In developing your answers to Part III, be sure to keep these general definitions in mind:

(a) **describe** means “to illustrate something in words or tell about it”
(b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

**DOCUMENT-BASED QUESTION**

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

**Historical Context:**

Throughout United States history, movements have sought to bring about economic, political, and social change. These movements have had a significant impact on the United States and on American society. These movements include the abolitionist movement, the labor movement, and the woman’s suffrage movement.

**Task:** Using the information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Choose *two* of the movements mentioned in the historical context and for *each*
- Describe the historical circumstances that led to this movement
- Describe how this movement attempted to achieve its goals
- Discuss the impact of this movement on the United States and/or on American society
Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1a

1a Based on these graphs, state one relationship between cotton production and the growth of slavery between 1800 and 1860. [1]

Score
African-born James L. Bradley was a slave who purchased his freedom. In 1834, while a student at the Lane Seminary in Cincinnati, Ohio, he wrote a short account of his life. This is an excerpt from his account.

… I will begin as far back as I can remember. I think I was between two and three years old when the soul-destroyers tore me from my mother's arms, somewhere in Africa, far back from the sea. They carried me a long distance to a ship; all the way I looked back, and cried. The ship was full of men and women loaded with chains; but I was so small, they let me run about on deck.

After many long days, they brought us into Charleston, South Carolina. A slaveholder bought me, and took me up into Pendleton County. I suppose that I staid [stayed] with him about six months. He sold me to a Mr. Bradley, by whose name I have ever since been called. This man was considered a wonderfully kind master; and it is true that I was treated better than most of the slaves I knew. I never suffered for food, and never was flogged with the whip; but oh, my soul! I was tormented with kicks and knocks more than I can tell. My master often knocked me down, when I was young. Once, when I was a boy, about nine years old, he struck me so hard that I fell down and lost my senses. I remained thus some time, and when I came to myself, he told me he thought he had killed me. At another time, he struck me with a currycomb [metal comb used for grooming horses], and sunk the knob into my head. I have said that I had food enough; I wish I could say as much concerning my clothing. But I let that subject alone, because I cannot think of any suitable words to use in telling you….


1b According to this document, what was one hardship James L. Bradley experienced as a slave? 

Score
2 According to Howard Zinn, what was one method used by abolitionists to achieve their goals? [1]
… The success or failure of abolitionism must be judged against the broader question, what was possible? In confronting the most divisive issue in American history, slavery, abolitionism provided the voice of conscience. It assisted tens of thousands of individual blacks, steered the nation toward a recognition of universal rights, and was instrumental in embedding those rights into the Constitution.

Even the “mistakes” of abolitionism had interesting consequences. For example, because male abolitionists did not fight to include the word “female” in the Thirteenth*, Fourteenth, and Fifteenth amendments, the women’s rights movement was rekindled in a backlash of anger.…

*The 13th amendment applied equally to females and males.

3 According to Wendy McElroy, what were two impacts of the abolitionist movement?  [2]

(1)__________________________________________________________________________________

__________________________________________________________________________________

Score □ □ □ □

(2)__________________________________________________________________________________

__________________________________________________________________________________

Score □ □ □ □
Representatives of The Harbinger visited factories in Lowell, Massachusetts, and Manchester, New Hampshire. This is an excerpt from the magazine’s report of its findings.

… The girls [in the Lowell Mills] attended upon an average three looms; many attended four, but this requires a very active person, and the most unremitting [constant] care. However, a great many do it. Attention to two is as much as should be demanded of an operative. This gives us some idea of the application required during the thirteen hours of daily labor. The atmosphere of such a room cannot of course be pure; on the contrary, it is charged with cotton filaments and dust, which, we are told, are very injurious to the lungs.

On entering the room, although the day was warm, we remarked that the windows were down. We asked the reason, and a young woman answered very naively, and without seeming to be in the least aware that this privation of fresh air was anything else than perfectly natural, that “when the wind blew, the threads did not work well.” After we had been in the room for fifteen or twenty minutes, we found ourselves, as did the persons who accompanied us, in quite a perspiration, produced by a certain moisture which we observed in the air, as well as by the heat.…

Source: “The Female Workers of Lowell,” The Harbinger, November 14, 1836

4 According to this document, what was one condition faced by factory workers in the Lowell Mills in the 1830s? [1]

Score [ ]
Based on this time line, what was one way workers responded to their working conditions between 1869 and 1902? [1]
… A better relationship between labor and management is the high purpose of this Act. By assuring the employees the right of collective bargaining it fosters the development of the employment contract on a sound and equitable basis. By providing an orderly procedure for determining who is entitled to represent the employees, it aims to remove one of the chief causes of wasteful economic strife. By preventing practices which tend to destroy the independence of labor, it seeks, for every worker within its scope, that freedom of choice and action which is justly his.…

Source: President Franklin D. Roosevelt, Statement on Signing the National Labor Relations [Wagner] Act, July 5, 1935

6a According to President Franklin D. Roosevelt, what was one way the National Labor Relations [Wagner] Act would affect workers?  [1]
Congress passed the Fair Labor Standards Act in 1938.

### Employee Rights under the Fair Labor Standards Act

**The United States of Labor Wage and Hour Division**

#### Federal Minimum Wage

<table>
<thead>
<tr>
<th>Date</th>
<th>Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>$5.85</td>
</tr>
<tr>
<td>2008</td>
<td>$6.55</td>
</tr>
<tr>
<td>2009</td>
<td>$7.25</td>
</tr>
</tbody>
</table>

#### Overtime Pay

At least 1½ times your regular rate of pay for all hours worked over 40 in a workweek.

#### Youth Employment

An employee must be at least 16 years old to work in most non-farm jobs and at least 18 to work in non-farm jobs declared hazardous by the Secretary of Labor.

Youths 14 and 15 years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs under the following conditions:

- No more than
  - 3 hours on a school day or 18 hours in a school week;
  - 8 hours on a non-school day or 40 hours in a non-school week.

Also, work may not begin before 7 a.m. or end after 7 p.m., except from June 1 through Labor Day, when evening hours are extended to 9 p.m. Different rules apply in agricultural employment. For more information, visit the YouthRules! Web site at [www.youthrules.gov](http://www.youthrules.gov).

Source: U.S. Department of Labor, 2007 (adapted)

6b Based on this Department of Labor poster, what is one way the Fair Labor Standards Act continues to affect workers? [1]
… The women in Mary McClintock’s [an organizer of the Seneca Falls Convention] kitchen concluded that action was required and resolved to call a woman’s rights convention the next week, July 19 and 20 [1848]. On short notice, more than two hundred women and about forty men from the surrounding towns and countryside came to the meeting in the Wesleyan Chapel at Seneca Falls. They must have known that such an event was radically new. Indeed, the leaders prevailed on James Mott to preside as they quailed [falter] before such a large, mixed audience. Yet the women at Seneca Falls brought with them a seventy-year-long tradition of female activity. Many had traveled the same route over and over to attend revivals, missionary meetings, and female gatherings in the name of temperance, moral reform, and abolition. Their mothers’ generation had been the leading force in the Great Awakening two decades before. Their grandmothers and great-grandmothers boycotted tea, spun and wove for the army, and believed themselves “born for liberty.” When the organizers of the convention started to write a statement for the body to debate, they returned to the legacy of their revolutionary foremothers: “We hold these truths to be self-evident,” they wrote, “that all men and women are created equal.” …


7a According to Sara M. Evans, what was one experience of women that contributed to their demand for equality? [1]
… The history of mankind is a history of repeated injuries and usurpations [dispossessions] 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 the elective franchise.
He has compelled her to submit to laws, in the formation of which she had no voice.…
He has made her, if married, in the eye of the law, civilly dead.
He has taken from her all right in property, even to the wages she earns.…
After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.…

Source: Seneca Falls Declaration of Sentiments, 1848

7b According to this document, what was one grievance stated in the Seneca Falls Declaration of Sentiments? [1]
8 Based on these documents, what were two methods used by women’s rights groups to influence American public opinion? [2]

(1)__________________________________________________________________________________

__________________________________________________________________________________

(2)__________________________________________________________________________________

__________________________________________________________________________________
… As it turned out, women’s suffrage had few consequences, good or evil. Millions of women voted (although never in the same proportion as men), women were elected to public office (several gained seats in Congress by the end of the 1920's), but the new electorate caused scarcely a ripple in American political life. Women like Jane Addams made great contributions, but it would be difficult to demonstrate that they accomplished any more after they had the vote than before. It was widely believed, although never proved, that women cast a “dry” vote for Hoover in 1928 and that women were likely to be more moved than men to cast a “moral-issue” vote. Otherwise, the earth spun around much as it had before.…

9 According to William E. Leuchtenburg, what was one result of women’s suffrage on American society? [1]
Part B
Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least four documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout United States history, movements have sought to bring about economic, political, and social change. These movements have had a significant impact on the United States and on American society. These movements include the abolitionist movement, the labor movement, and the woman’s suffrage movement.

Task: Using the information from the documents and your knowledge of United States history, write an essay in which you

Choose two of the movements mentioned in the historical context and for each
- Describe the historical circumstances that led to this movement
- Describe how this movement attempted to achieve its goals
- Discuss the impact of this movement on the United States and/or on American society

Guidelines:

In your essay, be sure to
- Develop all aspects of the task
- Incorporate information from at least four documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme