

BILL *of* RIGHTS

INSTITUTE

Life, Liberty, and the Pursuit of Happiness

Instructor Answer Guide

Chapter 10: 1898-1919

Contents

CHAPTER 10 INTRODUCTORY ESSAY: 1898–1919.....	2
NARRATIVES.....	4
Ida M. Tarbell’s Crusade against Standard Oil.....	4
Alice Paul and the Struggle for Women’s Suffrage	6
Remember the <i>Maine</i> ! Theodore Roosevelt and the Rough Riders	7
Westward Expansion and the Quest to Conserve	8
Jim Crow and Progressivism	9
The Panama Canal	10
Speaker Joseph Cannon Dethroned	11
Wilsonian Progressivism.....	12
The Philippine-American War	13
America Enters World War I	14
Over There: The U.S. Soldier in World War I.....	15
The Great Migration.....	16
DECISION POINTS	17
The Election of 1912	18
The Treaty of Versailles	19
POINT-COUNTERPOINT	20
Did the Progressive Movement Diverge from Founding Principles and Did It Affect the Purpose of Government?	20
PRIMARY SOURCES	22
Redfield Proctor vs. Mark Twain on American Imperialism, 1898–1906.....	22
Cartoon Analysis: <i>A Lesson for Anti-Expansionists</i> , Victor Gillam, 1899	24
Upton Sinclair, <i>The Jungle</i> , 1906	25
Lewis Hine, Photographs Documenting Child Labor, 1908.....	26

Elihu Root vs. William Jennings Bryan on Women’s Suffrage, 1894–1914	26
Carrie Chapman Catt, Open Address to the U.S. Congress, 1917	28
Business and Advertising in the Early Twentieth Century, 1910–1917	29
The Espionage Act of 1917	30
George M. Cohan, “Over There,” 1917	31
Woodrow Wilson’s Fourteen Points, 1918	32
LESSONS.....	33
Women's Suffrage and the Nineteenth Amendment.....	33
The Progressive Movement DBQ.....	43
<i>Schenck v. United States</i> DBQ.....	45
UNIT 6 ESSAY ACTIVITY	48

CHAPTER 10 INTRODUCTORY ESSAY: 1898–1919

Review Questions

- By the beginning of the twentieth century, the United States was undergoing massive changes, including all the following except
Answer: C. transition to an economy based on self-sufficient farmers and skilled artisans
- All the following were true of the Progressive Era of the early twentieth century except
Answer: A. the Socialist Party’s electoral strength directly challenged the two-party system
- Much Progressive Era reform started at the local and state levels because
Answer: A. the U.S. Constitution did not grant the federal government power in matters of the health, safety, and the welfare of citizens
- Urban reformers sought to limit the power of the political bosses by
Answer: C. instituting commission and city manager systems of government
- Compared with rates during the Gilded Age, voter participation at all levels of government during the Progressive Era
Answer: B. decreased
- Theodore Roosevelt’s expansion of federal regulatory power reflected his belief that
Answer: C. the executive branch could best create social stability and avert revolution
- Theodore Roosevelt’s presidency expanded the regulatory powers of the executive branch by all the following actions except
Answer: D. publicly supporting mine owners in the anthracite coal strike
- Theodore Roosevelt’s accomplishments as president included all the following except
Answer: A. expansion of private development of public lands
- The Roosevelt Corollary to the Monroe Doctrine centered on the belief that the United States should
Answer: B. secure dominance in the Western Hemisphere
- Progressives within the Republican Party viewed the presidency of William Howard Taft as
Answer: D. lacking reform fervor
- The results of the 1912 presidential election signaled
Answer: D. a continuation, with some redirection, of a national economic reform agenda

12. President Woodrow Wilson's New Freedom campaign agenda was exemplified by all the following except

Answer: D. expansion of women's suffrage through a constitutional amendment

13. Intervention in Haiti, the Dominican Republic, and the Mexican Revolution demonstrated that President Woodrow Wilson's foreign policy

Answer: A. continued an expansion of the United States' role in the world

14. During the lead-up to World War I, President Woodrow Wilson's focus on freedom of the seas was challenged by

Answer: A. unrestricted submarine warfare

15. Key components of Woodrow Wilson's Peace without Victory plan included all the following except

Answer: D. imperialism

16. The immediate events that led to a U.S. declaration of war against Germany in World War I included all the following except

Answer: C. sinking of the USS *Maine*

17. When President Woodrow Wilson proposed the Fourteen Points, the Allied nations responded by

Answer: B. rejecting the concept of peace without victory

18. On the home front, the United States' entry into World War I led to an expansion of

Answer: B. federal power

Free Response Questions

1. Analyze the reasons why significant Progressive reforms began at the local and state levels.

Answer: Progressive Era reforms aimed to correct the worst abuses of the industrial revolution, limit the power of concentrated corporate influence, and clean up corrupt political-machine practices. U.S. cities swelled with the expansion of industry and the immigrant and native labor employed in those factories; thus, cities and reformers were eager to try various solutions to the overcrowding and inadequate sanitation that challenged the health and safety of residents. Reformers sought to blunt the power of urban political machines by regulating working conditions for women and children and establishing settlement houses, visiting-nurse care, and other reforms to meet the needs of the immigrant working classes. Parks, playgrounds, clean drinking water, and sanitation efforts were tied to urban reform in several states. States such as Wisconsin, under Governor Robert LaFollette, tried to improve working conditions for laborers. Often, national reform efforts came after a variety of ideas at the local and state levels were attempted and often challenged in the courts.

2. Explain how Woodrow Wilson's administration implemented his New Freedom platform.

Answer: After the electoral victory in 1912, President Wilson and the Democrats put the New Freedom platform in effect. Tariff reduction was included in a bill that provided for a progressive income tax, made constitutional by the Sixteenth Amendment. The Federal Reserve Act provided financial reform. This was followed by the Clayton Anti-Trust Act, strengthening previous antitrust legislation. Congress also created the Federal Trade Commission to regulate commerce and industry. In reality, Wilson's expansion of federal regulatory agencies possessed elements of Roosevelt's New Nationalism.

3. Explain why the United States declared war in 1917.

Answer: After the electoral victory in 1912, President Wilson and the Democrats put the New Freedom platform in effect. Tariff reduction was included in a bill that provided for a progressive

income tax, made constitutional by the Sixteenth Amendment. The Federal Reserve Act provided financial reform. This was followed by the Clayton Anti-Trust Act, strengthening previous antitrust legislation. Congress also created the Federal Trade Commission to regulate commerce and industry. In reality, Wilson's expansion of federal regulatory agencies possessed elements of Roosevelt's New Nationalism.

4. Explain why President Wilson failed to achieve peace without victory after World War I.

Answer: The tremendous human and financial devastation of World War I led the allied victors to ignore the idea of "peace without victory." Even before the United States officially entered the war, President Wilson had proposed key points that became the core of his Fourteen Points, including freedom of the seas, disarmament, self-determination, and a League of Nations. But Britain and France were unwilling to agree to a generous peace settlement with Germany. Instead, they insisted that Germany accept war guilt, agree to pay war reparations, and give up former colonies. Despite Wilson's extensive compromises on the Treaty of Versailles to ensure inclusion of the League of Nations, the U.S. Senate refused to ratify it. Republicans refused to accept Article X of the treaty, which committed the United States to go to war to defend any League member nation that was attacked. There was insufficient support in the Senate for expanding U.S. responsibility for collective security and world peace, the public had wearied of the war effort, and the crusade to make the world safe for democracy ended.

AP Practice Questions

1. The publication of this document was most directly shaped by

Answer: B. the need to finance U.S. involvement in World War I

2. A person who signed this document would be most likely to support

Answer: A. victory for the Allies

3. The beliefs stated in this document most clearly contributed to which of the following?

Answer: C. Failure of the U.S. Senate to ratify the Treaty of Versailles

4. The legislation in the excerpt most directly reflected a growing belief that

Answer: D. the federal government needed to provide regulatory oversight in antitrust laws

5. What group would most likely support the passage of the legislation in the excerpt?

Answer: D. Progressive Era reformers

6. Which of the following government actions represented a historical continuity with the legislation in the excerpt?

Answer: A. Prosecution of the Northern Securities Company and Standard Oil trust

NARRATIVES

Ida M. Tarbell's Crusade against Standard Oil

Review Questions

1. According to John D. Rockefeller, economic competition led to

Answer: B. potentially ruinous conditions for business

2. Oil refining first attracted the interest of John D. Rockefeller because

Answer: D. refined oil carried a huge markup over the cost of crude oil

3. The strategy followed by John D. Rockefeller and other like-minded industrialists to eradicate “ruinous competition” was to

Answer: A. consolidate and centralize production for efficiency

4. Which action best exemplifies John D. Rockefeller’s use of vertical integration?

Answer: C. Developing a system of oil pipelines to get crude oil to his refineries

5. Regulation of trusts in the late nineteenth century began with

Answer: D. state legislatures’ passage of antitrust legislation and state prosecution of trusts

6. Compared with other Progressive Era critics of corporations, Ida Tarbell was unusual in that she

Answer: C. opposed unfair business practices, rather than the sheer size of Gilded Age corporations

7. Publication of Ida Tarbell’s investigative work led most directly to

Answer: C. prosecution of Standard Oil

8. The “rule of reason” established by the Supreme Court in the Standard Oil decision of 1911 showed that

Answer: C. unfair business practices could be successfully prosecuted

Free Response Questions

1. Evaluate the impact of Ida Tarbell’s investigative reporting on the Standard Oil Company.

Answer: Ida Tarbell’s investigative work, *The History of Standard Oil*, revealed the ruthless business tactics of John D. Rockefeller’s company. In a series of essays spanning two years and then collected in book form, Tarbell, one of the muckraking journalists, detailed the monopolistic actions taken to establish dominance in the oil industry. Her work mobilized public opinion against Standard Oil. Antitrust prosecution increased during the Progressive Era, especially with the strengthening of antitrust legislation. In 1911, the Supreme Court handed down its “rule of reason” in the Standard Oil case, saying that size alone was not a deciding factor in determining legality; rather, “unreasonable restraints of trade” were illegal. Tarbell’s work helped expose and break up the Standard Oil trust.

2. Analyze the federal government’s response to business combinations in the late nineteenth and early twentieth centuries.

Answer: Passage of antitrust legislation at the federal level began in the late nineteenth century with the Interstate Commerce Act and the Sherman Antitrust Act. Earlier state legislation attempting to regulate industries that operated across state lines had been successfully challenged in the courts. However, the Sherman Act’s vague wording limited its effectiveness in controlling monopolistic activity. Successful prosecution of the Standard Oil trust established the “rule of reason,” which said that unreasonable restraints of trade were illegal.

AP Practice Questions

1. This political cartoon most directly reflected a growing belief that

Answer: B. public interests had become secondary to private interests

2. Which group would most directly support the point of view of this cartoon?

Answer: C. Muckraking journalists of the Progressive Era

3. The point of view portrayed in this cartoon challenged what prevailing norm?

Answer: A. Public support for laissez-faire economic policies

Alice Paul and the Struggle for Women's Suffrage

Review Questions

1. The primary objective of women's rights activists in the early twentieth century was
Answer: B. expanding the franchise to women
2. Pursuing a state-by-state strategy, the National American Woman Suffrage Association was most successful in securing women's suffrage in which part of the United States by 1910?
Answer: D. The West
3. The 1917 split in the women's movement between the National American Woman Suffrage Association and the National Women's Party centered on
Answer: B. the best strategy and tactics to achieve women's suffrage nationwide
4. The existence of the National American Woman Suffrage Association and the National Women's Party in the early twentieth century best demonstrated that
Answer: C. disagreements existed about how best to achieve the franchise for women
5. Opponents of women's suffrage raised all the following arguments except
Answer: D. reform legislation would result in economic growth nationwide
6. To achieve their goals, Alice Paul and other like-minded suffragists expanded their tactics to include
Answer: B. undertaking hunger strikes
7. President Wilson's support for women's suffrage was most influenced by
Answer: A. mobilization of women in the war effort
8. Which women's rights advocate helped secure ratification of the Nineteenth Amendment and drafted the Equal Rights Amendment?

Answer: C. Alice Paul

Free Response Questions

1. Explain how and why the women's movement split in the early twentieth century.
Answer: Although women's groups of the early twentieth century supported women's suffrage, they eventually disagreed on strategy and tactics. The major group, the National American Woman Suffrage Association (NAWSA), supported a state-by-state strategy to secure the vote for women. By 1910, only a few western states had guaranteed women's suffrage. Alice Paul and other more militant suffragists advocated more confrontational tactics on a nationwide level. They picketed, protested, and even engaged in hunger strikes. Paul helped form the National Women's Party to help lobby for a national amendment to allow gender equality in voting.
2. Analyze why ratification of the Nineteenth Amendment granting women the right to vote was finally achieved in 1919.

Answer: By Wilson's second term in office, women's suffrage organizations were united in their call for a constitutional amendment to guarantee the right to vote for women. Public outcry at the brutal conditions jailed protesters endured led to changed opinions. World War I increased the suffrage movement's momentum as women entered the workforce, replacing men who had joined the military. Women's contribution to the war effort and the progressive call for citizens' more direct voice in their government were persuasive for increasing numbers of Americans. In 1918, Wilson finally announced his support for suffrage. The amendment prohibiting the national and state governments from denying the vote to women, called the Susan B. Anthony Amendment, passed both houses of

Congress by June 1919 and was sent to the states for ratification. On August 18, 1920, Tennessee narrowly became the thirty-sixth state to ratify the amendment, satisfying the constitutional requirement of ratification by three-fourths of the states.

AP Practice Questions

1. This image reflects which continuity in American history?

Answer: B. Notions of national identity coexist with regional and group identities.

2. The trend demonstrated in the image was most directly shaped by

Answer: C. multiple reasons to support expanded suffrage

3. This map most directly reflected a growing belief that

Answer: D. geography and suffrage equality were linked

Remember the *Maine*! Theodore Roosevelt and the Rough Riders

Review Questions

1. The headline best exemplifies

Answer: A. yellow journalism

2. During his time as assistant secretary of the Navy, Theodore Roosevelt's position on American intervention in Cuba agreed least with that of

Answer: D. President William McKinley

3. At the outset of the Spanish-American War, Congress passed the Teller Amendment, which

Answer: B. stated the United States would not annex Cuba

4. Alfred Thayer Mahan's *The Influence of Sea Power Upon History* influenced figures like Theodore Roosevelt to

Answer: C. support increased spending for naval forces

5. Immediately after the Spanish-American War, Theodore Roosevelt's popularity was enhanced by his

Answer: D. depiction in a painting by artist Frederick Remington

6. Extended American intervention in Cuba was justified by all the following except

Answer: B. the Teller Amendment

Free Response Questions

1. Explain how the media contributed to an American declaration of war against Spain in 1898.

Answer: When a Cuban revolutionary movement broke out against oppressive Spanish rule in the mid-late 1890s, President McKinley sought to protect American interests but not get directly involved in the conflict. However, publishers, including William Randolph Hearst and Joseph Pulitzer, sensationalized the news coming out of Cuba. This "yellow journalism" encouraged public support and sympathy for the Cuban people against their Spanish oppressors. The media's sensationalizing of the destruction of the U.S.S. Maine and publishing of the de Lôme letter also increased public pressure on the government to declare war, which it eventually did in April 1898.

2. Explain how America's place in the world changed with the conclusion of the Spanish-American War.

Answer: The Spanish-American War's conclusion led to an increased global role for the United States. Events related to the war and its aftermath gave the United States a growing empire in the Caribbean and the Pacific that included Cuba, Hawaii, Puerto Rico, Guam, and the Philippines. But this empire was not without conflict. The Filipinos, led by Emilio Aguinaldo, rebelled against

American interventionism after the defeat of the Spanish. The insurrection resulted in tremendous loss of life. The Spanish-American War and its aftermath sparked a sharp debate over the course of U.S. imperialism. This debate over America's role in the world continued through the next century.

AP Practice Questions

1. The events depicted in this image most directly led to

Answer: C. intense debate about America's proper role in the world

2. A historian might use this image to support the point that

Answer: A. innovations in communication and technology contributed to a growth of mass culture

3. This image was created in response to

Answer: B. America's victory in the Spanish-American War

Westward Expansion and the Quest to Conserve

Review Questions

1. A systematic process for the survey and sale of western lands and the orderly admission of new states into the Union was established by the

Answer: A. Northwest Ordinance

2. The goal of federal land policy before the late nineteenth century was

Answer: D. fostering economic expansion by increasing private ownership of land

3. The conservation movement of the early twentieth century echoed the progressive movement's emphasis on

Answer: A. increasing efficiency and scientific management

4. Efficient use of the environment and its resources through government regulation is best represented by the ideas of

Answer: D. Gifford Pinchot

5. Actions taken by the U.S. government to protect the environment before the presidency of Theodore Roosevelt included all the following except

Answer: B. the creation of the U.S. Forest Service

6. Theodore Roosevelt became known as the conservation president largely because

Answer: B. he undertook environmental policy initiatives that generated publicity

Free Response Questions

1. Explain why the environmental movement developed during the late nineteenth and early twentieth centuries.

Answer: By the end of the nineteenth century, American continental expansion began to slow. The effects of America's rapid and unregulated industrial expansion were visible in cleared forests, polluted rivers, and abandoned mines across the United States. Public and governmental attitudes toward exploitation of natural resources began to change. The government took action to preserve forest land and protect natural wonders, such as by establishing national parks. Belief that America's natural abundance had limits became more widespread. The progressive belief in scientific management and system efficiency also helped foster a conservation movement.

2. Explain how Theodore Roosevelt's actions reflected the environmental ideas of both John Muir and Gifford Pinchot.

Answer: Theodore Roosevelt was the political embodiment of the conservation movement. An "instinctual" preservationist, he acted on the environmental ideas of John Muir, who advocated the

preservation of wilderness areas before they were destroyed. Thus, expansion of federal forest reserves and the creation of the national parks system occurred during the Roosevelt administration. But Roosevelt was also a practical conservationist. This put him in sympathy with the philosophy of Gifford Pinchot, who argued for scientific conservation and believed merely preserving natural resources was not enough to support economic growth. Pinchot and Roosevelt supported using government action to regulate and maximize the future potential of America's natural resources.

AP Practice Questions

1. Which of the following developments represented a continuation of the sentiments in the excerpt?

Answer: D. Restrictions on pesticide use after the publication of Rachel Carson's *Silent Spring*

2. This excerpt most directly reflected a growing belief that

Answer: B. greater government action was needed to counter problems with economic development

3. This excerpt was most directly shaped by

Answer: D. tensions between preservationists and conservationists

Jim Crow and Progressivism

Review Questions

1. Southern states disenfranchised black male voters using all the following methods except

Answer: D. enumerated powers

2. Reasons for the retreat from the goals of Reconstruction during the late nineteenth century included

Answer: B. loss of national interest in the "race question" as the industrial revolution took hold

3. The primary purpose of Jim Crow legislation was to

Answer: A. legalize racial segregation

4. The U.S. Supreme Court's majority decision in the *Plessy v. Ferguson* case (1896) immediately resulted in

Answer: D. expansion of Jim Crow legislation

5. In the South, the progressive agenda included

Answer: C. disenfranchisement of black men

6. The state of race relations in the South between 1890 and World War I was one of the reasons for

Answer: A. the Great Migration of African Americans to northern cities

7. Which of the following best compares northern and southern views of literacy requirements for voting?

Answer: D. Many Northern whites were sympathetic to the underlying assumptions of race at the basis of literacy requirements.

Free Response Questions

1. Explain how southern states countered the Fifteenth Amendment to the U.S. Constitution.

Answer: In the aftermath of Reconstruction, southern states sought to curtail the voting rights of freedmen in a number of different ways. They instituted literacy tests and poll taxes to prevent blacks and even poor whites from voting. Even if a person could read, it was up to the white voting registrars to determine whether the prospective voter had demonstrated suitable ability to read or interpret the passages selected for the test. In some states, exemptions were allowed those who owned a sufficient amount of property or who were the sons or grandsons of someone who voted

before 1867. These grandfather clauses were blatantly aimed at excluding African Americans from voting.

2. Explain how the U.S. Supreme Court facilitated the spread of racial segregation at the turn of the twentieth century.

Answer: Despite the promise of the Fourteenth Amendment's wording requiring "equal protection under the laws," in the aftermath of Reconstruction, states began to pass segregation laws. In 1896, in the *Plessy v. Ferguson* decision, the Supreme Court set a precedent that led to the spread of Jim Crow legislation across the South. *Plessy v. Ferguson* (1896) was a challenge to a Louisiana segregation law, but the Supreme Court's surprise decision in the case allowed states to mandate "separate but equal" facilities for whites and blacks. Thereafter, this interpretation of the Fourteenth Amendment led to the spread of legalized racial segregation in the South. Jim Crow segregation laws rapidly spread throughout the South and would not be struck down until the 1954 *Brown v. Board of Education* decision.

AP Practice Questions

1. Which of the following contradicted the sentiments in the excerpt?

Answer: A. Passage of Jim Crow legislation

2. What was a direct result of the majority decision in the case mentioned in the excerpt?

Answer: A. Expansion of state segregation laws

3. This excerpt was written in response to

Answer: B. challenges to the Fourteenth Amendment to the Constitution

The Panama Canal

Review Questions

1. A Central American canal in the Western Hemisphere was not completed until the early twentieth century because

Answer: B. technological innovation and disease control were lacking

2. By the end of the nineteenth century, a canal through Central America was declared vital to U.S. national security because

Answer: A. the United States had emerged from the Spanish-American War with possessions in the Caribbean and the Pacific

3. By 1900, the United States had emerged as the primary builder of the Panama Canal mainly because

Answer: C. French and British concerns had failed to build the canal

4. Compared with the proposed Nicaraguan canal, the reason Panama emerged as the primary location for the canal was

Answer: D. favorable treaty terms for the United States after Panama rebelled against Colombia

5. The design of the Panama Canal is best described as a(n)

Answer: A. above-sea-level, lock-system canal

6. Since the end of the nineteenth century, American-Panamanian relations can best be described as

Answer: D. interventionist

7. How did disease affect the building of the Panama Canal?

Answer: C. It stopped the French canal project, shifting final construction efforts to the U.S. government.

Free Response Questions

1. Explain the United States' interest in a Central American canal at the turn of the twentieth century.

Answer: American businesses wanted a quicker route between the Atlantic and Pacific coasts, and the American acquisition of territory in both the Caribbean and the Pacific after the Spanish-American War pointed to America's strategic advantages of a canal.

2. Evaluate the building of the Panama Canal as symbolic of the Progressive Era.

Answer: Reflecting progressives' admiration for pragmatic and scientific management, the successful completion of the Panama Canal marked a great success for the technological and scientific expertise of the era. American engineers, scientists, and medical professionals worked to solve the tremendous problems that had stymied earlier attempts to build the canal. The strategic importance of the canal also pointed to America's growing influence in the world. Roosevelt made no secret of his contempt for Latin American politics and leaders, reflecting the progressives' adherence to ideas of social Darwinism. The Treaty of Paris ending the Spanish-American War meant the United States started the twentieth century with expanded interests and growing influence in the Caribbean and the Pacific. Progressives' preference for greater government involvement in all kinds of problem solving and Theodore Roosevelt's contempt for Latin Americans were both reflected in his blatant intervention in the political tensions between Colombia and Panama, via gunboat diplomacy.

AP Practice Questions

1. The information in the provided table most directly reflected a growing belief that

Answer: D. the western frontier was closed, and the United States needed to expand its frontiers

2. What caused the trend seen in the table?

Answer: A. Shortened distances for American oceanic trade and naval ships thanks to the Panama Canal

3. What group would most clearly support the trend illustrated in the table?

Answer: D. Supporters of the Spanish-American War

Speaker Joseph Cannon Dethroned

Review Questions

1. The power of the Rules Committee in the House of Representatives is based on its ability to

Answer: C. schedule bills for a vote in the lower house of Congress

2. Progressives believed the effect political parties had on government was

Answer: B. negative, because political parties drew power away from the people

3. The "invisible government" that progressive reforms sought to control was the

Answer: B. political party

4. Progressive political reforms designed to limit the power of political parties included all the following except

Answer: D. elimination of national nominating conventions

5. Changes to the power of the Speaker of the House in 1910 led to

Answer: A. growing independence of individual members of Congress to report to their constituents

6. Which power of the Speaker of the House was stripped during the Revolt of 1910?

Answer: C. The power to chair the Rules Committee

Free Response Questions

1. Explain the progressives' objections to political parties.

Answer: Political parties dominated American politics leading into the Progressive Era. Progressive reformers believed the domination of political parties that answered to various special interests drew political power away from citizens. In their view, parties made the government corrupt and unaccountable by acting as an invisible government pulling the strings of the elected representatives. Progressives advanced several reforms that would weaken parties in order to create a more direct democracy. These reforms included direct primaries and campaign finance and civil service laws to strip parties of their ability to raise money and appoint cronies to office.

2. Explain the legislation passed by Progressive Era reformers to limit the power of political parties.

Answer: To limit the power of political parties, Progressive Era reformers sought to make government more responsive to the citizens and less beholden to special interests. At the local and state levels, the passage of initiative, referendum, and recall gave citizens more direct control over government policies. Direct primary elections and direct election of U.S. senators also aimed to break the power of special interests and political parties. In the U.S. House of Representatives, the czar-like powers of the Speaker were diminished by the Revolt of 1910.

3. Discuss the implications of the Revolt of 1910 on the powers of Congress today.

Answer: The Speaker of the House has never regained the power he/she held prior to the Revolt of 1910. This has led to a decline in leadership in Congress comparatively and a general increase in power in the executive branch. Less power in the role of the Speaker has also left individual members of Congress more independent and freer to challenge party leaders without fear of reprisal, but it has also led to more difficulty in passing major legislation without a leader who can forge and maintain coalitions.

AP Practice Questions

1. This cartoon reflects the minority political party's view that

Answer: A. the Speaker of the House controls all that occurs in the House

2. The situation in the provided image most directly reflected a growing belief that

Answer: B. Progressive Era political reforms needed to give power to citizens

3. Which of the following was a direct result of the partisan events depicted in the cartoon?

Answer: C. Lessening of political party influence in Congress

Wilsonian Progressivism

Review Questions

1. The federal income tax created in 1913 was meant to

Answer: B. offset some of the revenue lost from lowered tariff rates

2. The Federal Reserve System was created to

Answer: D. regulate the amount of money in circulation

3. President Wilson's policies resembled Theodore Roosevelt's New Nationalism because Wilson

Answer: A. expanded the regulatory bureaucracy of the U.S. government

4. Woodrow Wilson earned the support of organized labor as a result of all the following actions except

Answer: C. abolishing trusts under his New Freedom policies

5. After the United States officially entered World War I, the power of the federal government

Answer: B. increased, with the creation of various boards to mobilize for a wartime economy

6. By the time Woodrow Wilson left the presidency, he had accomplished all these objectives *except*

Answer: C. restoring an economy dominated by small businesses

Free Response Questions

1. Explain how Woodrow Wilson's policies restricted corporate power.

Answer: Although President Wilson did not achieve his "New Freedom" goals of breaking monopolies and restoring full economic competition, several laws passed during his administration did work to limit corporate power. The Federal Reserve Act, creating a national banking system to regulate the amount of money in circulation, limited the power of banks. The Clayton Antitrust Act of 1914 clarified which antitrust activities were prohibited and strengthened the earlier Sherman Antitrust Law. The Federal Trade Commission enforced the Clayton Act and publicized violations. In addition, legislation to end child labor, provide for an 8-hour workday for railroad workers, and create a Department of Labor sought to limit the power of big business.

2. Explain how mobilization of the home front in World War I contributed to the growth of the federal government.

Answer: With the help of Congress, the Wilson administration created a series of agencies and boards designed to mobilize the home front to support the war effort. These federal agencies directed businesses on what to produce and how to treat their workers. The War Industries Board pressed industries to standardize the production of munitions and other essential products; the War Labor Board managed relations between workers and employers in workplaces that served the military effort; the Committee on Public Information "sold" the war as an altruistic democratic mission. And, for the duration of the war, the government effectively nationalized the railroad and coal industries.

AP Practice Questions

1. The developments depicted in the cartoon were most directly shaped by

Answer: B. economic instability associated with the industrial revolution

2. Which of the following represented a continuation of the developments depicted in the cartoon?

Answer: C. Pro-business Supreme Court decisions

3. This political cartoon most directly reflected a growing belief that

Answer: D. federal legislation would effectively regulate the economy

The Philippine-American War

Review Questions

1. Expansionist fervor at the end of the nineteenth century led to the United States' acquisition of all the following except

Answer: D. the Aleutian Islands

2. Anti-imperialists opposed the United States' annexation of the Philippines because it would likely

Answer: D. violate American values and the U.S. Constitution

3. How did the concept of social Darwinism affect the Philippine-American War?

Answer: A. It provided a pseudoscientific justification for colonial domination based on racial superiority.

4. The immediate context of the Philippine-American War was

Answer: A. Spain's defeat in the Spanish-American War

5. The Filipino revolt against American governance at the beginning of the twentieth century occurred after

Answer: B. Filipino rebels and the American military defeated the Spanish

6. The actions of Uncle Sam as represented in the cartoon would be opposed by

Answer: A. Emilio Aguinaldo

Free Response Questions

1. Compare the mid-nineteenth century concept of manifest destiny with the concept of late nineteenth/early twentieth century imperialism in American foreign policy.

Answer: Manifest destiny focused on American expansionism primarily on the North American continent, whereas later imperialism centered on American territorial interests in the Caribbean and the Pacific. However, both strategies sought to increase the economic wealth of the United States and led to conflicts and debates over the direction of American foreign policy. Both were also grounded in the idea of American exceptionalism and racial superiority.

2. Explain why the annexation of the Philippines led to intense debate over the future of American foreign policy.

Answer: American expansionists saw annexation of the Philippines as necessary to American economic interests in the Pacific. Rivalries with European empires, a belief in racial superiority, and missionary interests also fueled American interest in acquiring the Philippines. However, anti-imperialists, including Mark Twain, argued that imperialism was un-American and unconstitutional. Furthermore, annexation of the Philippines betrayed the reasons the United States had helped liberate Cuba from Spain. The insurrection led by Emilio Aguinaldo against American control, and also known as the Philippine-American War, further fueled anti-imperialist sentiment. This conflict cost tens of thousands of Filipino lives and several thousand American lives. Racism affected anti-imperialist sentiment as well. Although the United States did annex the Philippines, the question whether to pursue American imperialism led to a bitter national political debate before World War I.

AP Practice Questions

1. The sentiments in this excerpt were most directly influenced by

Answer: C. social Darwinism

2. The events described in the excerpt occurred in response to

Answer: A. the terms of the Treaty of Paris of 1898 ending the Spanish-American War

3. The sentiments expressed in the excerpt contributed most directly to which of the following?

Answer: A. Intense debates regarding the future direction of American foreign policy

America Enters World War I

Review Questions

1. The U.S. government did not take a side at the outset of World War I because

Answer: A. America's large immigrant population had ties to both the Allies and the Central powers

2. As World War I unfolded between 1914 and 1917, American trade with the Allied powers

Answer: B. increased

3. President Woodrow Wilson initially responded to Germany's U-boat policy by

Answer: C. reaffirming the rights of neutral nations to freedom of the seas

4. When Europe went to war in 1914, President Woodrow Wilson decided to

Answer: C. proclaim U.S. neutrality

5. For Woodrow Wilson, a “just peace” could be equated with

Answer: A. his postwar plans outlined in the Fourteen Points

6. Germany’s reasoning behind the Zimmerman telegram to Mexico was based, in part, on Mexico’s

Answer: D. objection to the United States’ pursuit of Pancho Villa on Mexican soil

7. Woodrow Wilson’s use of phrasing such as “The world must be made safe for democracy” best echoed the sentiments of

Answer: D. internationalism

Free Response Questions

1. Explain why the United States remained neutral in 1914 after war broke out in Europe.

Answer: Expecting a short war, President Woodrow Wilson saw little reason to enter the fray. The Atlantic Ocean offered a natural buffer that discouraged naval attack, and U.S. businesses traded extensively with Western Europe. In addition, the American population included millions of first and second-generation immigrants with family ties to both the Allied and Central power nations. Hoping to avoid conflict at home and abroad, Wilson announced that the United States would remain officially neutral and urged Americans to “remain impartial in thought, as well as action,” as they went about their daily lives.

2. Explain why President Wilson eventually asked for and received from Congress a declaration of war against Germany in 1917.

Answer: German aggression included unrestricted submarine warfare that took U.S. lives and gave the United States no choice but to defend itself militarily. American trade with and loans to the Allies far exceeded that with Germany and the other Central powers. Disapproval of Germany increased because of the Zimmermann telegram, which tried to worsen trouble between the United States and Mexico. Wilson also believed the United States needed to fight to ensure the war resulted in a just and lasting peace. In April 1917, he asked Congress for and received a declaration of war against Germany.

AP Practice Questions

1. This excerpt challenged which prevailing norm?

Answer: A. American foreign policy as established in the Monroe Doctrine

2. What group would most directly support the sentiments in the excerpt?

Answer: C. Anti-imperialists

3. What was a direct result of the sentiments represented in the excerpt?

Answer: B. Senate rejection of key proposals on constitutional grounds

Over There: The U.S. Soldier in World War I

Review Questions

1. During World War I, the United States raised the majority of its fighting force by

Answer: B. instituting conscription

2. Conditions encountered by Americans fighting on the front lines in World War I included all the following except

Answer: C. racially integrated military units

3. How did the entry of the United States into World War I immediately affect the German war strategy?

Answer: A. Germany renewed its assaults on the western front and launched an aggressive U-boat campaign.

4. During World War I, the German U-boat campaign was countered by British and American use of

Answer: D. convoys

5. The offensive capabilities of which weapon led American General Billy Mitchell to champion its expanded use during World War I?

Answer: D. The airplane

6. American entry into World War I most immediately led to

Answer: B. Allied and American victories leading to the German armistice

Free Response Questions

1. Evaluate the experiences of African American soldiers in the United States military during World War I.

Answer: While the United States fought World War I under President Woodrow Wilson's direction to "make the world safe for democracy," the United States military was racially segregated. Racial discrimination limited opportunities for black men to fight or become officers. The vast majority of black soldiers were classified as noncombatants and worked long days loading and unloading ships, building training camps and roads, or burying the dead. Some black U.S. soldiers served with the French army, where they were treated as equals and received medals for bravery in combat.

2. Evaluate the impact of the U.S. entry into World War I on the Allied victory in 1918.

Answer: The entry of the United States tipped the balance for the Allies. The United States managed to quickly raise a wartime force and transported two million troops to France in time to fight extensively in the summer and fall of 1918. American forces at Chateau-Thierry halted the German drive to Paris and, in the Meuse-Argonne, they fought along the western front as part of a coordinated Allied attack that pushed Germany back. On the high seas, the introduction of American and British convoys derailed Germany's U-boat campaign. Knowing that the American army would only get bigger and stronger, Germany sought an armistice rather than continuing the fight.

AP Practice Questions

1. This poster most directly reflects

Answer: C. encouragement to buy defense bonds to finance the war effort

2. The publication of this poster was most directly shaped by

Answer: D. increased immigration from Southern and Eastern Europe

3. Which of the following developments challenged the sentiments portrayed in the poster?

Answer: B. Prosecution of dissenters under the Sedition Act

The Great Migration

Review Questions

1. Push factors at work in the Great Migration of African Americans at the turn of the twentieth century included all the following except

Answer: D. expansion of industrial jobs

2. Many of the first African Americans who left the South to move north during the Great Migration were

Answer: A. educated urban dwellers with resources

3. Migration of southern African American sharecroppers increased dramatically in the early twentieth century because

Answer: C. they sought to escape economic hardship

4. Black southern migrants found the northern cities to be

Answer: D. sources of discrimination and prejudice as well as opportunity

5. Black southern migrants to northern cities generally settled in

Answer: B. cities along existing transportation networks

6. Most black southerners who moved north during the Great Migration

Answer: B. remained in the North despite discrimination

Free Response Questions

1. Analyze the push factors that led more than one million African Americans to move from the South to the North in the early twentieth century.

Answer: African-American Southerners left economic hardships, disenfranchisement, and Jim Crow segregation looking for better opportunities in northern industrial cities. The majority of rural southern African Americans were sharecroppers and unlikely to get out of debt, and the effects of the boll weevil infestation made sharecropping even more problematic. Grandfather clauses, poll taxes, and literacy tests effectively wiped out the African American electorate. Fear of physical violence, including lynching, was also a concern in the rural South. After the *Plessy v. Ferguson* decision in 1896 ruled Jim Crow legislation constitutional, segregation laws spread throughout the South. Thus, many push factors contributed to the Great Migration.

2. Discuss the conditions southern African Americans encountered in the North during the Great Migration.

Answer: Upon their arrival in northern cities, blacks found much discrimination in jobs and housing and even threats from organizations such as the Ku Klux Klan. However, they also found many types of opportunities unavailable to them in the South, including jobs in factories and service work that did not require extensive education or background. For those who had professional skills, there were opportunities for writers, artists, doctors, bankers, and a wide range of other positions unavailable in the South. Just as important, they found the opportunity to establish or join thriving communities and access to education for their children.

AP Practice Questions

1. This document was created in response to

Answer: D. limited economic opportunity and racial segregation in the South

2. Which of the following best contextualizes this document?

Answer: C. The Great Migration

3. This document was primarily intended to

Answer: D. offer community-based services to those recently arrived from southern states

DECISION POINTS

The Election of 1912

Review Questions

1. The 1912 United States presidential election was significant because

Answer: B. Theodore Roosevelt's candidacy weakened traditional political party power

2. In the 1912 U.S. presidential election, the Socialist Party

Answer: C. called for government nationalization of the major means of transportation and communication

3. A major Progressive Era criticism of trusts was that they

Answer: A. eliminated competition

4. During the 1912 presidential campaign, Theodore Roosevelt's view of trusts, compared with Woodrow Wilson's, was

Answer: B. more lenient in that Roosevelt distinguished between good trusts and bad trusts

5. During the 1912 presidential campaign, Woodrow Wilson's New Freedom called for

Answer: D. restoration of economic competition

6. Which of the following statements best summarizes the outcome of the 1912 presidential election?

Answer: D. A split in the Republican Party contributed to the Democratic Party victory.

Free Response Questions

1. Compare the view of the New Nationalism and the New Freedom during the 1912 election.

Answer: Theodore Roosevelt's New Nationalism distinguished between good trusts and bad trusts and sought to regulate trusts rather than abolish them, whereas Woodrow Wilson's New Freedom wanted to abolish them completely. The New Nationalism wanted a stronger executive, but the New Freedom wanted to keep power in the courts, applying the laws against monopolies. Wilson called for more business competition and a less active federal or national government, whereas Roosevelt called on the national government's powers to regulate big business cooperatively.

2. Explain how the election of 1912 challenged the two-party system in the United States.

Answer: The 1912 election saw the Republican Party split between the Bull Moose supporters of former President Theodore Roosevelt and the rest of the Republican party, which backed incumbent President William Howard Taft. The rise of the third party known as the Progressive or Bull Moose party, with Roosevelt as its candidate, challenged the traditional political power of the major parties. Although this split led to the electoral victory for Wilson and the Democrats, the personality-backed candidacy of Roosevelt undermined the Republican party's machinery. Political primaries became more powerful in choosing candidates than did the national nominating conventions.

AP Practice Questions

1. This political cartoon was created in response to

Answer: D. a split within the Republican party for the presidential nomination

2. The events depicted in this cartoon most directly led to

Answer: C. reforms strengthening business and financial regulations

3. A historian might use this image to support the contention that

Answer: A. agreement on the goals and tactics of the Progressive movement proved difficult

The Treaty of Versailles

Review Questions

1. Woodrow Wilson's plans for the postwar peace was most strongly challenged by

Answer: A. Henry Cabot Lodge, head of the Senate Foreign Relations Committee

2. For President Woodrow Wilson, the "future security of the world against wars" most likely centered on

Answer: B. creation of a new world order based on a community of nations

3. President Woodrow Wilson's Fourteen Points included all the following except

Answer: D. promotion of European autocracy

4. A major misstep in President Wilson's promotion of his peace plan after World War I was his

Answer: A. failing to invite any Republicans or members of the Senate to the Versailles Peace Conference

5. The chief objection of the U.S. Senate to the Treaty of Versailles was

Answer: D. Article X of the League Covenant calling for collective security

6. Ultimately, the U.S. Senate rejected the Treaty of Versailles, stating that it violated

Answer: C. national sovereignty

7. Senate ratification of the Treaty of Versailles required President Wilson to gain the support of

Answer: D. the reservationists

Free Response Questions

1. Compare President Woodrow Wilson's and Senator Henry Cabot Lodge's foreign policy goals at the end of World War I.

Answer: Throughout the debate over the Treaty of Versailles and League of Nations, President Wilson and Senator Lodge rooted their positions in very different visions of American diplomacy. Wilson thought the only way to achieve a lasting peace and new world order was a league of nations. An internationalist, he believed the United States needed to be a founding member of the new world peacekeeping organization, the League of Nations. Lodge wanted to preserve American national sovereignty and protect American national interest. He drew on the U.S. Constitution's war making powers, to support national sovereignty.

2. Analyze the reasons the U.S. Senate ultimately refused to ratify the Treaty of Versailles.

Answer: Article X of the League Covenant provided for collective security of member nations. The reservationists and especially the "irreconcilables" saw this phrase as a challenge to Congress's constitutional power to declare war. Wilson refused to budge or consider any modifications to the League Covenant. The Senate also objected to Wilson's refusal to consult with its members before, during, or after the Versailles Peace Conference.

AP Practice Questions

1. The position outlined in the excerpt is most consistent with

Answer: A. the message of Washington's Farewell Address

2. What was a direct result of the trend evident in the excerpt?

Answer: B. Growing support for American isolationism in the 1920s

3. Which of the following statements best supports the position outlined in the excerpt?

Answer: C. The U.S. Constitution established a system of checks and balances.

POINT-COUNTERPOINT

Did the Progressive Movement Diverge from Founding Principles and Did It Affect the Purpose of Government? Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Was the Progressive movement fulfilling the purposes of the Founding and using the legitimate powers of the government to adapt to the new industrial age, or did it diverge from the Founding constitutionally and with the purposes, scale, and scope of government?	Claim B
Summarize this argument in one sentence, using your own words: Answer: Historian A argues that the progressive movement was in line with the Founding because it combined the ideals of Jefferson and Hamilton into one cohesive philosophy.	Compare the two arguments. To what extent do these claims support or oppose each other? Answer: Although both historians argue that progressives had to expand the government to succeed in their goals, Historian A argues this expansion was a combination of the Founders' goals and is supported by the Constitution, whereas Historian B argues that progressives overstepped the powers granted to the government in the Constitution, which outlined the Founders' goals.	Summarize this argument in one sentence, using your own words: Answer: Historian B argues that the progressive movement was not in line with the Founding because it focused on expanding government and "positive" liberty, whereas the Founders focused on keeping government only big enough to protect individuals' rights of choice, known as "negative" liberty.
Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: "However, progressivism was consistent and compatible with the aspirations of the Founders and the aims and purposes of the Constitution."		Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: "In sum, when one reads Progressive writings on liberty and government, it is clear that they were deeply skeptical of the Constitution as it was written and ratified in the 1780s."

Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Primary sources could include: the Constitution, writings or speeches of the Founders, writings or speeches of progressives.

Explain how this debate highlights the connection between the Founding principles and progressive goals regarding federal legislation to expand democracy, promote social reform, and regulate the economy.

Answer: The debate highlights the connection between Founding principles and progressive goals by analyzing to what extent the progressives' expansion of government was supported by the Constitution and whether that expansion of government differed from the Founders' intent.

PRIMARY SOURCES

Redfield Proctor vs. Mark Twain on American Imperialism, 1898–1906

Sourcing Questions

1. Who were the two authors in the documents?

Answer: The authors were U.S. Senator Redfield Proctor and Mark Twain.

2. Briefly describe the context for the Spanish-American War.

Answer: The United States had heavily invested in the sugar business in Cuba and was increasingly focused on foreign policy when Cubans began revolting against Spain in 1895. The United States became involved in the conflict after the USS Maine mysteriously exploded in Havana harbor. The U.S. decision to go to war against Spain was also influenced by reports of Spanish atrocities in Cuba, a yellow “jingoist” press, and references to the Monroe Doctrine.

Comprehension Questions

1. How did Proctor describe the “pacified” condition of the people who once lived in the countryside surrounding Havana? Why did he use quotation marks on the term “pacified”?

Answer: Proctor described the people’s “pacified” condition as being within fortifications, concentration, and desolation. The author used “pacified” ironically because the people were helpless, starved, confined, and unable to resist.

2. To what extent did Proctor seem to sympathize with the peasantry in their current living conditions? Offer evidence to support your response.

Answer: Evidence that Proctor sympathized with the reconcentrados is his description that they “were driven” to the enclosures, they “failed to grasp [the] terrible meaning of Weyler’s order,” their homes were torched with no notice, and their livestock and belongings were appropriated (read: stolen) by the Spanish troops enforcing Weyler’s order.

3. Describe the living conditions of the reconcentrados. Who was to blame for their miserable situation?

Answer: In the enclosures, they lived in palm-leaf huts with no floor or furniture, crowded together with inadequate food and clothing, in unsanitary, hopeless misery and surrounded by death. Weyler, the Spanish governor, and his troops were responsible for their suffering.

4. What did Proctor think about the descriptions he heard regarding the situation in Cuba before he saw it himself?

Answer: Before visiting the country himself, Proctor thought the reports of mistreatment in concentration camps were exaggerations.

5. Once Proctor had seen the terrible conditions of the reconcentrados, what did he say is the responsibility of the United States? What clues did he give regarding how the United States should help the people?

Answer: Proctor wrote that the reconcentrados needed help from the United States until peace was restored and they could go back to rebuild their lives free from danger of molestation. The American people must “care for them” until then. He suggested that local governing authorities were well-meaning but not up to the task, which implied that help would be necessary from the U.S. government.

6. According to Mark Twain, what are some arguments that favor imperialism? What arguments persuaded him to change his mind?

Answer: Mark Twain wrote that he was formerly an imperialist because he thought it would be “a real good thing” to make the Philippines free from Spanish rule, give them a country of their own, and start a brand-new republic. He changed his mind upon reading the Treaty of Paris, which led him to believe that the United States did not intend to free, but to subjugate, the Philippines.

7. Why did Twain say that the conflict in Cuba was a “righteous war”? Do you think he was sarcastic or sincere in this description of the war in Cuba?

Answer: Twain wrote that the United States set Cuba free and started out to set the Philippines free as well, but the righteous purpose had somehow gone awry. Accept reasoned responses regarding whether Twain was sarcastic or sincere. With such a short passage, students may find it hard to be certain.

8. Summarize in your own words Twain’s attitude toward the war in the Philippines. Explain your answer.

Answer: Accept reasoned responses; his attitude toward the war in the Philippines was very negative; students might refer to “then kills him to get his land” and replacing stars on the flag with skull and crossbones.

9. Explain Twain’s distinction between the flag and the administration. To what extent was he using sarcasm or /irony here? Who or what was to blame for what Twain called the “wanton war and robbing expedition”?

Answer: Twain suggested the flag stands for something bigger and nobler than a particular administration’s “shameful,” “unclean,” and “polluted” policies. Accept reasoned responses regarding sarcasm or irony. Students may need to read more of Mark Twain’s writings to respond with certainty to this part of the question. The “wanton war and robbing expedition” was carried out by the United States against the Philippines.

10. Explain the irony of Twain’s concluding statement.

Answer: More than once in this passage, Twain pointed out that the Moros were poorly equipped to fight against a modern army, and their 600 people included women and children. This is not an event that could be considered “the greatest military victory that was ever achieved by the Christian soldiers of the United States.” You may wish to note for your students that, although the early reports from the field reported 600 Moro people, later and more accurate counts approached 1,000 killed, with only six survivors. American casualties may have been as many as 21 killed and 75 wounded.

Historical Reasoning Questions

1. Compare the two authors’ arguments. To what extent do these points of view support or oppose each other?

Answer: Senator Proctor wrote about the situation in Cuba, describing the Spanish government there as responsible for great suffering among the Cuban population. Mark Twain wrote about the situation in the Philippines during and after the Spanish-American War, describing the United States as the guilty party in failing to support Filipino self-government. Proctor emphasized the good that America could do by removing the Spanish government from Cuba to restore the island to its own people and seemed to assume that the United States had a responsibility to do so for humanitarian reasons. Twain also asserted that the Filipinos had a right to expect to operate their

own government without foreign interference, but criticized U.S. actions there because they reflected an intention to establish a U.S. empire in the Pacific, not an intention to support Filipino self-government.

2. To what extent do the arguments in these sources on the role of the United States in the world still apply today?

Answer: The United States' role in the world continues to be debated today. Does the United States have the responsibility to remove dictators, provide humanitarian assistance, and support republics in misgoverned countries around the world? Does the United States have a national security responsibility to maintain outposts and influence governments around the world? Are American interests best served by refraining from involvement in other countries' controversies? These are just a few of the questions that were relevant in the beginning of the age of American imperialism and continue to animate debate in the twenty-first century.

Cartoon Analysis: *A Lesson for Anti-Expansionists*, Victor Gillam, 1899

Sourcing Questions

1. This cartoon was published in 1899. What events were going on in the country at that time?

Answer: By 1899, with the borders of the country stretching from the Atlantic Ocean to the Pacific, the U.S. frontier was considered closed. The United States had recently annexed Hawaii and was involved in a conflict with Spain over Cuba and then later an independent Philippines.

2. This cartoon was published in a satirical magazine. How does this fact affect how you will interpret the image?

Answer: If the magazine is satirical, the image should not be taken at face value. It will likely use humor or exaggeration to expose or comment on the idea of U.S. expansion.

Comprehension Questions

1. Why is Uncle Sam portrayed at various ages? What effect does this have?

Answer: Uncle Sam is shown as a small and innocent baby in 1783 as the nation was just beginning. He naturally ages over time, but also grows fat and bloated.

2. What is the cartoonist's message? Explain.

Answer: From the subtitle of his illustration, the artist implies that the United States was always expansionist, but he also implies that he is critical of recent U.S. imperialism overseas. He has drawn Uncle Sam in 1899 as bloated and fat and implied that he is a bully, because he has a warship tucked under his arm. European countries that have established colonies clamor to shake his hand, implying the United States is now like them.

Historical Reasoning Questions

1. The cartoon refers to the Louisiana Purchase, the acquisition of Florida, and the annexation of Texas. Explain how these earlier territorial gains compare with U.S. actions in Cuba and the Philippines.

Answer: Each of the referenced events resulted in a territorial and economic gain for the United States. U.S. actions in Cuba and the Philippines marked a shift to expansion beyond the contiguous United States. In each acquisition, the United States sought to assimilate, displace, or somehow exert control over the native people. Statehood was ultimately offered to the first three, whereas it was not offered to Cuba and the Philippines.

Upton Sinclair, *The Jungle*, 1906

Sourcing Questions

1. List three important details about the author's point of view that influenced his work.

Answer: Sinclair was a journalist, muckraker, and socialist. He investigated the meatpacking plants that he wrote about in *The Jungle*, and he sympathized with the experiences of immigrants who worked there.

2. How did the public response to *The Jungle* differ from the author's intent?

Answer: Many readers were horrified by the descriptions of the health violations involved in food production, leading to federal reforms in food safety laws. Sinclair hoped to shed light on the lives of the workers, rather than the food.

3. List three important details about the main character, Jurgis, that give context to this excerpt.

Answer: Jurgis is a Lithuanian immigrant living in Chicago. He came to the United States because he wanted a better life for himself. He works in a meatpacking plant likely because he does not know much English.

Comprehension Questions

1. Why could a visitor not deny the horrors of the working conditions in the meatpacking plant?

Answer: The workers were physically maimed or altered by the conditions, and this was obvious to any visitor who saw them.

2. Do you agree with Jurgis's assessment that the fertilizer men had the worst job? Why or why not?

Answer: Student answers will vary but should be substantiated with evidence from the passage.

3. What happened to the men who fell into the steam vats at the packing plant?

Answer: They were made into lard like the animals, though their bones were removed from the product.

Historical Reasoning Questions

1. Writer Jack London called *The Jungle* "the *Uncle Tom's Cabin* of wage slavery." Explain this comparison.

Answer: *Uncle Tom's Cabin* personalized the institution of slavery for many Americans by presenting the evils of institution in a novel. Similarly, *The Jungle* presented the horrors of working conditions in the industrialized cities of the early twentieth century. Both works led to public outcry and demands for change.

2. How could progressives use Sinclair's novel to argue for better working conditions for immigrants?

Answer: This excerpt describes the various hazards that meatpacking workers faced. Most of the workers were immigrants who took these jobs because they knew little English. They worked long hours in dangerous and unsanitary conditions. The excerpt also indicates that several of the jobs were known to wear a man down in a matter of a few years, and that men routinely died on the job. This passage could be used to argue for safer or more sanitary construction of the actual factories, as well as protections for the workers themselves, such as gloves or appropriate safety gear and/or workman's compensation if they were injured.

Lewis Hine, Photographs Documenting Child Labor, 1908

Sourcing Questions

1. Who took these photographs?

Answer: Lewis Hine took these photographs.

2. Why did he take these photographs?

Answer: He took the photographs to draw attention to the working conditions that child laborers experienced.

3. What impact might photographs have on the public that writing would not?

Answer: Answers may vary. Students should note that photographs generally elicit a stronger emotional response than writing and can have a greater impact.

Comprehension Questions

1. What do you notice about the age range of the workers in this picture?

Answer: The workers are a range of ages from a young child to an adult.

2. Describe the work environment shown in this photograph.

Answer: These workers are inside, sitting, and do not appear to be exerting themselves physically.

3. What do you notice about the age range of the workers in this picture?

Answer: These boys are working in a factory.

4. Describe the work environment shown in this photograph.

Answer: This work environment appears to be dirty, physically demanding, and more dangerous.

5. What line of work do these boys appear to be in?

Answer: These boys are working at a bowling alley.

6. Modern standards allow for minors to work in certain fields similar to what these children are doing. Why do you think this is permissible?

Answer: Answers may vary. Students can note the relatively safe working conditions of these jobs, the fact that such after-school jobs are compatible with compulsory education, and other factors.

Historical Reasoning Questions

1. Consider the political reforms that were occurring in the United States during this time. How might these have influenced the push to end child labor?

Answer: Answers may vary. Students should note the drive to improve ethical standards in politics and how the desire for an improved society resulted in campaigns to ban alcohol, reform prisons, improve treatment for the insane, and end child labor.

2. Compare Lewis Hine's motivations for taking his photographs with other Progressive Era reformers such as Ida Tarbell and Upton Sinclair.

Answer: Hine worked for the National Child Labor Committee, a group that advocated reform of the nation's labor laws. By exposing the dangers of child labor, he hoped to elicit a response. Similarly, Tarbell exposed the practices of Standard Oil and Sinclair the realities of meat packing plants, all to elicit public outcry as a step toward legislative reform. All three were successful in gaining public attention for their respective causes.

Elihu Root vs. William Jennings Bryan on Women's Suffrage, 1894–1914

Sourcing Questions

1. Who were the authors of these two documents?

Answer: Elihu Root was a New York attorney who represented major corporations and prominent individuals in New York politics. William Jennings Bryan was an active member of the Democratic Party and a supporter of several reform movements.

2. Briefly summarize the major arguments used by those who supported and those who opposed women's suffrage.

Answer: Supporters of women's suffrage advocated the principles of equality and government by consent. Opponents of women's suffrage sought to protect the traditional gender-determined spheres of activity and what they believed was the divine right and responsibility of men to protect women.

Comprehension Questions

1. According to Root, what would be necessary if suffrage were a natural right?

Answer: If suffrage were a natural right, it would be necessary to give women the vote regardless of the consequences, "though the heavens fall."

2. According to Root, what was the important question to be determined regarding women's suffrage? What did he imply would be at risk if we got the answer to that question wrong?

Answer: The important question was whether government would be better with the participation of women, as a question of expedience. He implied that liberty, free constitutional government, law, order, peace, and prosperity would all be jeopardized by women's voting.

3. How did Root support his claim that he did not consider women to be inferior to men?

Answer: Root simply asserted at the beginning of the passage that women are not inferior, without supporting the claim. He noted that, by tradition, women correctly reign within the home, that being different is not the same as being inferior, and that men and women are made to perform different functions. He hinted that if women were to participate in politics, they would abandon the functions for which they are better suited. After noting the traditions that governed the roles of men and women, he asserted without proof or evidence that women were inferior in the field of politics.

4. What weapons did Root maintain that woman is unable to wield?

Answer: Root said that the weapons women are unable to wield are those related to political combat. He said that women are "feeble and nerveless for strife". . . unfamiliar with and unable to manage the skills of politics. Attempting to do so would make her hard, harsh, unlovable, repulsive.

5. On what principles did Root base his opposition to votes for women? How did Root support his contention that "the duty and the right of protection rests with the male."

Answer: Root based his reasoning on the traditional roles of men and women in their separate spheres, on divine right, and on male birthright. His evidence that "the duty and the right of protection rests with the male" was his assertion that government is protection and that in nature, men are in charge of protection. He also said that he would "never consent to part with the divine right of protecting my wife, my daughter . . ." Women's hands are "weak and nerveless."

6. According to Root, what false philosophy was the foundation of the women's suffrage movement, and what would be the result if women were to win suffrage?

Answer: The false philosophy was the idea that the "line of demarcation between the functions of the two sexes" should be broken down. The result of women gaining suffrage would be moving backward in the march toward civilization.

7. According to Root, what was it that women of America "admire and respect more than anything else on earth"?

Answer: Root said women admire and respect “manliness and decision of character” more than anything else.

8. On what principle did Bryan base his support of woman suffrage?

Answer: Bryan based his support of women’s suffrage on the principle of equality because men and women are co-tenants on earth. He “ask[s] no political rights for [him]self that [he is] not willing to grant [his] wife.”

9. What three objections did Bryan say were often raised against woman suffrage, and how did he refute them?

Answer: Objections to woman suffrage:

- women cannot bear arms; refutation: the peace movement might have made more progress if women participated in politics
- political participation would overburden women; refutation: the home would not suffer if women were able to intelligently discuss politics
- suffrage will result in less respect for women; refutation: this same argument has been used against every enlargement of women’s sphere and has been proven groundless each time.

Historical Reasoning Questions

1. Compare the two authors’ arguments. To what extent do these points of view support or oppose each other?

Answer: Root’s viewpoint is that women should not receive the right to vote because they are not equipped to participate in politics, they are supreme within the domestic sphere, and their domestic duties would suffer if they received the vote. Bryan’s viewpoint is that women should achieve suffrage because men and women have equal rights and women’s participation in politics is likely to lead to better government. Both writers value equality and responsibility. Root and Bryan agree that men and women bring some different perspectives and abilities to their roles in American life. Bryan sees women’s participation in public life as a benefit, and Root sees it as dangerous.

2. Explain how this debate highlights reform efforts that have sought to change American society, institutions, and conceptions of the rights of individuals.

Answer: This debate highlights the differences between supporting tradition for its own sake and an openness to new interpretations of the values of equality, responsibility, and the rights of individuals.

Carrie Chapman Catt, Open Address to the U.S. Congress, 1917

Sourcing Questions

1. Who was the author of this letter?

Answer: This letter was written by suffragist leader Carrie Chapman Catt.

2. Who was her audience?

Answer: The letter was addressed to Congress, but Catt also read the letter on her speaking tours in 1917–1918.

3. This letter was published in November 1917. What was going on in the United States at that time?

Answer: The letter was addressed to Congress, but Catt also read the letter on her speaking tours in 1917–1918.

Comprehension Questions

1. What was the purpose of Catt’s letter, according to her introduction?

Answer: Catt meant to explain three reasons why woman suffrage is inevitable.

2. What did Catt claim were the two fundamental principles of democratic government? Where did these principles come from in U.S. history?

Answer: The two fundamental principles of democratic government were “Taxation without representation is tyranny” and “Governments derive their just powers from the consent of the governed.” These principles were found in the Declaration of Independence.

3. Summarize the first reason why Catt considered woman suffrage to be inevitable.

Answer: Catt believed that denying women the right to vote was at odds with the two fundamental truths or axioms of the American Founding.

4. Summarize the second reason why Catt considered woman suffrage to be inevitable.

Answer: Catt noted that “half our territory” had given women the right to vote by 1917.

5. According to Catt, what was the most pressing tragedy of 1917? Do you think anyone in her audience would push back on this argument? Explain.

Answer: Catt stated that women being denied the vote was the greatest tragedy of the day, more so than World War I, which she referenced by listing several of the major causes of the war—the assassination of the archduke, nationalism, and competition. Students should note that some in her audience would not agree with her reasoning that the war was less important than the cause of ‘woman’ suffrage, given the resources (e.g., people, money, material) invested in the war effort.

Historical Reasoning Questions

1. What is Catt’s purpose when she asks these rhetorical questions in her argument for woman suffrage?
 - a. With such a history behind it, how can our nation escape the logic it has never failed to follow, when its last un-enfranchised class calls for the vote?
 - b. Is there a single man who can justify such inequality of treatment, such outrageous discrimination?
 - c. Woman suffrage is coming—you know it. Will you, Honorable Senators and Members of the House of Representatives, help or hinder it?

Answer: Catt uses rhetorical questions to ask her audience to consider the irony of founding principles of equality and representation with the fact that women are denied the right to vote. She ends her message with a targeted question to members of Congress, which, in essence, asks them to think about how they will be remembered—as someone who helped an inevitable pursuit that is in line with Founding principles, or someone who stood in the way.

2. Which of Catt’s three reasons do you find most effective? Explain.

Answer: Student answers will vary but should be supported by specific evidence.

3. Compare Catt’s approach to securing the right to vote for women with the Alice Paul and the Struggle for Women’s Suffrage Narrative (<https://cnx.org/contents/NgBFhmUc:tn5U-LjU>).

Answer: Catt wanted to work with state and local governments as well as the federal government. Paul wanted a more aggressive approach to a federal amendment, influenced by her time working for the suffrage movement in Great Britain. Both women pursued the same ultimate goal, but differed in their tactics.

Business and Advertising in the Early Twentieth Century, 1910–1917

Sourcing Questions

1. Who was responsible for these advertisements?

Answer: Businesses sponsored these advertisements.

2. What factors led to an increase in advertisements at the beginning of the twentieth century?

Answer: Industrialization and mass production drastically reduced the costs of goods, and many Americans were able to buy products that the previous generation would not have been able to afford.

Comprehension Questions

1. What do you immediately notice when you look at each ad?

Answer: Answers may vary. Students may note the well-dressed man and woman in the car ad, the bald eagle and Uncle Sam in the Cream of Wheat ad, and the arrow and the celebrity baseball player and manager in the Coca-Cola ad.

2. How was each advertisement trying to make a connection to some desirable attribute to persuade a consumer to buy the product?

Answer: Answers may vary. Examples include the connection between Pierce-Arrow and wealth; Cream of Wheat and patriotism, as represented by Uncle Sam; and Coca-Cola and vigor as represented by former baseball player and manager Jack O'Connor.

Historical Reasoning Questions

1. Consider the time when the Cream of Wheat advertisement was published. Why did it contain the word “preparedness” in it?

Answer: World War I began in 1914, but the United States did not immediately join in the fight. However, many Americans advocated a position of military preparedness that involved building up and training a force on the chance the country entered the war. Cream of Wheat used the phrase to connect the product with patriotism.

2. Compare the ads with the typical ones you may see in the modern day. What similarities and differences do you notice?

Answer: Answers may vary. Students may note the differences in media: Advertisements can still be printed as they were in the early twentieth century, but in the present day ads also appear on TV, radio, and online. They may note the two types of advertisements are similar because both twentieth century and modern ads try to connect a desirable attribute with a product.

The Espionage Act of 1917

Sourcing Questions

1. What groups of Americans especially opposed the United States entering World War I?

Answer: Socialists, anarchists, and those with ties to Germany tended to oppose the war.

2. Why did Congress pass the Espionage Act?

Answer: Congress passed the Espionage Act in response to the fear that antiwar groups would discourage the war effort.

Comprehension Questions

1. How was the punishment for violating Section 2 different during times of war than times of peace?

Answer: The punishment was no more than 20 years in prison during times of peace, but it changed to a punishment of death or no more than 30 years in prison during times of war.

2. To what extent was a person who violated the Espionage Act subject to punishment?

Answer: A person harboring someone who had violated the act faced a fine up to \$10,000 or up to two years in prison, or both.

3. The phrase “in time of war” appears in this act four times. Why do you think Congress included this phrase?

Answer: Including this phrase implies the authors believed war was a special circumstance requiring extra precautions.

Historical Reasoning Questions

1. The Espionage Act of 1917 is still used in the modern day to prosecute individuals who release information related to national security. Do you think it is effective for national security to be protected in the same way as it was in 1917?

Answer: Answers may vary. Students may note that the law’s origin over a century ago as a reason against still using the Espionage Act. Potential answers in favor of still using the law may note that its broad phrasing allows the law to remain applicable over time.

2. Charles Schenck was a socialist who published materials encouraging draftees to petition against the draft. The U.S. government prosecuted him under the Espionage Act, arguing that this violated the text of Section 3, which prohibited the encouragement of mutiny and disorder in the military. Schenck argued that the law represented a violation of his First Amendment rights. Do you agree with him? Explain.

Answer: Answers may vary. Students should use facts and historical details to support their answer.

George M. Cohan, “Over There,” 1917

Sourcing Questions

1. Who wrote this song?

Answer: George M. Cohan wrote this song.

2. Why was it written?

Answer: It was written to encourage men to join the military.

3. Listen to the song once before reading the lyrics. How would you describe the tone of the music? How does this affect the message of the song?

Answer: Answers may include that the tone is upbeat, catchy, happy, and so forth. If the goal was to recruit men to enlist, the author would want enlisting and fighting to sound like an exciting and worthy cause.

Comprehension Questions

1. Where is “over there”?

Answer: “Over there” refers to the European battlefields of World War I.

2. What does this line suggest about U.S. participation in the war?

Answer: This suggests Americans are in the war effort to win and will not come home until the fighting is done.

3. Do you think these were the only two options for the United States entering World War I? Explain.

Answer: Student should point out that this line presents joining the war as a life or death choice. Many Americans were opposed to entering the war, so it may not have been as simple a choice as the song portrays.

Historical Reasoning Questions

1. *Over There* mentions a young man's father, sweetheart, and mother. Why do you think the writer chose those people to include in a song about enlisting?

Answer: Most young men have these three people in their life. The song states that joining the military will make a man's parents proud, an incentive for many. It also encourages men not to let their girlfriend or wife's pining prevent them from joining.

2. Compare the lyrics of *Over There* with this passage from a British soldier's diary (<https://www.warhistoryonline.com/war-articles/horrific-world-war-experience-documented-soldiers-diary.html>) in 1916 describing the war. How do these two documents portray the war differently? Why did *Over There* not mention details like this about the war?

Answer: Answers may vary. Students may note the positive tone of *Over There* compared with the dark details of the diary. The song as propaganda was meant to encourage men to fight and it would not have been effective if it focused on the reality of death and destruction that war brings.

Woodrow Wilson's Fourteen Points, 1918

Sourcing Questions

1. Who wrote this document? What is his relationship to the peace of World War I?

Answer: President Woodrow Wilson of the United States wrote this document. The United States was involved in World War I at this point and Wilson wanted to help determine the peace agreement that would end the war.

2. When was this speech delivered? Consider the specific date but also the larger historical context and surrounding events.

Answer: This speech was delivered on January 8, 1918, in the final year of World War I when the allies were discussing peace demands and requirements.

3. Who is the author's intended audience? How might this influence what he says?

Answer: Wilson's intended audience was the U.S. Congress but also the larger international community, primarily the Allied and Central powers. Wilson attempted to increase chances for his plan's success by appealing to all interests: he sought to gain support in the United States but also included stipulations that suited Allied demands without alienating the Central powers.

4. What is the author's purpose for writing the document?

Answer: Wilson's primary purpose for writing the document was to end the war and establish a peace treaty while also setting international guidelines to prevent a future war.

Comprehension Questions

1. What diplomatic or military restrictions did Wilson call for?

Answer: Wilson recommended freedom of the seas and the removal of economic barriers (i.e., free trade).

2. What economic recommendations did Wilson make to ensure international peace?

Answer: Wilson stated diplomacy should not be conducted in secret and that countries should limit the amount of arms they have.

3. How should colonial questions be resolved in the future?

Answer: Colonial governments should receive sovereignty (i.e., independence).

4. What countries had territory that was occupied or conquered by Germany during the war?

Answer: Colonial governments should receive sovereignty (i.e., independence).

5. What recommendation did Wilson make for German-occupied territory once the war was over?

Answer: Wilson recommended that Germany should no longer occupy the territory and that political independence be restored in these countries.

6. According to this part of the Fourteen Points, what countries should be established or have territorial changes?

Answer: Countries to be established or have territorial changes were Italy, Austria-Hungary, Romania, Serbia, Montenegro, the Ottoman Empire, and Poland.

7. What was meant by autonomous development and political and economic independence for these territories?

Answer: Countries should be able to determine their own political system and make independent decisions as a nation. Countries should be able to engage in free trade and control their own economic affairs.

8. How should nationality influence the creation and borders of countries?

Answer: New and restored nations should be based on nationality; for example, Poland should include all areas with Polish populations.

9. What was the purpose of forming a “general association of nations?”

Answer: The purpose of this “general association of nations” (League of Nations) would be to promote and sustain lasting international peace.

Historical Reasoning Questions

1. Explain how Wilson’s Fourteen Points respond to the major causes of World War I.

Answer: Wilson mentions the necessity of public diplomacy and the abolition of secret alliances.

(Cause addressed: alliances) Wilson recommends countries limiting armaments to what is necessary for domestic security. (Cause addressed: Anglo-German arms race) Wilson suggests allowing colonial subjects to have sovereignty to decrease colonial power competition. (Cause addressed: imperialism, imperial competition) Wilson notes the need for countries to be independent and created on the basis of nationality in places like Austria-Hungary, Italy, Serbia, Romania, Montenegro, Turkey, and Poland. (Cause addressed: nationalism—the desire to have an independent nation centered on a common nationality)

2. Explain how Wilson’s Fourteen Points attempt to secure a lasting international peace.

Answer: Wilson supports the following: public diplomacy and a unified international body (League of Nations) to discuss international affairs; open and international free trade so countries are free to be independent and so there are ties of economic cooperation and not just competition between countries; territory that the Central powers have occupied being returned to previous states so German power is not too strong; and the creation of nation-states on the basis of nationality and self-determinism to address nationalist demands and (ideally) promote democracy.

LESSONS

Women's Suffrage and the Nineteenth Amendment

Handout A: Warm-up and Background Essay: Achieving Women’s Suffrage Warm-Up

1. Is this cartoon in favor of or opposed to women’s suffrage? How do you know?

Answer: *The Age of Brass* is an antisuffrage cartoon, satirizing women's suffrage by illustrating some of the potential consequences of the movement to give women the vote. The women are lined up to cast their ballots for "The Celebrated Man Tamer: Susan Sharp-Tongue" and for sheriff "Miss Hangman." Most of the women in the image are wearing caricature versions of the chignon hairstyles that were popular for women in 1869. The women are shown with harsh facial expressions, engaging in a variety of activities that were considered inappropriate for women at the time, for example, smoking cigars, wearing masculine-inspired clothing, and of course, voting. The role reversal is emphasized by the depiction of an unhappy man holding a baby at the end of the line and the angry-looking woman shaking her fist at him.

2. Is this cartoon in favor of or opposed to women's suffrage? How do you know?

Answer: *I Wonder if It's Really Becoming?* is more direct in its message, with the basic suffragist argument condensed to the text on the woman's hat feathers. The suspicious looks on the faces of the men looking on suggest a negative answer to the woman's question.

Background Essay Questions

1. List some things that Margaret Brent, Abigail Adams, and Judith Sargent Murray had in common.

Answer: Each was an intelligent woman who defied the conventions of her time by educating herself and demanding rights and privileges that would take many generations to achieve. Abigail Adams and Judith Sargent Murray were prolific readers and writers who advocated equal educational opportunity for girls. Margaret Brent may have also been a prolific reader and writer, but few if any of her writings have survived to modern times. (See Exploring Maryland's Roots <http://mdroots.thinkport.org/library/margaretbrent.asp#top>)

2. What was the significance of the Seneca Falls Convention of 1848?

Answer: Using the Declaration of Independence as a pattern, Elizabeth Cady Stanton listed the ways men had failed to observe the equal natural rights of women. The Seneca Falls Convention of 1848 marked the beginning of an organized movement to achieve equality and suffrage for women.

3. What was the first priority of the nineteenth-century reformers in the women's movement?

Answer: The first priority was to establish educational opportunity for women.

4. How did the work of female reformers in such social movements as the abolition of slavery, temperance, labor reform, and improving education benefit the continuing struggle for equality and suffrage?

Answer: Women developed organizational and public speaking skills and networks that they would use in the suffrage struggle.

5. Explain the collaboration between Elizabeth Cady Stanton and Susan B. Anthony, and show how their skills complemented one another.

Answer: For more than 50 years, the two women worked in various reform movements, including abolition, temperance, women's property rights, and suffrage. Stanton did much of the writing, on which she and Anthony then collaborated, whereas Anthony did much of the travel, public speaking, and coordination of local groups, especially while Stanton's children were young.

6. Over what main issue did the women's suffrage movement split in 1869? How and when was that split resolved?

Answer: The National Woman Suffrage Association advocated amending the U.S. Constitution, whereas the American Woman Suffrage Association preferred a state-by-state approach. By 1890,

the territories of Wyoming, Utah, Washington, and Montana were the only places that had granted full suffrage to women. In that year, the two organizations joined their talent, energy, and resources by forming the National American Woman Suffrage Association.

7. Carrie Chapman Catt and Alice Paul became the vanguard of the women's movement in the twentieth century. How did their approaches differ from one another?

Answer: Catt took a more traditional and less confrontational approach, seeking to build bridges and win over critics. For example, she proposed the "Winning Plan," which combined working toward a constitutional amendment with continuation of the state-by-state approach. She halted petitions and demonstrations during World War I to demonstrate the suffragists' patriotism. Alice Paul, on the other hand, pressed for activities that were more confrontational. For example, she staged the 1913 Woman Suffrage Procession to coincide with the inauguration of President Wilson, and she organized the Silent Sentinels to picket outside the White House during World War I to show the president's hypocrisy.

8. How might a suffragist refute the specific arguments against women's suffrage?

Answer: Students are encouraged to use reasoned consideration to suggest hypothetical suffragist arguments; accept reasoned responses. Some suggested responses include the following, along with some primary source examples refuting the arguments:



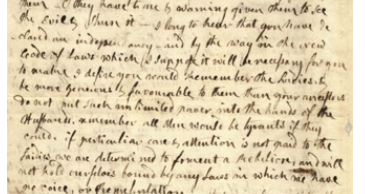
- a. Antisuffragist argument: Politics is no place for a woman; it is not among the duties that God intended for women. Suffragist response: What proof can you offer other than traditional patriarchy?
- b. Antisuffragist argument: Women are not capable of the kind of thinking necessary to understand political matters. Suffragist response: Women are not capable of becoming doctors and lawyers, either, without appropriate education. The problem is restriction of their education, not their reduced capabilities.
- c. Antisuffragist argument: Considering the family as a small commonwealth, husbands already represent the interests of all family members. Suffragist response: What about single women? They are governed without their consent or representation.
- d. Antisuffragist argument: Women cannot be full citizens because they do not defend the nation in war. Suffragist response: By this reasoning, no man should participate in politics in any way unless he has participated in military service.
- e. Antisuffragist argument: Divorce rates and crime have risen in states with women's suffrage. Suffragist response: If the assertion is even true, it does not establish a cause-and-effect relationship. Have divorce rates and crime also risen in states that do not grant the vote to women? In addition, perhaps more divorces are a good thing if the law begins to protect a woman's right to end an abusive marriage.
- f. Antisuffragist argument: Most women do not actually want the right to vote. Suffragist response: How do you know what most women want? Whereas women formed national organizations advocating their right to vote as early as 1869, the National Association Opposed to Woman Suffrage was only founded in 1911.
- g. Antisuffragist argument: If women start voting in large enough numbers, they could threaten the existing power structure. They might impose regulations on industrialists, distillers, and brewers. They might be able to impose regulations to protect workers. Suffragist response: Exactly. Maybe women could ameliorate the evils of society and politics today.




9. In comparison with some other suffragist leaders, Alice Paul was more willing to provoke confrontation and accept the consequences. To what extent did her behavior, which was considered radical in her time, benefit or hinder the cause of women's suffrage?

Answer: Accept reasoned responses. Paul undoubtedly alienated some people who believed she harmed the cause by making suffragists seem unpatriotic or unreasonable. On the other hand, she exercised her constitutionally protected rights to carry out nonviolent civil disobedience. After tamer methods had proven ineffective, with her Silent Sentinels she endured the consequences by showing the nation the extent to which authorities imposed cruelties to try to silence women who stood up for equality.

Handout B: Women's Suffrage Image Timeline

Answer:

<p>1. Margaret Brent depicted in 1648 (painting by Edward Tunis c. 1934)</p> <p>https://commons.wikimedia.org/wiki/File:MargaretBrent.gif</p> <p>Monochrome painting of Margaret Brent speaking to the Maryland Assembly in colonial St. Mary's City in 1648</p> <p>Artist <u>Edwin Tunis</u> (c. 1934)</p> <p>Description: In the painting, Margaret Brent stands in a heavenly light coming through a window. Men sit at tables on her left and right. In front of her, in front of the fireplace, a man sits in a judge's chair.</p>	
<p>2. Abigail Adams, 1766</p> <p>https://commons.wikimedia.org/wiki/File:Abigail_Adams.jpg</p> <p>Artist: <u>Benjamin Blyth</u> (1746–1811)</p> <p>Description: Portrait of Abigail Adams.</p>	
<p>3. Abigail Adams's letter to John Adams, March 31, 1776</p> <p>https://www.masshist.org/digitaladams/archive/popup?id=L17760331aa&page=L17760331aa_2</p> <p>Description:</p>	

<p>4. Judith Sargent Murray, 1770 https://commons.wikimedia.org/wiki/File:John_Singleton_Copley_-_Portrait_de_Madame_John_Stevens.jpg Artist: John Singleton Copley Terra Foundation for American Art, Daniel J. Terra Collection Description: The letter from Abigail Adams to John Adams states, “They have time and warning given them to see Evil and shun it.—I long to hear that you have declared an independency—and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.”</p>	
<p>5. Elizabeth Cady Stanton in 1848 with two of her three sons https://en.wikipedia.org/wiki/File:ElizabethCadyStanton-1848-Daniel-Henry.jpg Portrait of <u>Elizabeth Cady Stanton</u> with her sons Daniel and Henry, 1848. Description: Portrait of Elizabeth Cady Stanton sitting between her two sons, Daniel and Henry.</p>	
<p>6. Headmistress Susan B. Anthony 1848 https://commons.wikimedia.org/wiki/File:Susan_B._Anthony_-_Age_28_-_Project_Gutenberg_eText_15220.jpg Description: Portrait of Susan B. Anthony.</p>	

7. Susan B. Anthony, 1873

https://commons.wikimedia.org/wiki/File:Daily_Graphic-Woman_Who_Dared-caricature_of_Susan_B._Anthony.jpg

A caricature of Susan B. Anthony on the front page of *The Daily Graphic*. It appeared a few days before her trial for voting, and it accompanied a story about the upcoming trial.

The Daily Graphic, 1, no. 81, June 5, 1873, front page, copied from U.S. Capitol website,

Artist: Thomas Wust

Description: The cartoon, called "The Woman Who Dared" shows Susan B. Anthony standing in the street, wearing an Uncle Sam hat. Two men stand to her left, and one of them holds a baby. Behind her women hold signs and some of them stand on a platform.



8. Susan B. Anthony (standing) and Elizabeth Cady Stanton (seated) [between 1880 and 1902]

<http://www.loc.gov/pictures/item/97500087/>

[Elizabeth Cady Stanton, seated, and Susan B. Anthony, standing...] . Votes for Women–The Struggle for Women’s Suffrage: Selected Images from the Collections of the Library of Congress. Prints & Photographs Division

Description: Portrait of Elizabeth Cady Stanton reading a paper. Susan B. Anthony stands beside her and reads over her shoulder.






9. Rose Schneiderman, c. 1907–1918



https://commons.wikimedia.org/wiki/File:Miss_Rose_Schneiderman_275025v.jpg



Miss Rose Schneiderman, New York, Vice President of the Women's Trade Union of N.Y.C.



Description: Portrait of Rose Schneiderman.



<p>10. Carrie Chapman Catt, 1909 https://www.loc.gov/item/94504767/ Description: Portrait of Carrie Chapman Catt.</p>	
<p>11. Official program – Woman suffrage procession, Washington, DC, March 3, 1913 http://www.loc.gov/pictures/item/94507639/ Library of Congress Official program – Woman Suffrage Procession, Washington, D.C. March 3, 1913, showing woman, in elaborate attire, with cape, blowing long horn, from which is draped a “votes for women” banner, on decorated horse, with U.S. Capitol in background. (Library of Congress) Digital ID: (digital file from original print) ppmsca 12512 http://hdl.loc.gov/loc.pnp/ppmsca.12512 Reproduction Number: LC-DIG-ppmsca-12512 (digital file from original print) LC-USZC4-2996 (color film copy transparency) LC-USZ62-20185 (b&w film copy neg.) Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA Description: The cover reads “Official Program Woman Suffrage Procession. Washington D.C., March 3, 1913.” A short-haired, elaborately dressed woman rides a decorated horse. The woman wears a cape and blows a horn with a sign that says “Votes for Women” as she rides in front of the Capitol building with a procession of women behind her.</p>	
<p>12. Crowd at Suffrage Procession, March 3, 1913 https://www.loc.gov/resource/mnwp.159053 Library of Congress The crowd converges on marchers, blocking the parade route during March 3, 1913, suffrage procession, in Washington, District of Columbia</p>	

<p>Description: The photograph shows a city street crowded with people. In the background, coming from the U.S. capitol, is a parade, but it is blocked in the foreground by the crowd.</p>	
<p>13. Alice Paul, 1915 https://commons.wikimedia.org/wiki/File:Alice_Paul_(1915)_by_Harris_%26_Ewing.jpg File: Alice Paul (1915) by Harris & Ewing.jpg Created: 31 December 1914 Library of Congress's <u>Prints and Photographs division</u> under the digital ID <u>hec.06766</u> Description: Portrait of Alice Paul sitting and writing at a desk</p>	
<p>14. The Awakening 1915 https://en.wikipedia.org/wiki/File:Henry_Mayer,_The_Awakening,_1915_Cornell_CUL_PJM_1176_01_-_Restoration.jpg Creator(s): <u>Mayer, Henry, 1868–1954</u>, artist Date Created/Published: New York: Published by Puck Publishing Corporation, 295-309 Lafayette Street, 1915 February 20. Summary: Illustration shows a torch-bearing female labeled "Votes for Women," symbolizing the awakening of the nation's women to the desire for suffrage, striding across the western states, where women already had the right to vote, toward the east where women are reaching out to her. Printed below the cartoon is a poem by Alice Duer Miller. Reproduction Number: LC-DIG-ds-12369 (digital file from original) LC-USZC2-1206 (color film copy slide) Description: The cartoon, called "The Awakening," shows Lady Liberty wearing a cape that says "Votes for Women." She walks across the United States, west to east. The western states are white. The rest of the states show women reaching toward Lady Liberty. The text at the bottom of the cartoon reads: "Look forward, women, always; utterly cast away; The memory of hate and struggle and bitterness; Bonds may endure for a night, but freedom comes with the day, and the free must remember nothing less. Forget the strife; remember those who strove— The first defeated women, gallant and few, Who gave us hope, as a mother gives us love, Forget them not, and this remember, too: How at the later call to come forth and unite, Women untaught, uncounseled, alone and apart, Rank upon rank came</p>	

<p>forth in unguessed might, Each one answering the call of her own wise heart. They came from toil and want, from leisure and ease, Those who knew only life, and learned women of fame, Girls and the mothers of girls, and the mothers of these, No one knew whence or how, but they came, they came. The faces of some were stern, and some were gay, And some were pale with the terror of unreal dangers; But their hearts knew this: that hereafter come what may, Women to women would never again be strangers. —Alice Duer Miller.”</p>	
<p>15. A. Silent Sentinels 1917 https://commons.wikimedia.org/wiki/File:Women_suffragists_picketing_in_front_of_the_White_house.jpg</p> <p>Throughout 1917, the National Woman’s Party held constant vigil in front of the White House. Library of Congress https://en.wikipedia.org/wiki/Silent_Sentinels Description: A photograph of a row of women standing in front of the fence around the White House. Each woman wears a sash that names a college or university. They hold signs that say “Mr. President, how long must women wait for liberty? Mr. President what will you do for woman suffrage?”</p>	
<p>15. B. Virginia Arnold holding Kaiser Wilson banner, 1917 https://www.loc.gov/item/mnwp000220/ Library of Congress Description: The photograph shows a woman standing beside a sign that says “Kaiser Wilson. Have you forgotten your sympathy with the poor Germans because they were not self-governed? 20,000,000 American women are not self-governed. Take the beam out of your own eye.”</p>	

<p>16. The Steam Roller, March 17, 1917 https://commons.wikimedia.org/wiki/File:US_SuffrageSteamrollerCartoon.png <i>Judge Magazine</i> March 17, 1917 Description: The cartoon is titled "The Steam Roller." Four women ride a steam roller labeled "Progress." They wear sashes that say "Equal Suffrage" and "The West." They roll over Opposition.</p>	
<p>17. Alice Paul, August 18, 1920 https://www.loc.gov/item/mnwp000256/ On August 18, 1920, Alice Paul unfurled a banner with 36 stars, signifying ratification by 36 states and the adoption of the Nineteenth Amendment. Library of Congress Description: Alice Paul stands on the balcony of the National Woman's Party. The ratification banner hangs in front of her off the edge of the balcony. A group of women stand on the ground.</p>	
<p>18. The Sky is Now Her Limit Aug. 1920 http://www.loc.gov/pictures/item/2002716769/ Artist: Elmer Andrews Bushnell (1872–1939) Library of Congress Other Title: Enfranchisement now means the sky's the limit, in woman's sphere Summary: Cartoon shows a young woman carrying buckets on a yoke, looking up at ladder ascending up to the sky, bottom rungs labeled "Slavery," "House Drudgery," and "Shop Work." Top rungs labeled "Equal Suffrage," "Wage Equity," and "Presidency." Reproduction Number: LC-DIG-ppmsca-02919 (scan from b&w copy photo in Publishing Office) Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA http://hdl.loc.gov/loc.pnp/pp.print Description: In the cartoon, a woman carries two buckets and looks up a ladder. About halfway up the ladder is a rung that says "Equal Suffrage." The rungs leading up to it say "Slavery, house drudgery, shop work, clerks, agents, maids; teacher, caretakers; bookkeeping, stenography; nurse, governess; private secretary; arts, crafts, science; business affairs; school affairs; church and charities; war workers; public office; government office; law, medicine." The rungs past "Equal</p>	

Suffrage” say “notary public; wage equality; political appointments; positions of trust.”	
---	--

The Progressive Movement DBQ

Handout A: Student Document Packet

Document 1: The Declaration of Independence, by Thomas Jefferson, July 4, 1776

1. Whose authority does the Declaration of Independence invoke as its source?

Answer: It is under the authority of “Nature’s God.”

2. What are the natural rights of man, as enumerated by the Declaration of Independence?

Answer: Life, liberty, and the pursuit of happiness

3. What is the purpose of government, according to the Declaration?

Answer: To secure natural rights

4. When are people justified in rejecting their government’s authority?

Answer: When the government becomes hostile to, and destructive to natural rights

Document 2: Constitution of the United States, September 17, 1787

1. In what ways does the preamble invoke democratic ideals? In what way does it limit democracy?

Answer: Students should be able to identify that the dedication in the name of “We the people” shows that this Constitution was made in the name of the whole of the American people. They should also be able to identify that “a more perfect union” was invoked to show that the states still were considered important, and that there will be a republican structure to the democratic ideals in the Constitution.

2. What enumerated powers does Congress have to involve itself in the U.S. economy?

Answer: Students should identify the commerce clause as giving Congress power to legislate in matters involving business and trade. They should also identify the specific financial powers to tax, take on debt, coin money, and protect intellectual property.

Document 3: “The Author and Signers of the Declaration of Independence,” by Woodrow Wilson, September 1907

1. How does Wilson believe we should feel about the founding principles enumerated in the Declaration of Independence?

Answer: Wilson believes that we must generate our own conceptions of what liberty and equality means to us.

2. How are Jefferson’s words in the Declaration limited, according to Wilson?

Answer: They apply only to the founding generation itself, and we are not obligated to hold the Founders or their ideas in high esteem.

3. What does Wilson say is the only obligation that the Declaration lays upon us?

Answer: We should reflect on what would best achieve our own generation’s happiness (“Every Fourth of July should be a time for examining our standards, our purposes, for determining afresh what principles, what forms of power we think most likely to effect our safety and happiness. That and that alone is the obligation the Declaration lays upon us”).

4. How does Wilson feel about radical change?

Answer: He writes that we should not be afraid of change, and consider it in light of precedent.

5. How does Wilson define the term “liberty”?

Answer: As the best equitable ratio between the power of government and the privilege of the individual

6. What idea about the ideal nature of government from the Founding does Wilson absolutely reject?

Answer: That government should create laws to ensure fairness, not exercise activist power (“government which frankly puts the individual in the foreground, thinking of him as the person to be at once protected and heartened to make a free use of himself; the responsible administrator of his own liberties and his own responsibilities; and of government as the umpire; and which depends upon law for nothing else than a clear establishment of the rules of the game”)

Document 4: “Who is a Progressive,” by Theodore Roosevelt, April 3, 1912

1. Explain the metaphor Roosevelt uses when referring to nature of progressivism when he talks about “not being wedded to any particular kind of machinery.”

Answer: Students should identify that he is referring the fundamental natural law principles of the American Founding. We must not be wedded (married) to any particular way of organizing government. The end is more important than the means. He, like Wilson, is advocating for reinventing American ideals for what he sees as a new, changed age.

2. How might the progressive goal of using government to undo “privilege” and “special interests” be in conflict with the founding principles of natural rights?

Answer: Roosevelt refers to those who control capital as privilege and special interests; he does not hold private property as necessarily being protected from the power of the national government. “We propose to do away with whatever in our government tends to secure to privilege, and to the great sinister special interests, a rampart from behind which they can beat back the forces that strive for social and industrial justice.” As he refers to here in this speech, he is willing to have government control of private property if it serves the goals of “social and industrial justice.”

3. What two specific reforms does Roosevelt support to increase the influence of the “people”?

Answer: He favors the direct election of senators and direct primaries in presidential elections.

4. How does Roosevelt label those who disapprove or oppose progressive goals?

Answer: He refers to them, including President Taft, as reactionaries. He believes that people who oppose progressive goals are opponents to progress and true justice.

5. What Constitutional precedent does Roosevelt cite as supporting additional government control and/or regulation of corporations?

Answer: Roosevelt refers to regulation of interstate commerce, which invokes the commerce clause in support of economic interventions by the federal government: “just as we have now secured [control] over the business of inter-State transportation.”

6. What does Roosevelt see as essential for the future prosperity of the United States?

Answer: He makes the progressive case that justice and fair play are essential for society to be judged as humane and ideal. He speaks not about fundamental principles, but in terms of practical outcomes as driving what government should do.

Document 5: An Economic Interpretation of the Constitution of the United States, by Charles Beard, 1913

1. What four interests does Beard claim led the movement for the Constitution of the United States to form a Constitution in 1787?

Answer: Beard claims it was created to protect the interests of money, public securities, manufactures, and trade and shipping.

2. What interests did Beard feel were not protected by the Constitution of 1787?

Answer: He identifies small farmers and debtors.

3. How does Beard reject the claims of the Preamble to the Constitution?

Answer: Beard rejects that it was truly done in the name of the American people or the states, but was done purely to benefit specific economic interests.

Document 6: “Speech on the 150th Anniversary of the Declaration of Independence,” by President Calvin Coolidge, July 5, 1926

1. How does Coolidge make the argument that the American Revolution was not a radical movement?

Answer: He makes the case that the colonists were struggling only to restore their long-established rights under the British Constitution.

2. According to Coolidge, what makes the Declaration a great document that “ennobled humanity?”

Answer: He argues that the principles of natural rights, as the foundation for a nation, are what set it apart from the previous work of humanity.

3. In what way does Coolidge make the case that the Declaration is not a legal document so much as it is a spiritual document?

Answer: Its ideas about natural rights are not tangible, but spiritual. He makes the case that they are based on religious convictions, and that unless we continue to value religious values, the freedoms explained by the Declaration cannot endure.

4. How does Coolidge reject the notion that progress since 1776 has made the founding principles less relevant?

Answer: The principles of the Founding are spiritual and timeless. They cannot be changed without being rejected. If they are eternally true, then, by nature, they are unchangeable without their destruction.

5. What does Coolidge claim is the source of America’s material success in the modern age?

Answer: The guarantee of liberty and rights by the American Founding is what made possible the scientific and material success of the modern age. According to Coolidge, to undo the foundation of that success is to destroy the present and future of America.

***Schenck v. United States* DBQ**

Handout A: Student Document Packet Part 1

Overview: Case Background, *Schenck v. United States* (1919)

1. In your own words, restate the First Amendment’s protection of free speech.

Answer: The First Amendment’s protection of free speech prohibits Congress from abridging the rights of the people to speak, write, assemble, and petition the government.

Document 1: U.S. Constitution, Article III Section 3, 1789

1. Why did the Constitution’s framers write a very specific definition of treason?

Answer: The framers wrote a very specific definition of treason because it was common in world history for governments to silence dissent by calling it treason.

Document 2: President Woodrow Wilson, State of the Union Address, 1915, Excerpt

1. Whom does Wilson say is responsible for uttering the “gravest threats against our national peace and safety?”

Answer: Wilson says that disloyal naturalized citizens are responsible for uttering the “gravest threats against national peace and safety.”

2. What does he say Congress should do about these threats?

Answer: Wilson calls on Congress to pass laws that protect national security by suppressing the voices and actions of those opposed to the United States.

Document 3: Section 3 of the Espionage Act, 1917, Excerpt

1. List some types of actions that could be punished by this law.

Answer: Actions that could be punished under the Espionage Act include publishing or saying things that are false about the government, writing letters intended to help enemy leaders, publishing writings critical of the military, and so forth.

2. To what extent does this law potentially abridge any First Amendment rights?

Answer: The law could hamper legitimate dissent and violate the First Amendment because of its broad and vague terms: “attempt to cause insubordination,” “promote success of enemies,” “disloyalty.”

Document 4: First Call Recruiting Poster, 1917

1. Analyze the symbolism, message, and intended effect of this poster.

Answer: Symbolism in this recruitment poster includes Uncle Sam (first depicted here in the male form that would become an iconic representation of patriotism), and use of the flag’s colors of red, white, and blue. The message is urgent (“First Call,” “this minute”). The intended effect is to encourage voluntary enlistment in the Navy, and, by extension, the other armed services.

Document 5: The Navy Needs You Recruiting Poster, 1917

1. Analyze the symbolism, message, and intended effect of this poster.

Answer: Symbolism in this recruitment poster includes Columbia/Liberty, a female figure familiar since the 1700s representing patriotism, and use of the flag. The message is persuasive in that a sailor (who is already taking risks for his country) encourages another young man to do his part. The intended effect is to encourage voluntary enlistment in the Navy, and, by extension, the other armed services.

Document 6: Gee!! I wish I were a man Recruiting Poster, 1917

1. Analyze the symbolism, message, and intended effect of this poster.

Answer: Symbolism in this recruitment poster includes the use of red, white, and blue, as well as a Navy uniform. The message is persuasive in that an attractive young woman encourages the viewer to “Be a man and . . . join the Navy.” The intended effect is to encourage voluntary enlistment in the Navy, and, by extension, the other armed services.

Document 7: Charles Schenck’s Circular, page 2

1. What is the first impression that a draftee might have upon receiving this leaflet in the mail?

Answer: Accept reasoned responses. A draftee’s first impression upon viewing only the header of the circular might be that it is an official U.S. government publication; service members take an oath to

protect and defend the Constitution, and the header warns of danger to the Constitution and our liberties.

Document 8: Transcript of Charles Schenck's Circular, Excerpt

1. In the transcription, underline sections that may violate the Espionage Act of 1917.

Answer: Accept reasoned responses. Students may underline such phrases as

- "Individual or officers entrusted with administration of conscription regulations violate...the Constitution"
- "cunning politicians and a mercenary capitalist press wrongly and untruthfully mould your thoughts"
- "most infamous and insidious conspiracy to abridge and destroy the sacred and cherished rights of a free people"
- "No power was delegated to send our citizens away to foreign shores to shoot up the people of other lands, no matter what may be their internal or international disputes."
- "To draw this country into the horrors of the present war in Europe, ... would be a crime"
- "No specious or plausible pleas about a "war for democracy" can becloud the issue"
- "A conscript is little better than a convict."
- "In a democratic country each man must have the right to say whether he is willing to join the army."

2. How did Schenck describe the conscription process?

Answer: Schenck described the conscription process as an arbitrary and tyrannical process carried out against the poor by a capitalist conspiracy.

Handout B: Student Document Packet Part 2

Document 9: Unanimous Opinion, Schenck v. United States, (1919) Justice Holmes

1. What reasoning does the Court give for its decision?

Answer: The Court ruled that free speech rights are different when the nation is at war than at peace. "When a nation is at war many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight and that no Court could regard them as protected by any constitutional right." The Supreme Court unanimously ruled that the Espionage Act was a constitutional limit on expression and that by violating the law, Schenck had potentially created a "clear and present danger" similar to "falsely shouting fire in a theatre."

2. To what extent do you think Schenck's circular presented a "clear and present danger" to the United States?

Answer: Accept reasoned responses. Either "yes" or "no" is supportable. The easy cases are settled in lower courts; only the most difficult legal questions get to the Supreme Court. The student's reasoning should use evidence from background studies and from the documents provided.

3. To what extent did U.S. participation in World War I influence government policy concerning the rights of citizens?

Answer: U.S. participation in the war was the foundation of the Schenck case, which resulted in a new interpretation of limits on free speech with a rule that free speech is more limited in wartime than in peacetime.

UNIT 6 ESSAY ACTIVITY

Handout A: Long Essay Rubric

College Board AP History Long Essay Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A. Thesis/Claim (0–1 pt.)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B. Contextualization (0–1 pt.)	1 pt. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
C. Evidence (0–2 pts.)	<p>1 pt. Provides specific examples of evidence relevant to the topic of the prompt.</p> <p>OR</p> <p>2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>	<p>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</p> <p>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</p>
D. Analysis and Reasoning (0–2 pts.)	<p>1 pt. Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p> <p>OR</p> <p>2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or</p>	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects Explaining relevant and insightful connections within and across periods

	<p>modify an argument that addresses the question.</p>	<ul style="list-style-type: none"> • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence. This understanding must be part of the argument, not merely a phrase or reference.
--	--	--

This resource file is copyright 2020, Bill of Rights Institute. All Rights Reserved.