

CONTEXTUALIZATION MODULE OVERVIEW

SKILL: CONTEXTUALIZATION

This module focuses on **contextualization** through an examination of South and North Korea. The two activities lead toward a document-based question (DBQ) that has students evaluate the extent to which the Cold War affected economic and technological development.

CONTENT: AP WORLD C.F. KEY CONCEPT 6.3

After the Korean War (1950-1953), the role of the state in the domestic economy varied, and new institutions of global associations emerged and continued to develop throughout the twentieth century.

DAY 1

To what extent is South Korea a manufacturing or information economy?

CLASS ACTIVITY: Box Protocol Mystery Source Analysis

Students work collaboratively to better understand the current context surrounding South Korean economic development. Students will examine secondary sources to develop an understanding of South Korea's economic and technological developments in comparison to other states.

AP-ALIGNED ASSESSMENT: Long Essay Question

Long Essay Question–Thesis and Contextualization: Students will evaluate the extent to which the AP Course Framework, specifically Key Concept 6.3 IE, accurately explains Korean historical developments in the twentieth and twenty-first centuries.

DAY 2

How are North and South Korea impacted by the Cold War, economic liberalization, and Information Age technological developments?

CLASS ACTIVITY: Paired Sources about North and South Korea

Students work collaboratively to investigate the impact of the Cold War, economic liberalization, and the Information Age on North and South Korea. Students will read paired sources, one on North Korea and one on South Korea, to compare the responses of each to the three twentieth- and twenty-first-century historical developments.

AP-ALIGNED ASSESSMENT: Short Answer Questions

Short Answer Question(s) on the impact of and responses to the Cold War, economic liberalization, and the Information Age by North and South Korea.

DAY 3

CLASS ACTIVITY: Teaching the Document-Based Question

Students can write (and/or peer grade) an AP-aligned DBQ. A set of annotated Scoring Guidelines are provided for the teacher and/or student to use in assessing student work and offering feedback.

AP-ALIGNED ASSESSMENT: Document-Based Question

Document-Based Question: **Evaluate the extent to which the Cold War affected economic and technological development.**

CONTEXTUALIZATION MODULE SOURCES

DAY 1

| AUTHOR | SOURCE | DATE |
|--------------------|---|------|
| 1. KWLF | Chaebols | 2017 |
| 2. Ahn Choong-yong | Excerpt from Korea: Rags to Riches | 2012 |
| 3. KWLF | Article on South Korean industry | 2018 |
| 4. KWLF | Article on South Korean technological innovations | 2018 |
| 5. KWLF | Article on South Korean technology and culture | 2018 |
| 6. KWLF | Article on South Korean national image index | 2018 |

DAY 2

| AUTHOR | SOURCE | DATE |
|----------------------------|---|------|
| 1. Kim Il-sung | Speech on North Korean economic development | 1955 |
| 2. Syngman Rhee | Letter to President Eisenhower | 1953 |
| 3. Kim Il-sung | Speech to the Communist Party | 1956 |
| 4. Edward Graham | Excerpt from Reforming Korea's Industrial Conglomerates | 2003 |
| 5. KWLF | Article on North Korean nuclear program | 2017 |
| 6. Kim Dae-jung | Speech: Presidential Inaugural Address | 1998 |
| 7. Gov't. of North Korea | Official Statement on Government Website | 2018 |
| 8. T. Karako & W. Rumbaugh | Graph: North Korean Nuclear Missiles | 2017 |
| 9. Gov't. of South Korea | Chart: South Korean Internet Usage | 2004 |

DAY 3

| AUTHOR | SOURCE | DATE |
|-------------------------|--|------|
| 1. Wang Liuying, et al. | Propaganda poster on economic advances | 1958 |
| 2. Dwight Eisenhower | Speech on the military-industrial complex | 1961 |
| 3. William Fulbright | Speech on US foreign policy | 1965 |
| 4. CIA | Intelligence Report on Ghana | 1971 |
| 5. CIA | Intelligence Report on North and South Korea | 1972 |
| 6. Mikhail Gorbachev | Notes from a Politburo Meeting | 1988 |
| 7. US State Department | Charts: North and South Korean military spending | 2017 |

DAY 3

BASED ON A 60-MINUTE CLASS

Lesson Question: How are North and South Korea impacted by the Cold War, economic liberalization, and Information Age technological developments?

AP CURRICULUM FRAMEWORK REFERENCE

Key Concept 6.3—After the Korean War (1950-1953), the role of the state in the domestic economy varied, and new institutions of global associations emerged and continued to develop throughout the twentieth century.

1. States responded in a variety of ways to the economic challenges of the twentieth century.
 - A. In communist states, such as the Soviet Union and China, governments controlled their national economies, often through repressive policies and with negative repercussions for their populations. [North Korea]
 - C. In new independent states after World War II, governments often took on a strong economic role in guiding economic life to promote development. [North and South Korea]
 - D. In a trend accelerated by the end of the Cold War, many governments encouraged free-market economic policies and promoted economic liberalization in the late twentieth century. [South Korea]
 - E. In the late twentieth century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in developing economies including the Pacific Rim and Latin America. [South Korea]

Historical Reasoning Skill: Contextualization

OVERVIEW

This activity is designed to engage students in the complete DBQ writing process. Students will complete a DBQ that assesses their ability to argue about the relative influence of the Cold War on economic and technological development.

MATERIALS NEEDED:

- Korea Contextualization Graphic (p. 6)
- DBQ Prompt and Document Set (pp. 7-12)
- DBQ Scoring Guide (p. 13-15)
- Document Summaries and Possible Sourcing (p. 16-18)

SEQUENCE OF INSTRUCTION

CLASS ACTIVITY 1 OF 3: WARM UP/INTRODUCTION

WARM UP/INTRODUCTION (5 MINUTES):

ACTIVITY 1

To help students comprehend the issues discussed in the DBQ prompt, refer to the [Korea Contextualization Graphic \(p. 6\)](#) from the second day of the lesson sequence. Ask students to revisit the discussion of the double-sided arrows that link each historical development.

Teacher Notes

Note this step will take time away from the 60-minute DBQ writing, *so teachers might consider skipping this warm-up activity.*

CLASS ACTIVITY 2 OF 3: ASSESSMENT/CHECK FOR UNDERSTANDING

TYPE OF ASSESSMENT — DBQ (55 MINUTES)

ACTIVITY 2

Students will complete the DBQ in class. The prompt is:

Evaluate the extent to which the Cold War affected economic and technological development.

Teacher Notes

The [DBQ Document set \(p. 7-12\)](#) should be copied and distributed for students, one copy per student so they can make notes and annotate directly on the document.

1. Following the document set is a detailed [Scoring Guide \(p. 13-15\)](#) that breaks down how students can earn each of the seven points from the following categories:
 - a. Thesis (0-1 point)
 - b. Contextualization (0-1 point)
 - c. Evidence (0-3 points)
 - d. Analysis and Reasoning (0-2 points)
2. [Document summaries and possible ways to earn the sourcing point \(p. 16-18\)](#) are also included. It is particularly difficult to earn the second analysis and reasoning point for explaining how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt.

Teaching Tip



Depending on prior instruction, students can be held to the strict timing rules of the AP exam, which includes 15 minutes for reading/planning and 45 minutes for writing. If students are not ready for this, time can be increased or the question and documents could be given to students before class to prepare. Revealing and discussing the prompt with the class beforehand helps students prepare and allows teachers to focus on developing the skills of DBQ writing.

CLASS ACTIVITY 3 OF 3 (OPTIONAL): DBQ SCORING

OPTIONAL ACTIVITY: DBQ SCORING

1. Teachers can score student responses using the included [DBQ Scoring Guide \(pp. 13-15\)](#) and [Document Summaries and Possible Sourcing \(p. 16-18\)](#).

Teacher Notes

This option does not require using class time. When returning scored student responses, teachers should consider also returning copies of the DBQ Scoring Guide and the Document Summaries and Possible Sourcing (or posting both online) to allow students to use them in reviewing their scored response.

2. Teachers can opt instead to have students peer grade other students' responses using the same materials.

Teacher Notes

Peer scoring will require additional class time—perhaps an entire period.

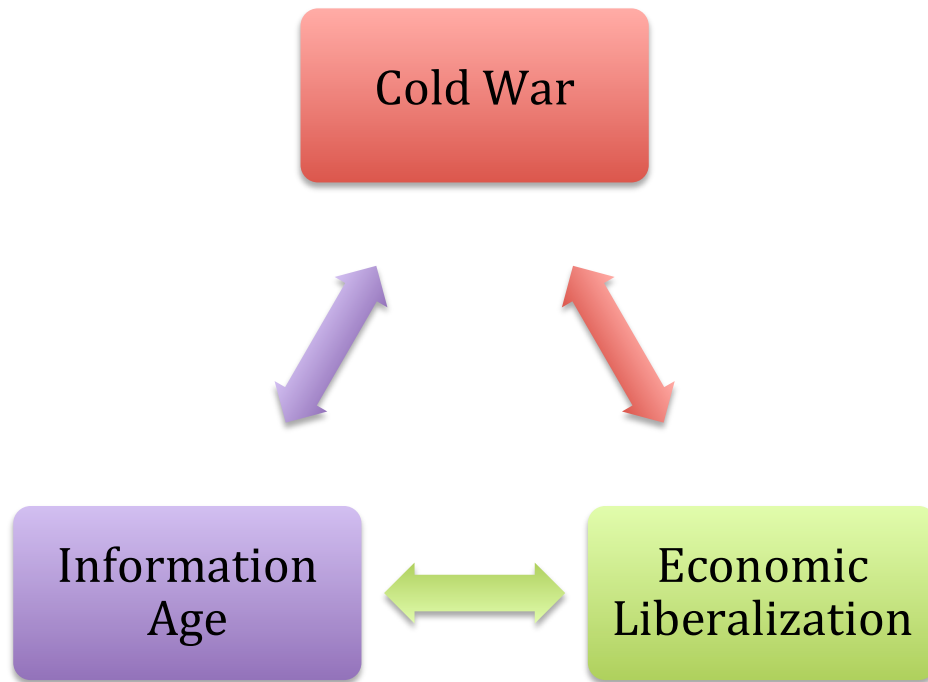
Teaching Tip



If time is limited, teachers may consider assigning the writing of the DBQ as homework and instead use this class period for peer scoring.

IN-CLASS ACTIVITY MATERIALS

KOREA CONTEXTUALIZATION GRAPHIC



Note the arrows linking each historical development. Discuss the following:

- Does one development cause the other?
- Does one development have a greater impact than the others?
- Do the developments share a symbiotic relationship?
- How would you display the relationship differently?

Document-Based Question

Suggested reading and writing time: 1 hour

You should spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions

Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response, you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence from at least six documents.
- For at least three documents, explain how the author's point of view, author's purpose, historical situation, and/or audience is relevant to an argument.
- Explain how at least one additional piece of historical evidence beyond those found in the documents relates to an argument about the question.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

1. Evaluate the extent to which the Cold War affected economic and technological development.

DOCUMENT 1

SOURCE: Wang Liuying, Xin Liliang, Wu Shaoyun, Jin Zhaofang, Meng Muiyi, Yu Weibo, Xu Jiping, Lu Zezhi, and Zhang Biwu, "Brave the wind and the waves, everything has remarkable abilities" (*Chengfeng polang gelei shentong*), (collaborative work, poster), Shanghai: Shanghai Renmin Meishu Chubanshe, 1958, <https://chinese posters.net/posters/pc-1958-024.php>.



DOCUMENT 2

SOURCE: US President Dwight D. Eisenhower, “The Military-Industrial Complex” (speech), 1961.

We face a hostile ideology—global in scope, atheistic in character, ruthless in purpose, and insidious in method. Unhappily the danger it poses promises to be of indefinite duration. To meet it successfully, there is called for, not so much the emotional and transitory sacrifices of crisis, but rather those which enable us to carry forward steadily, surely, and without complaint the burdens of a prolonged and complex struggle—with liberty the stake. [...]

A vital element in keeping the peace is our military establishment. Our arms must be mighty, ready for instant action, so that no potential aggressor may be tempted to risk his own destruction. [...]

This conjunction of an immense military establishment and a large arms industry is new in the American experience. The total influence—economic, political, even spiritual—is felt in every city, every state house, every office of the federal government. We recognize the imperative need for this development. Yet we must not fail to comprehend its grave implications. Our toil, resources and livelihood are all involved; so is the very structure of our society.

In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.

DOCUMENT 3

SOURCE: J. William Fulbright, “Appraisal of US Policy in the Dominican Crisis” (speech), September 15, 1965.

*Note: US Marines landed in the Dominican Republic in April of 1965 to help install a conservative government. Many critics believed this was a return to early-twentieth-century American use of “Big Stick” diplomacy to secure American financial interests in Latin America—sometimes against the desires and needs of sovereign states. **J. William Fulbright** was a democratic US senator from Arkansas and Chairman of the Senate Foreign Relations Committee from 1959-1974.*

I am frankly puzzled as to the current attitude of the US government toward reformist movements in Latin America. [...] [O]ne notes a general tendency on the part of our policy makers not to look beyond a Latin American politician’s anti-communism. One also notes in certain government agencies, particularly the Department of Defense, a preoccupation with counterinsurgency, which is to say, with the prospect of revolutions and means of suppressing them. [...] It is of great importance that the uncertainty as to US aims in Latin America be resolved. We cannot successfully advance the cause of popular democracy and at the same time align ourselves with corrupt and reactionary oligarchies; yet that is what we seem to be trying to do. The direction of the Alliance for Progress is toward social revolution in Latin America; the direction of our Dominican intervention is toward the suppression of revolutionary movements which are supported by Communists or suspected of being influenced by Communists.

DOCUMENT 4

SOURCE: US Central Intelligence Agency (CIA), "Ghana's Volta River Project: A Limited Success" (intelligence memorandum), March 1971.

For decades, Ghana's economy has been based on exporting agricultural and mineral commodities. [...] Under British administration, exports were sufficient to accumulate some \$500 million in foreign exchange reserves. At independence in 1957, therefore, Ghana's economic prospects were considered bright. By the mid-1960s, however, Ghana found itself in the midst of serious economic troubles from which it has not yet fully emerged. Its first president, Kwame Nkrumah, engaged in unchecked spending adventures, including devoting a large proportion of the country's resources to an attempt to industrialize rapidly. Furthermore, world cocoa prices, on which Ghana depended for more than 60% of its export receipts, fluctuated an average of 20% annually during 1960-67. By 1965, Nkrumah's policies had sapped Ghana of its foreign exchange reserves and had left the country with a foreign debt of almost \$800 million.

DOCUMENT 5

SOURCE: US Central Intelligence Agency (CIA), "North and South Korea: Separate Paths of Economic Development" (intelligence memorandum), May 1972.

North Korea has not announced any overall economic reports since 1970, but available information indicates that the general outlook for the economy over the next five years is good. North Korea has a small but strong industrial base and is not encumbered by a large foreign debt. Defense expenditures are high, but the relative burden on the economy has not increased in recent years. To achieve its goals, P'yongyang must maintain its friendly relations with the USSR and avoid costly military buildups. Under these conditions, the economy should expand at much the same pace as in the past few years.

In sum, the continued emphasis on policies to overcome the original deficiencies in the respective economies suggests that the two Koreas will need each other even less in 1976 than they do today—from the economic point of view. The separate international orientations developed over the past quarter of a century seem likely to continue; they underscore the position of North Korea as a largely self-sufficient "command economy" and the position of South Korea as a "market economy" with strong international ties.

DOCUMENT 6

SOURCE: Mikhail Gorbachev, "Notes from a Politburo Meeting," March 10, 1988,
<http://digitalarchive.wilsoncenter.org/document/134730>.

*Note: **Mikhail Gorbachev** was the eighth (and last) leader of the Soviet Union and served as General Secretary of the Communist Party of the Soviet Union from 1985 to 1991.*

The HPR [Hungarian People's Republic] and the PPR [Polish People's Republic] have a volume of differentiated trade with the West three times as large as we have. We look at them askance when they walk away toward the West, but we cannot replace [Western goods] with anything. In COMECON [Council for Mutual Economic Assistance, an economic alliance among communist/socialist nations] we almost have no trade. Only primitive exchange. The essence is in oil [from the Soviet Union]. [...] In the European Union there is a market, but not in COMECON. They [Eastern Europeans] even sell us food for currency.

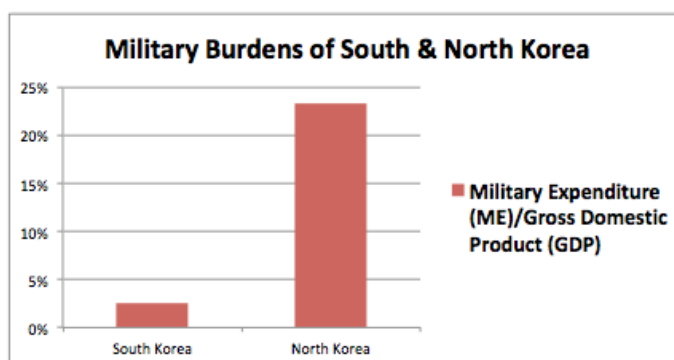
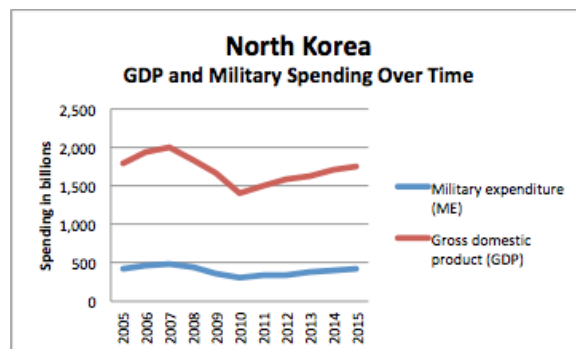
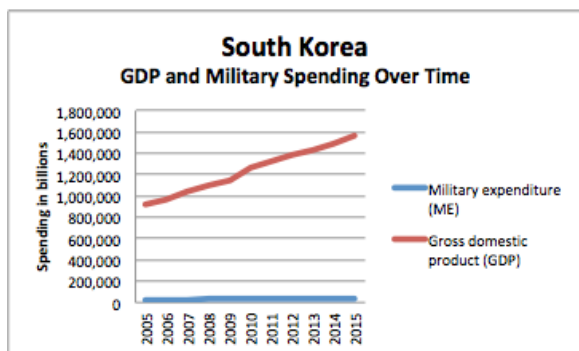
[...] In relations with COMECON we must take care, first of all, of our own people. It has become excessively hard for us to conduct business as we have been doing for the last decades. The program [of socialist integration] is dead. [...]

What is our approach? Our priority is the political stability of the socialist countries. This is our vital interest, including the perspective of our security. [...] We need the goods from socialist countries. And we bear our responsibility for the future of socialism. In an economic sense, socialism has not passed the practical test.

*Used with permission from Woodrow Wilson International Center for Scholars,
<https://www.wilsoncenter.org/>*

DOCUMENT 7

SOURCE: US State Department, “World Military Expenditures and Arms Transfers 2017” (adapted), December 2017, <https://www.state.gov/t/avc/rls/rpt/wmeat/2017/index.htm>.



OPTIONAL CLASS ACTIVITY / ASSESSMENT MATERIALS

DBQ SCORING GUIDE

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|---------------------------------------|--|--|
| Prompt | Evaluate the extent to which the Cold War affected economic and technological development. | |
| Points | Rubric | Notes |
| A. Thesis/Claim (0-1) | <p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point).</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p> | <p>Responses earn one point by responding to the question with a historically defensible thesis/claim that establishes a line of reasoning that evaluates the impact of the Cold War on economic development or technological development. Thesis statements need to demonstrate some degree of specificity regarding either effects of the Cold War or the extent to which the Cold War caused changes.</p> <p><i>Examples that earn this point include:</i></p> <p>While the Cold War shaped the divergent economic development of capitalist and communist nations, technological developments were more impacted by advances in science.</p> <p>The Cold War caused both communist and capitalist nations to develop advanced military technologies, but was not as important a factor in developing nations' desire to industrialize.</p> <p>The Cold War impacted both economic and technological development by highlighting the need for a strong industrial economy and high-tech military capabilities in both the capitalist and communist countries.</p> |
| B. Contextualization (0-1) | <p>Contextualization: Describes a broader historical context relevant to the prompt (1 point).</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the</i></p> | <p><i>Examples of context, with appropriate elaboration, might include:</i></p> <p>Decolonization following World Wars I and II</p> <p>Cold War rivalries, competition, and proxy wars in the developing world</p> <p>Technological developments in the West that led to the growth of Information Age economies</p> |

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| | <p><i>time frame indicated in the question. This point is not awarded for a phrase or reference alone.</i></p> | <p>Globalization, including the spread of industrialization and westernization</p> <p>Rise of communism, noting the role of Marx, Lenin, and/or Stalin.</p> |
| C. Evidence (0-3) | <p>Document Content: Uses the content of at least three documents to address the topic of the prompt (1 point).</p> <p><i>To earn one point, the response must accurately describe (rather than simply quote) the content from at least three of the documents.</i></p> <p>OR</p> <p>Supports an argument in response to the prompt using at least six documents (2 points).</p> <p><i>To earn two points, the response must accurately describe (rather than simply quote) the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i></p> | <p><i>See Document Summaries (p. 16) for details.</i></p> <p>Doc 1: Chinese poster, “Brave the wind and the waves, everything has remarkable abilities” (1958)</p> <p>Doc 2: President Dwight Eisenhower, Speech on the military-industrial complex (1961)</p> <p>Doc. 3: Senator William Fulbright, “Appraisal of US Policy in the Dominican Crisis” (1965)</p> <p>Doc. 4: CIA Memorandum, “Ghana’s Volta River Project” (1971)</p> <p>Doc. 5: CIA Memorandum, “North and South Korea: Separate Paths of Economic Development” (1972)</p> <p>Doc. 6: Soviet President Mikhail Gorbachev, “Notes from a Politburo Meeting” (1988)</p> <p>Doc. 7: US State Department, “World Military Expenditures and Arms Transfers 2017” (2017)</p> |
| | <p>Evidence Beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt (1 point).</p> <p><i>To earn this point, the evidence must be described, and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn</i></p> | <p><i>Common examples of evidence might include the following, with appropriate elaboration:</i></p> <p>Other regions or countries impacted by Cold War rivalries such as Cuba, Vietnam, Angola, Cambodia, Guatemala, Chile, and Afghanistan</p> <p>The spread of nuclear-weapons capabilities to nations other than the US and USSR, such as North Korea</p> <p>Examples of the development of new technologies</p> |

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| | <i>the point for contextualization.</i> | stimulated by the Cold War, such as the internet, global positioning satellites (GPS), and lasers |
| D. Analysis & Reasoning (0-2) | Sourcing: For at least three documents, the response explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument (1 point). | See Document Summaries (p. 16) for examples of possible explanations of the relevance of sourcing. |
| | <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question (1 point).</p> <p><i>A response may demonstrate a complex understanding in a variety of ways, such as:</i></p> <p><i>Explaining nuances of an issue by analyzing multiple variables.</i></p> <p><i>Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</i></p> <p><i>Explaining relevant and insightful connections within and across periods.</i></p> <p><i>Confirming the validity of an argument by corroborating multiple perspectives across themes.</i></p> <p><i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i></p> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p> | <p>Responses earn one point by demonstrating a complex understanding of the relationship between the Cold War and economic and technological developments by using evidence to corroborate, qualify, or modify their argument.</p> <p><i>Ways of demonstrating a complex understanding might include:</i></p> <p>Explaining how the Cold War was a possible <u>cause</u> of economic developments as well as an <u>effect</u> of the development of communist command economies that drove Cold War rivalries. Thus the Cold War could also be viewed as an effect of this economic development.</p> <p>Explaining how technological developments were affected by Cold War rivalries, as well as how the development of the atomic—and later hydrogen—bombs actually heightened Cold War tensions and limited direct conflict to proxy wars in the developing world. Thus the Cold War could also be viewed as an effect of these technological developments.</p> <p>Explaining how economic and technological developments were simply a continuation of previous industrialization and advances in science and technology that predated the Cold War.</p> |

DOCUMENT SUMMARIES AND POSSIBLE SOURCING

| Document | Summary of Content | Explain the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as: |
|---|---|---|
| Doc 1: Chinese poster, "Brave the wind and the waves, everything has remarkable abilities" (1958) | Shows a procession of Chinese workers, farmers, and soldiers, both male and female, as well as children, cutting a path through the waves led by people on a factory gear, tractor, and motorcycle. In the distance, a man in a Mao suit rides a missile. | <p>The poster was produced in 1958, the year the Great Leap Forward began. (situation)</p> <p>The poster was distributed to the Chinese masses. (audience)</p> <p>The poster aimed to inspire the masses to commit to the Great Leap Forward and thereby the goals of the revolution. (purpose)</p> <p>The poster is an example of the Socialist Realist style used by the artists. (POV)</p> |
| Doc 2: President Dwight Eisenhower, Speech on the military-industrial complex (1961) | Eisenhower discusses the twin challenges of opposing communism globally and the potential for undue influence on the government, economy, and society by the military and defense industries. | <p>Eisenhower was president of the United States from 1953-1961, when arms races between the US and the USSR began. He was a career military officer commanding Allied forces during World War II. [POV]</p> <p>Eisenhower's term as president was ending, and traditionally outgoing presidents give farewell addresses intended to serve as advice to the next leader and to the nation as a whole. [situation]</p> <p>Eisenhower, as outgoing president, was addressing the American public and the incoming US president, John F. Kennedy. [audience]</p> <p>Eisenhower wanted to warn the American public about the dangers of a permanent and large military presence in America. [purpose]</p> |
| Doc. 3: Senator William Fulbright, "Appraisal of US Policy in the Dominican Crisis" (1965) | Fulbright questions US support for foreign leaders who oppose communism despite their own shortcomings, asserting that the goal of suppressing revolution "at all costs" is harming the promotion of democracy in the region. | <p>Civil war between a former president and a current leader of the Dominican Republic led to American military intervention to restore order. The Cuban Revolution of 1959 also brought the potential for communist revolutionary movements into the Western Hemisphere. [situation]</p> <p>The United States' intervention in Latin America continued a long pattern beginning with interventions in Mexico in the nineteenth century</p> |

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| | | <p>and later “Big Stick” diplomacy that sought to secure the financial interests of the US in the region. [situation]</p> <p>Fulbright chaired the Foreign Relations Committee of the Senate, which was tasked with oversight of US foreign policy. [POV]</p> <p>Fulbright was addressing US foreign policy makers and the US public. [audience]</p> <p>Fulbright wanted to differentiate between opposing communism in Latin America and supporting dictators solely because they are anti-communist. [purpose]</p> |
| Doc. 4: CIA Memorandum, “Ghana’s Volta River Project” (1971) | The document describes the nation of Ghana’s struggle to industrialize rapidly after its independence in 1957. By 1965, Ghana was in debt and had few foreign-exchange reserves due to unchecked public spending on projects such as the Volta River dam and electrification program. | <p>The Central Intelligence Agency was primarily tasked with gathering intelligence on foreign enemies and potential threats. [POV]</p> <p>Ghana achieved its independence from Great Britain in 1957. Its first leader, Kwame Nkrumah, embarked on ambitious development plans (sometimes called African Socialism) to make Ghana independent economically as well as politically. Nkrumah sought aid from the West and the communist bloc when necessary. [situation]</p> <p>The CIA wanted to track the progress of Ghana’s development, which was seen by many as African Socialism. [purpose]</p> |
| Doc. 5: CIA Memorandum, “North and South Korea: Separate Paths of Economic Development” (1972) | The CIA concludes that North Korean economic development has been successful. They conclude that the North will continue to rely on the Soviet Union and continue a command economy. Conversely, the South will continue to expand its market economy and rely on international trade. | <p>The Central Intelligence Agency was primarily tasked with gathering intelligence on foreign enemies and potential threats. [POV]</p> <p>The 1970s saw a period of <i>détente</i> in the Cold War, in which tensions between the US and the USSR thawed somewhat. [situation]</p> <p>The memorandum served to track the progress of both Koreas—one an enemy and one an ally—to assess the likelihood of conflict. [purpose]</p> |
| Doc. 6: Soviet President Mikhail Gorbachev, “Notes | Gorbachev discusses the bleak prospects for socialist economies, and how other | Gorbachev instituted the economic and political reforms of <i>glasnost</i> and <i>perestroika</i> that attempted |

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| from a Politburo Meeting” (1988) | socialist countries have expanded trade with the West to replace goods that the socialist bloc could not provide. He defines the Soviet goal of stabilizing socialist economies in order to preserve the political order. | to revitalize socialist societies. [situation, POV] Gorbachev was justifying the need for reforms in socialist economies. [purpose] Gorbachev was addressing other leaders in the politburo in the Soviet Union. [audience] |
| Doc. 7: US State Department, “World Military Expenditures and Arms Transfers 2017” (2017) | The three graphs represent the relationship between military spending and the economies of North and South Korea. South Korea has a much larger economy than North Korea, and military spending is a small and consistent proportion of the South Korean economy. North Korea has a smaller economy, and commits a higher percentage of it to military spending. | The US State Department is in charge of diplomatic initiatives, and executes foreign policy for the executive branch. [POV] After the fall of the Soviet Union in 1991, economic, political, and military support for North Korea has dwindled while tensions between North Korea and the United States have increased. [situation] |