

First Group of Documents

Visual Primary Source: Documents 1 & 2



Document 1



Document 2

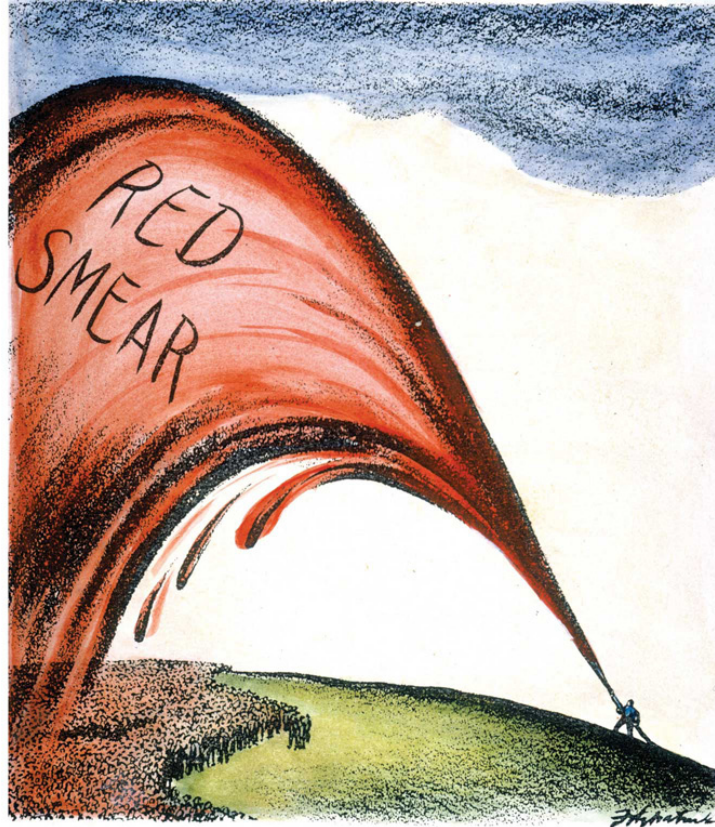
Images courtesy of The Granger Collection, New York.

Information on Document 1

In some versions, this cartoon had the following caption: “On the Just and Unjust.” The cartoon is by D. R. Fitzpatrick, and it was published in 1949. It comments on the random, hit-or-miss nature of charges of disloyalty often lodged by the U.S. government against many of its employees. The cartoon was published before Joseph McCarthy began his famous investigations.

Information on Document 2

This headline from the *Los Angeles Times* (June 20, 1953) reports on the previous day’s execution of Ethel and Julius Rosenberg for spying. The Rosenbergs were convicted of passing secret information about the atomic bomb project to the Soviet Union in the 1940s. Ethel’s brother-in-law David Greenglass worked in Los Alamos, where the first atomic bomb was being built. David Greenglass admitted to his and his wife’s part in the spy operation. Many at the time said the trial was unfair and the punishment far too cruel.



EXTRA

RACE
RESULTS

Los Angeles Times

PICTORIAL

VOL. LXXX IN THREE PARTS SATURDAY MORNING, JUNE 29, 1953 42 PAGES EASY, 12

ROSENBERGS DIE

Pair Executed for Atom Spying



Supreme Court and Eisenhower Reject Couple's Last Pleas

OSWEGO, N.Y., June 19 — Atom spies Julius and Ethel Rosenberg died in Sing Sing Prison's electric chair shortly before midnight today. The execution followed quickly after the Supreme Court set aside a stay of execution granted Wednesday by Justice William O. Douglas and President Eisenhower's refusal to grant them clemency.

BING BING PRISON, N.Y., June 19 4:20 P.M. — Atom spies Julius and Ethel Rosenberg were ordered electrocuted late today for betraying their country's secrets to Russia and threatening the lives of millions by bringing the world closer to an atomic war.

The Justice Department set the time for the doomed couple's death in Sing Sing Prison's electric chair after a list of Supreme Court justices and President Eisenhower's refusal to grant them clemency.

Warden W. L. Jones announced that the husband and wife execution would be put to death in the electrified prison's death chamber "before midnight," which meant at 11:59 p.m. on the night of June 19. Jones said the first execution would come at 8 p.m. with the second a few minutes later.

Hard Time Together

The death sentence came at midnight, and the place to receive the couple before that time, instead of at the scheduled 11 a.m., was announced after the prison warden said he would not be able to get the couple to report a delay until tomorrow night.

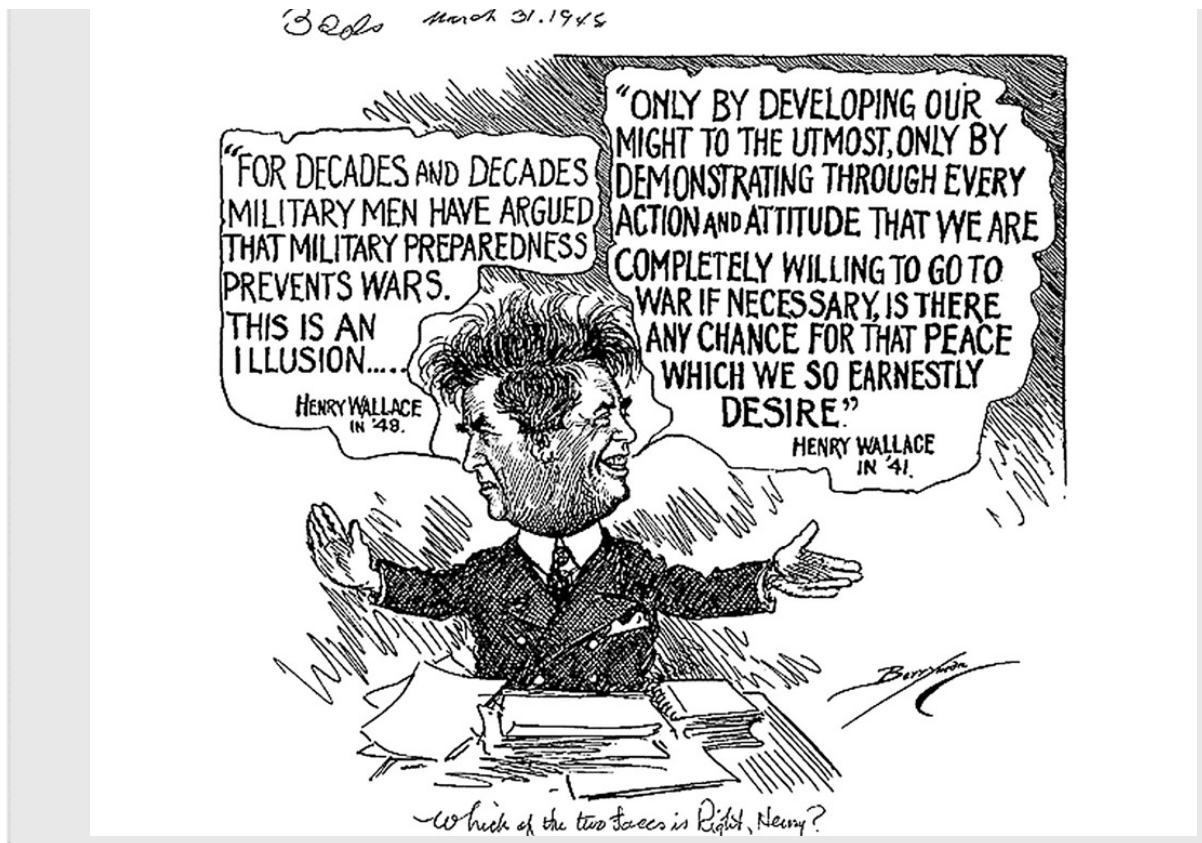
The Rosenbergs spent their last afternoon together and then as a group of regular prison inmates.

**WEST BERLIN'S RED
OFFICES WRECKED**
Anti-Communist Mob Storms Party Building,
Soviet Bank Reinforcements in East Sector

**20 Injured as
Fireworks Blast
Levels Factory**

**TRUCE DELEGATES
FACE CRUCIAL TALK**
Radio Demand Session as Communist Radio
Charge Commence by U.S. in POW Escape

**Clouds Clamp
Cool Damper as
Summer Nears**



Study the Documents: Visual Sources 1 & 2

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

1. **Main Idea—Document 1.** In some versions of this cartoon, a caption is included that reads: “On the Just and Unjust.” What main point does this cartoon make, and how does the caption help clarify that point?

2. **Visual Features—Doc. 1.** What visual features add to the emotional power of the cartoon? Notice such things as symbolic objects and their meanings, exaggerated size and shape, color, etc. Do these features also add to the ideas the cartoon expresses? Why or why not?

3. **Background—Doc. 2.** This headline about the Rosenbergs may seem dramatic all by itself. Yet it does not explain why the execution of this couple was so important at the time. List any key facts you think will help explain why the Rosenberg case was so important.

Visual Primary Source: Document 3

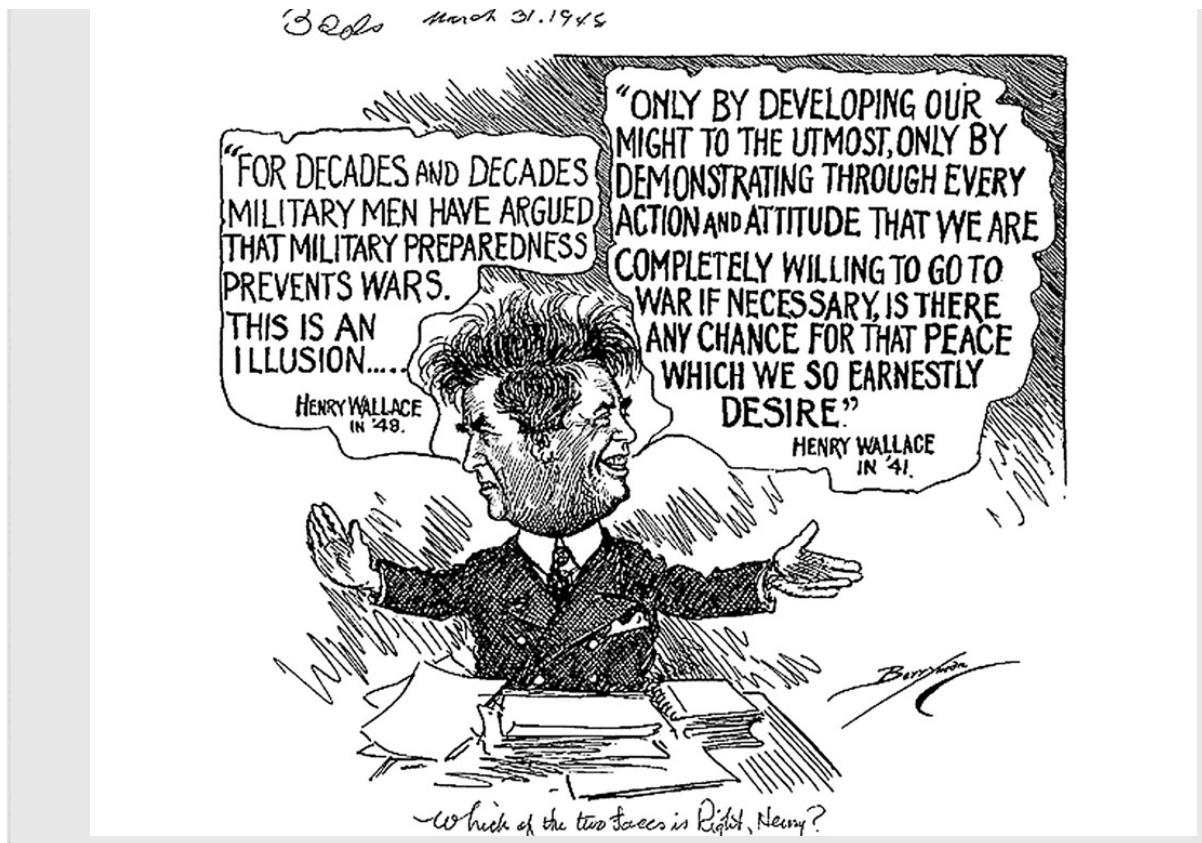


The National Archives: Berryman Political Cartoon Collection.

Information on Document 3

This April 1948 cartoon was created by Clifford Berryman. Its caption reads, “Which of the two faces is Right, Henry?” The cartoon shows Henry Wallace in 1941 and 1948 expressing two conflicting opinions about military preparedness.

Wallace was Franklin Roosevelt’s vice president until Roosevelt replaced him with Harry Truman in 1944. Wallace was a long-time admirer of the Soviet Union, even after visiting one of its worst prison labor camp complexes in 1941. After World War II, he broke with President Truman over efforts to stop Stalin’s drive for control in Eastern Europe and other parts of the world. In 1948, Wallace was the presidential candidate of the Progressive Party. That party’s leadership included secret communists, some of whom were involved in spying. The party organization was heavily controlled by communists and other radical leftists, not liberals. Wallace received about a million votes in the election.



Study the Documents: Visual Source 3

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

1. **Main Idea.** In your own words, explain how Henry Wallace's views changed between 1941 and 1948. What point does this cartoon seem to make about those changes?

2. **Background Information.** To fully understand this cartoon, you need to know something about the different world conditions in 1941 and 1948. How did those conditions differ? What different threats did the United States face? How might these explain Wallace's change of view about military preparedness?

3. **Bias or Point of View.** Do you think this cartoon is fair in its criticism of Wallace? Why or why not?

4. **Bias or Point of View.** In 1948, some Communist Party officials held key leadership positions in Wallace's Progressive Party. Does knowing this affect your reaction to the cartoon in any way? Why or why not?

Comparing the Documents

The Visual Sources

Answer the question by checking one box below. Then complete the statements on the Comparison Essay activity. 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.



Documents 1 & 2



Document 3

1. Which of these primary source documents would be most useful to a historian trying to understand the anti-communist mood in America in the late 1940s and early 1950s?
 - a. ☐ Documents 1 & 2
 - b. ☐ Document 3