

NAME _____ SCHOOL _____

In developing your answers to Part III, be sure to keep this general definition in mind:

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 The question is designed to test your ability to work with historical documents.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 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:

For many Americans, the 1920s was a decade of prosperity and confidence. However, by the end of the decade, political, social, and economic changes were starting that would create a far different America in the 1930s.

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

- Discuss the differences *and/or* similarities in American society between the 1920s and the 1930s

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

Yes, Sir, He's My Baby!



Source: Andrew Cayton et al., *America: Pathways to the Present*, Prentice Hall, 1995 (adapted)



Source: Daniel R. Fitzpatrick, *St. Louis Post-Dispatch*, September 21, 1924

1 Based on these cartoons, what is the relationship between President Calvin Coolidge's administration and big business in the 1920s? [1]

Score

Document 2

...And what were these “own lives” of theirs [women] to be like? Well, for one thing, they could take jobs. Up to this time girls of the middle classes who had wanted to “do something” had been largely restricted to school-teaching, social-service work, nursing, stenography, and clerical work in business houses. But now they poured out of the schools and colleges into all manner of new occupations. They besieged the offices of publishers and advertisers; they went into tea-room management until there threatened to be more purveyors [sellers] than consumers of chicken patties and cinnamon toast; they sold antiques, sold real estate, opened smart little shops, and finally invaded the department stores. In 1920 the department store was in the mind of the average college girl a rather bourgeois [middle class] institution which employed “poor shop girls”; by the end of the decade college girls were standing in line for openings in the misses’ sports-wear department and even selling behind the counter in the hope that some day fortune might smile upon them and make them buyers or stylists. Small-town girls who once would have been contented to stay in Sauk Center [Minnesota] all their days were now borrowing from father to go to New York or Chicago to seek their fortunes — in Best’s or Macy’s or Marshall Field’s. Married women who were encumbered [burdened] with children and could not seek jobs consoled themselves with the thought that home-making and child-rearing were really “professions,” after all. No topic was so furiously discussed at luncheon tables from one end of the country to the other as the question whether the married woman should take a job, and whether the mother had a right to. And as for the unmarried woman, she no longer had to explain why she worked in a shop or an office; it was idleness, nowadays, that had to be defended....

Source: Frederick Lewis Allen, *Only Yesterday: An Informal History of the 1920s*, Harper & Row, 1931

2 According to Frederick Lewis Allen, what is **one** way middle-class women’s lives changed in the 1920s? [1]

Score

Document 3

Howard Johnson was an African American newspaper editor.

...The time was ripe for a renaissance back then. After the defeat of the kaiser in Germany [in World War I], a spirit of optimism and positive expectation swept across Harlem. The Allies won the war for democracy, so now it was time for something to happen in America to change the system of segregation and lynching that was going on. In Europe, the black [African American] troops were welcomed as liberators; so when they came back to America, they were determined to create a situation that would approximate the slogans they had been fighting for. They wanted democracy at home in the United States. And this general idea helped feed the concept of "The Renaissance."...

A lot of people wonder how there could be joy and optimism in a community under the conditions of segregation and discrimination. But the black community had two very important forces that enabled it to survive and grow. One was the church, where you had the gospel and the spiritual, which were inspirational in their basic content. And the other was the entertainment world, where you had the music of the secular side, expressed in jazz...

Source: Howard Johnson, interviewed in Jennings and Brewster, *The Century*, Doubleday, 1998

3a According to Howard Johnson, what was **one** effect of World War I on the black community? [1]

Score

b According to Howard Johnson, what was **one** factor that helped the black community during the 1920s? [1]

Score



Source: Carey Orr, *Chicago Tribune*, 1924 (adapted)

4 State **one** criticism that this cartoonist is making about the 1920s generation. [1]

Score

Document 5a

I. W. Burnham was a Wall Street stockbroker.

...People were making a lot of money in the stock market—you could sort of feel it when you visited customers or made deliveries. Everybody was really, really busy and they were feeling pretty good about themselves. It was around this time that the public got more interested in the market than they had been. Stock prices had been going up pretty steadily, and even though it was still mainly rich people investing, the average guy was starting to hear about friends making \$20,000 or \$30,000 overnight. There was rampant [widespread] speculation, and if you wanted to take part all you had to do was put up 10 percent of the money and a broker would cover the rest....

Source: I. W. Burnham, interviewed in Jennings and Brewster, *The Century*, Doubleday, 1998 (adapted)

5a According to I. W. Burnham, what was **one** reason the public became more interested in the stock market in the 1920s? [1]

Score

Document 5b

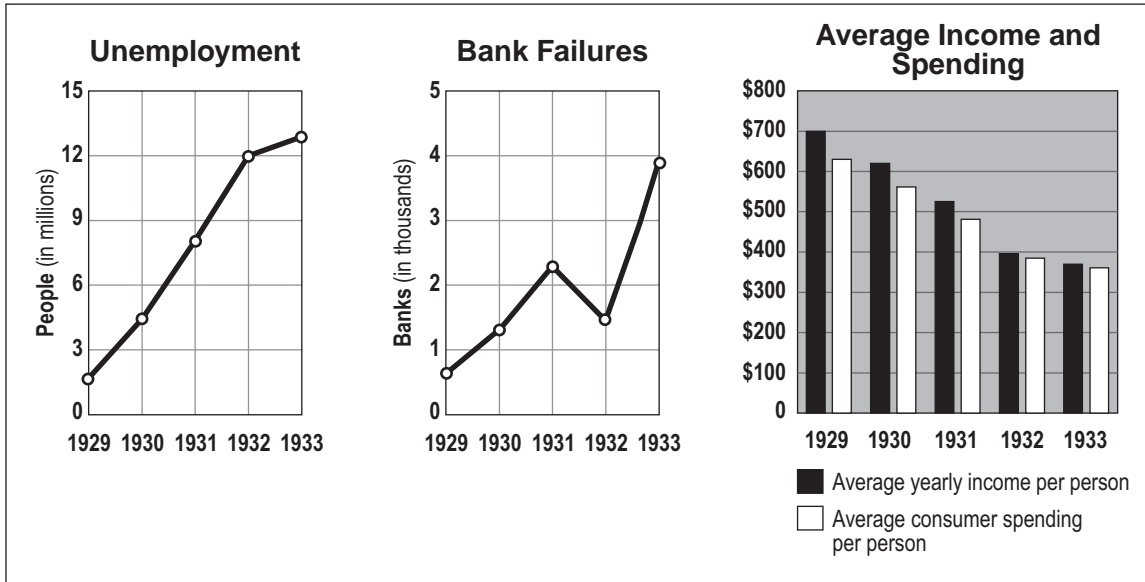
...Critics of big business in the 1920s emphasized not only the increase in concentration, but also the fact that the benefits of technological innovation were by no means evenly distributed. Corporate profits and dividends far outpaced the rise in wages, and despite the high productivity of the period, there was a disturbing amount of unemployment. At any given moment in the “golden twenties,” from 7 to 12 percent were jobless. Factory workers in “sick” [weak] industries such as coal, leather, and textiles saw little of flush [prosperous] times. Nor did blacks [African Americans] in ghetto tenements, or Hispanics in the foul barrios of Los Angeles or El Paso, or Native Americans abandoned on desolate reservations. The Loray Mill in Gastonia, North Carolina, site of a bloody strike in 1929, paid its workers that year a weekly wage of \$18 to men and \$9 to women for a 70-hour week. At the height of Coolidge prosperity, the secretary of the Gastonia Chamber of Commerce boasted that children of fourteen were permitted to work only 11 hours a day. Perhaps as many as two million boys and girls under fifteen continued to toil in textile mills, cranberry bogs, and beet fields. In 1929, 71 percent of American families had incomes under \$2,500, generally thought to be the minimum standard for a decent living. The 36,000 wealthiest families received as much income as the 12,000,000 families—42 percent of all those in America—who received under \$1,500 a year, below the poverty line....

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–1932*, University of Chicago Press (adapted)

5b According to William Leuchtenburg, what was **one** economic problem of the 1920s? [1]

Score

Document 6



Source: *Historical Statistics of the United States* (adapted)

6 Based on the information in these charts, state **one** economic trend of the early 1930s. [1]

Score

Document 7a

Bruce Craven is responding to one of President Franklin D. Roosevelt's fireside chats.

JULY 25, 1933

Dear Mr. President;

...The forgotten man has been forgotten, if he was ever really remembered. I happen to be an approved attorney for the Federal Land Bank, and on publication of the information about the new loan legislation, the little man came to see me vainly hoping that at last he had been remembered. He is representative of thousands of farmers in North Carolina, owning maybe 50 acres of land and doing all of his own work, and about to lose his farm under a mortgage. But to get the loan he is obliged to pay \$20 in advance for appraisals, and another \$10 for a survey, and he no more has that much cash than he has the moon. I have written to everyone from Mr. [Treasury Secretary Henry] Morgenthau on down about this, and no one is interested. The prevailing idea seems to be that if a man is that poor, he should stay poor.

Before any of this loan and public works legislation was enacted, I wrote you that you ought to put at least one human being in each supervising body, and by that I meant a man who actually knows there is a "little man" in this nation and that he never has had a fair chance, and that he deserves one. I hope yet that somehow you may remember this forgotten little man, who has no one in high places to befriend him.

Respectfully yours,

Bruce Craven
Trinity, North Carolina

Source: Levine and Levine, *The People and the President: America's Conversation with FDR*, Beacon Press, 2002

7a According to Bruce Craven, why does "the forgotten man" need help? [1]

Score

Document 7b



Source: C. D. Batchelor, *New York Daily News*, October 11, 1936

7b Based on this cartoon, what is the relationship between “the forgotten man” and President Franklin D. Roosevelt? [1]

Score

Document 8a

...Working women at first lost their jobs at a faster rate than men—then reentered the work force more rapidly. In the early years of the Depression, many employers, including the federal government, tried to spread what employment they had to heads of households. That meant firing any married woman identified as a family’s “secondary” wage-earner. But the gender segregation in employment patterns that was already well established before the Depression also worked to women’s advantage. Heavy industry suffered the worst unemployment, but relatively few women stoked blast furnaces in the steel mills or drilled rivets on assembly lines or swung hammers in the building trades. The teaching profession, however, in which women were highly concentrated and indeed constituted a hefty majority of employees, suffered pay cuts but only minimal job losses. And the underlying trends of the economy meant that what new jobs did become available in the 1930s, such as telephone switchboard operation and clerical work, were peculiarly suited to women....

Source: David M. Kennedy, *Freedom From Fear: The American People in Depression and War, 1929–1945*, Oxford University Press

8a According to David M. Kennedy, what was **one** economic effect of the Depression on women? [1]

Score

Document 8b

...Although obviously severely limited, the improvements for blacks [African Americans] during the Depression were discernible [noticeable]. In May 1935, as the “Second New Deal” was getting under way, President [Franklin D.] Roosevelt issued Executive Order 7046, banning discrimination on projects of the new Works Progress Administration. Discrimination continued, but the WPA proved to be a godsend for many blacks. In the later thirties [1930s], between 15 and 20 percent of the people working for the agency were black, although blacks constituted less than 10 percent of the national population. This, of course, was a reflection of how much worse off blacks were than whites, but the WPA did enable many blacks to survive. More than that, even minimum WPA wages of \$12 a week were *twice* what many blacks had been earning previously.

Harold Ickes’s Public Works Administration provided to black tenants a more than fair share of the public housing it built. The PWA went so far as to construct several integrated housing projects. PWA construction payrolls also treated blacks fairly. Some 31 percent of PWA wages in 1936 went to black workers. Ickes first made use of a quota system requiring the hiring of blacks in proportion to their numbers in the local work force. This precedent was followed again (at least in theory) by the wartime Fair Employment Practices Commission and in the civil rights legislation and court decisions of the 1960s and 1970s....

Source: Robert McElvaine, *The Great Depression: America, 1929–1941*, Three Rivers Press

8b According to Robert McElvaine, what was **one** way the New Deal affected African Americans economically? [1]

Score

Document 9

...In an attempt to stimulate the economy, [President Franklin D.] Roosevelt announced a massive Federal programme of 'spending and lending'. Under the Emergency Relief Appropriations Act [of 1938] \$3.75 billion was allocated by Congress to public works and industrial expansion. Two industries, textiles and steel, took immediate advantage of this 'pump-priming' (as Roosevelt called it), and saw a rise in production. The boot and shoe industry followed, as did the building industry. By the end of the year [1938] the construction of residential homes was breaking all recent records. Even the much-troubled railway companies were able to take advantage of the Federal injection of cash, with the result that they were able to abandon a 15 per cent wage cut already announced, that could only have added to hardship....

Source: Martin Gilbert, *A History of the Twentieth Century: Volume Two: 1933–1951*, HarperCollins, London

9 According to Martin Gilbert, what was **one** effect of President Franklin D. Roosevelt's policies on industry? [1]

Score

Part B

Essay

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

Historical Context:

For many Americans, the 1920s was a decade of prosperity and confidence. However, by the end of the decade, political, social, and economic changes were starting that would create a far different America in the 1930s.

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

- Discuss the differences *and/or* similarities in American society between the 1920s and the 1930s

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least five* 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