Document-Based Question Activities

FOR YOUR US HISTORY CLASSROOM

By Nickole Loman

FROM RECONSTRUCTION TO TODAY

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Document-Based Question Activities for Your US History Classroom from Reconstruction to Today

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What Is a DBQ?

This book contains 14 document-based questions, or DBQs. Each DBQ is an essay question or prompt that addresses a major theme or event in US history. DBQs use a range of sources, most of which are primary sources, to support the question or prompt. Each DBQ activity and essay requires students to analyze facts presented in historical documents, instead of having them depend on prior knowledge or their textbook. Students become completely immersed in the topics they are researching. Gathering facts from primary documents and analyzing the information gives students an opportunity to become historians. Students must think critically by interpreting and creating meaning using the primary sources as their evidence. DBQs help to expand your students' content knowledge as well as foundational history analysis skills. Students build critical thinking skills they establish comparisons, create connections, apply prior knowledge, and use methods of historical analysis. DBQs compel students to take a stand on issues or problems and to support their position with credible evidence. The activities also push students to examine historical events from various perspectives. A strong DBQ essay validates a student's ability to properly group documents, interpret and analyze data, identify a point of view, and respond to the prompt by taking a position.

Note: Many of the documents referenced in this book are public domain. Those from other sources have credit given under the document.

How to Use

Each of the 14 DBQ activities in this book can be used in several ways:

- Independent student assignments using only the documents
- Classroom station exercises with different time period DBQs at each station
- Formal assessments
- Group analysis activities
- Discussion starters
- Debate preparation
- Document analysis

How Much Time?

If students have little to no experience with this type of activity, you will have to spend more time on each DBQ initially. Every student is different. You may need to spend two to four class periods on the first couple DBQs. Also, you may want to do the first couple DBQs in small groups or as a whole class activity to make sure the process is clear. As students become more comfortable, you can shorten the time given. By the end of the year, students should be able to complete an entire DBQ essay within one class period.

Tips to Improve Student DBQ Scores

- It is not enough to merely restate what a document is about. Analysis and inferences are essential!
- When conducting document analysis, students need to avoid simply creating a dry list of the document's facts.
- Students who don't include extra information from prior knowledge beyond the document analysis will lose points. Encourage students to do a thorough analysis that connects relevant information that they've learned outside of that particular DBQ. Making an inference can count as extra information.
- Students need to be as specific as possible with their usage of terms, names, and events, while keeping them all in the same time period of the topic on which they're writing.
- Students should reference the information from the documents directly in the text of their essay or identify which document is being referred to within parentheses.
- Caution students against including long quotations pulled from the documents. Long quotations won't help their score and will burn through more of their time.
- Remind students to stay consistent in always returning to the main idea (thesis) of their essay.
- Tell your students not to panic about style and grammar errors. They're not a big problem unless they interrupt the clarity of the essay.

Directions for Students

Each essay question is meant to be used with the included documents. As you are analyzing each document, pay attention to the point of view and type of source being presented. Make sure the following steps are taken:

- Thoroughly read the document-based question. Brainstorm what you already know about this topic. How would you approach this question if no primary documents were available to you?
- Carefully read each document, underlining the key passages, words, and phrases that connect to the document-based question. It is OK to take notes in the margins! Answer the questions after each document.
- Generate a thesis that uses your prior knowledge and the information from the documents to effectively answer the question.
- Create a concise outline that organizes your gathered information.
- Write a detailed, organized essay that proves your thesis sentence to be true. The essay should be well-organized and use both the information that you already knew and new information from the documents.

DBQ Scoring Rubric

5	Contains a strong, well-developed thesis which clearly addresses the nature of the question. Presents an effective analysis of both sides of the item in question; treatment may be uneven (the better essays try to devote about equal coverage to both sides). Supports thesis with substantial and relevant information. Is clearly organized and well-written. May contain minor errors. Uses a substantial number of documents. Includes significant outside information in the response.
4	Contains a thesis which addresses the topic of the question (limited development). Has limited analysis and exhibits limited understanding of complexity. Is mostly descriptive. Deals with only one aspect of the question in some depth or deals with both aspects in a more general way. Supports thesis with some information. Shows evidence of acceptable organization and writing; language errors do not interfere with comprehension. May contain factual errors which do not seriously detract from the quality or argument of the essay. Uses some documents effectively. Supports thesis with some outside information.
3	Presents a limited, confused, and/or poorly developed thesis. Contains little or no analysis. Deals with one aspect of the question in a general way or deals with both aspects in a superficial way with simplistic explanation. Has minimal or irrelevant supporting information. Uses confusing organization and writing; organization and language errors interfere with comprehension. May contain major factual or interpretive errors. Quotes or briefly cites documents. Contains little outside information, or information that shows only general comprehension.
2	Contains a very limited and/or poorly developed attempt to create a thesis. Exhibits inadequate or inaccurate understanding of the question. Contains no supporting information, or only irrelevant information. Is poorly organized or written, inhibiting understanding. May simply paraphrase or restate the question. Contains numerous errors, both major and minor. Exhibits little understanding of documents. Offers inappropriate or very little outside information.
1	Contains no thesis and little attempt to answer the question. Exhibits little to no understanding of the question (analysis is absent). Is not organized; lacks effort. Exhibits little to no understanding of documents, or ignores them completely. Offers inappropriate or no outside information. Fails to address the task or is illegible.

Name: _____ Date: _____ Hour: _____

DBQ 1: RECOVERY AND EXPANSION

Historical Background

The detection of gold fractured the fragile harmony between western settlers and members of the Sioux nation. While leading an expedition to examine the land's natural resources and to find a location for a new fort in 1874, General George Custer encountered gold deposits in South Dakota's Black Hills. When the news of his findings reached the public, a copious number of prospectors intruded upon the territory with aspirations of instant wealth. They exhibited no recognition of the Treaty of Fort Laramie, which had guaranteed protection of Sioux land in 1868. Unwilling to be taken advantage of, local Native American leaders, Crazy Horse and Sitting Bull, were determined to fight for the land being claimed by the white government and military. In response, General George Custer, an arrogant and impatient US Army officer, acted upon the belief that he could force the Native American resisters into relocating to a lesser reservation. This goal would be accomplished by what he believed to be superior weapon technology. General Custer and his Seventh Cavalry were ordered to find the Sioux military camp in the Bighorn Mountains of Montana. Once there, Custer was expected to set up a blockade to confine the members of the tribe until reinforcements reached them. On June 25, 1876, Custer stumbled upon a remote, Native American community nestled in by the Little Bighorn River. With an air of boldness, he directed his troops to make an offensive attack. Unluckily, the general was not aware of the fact that this community was the central military camp for the Sioux and the Cheyenne nations. Guided by Crazy Horse, approximately 3,000 Sioux fighters ambushed General Custer and his regiment. Within a matter of hours, the Native Americans had overrun Custer and his men.

SECTION 1 **QUESTION: Should Custer's Last Stand be labeled as a massacre?**

The following documents will examine whether General George Custer's "Last Stand" in the Sioux camp should be labeled a massacre. Analyze each document carefully, and answer the question or questions that follow.

Document A

> Oh, could you but have seen some of the charges that were made! While thinking of them I cannot but exclaim Glorious War! I gave the Command Forward! And I never expected to see a prettier sight. I frequently turned in my saddle to see the glittering sabres.
>
> General George Custer, 1863

1. Explain General George Custer's view on war.

_____

_____

_____

2. How could a statement such as this foreshadow his future and characterize his decision-making skills?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document B

ARTICLE XVI.
The United States hereby agrees and stipulates that the country north of the North Platte river and east of the summits of the Bighorn mountains shall be held and considered to be unceded. Indian territory, and also stipulates and agrees that no white person or persons shall be permitted to settle upon or occupy any portion of the same; or without the consent of the Indians, first had and obtained, to pass through the same; and it is further agreed by the United States, that within ninety days after the conclusion of peace with all the bands of the Sioux nation, the military posts now established in the territory in this article named shall be abandoned, and that the road leading to them and by them to the settlements in the Territory of Montana shall be closed.

Treaty of Fort Laramie, 1868

1. What does "unceded" mean?

_____

_____

2. List three concessions that the Treaty of Fort Laramie provided for the Sioux tribe.

_____

_____

_____

3. How might this treaty have influenced the actions of Sitting Bull and Crazy Horse?

_____

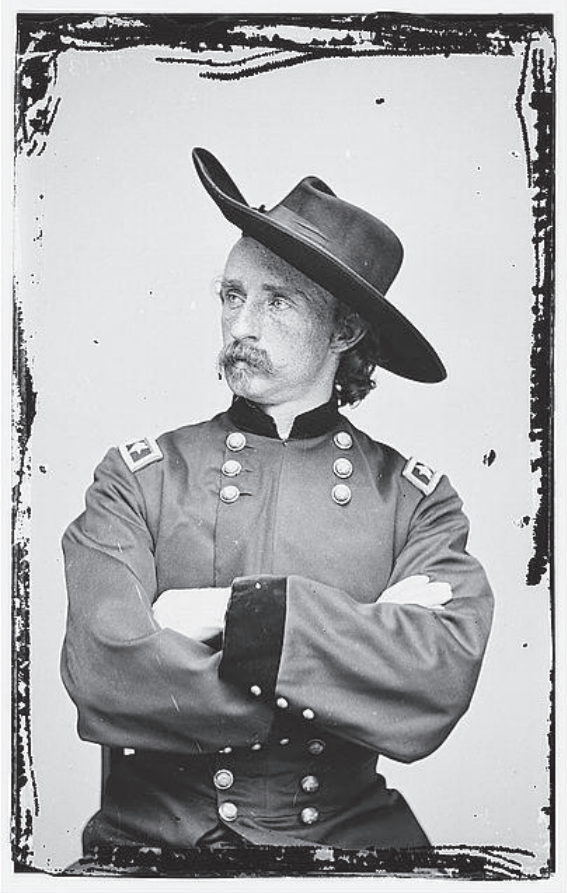
_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document C



Courtesy of the Library of Congress, LC-DIG-cwpb-05341

Portrait of Major General George A. Custer, April 15, 1865
Brady National Photographic Art Gallery

1. What assumptions can you make about Custer's disposition, based on this portrait?

_____

_____

_____

_____

2. How could his persona have affected either the treatment of his troops or the treatment of Native Americans?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document D

He advanced about a mile from the ford to a line of timber on the right and dismounted his men to fight on foot. The horses were sent into the timber, and the men forward on the prairie and advanced toward the Indians. The Indians, mounted on ponies, came across the prairie and opened a heavy fire on the soldiers. After skirmishing for a few minutes Reno fell back to his horses in the timber. The Indians moved to his left and rear, evidently with the intention of cutting him off from the ford.

Reno ordered his men to mount and move through the timber, but as his men got into the saddle the Sioux, who had advanced in the timber, fired at close range and killed one soldier. Colonel Reno then commanded the men to dismount, and they did so, but he soon ordered them to mount again, and moved out on to the open prairie.

Battle of the Little Bighorn, 1876
George Herendon

1. What happens to Colonel Reno? How does he underestimate his enemy?

_____

_____

_____

_____

2. Colonel Reno took a different route to combat the Sioux during the Battle of Little Bighorn. How does Reno's situation predict what was to happen to General Custer?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document E

Courtesy of the Library of Congress, LC-DIG-pga-04166

General Custer's Death Struggle, 1878
Henry Steinegger

1. Compare the Sioux warriors to the Seventh Calvary. How do they appear in this image?

_____

_____

_____

_____

2. Describe how Custer is responding to this attack.

_____

_____

_____

3. Does this image represent mass execution? Why or why not?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document F

Indians kept swirling round and round, and the soldiers killed only a few. Many soldiers fell. At last all horses killed but five. Once in a while some man would break out and run toward the river, but he would fall. At last about a hundred men and five horsemen stood on the hill all bunched together. All along the bugler kept blowing his commands. He was very brave too. Then a chief was killed. I hear it was Long Hair [George Armstrong Custer], I don't know... The man on the sorrel horse led them, shouting all the time. He wore a buckskin shirt, and had long black hair and mustache. He fought hard with a big knife. His men were all covered with white dust. I couldn't tell whether they were officers or not. One man all alone ran far down toward the river, then round up over the hill. I thought he was going to escape, but a Sioux fired and hit him in the head...

All the soldiers were now killed, and the bodies were stripped. After that no one could tell which were officers. The bodies were left where they fell. We had no dance that night. We were sorrowful.

Next day four Sioux chiefs and two Cheyennes and I, Two Moons, went upon the battlefield to count the dead. One man carried a little bundle of sticks. When we came to dead men, we took a little stick and gave it to another man, so we counted the dead. There were 388. There were thirty-nine Sioux and seven Cheyennes killed, and about a hundred wounded.

The Battle of the Little Bighorn, 1876
Two Moons

1. In the first paragraph, how does Two Moons describe the Battle of Little Bighorn? Use examples from the text to support your answer.

_____

_____

_____

_____

_____

2. How uneven was the death toll between Custer's men and the Sioux?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document G

Courtesy of the Library of Congress

LC-USZ62-3709
Custer's Last Charge, 1876
Currier & Ives

1. Describe the difference between General Custer and his horse.

_____

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document H

When Custer made his charge the women, children, and all that were not fighters made a stampede in a northerly direction. Custer, seeing so numerous a body, mistook them for the main body of Indians retreating and abandoning their village, and immediately gave pursuit. We, the warriors in the village, seeing this, divided our forces into two parts, one intercepting Custer between our non-combatants and him, and the other getting in his rear. Outnumbering him as we did, we had him at our mercy.

Meanwhile Reno was fighting in the upper part of the village, but did not get surrounded and managed to escape. Had he got in as far, he would have suffered the same fate as Custer, but he retreated to the bluffs, and was held there until those of us fighting Custer, comprising over half the village, could join the northern portion in besieging him. But for the arrival of General Terry we would have got Reno. In both the Rosebud and Custer fights I rode unarmed in the thickest of the fight invoking the blessing of the great spirit—that if I was right I might be victorious and if wrong that I might be killed.

Interview with Crazy Horse, May 2, 1877
Chicago Times

1. How do the women, children, and non-fighters of the Sioux tribe fool General George Custer?

_____

_____

_____

2. What is the next plan of action for the Sioux, according to Crazy Horse?

_____

_____

_____

_____

3. How would Colonel Reno have "suffered the same fate as Custer"?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document I

> Your people were killed. I tell no lies about dead men. These men who came with the Long Hair were as good men as ever fought. When they rode up their horses were tired and they were tired. When they got off from their horses they could not stand firmly on their feet. They swayed to and fro—so many young men have told me—like the limbs of cypresses in a great wind. Some of them staggered under the weight of their guns. But they began to fight at once; but by this time, as I have said, our camps were aroused, and there were plenty of warriors to meet them. They fired with needle guns. We replied with magazine guns—repeating rifles. It was so. Our young men rained lead across the river and drove the white braves back.
>
> Interview with Sitting Bull, November 16, 1877
> *New York Herald*

1. Who was Long Hair?

_____

_____

_____

2. How does Sitting Bull describe their arrival?

_____

_____

_____

3. How are interviews powerful tools when covering current events? Justify your reasoning with several examples from today's media.

_____

_____

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document J

At the Rosebud, General Custer with twelve companies of cavalry, left Terry to make a detour around by the Little Horn. This was on the 22d of June. On the 25th he struck what was probably the main camp of Sitting Bull. He had pushed forward with greater rapidity than his orders directed, and arrived at the point where a junction of the forces was intended, a day or two in advance of the infantry. Without waiting for the rest of the troops to come up, General Custer decided upon an immediate attack. The Indians were posted in a narrow ravine, about twenty miles above the mouth of the river... The Indians poured a murderous fire upon them from all sides, and not one of the detachment escaped alive. General Custer himself, his two brothers, his brother-in-law, and his nephew were all killed...

A survey of the disastrous battle-ground disclosed a dreadful slaughter. Two hundred and seven men were buried in one place, and the total number of killed is estimated at three hundred and fifteen, including seventeen commissioned officers. The bodies of the dead were terribly mutilated. The Indians are supposed to have numbered from 2500 to 4000, and all the courage and skill displayed by our troops was of no avail against such overwhelming odds...

The Montana Slaughter, July 22, 1876
Harper's Weekly

1. According to *Harper's Weekly*, what mistakes did Custer make in the Battle of Little Bighorn?

_____

_____

_____

_____

2. How does the article describe the battle and its end results? Use examples from the text to support your answer.

_____

_____

_____

_____

_____

SECTION 2

ESSAY TOPIC:
Should Custer's Last Stand be labeled as a massacre?

Name: _____ Date: _____ Hour: _____

DBQ 2: THE DOUBLE-EDGED SWORD OF CAPITALISM

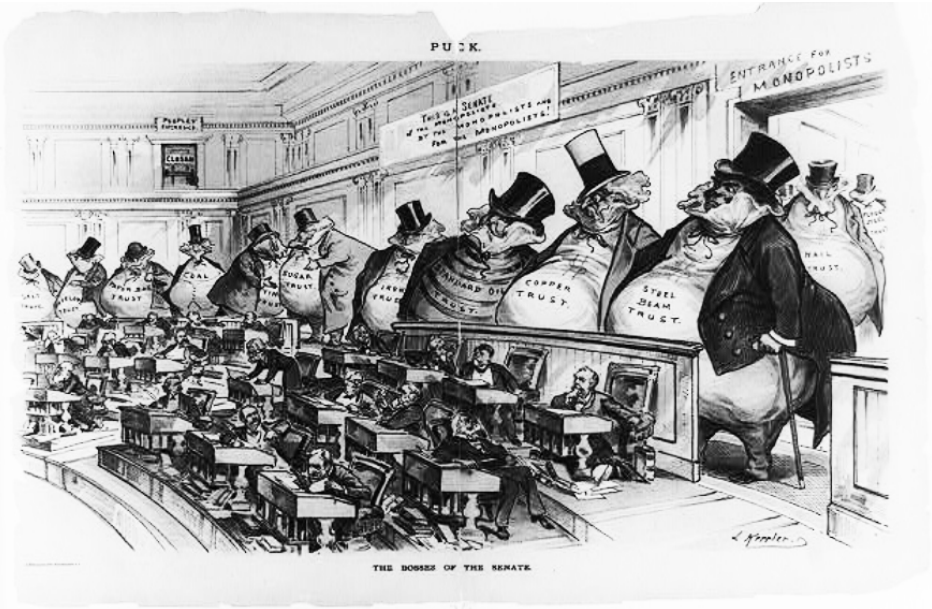
Historical Background

Capitalism is an economic system in which manufactured goods are produced and controlled by privately owned companies rather than by the government. Industrialists such as Andrew Carnegie and John D. Rockefeller thrived on capitalist gains. Andrew Carnegie was an entrepreneur who pioneered the steel-making industry during the late 1800s. The Carnegie Steel Company reaped millions of dollars in profits. Throughout the final 18 years of Carnegie's life, he donated large portions of his fortune to libraries, colleges, and charities. The total amounted to $350 million, which happened to be 90% of his wealth. John D. Rockefeller, a business tycoon, became the co-owner of the Standard Oil Company in 1870. His business dominated the oil industry by creating one of the largest monopolies in the country. Rockefeller's prosperity escalated, and he became the first American billionaire. In order to make societal contributions, he established institutions for scientific research, education, and medicine. Both businessmen left their marks on the Industrial Era.

SECTION 1 **QUESTION: How did Andrew Carnegie and John D. Rockefeller utilize capitalism during the Industrial Era?**

The following documents will examine how Andrew Carnegie and John D. Rockefeller utilized capitalism during the Industrial Era. Analyze each document carefully, and answer the question or questions that follow.

Document A



Courtesy of the Library of Congress, LC-USZ62-9678

The Bosses of the Senate Political Cartoon, 1889
Joseph Keppler

Name: _____ Date: _____ Hour: _____

1. What is a trust?

_____

_____

_____

2. Compare the size of the members of Congress to the size of the trusts and explain why this difference exists.

_____

_____

_____

_____

_____

3. Why would the people's entrance be closed in this political cartoon?

_____

_____

_____

Document B

Neither the individual nor the race is improved by almsgiving. Those worthy of assistance, except in rare cases, seldom require assistance. The really valuable men of the race never do, except in cases of accident or sudden change. Everyone has, of course, cases of individuals brought to his own knowledge where temporary assistance can do genuine good, and these he will not overlook.

But the amount which can be wisely given by the individual for individuals is necessarily limited by his lack of knowledge of the circumstances connected with each. He is the only true reformer who is as careful and as anxious not to aid the unworthy as he is to aid the worthy, and, perhaps, even more so, for in almsgiving more injury is probably done by rewarding vice than by relieving virtue.

Wealth, 1889
Andrew Carnegie

1. What does Carnegie mean by stating that "neither the individual nor the race is improved by almsgiving"?

_____

_____

_____

_____

2. What advice does Carnegie give when it comes to giving donations? What would have motivated him to give such advice?

_____

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document C

Carnegie Mansion

1. How does Andrew Carnegie's home represent capitalism?

_____

_____

_____

_____

Document D

We must begin at once if Hall is to be ready for next winter.

Please let it be understood between us that if upon my return from the South say February 15th you have not succeeded that we consider the idea given up. We have property in view & quite ready to go on & build the Hall Capital all ready—although we will wait on you until Feby 15th

If we build it will be much farther up town—not below 56th. Would not build upon Madison Square if we have to invest beyond the last 50,000ft I agreed to take [illegible]. Perhaps if your people leased us ground & agreed that our investment for Hall should bear [*crossed out*: up to illegible] interest upon cost and first net receipts, before ground rent was payable We might consider it—in that case you would have to clear a part from Mortgage & lease to us: but [illegible] increase your investment.

Building Carnegie Hall, 1889
Andrew Carnegie

Name: _____ Date: _____ Hour: _____

1. Why would building Carnegie Hall have been an important matter to Andrew Carnegie?

_____

_____

_____

2. How is Carnegie Hall utilized today?

_____

_____

Document E

> It has a capital, nominally $3,500,000, but really much more, on which it divides among its stockholders every year millions of dollars of profits. It has refineries at Cleveland, Baltimore, and New York. Its own acid works, glue factories, hardware stores, and barrel shops supply it with all the accessories it needs in its business. It has bought land at Indianapolis on which to erect the largest barrel factory in the country. It has drawn its check to for $1,000,000 to suppress a rival. It buys 30,000 to 40,000 barrels of crude oil a day, at a price fixed by itself, and makes special contracts with the railroads for the transportation of 13-14 million barrels of oil a year. The four quarters of the globe are partitioned among the members of the Standard combinations. One has the control of the China trade; another that of some country of Europe; another that of the United States.
>
> Story of a Great Monopoly, 1881
> Henry Demarest Lloyd

1. Henry Demarest Lloyd discusses the Standard Oil Company in this passage. How has capitalism made this business into a monopoly? Use examples from the passage to support your answer.

_____

_____

_____

_____

_____

_____

2. Do businesses operate like this today? Why or why not?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document F

Dear Sir,
Having seen from our papers that you are a Baptist (and a very liberal one) I am prompted to ask your aid in building Grove Ave Church. It is being erected in a growing part of this city where our denomination is greatly in need of a good commodious house of worship.

The congregation is too small and poor to complete it without help. Will you not kindly aid us in this arduous undertaking! Whatever you may be willing to give, will be gratefully received and promptly acknowledged. I enclose a clip cut from the paper so you may see something of our [unintelligible]. Should you favor me with a donation, please address

Mrs. S. L. Burress
Of Baltimore U.O.C.
Richmond, VA

Letter Requesting a Donation, October 16, 1889
Mrs. S.L. Burress

1. How does Mrs. S.L. Burress try to capture the interest of Rockefeller when it comes to making a donation? Use examples from the passage to support your answer.

_____

_____

_____

_____

_____

_____

2. How would you expect John D. Rockefeller to respond to this letter?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document G

> There is no hope for any of us, but the weakest must go first. We have ways of making money of which you know nothing. The oil business belongs to us, we have money laid aside to fight anybody who gets in our way.
>
> John D. Rockefeller, 1873

1. What does Rockefeller mean by "the weakest must go first"? How does this statement connect with Social Darwinism?

_____

_____

_____

_____

2. How does he use his capitalist power to deal with competition? Is this any different from what successful capitalists do today?

_____

_____

_____

SECTION 2

ESSAY TOPIC:
How did Andrew Carnegie and John D. Rockefeller utilize capitalism during the Industrial Era?

Name: _____ Date: _____ Hour: _____

DBQ 3: PROGRESSIVE SPIRIT AND REFORM

Historical Background

The territory in the West became disciplined, impressive cities as companies expanded, and an empire abroad flourished. Yet, many citizens were unable to enjoy this prosperity, status, and hopefulness. Their unhappiness would mark the beginning of the Progressive Era. Progressivism became an endeavor to alleviate the troubles of American society that had increased due to the growth of industry from 1890 to 1920. Muckrakers (Progressive journalists) uncovered the dangerous working environments that numerous men, women, and children endured. Political reform strove to promote the government's involvement in the needs of the people. Despite the fact that political reformers could never agree on the primary issues and resolutions, each of their conquests for improvement involved at least one of the following objectives: safeguarding the welfare of the public, supporting the establishment of morals, generating fair economic legislation, and enhancing effectiveness through scientific research. Originally, Progressive efforts functioned at the local level, but, eventually, their efforts would merge into the state and national levels. This commitment would produce a legacy that enhanced the rights of the public.

SECTION 1 **QUESTION: Why was societal improvement a necessary component of Progressivism?**

The following documents will examine why societal improvement was a necessary component of Progressivism. Analyze each document carefully, and answer the question or questions that follow.

Document A

On the sidewalk lay heaps of broken bodies. A policeman later went about with tags, which he fastened with wires to the wrists of the dead girls, numbering each with a lead pencil, and I saw him fasten tag number 54 to the wrist of a girl who wore an engagement ring. A fireman who came downstairs from the building told me that there were at least fifty bodies in the big room on the seventh floor. Another fireman told me that more girls had jumped down an air shaft in the rear of the building. I went back there, into the narrow court, and saw a heap of dead girls...

The floods of water from the firemen's hose that ran into the gutter were actually stained red with blood. I looked upon the heap of dead bodies and I remembered these girls were the shirtwaist makers. I remembered their great strike of last year in which these same girls had demanded more sanitary conditions and more safety precautions in the shops. These dead bodies were the answer.

Eyewitness at Triangle, March 27, 1911
William G. Shepherd
Milwaukee Journal

Name: _____ Date: _____ Hour: _____

1. Based on your prior knowledge, explain what happens at the Triangle Shirtwaist Factory.

_____

_____

_____

_____

2. What is the outcome of the incident according to William G. Shepherd?

_____

_____

_____

3. How could the incident have been prevented if the demands of the shirtwaist makers had been met?

_____

_____

_____

Document B

Courtesy of the Library of Congress, LC-USZ62-30776

Woman suffrage headquarters in Upper Euclid Avenue, Cleveland, 1912

Name: _____ Date: _____ Hour: _____

1. Explain the position that these women are supporting.

_____

_____

_____

2. Why is this issue important to their political group? How could resolutions to this issue improve society?

_____

_____

_____

_____

_____

_____

Document C

> Workingmen can organize. Workingmen can combine, federate, unify, cooperate, harmonize, act in concert. This done, workingmen could control governmental affairs. They could elect honest men to office. They could make wise constitutions, enact just laws, and repeal vicious laws. By acting together they could overthrow monopolies and trusts. They could squeeze the water out of stocks, and decree that dividends shall be declared only upon cash investments. They could make the cornering of food products of the country a crime, and send the scoundrels guilty of the crime to the penitentiary. Such things are not vagaries. They are not Utopian dreams. They are practical. They are honest, they are things of good report.
>
> Workingmen are in the majority. They have the most votes. In this God favored land, where the ballot is all powerful, peaceful revolutions can be achieved. Wrongs can be crushed — sent to their native hell, and the right can be enthroned by workingmen acting together, pulling together.
>
> What Can We Do For Working People?, 1890
> Eugene V. Debs

1. When Eugene V. Debs asks people to organize, what is he asking them to become? What powers do they have to change society? Use examples from the text to support your answer.

_____

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

2. Why is voting important to Debs?

_____

_____

_____

3. What types of actions can cause social change to happen today?

_____

_____

_____

_____

Document D

Courtesy of the Library of Congress

LC-DIG-nclc-01137 Group of Breaker boys. Smallest is Sam Belloma, Pine Street, 1911
Lewis Wickes Hine

1. Describe the appearance of these young coal miners.

_____

_____

_____

Name: _____ Date: _____ Hour: _____

2. Why do factory owners during the Progressive Era want to employ children?

_____

_____

_____

_____

3. Why does Lewis Wickes Hine choose these young boys to be the subject of his photograph?

_____

_____

_____

_____

Document E

This is a nation of inconsistencies. The Puritans fleeing from oppression became oppressors. We fought England for our liberty and put chains on four million of blacks. We wiped out slavery and our tariff laws and national banks began a system of white wage slavery worse than the first. Wall Street owns the country. It is no longer a government of the people, by the people, and for the people, but a government of Wall Street, by Wall Street, and for Wall Street. The great common people of this country are slaves, and monopoly is the master. The West and South are bound and prostrate before the manufacturing East. Money rules, and our Vice-President is a London banker. Our laws are the output of a system which clothes rascals in robes and honesty in rags. The [political] parties lie to us and the political speakers mislead us. We were told two years ago to go to work and raise a big crop, that was all we needed. We went to work and plowed and planted; the rains fell, the sun shone, nature smiled, and we raised the big crop that they told us to; and what came of it? Eight-cent corn, ten-cent oats, two-cent beef and no price at all for butter and eggs-that's what came of it. The politicians said we suffered from overproduction. Overproduction, when 10,000 little children, so statistics tell us, starve to death every year in the United States, and over 100,000 shopgirls in New York are forced to sell their virtue for the bread their niggardly wages deny them... We want money, land and transportation. We want the abolition of the National Banks, and we want the power to make loans direct from the government. We want the foreclosure system wiped out... We will stand by our homes and stay by our fireside by force if necessary, and we will not pay our debts to the loan-shark companies until the government pays its debts to us. The people are at bay; let the bloodhounds of money who dogged us thus far beware.

Wall Street Owns the Country, 1890
Mary Elizabeth Lease

1. Why is the United States "a nation of inconsistencies" according to Mary Elizabeth Lease?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

2. How does a government run by Wall Street control the country and people? Is this still prominent today?

_____

_____

_____

_____

3. What does Lease believe would enhance the quality of citizens' lives?

_____

_____

_____

_____

Document F

Courtesy of the Library of Congress, LC-USZ62-16348

Five Cents a Spot, 1890
Jacob Riis

1. Define the word "tenement."

_____

_____

Name: _____ Date: _____ Hour: _____

2. Explain the conditions of this room and why the photograph is entitled "Five Cents a Spot."

_____

_____

_____

3. How should the government have responded to the plight of these gentlemen?

_____

_____

_____

Document G

Jonas had told them how the meat that was taken out of pickle would often be found sour, and how they would rub it up with soda to take away the smell, and sell it to be eaten on free-lunch counters; also of all the miracles of chemistry which they performed, giving to any sort of meat, fresh or salted, whole or chopped, any color and any flavor and any odor they chose. In the pickling of hams they had an ingenious apparatus, by which they saved time and increased the capacity of the plant—a machine consisting of a hollow needle attached to a pump; by plunging this needle into the meat and working with his foot, a man could fill a ham with pickle in a few seconds. And yet, in spite of this, there would be hams found spoiled, some of them with an odor so bad that a man could hardly bear to be in the room with them. To pump into these the packers had a second and much stronger pickle which destroyed the odor—a process known to the workers as "giving them thirty per cent." Also, after the hams had been smoked, there would be found some that had gone to the bad. Formerly these had been sold as "Number Three Grade," but later on some ingenious person had hit upon a new device, and now they would extract the bone, about which the bad part generally lay, and insert in the hole a white-hot iron. After this invention there was no longer Number One, Two, and Three Grade—there was only Number One Grade. The packers were always originating such schemes—they had what they called "boneless hams," which were all the odds and ends of pork stuffed into casings; and "California hams," which were the shoulders, with big knuckle joints, and nearly all the meat cut out; and fancy "skinned hams," which were made of the oldest hogs, whose skins were so heavy and coarse that no one would buy them—that is, until they had been cooked and chopped fine and labeled "head cheese!"

The Jungle, 1906
Upton Sinclair

1. Explain the quality of ham from the meatpacking industry based on this excerpt from *The Jungle*. Use specific details from the passage to support your answer.

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

2. What does this passage reveal about life during the Progressive Era?

_____

_____

_____

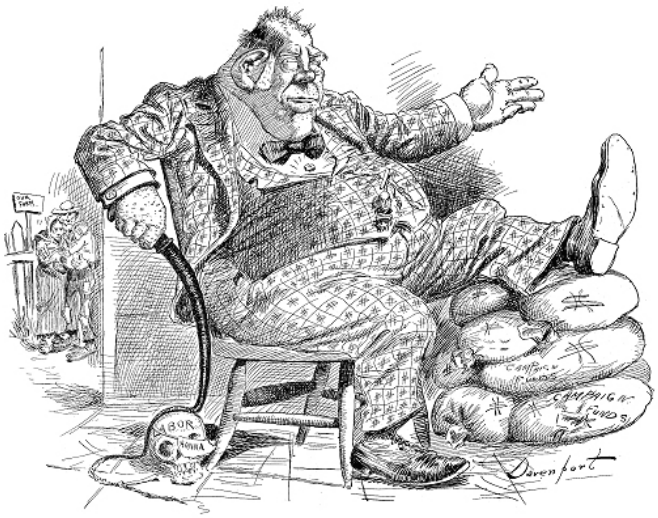
3. How should federal legislators have responded to this issue?

_____

_____

_____

Document H



"I Am Confident The Working Men Are With Us."

I Am Confident the Workingmen Are With Us, October 8, 1896
Homer Davenport

1. Compare the factory owner to his employees based on this political cartoon.

_____

_____

_____

_____

2. What social injustice is revealed here? How could a balance between both groups of people have been created? Is there a balance in today's society?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document I

> ARTICLE XVI. The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.
>
> 16th Amendment, 1913

1. What right does the 16th Amendment grant? Why would the amendment have been created?

_____

_____

_____

_____

2. How is the 16th Amendment relevant in today's world? Is it a fair piece of legislation? Why or why not?

_____

_____

_____

_____

Document J

> **Sec. 1.** Every contract, combination in the form of trust or otherwise, or conspiracy, in restraint of trade or commerce among the several States, or with foreign nations, is hereby declared to be illegal. Every person who shall make any such contract or engage in any such combination or conspiracy, shall be deemed guilty of a misdemeanor, and, on conviction thereof, shall be punished by fine not exceeding five thousand dollars, or by imprisonment not exceeding one year, or by both said punishments, at the discretion of the court.
>
> Sherman Anti-Trust Act, 1890

1. If a trust is formed that impedes upon trade and commerce, what is the punishment for this action?

_____

_____

_____

2. How does this Act enhance the industrial world and hinder the major corporations?

_____

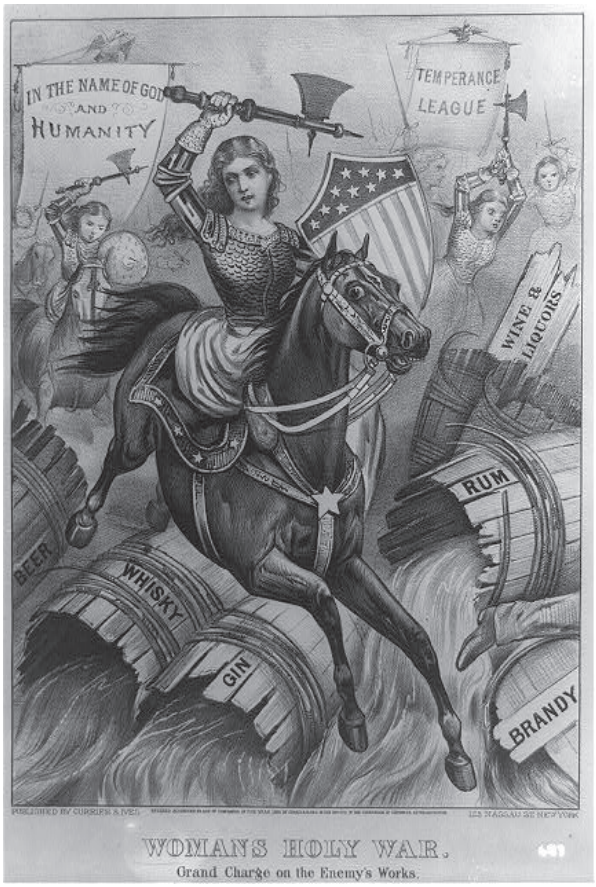
_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document K



Courtesy of the Library of Congress, LC-USZ62-683

Woman's holy war. Grand charge on the enemy's works, 1874
Currier & Ives

1. What is the meaning of this political cartoon?

_____

_____

_____

2. Carrie Nation, the primary figure in the cartoon, belongs to the Women's Christian Temperance Union. What was the primary goal of her organization? Why?

_____

_____

_____

_____

SECTION 2

ESSAY TOPIC:
Why was societal improvement a necessary component of Progressivism?

Name: _____ Date: _____ Hour: _____

DBQ 4: IMPERIAL AMERICA

Historical Background

Toward the closing of the 19th century, Spain only had a few colonies remaining: the Philippines, Cuba, Puerto Rico, and Guam. The United States had an attraction to Cuba due to the country's location—90 miles south of Florida. In 1854, President Franklin Pierce made an offer to purchase Cuba from Spain. He, like many European leaders, wanted to utilize imperialism, to allow his country political, economic, and military access to a smaller nation. The Spanish government replied to the offer by stating that they would prefer to see their colony sink to the bottom of the Atlantic Ocean, rather than making the transaction. Nevertheless, the United States never lost its imperialist hopes of controlling the colony. When the Cuban people started to revolt against the Spanish, Americans sympathized with the rebels. In 1896, Spain sent General Weyler to Cuba in order to subdue the conflict. Weyler wasted no time rounding up thousands of people to be sent to concentration camps. Sadly, 300,000 prisoners died in the camps because of exposure to disease and starvation. The actions of General Weyler provided the fuel for the work of two newspaper tycoons, William Randolph Hearst and Joseph Pulitzer. Both men utilized their newspapers to create yellow journalism, which exaggerated the news of the rebellion. After reading such stories, the American public became enraged with the fever of war. In 1898, two events tipped the scale. First, the Spanish minister, Enrique Dupuy de Lôme, wrote a letter calling President McKinley weak. Second, after the *USS Maine* left the harbor of Havana, it was blown up, killing 260 Americans. Therefore, on April 20th, 1898, Congress authorized an official declaration of war.

SECTION 1	**QUESTION: How did the United States benefit from the Spanish-American War?**

The following documents will examine how the Spanish–American War benefited the United States. Analyze each document carefully, and answer the question or questions that follow.

Name: _____ Date: _____ Hour: _____

Document A

863,956 WORLDS CIRCULATED YESTERDAY — The World. — "Circulation Books Open to All." — 863,956 WORLDS CIRCULATED YESTERDAY

VOL. XXXVIII. NO. 13,330. NEW YORK, THURSDAY, FEBRUARY 17, 1898.

MAINE EXPLOSION CAUSED BY BOMB OR TORPEDO?

Capt. Sigsbee and Consul-General Lee Are in Doubt---The World Has Sent a Special Tug, With Submarine Divers, to Havana to Find Out---Lee Asks for an Immediate Court of Inquiry---Capt. Sigsbee's Suspicions.

CAPT. SIGSBEE, IN A SUPPRESSED DESPATCH TO THE STATE DEPARTMENT, SAYS THE ACCIDENT WAS MADE POSSIBLE BY AN ENEMY.

Dr. E. C. Pendleton, Just Arrived from Havana, Says He Overheard Talk There of a Plot to Blow Up the Ship---Capt Zalinski, the Dynamite Expert, and Other Experts Report to The World that the Wreck Was Not Accidental---Washington Officials Ready for Vigorous Action if Spanish Responsibility Can Be Shown---Divers to Be Sent Down to Make Careful Examinations.

Maine Explosion Caused by Bomb or Torpedo?, 1898
The New York World

1. What happens to the *USS Maine* in 1898?

_____

2. How is yellow journalism active on the front page of *The New York World*? What is its goal?

_____

_____

_____

_____

3. How do media headlines today help to persuade public opinion?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document B

> Besides the ingrained and inevitable bluntness (*grosería*) with which is repeated all that the press and public opinion in Spain have said about Weyler, it once more shows what McKinley is, weak and a bidder for the admiration of the crowd besides being a would-be politician (*politicastro*) who tries to leave a door open behind himself while keeping on good terms with the jingoes of his party.
>
> De Lôme Letter, 1898
> Enriquy Dupuy de Lôme

1. How does De Lôme insult President William McKinley?

_____

_____

_____

2. How could a war with Spain challenge De Lôme's opinion concerning the president?

_____

_____

_____

_____

Document C

> Resolved, First. That the people of the Island of Cuba are, of right ought to be, free and independent.
>
> Second. That it is the duty of the United States to demand, and the Government of the United States does hereby demand, that the Government of Spain at once relinquish its authority and government in the Island of Cuba and withdraw its land and naval forces from Cuba and Cuban waters.
>
> Third. That the President of the United States be, and he hereby is, directed and empowered to use the entire land and naval forces of the United States, and to call into the actual service of the United States the militia of the several States, to such extent as may be necessary to carry these resolutions into effect.
>
> Fourth. That the United States hereby disclaims any disposition or intention to exercise sovereignty, jurisdiction, or control over said Island except for the pacification thereof, and asserts its determination, when that is accomplished, to leave the government and control of the Island to its people.
>
> Teller Amendment, April 20, 1898
> Henry M. Teller

Name: _____ Date: _____ Hour: _____

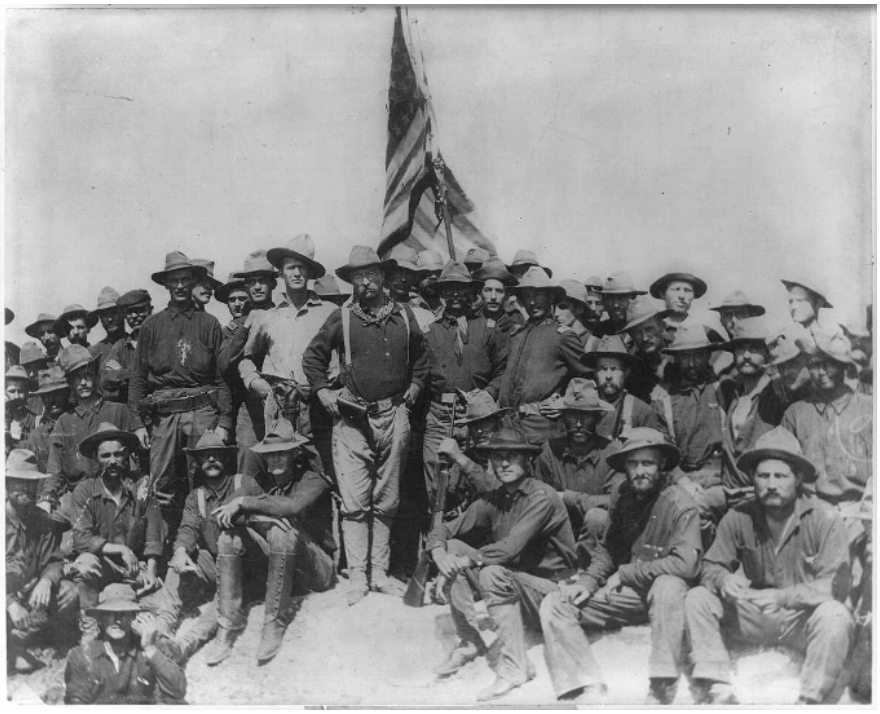
1. How does the Teller Amendment benefit the Cuban people? The Americans?

_____
_____
_____
_____

2. Currently, does the United States have justification to engage in battles for freedom in neighboring countries?

_____
_____
_____
_____
_____

Document D



Courtesy of the Library of Congress, LC-USZ62-7626 Teddy Roosevelt and the Rough Riders, Photograph, 1898

1. Who are the Rough Riders?

_____
_____
_____

Name: _____ Date: _____ Hour: _____

2. How could Roosevelt's leadership with the Rough Riders have impacted the outcome of the war?

_____

_____

_____

Document E

ARTICLE II.
Spain cedes to the United States the island of Porto Rico and other islands now under Spanish sovereignty in the West Indies, and the island of Guam in the Marianas or Ladrones.

ARTICLE III.
Spain cedes to the United States the archipelago known as the Philippine Islands, and comprehending the islands lying within the following line:

A line running from west to east along or near the twentieth parallel of north latitude, and through the middle of the navigable channel of Bachi, from the one hundred and eighteenth (118th) to the one hundred and twenty seventh (127th) degree meridian of longitude east of Greenwich, thence along the one hundred and twenty seventh (127th) degree meridian of longitude east of Greenwich to the parallel of four degrees and forty five minutes (4° 45') north latitude, thence along the parallel of four degrees and forty five minutes (4° 45') north latitude to its intersection with the meridian of longitude one hundred and nineteen degrees aid thirty five minutes (119° 35') east of Greenwich, thence along the meridian of longitude one hundred and nineteen degrees and thirty five minutes (119° 35') east of Greenwich to the parallel of latitude seven degrees and forty minutes (7° 40') north, thence along the parallel of latitude seven degrees and forty minutes (7° 40') north to its intersection with the one hundred and sixteenth (116th) degree meridian of longitude east of Greenwich, thence by a direct line to the intersection of the tenth (10th) degree parallel of north latitude with the one hundred and eighteenth (118th) degree meridian of longitude east of Greenwich, and thence along the one hundred and eighteenth (118th) degree meridian of longitude east of Greenwich to the point of beginning.

The United States will pay to Spain the sum of twenty million dollars ($20,000,000) within three months after the exchange of the ratifications of the present treaty.

Treaty of Paris, 1898

1. What concession does Article II give the United States?

_____

2. According to Article III, how are the Philippines to be obtained?

_____

_____

Name: _____ Date: _____ Hour: _____

3. How is the Treaty of Paris beneficial to the United States?

_____

_____

_____

_____

Document F

Courtesy of the Library of Congress, LC-USZ62-91465

Well, I Hardly Know Which to Take First, May 28, 1898
Boston Globe

1. Who are the two figures in the political cartoon?

_____

2. What is the significance of the Bill of Fare in the background?

_____

_____

_____

3. How does this cartoon represent the profits obtained by the Spanish–American War?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document G

> God has not been preparing the English-speaking and Teutonic peoples for a thousand years for nothing but vain and idle self-admiration. No....He has made us adept in government that we may administer government among savage and senile peoples....He has marked the American people as His chosen nation to finally lead in the redemption of the world.
>
> Senator Albert J. Beveridge, 1900

1. According to Senator Albert J. Beveridge, what responsibility had God given to the American people?

_____

_____

_____

2. How did this passage give the American people the upper hand when it came to the newly acquired territories?

_____

_____

_____

_____

Document H

> I.-That the government of Cuba shall never enter into any treaty or other compact with any foreign power or powers which will impair or tend to impair the independence of Cuba, nor in any manner authorize or permit any foreign power or powers to obtain by colonization or for military or naval purposes or otherwise, lodgement in or control over any portion of said island.
>
> II. That said government shall not assume or contract any public debt, to pay the interest upon which, and to make reasonable sinking fund provision for the ultimate discharge of which, the ordinary revenues of the island, after defraying the current expenses of government shall be inadequate.
>
> III. That the government of Cuba consents that the United States may exercise the right to intervene for the preservation of Cuban independence, the maintenance of a government adequate for the protection of life, property, and individual liberty, and for discharging the obligations with respect to Cuba imposed by the treaty of Paris on the United States, now to be assumed and undertaken by the government of Cuba.
>
> Platt Amendment, 1903

Name: _____ Date: _____ Hour: _____

1. In accordance with the Platt Amendment, what guidelines did Cuba have to follow? Use several examples from the passage to support your answer.

_____

_____

_____

_____

_____

_____

Document I

> It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly and prosperous... Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention...[and] force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an internal police power.
>
> Roosevelt Corollary to the Monroe Doctrine, 1904

1. How would Teddy Roosevelt like the United States to exercise its police power?

_____

_____

_____

2. What are his personal motivations toward new colonies?

_____

_____

_____

SECTION 2

ESSAY TOPIC:
How did the United States benefit from the Spanish–American War?

Name: _____ Date: _____ Hour: _____

DBQ 5: THE END OF INNOCENCE

Historical Background

In 1917, Germany increased the amount of submarine attacks on British commercial ships and American ships in the Atlantic Ocean. The German government was fully cognizant of the fact that this action could guarantee a war with the United States but, nevertheless, they decided to proceed. Within the same year, Germany proposed an armed alliance with Mexico with the publication of the Zimmermann Telegram. It was the release of this message that infuriated the American public. President Woodrow Wilson vowed to "make the world safe for democracy" and asked Congress to declare war. On April 6, 1917, Congress unanimously voted in favor of Wilson's request. Upon entry into the war, American advantages seemed unparalleled. Since 1914, the United States had massive industrial power due to having provided a steady supply-line of weapons and goods to the Allied powers. The country was more than ready to equip its troops. As far as troops were concerned, thousands of eager men were either drafted or volunteered for the war effort. By the spring of 1918, around 287,000 American soldiers had set foot on French soil. As the months progressed into summer, these numbers increased due to the completion of homeland training. Waves of new recruits arrived on the Western Front, resulting in a massive army of 500,000. Although the American army experienced significant casualties in the first few days of battle, German military leaders knew that the strength of their enemy would only increase in the months to come.

SECTION 1 **QUESTION: How did American entry into World War I tip the balance in favor of the Allies?**

The following documents will examine how American entry into World War I tipped the balance of the war in favor of the Allied nations. Analyze each document carefully, and answer the question or questions that follow.

Document A

> But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts, for democracy, for the right of those who submit to authority to have a voice in their own Governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free. To such a task we can dedicate our Eves and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other.
>
> Transcript of Joint Address to Congress Leading to a Declaration of War Against Germany, 1917
> Woodrow Wilson

Name: _____ Date: _____ Hour: _____

1. Why does Woodrow Wilson propose this declaration of war? Use examples from the passage to support your answer.

_____

_____

_____

_____

2. Thinking about the foreign conflicts that we are involved in today, should the United States' policy be to go to war to make all countries "safe for democracy"? Why or why not?

_____

_____

_____

_____

Document B

We must supply ships by the hundreds out of our shipyards to carry to the other side of the sea, submarines or no submarines, what will every day be needed there, and abundant materials out of our fields and our mines and our factories with which not only to clothe and equip our own forces on land and sea, but also to clothe and support our people, for whom the gallant fellows under arms can no longer work; to help clothe and equip the armies with which we are cooperating in Europe, and to keep the looms and manufactories there in raw material; coal to keep the fires going in ships at sea and in the furnaces of hundreds of factories across the sea; steel out of which to make arms and ammunition, both here and there; rails for worn-out railways back of the fighting fronts; locomotives and rolling stock to take the place of those every day going to pieces; mules, horses, cattle, for labour and for military service everything with which the people of England and France and Italy and Russia have usually supplied themselves, but cannot now afford the men, the materials, or the machinery to make.

It is evident to every thinking man that our industries - on the farms, in the shipyards, in the mines, in the factories - must be made more prolific and more efficient than ever, and that they must be more economically managed and letter adapted to the particular requirements of our tasks that they have been; and what I want to say is that the men and the women who devote their thought and their energy to these things will be serving the country and conducting the fight for peace and freedom just as truly and just as effectively as the men on the battlefield or in the trenches.

Do Your Bit for America, 1917
Woodrow Wilson

Name: _____ Date: _____ Hour: _____

1. How does Woodrow Wilson expect the American public to contribute to the war effort? Use examples from the passage to support your answer.

_____

_____

_____

_____

2. How would support on the home front give the American Army an advantage overseas?

_____

_____

_____

_____

Document C

Courtesy of the Library of Congress, LC-USZC2-1305

Wake Up, America, propaganda poster, 1917
James Montgomery Flagg

1. How is the United States represented in this propaganda poster?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

2. Why is civilization calling upon every man, woman, and child? What if they had not heeded the call?

_____

_____

_____

3. What does our current government use to persuade the public about a particular issue?

_____

_____

_____

Document D

General Foch has presented to us a statement of the utmost gravity, which points out that the numerical superiority of the enemy in France, where 162 Allied divisions now oppose 200 German divisions, is very heavy, and that, as there is no possibility of the British and French increasing the number of their divisions (on the contrary, they are put to extreme straits to keep them up) here is a great danger of the war being lost unless the numerical inferiority of the Allies can be remedied as rapidly as possible by the advent of American troops. He, therefore, urges with the utmost insistence that the maximum possible number of infantry and machine gunners, in which respect the shortage of men on the side of the Allies most marked, should continue to be shipped from America in the months of June and July to avert the immediate danger of an Allied defeat in the present campaign wing to the Allied reserves being exhausted before those of the enemy. In addition to this, and looking to the future, he represents that it is impossible to foresee ultimate victory in the war unless America is able to provide such an army as will enable the Allies ultimately to establish numerical superiority. He places the total American force required for this at no less than 100 divisions, and urges the continuous raising of fresh American levies, which, in his opinion, should not be less than 300,000 a month, with a view to establishing a total American force of 100 divisions at as early a date as this can possibly be done. We are satisfied that General Foch, who is conducting the present campaign with consummate ability, and on whose military judgment we continue to place the most absolute reliance, is not overestimating the needs of the case, and we feel confident that the Government of the United States will do everything that can be done, both to meet the needs of the immediate situation and to proceed with the continuous raising of fresh levies, calculated to provide, as soon as possible, the numerical superiority which the Commander in Chief of the Allied Armies regards as essential to ultimate victory.

Message Prepared by the Prime Ministers of Great Britain, France, and Italy, Versailles, June 2, 1918
David Lloyd George, Georges Clemenceau, and Vittorio Orlando

Name: _____ Date: _____ Hour: _____

1. What is General Foch requesting? Why? Use a specific example from the passage to support your answer.

_____

_____

_____

_____

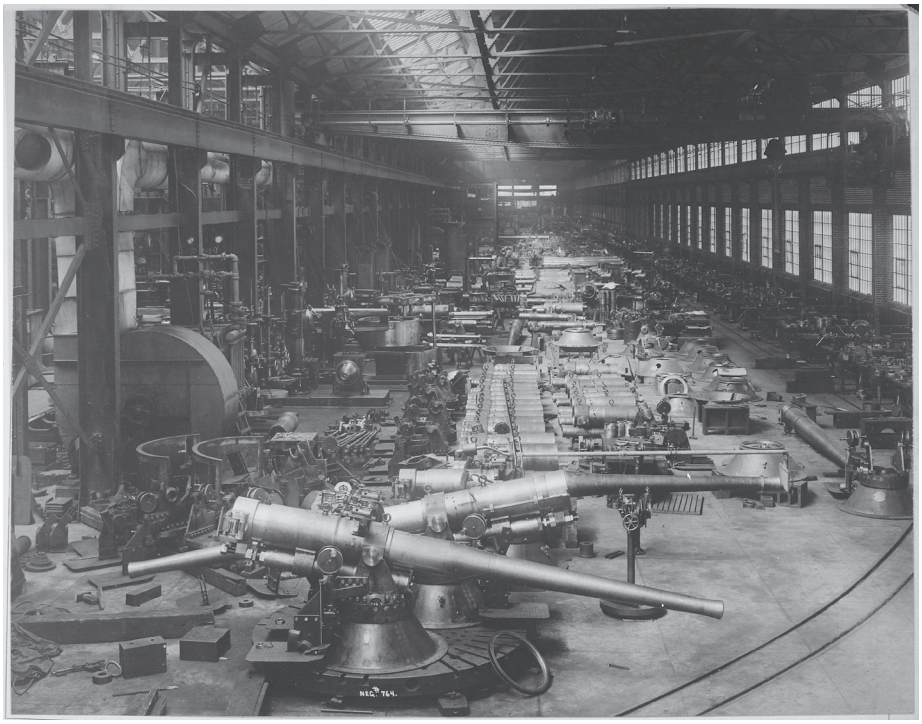
2. Why are the prime ministers of Great Britain, France, and Italy making such an appeal to the United States?

_____

_____

_____

Document E



Courtesy of the National Archives and Records Administration, 533708

Shop Number 2 annex. 6 inch guns with their mounts in foreground; immediately in the rear, slides or cradles for 10 inch, 12 inch, and 14 inch guns. Bethlehem Steel Company, 1918

1. How has the Bethlehem Steel Company been converted for wartime production?

_____

_____

Name: _____ Date: _____ Hour: _____

2. How could evidence such as this ensure victory for the United States?

_____

_____

_____

_____

Document F

The prisoners said they were glad of the chance to surrender and get out of the woods, because the American artillery fire for three days had cut off their food and other supplies and they had lived in a hell on earth. The Germans seemed deeply impressed by the fury of the American attack. One of the captured officers, when asked what he thought of the Americans as fighters, answered that the artillery was crazy and the infantry drunk. A little German private, taking up his master's thought, pointed to three tousled but smiling marines, and said: *Vin rouge, vin blanc, beaucoup vin.* He meant he thought the Americans must be intoxicated, to fight as they did for that wood.

Our boys took especial delight in corralling the machine guns. These guns had been very well placed behind trees and in rocky caves and well supplied with ammunition. The Americans had practiced on a German machine gun previously captured, and knew just how to use them against the "Heinies." The captured guns were cleverly camouflaged and were almost overlooked by the Americans. The mortars had been used to throw gas shells from the heights into the woods upon the Americans

There was the greatest surprise among the American officers at the evident low morale among members of the 5th Guard Division, thought to be one of the Kaiser's very best.

Capture of Belleau Wood, June 9-10, 1918
Edwin L. James
The New York Times Current History: The European War, Volume 16

1. Describe the German prisoners' interactions with the American troops.

_____

_____

_____

_____

2. What is the biggest surprise about this victory?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document G

The US Army in Britain, November 11, 1918
Horace Nicholls

1. Define the word "armistice."

_____

_____

2. How do the troops react to the establishment of the armistice?

_____

_____

3. How can American involvement from 1917 to 1918 be seen as the reason for the armistice?

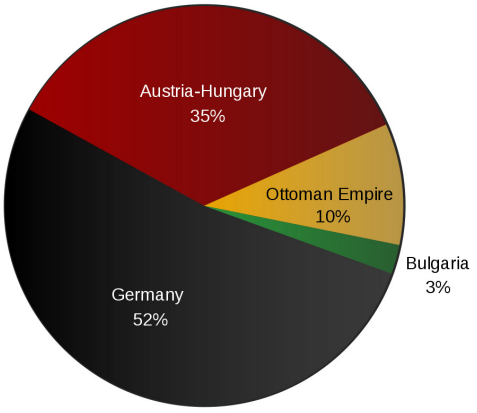
_____

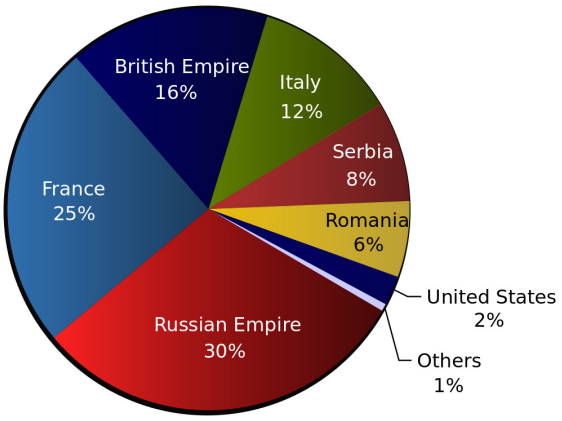
_____

_____

Name: _____ Date: _____ Hour: _____

Document H





World War I Military Deaths

1. Which countries experienced the most casualties, according to this chart? Why?

_____

_____

2. Which countries experienced the fewest of casualties, according to this chart? Why?

_____

_____

3. How does this chart justify reasoning that the assistance of the United States helped the Allies to win the war?

_____

_____

_____

SECTION 2

ESSAY TOPIC:
How did American entry into World War I tip the balance in favor of the Allies?

Name: _____ Date: _____ Hour: _____

DBQ 6: THE ROARING TWENTIES

Historical Background

Prohibition finally became a reality with the ratification of the 18th Amendment on January 16, 1919. This new piece of legislation meant that the entire country had to transform itself when it came to the production and sale of alcohol. The Volstead Act, passed in October 1919, became the legislation to enforce this amendment. Federal and local officials found that implementing the ban on alcohol was very difficult. Many citizens found ways around the law, such as establishing speakeasies (secret establishments that sold alcohol), bootlegging (selling and producing alcohol illegally), and making moonshine and bathtub gin at home. At the same time, police officers made fewer arrests for intoxication and consumption of alcohol decreased by 30%. Although the 18th Amendment had some public support, by the closing stages of the 1920s endorsement of Prohibition began to fade. The country found itself hindered by the failing economy of the Great Depression. The decline of the country's economy made it imperative for all alcohol industries to become legal again in order to establish jobs and to generate revenue from taxation. Hence, in 1933, Congress implemented the 21st Amendment to repeal the ban on alcohol.

SECTION 1 **QUESTION: How was Prohibition received by the American public?**

The following documents will examine how the prohibition of alcohol was received by the American public. Analyze each document carefully, and answer the question or questions that follow.

Document A

AMENDMENT XVIII

Section 1.
After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2.
The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

The 18th Amendment, December 18, 1917

1. According to the first section of the 18th Amendment, what guidelines are Americans supposed to follow when it comes to alcohol?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

2. Who is supposed to enforce this legislation?

_____

3. How would the American public react today to a law that would prohibit the sale of a product that had always been legal?

_____

_____

_____

_____

Document B

Courtesy of the Library of Congress, LC-USZ62-118173

In war or peace which needs it most? For the money represented by three ten cent drinks a day for a year..., 1917

1. What are the benefits of Prohibition?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

2. Who is the target audience of this advertisement? Why?

_____

_____

_____

Document C

> SEC. 21. Any room, house, building, boat, vehicle, structure, or place where intoxicating liquor is manufactured, sold, kept, or bartered in violation of this title, and all intoxicating liquor and property kept and used in maintaining the same, is hereby declared to be a common nuisance, and any person who maintains such a common nuisance shall be guilty of a misdemeanor and upon conviction thereof shall be fined not more than $1,000 or be imprisoned for not more than one year, or both....
>
> Volstead Act, 1920

1. According to Section 21 of the Volstead Act, what are the consequences for disregarding the law?

_____

_____

2. How would news of the Volstead Act have influenced the actions of the American people?

_____

_____

_____

_____

Document D

Prohibition Disposal

Name: _____ Date: _____ Hour: _____

1. Explain the event that is taking place in this photograph.

_____

_____

_____

2. How would this photograph have increased/decreased the support of Prohibition?

_____

_____

_____

_____

Document E

> It was in the saloon that the working men in those days held their christening parties, their weddings, their dances, their rehearsals for their singing societies, and all other social functions... Undoubtedly the chief element of attraction was the saloon-keeper himself... He was a social force in the community. His greeting was cordial, his appearance neat, and his acquaintance large. He had access to sources of information which were decidedly beneficial to the men who patronized his saloon. Often he secured work for both the working man and his children.
>
> A Son of the Bowery, 1925
> Charles Stelzle

1. Why is the saloon an important location, according to Charles Stelzle?

_____

_____

_____

2. What role does the saloon-keeper have?

_____

_____

_____

3. If the saloon is closed down due to Prohibition, how will life change?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document F

Courtesy of the Library of Congress, LC-DIG-ppmsca-26196

Said prohibition Maine to prohibition Georgia: "Here's looking at you", 1907
Louis M. Glackens

1. What does this political cartoon imply about Prohibition?

_____

_____

_____

2. Contrary to this cartoon, how could taxes on alcohol help the government?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document G

> It is believed that less consumption of alcohol by the community would mean less tuberculosis, less poverty, less dependency, less pressure on our hospitals, asylums and jails. Alcohol hurts the tone of the muscles and lessens the product of laborers; it worsens the skill and endurance of artists; it hurts memory, increases industrial accidents, causes diseases of the heart, liver, stomach and kidney, increases the death rate from pneumonia and lessens the body's natural immunity to disease.
>
> Eighth Annual Meeting of the National Temperance Council, 1920
> Washington DC

1. What are the societal benefits of the 18th Amendment's Prohibition?

_____

_____

2. What are the health benefits of the 18th Amendment's Prohibition?

_____

_____

_____

3. How can healthy citizens help to strengthen American society, according to this document?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document H

In time, I learned that not everything in America was what it seemed to be. I discovered, for instance, that a spare tire could be filled with substances other than air, that one must not look too deeply into certain binoculars, and that the Teddy Bears that suddenly acquired tremendous popularity among the ladies very often had hollow metal stomachs.

'But,' it might be asked, 'where do all these people get the liquor?' Very simple. Prohibition has created a new, a universally respected, a well-beloved, and a very profitable occupation, that of the bootlegger who takes care of the importation of the forbidden liquor. Everyone knows this, even the powers of government. But this profession is beloved because it is essential, and it is respected because its pursuit is clothed with an element of danger and with a sporting risk. Now and then one is caught, that must happen pro forma and then he must do time or, if he is wealthy enough, get someone to do time for him.

Yet it is undeniable that prohibition has in some respects been signally successful. The filthy saloons, the gin mills which formerly flourished on every corner and in which the laborer once drank off half his wages, have disappeared. Now he can instead buy his own car, and ride off for a weekend or a few days with his wife and children in the country or at the sea. But, on the other hand, a great deal of poison and methyl alcohol has taken the place of the good old pure whiskey. The number of crimes and misdemeanors that originated in drunkenness has declined. But by contrast, a large part of the population has become accustomed to disregard and to violate the law without thinking. The worst is, that precisely as a consequence of the law, the taste for alcohol has spread ever more widely among the youth. The sporting attraction of the forbidden and the dangerous leads to violations. My observations have convinced me that many fewer would drink were it not illegal.

Prohibition, 1927
Count Felix von Luckner

1. According to the first portion of the passage, how is America not what it seemed?

_____

_____

_____

2. What signs of success has Prohibition shown with citizens? What are the failures?

_____

_____

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document I

Courtesy of the National Archives and Records Administration, 541928

Detroit police inspecting equipment found in a clandestine underground brewery during the prohibition era

1. Explain how this photograph shows why Prohibition was impossible to enforce.

_____

_____

_____

SECTION 2

ESSAY TOPIC:
How was Prohibition received by the American public?

Name: _____ Date: _____ Hour: _____

DBQ 7: THE GREAT DEPRESSION AND A NEW DEAL

Historical Background

The New Deal was a progression of economic programs ratified by the United States government between 1933 and 1938. They were initiated by Franklin Delano Roosevelt in hopes of creating relief, recovery, and reform for the American people. When the New Deal was first introduced in 1933, it managed the banking catastrophe with the Emergency Banking Act and the 1933 Banking Act. For the public, the Federal Emergency Relief Administration granted $500 million to state and city governments to alleviate problems caused by the Depression. To assuage the concerns of another financial crash, the Securities Act of 1933 was created in order to regulate the stock market. In order to create jobs, the Civilian Conservation Corps was established to create unskilled, labor-intensive jobs connected with the conservation and advancement of natural resources in lands owned by the government. Due to a public complaint that the programs were not working quickly enough and the dissolution of several programs on behalf of the Conservative Coalition, a second New Deal was introduced in 1935. Roosevelt, with the assistance of his Brain Trust, created landmark programs, such as the Wagner Act to support labor unions, the Works Progress Administration to create government-sponsored jobs, the Fair Labor Standards Act of 1938 to ensure minimum wages and reduce working hours, and the Social Security Act to provide financial assistance to retired workers. This overhaul of United States economic policies would create a dependency on the president and the federal government to solve the nation's problems.

SECTION 1 **QUESTION: Did Franklin Delano Roosevelt reinstate public confidence and economic wellbeing with the creation of the New Deal?**

The following documents will examine if President Roosevelt regained public confidence and economic well-being for the country with the creation of the New Deal. Analyze each document carefully, and answer the question or questions that follow.

Document A

> We are working toward a definite goal, which is to prevent the return of conditions which came very close to destroying what we call modern civilization. The actual accomplishment of our purpose cannot be attained in a day. Our policies are wholly within purposes for which our American Constitutional Government was established 150 years ago.
>
> —I know that the people of this country will understand this and will also understand the spirit in which we are undertaking this policy. I do not deny that we may make mistakes of procedure as we carry out the policy. I have no expectation of making a hit every time I come to bat. What I seek is the highest possible batting average, not only for myself but for the team. Theodore Roosevelt once said to me: "If I can be right 75 per cent of the time I shall come up to the fullest measure of my hopes."
>
> Outlining the New Deal Program, May 7, 1933
> Franklin Delano Roosevelt

Name: _____ Date: _____ Hour: _____

1. According to Roosevelt, what primary document is the basis for the New Deal legislation? How long is it meant to take to establish a sound program?

_____

_____

2. How does FDR use Teddy Roosevelt's advice?

_____

_____

_____

_____

3. How could Roosevelt's honesty have earned the support of the American people?

_____

_____

_____

_____

Document B

Courtesy of the Library of Congress, LC-USZ62-54063 Civilian Conservation Corps, 1938

Name: _____ Date: _____ Hour: _____

1. What is the Civilian Conservation Corps?

_____

_____

_____

2. What are the benefits of this program for these men? How about the benefits to the nation?

_____

_____

_____

_____

_____

Document C

> The term qualified individual means any individual with respect to whom it appears to the satisfaction of the Board that-
>
> (1) He is at least sixty-five years of age; and
>
> (2) The total amount of wages paid to him, with respect to employment after December 31, 1936, and before he attained the age of sixty-five, was not less than $2,000; and
>
> (3) Wages were paid to him, with respect to employment on some five days after December 31, 1936, and before he attained the age of sixty-five, each day being in a different calendar year.
>
> Social Security Act, 1935

1. What are the requirements for a person to qualify for the Social Security Act?

_____

_____

_____

2. How could retirement assistance soften the hardships of the Great Depression?

_____

_____

_____

_____

3. Briefly describe the crisis of Social Security today.

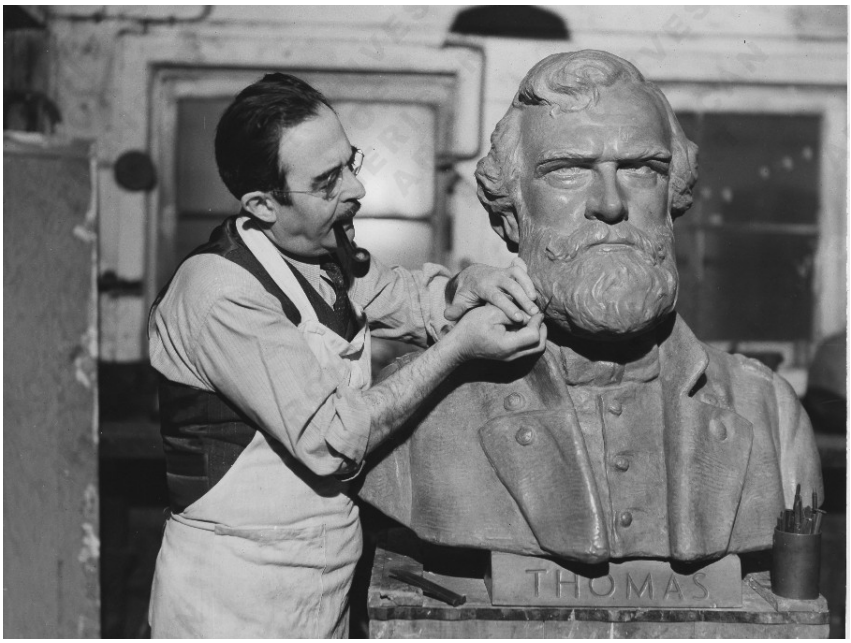
_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document D



Works Progress Administration, Federal Art Project, April 18, 1939
Sol Horn

1. Why would the government pay artists to depict historical figures?

_____

_____

_____

2. How does the WPA promote public confidence and economic security?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document E

Sec. 17. The Secretary of War, or the Secretary of the Interior, is hereby authorized to construct, either directly or by contract to the lowest responsible bidder, after due advertisement, a dam in and across Clinch River in the State of Tennessee, which has by long custom become known and designates as the Cove Creek Dam, together with a transmission line from Muscle Shoals, according to the latest and most approved designs, including power house and hydroelectric installations and equipment for the generation of power, in order that the waters of the said Clinch River may be impounded and stored above said dam for the purpose of increasing and regulating the flow of the Clinch River and the Tennessee River below, so that the maximum amount of primary power may be developed at Dam Numbered 2 and at any and all other dams below the said Cove Creek Dam: Provided, however, That the President is hereby authorized by appropriate order to direct the employment by the Secretary of War, or by the Secretary of the Interior, of such engineer or engineers as he may designate, to perform such duties and obligations as he may deem proper, either in the drawing of plans and specifications for said dam, or to perform any other work in the building or construction of the same. The President may, by such order, place the control of the construction of said dam in the hands of such engineer or engineers taken from private life as he may desire.

Tennessee Valley Authority, 1933

1. How are the Clinch and Tennessee Rivers expected to be regulated?

_____

_____

2. Why would hydroelectric installations and equipment hold importance in the Tennessee Valley?

_____

_____

_____

_____

3. Who has the power to designate the engineers? Why?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document F

On this Sunday following the signal political victory of the new deal, perhaps, my friends, you are expectant to hear soft words of praise and glorification. I shall not be one, either today or at any future date, to break down your confidence in the outcome of this new deal. My constant prayer is for its success. Soft words and insincere praise, however, must have no more place at this present hour than had our empty rejoicing sixteen years ago. Thus, I wish to reassert my belief that, although the old Republican party with its rugged individualism is as dead as Benedict Arnold, nevertheless, it is true that the Democratic party, now composed of progressive men and women of all political affiliations, is merely on trial. Two years hence it will leave the courtroom of public opinion vindicated and with a new lease on life, or will be condemned to political death if it fails to answer the simple question of why there is want in the midst of plenty. Truly, democracy itself is on trial.

The National Union for Social Justice, November 11, 1934
Father Charles Coughlin

1. How does Father Charles Coughlin feel about the installation of the New Deal? Use evidence from the passage as support.

_____

_____

_____

_____

_____

Document G

WASHINGTON STAR
From the holdings at the FDR Library

There's Nothing the Matter With You, 1937

Name: _____ Date: _____ Hour: _____

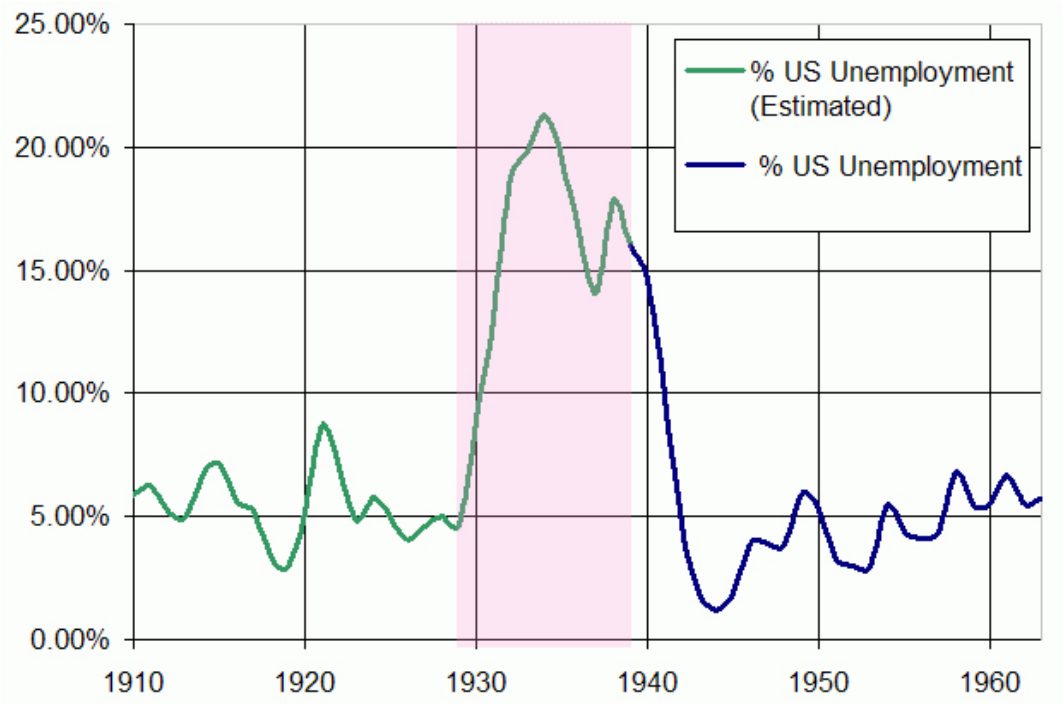
1. Explain the connection between the US Constitution and Roosevelt. Is this political cartoon still relevant today?

_____
_____
_____
_____

2. How do New Deal programs potentially have a negative effect on the Constitution, as implied by this political cartoon?

_____
_____
_____
_____
_____

Document H



US Unemployment 1910-1960

1. In what year is the unemployment rate at its highest? What is the effect of the introduction of New Deal programs in 1933?

_____
_____
_____

Name: _____ Date: _____ Hour: _____

2. Which time frame witnesses the largest decline in unemployment? Explain the reasoning behind this development.

_____

_____

_____

Document I

> SECTION 1. A national emergency productive of widespread unemployment and disorganization of industry, which burdens interstate and foreign commerce, affects the public welfare, and undermines the standards of living of the American people, is hereby declared to exist. It is hereby declared to be the policy of Congress to remove obstructions to the free flow of interstate and foreign commerce which tend to diminish the amount thereof; and to provide for the general welfare by promoting the organization of industry for the purpose of cooperative action among trade groups, to induce and maintain united action of labor and management under adequate governmental sanctions and supervision, to eliminate unfair competitive practices, to promote the fullest possible utilization of the present productive capacity of industries, to avoid undue restriction of production (except as may be temporarily required), to increase the consumption of Industrial and agricultural products by increasing purchasing power, to reduce and relieve unemployment, to improve standards of labor, and otherwise to rehabilitate industry and to conserve natural resources.
>
> National Industrial Recovery Act, 1933

1. How is Congress expected to regulate industry under the National Recovery Act of 1933? Use specific examples from the passage to support your answer.

_____

_____

_____

_____

_____

2. How does the National Industrial Recovery Act encourage protection of factory workers and small businesses?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document J

Of course we will continue to seek to improve working conditions for the workers of America—to reduce hours over-long, to increase wages that spell starvation, to end the labor of children, to wipe out sweatshops. Of course we will continue every effort to end monopoly in business, to support collective bargaining, to stop unfair competition, to abolish dishonorable trade practices. For all these we have only just begun to fight.

Of course we will continue to work for cheaper electricity in the homes and on the farms of America, for better and cheaper transportation, for low interest rates, for sounder home financing, for better banking, for the regulation of security issues, for reciprocal trade among nations, for the wiping out of slums. For all these we have only just begun to fight.

Of course we will continue our efforts in behalf of the farmers of America. With their continued cooperation we will do all in our power to end the piling up of huge surpluses which spelled ruinous prices for their crops. We will persist in successful action for better land use, for reforestation, for the conservation of water all the way from its source to the sea, for drought and flood control, for better marketing facilities for farm commodities, for a definite reduction of farm tenancy, for encouragement of farmer cooperatives, for crop insurance and a stable food supply. For all these we have only just begun to fight.

Of course we will provide useful work for the needy unemployed; we prefer useful work to the pauperism of a dole.

Radio Address Unveiling the Second Half of the New Deal, 1936
Franklin Delano Roosevelt

1. List three specific assurances that President Roosevelt gives the public in his radio address.

_____

_____

_____

_____

2. Does the legacy of the New Deal still stand today? Why or why not?

_____

_____

_____

SECTION 2

ESSAY TOPIC:
Did Franklin Delano Roosevelt reinstate public confidence and economic wellbeing with the creation of the New Deal?

Name: _____ Date: _____ Hour: _____

DBQ 8: THE LAST GREAT WAR

Historical Background

On July 16, 1945, the Manhattan Project became a reality when the first atomic bomb was tested in Alamogordo, New Mexico. When the bomb detonated, it unleashed more force than 20,000 tons of TNT, and it could be observed from more than 200 miles away. Meanwhile, the war in Europe had drawn to a close on May 8, 1945, so the United States' focus was now solely on Japan. The Japanese were relentless. Even in late May, American troops were occupied with intense fighting in Iwo Jima and Okinawa. These two battles entailed the loss of 80,000 lives, despite an American victory in each. Ultimately, this loss of life cleared the path for establishing an air strike against the mainland of Japan. The memory of the losses at Pearl Harbor still lingered in the thoughts of numerous Americans. With feelings of retribution, the United States sought to spare the lives of soldiers and to end the war quickly. Therefore, in July 1945, the Allies at the Potsdam Conference demanded that Emperor Hirohito of Japan give in to unconditional surrender. The emperor refused to surrender, and, on August 3, 1945, President Harry Truman approved the deployment of the atomic bomb. "Little Boy," the first atomic bomb, was released on Hiroshima on August 6, 1945. Within seconds, over half of the city was obliterated, and 70,000 Japanese people died instantaneously. Next, "Fat Man," the second bomb, was dropped on Nagasaki on August 9, 1945. This time, the casualties amounted to 40,000. Other consequences of the explosions included disfigurement, scarring due to chemical burns, and radiation poisoning. Realizing he had to protect the sanctity of life, Hirohito officially surrendered on September 2, 1945.

SECTION 1 **QUESTION: Was the United States rational when it came to the use of the atomic bomb in Japan?**

The following documents will examine the rationality of the United States in regards to the use of the atomic bomb in Japan. Analyze each document carefully, and answer the question or questions that follow.

Name: _____ Date: _____ Hour: _____

Document A

Courtesy of the Library of Congress, LC-USZ62-104778

USS Arizona, at height of fire, following Japanese aerial attack on Pearl Harbor, Hawaii, December 7, 1941

1. Explain what happens during the attack on Pearl Harbor.

_____

_____

_____

_____

2. How would this event influence the decision to use the atomic bomb?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document B

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.
Last night Japanese forces attacked Hong Kong.
Last night Japanese forces attacked Guam.
Last night Japanese forces attacked the Philippine Islands.
Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our Nation.

As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense.

But always will our whole Nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory. I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

Joint Address to Congress Leading to a Declaration of War Against Japan, 1941
Franklin Delano Roosevelt

1. How have Japanese attacks expanded beyond Pearl Harbor?

_____

_____

_____

2. What two reasons does Roosevelt give for going to war with Japan in the final part of the passage?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document C

The development of atomic power will provide the nations with new means of destruction. The atomic bombs at our disposal represent only the first step in this direction, and there is almost no limit to the destructive power which will become available in the course of their future development. Thus a nation which sets the precedent of using these newly liberated forces of nature for purposes of destruction may have to bear the responsibility of opening the door to an era of devastation on an unimaginable scale.

If after this war a situation is allowed to develop in the world which permits rival powers to be in uncontrolled possession of these new means of destruction, the cities of the United States as well as the cities of other nations will be in continuous danger of sudden annihilation. All the resources of the United States, moral and material, may have to be mobilized to prevent the advent of such a world situation. Its prevention is at present the solemn responsibility of the United States—singled out by virtue of her lead in the field of atomic power.

The added material strength which this lead gives to the United States brings with it the obligation of restraint and if we were to violate this obligation our moral position would be weakened in the eyes of the world and in our own eyes. It would then be more difficult for us to live up to our responsibility of bringing the unloosened forces of destruction under control.

In view of the foregoing, we, the undersigned, respectfully petition: first, that you exercise your power as Commander-in-Chief, to rule that the United States shall not resort to the use of atomic bombs in this war unless the terms which will be imposed upon Japan have been made public in detail and Japan knowing these terms has refused to surrender; second, that in such an event the question whether or not to use atomic bombs be decided by you in light of the considerations presented in this petition as well as all the other moral responsibilities which are involved.

A Petition to the President of the United States, July 17, 1945
Co-Signers at the Manhattan Project

1. What would be the consequences of using atomic power, according to the scientists of the Manhattan Project? Use specific examples from the passage as support.

_____

_____

_____

_____

2. Under what circumstances do the scientists advise President Harry Truman to use this weapon of mass destruction?

_____

_____

Name: _____ Date: _____ Hour: _____

3. Why has our current government held off on using nuclear weapons in the Middle East?

_____

_____

_____

Document D

Courtesy of the Library of Congress, LC-DIG-ds-05458

Nagasaki, Japan under atomic bomb attack / U.S. Army A.A.F. photo, 1945

1. How does this photograph display the magnitude of the first atomic bomb that was dropped?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document E

The British, Chinese, and United States Governments have given the Japanese people adequate warning of what is in store for them. We have laid down the general terms on which they can surrender. Our warning went unheeded; our terms were rejected. Since then the Japanese have seen what our atomic bomb can do. They can foresee what it will do in the future.

The world will note that the first atomic bomb was dropped on Hiroshima, a military base. That was because we wished in this first attack to avoid, insofar as possible, the killing of civilians. But that attack is only a warning of things to come. If Japan does not surrender, bombs will have to be dropped on her war industries and, unfortunately, thousands of civilian lives will be lost. I urge Japanese civilians to leave industrial cities immediately, and save themselves from destruction.

A Warning to Japan Urging Surrender, August 9, 1945
Harry Truman

1. How does Harry Truman justify the detonation of Little Boy on Hiroshima?

_____

_____

_____

2. What advice does he give the Japanese in regards to "sav[ing] themselves from destruction"?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document F

Destruction of Hiroshima Prefectural Industrial Promotion Hall, October 1945
CC0 1.0/Shigeo Hayashi @ Wikimedia

1. Describe the scene in this photograph.

_____

_____

_____

2. How would other countries perceive Americans when looking at this photograph?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document G

> We, acting by command of and in behalf of the Emperor of Japan, the Japanese Government and the Japanese Imperial General Headquarters, hereby accept the provisions set forth in the declaration issued by the heads of the Governments of the United States, China, and Great Britain on 26 July 1945 at Potsdam, and subsequently adhered to by the Union of Soviet Socialist Republics, which four powers are hereafter referred to as the Allied Powers.
>
> We hereby proclaim the unconditional surrender to the Allied Powers of the Japanese Imperial General Headquarters and of all Japanese armed forces and all armed forces under the Japanese control wherever situated.
>
> We hereby command all Japanese forces wherever situated and the Japanese people to cease hostilities forthwith, to preserve and save from damage all ships, aircraft, and military and civil property and to comply with all requirements which may be imposed by the Supreme Commander for the Allied Powers or by agencies of the Japanese Government at his direction
>
> Surrender of Japan, 1945

1. What does it mean to "proclaim the unconditional surrender"?

_____

_____

_____

2. If the atomic bombs had not been used, how might the course of events have changed?

_____

_____

_____

_____

Document H

> Nobody is more disturbed over the use of Atomic bombs than I am but I was greatly disturbed over the unwarranted attack by the Japanese on Pearl Harbor and their murder of our prisoners of war. The only language they seem to understand is the one we have been using to bombard them.
>
> When you have to deal with a beast you have to treat him as a beast. It is most regrettable but nevertheless true.
>
> Letter to Samuel McCrea Cavert, August 11, 1945
> Harry Truman

1. According to this passage, how does Harry Truman justify dropping both of the atomic bombs?

_____

_____

_____

SECTION 2

ESSAY TOPIC:
Was the United States rational when it came to the use of the atomic bomb in Japan?

Name: _____ Date: _____ Hour: _____

DBQ 9: PEACE AND THE COLD WAR

Historical Background

Over the course of World War II, the Soviet Union and the United States formed an alliance to battle the Axis Powers. Unfortunately, after WWII, the relationship between the two countries soured. On one hand, the Soviet government detested the fact that the Americans did not open an immediate Western front during WWII, which would have possibly prevented millions of Russian casualties. Furthermore, the Soviets felt like the United States did not recognize them as a justifiable world power. The United States government had been suspicious of the spread of Soviet communism and had feared the power of Soviet dictator Joseph Stalin. To make matters worse, the establishment of satellite nations in Eastern Europe triggered American feelings of panic about Soviet domination of the world. Therefore, countless government representatives decided that the best solution to reducing Soviet power would be to employ a plan of containment. This strategy would be based on preventing the spread of communism and promoting democratic ideals. An avid supporter of containment, Harry Truman stated that it would "support free peoples who are resisting attempted subjugation... by outside pressures." His perspective would be at the heart of American and Soviet conflicts over the next 40 years.

SECTION 1 **QUESTION: How did the United States utilize the policy of containment during the Cold War?**

The following documents will examine how the policy of containment was utilized by the United States during the Cold War. Analyze each document carefully, and answer the question or questions that follow.

Document A

I am fully aware of the broad implications involved if the United States extends assistance to Greece and Turkey, and I shall discuss these implications with you at this time.

One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion. This was a fundamental issue in the war with Germany and Japan. Our victory was won over countries which sought to impose their will, and their way of life, upon other nations.

To ensure the peaceful development of nations, free from coercion, the United States has taken a leading part in establishing the United Nations, The United Nations is designed to make possible lasting freedom and independence for all its members. We shall not realize our objectives, however, unless we are willing to help free peoples to maintain their free institutions and their national integrity against aggressive movements that seek to impose upon them totalitarian regimes. This is no more than a frank recognition that totalitarian regimes imposed on free peoples, by direct or indirect aggression, undermine the foundations of international peace and hence the security of the United States.

The peoples of a number of countries of the world have recently had totalitarian regimes forced upon them against their will. The Government of the United States has made frequent protests against coercion and intimidation, in violation of the Yalta agreement, in Poland, Rumania, and Bulgaria. I must also state that in a number of other countries there have been similar developments.

Truman Doctrine, 1947
Harry Truman

Name: _____ Date: _____ Hour: _____

1. When thinking about a life "free from coercion," which country is a present threat to Greece and Turkey? Why?

_____

_____

_____

2. How did the United States plan to use the United Nations to curb Soviet influence? Use evidence from the text as support.

_____

_____

_____

_____

Document B

Courtesy of the United States Air Force Berliners watching a C-54 land at Berlin Tempelhof Airport, 1948

1. Explain how the Berlin Airlift is being represented in this photograph.

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

2. How would American efforts during the Berlin Airlift connect with the policy of containment?

_____

_____

_____

_____

_____

Document C

> The remedy lies in breaking the vicious circle and restoring the confidence of the European people in the economic future of their own countries and of Europe as a whole. The manufacturer and the farmer throughout wide areas must be able and willing to exchange their products for currencies the continuing value of which is not open to question.
>
> Aside from the demoralizing effect on the world at large and the possibilities of disturbances arising as a result of the desperation of the people concerned, the consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist. Such assistance, I am convinced, must not be on a piecemeal basis as various crises develop. Any assistance that this Government may render in the future should provide a cure rather than a mere palliative. Any government that is willing to assist in the task of recovery will find full cooperation, I am sure, on the part of the United States Government. Any government which maneuvers to block the recovery of other countries cannot expect help from us. Furthermore, governments, political parties, or groups which seek to perpetuate human misery in order to profit there from politically or otherwise will encounter the opposition of the United States.
>
> Marshall Plan, 1948
> George C. Marshall

1. What has happened to the manufacturer and the farmer in Europe?

_____

_____

_____

2. How do you think the United States is going to "assist in the return of normal economic health in the world"? What is the underlying motive for such assistance?

_____

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document D

> The parties agree that an armed attack against one or more of them in Europe or in North America shall be considered as an attack against them all. They agree that if such an armed attack occurs, each of them will assist the party or parties so attacked. Each will immediately take whatever action it considers necessary to restore and maintain the security of the North Atlantic area. It will, if necessary, use armed force.
>
> North Atlantic Treaty, 1948

1. Describe the purpose of the North Atlantic Treaty.

_____

_____

_____

2. Why has this document been established?

_____

_____

_____

Document E

> Soviet tactics in Korea have clearly demonstrated that the USSR is intent on securing all of Korea as a satellite. In pursuing this policy, the USSR has, since V-J Day, adhered to a definite program of infiltration, consolidation, and control. U.S. reaction to this policy has resulted in minor departures from the Soviet schedule of operations but has not forced any change in fundamental strategy.
>
> Implementation of Soviet Objectives in Korea, November 18, 1947
> Office of Reports and Estimates 62

1. What intention does the Soviet Union have for Korea?

_____

_____

2. How are these plans threatening to the United States? Although no action has been taken at this point, how might the United States intervene in the future?

_____

_____

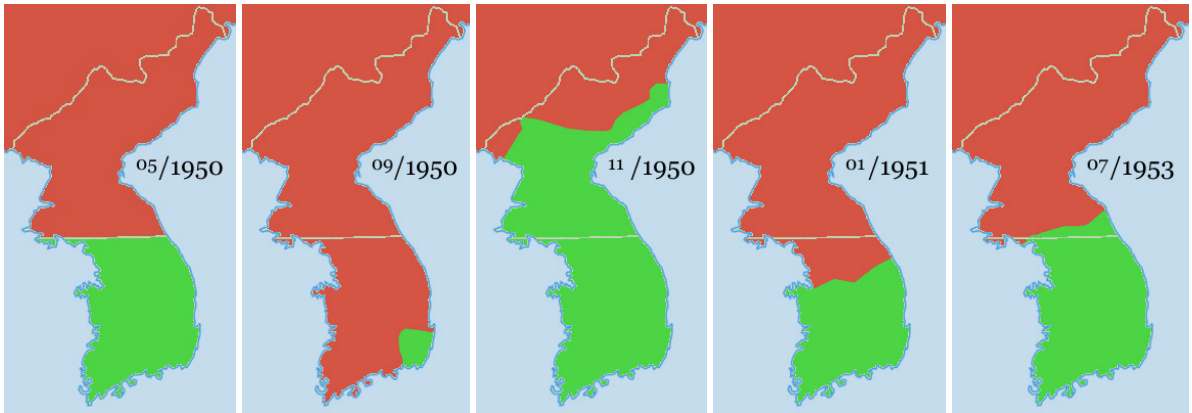
_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document F



Phases of the Korean War, 1950-1953
CC0 1.0/ Roke @ Wikimedia

1. Describe the phases of the war, based on this map.

_____

_____

_____

_____

2. What was the American initiative during this war? Was it successful? Why or why not?

_____

_____

_____

3. How has the Korean War affected the relationship between the US and North Korea today?

_____

_____

_____

Document G

> The inspirers of the "cold war" began to establish military blocs—the North Atlantic bloc, SEATO, and the Baghdad pact. [They claim] they have united for defense against the "communist threat." But this is sheer hypocrisy! We know from history that when planning a re-division of the world, the imperialist powers have always lined up military blocs. Today the "anti-communism" slogan is being used as a smoke screen to cover up the claims of one power for world domination. The United States wants, by means of blocs and pacts, to secure a dominant position in the capitalist world. The inspirers of the "position of strength" policy assert that it makes another way impossible because it ensures a "balance of power" in the world. [They] offer the arms race as their main recipe for the preservation of peace! It is perfectly obvious that when nations compete to increase their military might, the danger of war becomes greater, not lesser. Capitalism will find its grave in another world war, should it unleash it.
>
> Nikita Khrushchev, 1956

Name: _____ Date: _____ Hour: _____

1. Define the term "bloc."

_____
_____
_____

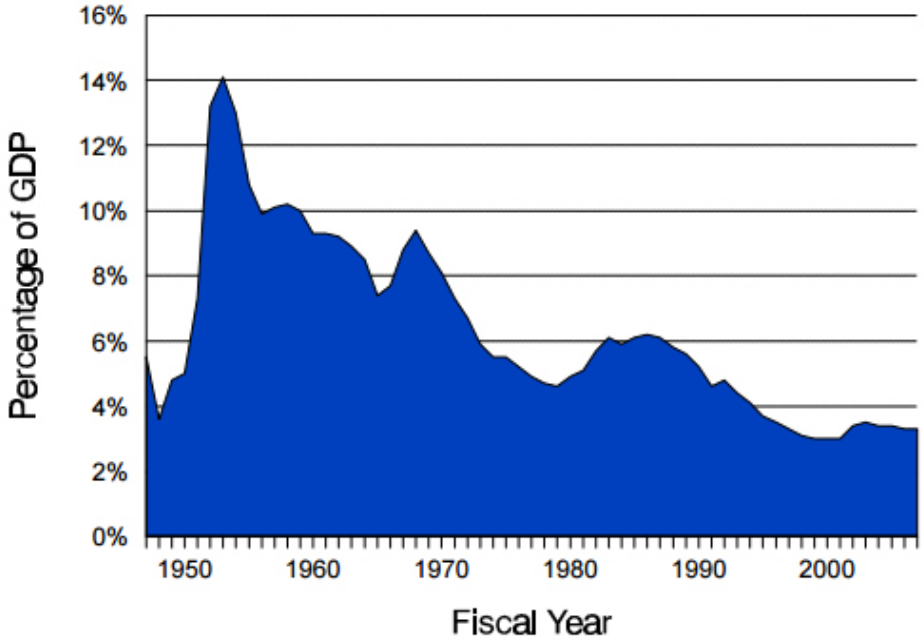
2. What are Khrushchev's accusations against the United States? Use specific examples from the passage to support your answer.

_____
_____
_____
_____
_____

3. How is the legacy of the Cold War still present in today's world?

_____
_____
_____
_____
_____

Document H



National Defense Spending, Percentage of GDP, FY 1947-2007
Congressional Research Service

Name: _____ Date: _____ Hour: _____

1. What year(s) have the lowest amount of defense spending? Why?

_____

_____

_____

2. What year(s) have the highest amount of defense spending? Why?

_____

_____

_____

SECTION 2

ESSAY TOPIC:
How did the United States utilize the policy of containment during the Cold War?

Name: _____ Date: _____ Hour: _____

DBQ 10: THE FLOWER CHILDREN MARCH

Historical Background

During the 1960s, the Civil Rights Movement became an organized demand for social change for African Americans. The primary goals of activists included ending racial discrimination and segregation and establishing the protection of citizenship rights by the federal government. Civil disobedience was at the heart of the movement from 1955 to 1968. Members of activist groups such as the Congress of Racial Equality (CORE) used the power of nonviolence by participating in sit-ins, marches, boycotts, and freedom rides. Although these methods involved peaceful protest, civil rights activists often had to deal with the violent actions of people who were resistant to change. Bravery became necessary in order to face such violence. Eventually, the tide of the movement would respond to such cruelty, as race riots began to surface from 1964 to 1970. In addition, the Black Panthers, a militant group, urged African Americans to discard nonviolent notions in favor of using self-defense, including violent tactics. As time progressed, the legacy of the Civil Rights Movement would fuel landmark legislation that achieved some of the goals of the activists. The Civil Rights Act of 1964 prohibited public discrimination when it came to education, employment, and public facilities. In the South, the Voting Rights Act of 1965 forbade the use of unfair voting practices and used federal officials to monitor polling facilities. With these laws, the country was on its way toward establishing the equality promised by the Declaration of Independence and the Constitution.

SECTION 1 **QUESTION: Why was courage a necessary component of the Civil Rights Movement?**

The following documents will examine why courage was a necessary component of the Civil Rights Movement. Analyze each document carefully, and answer the question or questions that follow.

Document A

> We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment.
>
> Brown v. Board of Education, 1954
> Chief Justice Earl Warren

1. What injustice did Linda Brown have to endure before her case was brought before the Supreme Court?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

2. What does Chief Justice Earl Warren determine about the "separate but equal" doctrine, in accordance with this document? On what grounds did he make his argument?

_____
_____
_____
_____

3. How would Southern states react to this verdict?

_____
_____
_____
_____

Document B

SEC. 2. The Secretary of Defense is authorized and directed to take all appropriate steps to enforce any orders of the United States District Court for the Eastern District of Arkansas for the removal of obstruction of justice in the State of Arkansas with respect to matters relating to enrollment and attendance at public schools in the Little Rock School District, Little Rock, Arkansas. In carrying out the provisions of this section, the Secretary of Defense is authorized to use the units, and members thereof, ordered into the active military service of the United States pursuant to Section 1 of this Order.

SEC. 3. In furtherance of the enforcement of the aforementioned orders of the United States District Court for the Eastern District of Arkansas, the Secretary of Defense is authorized to use such of the armed forces of the United States as he may deem necessary.

Executive Order 10730: Desegregation of Central High School, September 23, 1957
President Dwight Eisenhower

1. What is the "obstruction of justice" that President Eisenhower is referring to, concerning the Little Rock Nine?

_____
_____
_____

2. How does he plan to enforce Executive Order 10730?

_____
_____
_____

Name: _____ Date: _____ Hour: _____

Document C

> Montgomery Negroes will continue to boycott city busses until a "satisfactory" seating arrangement is devised, a spokesman told officials of City Bus Lines yesterday.
>
> The Rev. M. L. King, speaking for a delegation that conferred with bus lines officials for four hours, proposed that bus patrons be seated on a "first come, first served" basis with no sections reserved for either race.
>
> Negroes would continue to seat from the rear and whites from the front, he said, but there would be no reassignment of seats once the busses were loaded.
>
> He laid down two other conditions sought by Negroes: More courteous treatment and the hiring of Negro drivers on routes "predominantly" Negro.
>
> Bus Boycott Conference Fails to Find Solution, December 9, 1955
> Montgomery Advertiser

1. Why are African Americans boycotting the bus system in Montgomery, Alabama? How are they boycotting?

_____

_____

_____

_____

2. What does Reverend Martin Luther King, Jr. demand that the City Bus Lines do about the situation? Use examples from the passage as support.

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document D

Civil Rights Activists Arrested, June 16, 1961
Florida Memory

1. Describe the purpose of civil disobedience and protesting.

_____

_____

_____

2. Explain the obstacles that Civil Rights activists have to endure, based on this photograph.

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document E

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check—a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation...

It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of the Negro. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundation of our nation until the bright day of justice emerges.

I Have A Dream, August 28, 1963
Dr. Martin Luther King, Jr.

1. What are the contents of the promissory note signed by the founding fathers of the United States?

_____

_____

_____

2. According to Dr. King, why has the check been returned with the label "insufficient funds"?

_____

_____

_____

3. How does Dr. King persuade the crowd to use bravery in the final paragraph of the document? Use evidence from the passage to support your answer.

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document F

How can you and I be looked upon as men, with black women being beaten, and nothing being done about it? Black children and black babies being beaten, and nothing being done about it? No, we don't deserve to be recognized and respected as men, as long as our women can be brutalized... and nothing can be done about it except we sit around singing "We Shall Overcome."

...We will never communicate talking one language and he's talking another language. He's talking the language of violence... Let's learn his language. If his language is with a shotgun, get a shotgun. If he only understands the language of a rifle, get a rifle. If he only understands the language of a rope, get a rope. But don't waste time talking the wrong language to a man, if you want to really communicate with him. Speak his language. And there's nothing wrong with that. If something was wrong with that language, the Federal government would have stopped the cracker from speaking it to you and me.

What Does Mississippi Have to do with Harlem?, 1964
Malcolm X

1. How does Malcolm X criticize the effectiveness of nonviolence?

_____

_____

_____

2. What kind of retaliation does he propose? Use evidence from the passage to support your answer.

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document G

Courtesy of the Library of Congress, LC-DIG-ppmsca-04298

Congress of Racial Equality Conducts March in Memory of Negro Youngsters Killed in Birmingham Bombings, 1963
Thomas J. O'Halloran

1. Describe the purpose of CORE's march.

_____

_____

_____

2. What obstacles do CORE activists have to endure?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document H

SEC. 201. (a) All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, and privileges, advantages, and accommodations of any place of public accommodation, as defined in this section, without discrimination or segregation on the ground of race, color, religion, or national origin.

(b) Each of the following establishments which serves the public is a place of public accommodation within the meaning of this title if its operations affect commerce, or if discrimination or segregation by it is supported by State action:

(1) any inn, hotel, motel, or other establishment which provides lodging to transient guests, other than an establishment located within a building which contains not more than five rooms for rent or hire and which is actually occupied by the proprietor of such establishment as his residence;

(2) any restaurant, cafeteria, lunchroom, lunch counter, soda fountain, or other facility principally engaged in selling food for consumption on the premises, including, but not limited to, any such facility located on the premises of any retail establishment; or any gasoline station;

(3) any motion picture house, theater, concert hall, sports arena, stadium or other place of exhibition or entertainment.

Civil Rights Act, 1964

1. How does this piece of legislation fulfill one of the goals of the Civil Rights Movement?

_____

_____

_____

2. How has the Civil Rights Act of 1964 been upheld or denied to all American citizens today?

_____

_____

_____

_____

_____

Document I

SEC. 2. No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.

Voting Rights Act, 1965

1. How does the Voting Rights Act of 1965 change politics in the South?

_____

_____

_____

SECTION 2

ESSAY TOPIC:
Why was courage a necessary component of the Civil Rights Movement?

Name: _____ Date: _____ Hour: _____

DBQ 11: CHAOS, ORDER, AND SOCIAL CHANGE

Historical Background

The Vietnam War, lasting from November 1, 1955, to April 30, 1975, transpired in the countries of Vietnam, Cambodia, and Laos. The United States' decision to intervene in this conflict was based on the desire to prevent the spread of communism in South Vietnam. Under the rule of Ho Chi Minh, the North Vietnamese Army and the Viet Cong were struggling to unite the country and to establish communist rule. Starting in 1950, President Dwight Eisenhower dispatched military advisors to South Vietnam in order to help preserve democracy. American involvement increased in the early 1960s, with the deployment of troops that would triple in size. This would be a continuing trend with the Gulf of Tonkin occurrence in 1964. According to President Lyndon Johnson, enemy torpedoes were fired at the *USS Maddox* in an act of hostility. This claim led to the Gulf of Tonkin Resolution, which gave President Johnson the power to pursue war in Vietnam. In 1965, combat units increased based on the president's orders and the requests of General Westmoreland. The magnitude of the operations involved incursions into Laos and Cambodia, where bombing raids were carried out. As 1968 approached, the Tet Offensive—in which the Americans underestimated the enemy—was launched. The Tet Offensive was a series of surprise attacks on South Vietnamese towns. After a month of fighting, United States and South Vietnamese troops regained control of the towns. During the time of this incident, the American public, due to television exposure of the event, increased its opposition to the war. Demands to bring American troops home influenced the government to initiate complete withdrawal on March 29, 1973. The war resulted in 58,000 American fatalities and the capture of Saigon by the North Vietnamese Army on April 30, 1975, leaving many people to question the United States' involvement in the war.

SECTION 1 **QUESTION: Was the deployment of troops into Vietnam a mistake?**

The following documents will evaluate whether the deployment of American troops into Vietnam was a mistake. Analyze each document carefully, and answer the question or questions that follow.

Document A

> Whereas the United States is assisting the peoples of southeast Asia to protect their freedom and has no territorial, military, or political ambitions in that area, but desires only that these people should be left in peace to work out their destinies in their own way: Now, therefore be it.
>
> Gulf of Tonkin Resolution, 1964
> Lyndon Johnson

1. What are the objectives of the American military presence in Vietnam, according to the Gulf of Tonkin Resolution?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

2. What are some objectives of the American government that are not mentioned in this passage?

_____

_____

_____

_____

Document B

Courtesy of the National Archives and Records Administration, 531457 Soldiers Carry a Wounded Comrade Through a Swampy Area, 1969

1. Describe the events taking place in this photograph.

_____

_____

_____

2. How would this photograph have impacted public reaction to the war?

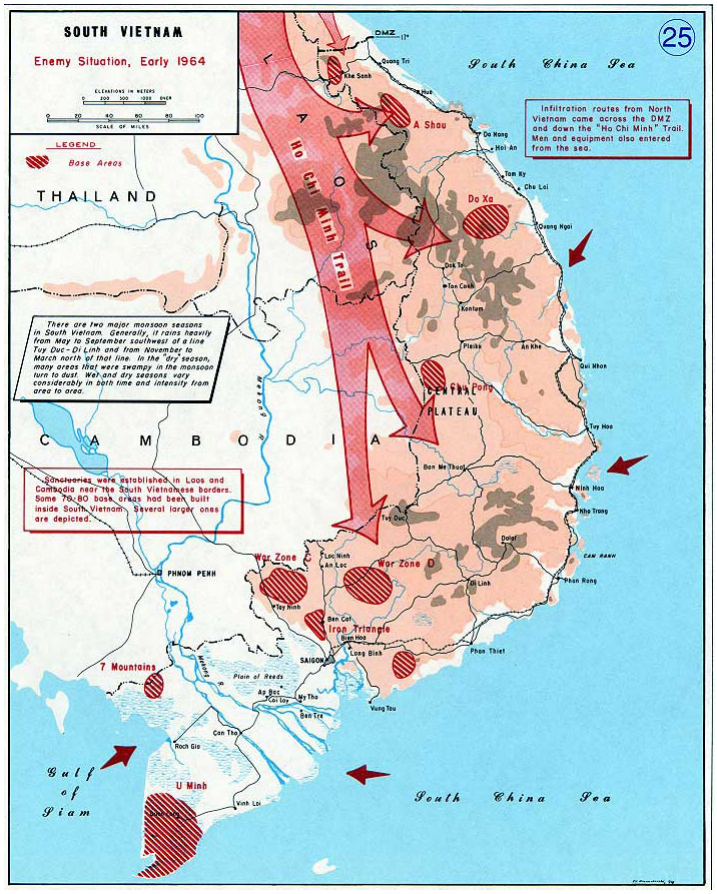
_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document C



Map of Vietnam War, 1964

1. What is the Ho Chi Minh Trail?

_____

_____

_____

2. According to this map, how do the Viet Cong and the North Vietnamese Army have advantages over the United States Army and the South Vietnam Army?

_____

_____

_____

3. How would the bombings of Cambodia and Laos cause controversy?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document D

> It seems now more certain than ever that the bloody experience of Vietnam is to end in a stalemate... for every means we have to escalate, the enemy can match us, and that applies to invasion of the North, the use of nuclear weapons, or the mere commitment of one hundred, or two hundred, or three hundred thousand more American troops to the battle. And with each escalation, the world comes closer to the brink of cosmic disaster. To say that we are closer to victory today is to believe, in the face of the evidence, the optimists who have been wrong in the past. To suggest we are on the edge of defeat is to yield to unreasonable pessimism. To say that we are mired in stalemate seems the only realistic, yet unsatisfactory, conclusion. On the off chance that military and political analysts are right, in the next few months we must test the enemy's intentions, in case this is indeed his last big gasp before negotiations. But it is increasingly clear to this reporter that the only rational way out then will be to negotiate, not as victors, but as an honorable people who lived up to their pledge to defend democracy, and did the best they could.
>
> A Report on the Tet Offensive, February 1968
> Walter Cronkite

1. What are Walter Cronkite's views of the war effort in Vietnam? Use specific evidence from the document to support your answer.

_____

_____

_____

_____

_____

2. How does the Vietnam War parallel more recent conflicts in the Middle East?

_____

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document E

Draft Card Burning Photograph, 1967

1. Why are people rallying to burn their draft cards?

_____

_____

_____

_____

2. If the draft were enacted today, should people who are opposed to the war be forced to fight? Why or why not?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document F

Courtesy of the Library of Congress, LC-DIG-ppmsca-42019 No draft, No War, No Nukes, 1970

1. What is the Statue of Liberty supposed to symbolize in this image?

_____

_____

2. What is the meaning of this poster in connection to the American people?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document G

In our opinion and from our experience, there is nothing in South Vietnam which could happen that realistically threatens the United States of America. And to attempt to justify the loss of one American life in Vietnam, Cambodia or Laos by linking such loss to the preservation of freedom, which those misfits supposedly abuse, is to us the height of criminal hypocrisy, and it is that kind of hypocrisy which we feel has torn this country apart.

We found that not only was it a civil war, an effort by a people who had for years been seeking their liberation from any colonial influence whatsoever, but also we found that the Vietnamese whom we had enthusiastically molded after our own image were hard put to take up the fight against the threat we were supposedly saving them from.

We found most people didn't even know the difference between communism and democracy. They only wanted to work in rice paddies without helicopters strafing them and bombs with napalm burning their villages and tearing their country apart.

Vietnam Veterans Against the War Statement, April 23, 1971
John Kerry

1. List several of John Kerry's examples of how the government misjudged the situation in Vietnam.

_____

_____

_____

_____

_____

SECTION 2

ESSAY TOPIC:
Was the deployment of troops into Vietnam a mistake?

Name: _____ Date: _____ Hour: _____

DBQ 12: THE REAGAN REVOLUTION

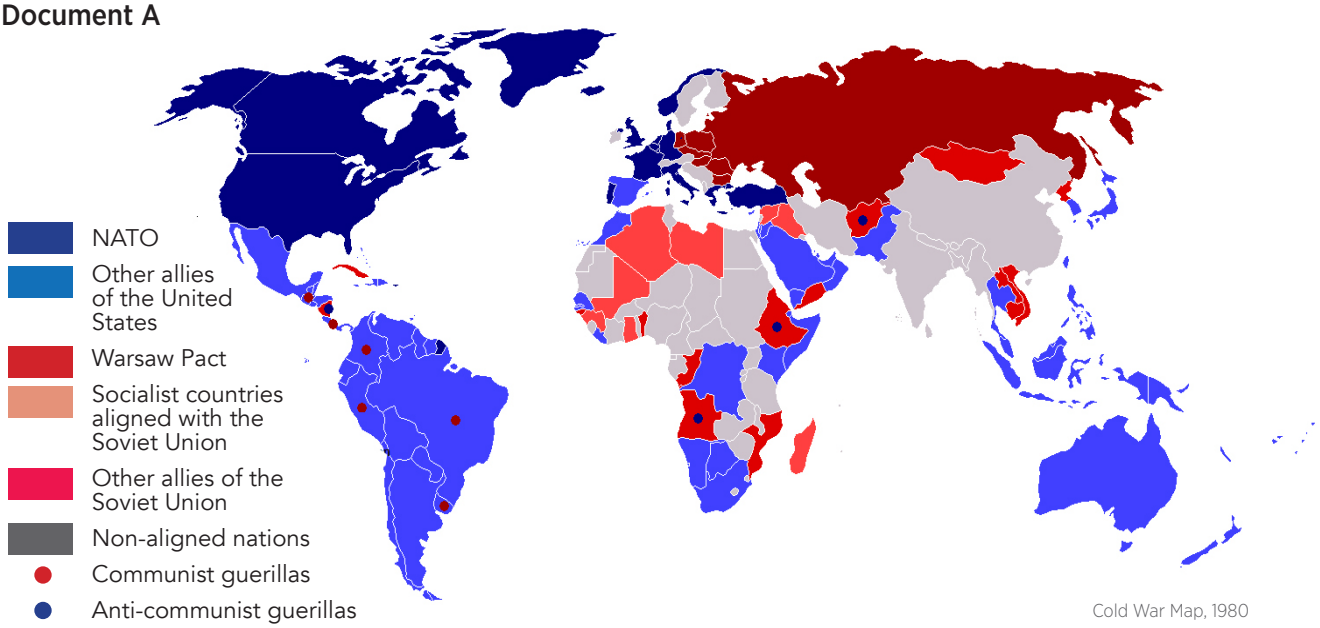
Historical Background

Throughout the 1970s, "détente," a relaxation of tensions and nonviolent diplomacy between the Soviet Union and the United States, became the center of Cold War foreign policy for Presidents Nixon, Ford, and Carter. As a new decade approached, Ronald Reagan would not be as receptive to the policy. He argued that the Soviet Union looked upon détente as an indication of American fragility and helplessness. His solution to this dilemma was to reinforce military strength. Therefore, President Reagan increased the amount and the superiority of weapons built in the country, which challenged the Soviet Union to commit to the same action. Reagan hoped that this new arms race would cause the Soviets to run out of money, because the Soviet command economy could not compete with America's free market economy. In addition to his new Cold War policy, the president established a campaign to uphold the principles of freedom and democracy worldwide. He believed this campaign would increase the revolutionary spirit in people. As a result, the United States would reject totalitarian governments such as the Soviet Union. Just as Reagan had thought, the Soviets could not contend with the American arms build-up and an economic decline became inevitable. Furthermore, anti-Soviet rebellions received support from the American government. This assistance led to the final collapse of the Soviet Union and the establishment of new democratic governments in Eastern and Central Europe.

SECTION 1 **QUESTION: How did President Reagan help to end the Cold War?**

The following documents will analyze how President Ronald Reagan helped to end the Cold War. Analyze each document carefully, and answer the question or questions that follow.

Document A



Cold War Map, 1980

Name: _____ Date: _____ Hour: _____

1. Based on this map, how do the number of allies of the United States compare to the number of allies of the Soviet Union?

_____

_____

_____

_____

2. How could President Reagan use this world division to his advantage?

_____

_____

_____

_____

Document B

Courtesy of the National Archives and Records Administration, 198588

Reagan and Gorbachev Signing the INF Treaty Photograph, December 8, 1987

1. What is the purpose of the INF Treaty?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

2. How does Reagan signing the treaty contribute toward the end of the Cold War?

_____

_____

_____

Document C

> And now the Soviets themselves may, in a limited way, be coming to understand the importance of freedom. We hear much from Moscow about a new policy of reform and openness. Some political prisoners have been released. Certain foreign news broadcasts are no longer being jammed. Some economic enterprises have been permitted to operate with greater freedom from state control. Are these the beginnings of profound changes in the Soviet state? Or are they token gestures, intended to raise false hopes in the West, or to strengthen the Soviet system without changing it? We welcome change and openness; for we believe that freedom and security go together, that the advance of human liberty can only strengthen the cause of world peace.
>
> There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace. General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!
>
> Berlin Wall Speech at Brandenburg Gate, June 12, 1987
> Ronald Reagan

1. According to President Reagan, what new freedoms have occurred in the Soviet Union?

_____

_____

_____

2. What questions does he have about the newly-established freedoms?

_____

_____

_____

3. Why does Reagan demand that the Berlin Wall be torn down?

_____

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document D

Ronald Reagan's first term as president had been dedicated to restoring America's self-confidence. He appealed to the traditions and optimism of the people, to the American dream, and he regarded as his main task strengthening the economy and the military might of the United States. This was accompanied by confrontational rhetoric toward the Soviet Union, and more than rhetoric—by a number of actions that caused concern both in our country and among many people throughout the world. It seemed that the most important thing about Reagan was his anti-Communism and his reputation as a hawk who saw the Soviet Union as an "evil empire."

Yet his second term as president emphasized a different set of goals. I think he understood that it is the peacemakers, above all, who earn a place in history. This was consistent with his convictions based on experience, intuition and love of life. In this he was supported by Nancy—his wife and friend, whose role will, I am sure, be duly appreciated.

A President Who Listened, June 7, 2004
Mikhail Gorbachev
The New York Times

1. How does Gorbachev view Reagan's first term as president?

_____

_____

_____

2. When Reagan serves his second term, how does that view change?

_____

_____

_____

3. How do Reagan's transformations during the second term help to improve American and Soviet relations?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document E

> What do we mean when we speak of nuclear deterrence? Certainly we don't want such weapons for their own sake. We do not desire excessive forces, or what some people have called overkill. Basically, it's a matter of others' knowing that starting a conflict would be more costly to them than anything they might hope to gain.... Certainly the United States will never use its forces except in response to attack. Through the years, Soviet leaders have also expressed a sober view of nuclear war; and if we maintain a strong deterrence, they are exceedingly unlikely to launch an attack.
>
> President Ronald Reagan, November 23, 1982

1. Define the term "deterrence."

_____

_____

2. What is the only reason why the United States or the Soviet Union would ever launch an attack against each other?

_____

_____

3. How could deterrence play a role in Reagan's plan to conclude the Cold War?

_____

_____

_____

_____

Document F

> I have discussed on other occasions, including my address on May 9th, the elements of Western policies toward the Soviet Union to safeguard our interests and protect the peace. What I am describing now is a plan and a hope for the long term—the march of freedom and democracy which will leave Marxism-Leninism on the ash heap of history as it has left other tyrannies which stifle the freedom and muzzle the self-expression of the people.
>
> President Ronald Reagan, 1982

1. What is Marxism-Leninism?

_____

_____

Name: _____ Date: _____ Hour: _____

2. How does Reagan hope to turn the world against Marxism-Leninism?

_____

_____

_____

Document G

> The United States must modernize its military forces—both nuclear and conventional—so that Soviet leaders perceive that the U.S. is determined never to accept a second place or a deteriorating military posture. Soviet calculations of possible war outcomes under any contingency must always result in outcomes so unfavorable to the USSR that there would be no incentive for Soviet leaders to initiate an attack. The future strength of the U.S. military capabilities must be assured...
>
> Sustaining steady, long-term growth in U.S. defense spending and capabilities—both nuclear and conventional. This is the most important way of conveying to the Soviets, U.S. resolve and political staying power.
>
> US Policy Toward the Soviet Union on Defense, January 17, 1983
> Signed by President Ronald Reagan

1. What does the American government intend on doing with its military?

_____

_____

_____

2. What type of character does this imply the United States has? Why?

_____

_____

_____

_____

3. In what ways has this military policy changed (or not) since 1983?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document H

Fall of the Berlin Wall, 1989
SSgt F. Lee Corkran

1. Describe the event taking placing in this photograph.

_____

_____

_____

2. How could Reagan's promotion of democracy and freedom influence the fall of the Berlin Wall?

_____

_____

_____

3. How does the fall of the Berlin Wall serve as an example for Central and Eastern European countries?

_____

_____

_____

SECTION 2

ESSAY TOPIC:
How did President Reagan help to end the Cold War?

Name: _____ Date: _____ Hour: _____

DBQ 13: THE MODERN PRESIDENT

Historical Background

The invasion of Kuwait by the Iraqi military on August 2, 1990, sparked the Persian Gulf War. The leader of Iraq, Saddam Hussein, commanded his forces to complete this mission in order to obtain Kuwait's oil fields. In addition, the invasion also increased the presence of Iraq's power in the Middle East. Immediately, the United Nations demanded that Saddam Hussein withdraw his troops. Hussein disregarded the directive. Therefore, on August 6, the United Nations declared a global embargo on all trade with Iraq. This attack on Kuwait and the possible danger to Saudi Arabia, the leading manufacturer of oil in the world, motivated the United States, NATO member nations, Egypt, and other Middle Eastern nations to form a coalition to confront Iraq's military and protect Saudi Arabia. This coalition began its first offensive attack on January 16, 1991, by utilizing American-led air strikes. Within the next several weeks, Operation Desert Storm (as it came to be called), wiped-out Iraqi air power before it moved onto communication systems, government structures, weapons manufacturing factories, bridges, roads, and oil reserves. Halfway through February, the allies changed from using air strikes to using ground troops to advance into Kuwait and southern Iraq to demolish enemy tanks and reinforcements. On February 27, these armed forces damaged the majority of Hussein's military units. Finally, on February28, President George H. W. Bush confirmed an armistice.

SECTION 1 **QUESTION: The Persian Gulf War: Is it the duty of the United States to act as a global police officer?**

The following documents will examine if it was the duty of the United States to act as a global police officer during the Persian Gulf War. Analyze each document carefully, and answer the question or questions that follow.

Document A

Less than a week ago, in the early morning hours of August 2nd [1990], Iraqi Armed Forces, without provocation or warning, invaded a peaceful Kuwait. Facing negligible resistance from its much smaller neighbor, Iraq's tanks stormed in blitzkrieg fashion through Kuwait in a few short hours. With more than 100,000 troops, along with tanks, artillery, and surface-to-surface missiles, Iraq now occupies Kuwait. This aggression came just hours after Saddam Hussein specifically assured numerous countries in the area that there would be no invasion. There is no justification whatsoever for this outrageous and brutal act of aggression.

A puppet regime imposed from the outside is unacceptable. The acquisition of territory by force is unacceptable. No one, friend or foe, should doubt our desire for peace; and no one should underestimate our determination to confront aggression.

Four simple principles guide our policy. First, we seek the immediate, unconditional, and complete withdrawal of all Iraqi forces from Kuwait. Second, Kuwait's legitimate government must be restored to replace the puppet regime. And third, my administration, as has been the case with every President from President Roosevelt to President Reagan, is committed to the security and stability of the Persian Gulf. And fourth, I am determined to protect the lives of American citizens abroad.

Address to the Nation, August 8, 1990
President George H. W. Bush

Name: _____ Date: _____ Hour: _____

1. How does President Bush describe Iraq's invasion of Kuwait?

_____
_____
_____

2. List the four principles that are directing American involvement.

_____
_____
_____
_____
_____
_____
_____
_____

3. Considering the Kuwaiti invasion, are American troops obligated to prevent this aggression? Why or why not?

_____
_____
_____
_____

Document B

U.S. and coalition forces should seek to:

defend Saudi Arabia and the other GCC states against attack;

preclude Iraqi launch of ballistic missiles against neighboring states and friendly forces;

destroy Iraq's chemical, biological, and nuclear capabilities;

destroy Iraq's command, control, and communications capabilities;

eliminate the Republican Guards as an effective fighting force;

conduct operations designed to drive Iraq's forces from Kuwait, break the will of Iraqi forces, discourage Iraqi use of chemical, biological or nuclear weapons, encourage defection of Iraqi forces, and weaken Iraqi popular support for the current government.

National Security Directive 54, January 15, 1991
President George H. W. Bush

Name: _____ Date: _____ Hour: _____

1. Select three aspects of National Security Directive 54 and explain why they were imperative to American interests.

_____

_____

_____

_____

_____

_____

2. Explain how these military initiatives still apply to the Middle East today.

_____

_____

_____

_____

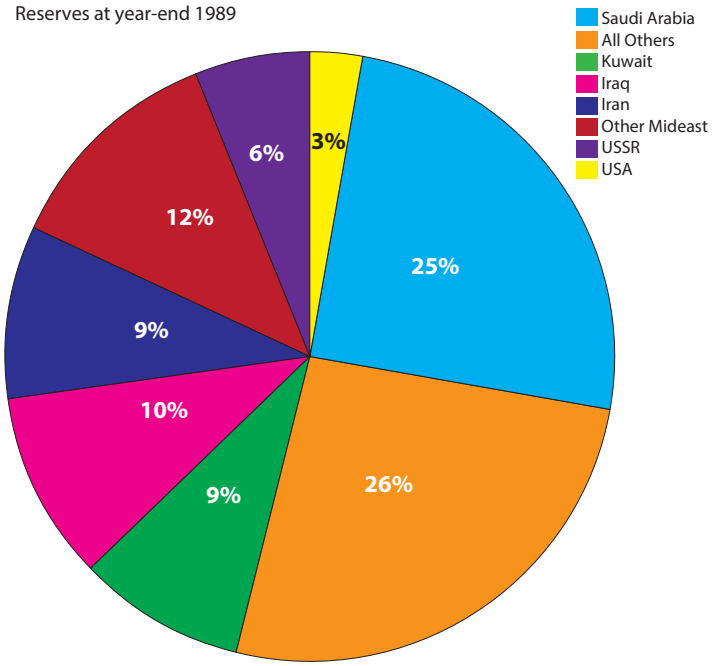
_____

_____

Document C

Where the Oil Is

Reserves at year-end 1989



1. According to this chart, which country has the least oil? Which country has the most?

_____

_____

Name: _____ Date: _____ Hour: _____

2. How does this chart help to explain why the United States intervenes in Middle Eastern affairs?

_____

_____

_____

_____

Document D

> Tuesday, 17 January 1991 "Say this: all that happens is what God has decided for us." (A verse from the Qur'an). God has spoken truly. This morning at 2:45 a.m. I heard military aircraft. A few seconds later, the guard came in and told me in a voice tinged with caution, fear and consternation, "Lieutenant, lieutenant, there may be bombing." I dressed quickly and then realized that the American and Atlantic attack against our country was starting and that the war had begun. This is war, with all that the word implies. Afterwards, the enemy planes began their intensive bombing on the airfield that we have been assigned to defend, at As-Salman in Al-Matna province. I am very worried. Rather I am very worried for my relatives. They are alone out there. And I know how afraid they are. O God! Protect. O God! Patience. O God! Save us all.
>
> Diary of an Iraqi Lieutenant, March 23, 1991

1. How does this Iraqi lieutenant explain the allied coalition's invasion? Use evidence from the passage to support your answer.

_____

_____

_____

_____

_____

2. In what ways does this passage support/contradict American objectives during the Persian Gulf War?

_____

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document E

The M17 Gas Mask in Action During the Gulf War in 1991
CC-BY-SA-3.0/RichardKenni @ Wikimedia.org

1. Explain how chemical warfare could affect soldiers—such as the ones in this photograph—during the Persian Gulf War.

_____

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document F

Disabled Iraqi T-54A, T-55, Type 59 or Type 69 Tank and Burning Kuwaiti Oil Field, 1991
JO1 Gawlowicz

1. Why do allied forces choose to use oil fields as targets for air strikes?

_____

_____

_____

2. How could this action affect Iraq's position in the war?

_____

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document G

Here, a year after the invasion, is the way the region looks:

Kuwait: ... The oil production network that Iraq coveted is in shambles, with fires burning in hundreds of wells and refineries badly damaged. Just as badly hit was the country's financial empire, which has been limping since the recovery began... At the same time, Kuwait is becoming more isolationist, as human rights abuses against people, especially Palestinians, accused of collaborating with Iraq and failure to implement democratic reforms...

Iraq: ... President Saddam Hussein held enough of his army together to put down insurgencies by Kurds and Shiite Muslims... Thirty percent of Iraq's oil revenues must go to Kuwait and other neighbors for reparations, and the United Nations says Iraqis now face disease and food shortages...

Saudi Arabia: The gulf kingdom that welcomed the Western coalition last year is in the process of shutting the doors again. A few thousand American troops remain, but the Saudis have made it clear they will accept no more foreign troops, American or Arab. Pro-Western liberals in the kingdom had hoped to use the crisis as a vehicle for greater freedoms, but King Fahd has made it clear that he cannot ignore the restiveness of conservatives.

After the Storm: Political Turmoil Follows the Gulf Crisis, August 4, 1991
Chicago Sun-Times

1. Why does Kuwait need to rebuild itself?

_____

_____

_____

2. How has the Persian Gulf War affected Iraq?

_____

_____

_____

3. Describe the relationship between Saudi Arabia and the United States, based on this passage.

_____

_____

_____

SECTION 2

ESSAY TOPIC:
The Persian Gulf War: Is it the duty of the United States to act as a global police officer?

Name: _____ Date: _____ Hour: _____

DBQ 14: IN YOUR LIFETIME

Historical Background

The War on Terror has been a foreign, military crusade begun following the September 11, 2001, attacks on the twin World Trade Center towers and the Pentagon. American forces have led an international coalition in an extensive operation to wipe out Al-Qaeda and various terrorist groups. President George W. Bush coined the name, "War on Terror," during a speech on September 20, 2001. Since then, his administration and the American media have used this name to support political and military actions against terrorists and their supporters. President Barack Obama, in 2013, declared that the United States would no longer engage in the War on Terror. He, instead, emphasized that American troops would concentrate on definite adversaries rather than an unsuccessful policy. President Obama maintained that, "We must define our effort not as a boundless 'Global War on Terror,' but rather as a series of persistent, targeted efforts to dismantle specific networks of violent extremists that threaten America." The effectiveness of the current tactic change is yet to be known.

SECTION 1 **QUESTION: How has the War on Terror progressed since the September 11 attacks?**

The following documents will examine how the War on Terror progressed since the September 11 attacks. Analyze each document carefully, and answer the question or questions that follow.

Document A

North Face South Tower After Plane Strike 9-11, September 11, 2001
CC-BY-SA-2.0/Robert TheMachineStops @ flickr.com

Name: _____ Date: _____ Hour: _____

1. Describe the events that transpired during the September 11 attacks.

_____

_____

_____

_____

_____

2. How has the nation responded to this tragedy?

_____

_____

_____

_____

Document B

> On September the 11th, enemies of freedom committed an act of war against our country. Americans have known wars—but for the past 136 years, they have been wars on foreign soil, except one Sunday in 1941. Americans have known the casualties of war—but not at the center of a great city on a peaceful morning. Americans have known surprise attacks—but never before on thousands of civilians.
>
> Address to a Joint Session of Congress, September 20, 2001
> President George W. Bush

1. Which historical event does President George W. Bush compare September 11 to? Why?

_____

_____

_____

2. Why does he consider this occurrence to be an open act of war? Use evidence from the passage to support your answer.

_____

_____

_____

Name: _____ Date: _____ Hour: _____

Document C

US Military killed	6,639
US Military wounded	50,422
US Department of Defense Civilians killed	16
US Civilians killed (includes 9/11 and after)	3,000 +
US Civilians wounded/ injured	6,000 +
Total Americans killed (military and civilian)	**9,655 +**
Total Americans wounded/ injured	**56,422 +**
Total American casualties	**66,077 +**

Total American Casualties From the War on Terror, January 18, 2013
OPERATION IRAQI FREEDOM (OIF) US CASUALTY STATUS, United States Department of Defense

1. How does the number of US civilian fatalities (September 11 and after) compare to those of US military?

_____

_____

_____

Document D

On my orders, the United States military has begun strikes against al-Qaeda terrorist training camps and military installations of the Taliban regime in Afghanistan... We are supported by the collective will of the world. More than two weeks ago, I gave Taliban leaders a series of clear and specific demands: Close terrorist training camps. Hand over leaders of the al-Qaeda network, and return all foreign nationals, including American citizens unjustly detained in our country. None of these demands were met. And now, the Taliban will pay a price. By destroying camps and disrupting communications, we will make it more difficult for the terror network to train new recruits and coordinate their evil plans... Our military action is also designed to clear the way for sustained, comprehensive and relentless operations to drive them out and bring them to justice. At the same time, the oppressed people of Afghanistan will know the generosity of America and our allies. As we strike military targets, we will also drop food, medicine and supplies to the starving and suffering men and women and children of Afghanistan.

Afghanistan Speech, October 7, 2001
President George W. Bush

Name: _____ Date: _____ Hour: _____

1. What military strategies is President George W. Bush using in Afghanistan to approach the War on Terror?

_____
_____
_____
_____

2. What demands has he made of Al-Qaeda?

_____
_____
_____

3. According to Bush, how would the people of Afghanistan react to the presence of American troops?

_____
_____
_____

Document E

> We learned more and more that there was a relationship between Iraq and al-Qaeda that stretched back through most of the decade of the '90s, that it involved training... that al-Qaeda sent personnel to Baghdad to get trained on the systems that are involved. The Iraqis providing bomb-making expertise and advice to the al-Qaeda organization. And we've learned subsequent to that, since we went into Baghdad and got into the intelligence files, that these individuals probably also received financing from the Iraqi government as well as safe haven.
>
> Meet the Press Interview, September 14, 2003
> Dick Cheney

1. In accordance with Dick Cheney's statement, what evidence shows there was a connection between Iraq and Al-Qaeda?

_____
_____
_____
_____

2. How would this affect the relationship between the United States and Iraq?

_____
_____
_____
_____

Name: _____ Date: _____ Hour: _____

Document F

> Our immediate strategy is to eliminate terrorist threats abroad so we do not have to face them here at home. The theory here is straightforward. Terrorists are less likely to endanger our security if they're worried about their own security. When terrorists spend their day struggling to avoid death or capture they are less capable of arming and training to commit new attacks. We will keep the terrorists on the run until they have nowhere left to hide.
>
> Speech on Terrorism, March 8, 2005
> President George W. Bush

1. How does the American military plan to prevent another attack on home soil?

_____

_____

_____

_____

2. Based on current events, do you believe this strategy has been effective? Why or why not?

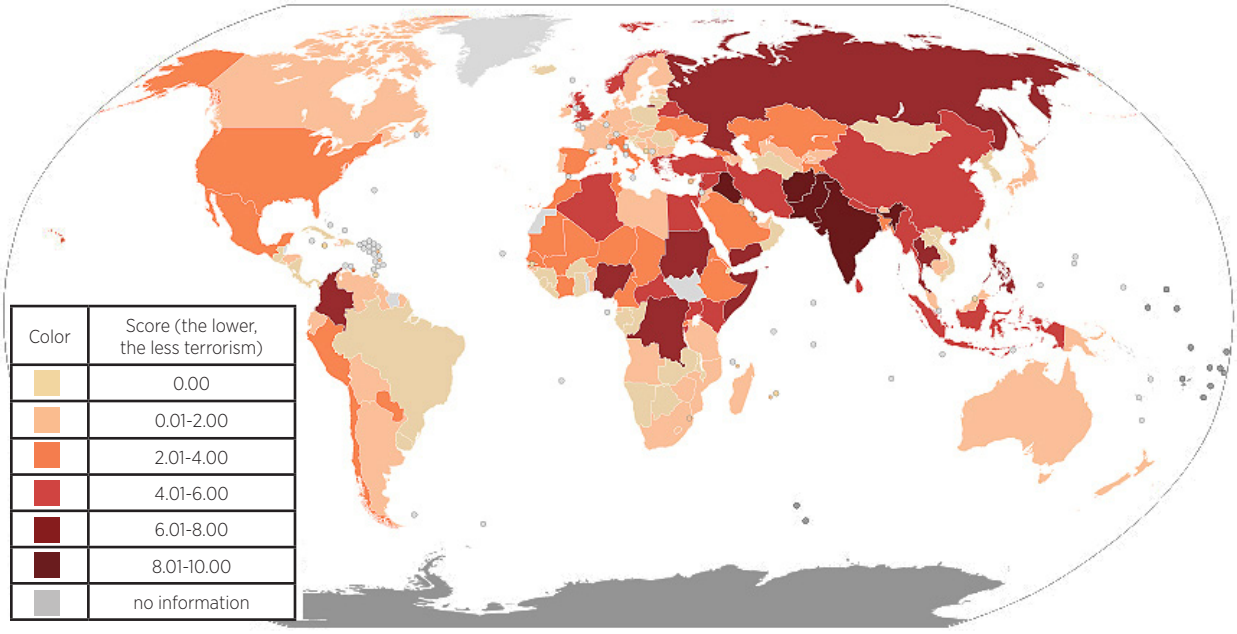
_____

_____

_____

_____

Document G



Global Terrorism Index, 2014
Data collected by the National Consortium for the Study of Terrorism and Responses to Terrorism
CC-BY-SA-3.0/NuclearVacuum @ wikimedia.com

Name: _____ Date: _____ Hour: _____

1. When looking at the map, which regions are most affected by terrorism? Why?

_____
_____
_____

2. Why are the attacks worldwide and not concentrated in the Middle East?

_____
_____
_____

3. How should this map impact the United States' approach to the War on Terror?

_____
_____
_____
_____

Document H

> This war has now lasted longer than World War I, World War II, or the Civil War. Nearly four thousand Americans have given their lives. Thousands more have been wounded. Even under the best case scenarios, this war will cost American taxpayers well over a trillion dollars. And where are we for all this sacrifice? We are less safe and less able to shape events abroad. We are divided at home, and our alliances around the world have been strained. The threats of a new century have roiled the waters of peace and stability, and yet America remains anchored in Iraq.
>
> The World Beyond Iraq, March 18, 2008
> President Barack Obama

1. How does Barack Obama point out the shortcomings of the War on Terror?

_____
_____
_____
_____

2. How has this impacted foreign policy today?

_____
_____
_____
_____

Name: _____ Date: _____ Hour: _____

Document I

The Act Improves Our Counter-Terrorism Efforts in Several Significant Ways:

1. The Patriot Act allows investigators to use the tools that were already available to investigate organized crime and drug trafficking.

Allows law enforcement to use surveillance against more crimes of terror.

Allows federal agents to follow sophisticated terrorists trained to evade detection.

Allows law enforcement to conduct investigations without tipping off terrorists.

Allows federal agents to ask a court for an order to obtain business records in national security terrorism cases.

2. The Patriot Act facilitated information sharing and cooperation among government agencies so that they can better "connect the dots."

3. The Patriot Act updated the law to reflect new technologies and new threats.

Allows law enforcement officials to obtain a search warrant anywhere a terrorist-related activity occurred.

Allows victims of computer hacking to request law enforcement assistance in monitoring the "trespassers" on their computers.

4. The Patriot Act increased the penalties for those who commit terrorist crimes.

Prohibits the harboring of terrorists.

Enhanced the inadequate maximum penalties for various crimes likely to be committed by terrorists: including arson, destruction of energy facilities, material support to terrorists and terrorist organizations, and destruction of national-defense materials.

Enhanced a number of conspiracy penalties, including for arson, killings in federal facilities, attacking communications systems, material support to terrorists, sabotage of nuclear facilities, and interference with flight crew members.

Punishes terrorist attacks on mass transit systems and bioterrorists.

Eliminates the statutes of limitations for certain terrorism crimes and lengthens them for other terrorist crimes.

Highlights of the USA Patriot Act
US Department of Justice

1. What is the Patriot Act?

_____

_____

_____

Name: _____ Date: _____ Hour: _____

2. How does the Patriot Act benefit the nation?

_____

_____

_____

3. Why would the American people disagree with the Patriot Act?

_____

_____

_____

SECTION 2

ESSAY TOPIC:
How has the War on Terror progressed since the September 11 attacks?

SAMPLE STUDENT ESSAY POSITIONS

DBQ 1

General George Custer was arrogant. He strived for glory despite the loss of life that could be encountered. He arrived early at the Sioux camp after advancing faster than scheduled and thought it would be an easy victory. Custer could not have been any more wrong, and his endeavor led to the death of him and his men. His infantry was surrounded by the Sioux, who seemed to know every inch of their land. The Sioux killed all the soldiers in the most gruesome of ways. The fallen soldiers' bodies were then mutilated. Sioux leaders admitted to the atrocities and said they would have killed more people if possible. Although Custer would arguably have done the same as the Sioux, his "Last Stand' was still a massacre.

DBQ 2

Andrew Carnegie and John D. Rockefeller utilized capitalism to become two of the most powerful Americans of the Industrial Era. Their powers and influence stretched through all levels of government. They controlled an enormous amount of the US economy. They were ruthless in their business dealings and always maximized profit and destroyed competition. Many Americans pleaded with them for support or guidance. Carnegie and Rockefeller took advantage of every aspect of capitalism to drive the Industrial Era.

DBQ 3

Although the economy of the United States grew to new heights during the Industrial Age, it was the rich who benefited the most. The middle class and the poor suffered from the upper class gaining more and more power. As the Progressive age came alive, the problems of the lower classes started to take more of a center stage. Rights for workers and suffrage for women are two examples of issues that captured the public. Along with the increase of societal rights, government regulations on big industries threatened the power of the rich. The food industry became regulated and the Sherman Anti-Trust Act led to the breaking up of monopolies. Without these societal changes we would not have been able to coin the era "Progressivism."

DBQ 4

The Spanish–American War completely decimated Spain's colonies worldwide. The United States would reap the profits of the numerous new lands acquired. Spain and much of Europe had been kicked out of power in the Western Hemisphere and the war had cemented the United States as the leader of the hemisphere. The conflict showed the power of public opinion as the war effort became a popular pastime for Americans. Some believed this acquisition of new land was justified by God to help the peoples of the land. More importantly, it showed the rest of the world they should not get involved in American affairs. The United States benefited from the Spanish-American War by becoming a major world power.

DBQ 5

The Allies were hanging on by a thread. The United Kingdom, France, and Russia had suffered massive casualties. They were tired, weak, and running out of troops and supplies. The United States troops joined the war effort with the fight for democracy on their minds. The entire economy of the country was focused on the war effort. America provided thousands of new troops, new weapons, and more supplies. More significantly, they brought hope that boosted morale amongst the Allies. Some Germans even recognized how the arrival of the Americans marked the end of German dominance. Because of the overall strength of the Americans, their entry into World War I tipped the balance of the war in favor of the Allied nations.

DBQ 6

The sale and consumption of alcohol had been a great social debate of the early 20th century. Some rallied around the prohibition of alcohol to create a society with a higher moral standing. Alcoholism was expected to go down and with that, church attendance was expected to rise. Others believed that sobriety could stimulate the economy with more focused citizens and would even create jobs with its enforcement. Many in the American public, however, did not welcome Prohibition. They thought it was the government stripping the people of their rights and that ending the liquor industry would lead to an economic downfall. The trouble of enforcing such an unpopular law was an additional problem, as many just ignored the ruling. Prohibition divided the American public.

DBQ 7

The hardships of the Great Depression put most of the country on its knees. Something was broken and people needed that something fixed. Citizens needed hope and they needed leadership, both of which the New Deal provided. The unemployed, unskilled, poor, and elderly now had hope with these new government programs. People believed in the government again, especially with Franklin D. Roosevelt at the helm. The New Deal was not without its faults, as taxes and debt rose, but the positives significantly outweighed the negatives at the time. Overall, public confidence and economic wellbeing was reinstated with the New Deal.

DBQ 8

The United States did not want to drop the atomic bombs on Japan. The Americans pleaded with the Japanese Emperor to surrender. They warned the citizens to flee from industrial cities committed to the war effort. The Japanese continued to refuse to surrender. The Americans had suffered the loss of thousands of lives in a sneak attack at Pearl Harbor and in attacks throughout the Pacific Ocean. Once the war was declared, thousands more were lost. If the US had launched troops for a full scale Japanese ground assault, this trend would have continued. The result of the dropping of the bombs was devastating. Thousands of civilians lost their lives or were forever scarred because of the stubbornness of their governmental leaders. The United States was rational in dropping the bombs because it was the last resort to save American lives.

DBQ 9

The United States made it clear that they did not support the spread of the Soviet Union and communist ideals. The US was going to do whatever was necessary to stop the Soviets and promote democracy, even if it meant war. To stop the spread of communism, the United States attacked the Soviets in many ways without using military force. They used official statements such as the Truman Doctrine and Marshall Plan to try to influence their citizens and the rest of the world into seeing communism as dangerous and democracy as triumphant. The United States also used the Berlin Airlift to support its control in Germany, spent millions of dollars to support European economic recovery efforts, and made alliances to protect the US against attack. Despite all the policies to prevent loss of lives, a war did occur in Korea when the Soviets wanted to influence the entire nation. The United States utilized the power of containment during the Cold War by attacking the spread of Soviet ideals in numerous avenues.

DBQ 10

Change takes time. It is never easy and it involves many sacrifices. Change can cause fear. The Civil Rights Movement demanded change and demanded the courage needed for change. Government leaders—whether the president, Congress, or the Supreme Court—had to show courage in crafting legislation and supporting the movement, despite the negative publicity that could be associated with it. To be a participant in the sit-ins, boycotts, freedom rides, or any other nonviolent forms of protest, one would have to be cautious of getting insulted, jailed, or attacked at any moment. A Civil Rights leader, like Dr. Martin Luther King, Jr. or Malcolm X, would have had to worry about assassination attempts. A member of the Blank Panther movement would have had to wonder what would happen if he or she fought back. Without courage, the fight for Civil Rights in the 1960s would be just a footnote, not the powerful social movement it is known as today.

DBQ 11

The Vietnamese were in a civil war. They were not fighting for democracy or communism but were caught in the mess of the Cold War between the two most powerful nations, the United States and Soviet Union. There was worry that the Vietnamese conflict could turn nuclear with the involvement of the world powers. The United States involvement did not create many benefits for US or Vietnamese citizens. Thousands of soldiers lost their lives as they went into the unfamiliar jungles of Vietnam. The war became extremely unpopular on the home front and many of the surviving troops struggled with ostracism. In the end, the war did not accomplish the goals of the American government. The deployment of troops into Vietnam was a major mistake.

DBQ 12

To help end any type of conflict, it takes someone to showcase true leadership. President Ronald Reagan provided the leadership necessary to help end the Cold War. He used different, if not controversial methods, but it all lead to his final goal of ending the decades-long conflict. Reagan had the support of the majority of the world and used that influence. He called out the Soviet leadership through his impassioned speeches. He learned that peace is a better option than war, but was always prepared for war. He showed strength and attacked the communist way of life. He gave the Soviets no option but to end the control they had acquired through violent means and to allow democracy to flourish.

DBQ 13

There are times when a powerful country such as the United States should intervene in world affairs to fight for the little country and promote democracy. Unfortunately, the Persian Gulf conflict was not seen as one of those instances by many Americans. The United States invaded Iraq under the presumption that they were trying to keep order in the region and protect Americans abroad. They said they were fearful of Iraq using or developing chemical, biological, and nuclear weapons. In all actuality, the United States entered the conflict because of economic interests. They wanted to continue the relationship they had with countries in the Persian Gulf to obtain low-priced oil. In the end, the war did not accomplish the American government's goals. Democracy was not promoted, as Saddam Hussein stayed in control of Iraq and built the military back up; Saudi Arabia did not become more democratic; and Kuwait became more isolated. In addition, thousands of innocent civilians lost their lives. In the instance of the Persian Gulf War, it was not the duty of the United States to act as a global police officer.

DBQ 14

Most Americans will not forget the date September 11, 2001, more commonly known as 9-11. The American mainland was attacked by terrorists and lives were forever changed. It was considered an act of war and presidents since the attack have continued this fight, despite referring to it under different names. The American military and security forces have captured or killed hundreds of terrorists, but thousands of innocent Iraqis and Afghans have been caught in the crossfire. The terrorist threat has continued to spread throughout the world, while the US has lost respect abroad. The Patriot Act was put in place to help this fight but at the cost of constitutional liberties. The War on Terror has not progressed at a successful rate since the September 11 attacks.

ALIGNED COMMON CORE STATE STANDARDS

Grades 9–12 Literacy in History/ Social Studies

Grade 9–10

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9–10.1
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9–10.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9–10.3
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

CCSS.ELA-LITERACY.RH.9–10.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9–10.5
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9–10.6
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.9–10.7
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9–10.8
Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9–10.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

Grade 11–12

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11–12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11–12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11–12.3
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11–12.4
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in *Federalist No. 10*).

CCSS.ELA-LITERACY.RH.11–12.5
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11–12.6
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11–12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11–12.8
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11–12.9
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Grades 9–12 Writing in History/Social Studies

Grade 9–10

Text Types and Purposes:

CCSS.ELA-LITERACY.WHST.9–10.1
Write arguments focused on discipline-specific content.

> CCSS.ELA-LITERACY.WHST.9–10.1.A
> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
>
> CCSS.ELA-LITERACY.WHST.9–10.1.B
> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
>
> CCSS.ELA-LITERACY.WHST.9–10.1.D
> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9–10.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9–10.2.B
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9–10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9–10.2.E
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9–10.2.F
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grade 11–12
Text Types and Purposes:

CCSS.ELA-LITERACY.WHST.11–12.1
Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.11–12.1.A
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11–12.1.B
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11–12.1.D
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11–12.1.E
Provide a concluding statement or section that follows from or supports the argument presented.

Document-Based Question Activities

FOR YOUR US HISTORY CLASSROOM

FROM RECONSTRUCTION TO TODAY

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