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

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

**Part III**

**DOCUMENT-BASED QUESTION**

This question is based on the accompanying documents (1–6). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the 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:**

Since 1900, African Americans and women have had difficulty achieving their civil rights. The government, groups, and individuals have taken actions to help African Americans and women achieve their civil rights.

**Task:** Using 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:

- Discuss problems experienced by African Americans and problems experienced by women in achieving their civil rights since 1900
- For each problem, describe one action taken by the government, a group, or an individual in an attempt to help African Americans and women achieve their civil rights
Part A

Short-Answer Questions

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

Document 1

Adoption of Voting Restrictions in Southern States 1889–1908

<table>
<thead>
<tr>
<th>Year</th>
<th>Poll Tax</th>
<th>Literacy Test</th>
<th>Property Test</th>
<th>Grandfather Clause</th>
<th>Other*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1889</td>
<td>FL</td>
<td></td>
<td></td>
<td></td>
<td>TN, FL</td>
</tr>
<tr>
<td>1890</td>
<td>MS, TN</td>
<td>MS</td>
<td></td>
<td></td>
<td>MS</td>
</tr>
<tr>
<td>1891</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AR</td>
</tr>
<tr>
<td>1892</td>
<td>AR</td>
<td></td>
<td></td>
<td></td>
<td>AL</td>
</tr>
<tr>
<td>1893</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SC, VA</td>
</tr>
<tr>
<td>1894</td>
<td>SC</td>
<td>SC</td>
<td></td>
<td></td>
<td>SC</td>
</tr>
<tr>
<td>1895</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1896</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>LA</td>
</tr>
<tr>
<td>1897</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1898</td>
<td>LA</td>
<td>LA</td>
<td>LA</td>
<td>LA</td>
<td></td>
</tr>
<tr>
<td>1899</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NC</td>
</tr>
<tr>
<td>1900</td>
<td>NC</td>
<td>NC</td>
<td>NC</td>
<td>NC</td>
<td></td>
</tr>
<tr>
<td>1901</td>
<td>AL</td>
<td>AL</td>
<td>AL</td>
<td>AL</td>
<td></td>
</tr>
<tr>
<td>1902</td>
<td>VA, TX</td>
<td>VA</td>
<td>VA</td>
<td>VA</td>
<td></td>
</tr>
<tr>
<td>1903</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1904</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1905</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1906</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1907</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1908</td>
<td>GA</td>
<td>GA</td>
<td>GA</td>
<td>GA</td>
<td></td>
</tr>
</tbody>
</table>

*Registration, multiple-box, secret ballot, understanding clause.

Source: *The American Record: Images of the Nation’s Past, Volume Two*, edited by William Graebner and Leonard Richards (adapted)

1 Based on this chart, state **two** methods used by southern states to deny the vote to African Americans.  [2]

(1) __________________________________________________________

(2) __________________________________________________________

Score [ ]

Score [ ]
The great doctrine of the American Republic that “all governments derive their just powers from the consent of the governed” justifies the plea of one-half of the people, the women, to exercise the suffrage. The doctrine of the American Revolutionary War that taxation without representation is unendurable justifies women in exercising the suffrage.

— Oklahoma Senator Robert L. Owen, 1910

2  What problem is described in this quotation?  [1]
3 According to this poster, what were two reasons that people should vote in favor of the 19th Amendment supporting women's suffrage? [2]

(1) _____________________________________________________________________________________

(2) _____________________________________________________________________________________
The major sections [titles] of the Civil Rights Act of 1964 included these provisions:

(1) Title I banned the use of different voter registration standards for blacks and whites.

(2) Title II prohibited discrimination in public accommodations, such as motels, restaurants, gas stations, theaters, and sports arenas.

(3) Title VI allowed the withholding of federal funds from public or private programs that practice discrimination.

(4) Title VII banned discrimination on the basis of race, sex, religion, or national origin by employers and unions.

(5) Title VII also created the Equal Employment Opportunity Commission (EEOC) to investigate charges of job discrimination.

4 Based on this document, state two provisions of the Civil Rights Act of 1964 that attempted to end discrimination for African Americans and women. [2]

(1) ____________________________________________

(2) ____________________________________________

Score □ □
I ask the Congress under the power clearly granted by the 15th amendment to enact legislation [Voting Rights Bill] which would:

1. Strike down restrictions to voting in all elections—Federal, State, and local—which have been used to deny Negroes the right to vote.

2. Establish in all States and counties where the right to vote has been denied on account of race a simple standard of voter registration which will make it impossible to thwart the 15th amendment.

3. Prohibit the use of new tests and devices wherever they may be used for discriminatory purposes.

4. Provide adequate power to insure, if necessary, that Federal officials can perform functions essential to the right to vote whenever State officials deny that right.

— President Lyndon B. Johnson, Message to the House of Representatives, March 15, 1965

Source: Congressional Record

5 According to this passage, what was the main purpose of the Voting Rights Bill? [1]

Score [ ]
. . . Until the Equal Pay Act of 1963, only the state of Wyoming had passed an equal pay law for employees of the state government. The federal act provided equal pay for men and women in jobs requiring equal skill, responsibility, and effort. Although to help insure passage it excluded business and professional women, as well as almost two-thirds of working women, especially low-paid women in agriculture and domestic service from its provisions, the Equal Pay Act represented the first significant step toward ending wage discrimination for women workers. In 1963 full-time, year-round female workers were earning on average 63 percent less than male workers. By 1971 the disparity had dropped to 57 percent; and by the twenty-fifth anniversary of the act in 1998, the gap had closed to under 25 percent. Because there is an imprecision in determining what constitutes equal skill, responsibility, and effort, enforcement of the Equal Pay Act has proven difficult, and the disparity of wages between men and women has not yet been corrected. However, feminists and equal rights advocates have achieved success in court cases that consider comparable worth in job descriptions and wages, and women have won numerous lawsuits in the 1980s and 1990s, particularly in city and state jobs in which qualifications and requirements are more precisely quantified. The Equal Pay Act of 1963 has, despite slow gains, helped change attitudes and employment practices that in some cases have ended and in others mitigated [relieved] wage discrimination. . . .

Source: Deborah G. Felder, *A Century of Women: The Most Influential Events In Twentieth-Century Women's History*, Birch Lane Press

6 According to this author, how did the Equal Pay Act affect women workers? [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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Since 1900, African Americans and women have had difficulty achieving their civil rights. The government, groups, and individuals have taken actions to help African Americans and women achieve their civil rights.

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

• Discuss problems experienced by African Americans and problems experienced by women in achieving their civil rights since 1900
• For each problem, describe one action taken by the government, a group, or an individual in an attempt to help African Americans and women achieve their civil rights

Guidelines:

In your essay, be sure to:

• Address all aspects of the Task by accurately analyzing and interpreting at least four documents
• Incorporate information from the documents in the body of the essay
• Incorporate relevant outside information
• Support the theme with relevant facts, examples, and details
• Use a logical and clear plan of organization
• Introduce the theme by establishing a framework that is beyond a simple restatement of the Task or Historical Context and conclude with a summation of the theme