

The Insider's Complete Guide to the

2020

**AP U.S. HISTORY
EXAM**

DOCUMENT BASED QUESTIONS REVIEW

by **LARRY KRIEGER**

The Insider's Complete Guide to the
2020 AP U.S. History Exam
Document Based Questions Review
LARRY KRIEGER

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LETTER FROM THE AUTHOR

The 2020 APUSH exam will be a formidable challenge. The 45-minute exam will consist of ONE Document-Based Question (DBQ). Most students and teachers agree that the DBQ is usually the most difficult part of the APUSH exam. And now it is the only part of the exam!

Like many other APUSH students, my students expressed initial shock followed by concerned questions: Would they be able to write a 45-minute DBQ essay on their computers or even on the cell phones? Are there any good 5-document DBQ practice materials? My answer to their first question was a qualified yes, but you have to practice. My answer to the second question was unqualified no.

My students then encouraged me to write materials for the new APUSH exam. At first, I expressed reservations. But my students encouraged me by saying, "You can do it!" After some thought, I agreed and decided that I could help. This book is intended to do more than provide a few tips; it is designed to provide realistic DBQs and model essays that will help you master the 2020 APUSH DBQ exam. The book contains the following three unique parts:

The three introductory chapters describe the new APUSH DBQ exam and its 10-point rubric. I carefully describe each of these 10 points. I then provide a realistic sample DBQ and two sample essays. The first provides you with a model 6-point Level 3 essay. The second provides you with a model 10-point Level 5 essay.

DBQ prompts ask you to either evaluate the continuities and changes in a historic development or to analyze the historic causes of an important trend. Chapter 4 provides 3 continuity and change DBQ prompts and 6 model essays ranging from scores of 6 to 10. Chapter 5 provides you with 3 causation DBQ prompts and 6 model essays ranging from scores of 6 to 10. Topics chosen for the 6 DBQ prompts and documents emphasize African American and women's history because most APUSH exams incorporate these key topics into their design.

Believe it or not, your 2020 APUSH exam will be an open-book test. That sounds great! But remember, you only have 45 minutes. It will be difficult to quickly find relevant information in a 1,000 page textbook. Relax! I've written 5 special review chapters. Each chapter (delete the word is) matches key developments in the five APUSH time periods covered on the 2020 exam. Our Table of Contents provides a detailed list of the topics so you can quickly locate them.

The 2020 APUSH exam is going to be a real challenge. But you will be up to it. Practice will be a key to your success. So get in gear and write a practice DBQ essay for one of the 6 sample DBQ's in Chapters 4 and 5. Then compare your

essay with the models in these chapters. My students are getting better and better and so will you. You can do it! Good luck!!!

Larry Krieger

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ABOUT THE AUTHOR

Larry Krieger earned his B.A. and M.A.T. from the University of North Carolina at Chapel Hill and his M.A. from Wake Forest University. In a career spanning more than four decades, Mr. Krieger taught in urban, rural, and suburban public high schools in North Carolina and New Jersey. He taught a variety of AP subjects including U.S. History, Art History, European History, and American Government. Mr. Krieger has published popular books in all of these subjects.

Mr. Krieger's AP US History courses were renowned for their energetic presentations, commitment to scholarship, and dedication to helping students achieve high AP exam scores. Over 90 percent of Mr. Krieger's APUSH students have scored fives, with the remainder scoring fours. Mr. Krieger has never had an AP student score a one or two.

ACKNOWLEDGEMENTS

Books do not write or publish themselves. They require the work of a number of dedicated and creative peoples.

The typed manuscript must be proofed and assembled into an attractive, well-designed book. As always, Station16 more than met this challenge. Brenton played a key leadership role. He created a distinctive design, offered valuable advice and managed the project to a successful conclusion. Jesh shaped the manuscript into flowing layouts, and Margo supervised the entire project.

I would like to thank Gloria Sesso for encouraging me to write this book. Gloria is an experienced New York APUSH teacher. She serves as the Co-President of the Long Island Council for the Social Studies. Gloria reviewed each chapter in this book. She also contributed documents for some of the DBQs in Chapter 5 and co-authored one of the chapter's essays.

I would like to thank my students for their support, encouragement, and constructive suggestions. Special thanks to Vinay Bhagat, Varun Kandula, Dev Benson, Ram Peddu, and Sierra Strickland for reading and commenting on every chapter. Their insights and suggestions helped strengthen every chapter.

I would especially like to thank my wife Susan for her indefatigable dedication to this project. As "Editor-in-Chief," Susan read, critiqued, and proofed every page in this book. Her "close reads" spotted misplaced modifiers, passive voice verbs, and unconnected thoughts. Susan gave each chapter a grade and always encouraged me to be "clear, concise, and interesting!"

PART I

INTRODUCING THE 2020 APUSH DBQ EXAM

CHAPTER 1

THE 2020 APUSH EXAM



The 2020 APUSH exam will be unlike any previous exam. It will not be 3 hours long. It will not contain any multiple-choice, short-answer, or long-essay questions. And it will not be offered in your school. Instead, the exam will be 45 minutes long. It will only consist of one document-based question (DBQ). And it will be offered electronically via computers, tablets, and smartphones.

Believe it or not, the 2020 APUSH exam will be an open book exam! You are free to use your textbook and class notes as you take the exam. But your textbook and class notes contain extensive amounts of information. They are like battleships designed to prepare you for a 3-hour APUSH exam.

You don't need textbook battleships loaded with information for a 45-minute DBQ. Instead, you need a fast and nimble attack boat armed with concise information, strategies, and examples. Our *2020 APUSH Exam: A Strategic Review* is designed to provide you with the information you will need as you write your DBQ. The book is deliberately straightforward and concise. It contains everything you need to know to write a successful DBQ and earn a great score!

THE 2020 DBQ – GETTING STARTED

Your APUSH exam will consist of one 45-minute DBQ. The DBQ will contain five documents. Don't panic! You will not be tested on information from 1491 – 1754 (Periods 1 and 2) or from 1945 to the present (Periods 8 and 9). Your DBQ will be restricted to events, movements, and themes between 1754 and 1945 (Periods 3 – 7).

The DBQ is a sophisticated free-response question. It requires you to analyze and interpret five primary source documents. The documents are taken from a variety of sources including speeches, newspaper articles, government resolutions, diaries, graphs, and political cartoons.

Here is a sample five-document DBQ. Take a few minutes to look over the five documents and familiarize yourself with the basic format.

AP US HISTORY

2020 Exam

Total Time – 45 minutes

Question 1 (Document-Based Essay)

Suggested reading and writing time: 45 minutes

Suggested upload time: 5 minutes

It is suggested that you spend about 10 minutes reading the documents and 35 minutes writing your response

Prompt

Evaluate the extent of change in ideas about American independence from 1763 to 1776.

Document 1

Source: The Virginia House of Burgesses, The Virginia Resolutions on the Stamp Act, 1765.

Resolved, that the taxation of the people by themselves, or by persons chosen by themselves to represent them, who can only know what taxes the people are able to bear, or the easiest method of raising them, and must themselves be affected by every tax laid on the people, is the only security against burdensome taxation, and the distinguishing characteristic of British freedom, without which the ancient constitution cannot exist.

Resolved, that his Majesty's liege people of this ancient colony have enjoyed the right of being thus governed by their own Assembly in the article of taxes and internal police, and that the same have never been forfeited, or any other way yielded up, but have been constantly recognized by the king and people of Great Britain.

Document 2

Source: Mather Byles, renowned Boston Loyalist minister, question posed March 1770.

They call me a brainless Tory; but tell me, my young friend: Which is better – to be ruled by one tyrant three thousand miles away or by three thousand tyrants not a mile away?

Document 3

Source: Samuel Adams, *The Rights of the Colonists*, 1772.

All men have a right to remain in a state of nature as long as they please; and in case of intolerable oppression, civil or religious, to leave the society they belong to, and enter into another. When men enter into society, it is by voluntary consent; and they have a right to demand and insist upon the performance of such conditions and previous limitations as form an equitable original compact...

The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but only to have the law of nature for his rule.

Document 4

Source: In "Plain English," a Loyalist describes the reign of "lawless mobs," 1775.

Some of these people, who from a sense of their duty to the king, and a reverence for his laws, have behaved quietly and peaceably; and for which reason they have been deprived of their liberty, abused in their persons, and suffered such barbarous cruelties, insults, and indignities, besides the loss of their property, by the hands of lawless mobs and riots, as would have been disgraceful even for savages to have committed. The courts of justice being shut up in most parts of the province [Massachusetts], and the justices of those courts compelled by armed force, headed by some of your Congress, to refrain from doing their duties, at present it is rendered impracticable for those sufferers to obtain redress...

Document 5

Source: John Adams, *Letters of John Adams, Addressed to his Wife*, July 3, 1776

The hopes of reconciliation, which were fondly entertained by multitudes of honest and well meaning, though weak and mistaken people, have been gradually and, at last, totally extinguished. Time has been given for the whole people maturely to consider the great question of independence, and to ripen their judgment, dissipate their fears, and allure their hopes, by discussing it in newspapers and pamphlets, by debating it in assemblies, conventions, committees of safety and inspection, in town and county meetings, as well as in private conversations, so that the whole people, in every colony of the thirteen, have now adopted it as their own act...

I am well aware of the toil, and blood, and treasure, that it will cost us to maintain this Declaration, and support and defend these States. Yes, through all the gloom, I can see the rays of ravishing light and glory. I can see that the end is more than worth all the means. And that posterity will triumph in that day's transaction.

THE 2020 DBQ SCORING RUBRIC – THE BIG TEN

1. CONTEXTUALIZATION – 1 POINT

- History is not a series of unconnected events. Like the experiences in your life, historical events occur in a setting. Contextualization refers to the broader historical context that is relevant to your DBQ prompt.
- The historical setting establishes the stage for your DBQ essay. Avoid a “Star Wars” opening statement in which you take your readers on a journey to a historic event that took place in the distant past. Instead, pick a historic turning point closest to the starting date for your prompt and use it as an entry point.
- Your contextualization statement should focus on the big themes and ideas that have influenced the issue in the DBQ prompt.

2. THE ALL-IMPORTANT THESIS – 1 POINT

- Everyone agrees that a well-constructed thesis is essential for a strong DBQ essay. Don't be intimidated by the word “thesis.” A thesis is the position or argument you are advancing to answer the DBQ prompt.
- Your thesis must consist of one or more sentences located one place, either in the introduction or in the conclusion.
- Your thesis should clearly state the arguments your essay will support.

3. DOCUMENT USE – 3 POINTS

- The first document use point is a gift from the College Board. Don't refuse it. All you have to do is accurately describe the content of at least TWO documents by addressing the topic of the prompt. Addressing the topic does not mean just quoting the document. To earn this point you must accurately DESCRIBE the content of at least TWO documents.
- The 2020 DBQ scoring rubric awards 2 points for using TWO documents to support your thesis. Supporting means that you link two documents to your thesis argument.

- The 2020 DBQ scoring rubric awards a third point if your essay uses at least FOUR of the documents to support your thesis argument.

4. EVIDENCE BEYOND THE DOCUMENTS – 2 POINTS

- The five documents do not cover all the possible relevant events, ideas, trends, and perspectives. The DBQ scoring rubric awards 1 point for using one piece of specific historical evidence relevant to your thesis argument.
- The 2020 DBQ scoring rubric awards a second point for a second piece of specific historic evidence relevant to your thesis argument.
- The 2020 scoring rubric will not award points for random facts dropped into your essay. Remember, your outside evidence must advance or support your thesis.

5. ANALYSIS OF SOURCES – 2 POINTS

- Each of your DBQ's five documents can be analyzed in four ways. First, by establishing its HISTORIC SETTING. Second, by determining the author's POINT OF VIEW, Third, by identifying the document's PURPOSE. And finally, by pinpointing the document's INTENDED AUDIENCE.
- The 2020 scoring rubric awards 1 point for correctly analyzing and explaining how ONE document's historic setting, point of view, purpose, OR intended audience is relevant to your thesis argument.
- The 2020 scoring rubric awards a second point for correctly analyzing and explaining how a SECOND document's historic setting, point of view, purpose, OR intended audience is relevant to your thesis argument.

6. COMPLEX UNDERSTANDING – 1 POINT

- The complexity point is by far the most difficult rubric point to earn. In 2019, College Board readers awarded this point to less than 5 percent of the 496,573 DBQ essays.
- The complexity point is awarded to essays that demonstrate a complex understanding of the historic development that is the focus of the DBQ prompt.
- DBQ questions are written to invite sophisticated responses. A sophisticated essay would examine more than one cause or consequence of a historic development. It would also recognize the presence of both continuity and change in a historic era.
- DBQ readers are especially looking for your ability to see relationships among the five documents. Try to group documents that have similar

viewpoints. Also be on the lookout for documents that corroborate, qualify, or modify your thesis argument.

- The complexity point does require thoughtful analysis. Don't give up. The complexity point may be elusive, but it is not impossible.

THE 2020 SCORING SCALE

The College Board will turn the Big Ten rubric points into a scoring scale. We do not know what the scale will be. However, we can make a reasonable educated guess by using the 2019 scoring scale. Here is our best guess for the 2020 exam:

FIVE IMPORTANT DO'S AND DON'TS

Each year the APUSH Chief Reader posts a "Report on Student Responses." The report identifies the most common errors on each type of free-response question. Here are the five most common DBQ do's and don'ts:

AP Score	Minimum Percent Correct 2019	Minimum Number of Points 2020
5	76	8
4	64	7
3	51	5 or 6
2	38	4
1	0 – 37	0 – 3

1. Prompt

Carefully read the prompt. Don't begin your essay until you have a historically defensible thesis. Remember, no wind favors a ship without a destination. The thesis statement is the wind powering your essay!

2. Chronology

Your DBQ will include specific dates. Don't use evidence from outside your prompt's chronological boundaries.

3. Quotes

Use short quotes from your documents to illustrate key points. Don't use long narrative quotes to drive your essay.

4. Evidence

Use evidence beyond the documents that develops your argument. Don't drop in a name or event. Use specific examples and avoid general statements. Do not refer to the documents in your thesis statement.

5. Conclusion

Readers are trained to look for your thesis in your opening paragraph. However, readers also recommend that you write a concluding paragraph that briefly restates your thesis. A concise conclusion ties your essay together by providing a clear statement of your thesis.

CHAPTER 2

GUIDED PRACTICE

THE MIGHTY 3 ESSAY



APUSH students know that 5s and 4s are desirable scores that will impress college admissions officers and earn valuable college credits. But what about a 3? Is it a valuable score? The answer to this question is a resounding YES!

Here is a surprising fact: More than 60 percent of APUSH students now live in states where policymakers have legislated that their public colleges and universities must award college credit to students who score a 3 on any AP exam. For example, Georgia, Colorado, Florida, Minnesota, New York Ohio, South Carolina and Virginia all require their state colleges and universities to award college credit for a 3.

But what if you don't live in a state with this requirement? Don't worry! Nationwide, 83 percent of the credit policies at 4-year public institutions award credit for a 3.

A 3 is thus a mighty and valuable score that will save you and your family thousands of tuition dollars!

BUILDING A COALITION OF 6 POINTS

At this point you might be thinking that time is short and that scoring a 3 will require intensive study. Relax! Preparing to earn a 3 does not have to be a nightmare. This book is neither exhaustive nor exhausting. Instead it is meant to be strategic. Chapter 2 is designed to help you build a coalition of 6 DBQ rubric points that will guarantee you a score of 3.

The 2020 DBQ rubric looks harder than it is. In reality the College Board has carefully crafted a rubric to help you score a 3. This chapter will explain 6 strategies you need to master to build a coalition of 6 rubric points. We'll apply these strategies to the following DBQ reprinted from Chapter 1:

Prompt

Evaluate the extent of change in ideas about American independence from 1763 to 1776.

Document 1

Source: The Virginia House of Burgesses, The Virginia Resolutions on the Stamp Act, 1765.

Resolved, that the taxation of the people by themselves, or by persons chosen by themselves to represent them, who can only know what taxes the people are able to bear, or the easiest method of raising them, and must themselves be affected by every tax laid on the people, is the only security against burdensome taxation, and the distinguishing characteristic of British freedom, without which the ancient constitution cannot exist.

Resolved, that his Majesty's liege people of this ancient colony have enjoyed the right of being thus governed by their own Assembly in the article of taxes and internal police, and that the same have never been forfeited, or any other way yielded up, but have been constantly recognized by the king and people of Great Britain.

Document 2

Source: Mather Byles, renowned Boston Loyalist minister, question posed March 1770.

They call me a brainless Tory; but tell me, my young friend: Which is better – to be ruled by one tyrant three thousand miles away or by three thousand tyrants not a mile away?

Document 3

Source: Samuel Adams, *The Rights of the Colonists*, 1772.

All men have a right to remain in a state of nature as long as they please; and in case of intolerable oppression, civil or religious, to leave the society they belong to, and enter into another. When men enter into society, it is by voluntary consent; and they have a right to demand and insist upon the performance of such conditions and previous limitations as form an equitable original compact....

The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but only to have the law of nature for his rule.

Document 4

Source: In “Plain English,” a Loyalist describes the reign of “lawless mobs,” 1775.

Some of these people, who from a sense of their duty to the king, and a reverence for his laws, have behaved quietly and peaceably; and for which reason they have been deprived of their liberty, abused in their persons, and suffered such barbarous cruelties, insults, and indignities, besides the loss of their property, by the hands of lawless mobs and riots, as would have been disgraceful even for savages to have committed. The courts of justice being shut up in most parts of the province [Massachusetts], and the justices of those courts compelled by armed force, headed by some of your Congress, to refrain from doing their duties, at present it is rendered impracticable for those sufferers to obtain redress...

Document 5

Source: John Adams, *Letters of John Adams, Addressed to his Wife*, July 3, 1776

The hopes of reconciliation, which were fondly entertained by multitudes of honest and well meaning, though weak and mistaken people, have been gradually and, at last, totally extinguished. Time has been given for the whole people maturely to consider the great question of independence, and to ripen their judgment, dissipate their fears, and allure their hopes, by discussing it in newspapers and pamphlets, by debating it in assemblies, conventions, committees of safety and inspection, in town and county meetings, as well as in private conversations, so that the whole people, in every colony of the thirteen, have now adopted it as their own act...

I am well aware of the toil, and blood, and treasure, that it will cost us to maintain this Declaration, and support and defend these States. Yes, through all the gloom, I can see the rays of ravishing light and glory. I can see that the end is more than worth all the means. And that posterity will triumph in that day's transaction.

STRATEGY 1**BEGIN WITH CONTEXT AND EARN 1 POINT**

Each DBQ prompt establishes a defined time frame with beginning and ending dates. For example, our sample DBQ begins in 1763 and ends in 1776. Contextualization is a big word for an easy concept. In this example, it applies to the historic setting in 1763.

We understand that you are under a great deal of pressure. Trying to remember what was happening in 1763 might cause stress for an APUSH student writing a timed DBQ in 2020. Relax – we’ve got your back! Remember, this is an open book test. We have provided you with a concise review chapter for each of the five APUSH time periods covered on the 2020 exam. Each of these chapters begins with a “What’s Happening” section.

What was happening in 1763? The British and Americans were celebrating a glorious victory in the French and Indian War. But there was a big problem. The long and expensive war left Britain with an enormous national debt. The financial crisis forced the British government to shift its policies by ending the period of salutary neglect and enacting measures to raise revenue. This summary provides you with all the information you need to write 2 – 3 contextual sentences and earn your first rubric point.

STRATEGY 2

THEN WRITE A THESIS STATEMENT AND EARN 1 POINT

Everyone agrees that a clear well-constructed thesis is an essential part of your DBQ essay. Don’t be intimidated by the word “thesis.” A thesis is the position you are taking to respond to the prompt.

Begin your search for a thesis by carefully reading each of the five documents in our sample DBQ. The documents describe changing ideas about American independence. For example, Documents 1 and 3 question British policies, Documents 2 and 4 warn about the consequences of independence, and Document 5 calls for a revolution. These insights provide the line of reasoning you need in order to write a clear and defensible thesis that will earn you a second rubric point.

STRATEGY 3

NOW CAREFULLY SELECT TWO DOCUMENTS

Many students believe that a successful DBQ essay must address all five documents. This is not true. The 2020 scoring rubric allows you to earn up to 5 points by focusing on just two documents. The key is to select two documents that you fully understand. You will then use these two carefully selected documents to earn up to 5 rubric points.

STRATEGY 4

DESCRIBE ONE DOCUMENT AND EARN 1 POINT

You should devote a separate paragraph to each of your two “select” documents. The 2020 scoring rubric awards 1 point for accurately describing the content of these two documents. Your summary descriptions only need to be 2 – 3 sentences long.

STRATEGY 5

USE HAPPY AND EARN 1 OR 2 POINTS

The 2020 scoring rubric awards a point for explaining how or why a document’s historical setting, intended audience, point of view, OR purpose is relevant to your thesis. You can earn a second point by applying one of these four criteria to a second document. So, $1 + 1 = 2!$

The four criteria form the easily remembered acronym HAPPY. The H stands for Historical setting, the A stands for Audience, the first P stands for Point of view, and the second P stands for Purpose. And finally, the Y reminds You to pick one criteria and explain Y it is important.

STRATEGY 6

IDENTIFY MISSING LINKS AND EARN 1 OR 2 POINTS

The five documents in our sample DBQ provide a chain of links describing various changes in ideas about American independence. But the chain is deliberately incomplete. There are a number of missing links. For example, the documents do not mention John Locke’s theory of natural rights, the Boston Massacre, or the Boston Tea Party. All of these are examples of missing links that you can turn into 1 or 2 points for evidence beyond the documents.

SAMPLE LEVEL 3 ESSAY

Our 6 strategies provide a framework for guiding and organizing your thoughts. Your essay does not have to be long. But it does have to be concise and thoughtful. The following model Level 6 essay is only three paragraphs long. However, each sentence serves the strategic purpose of earning rubric points.

The British and their American colonists began 1763 by celebrating a great victory in the French and Indian War. But the war left Britain with an enormous debt. The financial crisis forced the British government to shift their policies by ending the period of salutary neglect and enacting a new Stamp Act to raise revenue. These changes forced the colonists to consider new ideas about American independence. Some leaders questioned British policies, while

concerned Loyalists worried about the disruptive consequences of revolution, and radical leaders rejected reconciliation and called for independence.

The Virginia House of Burgesses signaled the first change in ideas by passing a series of Resolutions on the Stamp Act. The Resolutions insisted that the right local assemblies to raise tax revenue is “the distinguishing characteristic of British freedom” (Document 1). While continuing to express loyalty to the king, the members of the House of Burgesses firmly declared that they would refuse to forfeit their ancient rights. The House of Burgesses sent copies of their Resolutions to the British Crown and to Parliament. In a bid to gain public support, they extended their audience by also distributing copies to other colonial assemblies. The Resolutions thus raised widespread questions about the legitimacy of Britain’s new tax laws.

The growing calls for independence alarmed many Loyalists. In Document 4, a Loyalist praised peaceful citizens who respected the law and revered their king. He complained that “lawless mobs and riots” threatened innocent lives and private property. The Loyalist had a right to be worried. He pointedly noted that armed forces prevented provincial courts from administering justice. At the same time, the Boston Massacre left an indelible memory of the consequences of mob violence. In addition, the Boston Tea Party marked a serious escalation of the wanton destruction of private property. The author of Document 4 hoped to mobilize support by voicing the concerns of Loyalists and persuading moderates to reconsider the benefits of a peaceful policy of reconciliation with the British Crown.

SCORING SUMMARY

Contextualization	0 points	The essay does not provide the overall historic setting
Thesis	1 point	The first paragraph provides a strong thesis that establishes continuity as dominate factor affecting African American life between 1865 and 1900.
Document Content	2 points	Paragraphs 2 and 3 accurately describe the content of Documents 3 and 5 and use it to support the thesis.
Evidence Beyond The Documents	2 points	Paragraph 2 uses the Compromise of 1877 to document the end of Reconstruction and the resumption of white supremacy. Paragraph 3 uses Washington’s background as the founder of Tuskegee Institute to understand his perspective and goals.
Analysis (Happy)	2 points	Paragraph 2 identifies the historic setting, audience, and purpose of Document 3. Paragraph 3 identifies the historic setting, audience, and purpose of Document 5.
Complexity	0 points	The essay does not fully meet the criteria necessary to earn the complexity point.
	7 points	

CHAPTER 3

GUIDED PRACTICE

LEVEL 4 AND 5 ESSAYS



Writing a 4 or 5 DBQ essay is a formidable challenge. According to the APUSH Chief Reader Report, the mean score on the 2019 DBQ was just 2.54 on a 7-point scale. However, don't let this statistic intimidate you. Over the past few years most of our students scored 4s and 5s on the APUSH exam. This book is designed to share our successful knowledge, experience, and strategies with you.

In Chapter 2 we showed you how to use six strategies to write a Level 3 essay. In this chapter we will focus on the sophisticated strategies that will help you write a Level 4 or 5 essay. We'll once again apply these strategies to the following DBQ reprinted from Chapters 1 and 2:

Prompt

Evaluate the extent of change in ideas about American independence from 1763 to 1776.

Document 1

Source: The Virginia House of Burgesses, The Virginia Resolutions on the Stamp Act, 1765.

Resolved, that the taxation of the people by themselves, or by persons chosen by themselves to represent them, who can only know what taxes the people are able to bear, or the easiest method of raising them, and must themselves be affected by every tax laid on the people, is the only security against burdensome taxation, and the distinguishing characteristic of British freedom, without which the ancient constitution cannot exist.

Resolved, that his Majesty's liege people of this ancient colony have enjoyed the right of being thus governed by their own Assembly in the article of taxes and internal police, and that the same have never been forfeited, or any other way yielded up, but have been constantly recognized by the king and people of Great Britain.

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Source: Mather Byles, renowned Boston Loyalist minister, question posed March 1770.

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Document 3

Source: Samuel Adams, *The Rights of the Colonists*, 1772.

All men have a right to remain in a state of nature as long as they please; and in case of intolerable oppression, civil or religious, to leave the society they belong to, and enter into another. When men enter into society, it is by voluntary consent; and they have a right to demand and insist upon the performance of such conditions and previous limitations as form an equitable original compact....

The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but only to have the law of nature for his rule.

Document 4

Source: In "Plain English," a Loyalist describes the reign of "lawless mobs," 1775.

Some of these people, who from a sense of their duty to the king, and a reverence for his laws, have behaved quietly and peaceably; and for which reason they have been deprived of their liberty, abused in their persons, and suffered such barbarous cruelties, insults, and indignities, besides the loss of their property, by the hands of lawless mobs and riots, as would have been disgraceful even for savages to have committed. The courts of justice being shut up in most parts of the province [Massachusetts], and the justices of those courts compelled by armed force, headed by some of your Congress, to refrain from doing their duties, at present it is rendered impracticable for those sufferers to obtain redress...

Document 5

Source: John Adams, *Letters of John Adams, Addressed to his Wife*, July 3, 1776

The hopes of reconciliation, which were fondly entertained by multitudes of honest and well meaning, though weak and mistaken people, have been

gradually and, at last, totally extinguished. Time has been given for the whole people maturely to consider the great question of independence, and to ripen their judgment, dissipate their fears, and allure their hopes, by discussing it in newspapers and pamphlets, by debating it in assemblies, conventions, committees of safety and inspection, in town and county meetings, as well as in private conversations, so that the whole people, in every colony of the thirteen, have now adopted it as their own act....

I am well aware of the toil, and blood, and treasure, that it will cost us to maintain this Declaration, and support and defend these States. Yes, through all the gloom, I can see the rays of ravishing light and glory. I can see that the end is more than worth all the means. And that posterity will triumph in that day's transaction.

STRATEGY 1 BEGIN WITH A COMBO PARAGRAPH AND EARN 2 POINTS

The 2020 DBQ scoring rubric awards 1 point for contextualization and 1 point for a thesis. Since the thesis must be in either the first or last paragraph it is best to write an introductory paragraph that combines contextualization and your thesis.

Contextualization means setting the historic scene for your readers. What was happening in 1763 that was relevant to the essay prompt asking you to "Evaluate the extent of change in ideas about American independence from 1763 to 1776?"

We understand that writing an online 45-minute DBQ essay places you under a great deal of pressure. Remember, this is an open book test. This book provides you with a concise review chapter for each of the five APUSH time periods covered on the 2020 exam. Each of these five chapters begins with a "What's Happening" section.

What was happening in 1763 that is relevant to your prompt? The British won a historic victory in the French and Indian War. But the war left them with an enormous national debt. The British government responded by attempting to gain more control over its North American colonies. Parliament enacted the Stamp Act to raise revenue and issued the Proclamation Act of 1763 to stop the colonists from moving westward over the Appalachian Mountains.

You can easily condense this contextual information into 3 - 4 sentences. To complete your combo paragraph now transition to your thesis statement. Carefully read each of the five documents in our sample DBQ. The College Board selected these documents to illustrate changes in colonial ideas about

independence. For example, Documents 1 and 3 question British policies, Documents 2 and 4 warn about the consequences of independence, and Document 5 calls for a declaration of independence. These insights provide a line of reasoning that you can use to write a 1 – 3 sentence thesis statement that establishes your claim or response to the prompt.

STRATEGY 2

WRITE A SOPHISTICATED THESIS

A sophisticated thesis is one of the hallmarks of a top scoring DBQ essay. A sophisticated thesis is clear, well-constructed, and nuanced. A nuance is a shade of difference. For example, if a DBQ prompt asks for “the extent of change,” a sophisticated thesis would acknowledge the existence of BOTH change and continuity. Similarly, if the DBQ asks for “the causes” or “the effects” of a historic development, a sophisticated thesis would identify the presence of multiple causes and multiple effects.

It is important to note that a one-dimensional thesis and a sophisticated thesis will both earn one rubric point. So what is the advantage of crafting a sophisticated thesis? A sophisticated thesis will play a crucial role in helping you establish a line of reasoning that will enable your essay to earn the complexity point. It thus establishes your essay as a strong candidate to earn a high score.

STRATEGY 3

GROUPING VERSUS PLOWING THRU

We have always encouraged our students to group their documents into similar conceptual categories. For example, in our sample DBQ, Documents 1 and 3 both illustrate the growth of republican ideas in the colonies. Similarly, Documents 2 and 4 both illustrate the growth of dissident voices alarmed by the escalating violence unleashed by the revolutionary fervor. Grouping documents demonstrates a high level of insight and analysis that can help you earn the complexity point.

It is very important to remember that the 2020 APUSH exam will be very different from past exams. The new scoring rubric allows you to accurately describe the content of FOUR of the five documents. Since you only have about 10 minutes to read and analyze the documents and about 35 minutes to write your essay you may want to consider an organizational strategy known as “plowing thru.” Plowing thru means selecting 4 documents and then devoting a separate paragraph to each of these documents. This can be a very efficient strategy for earning rubric points. The only drawback is that it could weaken your case for earning the complexity point.

Much depends upon the prompt and how you feel about the documents. Use grouping if you feel comfortable with the prompt and the documents fall into obvious categories. Use plowing thru if you feel uncomfortable with the prompt and if the documents do not fall into obvious categories.

STRATEGY 4

USE FOUR DOCUMENTS AS EVIDENCE TO SUPPORT YOUR THESIS AND EARN THREE POINTS

The 2020 APUSH exam awards three points for accurately describing the content from at least 4 documents. But your essay must use the content of the documents to support your thesis. The phrases “this shows that” and “this is an example of” are excellent ways to introduce sentences supporting your argument.

STRATEGY 5

USE HAPPY TO EARN TWO POINTS

The 2020 APUSH scoring rubric awards 2 points for explaining how or why a document’s historical setting, intended audience, point of view, OR purpose is relevant to your thesis. You can earn a second point by applying one of these categories to a second document.

The four criteria form the easily remembered acronym HAPPY. The H stands for Historical setting, the A stands for Audience, the first P stands for Point of view, and the second P stands for Purpose. And finally, the Y reminds you to pick one criteria and explain Y it is important.

STRATEGY 6

EMPLOY OUTSIDE EVIDENCE TO EARN TWO POINTS

The 2020 scoring rubric awards two points for two examples of evidence beyond that which is found in your five documents. Outside evidence includes pertinent facts, events, people, and historic generalizations that go beyond the information provided in the five DBQ documents. Well selected outside evidence will add depth and insight to your argument.

Each of your five documents can be viewed as a cue that will help you recall relevant outside information that you can weave into your essay. For example, the author of Document 4 tells us that he is alarmed by “lawless mobs and riots.” What events do you think he is referring to? The Boston Massacre and the Boston Tea Party would both qualify as relevant examples of outside

evidence. In contrast, Bacon's Rebellion (1676) and Shays' Rebellion (1787) are both outside the chronological boundaries of your prompt.

Remember, this is an open-book exam. You can turn to our special review chapters to find good examples of outside information. Be sure to keep a copy of our book next to you as you write your essay!

STRATEGY 7

THREE STEPS TO COMPLEXITY

The complexity point is by far the most difficult part of the 2020 DBQ scoring rubric. Readers will award this point to less than 5 percent of all APUSH essays. It is very important to remember that complexity is only worth one point. You can score a 5 without it!

According to the 2020 APUSH rubric, complexity means demonstrating an insightful and nuanced understanding of the historical development that is the focus of the prompt. We believe that you can demonstrate complexity by incorporating three key features into your essay. First and foremost, write a sophisticated thesis that explains BOTH change and continuity or BOTH multiple causes and effects. Second, let your documents "talk to each other." For example, in Document 5 John Adams dismisses Loyalists like the author of Document 4 as "well-meaning, though weak and mistaken people." And finally, write a succinct concluding paragraph that summarizes your analysis.

SAMPLE LEVEL 5 ESSAY

Our 7 strategies provide a framework for guiding and organizing your thoughts. The following model essay demonstrates how to successfully utilize these strategies to earn 10 rubric points and score a 5 on your exam.

The period from 1763 to 1776 witnessed a dramatic change in colonial ideas about independence. When the period began, the colonists were proud subjects of a British king who ruled by divine right. However, the French and Indian War left Britain with a great empire and a mounting national debt. Parliament responded by enacting a Stamp Act to raise badly needed revenue. The change in British taxation policies began the process of straining long-standing ties between the colonies and their mother country. A growing commitment to republican values caused many colonists to accuse the British government of violating their natural rights and to support self-government. Although some colonists remained loyal to the Crown, a determined group of Patriots overcame their opposition and declared independence from Great Britain.

The Stamp Act did more than cause discontent. Many colonial leaders argued that it violated the principle that only the representatives of the people could

levy direct taxes. In 1765, the Virginia House of Burgesses passed a series of Resolutions on the Stamp Act (Doc 1). The resolutions directly challenged Parliament's authority to tax the colonies. While continuing to express loyalty to the king, the Resolutions insisted that local control over taxation represented a "distinguishing characteristic of British freedom." As intended by the House of Burgesses, copies of the Virginia Resolutions quickly spread to other colonial assemblies. The Resolutions thus marked the beginning of a shift from allegiance to the king to new ideas about the need for American independence.

The economic dispute over taxes quickly ignited a political movement inspired by republican values. Republicanism is the belief that government should be based upon the consent of the governed. The trans-Atlantic exchange of Enlightenment ideas familiarized Samuel Adams and other colonial leaders with John Locke's theory of natural rights. In "*The Rights of the Colonists*" (Doc 3), Adams asserted that "the natural liberty of man is to be free from any superior power on earth." Adams thus turned to Enlightenment ideas of natural rights to undermine the existing belief in the divine right of kings. This marked an important change from accepting the divine right of a distant ruler to a system based upon the will of the people.

The growing calls for independence alarmed Loyalists who valued tradition, law and order, and allegiance to the Crown. They pointed to escalating acts of violence such as the Boston Massacre and the Boston Tea Party as examples of the actions of lawless mobs that proclaimed liberty for themselves while denying it to others. In Document 4 a Loyalist decries the "barbarous cruelties, insults, and indignities" inflicted on peaceful citizens. The violence in Boston particularly distressed Mather Byles. In Document 2 Byles poses as a "brainless Tory," who asks why the rule of one tyrant reigning three thousand miles across the Atlantic Ocean is worse than the rule of "three thousand tyrants not a mile away." His insightful question challenged Samuel Adams' (Document 3) assumption that the will of the people will always be constructive.

Byles' question underscored the possible dangers posed by the shifting ideas about American independence. As 1776 opened, popular sentiment vacillated between calls for independence and pleas for compromise. However, the publication of *Common Sense* by Thomas Paine caused a dramatic change in public support for independence. Paine rejected monarchy and attacked King George III as a "royal brute." He urged Americans to create an independent nation based upon republican principles.

Paine's compelling arguments emboldened John Adams. In Document 5, Adams dismisses Loyalists as "honest and well-meaning, though weak and mistaken people." He proudly notes that the "whole people" had considered and approved "the grand question of independence." Although aware that the

struggle for independence would require great sacrifice, Adams confidently predicted that the rewards of freedom would be more than worth the cost.

The Patriots overcame the objections of Loyalists and issued the Declaration of Independence the day after Adams penned Document 5. The Declaration of Independence documented a historic shift in ideas about American independence. Colonists once loyal to a king now committed themselves to the republican idea of self-rule.

SCORING SUMMARY

Contextualization	1 point	The first four sentences establish the relevant historic setting
Thesis	1 point	Sentences 5 – 7 provide a sophisticated thesis
Document Content	3 points	The content of all five documents is used to support the thesis
Evidence Beyond The Documents	2 points	Locke’s theory of natural rights is relevant to Doc 3. The Boston Massacre and the Boston Tea Party are relevant to Documents 2 and 4. <i>Common Sense</i> is relevant to Document 5.
Analysis (Happy)	2 points	Essay identifies the purpose of Document 1 and the historic setting of Document 3.
Complexity	1 point	Essay begins with a sophisticated thesis. Documents 2 and 4 and 5 and 4 talk to each other. Concluding paragraph summarizes argument
	10 points	

PART II

TWO TYPES OF DBQ PROMPTS

CHAPTER 4

GUIDED PRACTICE CONTINUITY AND CHANGE ESSAYS



Continuity and change over time are historical reasoning processes that involve the ability to recognize, analyze, and evaluate the dynamics of historical continuities and changes over periods of time of varying length. This reasoning process often plays a significant role on DBQ questions.

Chapter 4 is designed to provide you with guided practice on three DBQs asking you to demonstrate your ability to apply the processes of continuity and change to historical developments in African American history between 1800 and 1930. African American history has always played a prominent role on APUSH exams. We believe that this year's DBQ will allow you to incorporate relevant knowledge of African American history into your essay.

The chapter provides you with two model DBQs for each of our three questions. We recommend that you carefully study the techniques each essay uses to earn rubric points. We also recommend that you write a practice essay on at least one of these questions and then compare it with our models. Remember, **YOU CAN DO IT!**

AP US HISTORY

2020 Exam

Total Time – 45 minutes

Question 1 (Document-Based Essay)

Suggested reading and writing time: 45 minutes

Suggested upload time: 5 minutes

It is suggested that you spend about 10 minutes reading the documents and 35 minutes writing your response

Prompt One

Evaluate the extent of change and continuity in the lives of enslaved Africans in the South during the period 1800 to 1850.

Document 1

Source: William Lloyd Garrison, “Declaration of Sentiments of the American Anti-Slavery Society,” 1833

With entire confidence in the overruling justice of God, we plant ourselves upon the Declaration of Independence, and upon the truths of Divine Revelation...

We shall organize Anti-Slavery Societies, if possible, in every city, town, and village of our land...

We will do all that in us lies consistently with this Declaration of our principles, to overthrow the most execrable system of slavery that has ever been witnessed upon earth; to deliver our land from its deadliest curse; to wipe out the foulest stain which rests upon our nation; and to secure to the colored population of the United States, all the rights and privileges which belong to them as men, and as Americans – come what may to our persons, our interests, or our reputations – whether we live to witness the triumph of Justice, Liberty and Humanity, or perish untimely as martyrs in this great, benevolent, and holy cause.

Document 2

Source: Bennet H. Barrow, wealthy Louisiana planter, “Rules of Highland Plantation,” 1838

No Negro shall leave the place at any time without my permission.... No Negro shall be allowed to marry out of the plantation. No Negro shall be allowed to sell anything without my express permission. I have ever maintained the doctrine that my Negroes have no time whatever, that they are always liable to my call without questioning for a moment the propriety, of it. I adhere to this

on the grounds of expedience and right. The very security of the plantation requires that a general and uniform control over the people of it should be exercised....To render this part of the rule justly applicable, however, it would be necessary that such a settled arrangement should exist on the plantation to make it unnecessary for a Negro to leave it – or to have a good plea for doing so. You must therefore make him as comfortable at home as possible, affording him what is essentially necessary for his happiness – you must provide for him yourself and by that means create in him a habit of perfect dependence on you.

Document 3

Source: John C. Calhoun, political leader from South Carolina, 1844

The condition of the African race throughout all the States where the ancient relation between the two races has been retained enjoys a degree of health and comfort which may well compare with that of the laboring population of any country in Christendom; and, it may be added that in no other condition, or in any other age or country, has the Negro race ever attained so high an elevation in morals, intelligence, or civilization.

Document 4

Source: Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*, 1845

If at any one time of my life more than another, I was made to drink the bitterest dregs of slavery, that time was during the first six months of my stay with Mr. Covey [a White overseer]....Mr. Covey succeeded in breaking me. I was broken in body, soul, and spirit. My natural elasticity was crushed, my intellect languished, the disposition to read departed, the cheerful spark that lingered about my eye died; the dark night of slavery closed in upon me; and behold a man transformed me into a brute!

Document 5

Source: Harriet Jacobs, *Incidents in the Life of a Slave Girl*, published in 1861

I turned from him with disgust and hatred. But he was my master. I was compelled to live under the same roof with him – where I saw a man forty years my senior daily violating the most sacred commandment of nature. He told me I was his property; that I must be subject to his will in all thing. My soul revolted against the mean tyranny. But where could I turn for protection? No matter whether the slave girl be as black as ebony or as fair as her mistress. In either case, there is no shadow of law to protect her from insult, from violence, or even from death; all these are inflicted by fiends who bear the shape of men. The mistress, who

ought to protect the helpless victim, has no other feelings towards her but those of jealousy and rage...

PROMPT ONE

SAMPLE LEVEL 6 ESSAY

Slavery originally developed in Virginia because of the need for a stable labor force to grow tobacco. This labor system later became an essential part of the Southern economy as the cultivation of cotton spread across the Deep South. John C. Calhoun and William Lloyd Garrison represent the forces of continuity and change affecting the lives of enslaved Africans living in the South between 1800 and 1850. Calhoun stood for continuity with the traditions of the South's "peculiar institution." In contrast, Garrison stood for a revolutionary change that would abolish slavery and forever alter the lives of enslaved Africans.

During the early 1830s, slaveholders began to develop arguments to justify and defend slavery as a distinctive and valuable characteristic of the Southern way of life. First expressed by Calhoun (Document 3), the "positive good" argument asserted that well-cared-for slaves actually had lives that were good or even better than "that of the laboring population of any country in Christendom." In other writings Calhoun warned that slavery was vital to the South's and the nation's economy.

In contrast, William Lloyd Garrison denounced slave owners as oppressors who defended a sinful institution. Garrison originally supported the American Colonization Society's program to return freed slaves to Africa. However, as his views became more militant, Garrison rejected the American Colonization Society's gradual approach and decided to move to Boston and publish *The Liberator*, a newspaper devoted to promoting the antislavery cause. Garrison's uncompromising call for the immediate and uncompensated emancipation of all slaves helped galvanize antislavery sentiment in the North. In 1833, he co-founded the American Anti-Slavery Society. In Document 1, he brands slavery an "execrable system" and "the foulest stain which rests upon our nation." Garrison wrote the "Declaration of Sentiments" to inspire citizens to join his antislavery cause. Within a few years his new organization attracted thousands of members across the North thus setting in motion a movement that would eventually lead to the abolition of slavery by the Thirteenth Amendment.

The period between 1800 and 1850 witnessed both continuities and changes in the lives of enslaved Africans living in the South. Calhoun and his followers successfully defended continuity in the slave system. But the future belonged to Garrison and the ultimate destruction of slavery.

COMMENTARY

This essay demonstrates that you can earn 6 rubric points and thus an exam score of 3 by writing just three well-crafted paragraphs. The opening paragraph successfully earns both the contextualization and thesis points. Paragraphs 2 and 3 describe the contents of two documents while also earning points for HAPPY analysis and evidence beyond the documents. The concluding paragraph is optional.

SCORING SUMMARY

Contextualization	2 points	The essay provides a clear description of the historic setting.
Thesis	1 point	The first paragraph concludes with a strong thesis that notes both continuity and change.
Document Content	1 point	The content of all five documents is used to support the thesis
Evidence Beyond The Documents	1 point	Paragraph 3 provides particularly relevant outside evidence.
Analysis (Happy)	1 point	Paragraph 3 identifies the historic setting, audience, and purpose of Document 1
Complexity	0 points	The essay does not fully meet the criteria necessary to earn the complexity point.
	6 points	

PROMPT ONE

SAMPLE LEVEL 10 ESSAY

In 1790, the once vibrant Southern economy began to stagnate as tobacco lost its value as a cash crop. However, the invention of the cotton gin in 1793 revolutionized the Southern economy and the lives of enslaved Africans. As the South became committed to a one-crop economy it also became committed to slavery. The period between 1800 and 1850 witnessed both possible changes and enduring continuities in the lives of African Americans living in the South. Although important, the rise of abolitionism in the North did not alter the basic continuity that slavery remained an unjust, race-based, and inherited system of perpetual bondage.

During the late 1700s and early 1800s, many Southern leaders referred to slavery as a “necessary evil” inherited from their colonial past. However, as the South’s cotton-based economy became more profitable, slaveholders like John C. Calhoun (Document 3) and Bennet Barrow (Document 2) defended slavery as a “positive good.” As a slaveholder, former vice-president and senator from South Carolina, Calhoun emerged as one of the South’s most influential defenders of slavery. In Document 3 Calhoun boasted that Southern slaves enjoyed lives that compared favorably with “the laboring population” of any country in Christendom.” In Document 2, Barrow adds another perspective on Calhoun’s “positive good” argument. Written as advice for other planters, Barrow recommends strict rules to maintain plantation discipline and the “habit of perfect dependence.” However, Barrow’s reference to “security” reveals his underlying insecurity and fear of possible resistance.

Slavery became an entrenched part of Southern life. Although most Americans accepted slavery, William Lloyd Garrison did not. Garrison was a young reformer influenced by the Second Great Awakening’s belief in perfectionism – faith in the human ability to build a just society. At first, he supported the American Colonization Society’s plan to return freed slaves to Africa. However, his contact with slavery in Baltimore convinced Garrison that slavery was cruel and immoral. He rejected the American Colonization Society’s gradual approach and co-founded the American Anti-Slavery Society. In Document 1, he calls slavery a “foul stain” that contradicts the Declaration of Independence and “the overruling justice of God.” The American Anti-Slavery Society represented a direct challenge to the South’s “positive good” argument.

Garrison’s call for the immediate abolition of slavery promised a possible change in the lives of enslaved Africans. However, the abolition movement had little impact upon the vast majority of enslaved Africans. Documents 4 and 5 provide descriptions of the underlying continuity of slavery in the South. Harriet

Jacob's alarming description in Document 5 provides compelling evidence that the law did not protect slaves. Her account also demonstrates a significant gap between the professed ideal of the cult of domesticity and the realities of a slave woman's life. In Document 4, Frederick Douglass vividly describes how slavery crushed his spirit and turned him "into a brute." He ultimately escaped and became one of the foremost antislavery activists. His famous autobiography helped mobilize opposition to slavery.

The writings of Garrison, Douglass and Jacobs suggest the possibility of changes in the South's "peculiar institution." However, in 1850 continuity remained the dominant factor in the lives of enslaved Africans living in the South.

COMMENTARY

This essay provides an excellent model of an essay that would receive 10 rubric points and earn a 5. The sophisticated thesis in paragraph 1 establishes a nuanced line of reasoning. The essay skillfully groups documents into paragraphs that encourage insightful comparisons. The concluding paragraph provides a brief but effective restatement of the thesis.

SCORING SUMMARY

Contextualization	1 point	The first three sentences establish the relevant historic setting.
Thesis	1 point	Sentences 4 - 5 provide a sophisticated thesis that establishes a nuanced approach to both change and continuity
Document Content	3 points	The content of all five documents is used to support the thesis
Evidence Beyond The Documents	2 points	The discussions of the Second Great Awakening and the American Colonization Society in paragraph 2 provide relevant background information that explain Garrison's motivation. Paragraph 4 uses the cult of domesticity as outside evidence to underscore the significance of Jacob's account.
Analysis (Happy)	2 points	Paragraph 2 identifies Calhoun's historic setting and point of view and Barrow's purpose. Paragraph 4 identifies Douglass' purpose.
Complexity	1 point	The essay begins with a sophisticated thesis that addresses both continuity and change. It uses grouping to provide organization and insight. The concluding paragraph restates the thesis.
	10 points	

AP US HISTORY

2020 Exam

Total Time – 45 minutes

Question 1 (Document-Based Essay)

Suggested reading and writing time: 45 minutes

Suggested upload time: 5 minutes

It is suggested that you spend about 10 minutes reading the documents and 35 minutes writing your response

Prompt Two

Evaluate the extent of change and continuity in the lives of African Americans in the South during the period 1865 to 1900.

Document 1

Source: Carl Schurz, *Report on the Condition of the South*, 1865

There is, at present, no danger of another insurrection against the authority of the United States on a large scale, and the people are willing to reconstruct their State governments, and to send their senators and representatives to Congress. But as to the moral value of these results, we must not indulge in any delusions ... There is, as yet, among the Southern people an utter absence of national feeling...

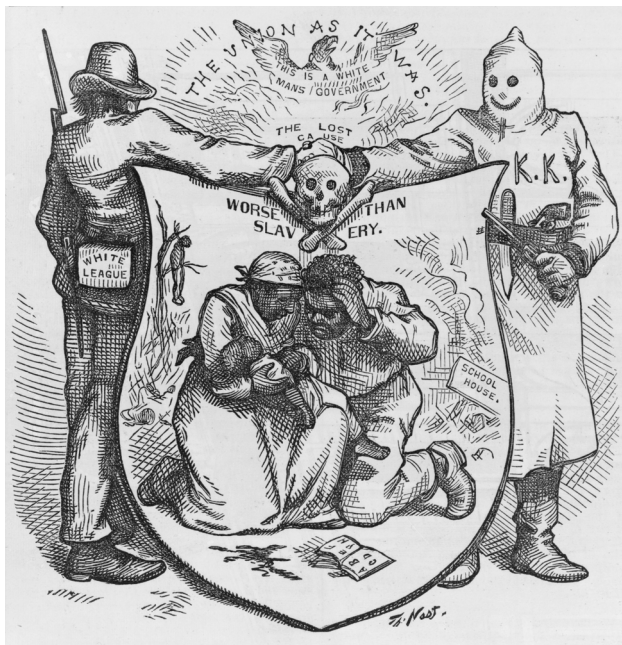
Aside from the assumption that the Negro will not work without physical compulsion, there appears to be another popular notion... that the Negro exists for the special object of raising cotton, rice, and sugar for the whites, and that it is illegitimate for him to indulge, like other people, in the pursuit of his own happiness in his own way.

Document 2

Source: Senator Lot Morrill (R-Maine), speech in Congress, February 1, 1866

I admit that this species of legislation [Civil Rights Act of 1866] is absolutely revolutionary. But are we not in the midst of a revolution? Is the Senator from Kentucky utterly oblivious to the grand results of four years of war? Are we not in the midst of a civil and political revolution which has changed the fundamental principles of our government in some respects?... There was a civilization based on servitude... Where is that?...Gone forever... We have revolutionized this Constitution of ours to that extent and every substantial change in the fundamental constitution of a country is a revolution.

Document 3



Thomas Nast in *Harper's Weekly*, October 24, 1874, Library of Congress

Document 4

Source: Ida B. Wells, pamphlet and lecture, 1893

We were liberated not only empty-handed but left in the power of a people who resented our emancipation as an act of unjust punishment to them. They were therefore armed with a motive for doing everything in their power to render our freedom a curse rather than a blessing. In the halls of National legislation the Negro was made a free man and citizen. The Southern states which had seceded from the Union before the war, regained their autonomy by accepting these amendments and promising to support the constitution. Since "reconstruction" these amendments have been largely nullified in the South, and the Negro vote reduced from a majority to a cipher. This has been accomplished by political massacres, by midnight outrages of Ku Klux Klans, and by state legislative enactment.

Document 5

Source: Booker T. Washington, "Atlanta Compromise Address, September 11, 1895

We have proved our loyalty to you in the past, in nursing your children, watching by the sickbed of your mothers and fathers, and often following them with tear-dimmed eyes to their graves, so in the future, in our humble way, we shall stand

by you with devotion that no foreigner can approach, ready to lay down our lives, if need be, in defense of yours, interlacing our industrial, commercial, civil, and religious life with yours in a way that shall make the interests of both races one. In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.... The wisest among my race understand that the agitation of questions of social equality is the extremist folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than of artificial forcing.....The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera house.

PROMPT TWO

SAMPLE LEVEL 7 ESSAY

Slavery's long legacy of prejudice and discrimination could not be overcome. As the North's commitment to Radical Reconstruction began to fade, white supremacists regained political control. They successfully disenfranchised black voters and enacted Jim Crow segregation laws to redraw a rigid color line that placed African Americans in an inferior position that marked a continuation of their social status before the Civil War.

Thomas Nast was an editorial cartoonist best known for his devastating caricatures of Boss Tweed. Nast was also a strong advocate for racial equality. Nast drew the cartoon featured in Document 3 to alert his audience of concerned Northern reformers that the freed slaves faced an intense level of violence that undermined the promises of Reconstruction. His cartoon portrays a grinning member of the Ku Klux Klan shaking hands with an armed member of the "White League." The two allies have launched a reign of terror that threatens a black man and woman huddled over their dead child. In the background a schoolhouse burns and a black man hangs from a tree. Nast underscored his point by writing, "This is a white man's government; worse than slavery." Nast's grim message failed to arouse Northern opinion. A largely indifferent public approved the Compromise of 1877 ending Reconstruction and allowing racist Southern Democrats to regain power. Although the South had lost the war, the region successfully restored a society based on white supremacy.

Booker T. Washington understood the harsh realities faced by blacks living in the South. As the founder of Tuskegee Institute, he promoted a policy of vocational training and economic self-help. Organizers of a major cotton exhibition in Atlanta

recognized Washington as a moderate black leader. They took the unprecedented step of inviting a black man to be a featured speaker for the

event's opening ceremony. Washington did not disappoint his hosts or his audience of influential white leaders. In a widely praised speech (Document 5), Washington urged blacks to avoid "agitation of questions of social equality." In a memorable moment he thrust his hand into the air and declared, "In all things that are purely social we can be separate as the fingers, yet one as the hand in all things essential to mutual progress." Washington's "Atlanta Compromise Address" thus accepted segregation as a barrier that could only be overcome by gradual and patient progress.

Thomas Nast (Document 3) and Booker T. Washington (Document 5) both recognized white supremacy as an inevitable and enduring continuation of the inferior status of black Americans.

COMMENTARY

This essay provides an excellent of how you can use just two documents to earn 7 rubric points and achieve an overall exam score of a 4. The essay accomplishes this by writing a strong thesis and by then using Documents 3 and 5 to earn to earn 2 points for content, evidence beyond the documents and analysis (HAPPY). The essay saved time by not including contextualization or attempting to describe four documents.

SCORING SUMMARY

Contextualization	0 points	The essay does not provide the overall historic setting.
Thesis	1 point	The first paragraph provides a strong thesis that establishes continuity as a dominant factor affecting African American life between 1865 and 1900.
Document Content	2 points	Paragraphs 2 and 3 accurately describe the content of Documents 3 and 5 and use it to support the thesis.
Evidence Beyond The Documents	2 points	Paragraph 2 uses the Compromise of 1877 to document the end of Reconstruction and the resumption of white supremacy. Paragraph 3 uses Washington's background as the founder of Tuskegee Institute to understand his perspective and goals.
Analysis (Happy)	2 points	Paragraph 2 identifies the historic setting, audience, and purpose of Document 3. Paragraph 3 identifies the historic setting, audience, and purpose of Document 5.
Complexity	0 points	The essay does not fully meet the criteria necessary to earn the complexity point.
	7 points	

PROMPT TWO

SAMPLE LEVEL 10 ESSAY

The aftermath of the Civil War ushered in a period of great uncertainty. The defeated and embittered Southern states faced difficult questions about the future place of over four million freedmen. Lincoln wisely promised “malice toward none, with charity for all.” But his tragic assassination replaced a great leader with Andrew Johnson, an untested president whose support for white supremacy clashed with the plans for change advanced by the Radical Republicans in Congress. The newly freed slaves experienced both change and continuity. The three Reconstruction amendments promised freedom and political rights. But the new laws could not bring economic prosperity or overcome slavery’s legacy of prejudice and discrimination. By 1900, Redeemer governments disenfranchised African American voters and imposed a system of Jim Crow segregation that represented continuity with the South’s past practice of subordinating blacks.

Carl Schurz (Document 1) and Senator Morrill (Document 2) offered contrasting views of change and continuity in the defeated South. Schurz toured the former Confederate states and reported that although there was “no danger of another resurrection,” Southern attitudes toward their former slaves had not changed. Newly enacted Black Codes strongly supported Schurz’s pessimistic conclusion by continuing the legal distinction between whites and blacks. Given this harsh reality, Schurz concluded that continuity and not change would dominate life in the South. In contrast, Senator Morrill argued that America was “in the midst of a civil and political revolution.” Like other Radical Republicans, he believed that the Civil Rights Act of 1866 would protect the freedmen’s civil liberties and begin a period of revolutionary change.

Thomas Nast (Document 3) and Ida B. Wells (Document 4) both present evidence that Senator Morrill’s vision of “substantial change” was doomed to fail. Nast used a compelling visual image to show that the newly freed African Americans faced levels of violence and racism that were even worse than slavery. He portrays a smiling Klansman and an armed member of a “White League” congratulating each other over an image of black parents mourning the death of their child. The background images underscore rampant violence as a school burns and a black man hangs from a tree. Ida B. Wells was a pioneer black civil rights leader who worked tirelessly to document how white supremacists used lynchings to intimidate blacks and enforce racial segregation. In Document 4 she bluntly exposes the failure of Reconstruction and the continuity of discrimination in Southern life.

Booker T Washington recognized that inequality and segregation were continuing realities of black life in the South. For example, a labor system called sharecropping trapped African Americans in an endless cycle of debt and poverty. As the founder of Tuskegee Institute, Washington became a leading spokesman for black economic self-help and vocational training. In his “Atlanta Compromise Address” (Document 5), Washington delivered a conciliatory message that blacks and whites could lead separate social lives while working together for economic progress. Washington’s white audience praised his message of accommodation and self-help.

Carl Schurz (Document 1), Thomas Nast (Document 3), Ida B. Wells (Document 4) and Booker T. Washington (Document 5) all recognized that African Americans faced an unyielding wall of racism and discrimination. These continuities in the lives of African Americans would not meaningfully change until the Civil Rights Movement of the 1950s and 1960s.

COMMENTARY

This essay provides an excellent model of an essay that would receive 10 rubric points and earn an overall exam score of a 5. Note how the sophisticated thesis in paragraph 1 establishes a line of reasoning that ties the entire essay together. Also note how the essay groups documents into cohesive paragraphs. The concluding paragraph provides a brief but succinct restatement of the thesis.

SCORING SUMMARY

Contextualization	1 point	The first three sentences establish the relevant historic setting.
Thesis	1 point	Sentences 5 – 8 provide a sophisticated thesis that acknowledges both continuity and change.
Document Content	3 points	The essay uses all five documents to support the thesis.
Evidence Beyond The Documents	2 points	The discussion of black codes in paragraph 2 is relevant to Document 1. The background information on Ida B. Wells in paragraph 3 is relevant to understanding her point of view.
Analysis (Happy)	2 points	Paragraph 2 identifies Senator Morrill’s point of view. Paragraph 4 provides the historic setting for understanding Document 5.
Complexity	1 point	The essay begins with a sophisticated thesis that addresses both continuity and change. It uses grouping to provide an insightful analysis of Documents 1 and 2 and Documents 3 and 4. The concluding paragraph summarizes the argument and takes a clear position.
	10 points	

AP US HISTORY

2020 Exam

Total Time – 45 minutes

Question 1 (Document-Based Essay)

Suggested reading and writing time: 45 minutes

Suggested upload time: 5 minutes

It is suggested that you spend about 10 minutes reading the documents and 35 minutes writing your response

Prompt Three

Analyze major changes and continuities in the lives of African Americans who migrated from the rural South to urban areas in the North during the period 1900 to 1930.

Document 1

Source: Editorial by the editor of the *Richmond Times*, 1900

It is necessary that this principle [racial segregation] be applied in every relation of Southern life. God Almighty drew the color line and it cannot be obliterated. The Negro must stay on his side of the line and the white man must stay on his side, and the sooner both races recognize this fact and accept it, the better it will be for both.

Document 2

Source: Southern African American folk saying, 1910s

De white man he got ha'f de crop
Boll-Weevil took de res'
Ain't got no home,
Ain't got no home.

Document 3

Source: Originally published by the white-owned *Athens Daily Banner* in Georgia on September 7, 1917, reprinted by the black-owned *Chicago Defender* on September 15, 1917, under the headline "Read This, Then Laugh."

Investigation by state and federal officials into the Negro exodus situation has brought to the conclusion that the greatest disturbing element which has yet entered Georgia is the circulation of the Negro newspaper known as *The*

Chicago Defender which has agitated the Negroes to leave the South on the word picture of equality with the whites, the freedom of hotels, theaters, and other places of public amusement on an equal basis with the white people and “equality of citizenship” in the North and East.

Document 4

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 5

Source: Alain LeRoy Locke, *The New Negro*, 1925

If we were to offer a symbol of what Harlem has come to mean in the short span of twenty years it would be another statue of liberty on the landward side of New York. It stands for a folk-movement which in human significance can be compared only with the pushing back of the Western frontier in the first half of the last century, or the waves of immigration which have swept in from overseas in the last half. Numerically far smaller than either of these movements, the volume of migration is such nonetheless that Harlem has become the greatest Negro community the world has known – without counterpart in the South or in Africa. But beyond this, Harlem represents the Negro’s latest thrust toward Democracy...in Harlem, Negro life is seizing upon its first chances for group expression and self-determination.

PROMPT THREE

SAMPLE LEVEL 6 ESSAY

The period from 1900 to 1930 witnessed both continuity and change in the lives of African Americans who migrated from the South to urban centers in the North. Discrimination and poverty continued to be harsh realities. However, the

Harlem Renaissance produced a historic generation of “New Negroes” who embraced more and more assertive black identities that marked the beginning of a historic change.

The landmark *Plessy v. Ferguson* Supreme Court decision legalized “separate but equal” Jim Crow laws throughout the South. The editor of the *Richmond Times* (Document 1) fully endorsed this doctrine of white supremacy. His insistence that the “color line ... cannot be obliterated” appealed to the overwhelming majority of his white readers living in the former capitol of the Confederacy. The white consensus on segregation supported redeemer governments in what became known as the “Solid South.” The redeemers vigorously supported segregation until this unjust racial system was finally struck down by the Supreme Court in *Brown v. Board of Education* and by Congress in the Civil Rights Act of 1964.

Document 5 expresses a very different perspective from Document 1. Alain LeRoy Locke wrote “The New Negro” during the peak of the Harlem Renaissance. At that time, a wave of African Americans were migrating from Southern towns and farms to urban centers in the North. The Great Migration transformed Harlem into a vibrant center of African American culture. Locke wrote his essay to express a new spirit of black pride. He boldly invited “New Negroes” to cross the “color line” and enter a brave new world of black dignity. Locke’s message inspired other Harlem Renaissance writers and artists who proclaimed their African heritage and rejoiced in the beauty of their black skin.

COMMENTARY

This essay provides an excellent example of a short but concise three-paragraph essay. Note that the essay does not include contextualization and only treats two documents. But it does provide excellent coverage of these two documents by linking them to outside historic evidence and by identifying their historic setting and author’s purpose and then explaining their relevance to the thesis argument. It is important to remember that a rubric score of 6 will generate an overall passing exam score of 3.

SCORING SUMMARY

Contextualization	0 points	The essay does not provide the overall historic setting.
Thesis	1 point	The first paragraph provides a strong thesis that notes both continuity and change.
Document Content	1 point	Paragraphs 2 and 3 accurately describe the content of Documents 1 and 5.
Evidence Beyond The Documents	2 points	Paragraph 2 uses a discussion of the Redeemer governments to provide relevant evidence beyond the documents. Paragraph 3 uses a forward look to <i>Brown v. Board of Education</i> and the Civil Rights Act of 1964 to show the long term historic influence of the New Negro movement.
Analysis (Happy)	2 points	Paragraph 2 identifies Senator Morrill's point of view. Paragraph 4 provides the historic setting for understanding Document 5.
Complexity	0 points	The essay does not fully meet the criteria necessary to earn the complexity point.
	6 points	

PROMPT THREE: SAMPLE LEVEL 10 ESSAY

Waves of immigrants and internal migrants were transforming American society in 1900. A surge in immigrants from Southern and Eastern Europe settled in ethnic enclaves in Northern and Midwestern cities. At the same time, migrants from American farms and small towns also poured into urban areas. As these events were taking place, African Americans began a Great Migration from the rural South to cities in the North. Although the African American migrants continued to experience poverty and discrimination, these conditions were not as rigid as those in the Jim Crow South. The Great Migration prompted changes in black identity and aspirations that left an enduring mark on the African American experience.

Documents 1 and 2 describe the “push” factors that explain why many African Americans wanted to leave the South. About 90 percent of African Americans lived in the South in 1900. Most were concentrated in rural areas where they worked as sharecroppers in cotton fields. Sharecropping forced African Americans into a cycle of poverty and debt in which “De white man he got ha’f de crop.” (Document 2) Jim Crow laws created by the *Plessy v. Ferguson* “separate but equal” decision created a rigid “color line” that white supremacists like the editor of the *Richmond Times* insisted could not be “obliterated.” (Document 2) Writing from the former capitol of the Confederacy, the editor wanted to reassure his white readers that they could count on the *Richmond Times* to defend racial segregation.

Document 3 provides a persuasive example of the “pull” factors prompting many African Americans to seek better lives outside the South. First published in a white-owned newspaper in Athens, Georgia, *The Chicago Defender* gleefully reprinted the article for its black readers in both Chicago and in the South. The black-owned newspaper played an important role in condemning Jim Crow laws and encouraging African Americans to migrate to Chicago and other Northern cities. The article from the *Athens Daily Banner* unintentionally substantiated the *Defender’s* many articles describing Chicago as an attractive destination offering good jobs, public entertainment, a chance for economic success, and most of all “equality in citizenship.”

African Americans did find new homes in Northern cities. But the optimism encouraged by *The Chicago Defender* soon encountered the harsh realities of trying to establish new lives. The lyrics of the song “Cotton Belt Blues” (Document 4) express the disillusionment felt by many African Americans who left “the land of cotton” only to become “broke and disgusted” in crowded

impersonal cities. Document 4 thus provides musical lyrics that corroborate the economic plight expressed by the African American folk song in Document 2.

Documents 2 and 4 underscore continuity in the African American experience. But Document 5 offers a very different perspective. Alain LeRoy Locke wrote about the “New Negro” during the height of the Harlem Renaissance, a burst of African American artistic and literary creativity during the 1920s. He proudly describes Harlem as “the greatest Negro community the world has known.” Locke’s emphasis upon “group expression and self-determination” reflect the message of equality in Document 3.

The Great Migration produced far-reaching changes in the African American experience. Although poverty and discrimination continued in the North, African American migrants who left “the land of cotton” proudly crossed the “color line” by assuming a more confident identity as “New Negroes.”

COMMENTARY

This essay provides an excellent model of an essay that would earn 10 rubric points and an overall exam score of a 5. Note how the sophisticated thesis in paragraph 1 establishes a line of reasoning that ties the entire essay together. Also note the technique of letting the documents talk to each other. You can see a very good example in the last sentence of paragraph 4.

SCORING SUMMARY

Contextualization	1 point	The first three sentences establish the relevant historic setting.
Thesis	1 point	Sentences 4 – 6 provide a sophisticated thesis that acknowledges both continuity and change.
Document Content	3 points	The essay uses all five documents to support the thesis.
Evidence Beyond The Documents	2 points	The discussion of sharecropping in paragraph 2 is relevant to Document 1. The discussion of the Harlem Renaissance is relevant to Document 5.
Analysis (Happy)	2 points	Paragraph 2 identifies the purpose of Document 2. Paragraph 3 identifies the purpose of Document 3. Paragraph 5 identifies the historic setting of Document 5
Complexity	1 point	The essay begins with a sophisticated thesis that addresses both continuity and change. Documents 5 and 2 and Documents 2, 4, and 5 talk to each other. The conclusion summarizes the argument and takes a clear position.
	10 points	

CHAPTER 5

GUIDED PRACTICE

HISTORIC CAUSATION

ESSAYS



Causation is a historical reasoning process that involves the ability to recognize, analyze, and evaluate causes and/or effects of a specific historical developments. This reasoning process often plays a significant role on DBQ questions.

Chapter 5 is designed to provide you with guided practice on three DBQs asking you to demonstrate your ability to apply the processes of causation to key historical developments involving western expansion, immigration, and women reformers. These topics have traditionally played a prominent role on APUSH exams.

The chapter provides you with two model DBQ essays for each of our three questions. We recommend that you carefully study the techniques each essay uses to earn rubric points. We also recommend that you write a practice essay on at least one of these questions and then compare it with our models. Remember, **YOU CAN DO IT!**

AP US HISTORY

2020 Exam

Total Time – 45 minutes

Question 1 (Document-Based Essay)

Suggested reading and writing time: 45 minutes

Suggested upload time: 5 minutes

It is suggested that you spend about 10 minutes reading the documents and 35 minutes writing your response

Prompt One

Evaluate the effect of western expansion on the development of the United States from 1830 to 1860.

Document 1

Source: John L. O’Sullivan, newspaper editor, *The United States Magazine and Democratic Review*, November 1830

Our national birth was the beginning of a new history, the formation and progress of an untried political system, which separates us from the past and connects us to the future only; and so far as regards the entire rights of man, in moral, political, and national life, we may confidently assume that our country is destined to be the great nation of futurity...We are entering on its untrodden space, with the truths of God in our minds, beneficent objects in our hearts, and a clear conscience unsullied by the past. We are the nation of human progress, and who will, what can, see limits to our onward march?

The far-reaching, the boundless future will be the era of American greatness. In its magnificent domain of space and time, the nation of many nations, is destined to manifest to mankind, the excellence of divine principles...

Document 2

Source: Elias Boudinot, influential member of the Cherokee Tribe, *Cherokee Phoenix*, November 1831

But alas! No sooner was it made manifest that the Cherokee were becoming strongly attached to the ways and usages of civilized life, than was aroused the opposition of those from whom better things ought to have been expected. No sooner was it known that they had learned the proper use of the earth, and they were less likely to dispose of their lands for a mess of potage, then they

came into conflict with the cupidity and self-interest of those who might have been their benefactors.

Then commenced a series of obstacles hard to overcome, and difficulties intended as a stumbling block, and not thought of before. The "Great Father" [Andrew Jackson] of the "red man" has lent his influence to encourage these difficulties. The guardian has deprived his wards of their rights. The sacred obligations of treaties and laws have been disregarded, the promises of Washington and Jefferson have not been fulfilled. The policy of the United States on Indian affairs has taken a different direction, for no other reason than the Cherokees have so far become civilized as to appreciate a regular form of government...

Document 3

David Wilmot, Representative from Pennsylvania, *Congressional Globe*, February 8, 1847

Sir, I was in favor of the annexation of Texas, The democracy of the North, almost to a man, went for annexation. Yes, sir, here was an Empire, larger than France given up to slavery. Should the North make further concessions? Shall we give up free territory, the inheritance of free labor? Sir, the South has her share already: the installation for slavery was paid in advance....Now Sir, we are told that California is ours, that New Mexico is ours, won by the valor of our arms. They are free. Shall they remain free? Shall these fair provinces be the inheritance and homes of the white labor or freemen or the black labor of slaves? This, sir is the issue – this is the question. The North has the right and her representatives have the power.

But the South contends that, in their emigration to this free territory, they have the right to take and hold slaves, the same as other property....Slavery follows in the rear of our armies. Shall the war power of our government be exerted to produce such as result? Shall our government depart from its neutrality on this question, and lend its power and influence to plant slavery in these territories?

Document 4

Charles Sumner, Senator from Massachusetts, "Report on the War with Mexico," April 1847

It cannot be doubted that this is a war of conquest...It is a war for the extension of slavery over a territory which has already been purged, by Mexican authority, from this stain and curse. Fresh markets of human beings are to be established; further opportunities for this hateful traffic are to be opened; the lash of the overseer is to be quickened in new regions...a government professing the law

of charity and justice, should be employed in a war to extend an institution which exists in defiance of these sacred principles. It has already been shown that the annexation of Texas was consummated for this purpose. The Mexican War is a countenance, a prolongation of the same efforts...

Document 5

Source: John Gast, *American Progress*, 1872



Courtesy of Library of Congress

PROMPT ONE SAMPLE LEVEL 7 ESSAY

Western expansion was an integral theme in American history. For example, the colonists complained that the Proclamation Act of 1763 tried to prevent them from moving westward to search for new opportunities. The Louisiana Purchase doubled the size of the United States and eliminated French control of New Orleans. Western expansion first became a problem when Missouri asked to enter the Union as a slave state. The Missouri Compromise foreshadowed rising disputes over the expansion of slavery into the western territories. While western expansion helped the United States grow and prosper, it also caused sectional tensions over the expansion of slavery and human tragedy because of the displacement of Native American tribes. Western expansion was thus a mixed blessing for American development in the years between 1830 and 1860.

Manifest Destiny offered a moral justification for the expansion of the United States from the Atlantic to the Pacific Ocean. It was America's god given right and it would bring liberty, technological progress and prosperity to the country. In contrast, Gast's painting (Document 5) portrays a darker side of western expansion. Although the figure of Liberty is bringing the blessings of American civilization, she is also causing the displacement of indigeneous peoples.

In Document 2, Elias Boudinot expresses the injustices inflicted on the Cherokee peoples. He points out America's disregard of its ideals, treaties, and solemn promises. In a greedy rush for land and valuable natural resources, white settlers supported by the Jackson administration exploited the Cherokee people. The Indian Reorganization Act forced the Cherokee to abandon their homes and endure a forced march known as the Trail of Tears.

Charles Sumner was a leading abolitionist and anti-slavery activist. In Document 4 he foresaw how the annexation of Texas benefited plantation owners instead of small farmers. He warned that the territories won in the Mexican-American War would soon be used as sites for slave auctions. Like Sumner, Representative David Wilmot of Pennsylvania was determined to prevent slavery from becoming established in the new western territories. He introduced a controversial proviso banning slavery from the new territories. Unlike Sumner, Wilmot did not view slavery as a moral issue. In Document 4 he defended his proposal as a necessary action to protect the interests of white settlers. The debate over the Wilmot Proviso embittered relations between the North and the South.

Western expansion promoted prosperity and the development of democratic institutions. But it also led to the displacement of Native Americans and rising sectional tensions over the expansion of slavery.

COMMENTARY

This essay does an efficient job of earning 7 rubric points and a 4 on the exam. The first paragraph provides both a full historic context and a clear thesis statement. The essay provides insufficient coverage of Documents 1 and 5. However, its detailed coverage of Documents 2, 3, and 4 in paragraphs 3 and 4 earns points for accurate description, outside evidence, and analysis.

SCORING SUMMARY

Contextualization	1 point	Sentence 1 – 5 establish the relevant historic setting.
Thesis	1 point	Sentences 6 and 7 provide a strong thesis that establishes a clear line of reasoning about the complex effects of western expansion.
Document Content	1 point	Paragraphs 3 and 4 accurately describe the content of Documents 2 and 4.
Evidence Beyond The Documents	2 points	Paragraph 3 uses the Indian Removal Act and the Trail of Tears to illustrate displacement of the Cherokee tribe. Paragraph 4 describes the impact of the Wilmot Proviso.
Analysis (Happy)	2 points	Paragraph 3 clearly identifies the Boudinot’s point of view. Paragraph 4 clearly identifies Sumner’s point of view.
Complexity	0 points	The essay would not earn the complexity point because of its weak coverage of Documents 1 and 5 and its overall lack of nuance.
	7 points	

PROMPT ONE

SAMPLE LEVEL 10 ESSAY

Thomas Jefferson believed that the vast western lands acquired by the Louisiana Purchase would enable America to become “an empire of Liberty.” He envisioned that the process of western expansion would support an agrarian republic dedicated to the principles of liberty and equality. Convinced of the superiority of their republican institutions, the public enthusiastically supported western expansion. As Jefferson hoped, western expansion had a significant effect on the development of the United States. But the effect was not always positive. Western expansion brought tragic consequences to the Cherokees and other Native American tribes. It also led to the acquisition of additional lands from the Mexican-American War that inflamed sectional tensions over slavery.

John L. O’Sullivan (Document 1) and John Gast (Document 5) both expressed a common vision of America’s “boundless future.” O’Sullivan gave the nation’s expansionist spirit a name when he coined the phrase “Manifest Destiny.” In Document 1, O’Sullivan confidently predicts that America “is destined to be the great nation of futurity.” He hoped his widely read essays promoting Manifest Destiny would inspire waves of settlers to spread the blessings of American civilization into the West’s great “untrodden space.” Gast’s painting (Document 5) visually captures the linkage between western expansion and America’s self-proclaimed mission to spread liberty across the continent. Gast’s portrays a figure called “Progress” moving swiftly across the land. She leads a divinely approved western movement that includes such symbols of American progress as trains, Conestoga wagons, and telegraph wires. Gast’s widely reprinted painting accomplished its purpose of expressing America’s confident spirit of Manifest Destiny.

The spirit of Manifest Destiny did not benefit everyone. Manifest Destiny failed to include a place for Native Americans. Cherokee tribes were the first to feel the impact of western expansion. In 1830, Congress passed the Indian Removal Act ordering eastern tribes to leave their homelands and move to the newly created Indian Territory in present-day Oklahoma. In Document 2, Elias Boudinot, an influential member of the Cherokee Tribe, accuses the “Great Father” Andrew Jackson of violating “the sacred obligation of treaties and laws.” But his protests were in vain. Jackson’s successor Martin van Buren ordered the forced evacuation of about 17,000 Cherokees. As many as a fourth of these people died on a tragic march now known as the Trail of Tears.

President Polk enthusiastically embraced the nationalist spirit of Manifest Destiny. He believed that America’s victory in the Mexican-American War would

strengthen the Union. He was wrong. Instead, the lands acquired by the Mexican Cession reopened the divisive question of the status of slavery in the western territories. In Document 3, David Wilmot asks if the lands “won by the valor of our arms” would be free or open to slave labor. His famous Wilmot Proviso answered this question by barring slavery from all territories acquired from Mexico. Although the Wilmot Proviso did not overcome Southern opposition in the Senate, it did become a rallying point for an antislavery coalition led by Charles Sumner. In Document 4, Sumner points out the contradiction between America’s principle of liberty and the extension of slave “markets of human beings” into the new western territories. Like Elias Boudinot (Document 2), Sumner viewed Manifest Destiny as a betrayal of Jefferson’s dream of creating an “empire of Liberty.”

Western expansion transformed the United States into a continental republic. But instead of giving rise to a new era of harmony it brought tragic consequences for Native Americans and ignited a bitter sectional struggle over the territorial expansion of slavery.

COMMENTARY

This essay provides an excellent model of an essay that would receive 10 rubric points and earn a 5. The sophisticated thesis in paragraph 1 establishes a nuanced line of reasoning. The essay utilizes an organization that combines Documents 1 and 5 into one paragraph, treats Document 2 in an individual paragraph, and then combines Documents 3 and 4 into a single insightful paragraph. Note how paragraph 4 concludes with a sentence allowing Documents 2 and 4 to talk with each other. The concluding paragraph extends the thesis by taking a strong stand on the negative impacts of western expansion.

SCORING SUMMARY

Contextualization	1 point	The first four sentences establish the relevant historic setting.
Thesis	1 point	Sentences 5 - 7 provide a sophisticated thesis that establishes a nuanced approach to the different effects of western expansion.
Document Content	3 points	The essay uses all five documents to support the thesis.
Evidence Beyond The Documents	2 points	The discussions of the Indian Removal Act and the Trail of Tears in paragraph 3 and the Wilmot Proviso in paragraph 4 provide relevant outside information that supports the thesis statement's line of reasoning.
Analysis (Happy)	2 points	Paragraph 2 identifies the purpose of Documents 1 and 5. Paragraph 3 Establishes the historic setting for Document 2. Paragraph 4 establishes the historic setting for Documents 3 and 4.
Complexity	1 point	The essay begins with a sophisticated thesis that identifies different effects of western expansion. It combines documents into cohesive paragraphs that provide insightful analysis. The concluding paragraph provides a forceful restatement of the thesis.
	10 points	

Prompt Two

Evaluate the responses to waves of non-English groups who immigrated to America between 1840 and 1925.

Document 1

Source: American Party (Know-Nothing Party) campaign pamphlet, 1854

America for the Americans! That is the watchword that should ring through the length and breadth of the land, from the lips of the whole people...

America for the Americans! We have had enough of Young Irelands, Young Germanys, and Young Italys. We have been patient but the time has come to right the wrong....

Americans must rule America! To this end native-born citizens should be selected to all state, federal, and municipal offices of government employment, in preference to all other.

Document 2

Source: California Senate Special Committee on Chinese Immigration, 1878

The Chinese have now lived among us, in considerable numbers for a quarter of a century, and yet they remain separate, distinct from, and antagonistic to our people in thinking, mode of life, in tastes and principles, and are as far from assimilation as when they first arrived.

They fail to comprehend our system of government; they perform no duties of citizenship; they are not available as jurymen; cannot be called upon as a posse to preserve order, nor be relied upon as soldiers.

They do not comprehend or appreciate our social ideas, and they contribute but little to the support of our institutions, public or private.

We respectfully submit that no nation, much less a republic, can safely permit the presence of a large and increasing element among its people which cannot be assimilated or made to comprehend the responsibilities of citizenship.

Document 3

Thomas Bailey Aldrich, "Unguarded Gates," 1900

Wide open and unguarded stand our gates,
And through them presses a wild motley throng—
Men from the Volga and the Tartar steppes,
Featureless figures of the Hoang-Ho,
Malayan, Scythian, Teuton, Kelt, and Slav,

Flying the Old World's poverty and scorn;
These bringing with them unknown gods and rites,
Those, tiger passions, here to stretch their claws.
In street and alley what strange tongues are loud,
Accents of menace alien to our air,
Voices that once the Tower of Babel knew!

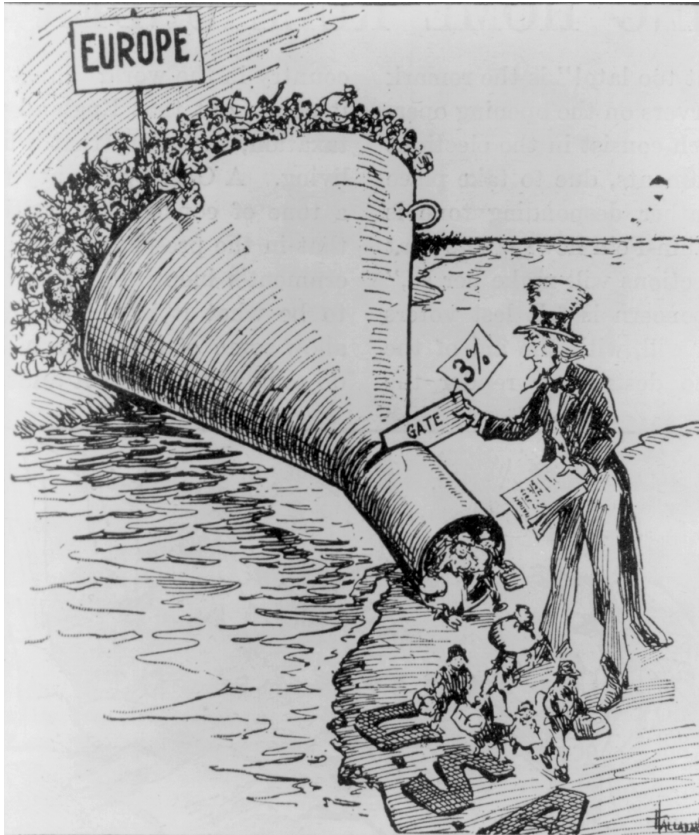
Document 4

Emma Lazarus, "The New Colossus," written in 1883, engraved on a bronze plaque mounted on the pedestal of the Statue of Liberty in 1903

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

Document 5

Providence Evening Journal, "The Only Way to Handle It," 1921



Courtesy of the Library of Congress

PROMPT TWO

SAMPLE LEVEL 8 ESSAY

The United States has prided itself on being a nation of immigrants. However, Americans have not always welcomed these newcomers. A recurring pattern of nativist prejudice against non-English groups has been America's dominant response.

The first wave of nineteenth century immigration began in the 1840s when a blight destroyed Ireland's potato crop. The threat of starvation forced about 2 million Irish to leave their homeland and pour into port cities in the Northeast. Irish voters and politicians soon played a prominent role in the rise of corrupt big city political machines. At the same time, black-robed Catholic priests and nuns seemed strange and frightening. Alarmed native-born citizens formed the Know-Nothing Party to restrict Irish political participation. Document 1 provides an excerpt from a Know-Nothing campaign pamphlet. Written to encourage voters to support its candidates in the 1854 election, the pamphlet

forcefully declares that “Americans must rule America!” and that only native-born citizens should hold public office. Although short-lived, the Know-Nothing Party marked the beginning of a recurring pattern of nativist opposition to non-English immigrant group.

Nativism was not limited to the East Coast. The discovery of gold in California and the availability of well-paying construction jobs on the transcontinental railroad attracted thousands of Chinese workers. The newcomers soon faced a wave of nativist resentment. Document 2 provides a list of grievances compiled by a Special California Senate Committee. The list was part of a national campaign to persuade Congress to restrict Chinese immigration to the United States. The nativist campaign worked. In 1882, President Arthur signed the Chinese Exclusion Act barring Chinese from entering the United States.

Nativism once again roared to life during the early twentieth century as a massive wave of Jewish and Catholic “New Immigrants” arrived from Southern and Eastern Europe. Documents 3 and 5 illustrate the nativist response. Document 3 features a poem written to support the Immigration Restriction League’s campaign to persuade Congress to legislate quotas restricting the New Immigrants. The poem grimly warns that America’s “wide open” and “unguarded” gates are allowing hordes of aliens to bring “unknown gods and rites” into our country. The *Providence Evening Journal* contributed to the nativist campaign by publishing a political cartoon to support the nativist cause. (Document 5). The cartoon shows the motely European throng that Document 3 warned was coming. The newspaper advised its readers that quotas provided the best way to stop unwanted immigrants while allowing a few desirable people to enter America. The nativist campaign worked. In 1924, Congress passed a National Origins Act imposing strict quotas on immigrants from Southern and Eastern Europe. The quota system achieved its nativist goal by causing a dramatic decline in immigration to the United States.

COMMENTARY

This essay provides an excellent model of an essay that would receive 8 rubric points and earn a 4 or even a 5. A forceful thesis in paragraph 1 establishes a clear line of reasoning. The essay utilizes an organization that plows thru Documents 1 and 2 and then combines the discussion of Documents 3 and 5 into a single insightful paragraph. This organizational strategy enables the essay to efficiently earn points for document content, evidence beyond the documents, and HAPPY analysis. It is important to note that the essay omitted Document 4. This would not result in a deduction since the rubric allows the omission of one document.

SCORING SUMMARY

Contextualization	0 points	The first paragraph does not present the relevant historic setting.
Thesis	1 point	Sentences 1 - 3 provide a strong thesis that establishes a clear line of reasoning.
Document Content	3 points	The essay uses four documents to effectively support the thesis.
Evidence Beyond The Documents	2 points	The discussions of the Chinese Exclusion Act in paragraph 3, the Immigration Restriction League in paragraph 4 and the National Origins Act of 1924 in paragraph 4 provide relevant outside evidence to document nativist responses to waves of non-English immigration.
Analysis (Happy)	2 points	Paragraph 2 identifies the historic setting and purpose of Document 1. Paragraph 3 identifies the historic setting and purpose of Document 2. Paragraph 4 provides the historic setting and purpose of Documents 3 and 5.
Complexity	0 points	The essay would not earn the complexity point because it lacks a sophisticated thesis and a concluding paragraph.
	8 points	

PROMPT TWO

SAMPLE LEVEL 10 ESSAY

During the 1830s and early 1840s, Anglo-Protestants, enslaved Africans, and Native Americans comprised America's most significant ethnic and racial groups. The Anglo-Protestant majority placed their stamp upon America's core culture. The overwhelming majority of people spoke English, worshipped in Protestant churches, and accepted republican principles of government. This cultural dominance shaped varying responses to the waves of non-English groups who immigrated to America between 1840 and 1925. Although America has taken pride in being a "nation of immigrants," the newcomers have been welcomed, scorned, and restricted.

The experience of Irish immigrants illustrates the tension between welcoming and restricting immigrants who differed from the Protestant majority. A devastating famine forced almost two million Irish Catholics to immigrate to America during the mid-1840s and early 1850s. At first employers welcomed inexpensive workers who dug canals, laid railroad tracks, and toiled in textile mills. However, the sudden influx of Catholic immigrants sparked the formation of a nativist political party popularly known as the Know-Nothings. Their party platform (Document 1) forcefully insisted that "Americans must rule America!" Although the Know-Nothing Party soon disappeared, it marked the beginning of a recurring pattern of nativist backlash against immigrants.

Chinese immigrants experienced a similar pattern of acceptance and rejection. The discovery of gold in California and high wages offered by the Central Pacific railroad lured thousands of Chinese to seek their fortune in a land they called "Gold Mountain." West Coast residents originally welcomed the newcomers as hardworking members of their communities. However, as the number of Chinese immigrants steadily increased, the white settlers' attitude shifted from acceptance to antagonism. Document 2 expresses the growing anti-Chinese sentiment gripping the West Coast. Although the Chinese constituted a tiny percentage of the U.S. population, nativist pressure persuaded Congress to enact the Chinese Exclusion Act of 1882 barring Chinese from immigrating to America.

The last two decades of the nineteenth century witnessed a massive wave of Catholic and Jewish immigrants from Southern and Eastern Europe. These so-called "New Immigrants" sparked an intense national debate. Document 3 expresses the Immigration Restriction League's anti-immigration views. The poem warns that our national borders are "wide open and unguarded." It uses popular pseudo-scientific theories to stereotype the "motley throng." In contrast, Emma Lazarus' poem (Document 4) gives the Statue of Liberty a

voice. Engraved on a plaque on the statue's pedestal, the poem welcomes the "tired" and "poor" as she lifts her torch of freedom to light America's "golden door."

The Immigration Restriction League exploited the climate of anxiety and suspicion caused by World War I and the Red Scare. The editorial cartoon in Document 5 expresses the League's view that restrictive quotas were "the only way" to cut the flow of New Immigrants. Congress responded to nationalist pressure by passing the National Origins Act of 1924. As recommended in Document 5, the law used restrictive quotas to block the great wave of New Immigrants entering America.

America responded to each wave of non-English groups with a contradictory combination of welcome and rejection. During the period between 1840 and 1925 unfounded nativist fears ultimately dominated America's response as the United States barred Chinese immigrants and used restrictive quotas to sharply reduce the flow of immigrants from Southern and Eastern Europe.

COMMENTARY

This essay provides an excellent model of an essay that would receive 10 rubric points and earn a 5. The sophisticated thesis in paragraph 1 establishes a nuanced line of reasoning. The essay utilizes an organization that plows thru Documents 1 and 2 and then combines the discussion of Documents 3 and 4 into a single insightful paragraph. The concluding paragraph extends the thesis by taking a strong stand on nativism as the dominant response to the waves of non- English groups who immigrated to America between 1840 and 1925.

SCORING SUMMARY

Contextualization	1 point	The first three sentences establish the relevant historic setting.
Thesis	1 point	Sentences 4 - 5 provide a sophisticated thesis that establishes a nuanced approach to the varying responses to non-English waves of immigration.
Document Content	3 points	The essay uses all five documents to support the thesis.
Evidence Beyond The Documents	2 points	The discussions of the Chinese Exclusion Act in paragraph 3, the Immigration Restriction League in paragraph 4 and the National Origins Act of 1924 in paragraph 5 provide relevant outside evidence to document nativist responses to waves of non-English immigration.
Analysis (Happy)	2 points	Paragraph 2 identifies the historic setting and purpose of Document 1. Paragraph 3 identifies the historic setting and purpose of Document 2. Paragraph 4 provides the historic setting and purpose of Document 3.
Complexity	1 point	The essay begins with a sophisticated thesis that identifies various responses to the waves of non-English immigrants. It combines documents into paragraphs to promote insightful analysis. The concluding paragraph refines the thesis.
	10 points	

AP US HISTORY

2020 Exam

Total Time – 45 minutes

Question 1 (Document-Based Essay)

Suggested reading and writing time: 45 minutes

Suggested upload time: 5 minutes

It is suggested that you spend about 10 minutes reading the documents and 35 minutes writing your response

Prompt Three

Evaluate the effectiveness of women social reformers during the period from 1848 to 1920.

Document 1

Seneca Falls Convention, “Declaration of Sentiments and Resolutions,” 1848

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.

He has never permitted her to exercise her inalienable right to elective franchise...

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides...

Document 2

Lucy Stone, Speech at National Woman’s Rights Convention, Cincinnati, October 1855

I was disappointed when I came to seek a profession worthy of an immortal being – every employment was closed to me, except those of the teacher, the seamstress, and the housekeeper. In education, in marriage, in religion, in everything, disappointment is the lot of woman. It shall be the business of my life to deepen this disappointment in every woman’s heart until she bows down to it no longer. I wish that women, instead of being walking showcases, instead of begging of their fathers and brothers the latest and gayest new bonnet, would ask of them their rights.

Document 3

Source: Mary Church Terrell, "What it means to be colored in the Capitol of the United States," speech delivered to the United Women's Club, Washington, D.C., October 10, 1906

As a colored woman I may walk from the Capitol to the White House ravenously hungry and abundantly supplied with money to purchase a meal without finding a single restaurant in which I would be permitted to take a morsel of food, if it was patronized by white people, unless I were willing to sit behind a screen. As a colored women, I cannot visit the tomb of the Father of this country, which owes its very existence to the love of freedom in the human heart and which stands for equal opportunity for all, without being forced to sit in the Jim Crow section of the electric car which starts from the very heart of the city – midway between the Capitol and the White House. If I refuse to thus be humiliated, I am cast into jail and forced to pay a fine for violating the Virginia laws....

Document 4

Source: Jane Addams, *Twenty Years at Hull House*, 1910

During the same winter [1895], three boys from a Hull House club were injured at a machine in a neighboring factory for lack of a guard, which would have cost but a few dollars. When the injury of one of these boys resulted in his death, we felt quite sure that the owners of the factory would share our horror and remorse, and that they would do everything possible to prevent the recurrence of such as tragedy. To our surprise, they did nothing whatever....Mrs. Florence Kelley, an early resident of Hull House, suggested to the Illinois State Bureau of Labor that they investigate the sweating system in Chicago with its attendant child labor....As a result of its investigations, the committee recommended to the Legislature the provisions which afterwards became those of the first factory law of Illinois, regulating the sanitary conditions of the sweatshop and fixing fourteen as the age at which they could go to work...

Document 5

Carrie Chapman Catt, "Winning Plan," presented to the National American Woman Suffrage Association, September 4, 1916

No committee, however, gifted or large, can push the amendment [women's suffrage] through, nor can it do so with the support of part of our forces. Nothing short of a campaign in every constituency will give our committee in Washington the authority to get the amendment submitted. There can be no serene, undisturbed army at home resting on its arms and yet expecting victory in the nation's Capital.

There is one way to ring the Federal Amendment and only one, a solemn compact signed by the auxiliaries of at least 36 States that they would turn the full power of their organization into the fight to secure the submission of the Amendment and ratification by their legislatures. Each must secure the pledged votes of its delegation to Congress and a majority of its Legislature.

PROMPT THREE

SAMPLE LEVEL 6 ESSAY

Women activists played an important role in social reform movements during the period from 1848 to 1920. They achieved notable successes such as founding settlement houses and mobilizing support for the Nineteenth Amendment. But they also suffered setbacks trying to reverse Jim Crow segregation laws and cracking ceilings limiting professional opportunities for women.

The nationwide settlement house movement began when Jane Addams founded Hull House in 1889. Addams transformed a decaying mansion, located in one of Chicago's poorest immigrant neighborhoods, into a thriving community center. Addams wrote *Twenty Years at Hull House* to describe her experiences and to inspire other middle-class women to found settlement houses. Document 4 gives examples of how Addams and Florence Kelly pressed government officials to address working conditions in local factories and abuses of child labor. Document 4 illustrates how the settlement house experience gave a new generation of women organizational and leadership skills that transcended their traditional roles as mothers and wives.

Women reformers made little progress overcoming entrenched practices of Jim Crow discrimination. Document 3 provides Mary Church Terrell's deeply troubling description of her humiliating experience trying to find a place to eat in Washington, D.C. Terrell reports that she could only eat in a restaurant patronized by white people if she were "willing to sit behind a screen." Document 3 provides an excerpt from Ms. Terrell's speech to the United Women's Club in Washington, D.C. She hoped her listeners would take action to address the wide discrepancy between America's ideals and its racist Jim Crow laws. Unfortunately, the wall of discrimination proved too high to overcome during this period in our nation's history.

Document 4 demonstrated the achievements of women reformers. In contrast, Document 3 demonstrates their limitations.

COMMENTARY

This essay demonstrates that you can efficiently earn 6 rubric points and thus an exam score of 3 by writing just four well-crafted paragraphs. The opening paragraph successfully earns the thesis point by establishing a clear line of reasoning that is fulfilled in the next two paragraphs, Paragraphs 2 and 3 describe the contents of two documents while also earning points for HAPPY analysis and evidence beyond the documents.

SCORING SUMMARY

Contextualization	0 points	The essay does not provide a clear description of the historic setting.
Thesis	1 point	The first paragraph establishes a strong thesis that notes both achievements and setbacks.
Document Content	1 point	Paragraphs 2 and 3 accurately describe the content of Documents 3 and 4.
Evidence Beyond The Documents	2 points	Paragraphs 2 and 3 provide particularly relevant outside evidence.
Analysis (Happy)	2 points	Paragraph 2 identifies the point of view and audience of Document 4. Paragraph 3 identifies the point of view and purpose of document 3.
Complexity	0 points	The essay does not fully meet the criteria necessary to earn the complexity point.
	6 points	

PROMPT THREE

SAMPLE LEVEL 10 ESSAY

In 1848, men ran the nation's businesses, cast all its votes, and provided the country with all of its doctors and lawyers. The prevailing belief in the cult of domesticity restricted women to a domestic sphere where they cooked, cleaned, and raised children. During the period from 1848 to 1920 new generations of women social reformers extended their role as guardians of the home to include becoming activists who fought to improve a range of pressing social problems. Female activists achieved notable successes by forming settlement houses and by winning the right to vote. However, women reformers suffered setbacks fighting racial discrimination and overcoming occupational barriers.

The Seneca Falls Convention marked the beginning of the women's rights movement in the United States. The convention delegates unanimously approved resolutions calling for greater divorce and child custody rights, equal opportunities in education, and a woman's right to retain property after marriage. The convention's list of resolutions also included a controversial demand for the "inalienable right to elective franchise." (Document 1) This unprecedented demand divided the convention. However, the resolution passed when the renowned abolitionist leader Frederick Douglass persuaded delegates that the right to vote is a fundamental principle of equality. The historic meeting marked the beginning of the women's rights movement in the United States.

Documents 4 and 5 provide evidence of how women became an important driving force behind many successful Progressive Era reforms. The nationwide settlement house movement began when Jane Addams founded Hull House in 1889. Under her leadership, Hull House became an important model for middle-class women who founded over 400 similar facilities across America. As illustrated in Document 4, the settlement houses often moved from addressing the living conditions of immigrant families to lobbying local governments to pass reform legislation. Document 4 describes how Addams and Florence Kelley successfully lobbied the Illinois legislature to improve sanitary conditions in sweatshops and establish minimum ages requirements for child laborers. At the same time, a new generation of suffragists organized rallies, signed petitions, and held massive public marches. In Document 5, Carrie Chapman Catt urges the members of the National American Woman Suffrage Association to deploy "the full power of their organization" to persuade state legislatures to support the proposed suffrage amendment. Catt's strategy worked. The momentum for female suffrage proved to be irresistible as more and more states granted full suffrage rights to women. The passage of the Nineteenth Amendment marked a great victory for women and for American democracy.

Documents 2 and 3 reveal the limitations of women social reform efforts. In Document 2, Lucy Stone urges delegates to the National Women's Rights Convention to focus on fighting to remove job ceilings that limited the career opportunities of women. Despite Stone's passionate plea, women failed to make significant progress entering professional fields such as law and medicine. At the same time, the lives of the vast majority of African Americans remained unchanged. Document 3 provides a particularly vivid description of how Jim Crow segregation laws discriminated against African Americans in our nation's capital. Mary Church Terrell and other black women activists such as Ida B. Wells worked tirelessly to fight against racial discrimination by founding organizations such as the National Association of Colored People. However, by 1920, the lives of the vast majority of African Americans remained unaffected by reform efforts.

Female activists working between 1848 and 1920 recorded a mix of achievements and failures. Nonetheless, they provided important role models for the next wave of feminist activity in the 1960s and 1970s.

COMMENTARY

This essay provides an excellent model of an essay that would receive 10 rubric points and earn a 5. The sophisticated thesis in paragraph 1 establishes a nuanced line of reasoning that recognizes the achievements and limitations of efforts by women reformers. The essay utilizes an organization that begins with a paragraph devoted to Document 1 and then combines documents 4 and 5 and 2 and 3 into cohesive units of thought and analysis. The concluding paragraph restates the thesis and links the women reformers of the Progressive era with those in the 1960s and 70s.

SCORING SUMMARY

Contextualization	1 point	The first two sentences establish the relevant historic setting.
Thesis	1 point	Sentences 3 - 5 provide a sophisticated thesis that establishes a nuanced approach to the different effects of women reformers.
Document Content	3 points	The essay uses all five documents to support the thesis.
Evidence Beyond The Documents	2 points	Paragraph 2 provides relevant information about the Seneca Falls Convention that supports the thesis. Paragraph 3 provides relevant information about the settlement house movement that supports the thesis. Paragraph 4 provides relevant background informant about the work of Carrie Catt and Iba B. Wells that supports the thesis.
Analysis (Happy)	2 points	Paragraph 3 provides the historic setting for Document 4. Paragraph 4 identifies the purpose of Documents 3 and 5.
Complexity	1 point	The essay begins with a sophisticated thesis that identifies different effects of women reform efforts. It combines documents into cohesive paragraphs that provide an insightful analysis. The concluding paragraph restates the thesis and provides a nuanced connection between women reformers in the Progressive Era and those in the 1960s and 1970s.
	10 points	

PART III

**REVIEW OF
KEY DEVELOPMENTS
AND TRENDS**

CHAPTER 6

PERIOD 3 REVIEW

1491–1607



TIMELINE

- 1763 Great Britain wins the French and Indian War
- 1765 Parliament enacts the Stamp Act
- 1770 The Boston Massacre
- 1773 The Boston Tea Party
- 1776 Congress declares independence
- 1781 The Article of Confederation were ratified
- 1787 Constitutional Convention meets
- 1789 George Washington becomes the first president

WHAT'S HAPPENING

1. The French and Indian war ended French power in North America. Colonists celebrated by praising their mother country and optimistically predicting the beginning of a glorious new era of peace and prosperity.
2. The French and Indian War left Britain with a great empire and an enormous national debt. Britain's untested monarch George III and his first minister George Grenville concluded that they had to consolidate control over their North American colonies and raise revenue through a direct tax known as the Stamp Act.
3. The colonists resented the end of "salutary neglect," the curtailment of self-government, and limits on their traditional right to set local tax policy.
4. Outraged colonists boycotted imported British goods and sent representatives to a Stamp Act Congress in New York City where they agreed to boycott imported British goods.

5. Parliament could not ignore the boycott as British export fell by 15 percent. Parliament rescinded the Stamp Act but issued a little-noticed Declaratory Act reasserting its authority over the colonies.

THE ROAD TO REVOLUTION

1. No single event caused the American Revolution. Instead, it was precipitated by the cumulative effects of a series of British actions and colonial reactions.
2. On the night of March 5, 1770, a rowdy crowd of hecklers taunted a squad of British soldiers stationed outside the Boston Customs House. An alarmed soldier fired into the crowd. When the smoke cleared, five townspeople lay dead or dying.
3. Tensions continued to mount as Britain imposed a duty on imported tea. On December 16, 1773, a group of Boston patriots disguised as Mohawk Indians boarded three British ships and threw 342 chests of tea into the harbor.
4. The so-called Boston Tea Party infuriated British authorities and alarmed Loyalists who worried about the escalating violence.
5. Parliament passed the Coercive Acts to punish Boston for the wanton destruction of private property. The acts closed the port of Boston, sharply curtailed town meetings, and authorized the army to quarter troops wherever they were needed. Parliament's punitive actions seemed to confirm the colonists' fear that Britain intended to restrict each colony's right to self-government.

COMMITMENT TO REPUBLICAN VALUES

1. The Intolerable Acts intensified colonial resistance to British rule and their commitment to the republican principle that government should be based on the consent of the governed.
2. Republican ideas of natural rights and self-rule played a key role in shaping the American revolutionary movement. They helped overcome regional differences by providing a set of common ideological principles.
3. Tom Paine published *Common Sense* in January 1776. The pamphlet attacked George III as an "oppressive royal brute" who should be scorned and not venerated. Paine urged the colonists to declare independence and "begin the world over again."
4. The Continental Congress formally adopted the Declaration of Independence on July 4, 1776. The Declaration created a new American identity by transforming a debate over taxes into a fight for independence.

5. The Declaration of Independence's "self-evident" truths became an enduring expression of America's highest principles and goals.

THE ARTICLES OF CONFEDERATION

1. The Articles of Confederation unified the newly independent states. It created a confederation or loose union of sovereign states.
2. The Articles created a central government with limited powers. For example, the unicameral Congress had no power to levy taxes or regulate interstate commerce.
3. The weak central government included no executive or judicial branches. It lacked the power to enforce its resolutions upon either the states or individual citizens.
4. Despite its weaknesses, the new government enacted the Northwest Ordinance of 1787. This landmark legislation established an orderly procedure for territories to become states. The new states would not be subordinate colonies. They would instead be admitted as equals into the American republic.
5. The Northwest Ordinance banned slavery from the Northwest Territory. This fateful decision created a line between freedom and slavery that extended north of the Ohio River and all the way to the Mississippi River.

THE CONSTITUTION

1. Shays' Rebellion demonstrated the weaknesses of the government created by the Articles of Confederation. On May 25, 1787, 55 delegates from every state except Rhode Island met in Philadelphia. The delegates quickly resolved to abandon the Articles of Confederation and create a new government.
2. The new Constitution included innovative features designed to protect the American people from abuses of power. For example, the Framers created a system of checks and balances between the three branches of government. These checks and balances were designed to thwart the ambitions of selfish politicians. They also divided power between the states and the federal government.
3. The new Constitution included several features designed to frustrate sudden popular but emotional responses to demagogues. For example, rather than rely solely on a popular vote, the Framers created an Electoral College to select the president. In addition, the Constitution empowered state legislatures to select senators.

4. The delegates reached a number of pragmatic compromises. For example, the Great Compromise resolved a fractious dispute between large states led by Virginia and small states led by New Jersey by creating a bicameral or two-house Congress. The delegates also agreed to a Three-Fifths Compromise designed to protect the interests of slaveholders.
5. The Constitution marked a momentous turning point in American political history. In a bold and unprecedented action the Framers transferred sovereignty from the states to the people.

THE RATIFICATION DEBATE

1. The Anti-Federalists opposed the proposed Constitution. They feared excessive central authority and instead favored strong state governments and a limited national government.
2. The Anti-Federalists repeatedly stressed that the proposed Constitution failed to include a Bill of Rights to safeguard such essential individual liberties as freedom of speech and freedom of religion.
3. The Federalists supported the proposed Constitution. They welcomed a national government that would protect private property from debtors and irresponsible state legislatures.
4. James Madison, Alexander Hamilton, and John Jay wrote a series of 85 essays now known as the *Federalist Papers* to defend and explain the Constitution.
5. The Federalists were skilled and pragmatic political leaders who understood the art of compromise. For example, the ratification debates in state conventions indicated strong public support for a Bill of Rights. Rather than defy public opinion, the Federalists promised to add a Bill of Rights that would enumerate individual rights and restrict the powers of the central government.

RESULTS OF THE REVOLUTION FOR AFRICAN AMERICANS AND WOMEN

1. The presence of slavery in a country dedicated to promoting liberty posed a deep contradiction.
2. The new republic's ideal of liberty did not fall upon deaf ears in the North. Motivated by political and religious opposition to slavery, Mid-Atlantic and New England states initiated a "First Emancipation" by enacting laws that eliminated slavery. As a result, slavery rapidly became a distinctive Southern institution.

3. America's new Constitution did not lead to an expansion of women's legal rights. American women still could not form contracts, buy or sell property, serve on juries, or vote.
4. The need for well-informed citizens helped give rise to a new ideal for American wives that historians now call republican motherhood. According to its advocates, republican mothers had the responsibility to become exemplary parents who would raise their children to become virtuous citizens.
5. Republican motherhood both reinforced and expanded women's traditional roles. The concept gave motherhood a new dignity and importance. At the same time, it placed a new emphasis upon increasing educational opportunities for women.

CHAPTER 7

PERIOD 4 REVIEW

1800 – 1848



TIMELINE

- 1800 Election of Thomas Jefferson
- 1800 Second Great Awakening begins
- 1803 Louisiana Purchase
- 1803 *Marbury v. Madison*
- 1820 Missouri Compromise
- 1823 Monroe Doctrine
- 1825 Opening of Erie Canal
- 1828 Election of Andrew Jackson
- 1831 William Lloyd Garrison publishes *The Liberator*
- 1838 Trail of Tears
- 1844 First telegraph message
- 1845 Beginning of Irish immigration
- 1848 Seneca Falls Convention

WHAT'S HAPPENING

1. Thomas Jefferson won the 1800 presidential election. The election of 1800 is often called “the Revolution of 1800” because there was a peaceful transfer of political power from the defeated Federalists to the victorious Democrat-Republicans.
2. In his inaugural address, Jefferson stressed a conciliatory tone by reminding his fellow countrymen, “We are all Republicans; we are all Federalists.”
3. The Louisiana Purchase doubled the size of the United States. Jefferson sponsored the Lewis and Clark expedition to explore the Louisiana territory.

4. Chief Justice John Marshall established the principle of judicial review in the famous *Marbury v. Madison* decision. Judicial review gave the Supreme Court the power to declare unconstitutional a government action found to violate some provision of the Constitution.
5. Aaron Burr fatally wounded Alexander Hamilton in a pistol duel. Hamilton's death deprived the Federalists of their intellectual and political leader.

THE AGE OF JACKSON

1. Jackson's admirers saw him as a common man who represented the interests of the people.
2. The Jacksonians enthusiastically supported the expansion of white male suffrage. During the Jackson administration, nominating conventions replaced legislative caucuses.
3. As champions of the common man, the Jacksonians despised the privileges of the Eastern elite. Jackson vetoed a bill that would have rechartered the Second Bank of the United States. He denounced the bank as a vehicle used by the rich and powerful to bend the acts of government to their selfish purpose.
4. Jackson's war against the bank played a key role in the creation of the new two-party system. Now known as Democrats, Jackson's party opposed the bank and supported states' rights. Led by Henry Clay, the Whigs supported the bank and Clay's American System of internal improvements.
5. Jackson supported the Indian Removal Act providing for the forced removal of eastern tribes to the newly-established Indian Territory in what is now Oklahoma. In 1838, federal troops began a forced evacuation of about 17,000 Cherokees from their tribal lands. About one-fourth died from disease and exhaustion on the 800-mile route that became known as the Trail of Tears.

THE MARKET REVOLUTION

1. During the early 1800s most Americans bought goods from friends and neighbors in a local economy. A growing network of roads, canals, steamship lines, and rail lines linked consumers and producers in regional and even national markets.
2. The Erie Canal helped transform New York City into America's greatest commercial center.
3. The Market Revolution accelerated the rate of industrial growth in the Northeast. It also accelerated the migration of settlers into the Midwest.

Canals, roads, and rail lines linked the economies of the Northeast and the Midwest.

4. The South failed to keep up with the pace of industrial and urban growth in the Northeast and Midwest. It remained an agricultural economy dominated by an elite group of wealthy planters.
5. As the Market Revolution gained momentum, it encouraged a division of labor between home and work. While men held jobs in a competitive market economy, the home became the special “sphere” for women.

THE SECOND GREAT AWAKENING

1. The Second Great Awakening was a wave of religious fervor that swept across America between 1800 and 1830.
2. Charles Grandison Finney and other Second Great Awakening preachers stressed that each individual was a “moral free agent” who could improve his or her life.
3. It was a short step from the Second Great Awakening’s emphasis upon spiritual progress to a belief in the possibility of social progress. The Second Great Awakening inspired a commitment to perfectionism – faith in the human ability to build a just society.
4. Middle-class women played an especially important role in the Second Great Awakening. They boasted church membership and also spearheaded a number of reform movements. For example, Dorothea Dix urged more humane treatment for the mentally ill while Lucretia Mott and Elizabeth Cady Stanton worked tirelessly to fight for women’s rights.
5. The link between religion and reform awakened America to the evils of slavery. For example, the call for moral reform influenced William Lloyd Garrison’s demand for the immediate emancipation of all enslaved people.

SLAVERY AND THE OLD SOUTH

1. The cotton gin transformed cotton into America’s most valuable cash crop. By 1860, a vast cotton belt stretched from South Carolina to the Mississippi River Valley. Known as the Deep South, this region produced three-fourths of the world’s supply of cotton. Proud Southern planters confidently boasted, “Cotton is King.”
2. Cotton irrevocably changed the South’s attitude towards slavery. Prior to the invention of the cotton gin, thoughtful Southerners regarded slavery as a moral evil that would gradually be phased out. However, as the South

became committed to a cotton economy, it also became committed to slavery.

3. The presence of unpaid slave labor discouraged European immigrants from settling in the South. As the South devoted more and more resources to slave labor and cotton, the region failed to fully participate in the transportation revolution transforming the rest of America's economy.
4. A small but powerful group of planters owned more than half of the South's slaves. The majority of white families in the antebellum South were independent yeoman farmers who owned few, if any, slaves.
5. The spread of cotton plantations to the Deep South uprooted countless enslaved Africans. Despite this disruption, slaves maintained strong kinship networks while creating a separate African American culture.

WOMEN AND ANTEBELLUM REFORM

1. Women played a notable role in antebellum movements to reform American society.
2. The work by women reformers on behalf of the temperance movement was compatible with their accepted role as defenders of the "domestic sphere." At the same time, a compelling moral purpose led many women to join William Lloyd Garrison's American Anti-Slavery Society.
3. Elizabeth Cady Stanton and Lucretia Mott concluded that women and slaves both shared a history of injustice. In 1848, they issued a public call for a convention in Seneca Falls, New York to discuss women's rights.
4. The Seneca Falls Convention issued a "Declaration of Sentiments and Resolutions" calling for greater access to education, a change in divorce and child custody rights, and the extension of suffrage to women.
5. The Seneca Falls Convention marked the beginning of the women's rights movement in the United States. The resolutions passed at Seneca Falls formed the agenda for what historians now call first-wave feminism.

CHAPTER 8

PERIOD 5 REVIEW

1844 – 1877



TIMELINE

- 1844 Polk elected president
- 1850 Compromise of 1850 temporarily defuses sectional tensions
- 1852 Harriet Beecher Stowe publishes Uncle Tom's Cabin
- 1857 Dred Scott decision
- 1860 Lincoln elected president
- 1863 Lincoln issues the Emancipation Proclamation
- 1865 Lee surrenders to Grant
- 1865 Lincoln assassinated
- 1868 Fourteenth Amendment ratified
- 1870 Fifteenth Amendment ratified
- 1877 Compromise of 1877 ends Reconstruction

WHAT'S HAPPENING

1. The issue of territorial expansion dominated the 1844 presidential election. As the campaign began, Texas still remained independent, California still belonged to Mexico, and America and Great Britain still shared the Oregon Territory.
2. The Democratic National Convention nominated James K. Polk of Tennessee for president on the ninth ballot. This was the first convention to nominate a "dark horse" candidate and the first convention to be reported by telegraph.
3. Congress passed a joint resolution to annex Texas. The Lone Star State entered the Union on December 29, 1845.
4. The great Irish potato famine prompted a massive wave of Irish immigration to the United States.

5. In early 1846, Brigham Young led the Mormon migration to Utah.

MANIFEST DESTINY AND THE MEXICAN-AMERICAN WAR

1. John O'Sullivan coined the term Manifest Destiny in 1845. The phrase successfully captured the linkage between western expansion and America's self-proclaimed mission to spread the blessings of liberty and progress across the continent.
2. Polk used Manifest Destiny to justify the annexation of Texas and the Mexican-American War.
3. Whigs criticized Manifest Destiny as an excuse for justifying the war with Mexico. New England abolitionists forcefully argued that the slogan "extending the area of freedom" really meant extending the institution of slavery.
4. Mexico lost the Mexican-American War and ceded New Mexico and California to the United States while also accepting the Rio Grande as the Texas border. At that time, New Mexico included what is now Arizona, Nevada, Utah, and parts of Colorado and Wyoming.
5. Manifest Destiny transformed the United States into a transcontinental republic. Instead of giving rise to a new period of harmony, the postwar spirit of nationalism quickly faded as a sectional struggle over the territorial expansion of slavery began to dominate American political life.

THE ROAD TO WAR

1. The Compromise of 1850 led to the immediate admission of California as a free state. The agreement also included a strict new Fugitive Slave Act.
2. The Compromise of 1850 did not end the agitation over slavery. Designed to placate the South, the Fugitive Slave Act had the unintended consequence of inflaming Northern public opinion against slavery. The sight of professional slave hunters roaming across the Northern free states raised fears of a "slave power conspiracy."
3. The Kansas-Nebraska Act had immediate and profound consequences. The national uproar mobilized antislavery opinion as abolitionists, Free-Soilers, and former Whigs united to form the new Republican Party. The Republicans pledged to keep slavery out of the western territories. The rise of the Republicans led to the demise of the Whigs and the emergence of political parties representing rival sectional interests.

4. The Dred Scott decision ruled that neither slaves nor free blacks were citizens in the political community created by the Constitution. The decision sharpened sectional tensions by reinforcing the Southern view that the Constitution safeguarded slavery.
5. Lincoln won all 18 free states but did not win a single state in the South. His electoral victory prompted South Carolina and six other Deep South states to secede from the Union.

THE CIVIL WAR

1. The Confederacy showed military initiative and daring early in the war. However, the Union ultimately prevailed because of its greater economic resources, strategic victories at Gettysburg and Vicksburg, and Lincoln's wartime leadership.
2. Lincoln signed the Emancipation Proclamation on New Year's Day, 1863. The Proclamation strengthened the Union's moral cause as the war was now widened into a crusade against slavery. It also helped prevent the Confederacy from gaining full diplomatic recognition from England and France.
3. The secession of the Southern states enabled the Republicans to dominate Congress. They promptly passed the Homestead Act opening the Great Plains to settlers.
4. Both Southern and Northern women accepted new responsibilities as more and more men left their homes and jobs to fight in the army. For example, planters' wives and daughters learned how to manage their plantations. In the North women took paying jobs in business and government.
5. The Civil War emancipated about 4 million slaves. Frederick Douglass succinctly described the plight of the freed slaves: "He had neither money, property, nor friends. He was free from the old plantation, but he had nothing but the dusty road under his feet..."

RECONSTRUCTION

1. The Thirteenth Amendment formally abolished slavery. But two centuries of slavery created deeply rooted racial prejudices that a Constitutional amendment could not eradicate. Unwilling to accept blacks as equals, Southern states enacted laws known as Black Codes to limit the freedmen's basic civil and economic rights.
2. The Republican majority in Congress passed the Fourteenth Amendment to overrule the Black Codes. The amendment made the freedmen citizens.

It also prohibited the states from depriving “any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction equal protection of the laws.”

3. The Fifteenth Amendment enabled African American men to vote and exercise political influence. At the same time, the Republicans started a school system that included about 600,000 black students. They also built new hospitals and orphanages and began to reform the criminal justice system.
4. Radical Republicans had long been the driving force behind the program to Reconstruct Southern society. But Republicans became weary of pressing their Agenda in a hostile region. At the same time, sympathy for the freedmen Began to wane in the North. A new generation of “politicos” began to focus their attention on Western expansion, Indian wars, tariffs, and the construction of transcontinental railroads.
5. The disputed 1876 presidential election provided an opportunity for the North to end Reconstruction. After tense negotiations, Democratic leaders agreed to support the Republican candidate Rutherford Hayes. In return, Hayes agreed to adopt a “Let ‘Em Alone Policy” that included the withdrawal of all federal troops from the South. The remaining Republican governments quickly collapsed as Southern Democrats proclaimed a return to “home rule” and white supremacy.

CHAPTER 9

PERIOD 6 REVIEW

1876 – 1898



TIMELINE

- 1869 Completion of the first transcontinental railroad
- 1876 Alexander Graham Bell invents the telephone
- 1882 Chinese Exclusion Act
- 1882 John D. Rockefeller forms the Standard Oil Trust
- 1886 Formation of American Federation of Labor (AFL)
- 1887 Dawes Act
- 1890 Wave of New Immigrants pours into America
- 1890 Jacob Riis published *How the Other Half Lives*
- 1893 Chicago World Columbian Exposition opens
- 1895 Booker T. Washington delivers Atlanta Compromise speech
- 1896 “Separate but equal” decision in *Plessy v. Ferguson* promotes segregation
- 1896 Demise of the Populist Party as Republican win the presidential election

WHAT’S HAPPENING

1. The issue of territorial expansion dominated the 1844 presidential election. As the campaign began, Texas still remained independent, California still belonged to Mexico, and America and Great Britain still shared the Oregon Territory.
2. The Union Stockyard in Chicago opened in 1866. Within a decade it led to the phenomenal growth of Chicago as the world’s foremost meat-packing and meat-producing center.

3. Completed in 1866, the Atlantic cable connected the United States and Great Britain. The cable accelerated trans-Atlantic trade and communication.
4. On March 30, 1867, Secretary of State William Seward concluded negotiations with Russia on the purchase of Alaska. The United States agreed to pay \$7,200,000 or about 2 cents an acre for the territory.
5. Christopher Shole constructed the first successful typewriter in 1867. It led to a dramatic efficiency in business operations and opened new opportunities for women as secretaries.
6. During the late 1860s, Abilene, Kansas became a leading cattle terminal. Named for Jesse Chisholm, the celebrated Chisholm Trail connected Texas ranches with Abilene.

THE NEW WEST

1. The completion of the first transcontinental railroad marked the beginning of an economic boom across the West. The network of transcontinental lines created a vast integrated national market for raw materials and manufactured goods.
2. The Homestead Act of 1862 and the completion of the transcontinental railroad opened the West to agriculture. In the 30 years between 1870 and 1900, more land was made into farms than in all the previous 250 years. The population of the Great Plains steadily increased as 600,000 people settled in Kansas. By 1890, over 500,000 African Americans lived west of the Mississippi River.
3. The construction of the transcontinental railroad, the slaughter of the buffalo, the spread of epidemic diseases, and the destructive effect of constant warfare all threatened the autonomy of the Plains Indians.
4. The Dawes Act tried to “civilize” the Plains Indians by turning them into independent self-supporting farmers. The act ignored the importance traditional Indian cultures placed upon tribally held land. Instead of transforming Native Americans into self-supporting farmers, the Dawes Act undermined their culture and cost them their land.
5. The Bureau of Indian Affairs subjected Plains Indian children to a policy of forced assimilation. Reform groups opened boarding schools that isolated Indian children from their tribes. Teachers tried to “Americanize students by focusing on American cultural practices while simultaneously compelling them to give up their indigenous culture, spiritual beliefs, and even their names.

THE NEW SOUTH

1. Henry Grady, editor of the *Atlanta Constitution*, called for a “New South” that would be home to thriving cities, bustling factories, and rewarding business opportunities. Despite pockets of industrial development, Grady’s dream of a diversified Southern economy remained elusive.
2. In 1900, two-thirds of all Southern men still earned their living as farmers. During the 1860s, cotton planters and black farmers formed a new labor arrangement called sharecropping. The system’s exchange of black labor for the use of white-owned land did not lead to economic independence. Instead, blacks became entrapped in a seemingly endless cycle of debt and poverty.
3. Redeemer governments used literacy tests and poll taxes to evade the Fifteenth Amendment. These tactics worked. During the 1890s, the number of black voters plummeted.
4. The Supreme Court decision in *Plessy v. Ferguson* upheld “separate but equal” railroad facilities for African Americans. *Plessy v. Ferguson* allowed Jim Crow segregation laws to spread across the South.
5. Booker T. Washington opposed public agitation and supported accommodation to white society. In his Atlanta Compromise Speech, Washington offered a conciliatory approach welcomed by his white audience: “In all things purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.”

THE RISE OF INDUSTRIAL CAPITALISM

1. During the Civil War, wood provided about half of America’s energy needs. However, during the postwar period coal played a key role in the rise of industrial capitalism. American railroads and steamships took the lead in replacing wood with coal. In addition, steel mills used vast quantities of coal to fire their furnaces.
2. Railroads, steel companies, and oil refineries all faced intense competition from ambitious rivals. During the 1880s and 1890s, corporate executives consolidated their businesses into huge trusts and holding companies. By 1900, enormous corporations dominated the steel, oil, sugar, and meat packing industries.
3. America’s booming economy concentrated unprecedented wealth in the hands of a small but powerful group of industrial titans. By 1900, the richest two percent of American households owned over one-third of the nation’s wealth.

4. Social Darwinism is the belief that there is a natural evolutionary process by which the fittest will survive and prosper. During the Gilded Age, wealthy business and industrial leaders embraced Social Darwinism to justify their success as both appropriate and inevitable.
5. Andrew Carnegie urged wealthy Americans to use their financial resources to help the less fortunate and improve society. Known as the Gospel of Wealth, this view inspired many wealthy industrialists to support colleges, museums, and libraries.

LABOR UNIONS IN THE GILDED AGE

1. Owners enjoyed enormous profits while their workers earned meager salaries. America's poorly paid workers were also unprotected by safety regulations.
2. Founded in 1869, the Knights of Labor attempted to unify all working men and women into a national union under the motto, "An injury to one is the concern of all." The Knights began to lose influence when newspapers unjustly blamed them for causing the Haymarket Square riot. The union's membership declined as the public erroneously linked the Knights with violent anarchists who opposed all forms of government.
3. Founded in 1886, the American Federation of Labor (AFL) was an alliance of skilled workers and craft unions. Unlike the Knights of Labor, the AFL did not welcome unskilled workers, women, or racial minorities.
4. The Great Railroad Strike of 1877 signaled the beginning of a period of strikes and violent confrontations between labor and management. Between 1880 and 1900 over 23,000 strikes, the most in the industrial world, disrupted the American economy.
5. President Cleveland called out federal troops to break the Pullman strike on the grounds that it obstructed the ability of trains to deliver the U.S. mail. The Pullman Strike demonstrated that the federal government would actively intervene to crush strikes and protect management.

THE NEW IMMIGRANTS

1. Prior to the 1890s, most new Americans came from Western European countries such as England, Ireland, and Germany. But beginning in the 1890s, ethnic groups known as new immigrants began to arrive from countries in Southern and Eastern Europe such as Italy, Poland, and Russia. The overwhelming majority practiced the Roman Catholic and Jewish faiths.

2. The new immigrants fled religious persecution, oppressive governments, and hopeless poverty. Pushed by intolerance and hardship, the new immigrants were pulled by America's booming industrial economy. The new immigrants were attracted to America by more than just jobs; they also coveted America as a land offering a new life.
3. The harsh realities of life and work in America soon tempered the new immigrant's initial optimism. The overwhelming majority of newcomers gravitated to ethnic enclaves in Northeastern and Midwestern cities. Lacking financial resources one-third stayed in New York City. The city's Lower East Side contained 334,000 people, making it one of the most densely populated places in the world.
4. Jacob Riis used his pioneering photographic skill to document the hardship of life in Lower East Side tenements, streets, and alleys. His poignant photographs of children opened affluent New Yorkers' eyes to a world they had previously ignored.
5. In 1890, Riis compiled his photographs and graphic commentary into an influential book, *How the Other Half Lives*. The powerful work galvanized a new generation of Progressive reformers.

THE SOCIAL GOSPEL MOVEMENT

1. The Social Gospel movement focused on building a just society by addressing pressing urban and industrial problems.
2. Walter Rauschenbusch was a theologian and Baptist minister who emerged as one of the key figures in the Social Gospel movement. His sermons and books urged his followers to use direct social action to rectify the social sins plaguing American society.
3. Rauschenbusch strongly opposed Social Darwinism's belief that the fittest will survive and prosper while the unfit and lazy deserve their fate and should not receive help from society. In contrast, Rauschenbusch insisted that society has a moral responsibility to help the poor and less fortunate.
4. The Social Gospel movement added energy and a sense of urgency to the emerging Progressive movement. Inspired by the Social Gospel message, Jane Addams transformed a decaying mansion located in the heart of one of Chicago's poorest immigrant neighborhoods into a thriving settlement house offering services such as day care, English lessons, and personal hygiene. Hull House became a model that inspired the founding of over 400 similar facilities across America.

5. Many historians argue that the Social Gospel movement constitutes a distinctive Third Great Awakening. They point out that the First Great Awakening focused largely on redeeming the souls of individual sinners. The Second Great Awakening focused on both individual salvation and social sins such as alcoholism and slavery. In contrast, the Third Great Awakening galvanized American Protestants to address the plight of impoverished people living in urban slums.

THE POPULISTS

1. American farmers increasingly saw themselves as victims of an unjust economic and political system. They accused the railroads of abusing their monopoly by charging exorbitant freight rates. They assailed government economic policies that limited the money supply by mandating that the nation's currency had to be backed by gold.
2. As their debts mounted, struggling farmers became convinced that neither the Democratic nor the Republican parties would address the problems caused by greedy bankers and arrogant railroad executives.
3. In 1892 the wave of agrarian discontent gave birth to the People's or Populist Party. The Populists hoped to build a coalition of Western and Southern farmers and Eastern industrial workers that would replace the Democrats as a major political party.
4. The Populist Party platform put forth an ambitious list of proposals to shift power back to the people. For example, they demanded a graduated income tax and the direct election of senators.
5. The Populists achieved surprising success in the 1892 presidential election. However, the watershed 1896 election led to their demise. But the Populist message did not die. A new generation of Progressive reformers endorsed constitutional amendments calling for a graduated income tax and the direct election of senators.

CHAPTER 10

PERIOD 7 REVIEW

1890 – 1945



TIMELINE

- 1898 War between the United States and Spain
- 1898 The United States annexes Hawaii, the Philippines, Puerto Rico, and Guam
- 1901 McKinley assassinated; Theodore Roosevelt assumes presidency
- 1917 United States enters World War I
- 1920 The Nineteenth Amendment grants women suffrage
- 1920 Height of the Red Scare
- 1920 Beginning of the Harlem Renaissance
- 1924 National Origins Act
- 1929 Stock market crashes precipitating the Great Depression
- 1933 FDR launches the First New Deal
- 1941 Japanese planes attack Pearl Harbor
- 1942 FDR signs an Executive Order moving Japanese to internment camps
- 1944 D-Day landing in France
- 1945 Germany and Japan surrender
- 1945 U.S. drops atomic bombs on Hiroshima and Nagasaki

WHAT'S HAPPENING

1. The election of 1896 led to the swift collapse of the Populist Party. McKinley's victory began a generation of unbroken Republican domination that lasted until the election of FDR in 1932.
2. Led by Jane Addams, a new generation of middle-class "New Women" extended their roles as guardians of the home to becoming activists who worked to improve their communities.

3. An assassin's bullet took President McKinley's life just six months after his second inauguration. At age 42, Theodore Roosevelt became the youngest president in American history.
4. On December 17, 1903, Orville Wright made the first flight in a heavier-than-air machine.
5. In October 1903, the baseball champions of the National and American leagues met in the first World Series.

IMPERIALISM

1. Imperialism is the policy of extending a nation's power through military conquest, economic domination, and/or annexation. Advocates of imperialism argued that America's compelling economic need for raw materials and markets required it to play a more aggressive role in world affairs.
2. Proponents of imperialism argued that America's status as a great nation required it to project naval power into the Pacific Ocean. In his book *The Influence of Sea Power upon History*, Captain Alfred T. Mahan maintained that the United States should view the Pacific Ocean as a commercial highway that required the presence of a powerful navy.
3. Advocates of imperialism argued that the United States had a moral duty to bring the blessings of its civilization to less advanced peoples. Often called "The White Man's Burden," this idea justified a new national mission to "elevate backward peoples."
4. The Anti-Imperialist League strongly opposed the annexation of the Philippines. League members argued that imperialism violated America's long-established commitment to the principles of self-determination and anti-colonialism.
5. The war with Spain resulted in the acquisition of Puerto Rico, Guam, and the Philippines. The acquisition of the Philippines provoked a bloody guerilla war. After three years of fighting, America's overwhelming military power finally crushed the rebels.

THE PROGRESSIVES

1. After the collapse of the Populist Party the reform spirit shifted to the cities where a new generation of middle-class reformers focused on a broad range of problems caused by industrialization and urbanization. Progressives wanted government to play an active role in public life. They believed that complex social problems required a broad range of government responses.

2. Muckrakers were journalists who exposed corruption and social problems through investigative reporting. For example, Upton Sinclair's *The Jungle* used nauseating details to describe unsanitary practices in the meatpacking industry.
3. The Progressive Era marked a significant turning point in the history of American women. Women became a driving force behind many Progressive Era reforms. They joined clubs, founded settlement houses, and successfully fought for constitutional amendments prohibiting the sale of alcoholic beverages and granting women the suffrage.
4. The wanton exploitation of western forests, wildlife, and scenic areas outraged Progressives. Preservationists believed that government policies should preserve wilderness areas in their natural state. In contrast, conservationists believed that government policies should promote the management of natural resources in a responsible and sustained manner.
5. Progressive Era reforms devoted little attention to the plight of African Americans. However, the era did witness the formation of the National Association for the Advancement of Colored People (NAACP) and the emergence of W.E.B. Du Bois as an influential black leader.

WORLD WAR I HOMEFRONT DEVELOPMENTS

1. The wartime demand for industrial workers encouraged over 400,000 Southern blacks to migrate to Northern cities. Known as the Great Migration, this movement opened new opportunities for African Americans while also exacerbating racial tensions in many cities.
2. President Wilson faced a difficult fight to win Senate approval for the Treaty of Versailles. Opponents objected to the League's collective security provision arguing that it would limit American sovereignty and undermine the power of Congress in foreign affairs. The Senate never approved the Treaty of Versailles and the United States never joined the League of Nations.
3. In November 1917 Bolsheviks led by Vladimir Lenin seized power in Russia and promptly created a communist dictatorship. The revolutionary upheaval in Russia alarmed many Americans who believed that communist sympathizers and other radicals were secretly planning to undermine the United States government.
4. A red scare or nationwide fear of aliens, swept across the country. Nearly 30 states enacted sedition laws imposing harsh penalties on those who promoted revolution. Authorities sentenced 300 people to jail. Their only crime had been opposing the war.

5. Although no more than one-tenth of one percent of adult Americans actually belonged to the domestic communist movement, Attorney General Mitchell Palmer felt compelled to act. On January 2, 1920, agents of the Department of Justice arrested over 5,000 people across America. The Palmer Raids violated civil liberties by breaking into homes and union offices without arrest warrants. Although most of those arrested were released, the Department of Justice deported about 500 aliens without hearings or trials.

THE 1920S

1. The Palmer Raids marked the end of the Red Scare. However, they did not mark the end of intolerance and nativism. During the early 1920s, membership in the Ku Klux Klan swelled to as many as four million people. The revived Klan endorsed white supremacy and immigration restriction. Congress responded to this nativist pressure by passing the National Origins Act of 1924. The law established quotas that sharply reduced the flow of immigrants from Southern and Eastern Europe.
2. The 1920s witnessed the mass production of a new generation of affordable consumer products. Within a few years the automobile transformed America from a land of isolated farms and small towns into a nation of cities and suburbs connected by paved roads.
3. The mass production of automobiles, radios, and labor-saving appliances fueled a spectacular economic boom. Materialism flourished as advertisements urged consumers to “buy now and pay later.” Unprecedented prosperity seemed to offer a glittering future that would continue to provide endless enjoyment.
4. The Great Migration of African Americans from the rural South to industrial cities in the North and Midwest continued during the 1920s. Harlem emerged as a vibrant center of African American culture. During the 1920s a new generation of black writers and artists created an outpouring of work known as the Harlem Renaissance. Many embraced the term “New Negro” as a proud assertion of their African American heritage and culture.
5. The 1920s marked the appearance of America’s first youth culture, in which a generation of under-25-year-olds deliberately flaunted a new set of styles, attitudes, and ways of behaving. Young women known as flappers became the most publicized and controversial representatives of both rebellious youth and the new American woman.

THE NEW DEAL

1. When Franklin D. Roosevelt took the oath of office on March 4, 1933, the United States faced a grave economic crisis. During the previous three years 86,000 businesses closed their doors, 9,000 banks declared bankruptcy, stocks lost 89 percent of their value, and the unemployment rate rose to a staggering 24.9 percent.
2. FDR promised and quickly delivered a “New Deal for the American people.” In just one hundred days from March 9 to June 16, 1933, Congress approved fifteen major pieces of social and economic legislation. Unlike either the Progressive Era presidents or his predecessor Herbert Hoover, Roosevelt recognized that America’s millions of unemployed workers needed direct federal relief.
3. In 1934 and 1935 the Democratic majorities in Congress enacted a series of far-reaching programs known as the Second New Deal. The Social Security Act created a federal pension system funded by taxes on a worker’s wages and by an equivalent contribution by employers.
4. The New Deal did not directly confront racial injustice. Despite the New Deal’s limitations it did create employment opportunities that helped African Americans survive the Great Depression. Grateful African American voters became an important part of the New Deal coalition that reelected FDR in 1936, 1940, and 1944.
5. New Deal programs were only partially successful in reducing unemployment and reviving the economy. The United States finally emerged from the Great Depression when the federal government sharply increased military spending at the beginning of World War II.

WORLD WAR II HOMEFRONT DEVELOPMENTS

1. As fear swept across America, it was easy to believe that the West Coast would be Japan’s next target. It was all too easy to displace anger and fear against Japan to the approximately 111,000 people of Japanese birth and descent living on the West Coast. On February 19, 1942, President Roosevelt responded to the public outcry by issuing an Executive Order authorizing the military to evacuate all people of Japanese ancestry to ten detention camps. The internment program represented the most serious violation of civil liberties during wartime in American history.

2. American factories used assembly line techniques to mass-produce weapons tanks, ships, and planes. The production miracle played a key role in defeating the Axis powers.
3. World War II created job opportunities for women. The iconic “Rosie the Riveter” poster celebrated the women who worked in the nation’s munitions factories.
4. Pressured by the threat of a protest march in Washington, D.C., FDR issued Executive Order 8802 providing for “the full and equitable participation of all workers in defense industries, without discrimination because of race, creed, or national origin.” The order marked the first time since Reconstruction that the federal government openly committed itself to opposing racial discrimination.
5. African Americans were keenly aware of the contradiction between fighting for democracy abroad while enduring racial discrimination at home. Blacks enthusiastically supported a “Double V” campaign to win victory over fascism in Europe and victory over discrimination in the United States.