

NAME _____ SCHOOL _____

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

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Between 1800 and 1900, the United States experienced great economic growth. Two factors that contributed to this growth were government policies and technological developments.

Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

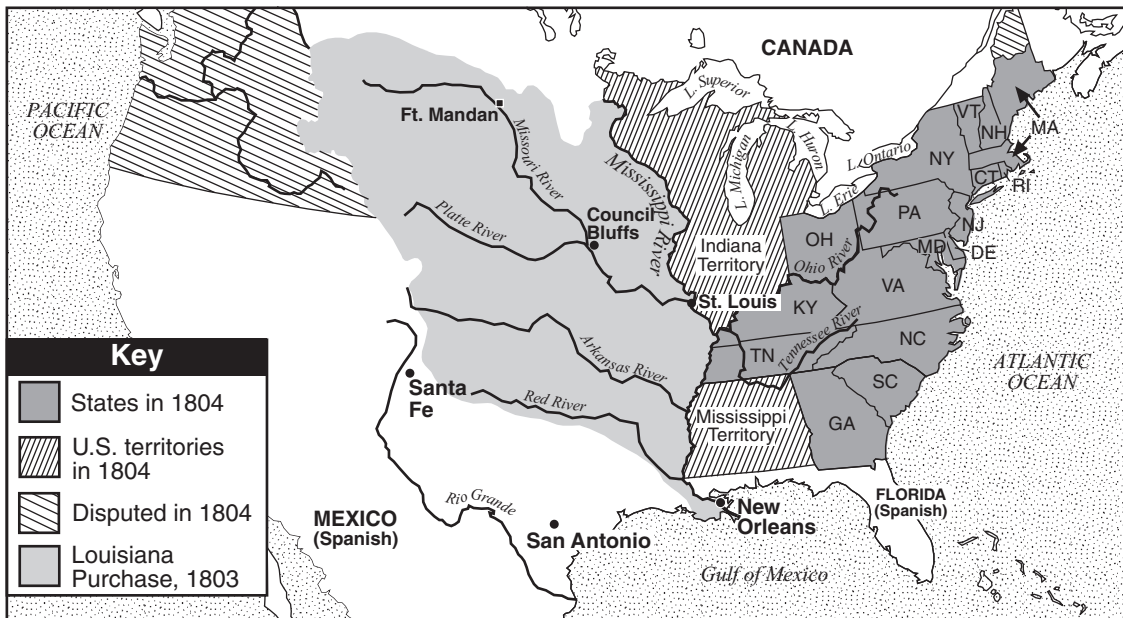
- Discuss how government policies *and* technological developments influenced the growth of the United States economy between 1800 and 1900

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1a



Source: Paul Boyer, *Boyer's The American Nation*, Holt, Rinehart and Winston (adapted)

1a Based on the information on this map, what action did President Thomas Jefferson take to encourage the economic growth of the United States? [1]

Score

Document 1b

**Value of Produce From the Interior
Received at the Port of New Orleans, 1816–1860**

Time Period	Value in Dollars
1816–1820	61,432,458
1821–1825	75,675,672
1826–1830	107,886,410
1831–1835	143,477,674
1836–1840	220,408,589
1841–1845	266,614,052
1846–1850	425,893,436
1851–1855	671,653,147
1856–1860	827,736,914

Source: Douglass C. North, *The Economic Growth of the United States, 1790–1860*, W.W. Norton & Co., 1966 (adapted)

1b Based on this chart, what was **one** way that control of the port of New Orleans affected the United States economy? [1]

Score

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Document 2

The Effects of the Cotton Gin

. . . After the invention of the cotton gin, the yield of raw cotton doubled each decade after 1800. Demand was fueled by other inventions of the Industrial Revolution, such as the machines to spin and weave it and the steamboat to transport it. By midcentury America was growing three-quarters of the world's supply of cotton, most of it shipped to England or New England where it was manufactured into cloth. During this time tobacco fell in value, rice exports at best stayed steady, and sugar began to thrive, but only in Louisiana. At midcentury the South provided three-fifths of America's exports — most of it in cotton.

However, like many inventors, [Eli] Whitney (who died in 1825) could not have foreseen the ways in which his invention would change society for the worse. The most significant of these was the growth of slavery. While it was true that the cotton gin reduced the labor of removing seeds, it did not reduce the need for [use of] slaves to grow and pick the cotton. In fact, the opposite occurred. Cotton growing became so profitable for the planters that it greatly increased their demand for both land and slave labor. In 1790 there were six slave states; in 1860 there were 15. From 1790 until Congress banned the importation of slaves from Africa in 1808, Southerners imported 80,000 Africans. By 1860 approximately one in three Southerners was a slave. . . .

Source: Joan Brodsky Schur, "Eli Whitney's Patent for the Cotton Gin,"
U.S. National Archives & Records Administration

2a According to Joan Brodsky Schur, how did the cotton gin contribute to the growth of the United States economy?
[1]

Score

b According to Joan Brodsky Schur, what was **one negative** impact of the cotton gin on American society? [1]

Score

Document 3a

. . . The war [War of 1812] exposed not only weaknesses in defense, but also in transportation. Modes and methods of transportation were totally inadequate. Generals moved troops slowly by carriages, or on foot, on poorly developed roads. President James Madison supported the idea of internal improvements, yet he vetoed an internal improvements bill, which would have provided for the construction of roads. He felt that roads and canals that would benefit local communities should be funded by the respective states and private enterprises. He did, however, approve monies for a National Road, solely on the grounds that it would benefit national defense. This road began in Maryland and stretched all the way to Ohio, joining the Northeast with the western frontier. An equally significant improvement was the completion of the Erie Canal, linking the Great Lakes with New York City and the Atlantic Ocean. . . .

Source: Kerry C. Kelly, "Anti-railroad Propaganda Poster — The Growth of Regionalism, 1800–1860," U.S. National Archives & Records Administration

3a According to Kerry C. Kelly, what was **one** government action that improved transportation? [1]

Score

Document 3b

Roads, Canals, and Navigable Rivers, 1850



Source: *United States History*, Addison—Wesley (adapted)

3b Based on the information on this map, state **one** benefit of roads, canals, and/or navigable rivers on the United States economy. [1]

Score

Document 4

. . . And what is this tariff? It seems to have been regarded as a sort of monster, huge and deformed; a wild beast, endowed with tremendous powers of destruction, about to be let loose among our people, if not to devour them, at least to consume their substance. But let us calm our passions, and deliberately survey this alarming, this terrific being. The sole object of the tariff is to tax the produce of foreign industry, with the view of promoting American industry. The tax is exclusively leveled at foreign industry. That is the avowed and the direct purpose of the tariff. If it subjects any part of American industry to burdens, that is an effect not intended, but is altogether incidental, and perfectly voluntary. . . .

Source: Henry Clay debating the Tariff Bill, March 1824, *Annals of Congress*, Vol. 42

4 According to Henry Clay, what was the purpose of the tariff? [1]

Score

Document 5

Federal Land Policy in the 1800s

Grants	Acres
1. Land given as homestead grants	213.9 million acres
2. Land given to support railroad construction	129.0 million acres
3. Land given to states for educational purposes	
– common schools	73.2 million acres
– agricultural & mechanical colleges	11.1 million acres
4. Land given to war veterans (Revolutionary War, War of 1812, Mexican War)	68.2 million acres

Source: Anderson and Martin, "The Public Domain and Nineteenth Century Transfer Policy," *Cato Journal*, Vol. 6, No. 3, Winter 1987 (adapted)

5 Based on this chart, what were *two* examples of federal land policy in the 1800s? [2]

(1) _____

Score

(2) _____

Score

Document 6a

This poster advertised a wheat harvesting machine, one of many McCormick farm machines.



Source: Shober & Carqueville Lithog. Co. for McCormick Harvesting Machine Co., Wisconsin Historical Society (adapted)

Document 6b

Year	Wheat Production (in millions of bushels)	Corn Production (in millions of bushels)
1870	260.1	874.3
1875	309.1	850.1
1880	448.8	1,547.9
1885	512.8	1,795.5
1890	490.6	2,112.9
1895	460.2	1,212.8
1900	547.3	2,078.1

Source: *Statistical Abstract of the United States*, 1901

6 According to these documents, what impact did technology have on agricultural production in the United States? [1]

Score

Document 7

. . . During the post-Civil War decades, such wartime Republican initiatives as the Homestead Act and the Morrill Act for endowing agricultural colleges bore valuable economic fruit in the form of greater agricultural productivity. Federal railroad legislation had even weightier consequences. By 1871, under the terms of the Pacific Railroad Act and subsequent measures, the federal government had given private railroad companies over 130 million acres of land in the trans-Mississippi West, about one-tenth of the entire public domain. Individual states contributed a total of forty-nine million additional acres from their own public lands. This huge mass of real estate—larger than the state of Texas—was a vital source of funds for the railroads. People with savings—especially middle-class folk—who would not buy the stocks and bonds of the railroads, did buy their land. Thousands were attracted west to take up farms in the grants of the Northern Pacific, Union Pacific, Burlington, and other land-rich railroads. Their contribution to the roads' coffers was immense. The average price at which the railroads sold their land was about \$3.30 an acre, bringing the promoters about \$435 million. . . .

Source: Irwin Unger, *These United States: The Questions of Our Past*, Little, Brown, 1978

7 According to Irwin Unger, what was **one** impact of federal land policy on the United States economy? [1]

Score

Document 8

. . . If you find it hard to believe that the Internet is merely a modern twist on a 19th-century system, consider the many striking parallels. For a start, the telegraph, like the Internet, changed communication completely. While the Internet can turn hours into seconds, the telegraph turned weeks into minutes. Before the telegraph, someone sending a dispatch to India from London had to wait months before receiving a reply. With the telegraph, communication took place as fast as operators could tap out Morse code.

. . . Before too long, many telegraph users came to see it as a mixed blessing. Businessmen, who were keen adopters of the technology because it enabled them to keep track of distant markets and overseas events, found that it also led to an acceleration in the pace and stress of life. One harassed New York executive complained in 1868: “The businessman of the present day must be continually on the jump. The slow express train will not answer his purpose, and the poor merchant has no other way in which to work to secure a living for his family. He **MUST** use the telegraph.” Information overload existed even then. . . .

Source: Tom Standage, “The 19th-Century Internet,” www.contextmag.com

8 According to Tom Standage, what was **one** effect of the telegraph on American business? [1]

Score

Document 9

. . . Like information technology [IT] today, railroads in the second half of the 19th century promised to revolutionize society—shrinking distances, dramatically lowering costs, opening new markets, and increasing competition. Railroads were the great transformational technology of the age and promised to change everything. Like IT today, railroads sucked up the bulk of the world’s investment capital, creating a speculative bubble that ultimately burst—blowing away much of the capital that investors had poured into the industry. While many investors lost their shirts, railroads did, in the end, deliver the revolution promised. Costs came down, living standards rose, markets expanded, and geography shrank. In fact, the railroad infrastructure, built with so much sweat, blood, and money a century ago, is still serving us today. . . .

Source: Barry Sheehy, “Train Wrecks: Why Information Technology Investments Derail,”
CPC Econometrics

9 According to Barry Sheehy, what were *two* effects of railroads on the American economy? [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

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

Historical Context:

Between 1800 and 1900, the United States experienced great economic growth. Two factors that contributed to this growth were government policies and technological developments.

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

- Discuss how government policies *and* technological developments influenced the growth of the United States economy between 1800 and 1900

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from *at least five* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and conclusion that are beyond a restatement of the theme