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## **Question 1 – Slavery in Period 1 (1607-1754)**

- 1. Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

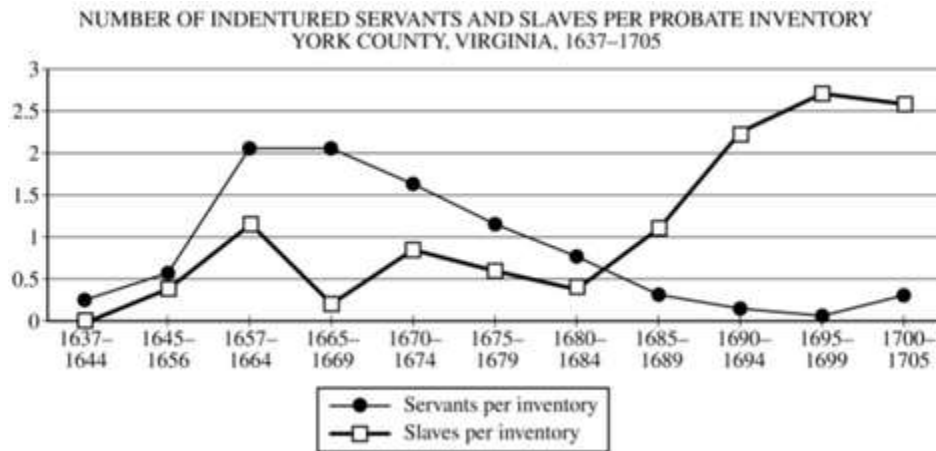
Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

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 at least two and/or four documents.
- Uses the content of at least two documents to address the topic of the prompt.
- Use at least one and/or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
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- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**Explain the causes of the development of the institution of slavery in the period from 1607 to 1750.**

## Document 1



## Document 2

Source: Virginia General Assembly, 1667.

Whereas some doubts have risen whether children that are slaves by birth, and by the charity and piety of their owners made partakers of the blessed sacrament of baptism, should by virtue of their baptism be made free, it is enacted and declared by this Grand Assembly that the conferring of baptism does not alter the condition of the person as to his bondage or freedom; that masters, freed from this doubt may more carefully endeavor the propagation of Christianity by permitting children, though slaves, to be admitted to that sacrament.

### **Document 3**

Source: Letter from William Sherwood, a member of the Virginia House of Burgesses, to Sir Joseph Williamson, a member of the King's Privy Council in London, 1676.

A nation of Indians called [Susquehannas] having killed some of the Inhabitants of this Country were pursued and several destroyed by the English and Sir Wm. Berkeley our honorable Governor (who hath had long experience of war with the Indians) that he might provide for the safety of this Country caused our Assembly . . . to . . . enact that forts should be built at the heads of several rivers, being the most way for security of our frontier plantations, but as no good Law can be so made to please all men, especially the rude sort of people, one Mr. Nathaniel Bacon a person of little experience and but of two years in the country, thinking himself wiser than the law, hath stirred up a great number of indigent and dissatisfied persons to obstruct the proceedings upon the acts of Assembly, raising forces [and] Marching in warlike posture, in terror of his Majesty's good subjects, the intent of which . . . is the subversion of the Laws and to Level all . . . this Mr. Bacon being styled by the rabble their General.

#### **Document 4**

Source: Virginia General Assembly, October 1705.

Chapter XXII. An act declaring the Negro, Mulatto, and Indian slaves within this dominion, to be real estate. Be it enacted, by the governor, council and burgesses of this present general assembly... that from and after the passing of this act, all Negro, mulatto, and Indian slaves... shall be held, taken, and adjudged, to be real estate . . . and shall descend unto the heirs and widows of persons departing this life, according to the manner and custom of land of inheritance....

Chapter XLIX. An act concerning Servants and Slaves.

Be it enacted. .. that all servants imported and brought into this country, by sea or land, who were not Christians in their native country shall be accounted and be slaves, and as such be here bought and sold notwithstanding a conversion to Christianity afterwards....

And if any woman servant shall have a bastard child by a Negro, or mulatto, over and above the years service due to her master or owner, she shall immediately pay down to the church-wardens of the parish wherein such child shall be born. fifteen pounds current money of Virginia.

And if a free Christian white woman shall have such bastard child, by a Negro, or mulatto, for every such offence, she shall, within one month after her delivery of such bastard child, pay to the church-wardens for the time being, of the parish wherein such child shall be born...fifteen pounds current money of Virginia.

And in both the said cases, the, church-wardens shall bind the said child to be a servant, until it shall be of thirty-one years of age.

And be it further enacted, that no minister of the church of England, or other minister, or person whatsoever, within this colony and dominion, shall hereafter wittingly presume to marry a white man with a Negro or mulatto woman; or to marry a white woman with a Negro or mulatto man, upon pain of forfeiting and paying, for every such marriage the sum of ten thousand pounds of tobacco.

### **Document 5**

Source: Advertisement, *Virginia Gazette*, May 16, 1745.

RAN away, on the 18th Instant, from the Plantation of the late Col. William Wilson, deceased, two slaves belonging to the subscriber, the one a tall yellow fellow, named Emanuel, about 6 feet high, six or seven and twenty years of age; hath a scar on the outside of his left thigh, which was cut with an ax; he had on when he went away, a blue jacket, an Ozenbrig [course fabric] shirt and trousers, and a worsted cap; he speaks pretty good English, and calls himself a Portuguese; is by trade a cooper, and took with him some cooper's tools. The other is a short, thick, well-set fellow, stoops forward pretty much when he walks; does not speak so plain as the other; had on when he went away an Ozenbrig pair of trousers and shirt, a white Negro cotton jacket, and took with him an axe. They went away in a small canoe, and were seen at Capt. Pearson's, on Nuse River, the 18th Inst. and 'tis believ'd are gone towards Virginia. Whoever take up the said Negroes, and brings them to my house on Trent River, North Carolina, or secures them so that I may have them again, shall have four Pistoles reward for each, paid by Mary Wilson.

## Question 2 – The American Revolution

2. **Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

Question 2 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 at least two and/or four documents.
- Uses the content of at least two documents to address the topic of the prompt.
- Use at least one and/or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least one and/or two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
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**Evaluate the extent of change in ideas about American independence from 1763 to 1783.**

### Document 1

Source: Teapot, made in England between 1766 and 1770, inscribed on one side with “No Stamp Act” and on the other with “America, Liberty Restored.”



Smithsonian Institution, National Museum of American History, Home and Community Life

### Document 2

Source: Quaker leaders, address to the Pennsylvania colonial assembly, January 1775.

Having considered, with real sorrow, the unhappy contest between the legislature of Great Britain and the people of these colonies, and the animosities consequent therein, we have by repeated public advices and private admonitions, used our endeavors to dissuade the members of our religious society from joining with the public resolutions promoted and entered into by some of the people, which as we apprehended, and so we now find, have increased contention, and produced great discord and confusion....

We are therefore incited by a sincere concern for the peace and welfare of our country, publicly to declare against every usurpation of power and authority in opposition to the laws and government, and against all combinations, insurrections, conspiracies, and illegal assemblies; and as we are restrained from them by the conscientious discharge of our duty to Almighty God, “by whom kings reign and princes decree justice,” we hope . . . to maintain the fidelity we owe to the King and his government, as by law established; earnestly desiring the restoration of that harmony and concord which have heretofore united the people of these provinces.



### **Document 3**

Source: Janet Schaw, *Journal of a Lady of Quality*, June 1775. Schaw was a Scot visiting her brother, a merchant, in Wilmington, North Carolina.

At present the martial law stands thus: An officer or committeeman enters a plantation with his posse. The alternative is proposed. Agree to join us [the Patriots] and your persons and properties are safe if you refuse, we are directly to cut up your corn, shoot your pigs, burn your houses, seize your Negroes and perhaps tar and feather yourself. Not to choose the first requires more courage than they are possessed of, and I believe this method has seldom failed with the lower sort.

### **Document 4**

Source: Charles Inglis, Anglican church minister in New York City, *The Costs of Revolution*, 1776.

Where the money is to come from which will defray this enormous annual expense of three millions sterling [for the American Revolution], and all those other debts, I know not. Certain I am that our commerce and agriculture, the two principal sources of our wealth, will not support such an expense. The whole of our exports from the Thirteen United Colonies, in the year 1769, amounted only to £2,887,898 sterling; which is not so much, by near half a million, as our annual expense would be were we independent of Great Britain. Those exports, with no inconsiderable part of the profits arising from them, it is well known, centered finally in Britain to pay the merchants and manufacturers there for goods we had imported thence—and yet left us still in debt! What then must our situation be, or what the state of our trade, when oppressed with such a burden of annual expense! When every article of commerce, every necessary of life, together with our lands, must be heavily taxed to defray that expense!

### **Document 5**

Source: Thomas Paine, *The American Crisis*, December 23, 1776.

These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: it is dearness only that gives every thing its value. Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as freedom should not be highly rated. Britain, with an army to enforce her tyranny, has declared that she has a right (not only to tax) but "to bind us in all cases whatsoever."

### **Question 3 – U.S. Foreign Policy: 1783-1828**

- 3. Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

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In your response you should do the following.

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- For at least one and/or two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**Evaluate the extent of change in United States foreign policy in the period 1783 to 1828.**

#### **Document 1**

Source: President George Washington, Neutrality Proclamation, April 1793.

Whereas it appears that a state of war exists between Austria, Prussia, Sardinia, Great Britain, and the United Netherlands, of the one part, and France on the other; and the duty and interest of the United States require, that they should with sincerity and good faith adopt and pursue a conduct friendly and impartial toward the belligerent powers:

I have therefore thought fit by these presents to declare the disposition of the United States to observe the conduct aforesaid towards those powers respectively; and to exhort and warn the citizens of the United States carefully to avoid all acts and proceedings whatsoever, which may in any manner tend to contravene such disposition.

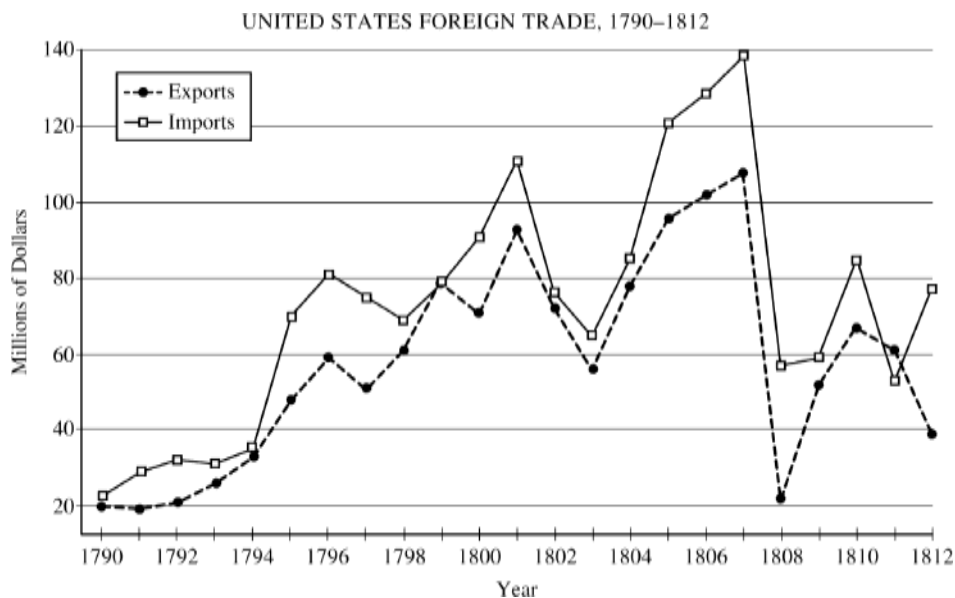
## Document 2

Source: Letter from Thomas Jefferson to James Monroe (United States minister to France), September 1795.

Mr. Jay's treaty has at length been made public. So general a burst of dissatisfaction never before appeared against any transaction. Those who understand the particular articles of it, condemn these articles. Those who do not understand them minutely, condemn it generally as wearing a hostile face to France. This last is the most numerous class, comprehending the whole body of the people, who have taken a greater interest in this transaction than they were ever known to do in any other. It has, in my opinion, completely demolished the monarchical party here. The chamber of commerce in New York, against the body of the town, the merchants in Philadelphia, against the body of their town, also, and our town of Alexandria have come forward in its support.

## Document 3

Source: United States Foreign Trade, 1790-1812, from *Historical Statistics of the United States, Colonial Times to 1970*.



#### **Document 4**

Source: Secretary of the Treasury Alexander James Dallas, *An Exposition of the Causes and Character of the War between the United States and Great-Britain*, 1815.

The United States had just recovered, under the auspices of their present constitution, from the debility which their revolutionary struggle had produced, when the convulsive movements of France excited throughout the civilized world the mingled sensations of hope and fear—of admiration and alarm. The interest which those movements, would in themselves, have excited, was incalculably increased, however, as soon as Great Britain became a party to the first memorable coalition against France, and assumed the character of a belligerent power...the difference of the scene would no longer exempt the United States from the influence, and the evils of the European conflict. On the one hand, their government was connected with France, by treaties of alliance and commerce; and the services which that nation had rendered to the cause of American independence. On the other hand, Great Britain leaving the treaty of 1783 unexecuted, forcibly retained the American posts upon the northern frontier; and, slighting every overture to place the diplomatic and commercial relations of the two countries, upon a fair and friendly foundation, seemed to contemplate the success of the American revolution, in a spirit of unextinguishable animosity.

### **Document 5**

Source: Secretary of State John Quincy Adams, an address delivered at the request of the Committee of the Citizens of Washington, on the occasion of reading the Declaration of Independence, July 4, 1821.

America, in the assembly of nations, since her admission among them, has invariably, though often fruitlessly, held forth to them the hand of honest friendship, of equal freedom, of generous reciprocity. She has uniformly spoken among them, though often to heedless and often to disdainful ears, the language of equal liberty, of equal justice, and of equal rights. She has, in the lapse of nearly half a century, without a single exception, respected the independence of other nations while asserting and maintaining her own. She has abstained from interference in the concerns of others, even when the conflict has been for principles to which she clings, as to the last vital drop that visits the heart....

But she goes not abroad, in search of monsters to destroy. She is the well-wisher to the freedom and independence of all. She is the champion and vindicator only of her own....

She well knows that by once enlisting under other banners than her own, were they even the banners of foreign Independence, she would involve herself, beyond the power of extrication, in all the wars of interest and intrigue, of individual avarice, envy, and ambition, which assume the colors and usurp the standard of freedom. The fundamental maxims of her policy would insensibly change from *liberty to force*. She might become the dictatress of the world. She would be no longer the ruler of her own spirit

## Question 4 – Nationalism & Sectionalism in the Era of Good Feelings

4. **Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

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In your response you should do the following.

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**Both nationalism and sectionalism increased during the Era of Good Feelings. How did both of these beliefs develop concurrently, and did one become of greater importance in the economics and politics of the period?**

### Document 1

Source: Joseph Rodman Drake, poet, "The American Flag," 1819

Flag of the free heart's hope and home,  
By angel hands to valor given;  
Thy stars have lit the welkin dome  
And all the hues were born in heaven!  
Forever float that standard sheet!  
Where breathes the foe but falls before us?  
With freedom's soil beneath our feet,  
And freedom's banner streaming o'er us?

## Document 2

**Source:** Emma Hart Willard, educator and feminist, address to the New York Legislature, 1819

But where is that wise and heroic country which has considered that our rights [as women] are sacred . . . ? History shows not that country. Yet though history lifts not her finger to such a one, anticipation does. She points to a nation which, having thrown off the shackles of authority and precedent, shrinks not from schemes of improvement because other nations have never attempted them; but which, in its pride of independence, would rather lead than follow in the march of human improvement: a nation, wise and magnanimous to plan, enterprising to undertake, and rich in resources to execute. Does not every American exult that this country is his own?

## Document 3

**Source:** Henry Clay, Speech in Congress, March 31, 1824

Are we doomed to behold our industry languish and decay yet more and more? But there is a remedy, and that remedy consists in modifying our foreign policy, and in adopting a genuine American system. We must naturalize the arts in our country; and we must naturalize them by the only means which the wisdom of nations has yet discovered to be effectual—by adequate protection against the otherwise overwhelming influence of foreigners. This is only to be accomplished by the establishment of a tariff, to the consideration of which I am now brought. . . . The sole object of the tariff is to tax the produce of foreign industry with the view of promoting American industry. The tax is exclusively leveled at foreign industry.



#### Document 4

**Source:** Thomas Jefferson, Letter to Congressman John Holmes of Massachusetts, April 22, 1820

I thank you, dear sir, for the copy you have been so kind to send me of the letter to your constituents on the Missouri question. It is perfect justification to them. I had for a long time ceased to read newspapers, or pay any attention to public affairs, confident they were in good hands. . . . But this momentous question, like a firebell in the night, awakened and filled me with terror. I considered it at once as the knell of the union. It is hushed, indeed, for the moment. But this is a reprieve only, not a final sentence. A geographical line, coinciding with a marked principle, moral and political, once conceived and held up to the angry passions of men, will never be obliterated; and every new irritation will mark it deeper and deeper.

#### Document 5

**Source:** *Congressional Record*, 1816

Vote on the Tariff of 1816 in the U.S. House of Representatives		
Region	For	Against
New England	17	10
Middle States	44	10
South	23	34
Total	88	54

## Question 5 – Transportation and National Unity

5. **Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

Question 5 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.

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**Evaluate the extent to which transportation innovation contributed to American national unity in the period from 1800 to 1860.**

### **Document 1**

Source: Robert Fulton, inventor, to Albert Gallatin, Secretary of the Treasury, letter, 1807.

Having . . . considered the advantages which canals will produce in point of wealth to individuals and the nation, I will now consider their importance to the union and their political consequences.

. . . Numerous have been the speculations on the duration of our union, and intrigues have been practiced to sever the western from the eastern states. The opinion endeavored to be inculcated, was, that the inhabitants beyond the mountains were cut off from the market of the Atlantic states; that consequently they had a separate interest, and should use their resources to open a communication to a market of their own; that remote from the seat of government they could not enjoy their portion of advantages arising from the union, and that sooner or later they must separate and govern for themselves.

. . . What stronger bonds of union can be invented than those which enable each individual to transport the produce of his industry 1,200 miles for 60 cents the hundred weight? Here then is a certain method of securing the union of the states, and of rendering it as lasting as the continent we inhabit.

## **Document 2**

Source: President John Quincy Adams, inaugural address, March 1825.

To the topic of internal improvement, . . . the magnificence and splendor of their public works are among the imperishable glories of the ancient republics. The roads and aqueducts of Rome have been the admiration of all after ages, and have survived thousands of years after all her conquests have been swallowed up in despotism or become the spoil of barbarians. Some diversity of opinion has prevailed with regard to the powers of Congress for legislation upon objects of this nature. Nearly twenty years have passed since the construction of the first national road was commenced. The authority for its construction was then unquestioned. .

. . . Repeated, liberal, and candid discussions in the Legislature have conciliated the sentiments and approximated the opinions of enlightened minds, upon the question of constitutional power. I can not but hope that, by the same process of friendly, patient, and persevering deliberation, all constitutional objections will ultimately be removed.

## **Document 3**

Source: Thomas Jefferson to William Branch Giles, letter discussing the United States Supreme Court decision in *Gibbons v. Ogden*, December 1825.

Take together the decisions of the federal court, the doctrines of the President, and the misconstructions of the constitutional compact, acted on by the legislature of the federal branch and it is but too evident that the three ruling branches of that department are in combination to strip their Colleagues, the States authorities of the powers reserved by them. Under the power to regulate Commerce they assume indefinitely that also over agriculture and manufactures. Under the authority to establish post roads, they claim that of cutting down mountains for the construction of roads, of digging canals, and, aided by a little sophistry on the words “general welfare” a right to do, not only the acts to effect that which are specifically enumerated and permitted, but whatsoever they shall think, or pretend will be for the general welfare. The states should be watchful to note every material usurpation on their rights, [and] to denounce them as they occur.

#### **Document 4**

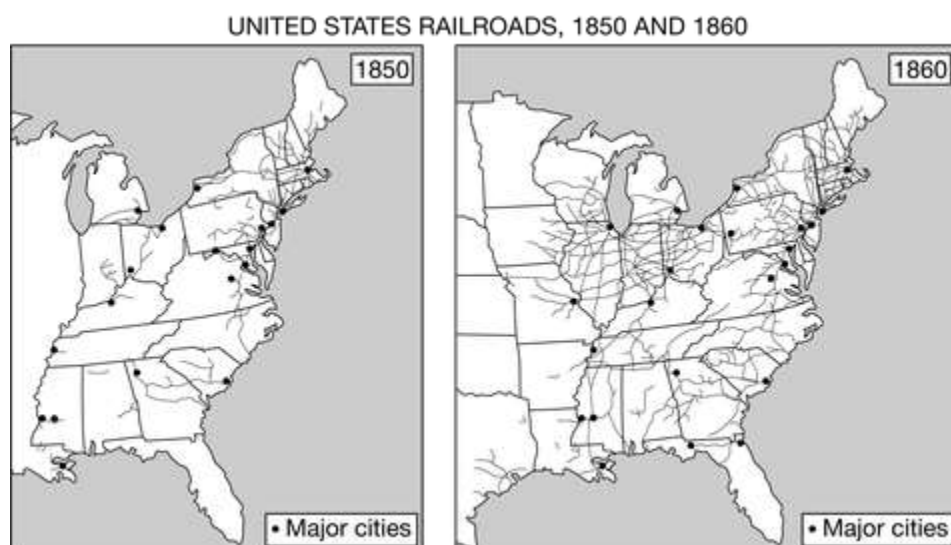
Source: Jesse Chickering, political economist, *Immigration into the United States*, 1848.

We have . . . arrived at a period in the history of foreign immigration, when the number of foreigners coming here, one half of whom may be considered adults, nearly equals the whole natural increase of the white population of the United States. Such a mass of population annually diffused among these states, must . . . have most important effects on the condition and character of the people.

. . . The moral and physical condition of these immigrants, after undergoing many trials, which are to be expected from settling in a foreign country, is generally very much improved. But is the country truly benefitted by this great foreign immigration? Have the people been made wiser or better or happier? It has been said that without these foreigners our rail-roads and canals could not have been constructed. [But] the progress of the internal improvements, a year or two in advance of what they would have been without this foreign labor, will be a very poor compensation, if offset by the corruption of manners, the forfeiture of freedom, and the transfer of power to those who know not how to use it wisely.

#### **Document 5**

Source: Extent of United States railroads in 1850 and 1860.



## **Question 6 – The Second Great Awakening & Reform Movements**

- 6. Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

Question 6 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.
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- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**Evaluate the extent to which religious ideas of the Second Great Awakening shaped reform movements in the first half of the nineteenth century.**

### **Document 1**

Source: Lyman Beecher, "A Reformation of Morals Practicable and Indispensable," sermon delivered at New Haven, Connecticut, October 27, 1812.

Though reformation be always practicable if a people are disposed to reform, there is a point of degradation from which neither individuals nor nations are disposed to arise, and from which the Most High is seldom disposed to raise them....

To this state of things we are hastening, and, if no effort be made to stop our progress, the sun in his course is not more resistless than our doom. Our vices are digging the grave of our liberties, and preparing to entomb our glory....

Traveling, and worldly labor, and visiting, and amusement on the Sabbath, will neither produce nor preserve such a state of society, as the conscientious observance of the Sabbath has helped to produce and preserve.

The enormous consumption of ardent spirits in our land will produce neither bodies nor minds like those which were the offspring of temperance and virtue.

The neglect of family government, and family prayer, and the religious education of children, will not produce such freemen as were formed by early habits of subordination, and the constant influence of the fear of God. . . .

The missionary spirit, which is beginning to pervade our land, promises also, an auspicious reforming influence.

## Document 2

Source: “The drunkard’s progress, or the direct road to poverty, wretchedness & ruin,” designed and published by John Warner Barber, 1826.

### The DRUNKARD'S PROGRESS,

*OR THE DIRECT ROAD TO POVERTY, WRETCHEDNESS & RUIN.*

Designed and Published by J.W. Barber, 210 Broadway, New York.

<p>Wo unto them that rise up early in the morning that they may follow Strong Drink..., Isa. 5 C. 11 v.</p>	<p>Wo unto them that are mighty to drink wine, and men of strength to mingle Strong Drink..., Isaiah 5 C. 22 v.</p>	<p>Who hath wo? Who hath sorrow? Who hath contentions? Who hath wounds without cause? ...They that tarry long at the wine. Prov. 23</p>	<p>The Drunkard shall come to poverty. Proverbs 23 Chap 21 v. The wages of Sin is Death Romans 6 Chap 23 v.</p>
			
<p><b>The Morning Dram.</b> The Beginning of Sorrow, Neglect of Business, Idleness, Languor, Loss of Appetite, Dullness and Heaviness, a love of Strong Drink increasing.</p>	<p><b>The Grog Shop.</b> Bad Company, Profaneness, Cursing and Swearing, Quarreling &amp; Fighting, Gambling, Obscenity, Ridicule and Hatred of Religion, The Gate of Hell.</p>	<p><b>The Confirmed Drunkard.</b> Beastly Intoxication, Loss of Character, loss of Natural Affection, Family Suffering, Brutality, Misery, Disease, Mortgages, Sheriffs, Writs, &amp;c.</p>	<p><b>Concluding Scene.</b> Poverty, Wretchedness, a Curse and Burden upon Society, Want, Beggary, Pauperism, Death.</p>

Courtesy of the Library of Congress



### **Document 3**

Source: David Walker, "Walker's Appeal to the Coloured Citizens of the World," 1829.

Men of colour, who are also of sense, for you particularly is my APPEAL designed. I call upon

you therefore to cast your eyes upon the wretchedness of your brethren, and to do your utmost to enlighten them—go to work and enlighten your brethren!—Let the Lord see you doing what you can to rescue them and yourselves from degradation. If any of you wish to know how

FREE you are, let one of you start and go through the southern and western States of this country, and unless you travel as a slave to a white man. or have your free papers, (which if

you are not careful they will get from you) if they do not take you up and put you in jail, and if you cannot give good evidence of your freedom, sell you into eternal slavery, I am not a living man: or any man of colour, immaterial who he is, or where he came from the white

Christians of America will serve him the same[;] they will sink him into wretchedness and degradation for ever while he lives.

### **Document 4**

Source: Dorothea Dix, "Remarks on Prisons and Prison Discipline in the United States," 1845.

I would not have officers become preachers; I would not have them much interfere with the religious teaching, so called, of the prisoners; but I would have them all moral guides. In

order to do good, a man must be good; and he will not be good except he have instruction by counsel and by example. Now who have the power of exercising these direct hourly influences, except the officers who have charge of the prisons and of the prisoners? It is the word in season, and fitly spoken, which may kindle a desire in the degraded to retrieve himself. The faint desire becomes quickened into a living purpose; this passes into the fixed resolve; and this creates a sentiment of self-respect. Self-respect implanted, conducts to the desire of possessing the respect and confidence of others; and through these paths grow up moral sentiments, gradually increasing and gaining strength; and, in time, there is the more profound and soul-saving sentiment of reverence for God, acknowledgment of his laws, and a truer perception of that sanctifying knowledge which causeth not to err.

### **Document 5**

Source: Elizabeth Cady Stanton, "Declaration of Sentiments and Resolutions," 1848.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government. When a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

## Question 7 – Manifest Destiny

- 7. Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

Question 7 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 at least two and/or four documents.
- Uses the content of at least two documents to address the topic of the prompt.
- Use at least one and/or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least one and/or two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**To what extent did Manifest Destiny and territorial expansion unite or divide the United States from 1830 to 1860?**

## Document 1

**Source:** Anonymous, "California and the National Interest," *American Review*, a Whig journal, 1846

The natural progress of events will undoubtedly give us that province [California] just as it gave us Texas. Already American emigrants thither are to be numbered by thousands, and we may, at almost any moment, look for a declaration, which shall dissolve the slight bounds that now link the province to Mexico, and prepare the way for its ultimate annexation to the United States. . . .

Here, then, lies the Pacific coast, adjoining our western border . . . which embrace the southern sections of the United States and stretching northward to the southern boundary of Oregon. . . .

California, to become the seat of wealth and power for which nature has marked it, must pass into the hands of another race. And who can conjecture what would now have been its condition, had its first colonists been of the stock which peopled the Atlantic coast?

## Document 2

**Source:** William Ellery Channing, abolitionist and pacifist, statement opposing the annexation of Texas, 1837

Texas is the first step to Mexico. The moment we plant authority on Texas, the boundaries of these two countries will become nominal, will be little more than lines on the sand. . . .

A country has no right to adopt a policy, however gainful, which, as it may foresee, will determine it to a career of war. A nation, like an individual, is bound to seek, even by sacrifices, a position which will favor peace, justice, and the exercise of beneficent influence on the world. A nation provoking war by cupidity, by encroachment, and above all, by efforts to propagate the curse of slavery, is alike false to itself, to God, and to the human race.

## Document 3

**Source:** Editorial, "New Territory versus No Territory," *United States Magazine and Democratic Review*, October 1847

This occupation of territory by the people is the great movement of the age, and until every acre of the North American continent is occupied by citizens of the United States, the foundation of the future empire will not have been laid . . .

When these new states come into the Union, they are controlled by the Constitution only; and as that instrument permits slavery in all the states that are parties to it, how can Congress prevent it? . . .

When through the results of war, territory comes into the possession of the Union, it is equally a violation of the Constitution for Congress to undertake to say that there shall be no slavery then. The people of the United States were nearly unanimous for the admission of Texas into the Union; but probably not an insignificant fraction require its annexation "for the purpose" of extending slavery.

Document 4



Courtesy of Library of Congress, Currier, Nathaniel, New York : 1848



## Document 5

**Source:** Senator Thomas Corwin, Speech, 1847

What is the territory, Mr. President, which you propose to wrest from Mexico? . . .

Sir, look at this pretense of want of room.

There is one topic connected with this subject which I tremble when I approach, and yet I cannot forbear to notice it. It meets you in every step you take; it threatens you which way soever you go in prosecution of this war. I allude to the question of slavery . . . the North and the South are brought together into a collision on a point where neither will yield. Who can foresee or foretell the result . . . why should we participate this fearful struggle, by continuing a war the result of which must be to force us at once upon a civil conflict? . . . Let us wash Mexican blood from our hands, and . . . swear to preserve honorable peace with all the world.

## Question 8 – Road to the Civil War

- 8. Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

Question 8 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 at least two and/or four documents.
- Uses the content of at least two documents to address the topic of the prompt.
- Use at least one and/or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least one and/or two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**“The Civil War was not inevitable; it was the result of extremism and failure of leadership on both sides.” Assess the validity of the statement, using the following documentation and your knowledge of the period from 1840 to 1861.**



## Document 1

**Source:** Daniel Webster, Speech in the Senate, March 7, 1850

Sir, there are those abolition societies, of which I am unwilling to speak, but in regard to which I have very clear notions and opinions. I do not think them useful. I think their operations of the last twenty years have produced nothing good or valuable.

I do not mean to impute gross motives even to the leaders of these societies, but I am not blind to the consequences. I cannot but see what mischiefs their interference with the South has produced. . . . These abolition societies commenced their course of action in 1835. It is said—I do not know how true it may be—that they sent incendiary publications into the slave states. At any event, they attempted to arouse, and did arouse, a very strong feeling. In other words, they created great agitation in the North against . . . slavery.

## Document 2 3

Source: U.S. Bureau of the Census. *Historical Statistics of the United States, Colonial Times to 1970*

Party Control in Congress						
Session	Senate			House		
	Majority Party	Minority Party	Other	Majority Party	Minority Party	Other
1849–51	D: 35	W: 25	2	D: 112	W: 109	9
1851–53	D: 35	W: 24	3	D: 140	W: 88	5
1853–55	D: 40	W: 22	2	D: 159	W: 71	4
1855–57	D: 40	R: 15	5	R: 108	D: 83	43
1857–59	D: 36	R: 20	8	D: 118	R: 92	26
1859–61	D: 36	R: 26	4	R: 114	D: 92	31

D: Democrat W: Whig R: Republican

## Document 3

Source: Abraham Lincoln, Speech at the Republican state convention, Springfield, Illinois, June 17, 1858

A house divided against itself cannot stand. I believe this Government can not endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward till it shall become alike lawful in all the States, old as well as new, North as well as South.

#### Document 4

**Source:** Frederick Douglass, Speech at Storer College, Harpers Ferry, Virginia, May 1882

If John Brown did not end the war that ended slavery, he did, at least, begin the war that ended slavery. . . .

The irrepressible conflict was one of words, votes, and compromises. When John Brown stretched forth his arm the sky was cleared . . . and the clash of arms was at hand.

#### Document 5

**Source:** "A Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina, from the Federal Union," 1860

We affirm that these ends for which this government was instituted have been defeated and the Government itself has been destructive of them by the action of the nonslaveholding States. Those states have assumed the right of deciding . . . and have denied the rights of property established in fifteen of the states and recognized by the Constitution . . .

A geographical line has been drawn across the Union, and all the States north of that line have united in the election of a man to the high office of President of the United States whose opinions and purposes are hostile to slavery. He is to be entrusted with the administration of the common Government, because he has declared that that "Government cannot endure permanently half slave [and] half free," and that the public mind must rest in the belief that slavery is in the course of ultimate extinction.

## Question 9 – Reconstruction

- 9. Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

Question 9 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 at least two and/or four documents.
- Uses the content of at least two documents to address the topic of the prompt.
- Use at least one and/or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least one and/or two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**Analyze the extent to which the North or South bears greater responsibility for the end of Reconstruction.**

## Document 1

**Colby:** On the 29th of October 1869, [the Klansmen] broke my door open, took me out of bed, took me to the woods and whipped me three hours or more and left me for dead. They said to me, "Do you think you will ever vote another damned Radical ticket?" I said, "If there was an election tomorrow, I would vote the Radical ticket." They set in and whipped me a thousand licks more, with sticks and straps that had buckles on the ends of them.

**Question:** What is the character of those men who were engaged in whipping you?

**Colby:** Some are first-class men in our town. One is a lawyer, one a doctor, and some are farmers... They said I had voted for Grant and had carried the Negroes against them. About two days before they whipped me they offered me \$5,000 to go with them and said they would pay me \$2,500 in cash if I would let another man go to the legislature in my place. I told them that I would not do it if they would give me all the county was worth... No man can make a free speech in my county. I do not believe it can be done anywhere in Georgia.

Source: Abram Colby, testimony to a joint House and Senate Committee in 1872.

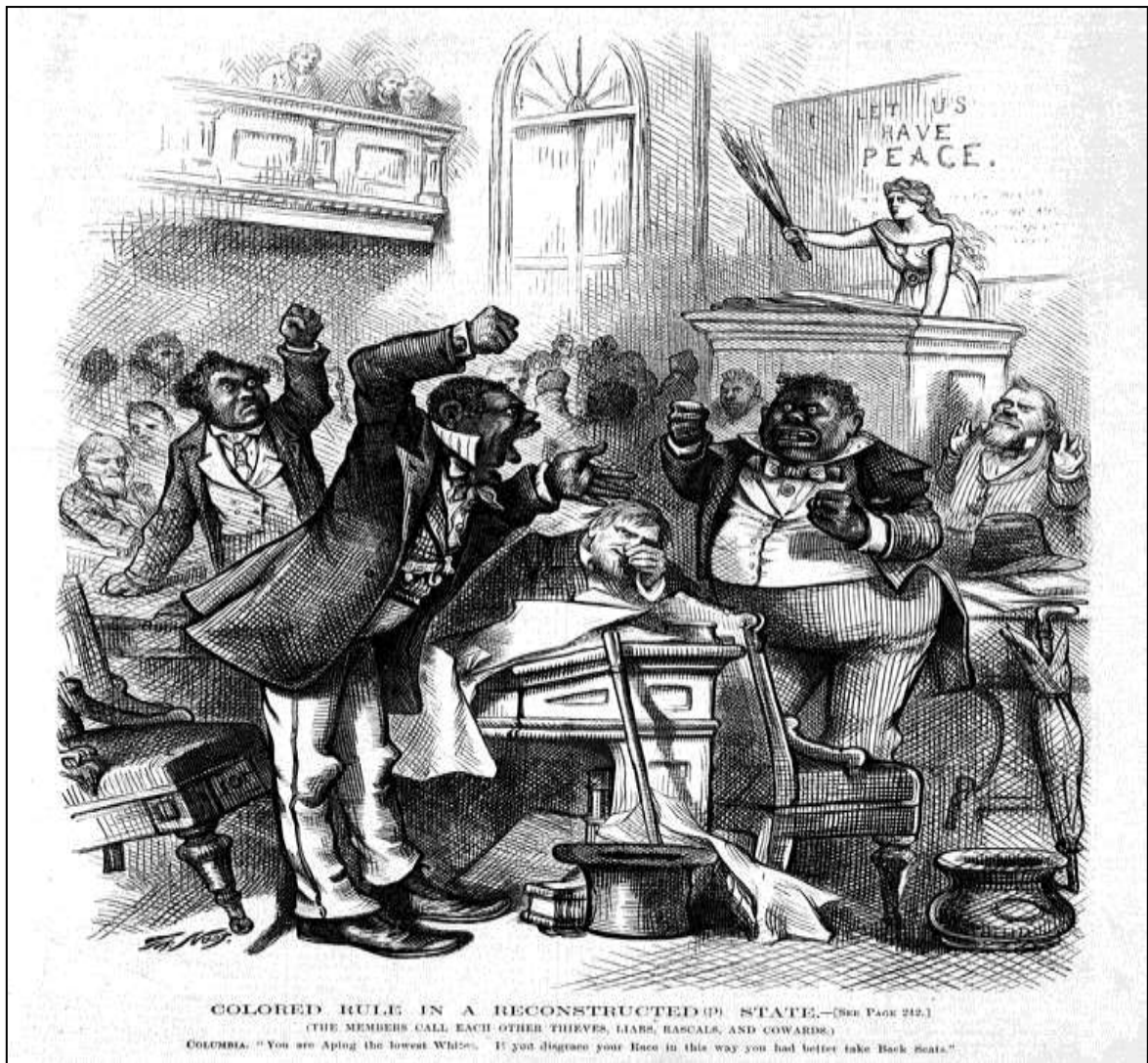
## Document 2

In this passage from a longer article, a reporter from the New York Times summarizes the first day of the Panic of 1873.

**Thursday morning opened in the Stock Exchange with the startling announcement that Jay Cooke & Co. had suspended payment on account of the stringent money market, and their consequent inability to raise funds to carry Northern Pacific. The real panic in Wall street dated from the time of the publication of this crushing intelligence. In spite of the terrible panic which ensued, and which continued all day, with a decline in stocks of from five to fifteen per cent., there were but two additional failures—one, Richard Schell, a wealthy operator; the other, Robinson & Suydam, small brokers.**

Source: New York Times, September 22, 1873

### Document 3



Colored Rule in a Reconstructed State (The Members Call Each Other Thieves, Liars, Rascals and Cowards)

Columbia: "You are Aping the lowest White. If you disgrace your Race in this way you had better take Back Seats."

Source: The Cover of *Harper's Weekly* (published in NYC), March 14, 1874



## Document 4

Headline text from the *New York Times*, November 4, 1874

**DEMOCRATIC VICTORY**  
**CONGRESS TO BE DEMOCRATIC**

Headline and story text from the *New York Times*, November 5, 1874

### **THE REPUBLICAN DEFEAT**

Our later telegrams only add to the magnitude of the defeat experienced on Tuesday. . . . In the House [of Representatives] the Democrats' gains continue to increase in numbers.

## Document 5

Blake's narrative and many others were recorded during an ambitious New Deal (1936–38) program of interviews with ex-slaves.

“After freedom, we worked on shares a while. Then we rented. When we worked on shares, we couldn't make nothing, just overalls and something to eat. Half went to the other man and you would destroy your half if you weren't careful. A man that didn't know how to count would always lose. He might lose anyhow. They didn't give no itemized statement. No, you just had to take their word. They never give you no details. They just say you owe so much. No matter how good account you kept, you had to go by their account and now, Brother, I'm tellin' you the truth about this. It's been that way for a long time. You had to take the white man's work on note, and everything. Anything you wanted, you could git if you were a good hand. You could git anything you wanted as long as you worked. If you didn't make no money, that's all right; they would advance you more. But you better not leave him, you better not try to leave and get caught. They'd keep you in debt. They were sharp. Christmas come, you could take up twenty dollar, in somethin' to eat and much as you wanted in whiskey. You could buy a gallon of whiskey. Anything that kept you a slave because he was always right and you were always wrong it there was difference. If there was an argument, he would get mad and there would be a shooting take place.

And you know how Negroes is. Long as they could git somethin', they didn't care. You see, if the white man came out behind, he would feed you, let you have what you wanted. He'd just keep you on, help you get on your feet, that is, if you were a good hand. But if you weren't a good hand, he'd just let you have enough to keep you alive. A good hand could take care of forty or fifty acres of land and would have a large family. A good hand could git clothes, food, whiskey, whenever be wanted it.”

Source: *Henry Blake, Little Rock, Arkansas Federal Writer's Project, United States Work Projects Administration; Manuscript Division, Library of Congress.*

## Question 10 – “Robber Barons” or Titans of Industry

**10. Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

Question 10 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 at least two and/or four documents.
- Uses the content of at least two documents to address the topic of the prompt.
- Use at least one and/or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least one and/or two documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**Some historians have characterized the industrial and business leaders of the 1865-1900 period as “robber barons”, who used extreme methods to control and concentrate wealth and power. To what extent is that characterization justified based on the historical evidence?**



## Document 1

**Source:** Interview with William H. Vanderbilt, *Chicago Daily News*, 1882

Q: How is the freight and passenger pool working?

W.V.: Very satisfactorily. I don't like that expression "pool," however, that's a common construction applied by the people to a combination which the leading roads have entered into to keep rates at a point where they will pay dividends to the stockholders. The railroads are not run for the benefit of the "dear public"—that cry is all nonsense—they are built by men who invest their money and expect to get a fair percentage on the same.

Q: Does your limited express pay?

W.V.: No; not a bit of it. We only run it because we are forced to do so by the action of the Pennsylvania road. It doesn't pay expenses. We would abandon it if it was not for our competitor keeping its train on.

Q: But don't you run it for the public benefit?

W.V. The public be damned. What does the public care for the railroads except to get as much out of them for as small consideration as possible? I don't take any stock in this silly nonsense about working for anybody's good but our own.

## Document 2

**Source:** Thomas Alva Edison, Letter written November 14, 1887

My laboratory will soon be completed. . . . I will have the best equipped and largest Laboratory extant, and the facilities incomparably superior to any other for rapid & cheap development of an invention, & working it up into Commercial shape with models, patterns & special machinery. In fact there is no similar institution in Existence. We do our own castings and forgings. Can build anything from a lady's watch to a Locomotive.

The Machine shop is sufficiently large to employ 50 men & 30 men can be worked in other parts of the works. Invention that formerly took months & cost a large sum can now be done in 2 or 3 days with very small expense, as I shall carry a stock of almost every conceivable material of every size, and with the latest machinery a man will produce 10 times as much as in a laboratory which has but little material, not of a size, delays of days waiting for castings and machinery not universal or modern. . . .

You are aware from your long acquaintance with me that I do not fly any financial Kites, or speculate, and that the works I control are well-managed. In the early days of the shops it was necessary that I should largely manage them [alone], first because the art had to be created, 2nd, because I could get no men who were competent in such a new business. But as soon as it was possible I put other persons in charge. I am perfectly well aware of the fact that my place is in the Laboratory; but I think you will admit that I know how a shop should be managed & also know how to select men to manage them.

## Document 3

**Source:** Andrew Carnegie, "Wealth," *North American Review*, 1889

The problem of our age is the proper administration of wealth so that the ties of brotherhood may still bind together the rich and poor in harmony. . . .

The price which society pays for the law of competition, like the price it pays for cheap comforts and luxuries, is also great; but the advantages of this law are also greater still. For it is to this law that we owe out wonderful material development which brings improved conditions. While the law may be sometimes hard for the individual, it is best for the race, because it insures the survival of the fittest in every department. We welcome, therefore, as conditions to which we must accommodate ourselves, great inequality of environment, the concentration of business, industrial and commercial, in the hands of a few; and the law of competition between these, as being not only beneficial, but essential for the future progress of the race.

## Document 4

**Source:** Standard Oil Company with tentacles, Library of Congress



## Document 5

**Source:** Statement of Pullman Strikers, June 1894

Pullman, both the man and the town, is an ulcer on the body politic. He owns the houses, the schoolhouses, and the churches of God in the town he gave his once humble name. The revenue he derives from these wages he pays out with one hand—the Pullman Palace Car Company—he takes back with the other—the Pullman Land Association. He is able by this to bid under any contract car shop in this country. His competitors in business, to meet this, must reduce the wages of their men. This gives him the excuse to reduce ours to conform to the market. His business rivals must in turn scale down, so must he. And thus the merry war—the dance of skeletons bathed in human tears—goes on; and it will go on, brothers, forever unless you, the American Railway Union, stop it.

## **Question 11 – U.S. Foreign Policy (1865-1910)**

**11. Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

Question 11 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 at least two and/or four documents.
- Uses the content of at least two documents to address the topic of the prompt.
- Use at least one and/or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least one and/or two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.**



### **Document 1**

Source: Treaty concerning the Cession of the Russian Possessions in North America by his Majesty the Emperor of all the Russias to the United States of America, June 20, 1867.

His Majesty the Emperor of all the Russias agrees to cede to the United States, by this convention, immediately upon the exchange of the ratifications thereof, all the territory and dominion now possessed by his said Majesty on the continent of America and in the adjacent islands, the same being contained within the geographical limits herein set forth....

The inhabitants of the ceded territory, according to their choice may return to Russia within three years; but if they should prefer to remain in the ceded territory, they, with the exception of uncivilized native tribes, shall be admitted to the enjoyment of all the rights, advantages, and immunities of citizens of the United States, and shall be maintained and protected in the free enjoyment of their liberty, property, and religion. The uncivilized tribes will be subject to such laws and regulations as the United States may, from time to time, adopt in regard to aboriginal tribes of that country....In consideration of the cession aforesaid, the United States agree to pay seven million two hundred thousand dollars in gold. lands of the earth are limited, and will soon be taken. The time is coming when the pressure of population on the means of subsistence will be felt here as it is now felt in Europe and Asia. Then will the world enter upon a new stage of its history—the final competition of races, for which the Anglo-Saxon is being schooled. Then this race of unequalled energy, with all the majesty of numbers and the might of wealth behind it—the representative, let us hope, of the largest liberty, the purest Christianity, the highest civilization—having developed peculiarly aggressive traits calculated to impress its institutions upon mankind, will spread itself over the earth.

## **Document 2**

Source: Captain Alfred Thayer Mahan, *The Interest of America in Sea Power, Present and Future*, 1897.

To affirm the importance of distant markets, and the relation to them of our own immense powers of production, implies logically the recognition of the link that joins the products and the markets,—that is, the carrying trade; the three together constituting that chain of maritime power to which Great Britain owes her wealth and greatness. Further, is it too much to say that, as two of these links, the shipping and the markets, are exterior to our own borders, the acknowledgment of them carries with it a view of the relations of the United States to the world radically distinct from the simple idea of self-sufficingness?...

There will dawn the realization of America's unique position, facing the older worlds of the East and West, her shores washed by the oceans which touch the one or the other, but which are common to her alone.

Despite a certain great original superiority conferred by our geographical nearness and immense resources,—due, in other words, to our natural advantages, and not to our intelligent preparations,—the United States is woefully unready, not only in fact but in purpose, to assert in the Caribbean and Central America a weight of influence proportioned to the extent of her interests. We have not the navy, and, what is worse, we are not willing to have the navy, that will weigh seriously in any disputes with those nations whose interests will conflict there with our own. We have not, and we are not anxious to provide, the defence of the seaboard which will leave the navy free for its work at sea. We have not, but many other powers have, positions, either within or on the borders of the Caribbean.

### **Document 3**

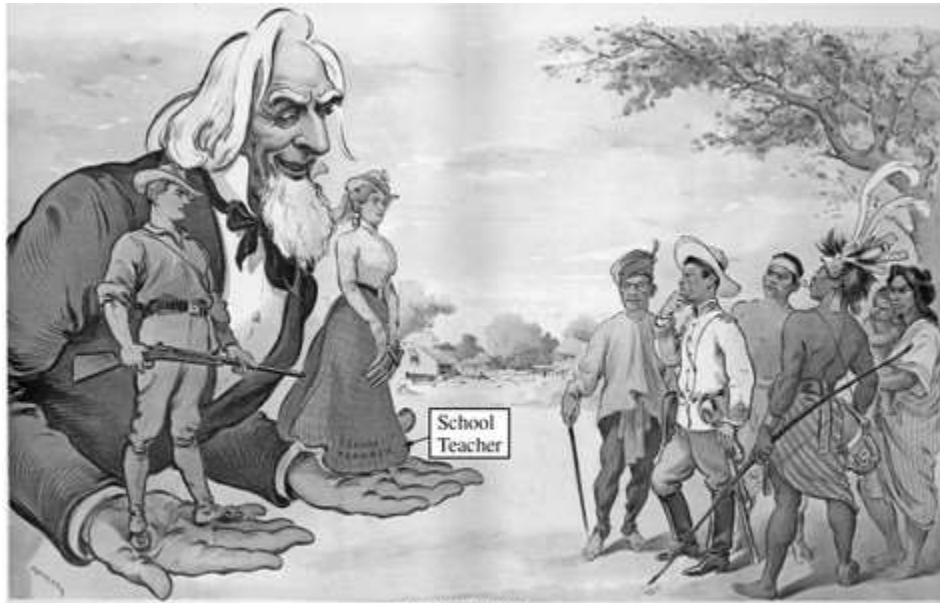
Source: John Hay, United States Secretary of State, The Second Open Door Note, July 3, 1900.

To the Representatives of the United States at Berlin, London, Paris, Rome, St. Petersburg, and Tokyo Washington, July 3, 1900

In this critical posture of affairs in China it is deemed appropriate to define the attitude of the United States as far as present circumstances permit this to be done. We adhere to the policy . . . of peace with the Chinese nation, of furtherance of lawful commerce, and of protection of lives and property of our citizens by all means guaranteed under extraterritorial treaty rights and by the law of nations. We regard the condition at Pekin[g] as one of virtual anarchy. . . . The purpose of the President is to act concurrently with the other powers; first, in opening up communication with Pekin[g] and rescuing the American officials, missionaries, and other Americans who are in danger; secondly, in affording all possible protection everywhere in China to American life and property; thirdly, in guarding and protecting all legitimate American interests; and fourthly, in aiding to prevent a spread of the disorders to the other provinces of the Empire and a recurrence of such disasters. The policy of the Government of the United States is to seek a solution which may bring about permanent safety and peace to China, preserve Chinese territorial and administrative entity, protect all rights guaranteed to friendly powers by treaty and international law, and safeguard for the world the principle of equal and impartial trade with all parts of the Chinese Empire.

#### Document 4

Source: Puck, a satirical magazine, November 20, 1901.



It's "Up To" Them.

Uncle Sam (to Filipinos.)—You can take your choice;—I have plenty of both !



### **Document 5**

Source: President Theodore Roosevelt, Fourth Annual Message to Congress, December 6, 1904.

There are kinds of peace which are highly undesirable, which are in the long run as destructive as any war. Tyrants and oppressors have many times made a wilderness and called it peace. Many times peoples who were slothful or timid or shortsighted, who had been enervated by ease or by luxury, or misled by false teachings, have shrunk in unmanly fashion from doing duty that was stern and that needed self-sacrifice, and have sought to hide from their own minds their shortcomings, their ignoble motives, by calling them love of peace....

It is our duty to remember that a nation has no more right to do injustice to another nation, strong or weak, than an individual has to do injustice to another individual; that the same moral law applies in one case as in the other. But we must also remember that it is as much the duty of the Nation to guard its own rights and its own interests as it is the duty of the individual so to do....

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and the exercise of an international police power.

## **Question 12 – Progressive Movement & Political Change**

**12. Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

Question 12 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 at least two and/or four documents.
- Uses the content of at least two documents to address the topic of the prompt.
- Use at least one and/or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least one and/or two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**Evaluate the extent to which the Progressive movement fostered political change in the United States from 1890 to 1920.**

## **Document 1**

Source: Jane Addams, *Twenty Years at Hull-House*, 1910, describing events in the 1890s.

[The] Hull-House [social settlement] had instigated [a political campaign] against a powerful alderman who has held office for more than twenty years in the nineteenth ward, and who, although notoriously corrupt, is still firmly entrenched among his constituents. . . .

We soon discovered that approximately one out of every five voters in the nineteenth ward at that time held a job dependent upon the good will of the alderman. There were no civil service rules to interfere, and the unskilled voter swept the street and dug the sewer, as secure in his position as the more sophisticated voter who tended a bridge or occupied an office chair in the city hall. . . .

Another result of the campaign was an expectation on the part of our new political friends that Hull-House would perform like offices for them, and there resulted endless confusion and misunderstanding because in many cases we could not even attempt to do what the alderman constantly did with a right good will. When he protected a law breaker from the legal consequences of his act, his kindness appeared, not only to himself but to all beholders, like the deed of a powerful and kindly statesman. When Hull-House on the other hand insisted that a law must be enforced, it could but appear like the persecution of the offender. We were certainly not anxious for consistency nor for individual achievement, but in a desire to foster a higher political morality and not to lower our standards, we constantly clashed with the existing political code.

## **Document 2**

Source: President Theodore Roosevelt, speech at Providence, Rhode Island, 1902.

The great corporations which we have grown to speak of rather loosely as trusts are the creatures of the State, and the State not only has the right to control them, but it is in duty bound to control them wherever the need of such control is shown. There is clearly need of supervision—need to possess the power of regulation of these great corporations through the representatives of the public—wherever, as in our own country at the present time, business corporations become so very powerful alike for beneficent work and for work that is not always beneficent. It is idle to say that there is no need for such supervision. There is, and a sufficient warrant for it is to be found in any one of the admitted evils appertaining to them.

### **Document 3**

Source: Julian W. Mack, "The Juvenile Court," Harvard Law Review, 1909.

Why is it not just and proper to treat these juvenile offenders, as we deal with the neglected children, as a wise and merciful father handles his own child whose errors are not discovered by the authorities? Why is it not the duty of the state, instead of asking merely whether a boy or a girl has committed a specific offense, to find out what he is, physically, mentally, morally, and then if it learns that he is treading the path that leads to criminality, to take him in charge, not so much to punish as to reform, not to degrade but to uplift, not to crush but to develop, not to make him a criminal but a worthy citizen.

And it is this thought—the thought that the child who has begun to go wrong, who is incorrigible, who has broken a law or an ordinance, is to be taken in hand by the state, not as an enemy but as a protector, as the ultimate guardian . . . ; it is this principle, which . . . was first fully and clearly declared, in the Act under which the Juvenile Court of Cook County, Illinois, was opened in Chicago on July 1, 1899.

### **Document 4**

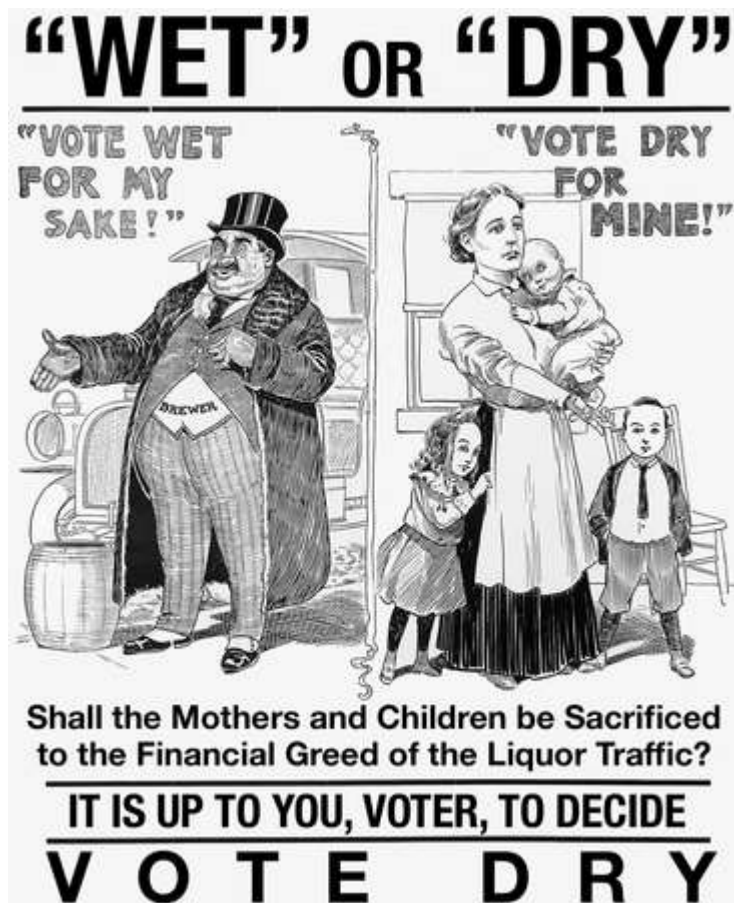
Source: National Association for the Advancement of Colored People (NAACP), letter to President Woodrow Wilson, 1913.

Dear Mr. President:

The National Association for the Advancement of Colored People, through its Board of Directors, respectfully protests against the policy of your Administration in segregating the colored employees in the Departments at Washington. It realizes that this new and radical departure has been recommended, and is now being defended, on the ground that by giving certain bureaus or sections wholly to colored employees they are thereby rendered safer in possession of their offices and are less likely to be ousted or discriminated against. We believe this reasoning to be fallacious. It is based on a failure to appreciate the deeper significance of the new policy; to understand how far reaching the effects of such a drawing of caste lines by the Federal Government may be, and how humiliating it is to the men thus stigmatized.

## Document 5

Source: The American Issue Publishing Company, a printer and distributor of pamphlets, leaflets, magazines, and books created by the Anti-Saloon League, circa 1918.



Fotosearch/Getty Images

## Question 13 – U.S. Involvement in World War I

**13. Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

Question 13 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 at least two and/or four documents.
- Uses the content of at least two documents to address the topic of the prompt.
- Use at least one and/or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least one and/or two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**“The ideals used to justify U.S. involvement in World War I disguised the real reasons for Wilson’s change in policy from neutrality to war, and in fact, violated the traditional values of the American nation.” Assess this statement and the reasons for the change in U.S. policy in 1917 AND whether these reasons were consistent with traditional American values.**

### Document 1

Source: Oswald Garrison Villard, writer and journalist, *Annals of the American Academy of Political and Social Science*, July 1916

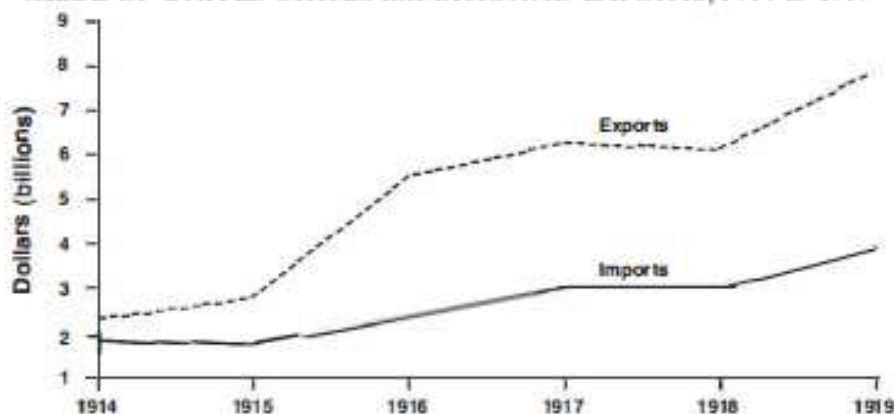
Now, the real significance of this [campaign for preparedness] is that we all at once, in the midst of a terrifying cataclysm, abjured our faith in many things American. We no longer believe, as for 140 years, in the moral power of an America unarmed and unafraid; we believe suddenly that the influence of the United States is to be measured only by the numbers of our soldiery and our dreadnoughts---our whole history to the contrary notwithstanding.

Next, the preparedness policy signifies an entire change in our attitude toward the military as to whom we inherited from our forefathers suspicions and distrust. A cardinal principle of our polity has always been the subordination of the military to the civil authority as a necessary safeguard

### Document 2

Source: U.S. Bureau of the Census. *Historical Statistics of the United States*,

VALUE OF UNITED STATES IMPORTS AND EXPORTS, 1914 to 1919



### **Document 3**

Source: President Woodrow Wilson, War Message to Congress, April 2, 1917

We are glad, now that we see the facts with no veil of false pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its peoples, the German peoples included: for the rights of nations great and small and the privilege of men everywhere to choose their way of life and of obedience. The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.

### **Document 4**

Source: Senator George W. Norris, Speech in the U.S. Senate, April 4, 1917

We are taking a step today that is fraught with untold danger. We are going into war upon the command of gold. We are going to run the risk of sacrificing millions of our countrymen's lives in order that other countrymen may coin their lifeblood into money. . . . We are about to do the bidding of wealth's terrible mandate. By our act we will make millions of our countrymen suffer, and the consequences of it may well be that millions of our brethren must shed their lifeblood, millions of broken-hearted women must weep, millions of children must suffer with cold, and millions of babes must die from hunger, and all because we want to preserve the commercial right of American citizens to deliver munitions of war to belligerent nations.



Document 5

Source: Library of Congress



## Question 14 – The Great Migration

**14. Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

Question 14 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 at least two and/or four documents.
- Uses the content of at least two documents to address the topic of the prompt.
- Use at least one and/or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least one and/or two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**Analyze major changes and continuities in the social and economic experiences of African Americans who migrated from the rural South to urban areas in the North in the period 1910–1930.**

### **Document 1**

Source: Dwight Thompson Farnham, a northern White efficiency expert, article titled "Negroes as a Source of Industrial Labor," Industrial Management, August 1918

A certain amount of segregation is necessary at times to preserve the peace. This is especially true when negroes are first introduced into a plant. It is a question if it is not always best to have separate wash rooms and the like. In places where different races necessarily come into close contact and in places where inherited characteristics are especially accentuated, it is better to keep their respective folkways from clashing wherever possible.

### **Document 2**

Source: Jackson (Mississippi) Daily News, a southern white-owned newspaper, on the race riot in Chicago, July 28, 1919

The only surprising feature about the race riot in Chicago yesterday is that it did not assume larger proportions.

Trouble has been brewing in that city for several months, and nothing short of exceptionally good work by the police department can prevent further clashes.

The native white population of Chicago bitterly resents the influx of negro labor, and especially the housing of blacks in white neighborhoods.

. . . . the decent, hard-working, law-abiding Mississippi negroes who were lured to Chicago by the bait of higher wages, only to lose their jobs, or forced to accept lower pay after the labor shortage became less acute, are hereby notified that they will be welcomed back home and find their old positions waiting for them.

Mississippi may lynch a negro when he commits the most heinous of all crimes, but we do not blow up the innocent with bombs, or explode sticks of dynamite on their doorsteps.

### **Document 3**

Source: Lizzie Miles, African American singer, lyrics to the song "Cotton Belt Blues," 1923

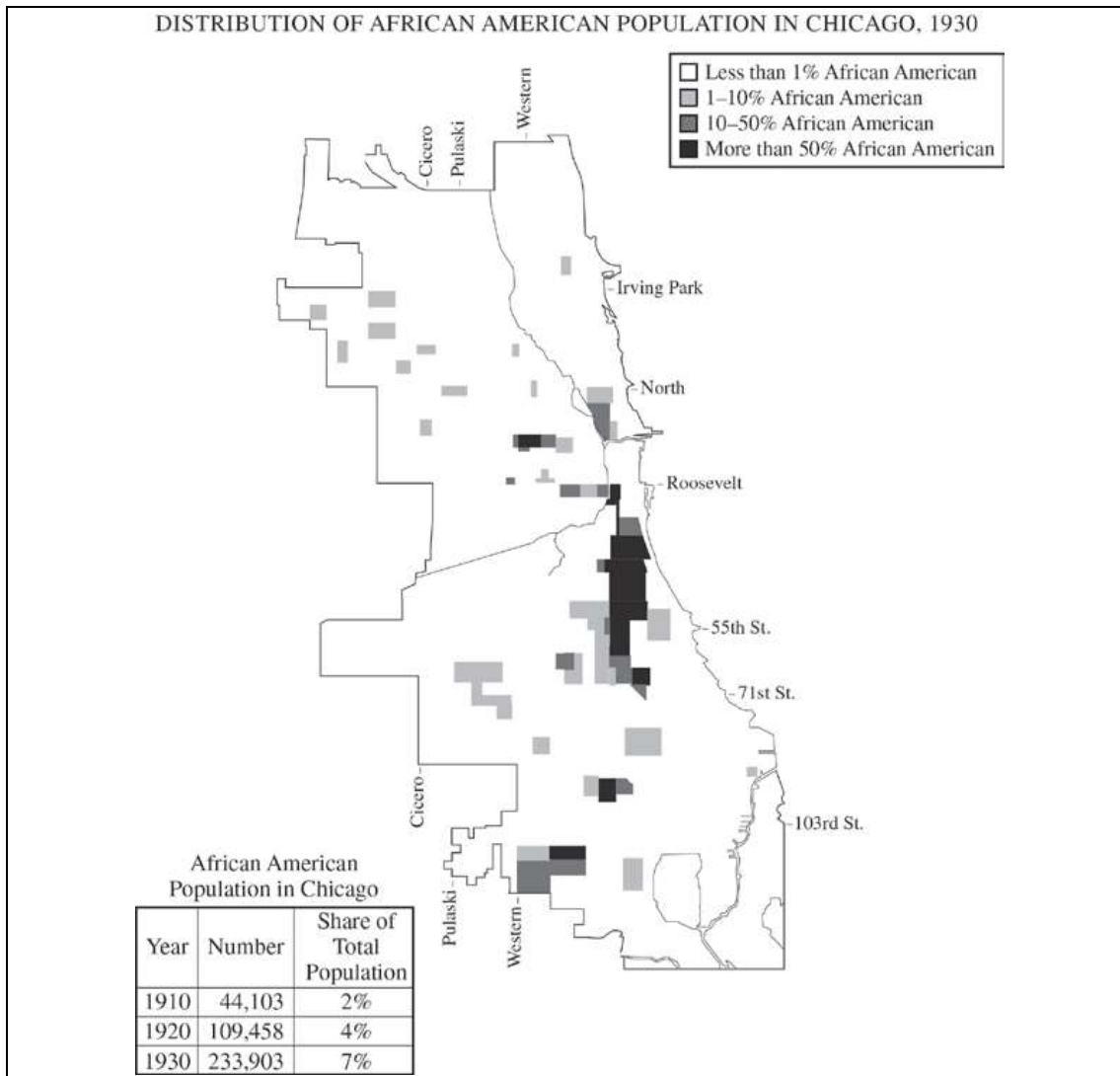
Look at me. Look at me.  
And you see a gal,  
With a heart bogged down with woe.  
Because I'm all alone,  
Far from my Southern home.  
Dixie Dan. That's the man.  
Took me from the Land of Cotton  
To that cold, cold minded North.  
Threw me down. Hit the town.  
And I've never seen him henceforth.  
Just cause I trusted. I'm broke and disgusted,  
I got the Cotton Belt Blues.

### **Document 4**

Source: George Schuyler, an African American journalist, article in The Messenger, a political and literary magazine for African Americans, August 1925

It is generally thought by both Negroes and whites that Negroes are the chief strikebreakers in the United States. This is far from the truth. The Negro workers' part in strikes has been dramatized by virtue of the striking contrast of race which invariably provoked race riots. But the fact is that there are many more scabs among the white than black workers, partially because there are numerous industries in which Negroes are not permitted to work, which, too, are by no means one hundred percent organized. Out of twenty or more millions of workers in the United States, less than five million are organized. Note the potential for scabs!

## Document 5



## **Question 15 – FDR and the Great Depression**

**15. Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

Question 15 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 at least two and/or four documents.
- Uses the content of at least two documents to address the topic of the prompt.
- Use at least one and/or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least one and/or two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**Analyze the responses of Franklin Delano Roosevelt's administration to the problems of the Great Depression in terms of their effectiveness and the changing role of the federal government.**

## **Document 1**

Source: Letter to Senator Robert Wagner, March 7, 1934.

It seems very apparent to me that the Administration at Washington is accelerating its [sic] pace towards socialism and communism. Nearly every public statement from Washington is against stimulation of business which would in the end create employment.

Everyone is sympathetic to the cause of creating more jobs and better wages for labor; but, a program continually promoting labor troubles, higher wages, shorter hours, and less profits for business, would seem to me to be leading us fast to a condition where the Government must more and more expand its relief activities, and will lead in the end to disaster to all classes.

Document 2

Source: *The Evening Star* (Washington, D.C.), April 26, 1924.



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Library of Congress, Prints & Photographs Division,  
Clifford Beeryman Collection, LC-USZ62-17290.



### **Document 3**

Source: William Lloyd Garrison, Jr., "The Hand of Improvidence," *The Nation*, November 14, 1934.

The New Deal, being both a philosophy and a mode of action, began to find expression in diverse forms which were often contradictory. Some assisted and some retarded the recovery of industrial activity. . . . An enormous outpouring of federal money for human relief and immense sums for public-works projects started to flow to all points of the compass. . . . Six billion dollars was added to the national debt. . . . a bureaucracy in Washington grew by leaps and bounds . . . and finally, to lend the picture the heightened academic touch, John Maynard Keynes, of Cambridge, England, . . . commenced the plan of buying Utopia for cash.

### **Document 4**

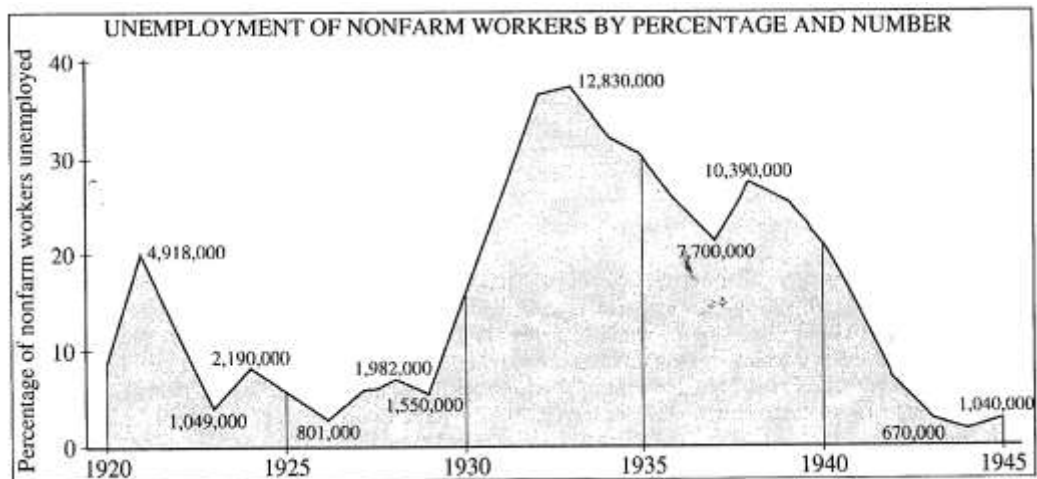
Source: "The Roosevelt Record," editorial in *The Crisis*, November 1940.

To declare that the Roosevelt administration has tried to include the Negro in nearly every phase of its program of the people of the nation is not to ignore the instances where government policies have harmed the race. . . .

At Boulder Dam, for example, the administration continued the shameful policy begun by Hoover of forbidding Negroes to live in Boulder city, the government-built town. And in its own pet project, the TVA, the administration forbade Negroes to live in Norris, another government-built town at Norris Dam.

[The] most important contribution of the Roosevelt administration to the age-old color line problem in America has been its doctrine that Negroes are a part of the country and must be considered in any program for the country as a whole. The inevitable discriminations notwithstanding, this thought had been driven home in thousands of communities by a thousand specific acts. For the first time in their lives, government has taken on meaning and substance for the Negro masses.

## Document 5



## Question 16—The Road to U.S. Involvement in World War II

**16. Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

Question 16 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 at least two and/or four documents.
- Uses the content of at least two documents to address the topic of the prompt.
- Use at least one and/or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least one and/or two documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**“To a greater or lesser extent, three factors were involved in explaining U.S. response to Japanese and German aggression: (a) economics, (b) national security, and (c) democratic values.” Analyze to what extent these factors influenced U.S. foreign policy in the period 1937 to 1941.**

## **Document 1**

Source: Wendell Willkie, Acceptance Speech at the Republican National Convention, August 17, 1940.

I cannot ask the American people to put their faith in me without recording my conviction that some form of selective service is the only democratic way in which to secure the trained and competent manpower we need for national defense.

Also, in light of my principle, we must honestly face our relationship with Great Britain. We must admit that the loss of the British Fleet would greatly weaken our defense. This is because the British Fleet has for years controlled the Atlantic, leaving us free to concentrate in the Pacific. If the British Fleet were lost or captured, the Atlantic might be dominated by Germany, a power hostile to our way of life, controlling in that event most of the ships and shipbuilding facilities in Europe.

This would be calamity for us. We might be exposed to attack on the Atlantic. Our defense would be weakened until we could build a navy and air force strong enough to defend both coasts. Also, our foreign trade would be profoundly affected. That trade is vital to our prosperity. But if we had to trade with a Europe dominated by the present German trade policies, we might have to change our methods to some totalitarian form. This is a prospect that any lover of democracy must view with consternation.

## Document 2

Source: Brown Brothers



## Document 3

Source: Franklin Roosevelt, Speech to Congress, "Four Freedoms," January 6, 1941

Our national policy is this:

First, by an impressive expression of the public will and without regard to partisanship, we are committed to all-inclusive national defense.

Second, by an impressive expression of the public will and without regard to partisanship, we are committed to full support of all those resolute people everywhere who are resisting aggression and are thereby keeping war away from our hemisphere. By this support we express our determination that the democratic cause shall prevail, and we strengthen the defense and the security of our own nation. . . .

Let us say to the democracies: "We Americans are vitally concerned in your defense of freedom. We are putting forth our energies, our resources and our organizing powers to give you the strength to regain and maintain a free world. We shall send you in ever-increasing numbers, ships, planes, tanks, guns. That is our purpose and our pledge.

#### Document 4

Source: Adapted from Gilbert C. Fite, Jim E. Reese, *An Economic History of the United States*, 1959.

The Effect of World War II on Industry			
Category	1939	1940	1941
Index of manufacturing output (1939 = 100)	100	116	154
Corporate profits before taxes (billions of dollars)	6.4	9.3	17.0
Corporate profits before taxes (billions of dollars)	5.0	6.5	9.4
Business failures	14,768	13,619	11,848

#### Document 5

Source: Charles A. Lindbergh, Speech in New York City, April 23, 1941.

The United States is better situated from a military standpoint than any other nation in the world. Even in our present condition of unpreparedness, no foreign power is in a position to invade us today. If we concentrate on our own defenses and build the strength that this nation should maintain, no foreign army will ever attempt to land on American shores.

War is not inevitable for this country. Such a claim is defeatism in the true sense. No one can make us fight abroad unless we ourselves are willing to do so. No one will attempt to fight us here if we arm ourselves as a great nation should be armed. Over 100 million people in this nation are opposed to entering the war. If the principles of democracy mean anything at all, that is reason enough for us to stay out.

## Question 17 – U.S. Society During World War II

**17. Directions:** It is suggested that you spend 10 minutes reading the documents and 35 minutes writing your response.

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

Question 17 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 at least two and/or four documents.
- Uses the content of at least two documents to address the topic of the prompt.
- Use at least one and/or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least one and/or two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**Evaluate the extent to which U.S. participation in World War II transformed American society from 1939 to 1945.**

## **Document 1**

**Source:** Editorial, “New National Policy,” *Washington Post*, September 17, 1940.

President Roosevelt issued a proclamation fixing October 16 as the date of registration for all men between the ages of 21 and 35. In doing so he acted with the promptness which the situation demands. Compulsory training for military service is now our national policy.

Because of the world crisis, which has set in motion forces of a magnitude and ferocity never before witnessed, the United States must acquire the most powerful naval and military defense system it has ever possessed. We can no longer depend on the voluntary method to build up our armed forces. So it is important that the whole Nation cheerfully accept the selective service system. After all, it is the fairest method by which an army of the size we need can be recruited.

## **Document 2**

**Source:** Ted Nakashima, “Concentration Camp: U.S. Style,” *The New Republic*, 1942.

Unfortunately in this land of liberty, I was born of Japanese parents; born in Seattle of a mother and father who have been in this country since 1901. Fine parents, who brought up their children in the best American way of life....

Now that you can picture our thoroughly American background, let me describe our new home.

The resettlement center is actually a penitentiary—armed guards in towers with spotlights and deadly tommy guns, fifteen feet of barbed wire fences, everyone confined to quarters at nine, lights out at ten o’clock. The guards are ordered to shoot anyone who approaches within twenty feet of the fences. No one is allowed to take the two-block-long hike to the latrines after nine, under any circumstances....

The food and sanitation problems are the worst. We have had absolutely no fresh meat, vegetables or butter since we came here. Mealtime queues extend for blocks; standing in a rainswept line, feet in the mud, waiting for the scant portions of canned wieners and boiled potatoes, hash for breakfast or canned wieners and beans for dinner....

Can this be the same America we left a few weeks ago?



### Document 3

**Source:** Library of Congress. Office of War Information, a United States government agency, 1943.



**The more **WOMEN** at work  
the sooner we **WIN!****

**WOMEN ARE NEEDED ALSO AS:**

FARM WORKERS	WAITRESSES	TIMKEEPERS	LAUNDRESSES
TYPISTS	BUS DRIVERS	ELEVATOR OPERATORS	TEACHERS
SALESPeOPLE	TAXI DRIVERS	MESSINGERS	CONDUCTORS

*—and in hundreds of other war jobs!*

**SEE YOUR LOCAL U.S. EMPLOYMENT SERVICE**

#### Document 4

**Source:** Corporal Rupert Trimmingham, letter to *Yank*, a magazine produced by the United States military, published in April 1944.

Dear *Yank*,

Here is a question that each Negro soldier is asking. What is the Negro soldier fighting for? On whose team are we playing? Myself and eight other soldiers were on our way from Camp Claiborne, [Louisiana], to the hospital here at Fort Huachuca [Arizona]. We had to lay over until the next day for our train. On the next day we could not purchase a cup of coffee at any of the lunchrooms around there. As you know, Old Man Jim Crow rules. The only place where we could be served was at the lunchroom at the railroad station but, of course we had to go into the kitchen. But that's not all; 11:30 a.m. about a two dozen German prisoners of war, with two American guards, came into the station. They entered the lunchroom, sat at the tables, had their meals served, talked, smoked, in fact had quite a swell time. I stood on the outside looking on, and I could not help but ask myself these questions: Are these men sworn enemies of this country? Are they not taught to hate and destroy... all democratic governments? Are we not American soldiers, sworn to fight for and die if need be for this our country? Then why are they treated better than we are? Why are we pushed around like cattle? If we are fighting for the same thing, if we are to die for our country, then why does the Government allow such things to go on? Some of the boys are saying that you will not print this letter. I'm saying that you will.

### **Document 5**

**Source:** Bernhard J. Stern, "The Challenge of Advancing Technology," *The ANNALS of the American Academy of Political and Social Science*, 1945.

Even before the announcement of the unlocking of atomic energy, it could be said that advances in technology during the years of the war had been far greater than during many preceding decades....

With the development of prefabricated houses, transport and passenger planes and helicopters, quick-frozen, dehydrated, and other processed and packaged foods, improved gasoline, and new and improved types of power for industrial production, for transportation, for illumination, and for easing household burdens, cities can be freer to develop functionally in terms of the harmonious living of their populations. Advances in public health and in medicine have made possible precipitous declines in death and morbidity rates, so that healthy city populations can enjoy the leisure which shorter working hours make available to them. Illiteracy and ignorance, long anachronisms in industrial societies, can more easily be liquidated through advances in human psychology and in educational processes.

The tools are ready.