The purpose of the Molotov Plan in response to the Marshall Plan and Truman Doctrine.
- The purpose of the Warsaw Pact in response to NATO, etc.

Value

- 5% 57. Based on the source below and your knowledge of history, describe the different roles that United Nations peacekeeping and peacemaking forces are asked to perform.

United Nations Stabilization Mission in Haiti



Source

- The source shows humanitarian aid, in the form of food, being distributed in Haiti by a United Nations soldier. It is symbolic of the various roles served by the United Nations in promoting peace..

Knowledge

Peacekeepers and peacemakers are asked to perform a variety of roles. These include:

- the distribution of humanitarian aid (food, medical care, etc.).
- military interventions (Somalia, Rwanda, Bosnia, Suez, Yugoslavia, etc.).
- the role of peacemaking vs. peacekeeping, etc.

Complete either 58 or 59 depending on the unit studied.

Unit 5.1 India, Egypt, and South Africa

Value

- 5% 58. Based on the source below and your knowledge of history, explain the factors that led to the decline of colonialism following the Second World War.

“In 1956, the globe was indeed still circled by British possessions and dependencies.... In reality, though, the sun had long since begun to sink over the British empire; nationalist movements were flourishing.... Britain itself was only beginning to emerge from postwar austerity [shortages], its public finances crushed by an accumulation of war debt.”

Source: <http://politics.guardian.co.uk/politicspast/story/0,9061,451936,00.html>

Source

- The source infers that the end of imperialism by the British was on the horizon long before 1956.
- Factors such as extreme nationalism, the cost of war, and the cost of maintaining colonies led Britain to struggle and eventually lose control of many colonies.

Knowledge

Factors which led to a decline of colonialism include:

- extreme nationalism.
- the cost of war and maintaining colonies.
- Western educated leaders returning to their countries of origin and leading the fight against colonialism.
- The Atlantic Charter (self determination).
- Gandhi, Mandela, Nasser examples, etc.

Unit 5.2 Middle East

Value

- 5% 59. Based on the source below and your knowledge of history, explain the efforts to establish peace in the Middle East.

"We used to reject you, and we had our reasons and grievances...but I say to you today and I say to the whole world that we accept that we should live with you in lasting and just peace."

- Speech by Egyptian President Anwar Sadat to the Israeli Parliament, 1977

Source

- The source is a statement made by the Egyptian President to Israel to try and extend an olive branch and create peace. He wanted both countries to live in mutual tolerance and harmony and forget about past grievances.

Knowledge

Students could refer to the following:

- Oslo Accord
- Camp David
- Acceptance of the PLO, etc.