Debating the DOCUMENTS

Interpreting Alternative Viewpoints in Primary Source Documents

1945

The Post-War Mood

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HS482 v2.0

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Printed in the United States of America

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ISBN: 978-1-57596-242-9
Product Code: HS482 v2.0

Contents

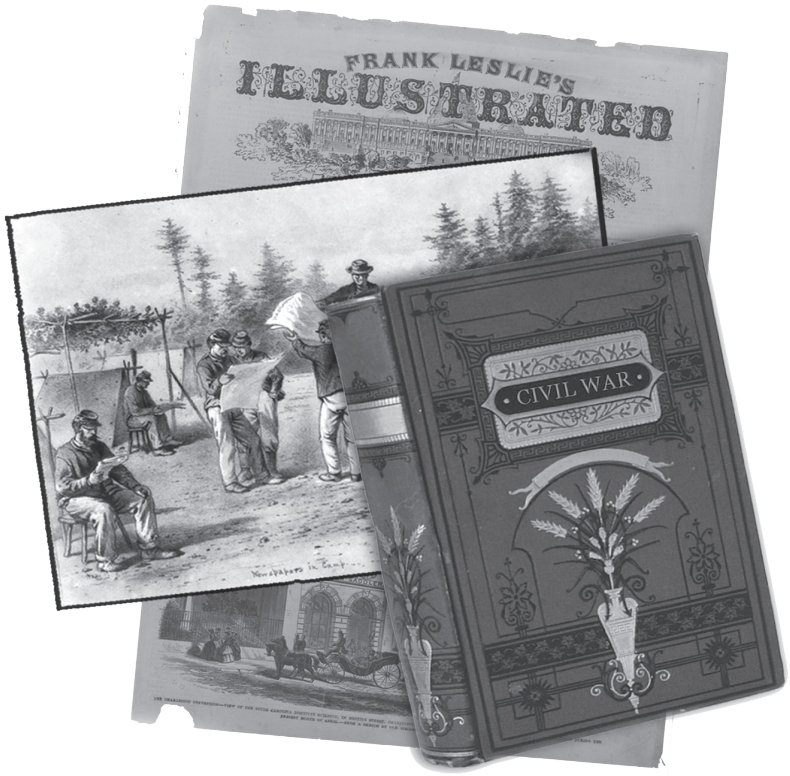
Teacher Introduction

Using Primary Sources

Primary sources are called "primary" because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their "secondary" accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it's because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



"Multiple, conflicting perspectives are among the truths of history. No single objective or universal account could ever put an end to this endless creative dialogue within and between the past and the present."

From the 2011 Statement on Standards of Professional Conduct of the Council of the American Historical Association.

The Debating the Documents *Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way*. (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

How to Use This Booklet

1. Have students read "Suggestions for the Student" and the Introductory Essay.

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

3. "Debate the documents" as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source's point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this Booklet (see page 20):

"In 1945, Americans faced the future with great confidence, an understandable mood given their great triumph over Germany and Japan." Assess the validity of this statement. That is, explain why you do or do not agree with it.

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay's thesis.
- Pay attention to the overall organization of your essay.

Complete DBQ Scoring Guide

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in "laundry list" style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

Using Primary Sources

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called "primary" because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

How to Use This Booklet

1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.

2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image's "content" (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image's meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source's author, that author's reasons for writing, and the likely audience for the source. These considerations give you clues as to the source's historical value.

3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the "Study the Document" worksheets to take notes on each source. Use the "Comparing the Documents" worksheet to decide which of the sources would be most useful to a historian.

4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

5. Do the final DBQ.

"DBQ" means "document-based question." A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

1945: The Nation at a Turning Point

For Americans, the first seven months of 1945 were a time of agony and pain, yet also hope. The final five months of the year were a time of triumph tinged with profound fear. All in all, it was an amazing year. Each day was lived with a sense that anything could happen. A turning point in history had arrived.

How do we make sense of our lives and our world when living through such an intense time? The documents in this booklet will give you some sense of how those living through 1945 thought and felt about it.

Early in that year, Allied forces swept into Germany. As they did, U.S. President Franklin Delano Roosevelt, British Prime Minister Winston Churchill, and Soviet Premier Joseph Stalin met at Yalta, in the Crimea, to plan the final stages of the war and the post-war settlement. Decisions at Yalta would also fuel tensions between the United States and the Soviet Union just after the war. Many say that the future Cold War was born at this meeting.

Another event that would help shape the Cold War and the entire post-war world took place in April, at the San Francisco conference establishing the United Nations.

Just before this conference, on April 12, Franklin Roosevelt died, having led the nation through 12 years of economic hard times and a huge world war. At about that time, the two dictators the United States had fought in Europe also died: Italy's Benito Mussolini, who was executed, and Germany's Adolf Hitler, who committed suicide in his bunker in Berlin.

When U.S. forces then liberated the concentration camps of Bergen-Belsen and Dachau, the full depths of Nazi barbarism began to sink in. Then, on May 8, Nazi Germany surrendered. One of the most hideous tyrannies in all of history was gone.

Yet Americans had little time to take in the horrifying reality of the Holocaust or to celebrate the Nazi collapse. Intense fighting continued in the Pacific against Japan. Hundreds of thousands of soldiers waited anxiously to see if they would be needed in an all-out invasion of the Japanese mainland. They were spared this fate, but at a huge price. On August 6 and 9, two atomic bombs destroyed two Japanese cities—Hiroshima and Nagasaki—killing more than 100,000 people instantly. The atomic age was born.

Within a few days of that second atomic bomb, Japan surrendered. World War II was over. As Americans celebrated, however, they also had to absorb the terrifying news of what nuclear weapons would mean for them and for the world. The combination of relief, joy, and shock would stay with them for the rest of the year, and beyond.

Some of their joy and shock had to do with the end of strict wartime controls over every aspect of their lives. Suddenly, U.S. industry was able to turn from war production to the production of consumer goods. During the war, all sorts of goods were rationed, or strictly limited per person. Now, as millions of soldiers arrived home, Americans began to enjoy a prosperity they had not known since the Great Depression began in 1929. Prices were controlled for a time, but soon a huge pent-up demand for goods made inflation a growing problem.

Historians write about the past looking back, already knowing how things turned out. But when studying history, it's important to keep in mind that people live their lives forward, never knowing how things will turn out. They always face an unknowable future. Yet they must make choices anyway. These documents may give you a sense of how Americans viewed the future in the momentous, turning-point year of 1945.

1945: A Time Line

February • • • Feb. 4–11: At the Yalta Conference, U.S. President Franklin D. Roosevelt, British Prime Minister Winston Churchill, and Soviet Premier Joseph Stalin discuss post-war Germany, the planned United Nations, political arrangements in Poland, and land to be ceded to the Soviets in return for their joining the war against Japan. Feb. 19: Marines land on Iwo Jima.

March • • • March 7: U.S. forces cross the Rhine River and enter Germany. March 10: Hundreds of bombers hit Tokyo, killing tens of thousands. Firebombing raids of other cities on the Japanese mainland begin.

April • • • April 1: U.S. forces land on Okinawa. April 12: President Roosevelt dies. He is succeeded by Vice President Harry S. Truman. April 25: Representatives of 50 nations meet in San Francisco to begin work on the charter of the United Nations. April 28: Italian anti-fascist fighters capture and kill Italian dictator Benito Mussolini. Two days later, Germany's Adolf Hitler commits suicide.

May • • • May 8: Germany surrenders unconditionally to the Allies. May 8 is V-E (Victory in Europe) Day; the war in Europe is over.

June • • • June 5: Germany is divided into British, French, U.S., and Soviet occupation zones. June 26: Fifty nations sign the U.N. charter in San Francisco.

July • • • July 16: An atomic bomb is successfully tested at Alamogordo, New Mexico. July 17–August 2: The Allied leaders hold the Potsdam Conference to discuss the fate of Germany and demand Japan's unconditional surrender.

August • • • Aug. 6–9: Atomic bombs are dropped on Hiroshima and Nagasaki, killing more than 100,000 instantly. Along with Soviet entry into the war against Japan on August 8, this convinces Japan to surrender on August 14. August 15 is V-J (Victory over Japan) Day. August 20: The War Production Board ends most of its restrictions on manufacturing.

September • • • Sept. 2: Japan formally signs its surrender on the U.S. battleship Missouri in Tokyo Bay.

November • • • Nov. 20: Allied trials begin for 22 German officers in Nuremberg, Germany, for crimes and atrocities committed during the war. Twelve will be sentenced to death by hanging.

Visual Primary Source Document 1

Courtesy of the Library of Congress

Information on Document 1

It took two atomic bombs to finally convince the Japanese to surrender. The United States dropped the first one on the city of Hiroshima on August 6. Hours later, President Harry S. Truman, returning from the Potsdam conference, told sailors aboard the U.S. cruiser *Augusta* about this first use of the atomic bomb. The other atomic bomb was dropped on Nagasaki on August 9.

The development of the bomb had been a top secret project, and practically no one knew about it until it was first used against Japan. Then a few days later, on August 14, Americans learned of Japan's surrender. They were expecting many more months of brutal fighting. The surrender came as a sudden and shocking surprise, and it brought thousands of Americans into the streets to celebrate.

This famous photo was taken that day, August 14. It shows a sailor kissing a young nurse in the middle of Times Square in New York City. These two, along with so many others, were overjoyed at the realization that the war was truly over.

Visual Primary Source Document 2

Courtesy of the Library of Congress

Information on Document 2

This cartoon by Edwin Marcus appeared in the *New York Times* on November 18, 1945. It shows a young woman in Grecian garb, labeled "Civilization," gazing into a crystal ball labeled "Atom Bomb." A single such bomb could wipe out an entire city, killing hundreds of thousands of people. The resulting radiation could prove just as ravaging to the survivors.

If this crystal ball could have worked, it would have shown the Soviet Union testing its own atomic bomb in just a few years. After the war, as new tensions between the democratic West and the closed society of the Soviet Union grew, the possibility of a full-scale nuclear war loomed over all of humanity. Of course, no one in 1945 could have been sure of how the nuclear future would unfold.

Study the Document: Visual Source 1

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

Write a caption for this photo as if you were a reporter in Times Square that day and you plan to use the photo in a story for the next day's newspaper.

2 Context

To give this photo some historical context, write a brief news story here that could go with the photo and the caption you have written for it.

3 Visual Features

This photo is actually quite famous. Why do you think it is so well known? What visual features in it help to make it so famous?

4 Usefulness

This photo is of only two individuals celebrating one moment in their lives. Does this mean it is of no real value to a historian studying the post-war mood in 1945? Why or why not?

Study the Document: Visual Source 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

What is the main idea of this editorial cartoon? Answer this in a few sentences here. Then write a brief one-page editorial for the newspaper for November 18, 1945, to explain more fully the key idea of the cartoon.

2 Context

In 1945, readers would need to know certain things to fully understand this cartoon if they saw it in their newspapers. What are some of the things they would have to know?

3 Visual Features

Why do you think the artist chose a woman in ancient Greek clothing to stand for "Civilization"? Why did he choose a crystal ball as another key feature? Notice the light rays from the ball. How do these add to the cartoon's meaning?

4 Usefulness

In what way could this cartoon help a historian to better understand the national mood in 1945? What sorts of things does it show about that mood?

Comparing the Documents

The Visual Sources

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these two primary source documents would be most useful to a historian trying to understand the nation's overall mood in 1945 after World War II?

Document 1 ☐

Document 2 ☐

Comparison Essay

I chose Document _____ because:

_____

_____

_____

_____

_____

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_____

I did **not** *choose Document _____.*
However, a historian still might use the document in the following way:

_____

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Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Written Primary Source Document 1

Information on Document 1

This August 20, 1945, selection from *TIME Magazine* provides analysis of the broader significance of the discovery of nuclear fission. Two bombs based on this discovery had just been dropped on two Japanese cities—Hiroshima, on August 6, and Nagasaki, on August 9. An estimated 110,000 people died from the immediate effects of these two explosions.

Document 1

The Bomb

The greatest and most terrible of wars ended this week, in the echoes of an enormous event—an event so much more enormous that, relative to it, the war itself shrank to minor significance. The knowledge of victory was as charged with sorrow and doubt as with joy and gratitude. More fearful responsibilities, more crucial liabilities rested on the victors even than on the vanquished.

In what they said and did, men were still, as in the aftershock of a great wound, bemused and only semi-articulate, whether they were soldiers or scientists, or great statesmen, or the simplest of men. But in the dark depths of their minds and hearts, huge forms moved and silently arrayed themselves: Titans, arranging out of chaos and age in which victory was already only the shout of a child in the street.

With the controlled splitting of the atom, humanity, already profoundly perplexed and disunified, was brought inescapably into a new age in which all thoughts and things were split—and far from controlled. As most men realized, the first atomic bomb was a merely pregnant threat, a merely infinitesimal promise.

All thoughts and things were split. The sudden achievement of victory was a mercy, to the Japanese no less than to the United Nations; but mercy born of a ruthless force beyond anything in human chronicle. The race had been won, the weapon had been used by those on whom civilization could best hope to depend; but the demonstration of power against living creatures instead of dead matter created a bottomless wound in the living conscience of the race. The rational mind had won the most Promethean of its conquests over nature, and had put into the hands of common man the fire and force of the sun itself.

Was man equal to the challenge? In an instant, without warning, the present had become the unthinkable future. Was there hope in that future, and if so, where did hope lie?

Even as men saluted the greatest and most grimly Pyrrhic of victories in all the gratitude and good spirit they could muster, they recognized that the discovery which had done most to end the worst of wars might also, quite conceivably, end all wars—if only man could learn its control and use.

The promise of good and of evil bordered alike on the infinite—with this further, terrible split in the fact: that upon a people already so nearly drowned in materialism even in peacetime, the good uses of this power might easily bring disaster as prodigious as the evil. The bomb rendered all decisions made so far, at Yalta and at Potsdam, mere trivial dams across tributary rivulets. When the bomb split open the universe and revealed the prospect of the infinitely extraordinary, it also revealed the oldest, simplest, commonest, most neglected and most important of facts: that each man is eternally and above all else responsible for his own soul, and, in the terrible words of the Psalmist, that no man may deliver his brother, nor make agreement unto God for him.

Man's fate has forever been shaped between the hands of reason and spirit, now in collaboration, again in conflict. Now reason and spirit meet on final ground. If either or anything is to survive, they must find a way to create an indissoluble partnership.

Written Primary Source Document 2

Information on Document 2

This September 3, 1945, selection from *TIME Magazine* describes the first stages of the return to a peacetime economy. As the passage makes clear, a number of government agencies had been able to control most major aspects of the economy during the war, from setting prices to deciding what various industries would produce. Also, many goods had been rationed—that is, strict limits were set on how much of such goods each individual could buy. These controls would all soon end.

Document 2

The Lovely Future

The shape of things to come in the peacetime U.S. was still forming hazily, like ectoplasm at a spiritualists' meeting. But U.S. citizens, staring with a seance-sitter's skeptical fascination, began to nudge each other last week. Government and industry really seemed to be conjuring a facsimile of normal living.

After 43 months of drawing up blue laws for industry, the War Production Board threw all but two score of its wartime restrictions to the winds, giddily told startled U.S. manufacturers to make all the automobiles they wished. The same went for washing machines, ironers, pots & pans, electric razors, pottery, Kleenex, toys, radios, suits, dresses, storage batteries and photographic film.

Few of these items would be available in any quantity before Christmas, but the words rolled on the tongues like bubble gum. Some U.S. citizens even enjoyed knowing that there were no more restrictions on cotton linters, natural resins, green bone glue, horse mane hair, and an insecticide named pyrethrum.

City bus lines, which had been forced to use the skip-stop system, a wartime innovation apparently designed to facilitate passing up passengers, would this week be allowed to halt under virtually every street light if the driver was in the mood.

The Federal Housing Administration resumed its pre-war program of insuring mortgage loans on housing. The new houses would come later.

Radio "hams" who were ordered to dismantle their sets and get off the air on Dec. 7, 1941, began putting their sets together again. They were once more free to stay up all night hoarsely calling "CQ CQ CQ" into a microphone, without being suspected of espionage.

President Harry Truman prepared to give Montgomery Ward & Co. back to Sewell Avery and his stockholders, other seized plants back to private management. And with an eye on the clock, he vowed to ask Congress to repeal War Time.

Price Lid

"We have our teeth in the cost of living and we are going to hold on like a bull pup," said OPA's plough-chinned Chester Bowles, giving notice that he means to hold prices close to 1942 levels. At the same time he promised to "hold down the cost of food, clothing, and rent . . . establish far more effective controls in building materials and house construction . . . see to it that more low-priced women's and children's clothing comes on the market at easy-to-understand, ceiling prices."

To prove it, he firmly tied down the prices of new washing machines, ironers, and aluminum kitchenware. He told manufacturers of the laundry items that they could charge their dealers 5% over 1942's prices to defray higher manufacturing costs. But, he added, distributors could not pass the increases on to consumers.

Manufacturers protested. They claimed that they needed at least a 15% hike in prices to cover higher labor and raw-material costs. Distributors squawked that they would be squeezed out of business.

Chet Bowles was not only unmoved, but he forthwith tackled the biggest price problem of all. He bluntly gave auto-makers an invidious choice: sell their cars at the straight 1942-model prices or at the lower 1941 prices plus a percentage for added costs (which would not bring them much above the 1942 prices).

Study the Document: Written Source 1

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

This article refers to the "splitting of the atom" and then talks of "a new age in which all thoughts and things were split." This idea is a theme for the entire article. In your own words, explain this theme.

2 Author, Audience, Purpose

This is the leading story for *TIME Magazine* on August 20, 1945. How does knowing this add to your view of the document and its meaning or importance?

3 Context

What key events of 1945 do you need to know about to fully understand and appreciate this document? What scientific knowledge would help you to understand it better? Would it also help to know more about certain stories from Greek mythology? Which ones?

4 What Else Can You Infer?

What is suggested or implied about the times by this document? For example, what can you infer about the general economic and social conditions of the nation to which the article is addressed?

Study the Document: Written Source 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

What overall view of America's near future does this article present? That is, if you were reading this in September 1945, what would you expect the year ahead to be like?

2 Context

What do you know about rationing during World War II? What do you know about the War Production Board and the OPA, or Office of Price Administration, both of which are mentioned in this article? Explain how this knowledge helps you to better understand this document and its importance.

3 What Else Can You Infer?

What is suggested or implied about the times by this document? For example, what does this document suggest about the overall nature and strength of the U.S. economy? Can you infer anything at all about the sorts of economic problems the nation might be likely to face in the years just ahead after 1945? And what can you infer about the mood the nation was in by this point in time, September 1945?

Comparing the Documents

The Written Sources

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these two primary source documents would be most useful to a historian trying to understand the nation's overall mood in 1945 after World War II?

An August 20, 1945, selection from TIME Magazine *analyzing the significance of the bombs dropped on Hiroshima and Nagasaki.*

Document 1 ☐

A September 3, 1945, selection from TIME Magazine *describing the first stages of the return to a peacetime economy.*

Document 2 ☐

Comparison Essay

I chose Document _____ because:

_____

_____

_____

_____

_____

_____

_____

I did **not** *choose Document _____.*
However, a historian still might use the document in the following way:

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Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on the national mood in 1945. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question.

Document-Based Question

"In 1945, Americans faced the future with great confidence, an understandable mood given their great triumph over Germany and Japan." Assess the validity of this statement. That is, explain why you do or do not agree with it.

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*
  Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?

- *The Internal Paragraphs—1*
  Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?

- *The Internal Paragraphs—2*
  Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?

- *Use of Primary Source Documents*
  Are they simply mentioned in a "laundry list" fashion? Or are they used thoughtfully to support main ideas and the thesis?

- *Concluding Paragraph*
  Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

Visual Primary Sources

First Group—Document 1

Library of Congress, Prints and Photographs Division, LC-USZ62-45506

First Group—Document 2

Library of Congress, Prints and Photographs Division, LC-USZ62-45506