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PART ONE: Founding the New Nation, c. 33,000 B.C.–A.D. 1783

DBQ 1
The Transformation of Colonial Virginia, 1606–1700

Directions: In this DBQ, you must compose an essay that uses both your interpretation of Documents A–E and your own outside knowledge of the period mentioned in this question.

Under the governance of a London-based corporation, hundreds of settlers flocked to the Virginia colony in 1606 in search of wealth and treasure. They encountered untold hardships. Over the next century these colonists and those that followed transformed Virginia into one of England's most important North American colonies. Examine the challenges the Virginians faced and the ways in which their efforts changed the colony socially and economically over the century.

Use these documents and your knowledge of the period from 1606–1700 to compose your answer.

Document A
Source: George Percy, A Discourse on the Plantation of Virginia, c. 1612.

Our men were destroyed with cruel diseases as swellings, burning fevers, and by wars, and some departed suddenly, but for the most part they died of mere famine. There were never Englishmen left in a foreign country in such misery as we were in this new discovered Virginia.

Document B
Source: Early tobacco advertisement

Life is a Smoke!—If this be true, Tobacco will thy Life renew. Then fear not Death, nor killing Care, Whilst we have left Virginia here.

Document C
Source: Father Andrew White, blank contract for indentured servant, 1635.

This indenture made the __________ day of __________ in the __________ yeere of our Soveraigne Lord King Charles, &c. betweene __________ of the one party, and __________ on the other party, Witnesseth, that the said __________ doth hereby covenant promise, and grant, to and with the said __________ his Executors and Assignes, to serve him from the day of the date hereof, until his first and next arrivall . . . and after for and during the tearme of __________ yeeres, in such service and imployment, as he the said __________ or his assignes shall there imploy him, according to the custome of the Countrey in the like kind. In consideration whereof, the said __________ doth promise and grant, to and with the said __________ to pay for his passing, and to find him with Meat, Drinke, Apparell and Lodging, with other necessaries during the said terme; and at the end of the said terme, to give him one whole yeeres provision of Corne, and fifty acres of Land, according to the order of the country.
Document E


Question: What number of planters, servants, and slaves; and how many parishes are there in your plantation?

Answer: We suppose, and I am very sure we do not much miscound, that there is in Virginia above forty thousand persons, men, women, and children, and of which there are two thousand black slaves, six thousand Christian servants [indentured] for a short time. The rest are born in the country or have come in to settle and seat, in bettering their condition in a growing country.

Question: What number of English, Scots, or Irish have for these seven years last past come yearly to plant and inhabit within your government; as also what blacks or slaves have been brought in within the said time?

Answer: Yearly, we suppose there comes in, of servants, about fifteen hundred, of which most are English, few Scotch, and fewer Irish, and not above two or three ships of Negroes in seven years.
DBQ 2
English-Indian Relations, 1600–1700

Directions: In this DBQ, you must compose an essay that uses both your interpretation of Documents A–E and your own outside knowledge of the period mentioned in this question.

The initial encounter between the English and the Native Americans along the Atlantic seaboard in the early decades of the 1600s produced reactions on both sides that ranged from suspicion and doubt to friendship and support. Yet a century later the Indians had largely been pushed off their lands and the Europeans controlled vast reaches of territory extending towards the Appalachian Mountains. Discuss the nature of the relationship between the English and the Indians, the techniques used by both sides to assert their interests, and the reasons the English were ultimately victorious.

Use these documents and your knowledge of the period from 1600–1700 to compose your answer.

Document A

Be it enacted by this present Assembly that for laying a surer foundation of the conversion of the Indians to Christian religion, each town, city, borough, and particularly plantation do obtain unto themselves, by just means, a certain number of the natives’ children to be educated by them in true religion and a civil course of life of which children the most towardly [promising] boys in wit and graces of nature to be brought up by them in the first elements of literature, so as to be fitted for the college intended for them; that from thence they may be sent to that work of conversion.

Document B

On Friday morning (the fatal day) the 22nd of March [1622] as also in the evening, as in other days before, they came unarmed into our houses, without bows or arrows, or other weapons, with deer, turkeys, fish, furs, and other provisions to sell and truck with us for glass, beads, and other trifles; yea, in some places, sat down at breakfast with our people at their tables, whom immediately with their own tools and weapons, either laid down, or standing in their houses, they basely and barbarously murdered, not sparing either age or sex, man, woman, or child.
Document D

Not to look back further than the troubles that were between the Colony of New Plymouth and Philip, sachem [chieftain] of Mount Hope in the year 1671, it may be remembered that . . . [he] was . . . the offending party; and that Plymouth had just cause to take up arms against him; and it was then agreed that he should pay that colony a certain sum of money, in part of their damage and charge by him occasioned; and he then not only renewed his ancient covenant of friendship with them; but made himself and his people absolute subjects to our Sovereign Lord King Charles the Second . . .

But sometime last winter the Governor of Plymouth was informed by Sassamon, a faithful Indian, that the said Philip was undoubtedly endeavoring to raise new troubles, and was endeavoring to engage all the sachems round about in a war against us . . .

Document E

The people [became] jealous that the Governor for the lucre of beaver and otter trade, etc., with the Indians, rather sought to protect the Indians than them, since after public proclamations prohibiting all trade with the Indians (they complain), he privately gave commission to some of his friends to truck with them, and that those persons furnished the Indians with powder, shot, etc., so that they were better provided than His Majesty’s subjects.

The peoples of Charles City County (near Merchants Hope) being [denied] a commission by the Governor, although he was truly informed . . . of several formidable bodies of Indians coming down on the heads of the James River within fifty or sixty miles of the English plantations . . . they begin to beat up drums for volunteers to go out against the Indians, and so continued sundry days drawing into arms, the magistrates being either so remiss or of the same faction that they suffered the disaster without contradiction or endeavoring to prevent so dangerous a beginning . . .
PART TWO: Building the New Nation, 1776–1860

DBQ 3
Thomas Jefferson and Philosophical Consistency, 1790–1809

Directions: In this DBQ, you must compose an essay that uses both your interpretation of Documents A–E and your own outside knowledge of the period mentioned in this question.

In the 1790s Thomas Jefferson was a major advocate of states’ rights and critic of Federalist policies. He advised a Connecticut correspondent in the summer of 1800,

“Let the general government be reduced to foreign concerns only, and let our affairs be disentangled from those of all other nations, except as to commerce . . . and our general government may be reduced to a very simple organization, and a very unexpensive (sic) one—a few plain duties to be performed by a few servants.”

After his election in 1801, however, Jefferson often vigorously exercised the power of the national government and of the presidency in particular. Determine to what extent Jefferson, after entering the White House, maintained or altered his earlier philosophy of government.

Use these documents and your knowledge of the period from 1790–1809 to compose your answer.

Document A
Source: Thomas Jefferson to James Madison, letter, 1794.

The excise law is an infernal one. The first error was to admit it by the Constitution; the second, to act on that admission; the third and last will be to make it the instrument of dismembering the Union, and setting us all afloat to choose which part of it we will adhere to.

Document B
Source: The Kentucky Resolutions, 1798.

Resolved, that the several states composing the United States of America are not united on the principle of unlimited submission to the general government; but that, by compact, under the style and title of a Constitution for the United States, and of amendments thereto, they constituted a general government for special purposes, delegated to that government certain definite powers, reserving, each state to itself, the residuary mass of right to their own self-government.

Document C
Source: Thomas Jefferson to John Breckinridge, letter, 1803.

The Constitution has made no provision for our holding foreign territory, still less for incorporating foreign nations into our Union. The Executive, in seizing the fugitive occurrence which so much advances the good of their country, have done an act beyond the Constitution. . . . It is the case of a guardian, investing the money of his ward in purchasing an important adjacent territory; and saying to him when of age, “I did this for your good. I pretend to no right to bind you; you may disavow me, and I must get out of the scrape as I can. I thought it my duty to risk myself for you.”
**Document D**
Source: Four Barbary States of North Africa, c. 1805. (See text p. 220 for full-size map.)

**Document E**
Source: Federalist Circular in Massachusetts, c. 1808.

Let every man who holds the name of America dear to him, stretch forth his hands and put this accursed thing . . . from him. Be resolute, act like sons of liberty, of God, and your country; nerve your arm with vengeance against the Despot [Jefferson] who would wrest the inestimable germ of your Independence from you—and you shall be Conquerors!!!
DBQ 4
The Changing Place of Women, 1815–1860

Directions: In this DBQ, you must compose an essay that uses both your interpretation of Documents A–F and your own outside knowledge of the period mentioned in this question.

After 1815, American society was shaped by an economic “market revolution” and a religious “Second Great Awakening.” These developments significantly affected women and contributed to their changing status both inside and outside the home. Discuss the evolution of women's roles and women's opportunities in the family, the workplace, and society.

Use these documents and your knowledge of the period from 1815–1860 to compose your answer.

Document A
Source: Charles G. Finney, comments on a convert in New York, memoir, 1831.

A Christian woman persuaded [Mrs. M] to come see me. She had been a gay, worldly woman, and very fond of society. She afterward told me that when I first came there, she greatly regretted it, and feared there would be a revival; and a revival would greatly interfere with the pleasures and amusements that she had promised herself that winter. [But] after considerable conversation and prayer, her heart broke down and she settled into a joyous faith. . . . From that moment, she was outspoken in her religious convictions, and zealous for the conversion of her friends.

Document B
Source: Letter from a Lowell mill girl, 1844.

You wish to know minutely of our hours of labor. We go in [to the mill] at five o’clock; at seven we come out to breakfast; at half-past seven we return to our work, and stay until half-past twelve. At one, or quarter-past one four months of the year, we return to our work, and stay until seven at night. Then the evening is all our own, which is more than some laboring girls can say, who think nothing is more tedious than a factory life.

Document C
Source: Editorial from Godey's Lady's Book, magazine, 1845.

The mass of mankind are very ignorant and wicked. Wherefore is this? Because the mother, whom God constituted the first teacher of every human being, has been degraded by men from her high office; or, what is the same thing, been denied those privileges of education which only can enable her to discharge her duty to her children with discretion and effect. . . . If half the effort and expense had been directed to enlighten and improve the minds of females which have been lavished on the other sex, we should now have a very different state of society.

Document D
Source: Dorothea Dix to the Massachusetts legislature, report, 1843.

I proceed, gentlemen, briefly to call your attention to the present state of insane persons confined within this Commonwealth in cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed into obedience!
Document E

Document F
Source: Petition to the Massachusetts legislature, 1853.

We deem the extension to woman of all civil rights a measure of vital importance to the welfare and progress of the state. On every principle of natural justice, as well as by the nature of our institutions, she is as fully entitled as man to vote and to be eligible to office. . . . Ours is a government professedly resting on the consent of the governed. Woman is surely as competent to give that consent as man. Our Revolution claimed that taxation and representation should be coextensive. While the property and labor of women are subject to taxation, she is entitled to a voice in fixing the amount of taxes and the use of them, when collected, and is entitled to a voice in the laws that regulate punishments.
PART THREE: Testing the New Nation, 1820–1877

DBQ 5
Slavery and Sectional Attitudes, 1830–1860

Directions: In this DBQ, you must compose an essay that uses both your interpretation of Documents A–F and your own outside knowledge of the period mentioned in this question.

By the 1840s many northern Americans had come to see slavery as an evil, while many southerners defended the institution as a positive good. What arguments did each side marshal in support of its case?

Use these documents and your knowledge of the period from 1830–1860 to compose your answer.

Document A
Source: Governor George McDuffie to the South Carolina legislature, 1835.

In all respects the comforts of our slaves are greatly superior to those of the English [factory] operatives, or the Irish and continental peasantry, to say nothing of the millions of paupers crowded together in those loathsome receptacles of starving humanity, the public poorhouses. . . . From this excess of labor, this actual want, and these distressing cares, our slaves are entirely exempted.

Document B

Supposing finally that the abolitionists should effect their purpose. What would be the result? The first and most obvious effect would be to put an end to the cultivation of our great Southern staple [cotton]. . . . The cultivation of the great staple crops cannot be carried on in any portion of our country where there are not slaves.

Document C
Source: Slave nurse and white master, photograph, date unknown.
Document D
Source: Abraham Lincoln, speech, Peoria, Illinois, October 1854.

Already the liberal party throughout the world express the apprehension “that the one retrograde institution in America is undermining the principles of progress and fatally violating the noblest political system the world ever saw.” This is not the taunt of enemies but the warning of friends. Is it quite safe to disregard it, to despise it? . . .

In our greedy chase to make profit of the Negro, let us beware lest we “cancel and tear in pieces” even the white man’s charter of freedom.

Document E
Source: Hinton Helper, The Impending Crisis, 1857.

What about Southern commerce? Is it not almost entirely tributary to the commerce of the North? Are we not dependent on New York, Philadelphia, Boston, and Cincinnati for nearly every article of merchandise, whether foreign or domestic? Where are our ships, our mariners, our naval architects? . . . We must begin to feed on a more substantial diet than that of proslavery politics. . . . Before us there is a vast work to be accomplished—a work which has been accumulating on our hands for many years. It is not less a work than that of infusing the spirit of liberty into all our systems of commerce, agriculture, manufactures, government, literature, and religion. Oligarchal despotism must be overthrown; slavery must be abolished.

Document F
Source: Poster for Uncle Tom’s Cabin, c. 1860.
DBQ 6
Abraham Lincoln and the Struggle for Union and Emancipation, 1861–1865

Directions: In this DBQ, you must compose an essay that uses both your interpretation of Documents A–G and your own outside knowledge of the period mentioned in this question.

In a letter to newspaperman Horace Greeley on August 22, 1862, Abraham Lincoln explained, “if I could save the Union without freeing any slave I would do it; and if I could save it by freeing all the slaves, I would do it; and if I could do it by freeing some and leaving others, I would also do that.” Six months later, however, Lincoln issued the Emancipation Proclamation, making the abolition of slavery, as well as the preservation of the Union, a war aim. Discuss the relationship between Lincoln's goals of preserving the Union and freeing the slaves.

Use these documents and your knowledge of the period from 1861–1865 to compose your answer.

Document A
Source: Abraham Lincoln to Congress, March 1862.

I recommend the adoption of a joint resolution by your honorable bodies, which shall be substantially as follows: Resolved, that the United States ought to cooperate with any state which may adopt gradual abolition of slavery, giving to such state pecuniary aid, to be used by such state, in its discretion, to compensate for the inconveniences, public and private, produced by such change of system. . . . The Federal government would find its highest interest in such a measure as one of the most efficient means of self preservation.

Document B
Source: Abraham Lincoln to a Committee of Religious Denominations of Chicago, September 13, 1862.

I admit that slavery is the root of the rebellion, or at least its sine qua non. The ambition of politicians may have instigated them to act, but they would have been impotent without slavery as their instrument. I will also concede that emancipation would help us in Europe, and convince them that we are incited by something more than ambition. . . . unquestionably, it would weaken the rebels by drawing off their laborers, which is of great importance; but I am not so sure we could do much with the blacks. If we were to arm them, I fear that in a few weeks the arms would be in the hands of the rebels; and, indeed, thus far we have not had arms enough to equip our white troops.

Document C
Source: Abraham Lincoln, Gettysburg Address, July 1863.

Four score and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived, and so dedicated, can long endure. . . . It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.
Document D
Source: Recruiting Poster for the 54th Massachusetts Regiment, 1863.

TO COLORED MEN.
54th REGIMENT!
MASSACHUSETTS VOLUNTEERS.
AFRICAN DESCENT!
$100 BOUNTY!
At the expiration of term of service.
PAY, $13 A MONTH!
AND STATE AID TO FAMILIES.
RECRUITING OFFICE,
Cor. Cambridge & North Russell Sts., Boston.
Lieut. J. W. H. APPLETON, Recruiting Officer.

Document E
Source: Lincoln to members of the Democratic Party, speech, August 26, 1863.

You say you will not fight to free negroes. Some of them seem willing to fight for you, but, no matter. Fight you, then, exclusively to save the Union. I issued the proclamation on purpose to aid you in saving the Union.

Document F
Source: Thomas Buckner on anti-Negro rioting in Detroit, self-published pamphlet, 1863.

The present state of affairs in relation to the colored people is one of great perplexity, and it is not only so on account of the South but also in the North. . . .

On the one hand, they are being mobbed, and everything that is sacred to a people to make a country or home dear are denied them in many of the large Northern cities. On the other hand, they are marching off to the call of the government as if they were sharing all the blessings of the most favored citizens!

Document G
Source: Abraham Lincoln, Second Inaugural Address, March 1865.

One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the government claimed no right to do more than to restrict the territorial enlargement of it.

Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph and a result less fundamental and astounding.
PART FOUR: Forging an Industrial Society, 1865–1909

DBQ 7

The Role of Capitalists, 1875–1900

Directions: In this DBQ, you must compose an essay that uses both your interpretation of Documents A–G and your own outside knowledge of the period mentioned in this question.

Historians have often portrayed the capitalists who shaped post–Civil War industrial America as either admirable “captains of industry” or corrupt “robber barons.” Evaluate which of these descriptions — “captains of industry” or “robber barons” — is a more accurate characterization of these capitalists.

Use these documents and your knowledge of the period 1875–1900 to compose your answer.

Document A
Source: Henry George, Progress and Poverty, 1879.

The wealthy class is becoming more wealthy; but the poorer class is becoming more dependent. The gulf between the employed and the employer is growing wider; social contrasts are becoming sharper; as liveried carriages appear; so do barefooted children.

Document B

When we come to the New Industrial South, the change is marvelous. . . . Instead of a South devoted to agriculture . . . we find a South wide awake to business, excited and even astonished at the development of its own immense resources, . . . eagerly laying lines of communication, rapidly opening mines, building furnaces, foundries, and all sorts of shops for utilizing the native riches. . . .

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. . . .

When I have been asked what impressed me the most in this hasty tour, I have always said that the most notable thing was that everybody was at work. . . . (E)very man, woman, and child was actively employed, and in most cases there were fewer idlers than in many Northern towns. . . .

It cannot be too strongly impressed upon the public mind that the South . . . is marching with the North in the same purpose of wealth by industry.

Document C
Source: Andrew Carnegie, Gospel of Wealth, 1889.

This, then, is held to be the duty of the man of wealth: . . . to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community—the man of wealth thus becoming the mere agent and trustee for his poorer brethren, bring to their service his superior wisdom, experience, and ability to administer, doing for them better than they would or could do for themselves. . . .

Document D
Source: The Robber Barons of Today, 1889. (See text p. 543 for full-size illustration.)
Document E
Source: James B. Weaver, Populist presidential candidate, *A Call to Action*, 1892.

The trust is organized commerce with the Golden Rule excluded and the trustees exempted from the restraints of conscience.

The main weapons of the trust are threats, intimidation, bribery, fraud, wreck, and pillage. Take one well-authenticated instance in the history of the Oat Meal Trust as an example. In 1887 this trust decided that a part of their mills should stand idle. They were accordingly closed. This resulted in the discharge of a large number of laborers who had to suffer in consequence.

The most distressing feature of this war of the trusts is the fact that they control the articles which the plain people consume in their daily life. It cuts off their accumulations and deprives them of the staff upon which they fain would lean in their old age.

Document F

In the Senate inquiry of 1883, [on] education and labor, a weaver . . . said that he had worked seventeen years in England, and that conditions were much better than in America. The manufacturers there were not so desirous as they are here of working their men like horses or slaves.

The manufacturers judge that the movement to [mechanize] has been advantageous to workmen . . . because the level of salaries has been raised, . . . because they purchase more with the same sum, and . . . because their task has become less onerous, the machine doing nearly everything which requires great strength.

The laboring classes do not share this optimism. They reproach the machine with exhausting the physical powers of the laborer; . . . They reproach it with demanding such continued attention that it enervates, and of leaving no respite to the laborer, through the continuity of its movement. . . . They reproach the machine with degrading man by transforming him into a machine . . . [and] with diminishing the number of skilled workers, permitting . . . the substitution of unskilled workers and lowering the average level of wages.

Document G
Source: Breaker Boys at Woodward Coal Mining, Kingston, Pennsylvania, c. 1900.
DBQ 8
The Farmers’ Movement, 1870–1900

Directions: In this DBQ, you must compose an essay that uses both your interpretation of Documents A–H and your own outside knowledge of the period mentioned in this question.

Why did farmers express discontent during 1870–1900, and what impact did their new attitudes and actions have on national politics?

Use these documents and your knowledge of the period 1870–1900 to compose your answer.

Document A
Source: The Farmers’ Grievances, 1875. (See text p. 615 for full-size illustration.)

Document B
Source: Booker T. Washington to George Washington Cable, October 8, 1889.

When the [Civil] War ended the colored people had nothing much on which to live. . . . They had to get the local merchant or someone else to supply the food for the family to eat while the first crop was being made. For every dollar’s worth of provisions so advanced the local merchant charged from 12 to 30 percent interest. In order to be sure that he secured his principal and interest a mortgage or lien was taken on the crop. . . . Of course the farmers could pay no such interest and the end of the first year found them in debt—the 2nd year they tried again, but there was the old debt and the new interest to pay, and in this way the “mortgage system” has gotten a hold on everything that it seems impossible to shake off. Its evils have grown instead of decreasing, until it is safe to say that 5/6 of the colored farmers mortgage their crops every year. . . . [In] most every case mules, cows, wagons, plows and often all household furniture [are also] covered by the lien. . . .

Many of the colored farmers have almost given up hope. . . .
Document C
Source: Mary E. Lease, lawyer, speech, 1890.

The great common people of this country are slaves, and monopoly is the master. The West and South are bound and prostrate before the manufacturing East.

The parties lie to us and the political speakers mislead us. We were told two years ago to go to work and raise a big crop, that was all we needed. We went to work and plowed and planted; the rains fell, the sun shone, nature smiled, and we raised the big crop that they told us to; and what came of it? Eight-cent corn, ten-cent oats, two-cent beef, and no price at all for butter and eggs—that’s what came of it.

We want money, land, and transportation. We want the abolition of the national banks, and we want the power to make loans direct from the government. We want the accursed foreclosure system wiped out. Land equal to a tract thirty miles wide and ninety miles long has been foreclosed and bought in my loan companies of Kansas in a year.

Document D
Source: Presidential Election of 1892. (See text p. 525 for full-size map.)

Document E
Source: Richard Olney, future United States Attorney General, to Charles E. Perkins, president of the Chicago and Burlington Railroad, letter, 1892.

The Commission, as its functions have now been limited by the courts, is, or can be made of great use to the railroads. It satisfies the popular clamor for a government supervision of railroads, at the same time that supervision is almost entirely nominal. Further, the older such a commission gets to be, the more inclined it will be found to take the business and railroad view of things. It thus becomes a sort of barrier between railroad corporations and the people and a sort of protection against hasty and crude legislation hostile to railroad interests. . . . The part of wisdom is not to destroy the Commission but to utilize it.

Document F

Nothing has done more to injure the [western] region than these freight rates. The railroads have retarded its growth as much as they first hastened it. The rates are often four times as large as Eastern rates. . . .

These freight rates have been especially burdensome to the farmers, who are far from their selling and buying markets. . . .

Another fact which has incited the farmer against corporations is the bold and unblushing participation of the railways in politics. . . . [The] railroads have secured an iron grip upon legislatures. . . .

Closely connected . . . are the money grievances. As . . . the farmer could not make payments on his land. . . . he found that he could not sell his produce at a profit. . . [and] that the rate of interest was rapidly rising. . . .

Disaster always follows the exaction of such exorbitant rates of interest, and want or eviction quickly came. . . . Like a lightning flash, the idea of political action ran through the alliances. A few farmers’ victories in county campaigns the previous year became a promise of broader conquest, and with one bound the Farmers’ Alliance went into politics all over the West.
**Document G**
Source: Leading Economic Sectors, 1849 and 1899.

(Sources: Historical Statistics of the United States, Statistical Abstract of the United States, relevant years, and Bureau of Economic Analysis.)

**Document H**

The complete rejection of Bryan’s tempting program, addressed to indolence, incapacity, and cupidity, shows that these qualities are less widely distributed in the United States than Bryan would have us believe. . . . The hopelessly ignorant and savagely covetous waifs and strays of American civilization voted for Bryan, but the bulk of the solid sense, business, integrity, and social stability sided with McKinley. The nation is to be heartily congratulated.
PART FIVE: Struggling for Justice at Home and Abroad, 1901–1945

DBQ 9
The United States as World Power, 1895–1920

Directions: In this DBQ, you must compose an essay that uses both your interpretation of Documents A–H and your own outside knowledge of the period mentioned in this question.

Which factor, self-interest or idealism, was more important in driving American foreign policy in the years 1895–1920?

Use these documents and your knowledge of the period 1895–1920 to compose your answer.

Document A

A new consciousness seems to have come upon us—the consciousness of strength—and with it a new appetite, the yearning to show our strength. . . . Ambition, interest, land hunger, pride, the mere joy of fighting, whatever it may be, we are animated by a new sensation. We are face to face with a strange destiny. The taste of Empire is in the mouth of the people even as the taste of blood is in the jungle. It means an Imperial policy, the Republic renascent, taking her place with the armed nations.

Document B
Source: Senator Albert J. Beveridge, speech, Indianapolis, September 16, 1898.

[T]oday we are raising more than we can consume. Today we are making more than we can use. Today our industrial society is congested; there are more workers than there is work; there is more capital than there is investment. . . . Therefore we must find new markets for our produce, new occupation for our capital, new work for our labor. . . .

The commercial supremacy of the Republic means that this Nation is to be the sovereign factor in the peace of the world. For the conflicts of the future are to be conflicts of trade—struggles for markets—commercial wars for existence. . . . We cannot fly from our world duties; it is ours to execute the purpose of a fate that has driven us to be greater than our small intentions. We cannot retreat from any soil where Providence has unfurled our banner; it is ours to save that soil for liberty and civilization.

Document C

There is not a civilized nation which does not talk about its civilizing mission just as grandly as we do. . . . We assume that what we like and practice, and what we think better, must come as a welcome blessing to Spanish-Americans and Filipinos. This is grossly and obviously untrue. . . . They like their own ways, and if we appear amongst them as rulers, there will be social discord. . . . [The] reason why liberty, of which we Americans talk so much, is a good thing is that it means leaving people to live out their own lives in their own way, while we do the same.
Document D
Source: American Missionary Grace Roberts Teaching in China, 1903. (See text p. 643 for full-size photograph.)

Document E
Source: President Theodore Roosevelt, annual message to Congress, December 6, 1904.

Our interests and those of our southern neighbors are in reality identical. They have great natural riches, and if within their borders the reign of law and justice obtains, prosperity is sure to come to them. While they thus obey the primary laws of civilized society, they may rest assured that they will be treated by us in a spirit of cordial and helpful sympathy. We would interfere with them only in the last resort, and then only if it became evident that their inability or unwillingness to do justice at home and abroad had violated the rights of the United States or had invited foreign aggression to the detriment of the entire body of American nations.

Document F
Source: United States Expansion, 1857–1917. (See text p. 630 for full-size map.)
Document G
Source: President Woodrow Wilson to Congress, April 2, 1917.

I officially laid before you [in February, 1917] the extraordinary announcement of the Imperial German Government that . . . it was [Germany’s] purpose to put aside all restraints of law and humanity and use its submarines to sink every vessel that sought to approach either the ports of Great Britain . . . or any of the ports controlled by the enemies of Germany. . . .

It is a war against all nations. . . . Our motive will not be revenge or the victorious assertion of the physical might of the nation, but only the vindication of right, of human right, of which we are only a single champion. . . .

It is a fearful thing to lead this great peaceful people into war . . ., [but] the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own Governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free.
DBQ 10
Foreign Policy, 1930–1941

Directions: In this DBQ, you must compose an essay that uses both your interpretation of Documents A–H and your own outside knowledge of the period mentioned in this question.

To what extent did the goals of American foreign policy change in the years 1930–1941? For what reasons did these goals change?

Use these documents and your knowledge of the period 1930–1941 to compose your answer.

Document A
Source: Japanese Aggression in Manchuria, 1931. This American cartoon lambasts Japan for disregarding international treaty agreements. (See text p. 768 for full-size illustration.)

Document B
Source: Harmony in Europe, 1932.
Document C


Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That upon the outbreak or during the progress of war between, or among, two or more foreign states, the President shall proclaim such fact, and it shall thereafter be unlawful to export arms, ammunition, or implements of war from any place in the United States, or possessions of the United States, to any port of such belligerent states, or to any neutral port for transshipment to, or for the use of, a belligerent country.

Document D

Source: President Franklin D. Roosevelt, speech, Chicago, October 5, 1937.

Without a declaration of war and without warning or justification of any kind, civilians, including women and children, are being ruthlessly murdered with bombs from the air. . . . Nations are fomenting and taking sides in civil warfare in nations that have never done them any harm. Nations claiming freedom for themselves deny it to others. . . .

It seems to be unfortunately true that the epidemic of world lawlessness is spreading. When an epidemic of physical disease starts to spread, the community approves and joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease. War is a contagion, whether it be declared or undeclared. It can engulf states and peoples remote from the original scene of hostilities. . . .

[T]he will for peace on the part of peace-loving nations must express itself to the end that nations that may be tempted to violate their agreements and the rights of others will desist from such a cause. There must be positive endeavors to preserve peace.

Document E

Source: Public Opinion Polls, October 3, 1939–November 5, 1941.

[1.] (U.S. Oct 3 ’39) Do you think the United States should do everything possible to help England and France win the war, except go to war ourselves? (AIPO)

Yes 62%  No 38%

[2.] (U.S. Oct 3 ’39) If it appears that Germany is defeating England and France, should the United States declare war on Germany and send our army and navy to Europe to fight? (AIPO)

Yes 29%  No 71%

BY GEOGRAPHICAL SECTION

New England . . . . . . . . 33% 67%
Middle Atlantic . . . . .73%
East central . . . . . . .75%
West central . . . . . .74%
South . . . . . . . . . . .47 53%
West . . . . . . . . . . .28 72%

(Jan 30 ’40) National total . . . . . . . . 23% 77%

[3.] (U.S. May 29 ’40) If the question of the United States going to war against Germany came up for a national vote to go to war (go into the war or stay out of the war)? (AIPO)

Yes 16%  No 84%

(June 11 ’40) . . . . . Go in 19% Stay out 81%

[4.] (U.S. Aug 5 ’41) Should the United States go to war now against Japan? (AIPO)

Yes 22%  No 78%  No opinion 11%

(Oct 22 ’41) . . . . . 13 74 13

[5.] (U.S. Sept 17 ’41) Should the United States go into the war now and send an army to Europe to fight? (AIPO)

Yes 9%  No 87%  No opinion 4%

[6.] (U.S. Nov 5 ’41) If, in trying to defeat Germany, it becomes necessary to send a large American army to Europe, would you favor this step? (AIPO)

Yes 47%  No 46%  No opinion 7%

Document F
Source: Charles A. Lindbergh, speech, New York, April 1941.

War is not inevitable for this country. Such a claim is defeatism in the true sense. No one can make us fight abroad unless we ourselves are willing to do so. No one will attempt to fight us here if we arm ourselves as a great nation should be armed. Over a hundred million people in this nation are opposed to entering the war. If the principles of democracy mean anything at all, that is reason enough for us to stay out. If we are forced into a war against the wishes of an overwhelming majority of our people, we will have proved democracy such a failure at home that there will be little use fighting for it abroad.

Document G

Those who tell us now that the sea is still our certain bulwark, and that the tremendous forces sweeping the Old World threaten no danger to the New, give lie to their own words in the precautions they would have us take.

To a man they favor an enormous strengthening of our defenses. Why? . . . Why are we training the youth of country to bear arms?

We are arming against Hitler’s Germany—a great predatory Power in alliance with Japan. . . .

Victorious in Europe, dominating Africa and Asia through his Axis partners, Hitler could not afford to permit the United States to live an untroubled and successful life, even if he wished to. We are the arch-enemy of all he stands for. . . .

Document H

The President of the United States of America and the Prime Minister, Mr. Churchill, [of Great Britain] deem it right to make known certain common principles in the national policies of their respective countries on which they base their hopes for a better future for the world.

First, their countries seek no aggrandizement, territorial, or other;

Second, they desire to see no territorial changes that do not accord with the freely expressed wishes of the peoples concerned;

Third, they respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self-government restored to those who have been forcibly deprived of them; . . .

Eighth, . . . they believe, pending the establishment of a wider and permanent system of general security, that the disarmament of such nations is essential. They will likewise aid and encourage all other practicable measures which will lighten for peace-loving peoples the crushing burden of armaments.
PART SIX: Making Modern America, 1945 to the Present

DBQ 11
Conformity and Turbulence, 1950–1970

Directions: In this DBQ, you must compose an essay that uses both your interpretation of Documents A–I and your own outside knowledge of the period mentioned in this question.

Historians tend to portray the 1950s as a decade of prosperity, conformity, and consensus, and the 1960s as a decade of turbulence, protest, and disillusionment. Do you agree or disagree with this view? In answering this question, address to what extent these two decades differed from each other politically and socially.

Use these documents and your knowledge of the period 1950–1970 to compose your answer.

Document A
Source: Moving to the Suburbs, 1954.

Document B
Source: Senator McCarthy Extinguishes the Torch of Liberty, mid-1950s.
**Document C**  
Source: “The Changing American Market,”  
*Fortune*, 1955.

All history can show no more portentous economic phenomenon than today’s American market. . . . It is enabling Americans to raise their standard of living every year while other countries have trouble maintaining theirs. . . .

The most important change of the past few years . . . is the rise of the great mass into a new moneyed middle class. . . . It is like no other middle class in history. . . . [They] buy the same things—the same staples, the same appliances, the same cars, the same furniture, and much the same recreation. . . . The marketer who designs for his product to appeal to the whole group has hit the new mass market. . . .

[On] the whole people seem more inclined to spend than they ever have been. . . . [The] nation is, or is pretty close to being depression-proof [due to consumer spending]. . . .

**Document E**  
Source: Integration at Little Rock, 1957.

**Document D**  
Source: Elvis Presley, mid-1950s. (See text p. 886 for full-size photograph.)

**Document F**  

Revolution is bloody, revolution is hostile, revolution knows no compromise, revolution overturns and destroys everything that gets in its way. And you, sitting around here like a knot on the wall, saying, “I’m going to love these folks no matter how much they hate me.” . . . Whoever heard of a revolution where they lock arms . . . singing “We shall overcome”? You don’t do that in a revolution. You don’t do any singing, you’re too busy swinging.
**Document G**


The problem lay buried, unspoken, for many years in the minds of American women. It was a strange stirring, a sense of dissatisfaction, a yearning that women suffered in the middle of the twentieth century in the United States. Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night—she was afraid to ask even of herself the silent question—“Is this all?”

**Document H**

Source: President Lyndon Johnson, speech at Johns Hopkins University, April 7, 1965.

Why are we in South Viet-Nam?

We are there because we have a promise to keep. Since 1954 every American President has offered support to the people of South Viet-Nam... [We] have made a national pledge to help South Viet-Nam defend its independence...

To dishonor that pledge, to abandon this small and brave nation to its enemies, and to the terror that must follow, would be an unforgivable wrong.

We are also there to strengthen world order. Around the globe from Berlin to Thailand are people whose well-being rests in part on the belief they can count on us if they are attacked. To leave Vietnam to its fate would shake the confidence of all these people in the value of an American commitment and in the value of America’s word.
**DBQ 12**

**The Resurgence of Conservatism, 1964–2000**

**Directions:** In this DBQ, you must compose an essay that uses both your interpretation of Documents A–K and your own outside knowledge of the period mentioned in this question.

In the years 1964–2000, what factors contributed to the resurgence of conservatism in American politics and government?

Use these documents and your knowledge of the period 1964–2000 to compose your answer.

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**Document A**

Source: President Lyndon Johnson, speech, March 16, 1964.

I have called for a national war on poverty. Our objective: total victory.

There are millions of Americans — one fifth of our people — who have not shared in the abundance which has been granted to most of us, and on whom the gates of opportunity have been closed. . . . The war on poverty is not a struggle simply to support people, to make them dependent on the generosity of others.

It is a struggle to give people a chance. . . . Because it is right, because it is wise, and because, for the first time in our history, it is possible to conquer poverty, I submit for the consideration of the Congress and the country, the Economic Opportunity Act of 1964.

The Act does not merely expand old programs or improve what is already being done. It charts a new course.

It strikes at the causes, not just the consequences of poverty.
Document C

The country is still reeling from the shock of what happened in [Watts] Los Angeles. Six days of ‘racial’ rioting, of violence uncontrolled and uncontrollable. Thousands of Negroes running wild, burning, destroying, looting, . . .

Internal order is the first necessity of every society. Even justice is secondary to order, because without order there can be no society and no justice. . . .

This internal order is now in jeopardy . . . because of the doings of such high-minded, self-righteous “children of light” as the Rev. Martin Luther King and his associates in the . . . “civil rights” movement. . . .

With their . . . doctrine of “civil disobedience,” they have been teaching hundreds of thousands of Negroes that it is perfectly all right to break the law and defy constituted authority if you are a Negro-with-a-grievance; in protest against injustice.

Document D
Source: Cartoon, President Lyndon Johnson Haunted by Spectres of Vietnam, 1967.

Document E
Source: President Richard Nixon, presentation of two Supreme Court justice nominees, 1971.

As far as judicial philosophy is concerned, it is my belief that it is the duty of a judge to interpret the Constitution and not to place himself above the Constitution or outside the Constitution. He should not twist or bend the Constitution in order to perpetuate his personal political or social views. . . .

You will recall . . . that during my campaign for the Presidency, I pledged to nominate to the Supreme Court individuals who shared my judicial philosophy, which is basically a conservative philosophy. . . .

As a judicial conservative, I believe some court decisions have gone too far in the past in weakening the peace force as against the criminal forces in our society. . . . I believe the peace forces must not be denied the legal tools they need to protect the innocent from the criminal elements.

Document F

The Regents adopted their [special admissions] program to accomplish a number of commendable, long-range objectives [of achieving the goals of the admittedly compelling state interests of integrating the medical profession and increasing the number of doctors willing to serve minority patients], but as presently structured, the program is one of the more extreme methods of securing those objectives. The program excluded Bakke from the medical school on the basis of race and this is not disputed. I am open to being shown how, consistent with the prior decisions of the Court, we can escape the significance of this fact.

Having come thus far, I am confronted with the tactical consideration of how best to structure and shape a result so as to confine its impact and yet make it clear that the Court intends to leave states free to serve as “laboratories” for experimenting with less rigidly exclusionary methods of pursuing desirable social goals.
Document G
Source: President Ronald Reagan, First Inaugural Address, January 20, 1981.

It will be my intention to curb the size and influence of the federal establishment and to demand recognition of the distinction between the powers granted to the federal government and those reserved to the states or to the people.

Document H
Source: Vladmir Lenin statue in Romania, 1990. (See text p. 981 for full-size photograph.)

Document I

By conventional measures, [Ronald Reagan’s presidency has] been enormously successful. Double-digit inflation is gone. The economy is in its second-longest expansion since World War II. Reagan championed the most sweeping tax-reform in decades. He proposed — and Congress enacted — a program of catastrophic health insurance for the elderly and a major overhaul of welfare. Abroad, he signed, the first arms control agreement (the INF treaty) that actually reduces nuclear stockpiles. All of these achievements enjoy widespread bipartisan approval. . . . Reagan bungled important matters, most obviously the budget deficits. But these lapses were outweighed by his good judgment on inflation, dealing with the Soviets, and tax reform. . . .

His social agenda (anti-abortion, school prayer), which often antagonized majorities of Americans, was pursued half-heartedly. . . . He didn't demolish the welfare state or end demands for government services. . . .

Document J

The Republican Party’s pro-life position is a winning one that has given the party landslides in three of the past four presidential elections. It has served the party well and should not be retreated from, not only as a moral principle, but as a purely political matter because standing down would cost the party the support of millions of pro-family citizens. The pro-life community’s hopes, however, do not hinge on the existing wording of the GOP platform, but on the principle behind it. I have supported the existing plank since 1980, and I will do so again. . . . We will seek by all legal and constitutional means to protect the right to life for the elderly, the infirm, the unborn, and the disabled. . . .
**Document K**

Source: Representation in the House of Representatives, by Party, 1964, 1980, 2000; Southern States

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(Source: Clerk of the House of Representatives.)
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DBQ 1

DBQ 2
Document C: Rhode Island Historical Society.

DBQ 4
Document E: Corbis-Bettmann.

DBQ 5

DBQ 6
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DBQ 7

DBQ 8

DBQ 9

DBQ 10

DBQ 11

DBQ 12