

In developing your answer 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 (1–8). The question is designed to test your ability to work with historical documents.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 both the source of each document and any point of view that may be presented in the document.

#### Historical Context:

The Civil War and the period of Reconstruction brought great social, political, and economic changes to American society. The effects of these changes continued into the 20th century.

**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

- Identify and discuss **one** social, **one** political, **AND one** economic change in American society that occurred as a result of the Civil War or the period of Reconstruction

## 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

. . . All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. . . .

— 14th Amendment, Section 1, 1868

1a How does the 14th Amendment define citizenship? [1]

---

---

Score

b During Reconstruction, how was the 14th Amendment intended to help formerly enslaved persons? [1]

---

---

Score

## Document 2

. . . History does not furnish an example of emancipation under conditions less friendly to the emancipated class than this American example. Liberty came to the freedmen of the United States not in mercy, but in wrath [anger], not by moral choice but by military necessity, not by the generous action of the people among whom they were to live, and whose good-will was essential to the success of the measure, but by strangers, foreigners, invaders, trespassers, aliens, and enemies. The very manner of their emancipation invited to the heads of the freedmen the bitterest hostility of race and class. They were hated because they had been slaves, hated because they were now free, and hated because of those who had freed them. Nothing was to have been expected other than what has happened, and he is a poor student of the human heart who does not see that the old master class would naturally employ every power and means in their reach to make the great measure of emancipation unsuccessful and utterly odious [hateful]. It was born in the tempest and whirlwind [turmoil] of war, and has lived in a storm of violence and blood. When the Hebrews were emancipated, they were told to take spoil [goods or property] from the Egyptians. When the serfs of Russia were emancipated [in 1861], they were given three acres of ground upon which they could live and make a living. But not so when our slaves were emancipated. They were sent away empty-handed, without money, without friends, and without a foot of land to stand upon. Old and young, sick and well, were turned loose to the open sky, naked to their enemies. The old slave quarter that had before sheltered them and the fields that had yielded them corn were now denied them. The old master class, in its wrath, said, "Clear out! The Yankees have freed you, now let them feed and shelter you! . . ."

Source: Frederick Douglass, *Life and Times of Frederick Douglass*, Park Publishing Co., 1881

- 2 According to this document, what did Frederick Douglass identify as a problem with the way the United States government emancipated the slaves? [1]

---

---

---

Score

### Document 3

. . . We believe you are not familiar with the description of the Ku Klux Klans riding nightly over the country, going from county to county, and in the county towns, spreading terror wherever they go by robbing, whipping, ravishing, and killing our people without provocation [reason], compelling [forcing] colored people to break the ice and bathe in the chilly waters of the Kentucky river.

The [state] legislature has adjourned. They refused to enact any laws to suppress [stop] Ku-Klux disorder. We regard them [the Ku-Kluxers] as now being licensed to continue their dark and bloody deeds under cover of the dark night. They refuse to allow us to testify in the state courts where a white man is concerned. We find their deeds are perpetrated [carried out] only upon colored men and white Republicans. We also find that for our services to the government and our race we have become the special object of hatred and persecution at the hands of the Democratic Party. Our people are driven from their homes in great numbers, having no redress [relief from distress] only [except] the United States court, which is in many cases unable to reach them.

We would state that we have been law-abiding citizens, pay our taxes, and in many parts of the state our people have been driven from the polls, refused the right to vote. Many have been slaughtered while attempting to vote. We ask, how long is this state of things to last? . . .

— Petition to the United States Congress, March 25, 1871, Miscellaneous Documents of the United States Senate, 42nd Congress, 1st Session, 1871

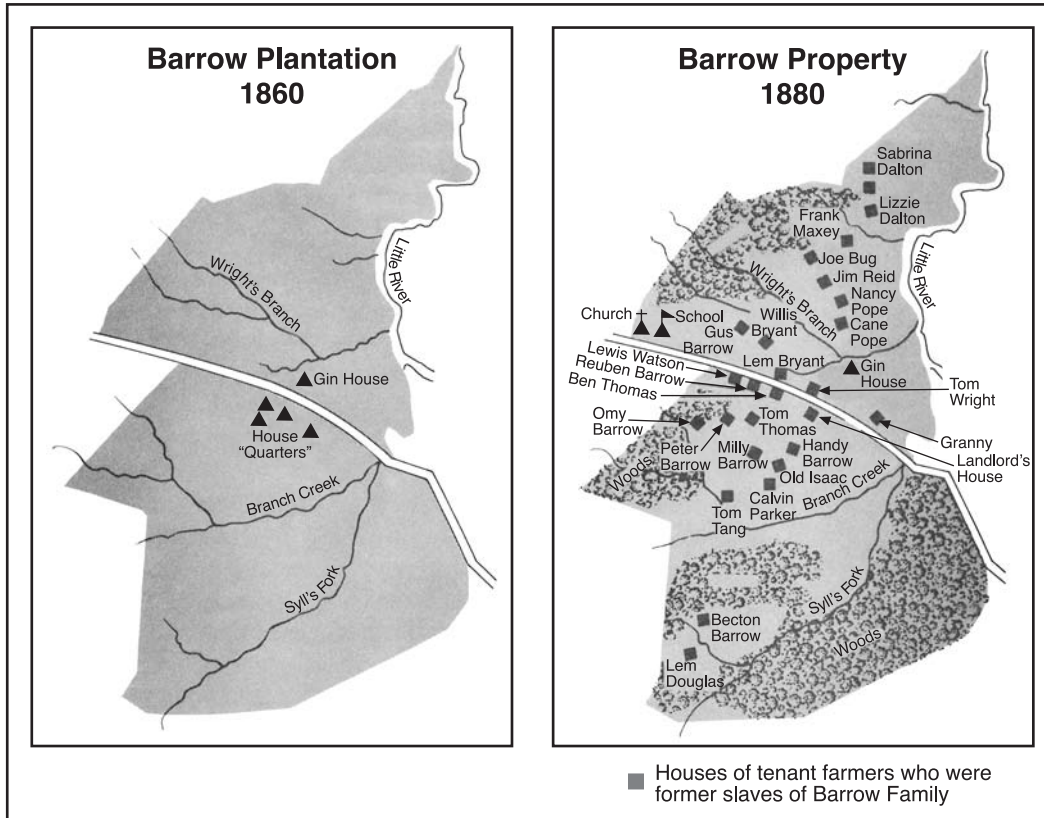
3a Based on this document, identify **one** way the Ku Klux Klan terrorized African Americans. [1]

Score

b According to this document, how did the actions of the Ku Klux Klan affect African Americans' participation in the political process? [1]

Score

Document 4



Sources: *Scribner's Monthly*, "A Georgia Plantation," April 1881 and Graebner and Richards, *The American Record*, McGraw Hill, 2001 (adapted)

4 According to these illustrations, how did the economic role of African Americans change between 1860 and 1880? [1]

Score

## Document 5

. . . When we come to the New Industrial South the change is marvellous, and so vast and various that I scarcely know where to begin in a short paper that cannot go much into details. Instead of a South devoted to agriculture and politics, we find a South wide-awake to business, excited and even astonished at the development of its own immense resources in metals, marbles, coal, timber, fertilizers, eagerly laying lines of communication, rapidly opening mines, building furnaces, foundries [workplace where melted metal is poured into molds], and all sorts of shops for utilizing the native riches. It is like the discovery of a new world. When the Northerner finds great foundries in Virginia using only (with slight exceptions) the products of Virginia iron and coal mines; when he finds Alabama and Tennessee making iron so good and so cheap that it finds ready market in Pennsylvania; and foundries multiplying near the great furnaces for supplying Northern markets; when he finds cotton-mills running to full capacity on grades of cheap cottons universally in demand throughout the South and Southwest; when he finds small industries, such as paper-box factories and wooden bucket and tub factories, sending all they can make into the North and widely over the West; when he sees the loads of most beautiful marbles shipped North; when he learns that some of the largest and most important engines and mill machinery were made in Southern shops; when he finds in Richmond a “pole locomotive,” made to run on logs laid end to end, and drag out from Michigan forests and Southern swamps lumber hitherto inaccessible; when he sees worn out highlands in Georgia and Carolina bear more cotton than ever before by help of a fertilizer the base of which is the cotton seed itself (worth more as a fertilizer than it was before the oil was extracted from it); when he sees a multitude of small shops giving employment to men, women, and children who never had any work of that sort to do before; and when he sees Roanoke iron cast in Richmond into car irons, and returned to a car factory in Roanoke which last year sold three hundred cars to the New York and New England Railroad—he begins to open his eyes. The South is manufacturing a great variety of things needed in the house, on the farm, and in the shops, for home consumption, and already sends to the North and West several manufactured products. With iron, coal, timber contiguous [adjoining] and easily obtained, the amount sent out is certain to increase as the labor becomes more skillful. The most striking industrial development today is in iron, coal, lumber, and marbles; the more encouraging for the self-sustaining life of the Southern people is the multiplication of small industries in nearly every city I visited. . . .

Source: Charles Dudley Warner, “The South Revisited,”  
*Harper’s New Monthly Magazine* (March 1887)

- 5 According to this passage, what was **one** economic change that had occurred in the South by 1887? [1]

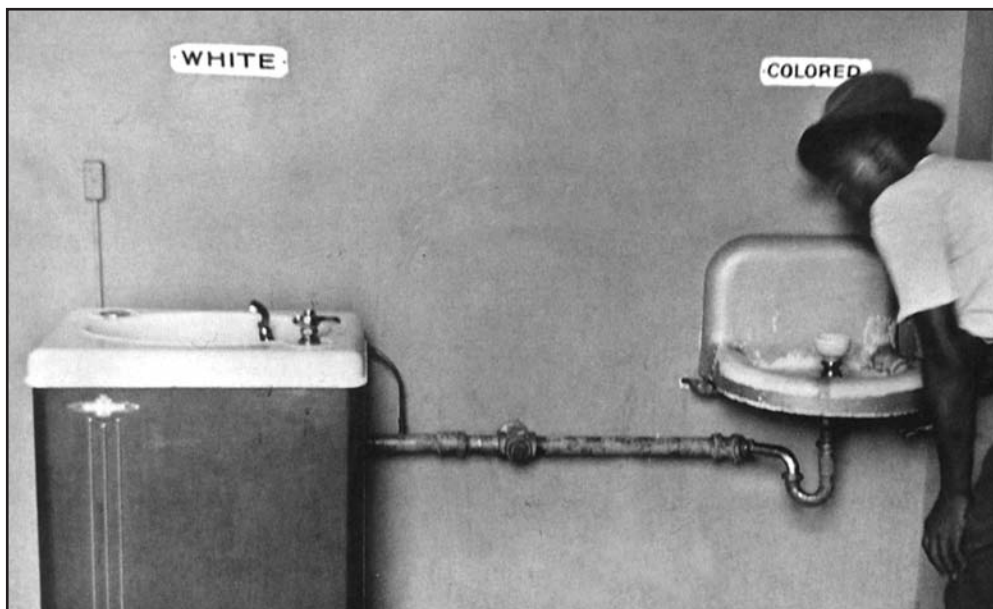
---

---

Score

Document 6

A Public Fountain in North Carolina, 1950



— Photograph by Elliott Erwitt  
Source: Steve Kasher, *The Civil Rights Movement: A Photographic History, 1954–68*,  
Abbeville Press

- 6 What does this photograph show about the treatment of African Americans in the South after Reconstruction? [1]

---

---

Score

## Document 7

. . . Since 1868 there has been a steady and persistent determination to eliminate us from the politics of the Southern States. We are not to be eliminated. Suffrage is a federal guaranty and not a privilege to be conferred [given] or withheld by the States. We contend for the principle of manhood suffrage as the most effective safeguard of citizenship. A disfranchised citizen [one who is deprived of the right to vote] is a pariah [outcast] in the body politic. We are not opposed to legitimate restriction of the suffrage, but we insist that restrictions shall apply alike to all citizens of all States. We are willing to accept an educational or property qualification, or both; and we contend that retroactive legislation depriving citizens of the suffrage rights is a hardship which should be speedily passed upon by the courts. We insist that neither of these was intended or is conserved [protected] by the new constitutions of Mississippi, South Carolina or Louisiana. Their framers intended and did disfranchise a majority of their citizenship [deprived them of the right to vote] because of “race and color” and “previous condition,” and we therefore call upon the Congress to reduce the representation of those States in the Congress as provided and made mandatory by Section 2 of Article XIV of the Constitution. We call upon Afro-Americans everywhere to resist by all lawful means the determination to deprive them of their suffrage rights. If it is necessary to accomplish this vital purpose to divide their vote in a given State we advise that they divide it. The shibboleth [custom] of party must give way to the shibboleth of self-preservation. . . .

— Afro-American Council public statement, 1898

Source: Francis L. Broderick and August Meier, *Negro Protest Thought in the Twentieth Century*,  
Bobbs-Merrill Company

7 What political problem is being described in this passage? [1]

Score



Document 8



**Parade in New York City sponsored by the NAACP in 1917**

Source: Robert Divine et al., *America Past and Present*, Addison Wesley (adapted)

8 What was the general goal of the marchers shown in this photograph? [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:

The Civil War and the period of Reconstruction brought great social, political, and economic changes to American society. The effects of these changes continued into the 20th century.

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

- Identify and discuss **one** social, **one** political, **AND one** economic change in American society that occurred as a result of the Civil War or the period of Reconstruction

#### Guidelines:

##### **In your essay, be sure to**

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **five** 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