

In developing your answers 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 It is designed to test your ability to work with historical documents.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:

The woman’s suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s had many similar goals and used similar methods to achieve these goals. Yet these movements also had many different goals and used different methods to achieve them.

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 the similarities *and/or* the differences between the woman’s suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of
 - the goals of the movements *and*
 - the methods used by the movements to achieve these goals

Part A

Short-Answer Questions

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

Document 1

On November 5, 1872, Susan B. Anthony, along with sixteen other women, went to the local polling booth in Rochester to vote in the general election. She was arrested and made this statement during her trial. In the trial, she was convicted and fined.

. . . Miss Anthony.[speaking] — May it please your honor, I will never pay a dollar of your unjust penalty. All the stock in trade I possess is a debt of \$10,000, incurred by publishing my paper—The Revolution—the sole object of which was to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law, which tax, fine, imprison and hang women, while denying them the right of representation in the government; and I will work on with might and main to pay every dollar of that honest debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old Revolutionary maxim, “Resistance to tyranny is obedience to God.” . . .

Source: Ida Husted Harper, *The Life and Work of Susan B. Anthony, Vol. I*, The Hollenbeck Press, 1898

1 According to Susan B. Anthony, why did she refuse to pay a fine? [1]

Score

Document 2

Suffragists' Machine

Perfected in All States

Under Mrs. Catt's Rule

**Votes for Women Campaign Is
Now Run with All the Method
of Experienced Men Politicians**

. . . A suffrage publishing company, whose first President was Mrs. Cyrus W. Field, and whose present President is Miss Esther Ogden, is one of the important auxiliaries of the National American Suffrage Association's work. It has proved so successful as a business proposition that in January of this year, after two years of work, it declared a dividend of 3 per cent. This publishing company issues fliers, leaflets, books, posters, and suffrage maps. Incidentally, it produces, as an adjunct of the propaganda work, playing cards, stationery with "Votes for Women" printed on it, calendars, dinner cards, and postcards; also parasols, &c. [etc.], for use in parades. Last year this company issued 5,000,000 fliers. . . .

Source: *New York Times*, April 29, 1917

- 2 According to this *New York Times* article, what was **one** way that the National American Suffrage Association drew attention to its cause? [1]

Score

Document 4

**Twelve Reasons
Why Women Should Vote**

1. BECAUSE those who obey the laws should help to choose those who make the laws.
2. BECAUSE laws affect women as much as men.
3. BECAUSE laws which affect WOMEN are now passed without consulting them.
4. BECAUSE laws affecting CHILDREN should include the woman's point of view as well as the man's.
5. BECAUSE laws affecting the HOME are voted on in every session of the Legislature.
6. BECAUSE women have experience which would be helpful to legislation.
7. BECAUSE to deprive women of the vote is to lower their position in common estimation.
8. BECAUSE having the vote would increase the sense of responsibility among women toward questions of public importance.
10. BECAUSE hundreds of thousands of intelligent, thoughtful, hard-working women want the vote.
11. BECAUSE the objections against their having the vote are based on prejudice, not on reason.
12. BECAUSE to sum up all reasons in one—IT IS FOR THE COMMON GOOD OF ALL.

VOTE FOR WOMAN SUFFRAGE
GIVE THIS TO A FRIEND AND ASK HIM TO VOTE FOR IT

MASSACHUSETTS WOMAN SUFFRAGE ASSOCIATION
Headquarters: 585 Boylston St., Boston

N. W. S. Publishing Co., Inc.

Source: Massachusetts Woman Suffrage Association

(Note: The original version of this flier did not include a Reason 9.)

4 According to this document, what were *two* arguments suffragists used in this 1915 flier in support of their goal? [2]

(1) _____

_____ Score

(2) _____

_____ Score

Document 5

. . . At these meetings [about the treatment of African Americans on buses], we discussed not only the two women who had been arrested, but also a number of additional bus incidents that never found their way into court, no doubt because the victims were black passengers. Several of the white drivers were determined to harass our people at every opportunity. For example, when the bus was even slightly crowded, they would make blacks pay their fare, then get off, and go to the back door to enter. Sometimes they would even take off with a squeal as a passenger trudged toward the rear after paying. At least once a driver closed the back door on a black woman's arm and then dragged her to the next stop before allowing her to climb aboard. Clearly this kind of gratuitous [unnecessary] cruelty was contributing to an increasing tension on Montgomery buses. We tried to reason with local authorities and with bus company officials. They were polite, listened to our complaints with serious expressions on their faces, and did nothing.

On December 1, 1955, Mrs. Parks took her now-famous bus ride and set events in motion that would lead to a social revolution of monumental proportions. . . .

Source: Ralph David Abernathy, *And the Walls Came Tumbling Down*, Harper & Row

5a According to Ralph David Abernathy, what was a goal of African Americans in Montgomery, Alabama? [1]

Score

b According to Ralph David Abernathy, what was **one** method used by African Americans to address their concerns? [1]

Score

Document 6a

College students face a hostile crowd at a southern “Whites Only” lunch counter in 1963.



Source: Juan Williams, *Eyes on the Prize*, Viking

Document 6b

African American college students wait for service or forcible removal from a “Whites Only” lunch counter.



Source: Gary Nash et al., ed., *The American People*, Pearson Longman

6a Based on these photographs, identify **one** method used by these civil rights activists to achieve their goals. [1]

Score

b What was **one** specific goal of the civil rights activists shown in these photographs? [1]

Score

Document 7

April 16, 1963
Birmingham, Alabama

. . . You may well ask: “Why direct action? Why sit-ins, marches and so forth? Isn’t negotiation a better path?” You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. My citing the creation of tension as part of the work of the nonviolent-resister may sound rather shocking. But I must confess that I am not afraid of the word “tension.” I have earnestly opposed violent tension, but there is a type of constructive, nonviolent tension which is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half-truths to the unfettered [free] realm of creative analysis and objective appraisal, we must see the need for nonviolent gadflies [activists] to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood. . . .

Source: Martin Luther King, Jr., “Letter from Birmingham Jail,” 1963

7a According to Martin Luther King, Jr., what was **one** method of achieving the goals of the civil rights movement? [1]

Score

b According to Martin Luther King, Jr., what was a specific goal of the civil rights movement? [1]

Score

Document 8

200,000 MARCH FOR CIVIL RIGHTS IN ORDERLY WASHINGTON RALLY



WASHINGTON, Aug. 28 — More than 200,000 Americans, most of them black but many of them white, demonstrated here today for a full and speedy program of civil rights and equal job opportunities.

It was the greatest assembly for a redress of grievances that this capital has ever seen.

One hundred years and 240 days after Abraham Lincoln enjoined the emancipated slaves to “abstain from all violence” and “labor faithfully for reasonable wages,” this vast throng [crowd] proclaimed in march and song and through the speeches of their leaders that they were still waiting for the freedom and the jobs. . . .

Source: *New York Times*, August 29, 1963

8a According to this *New York Times* article, what method was used by these activists to achieve their goals? [1]

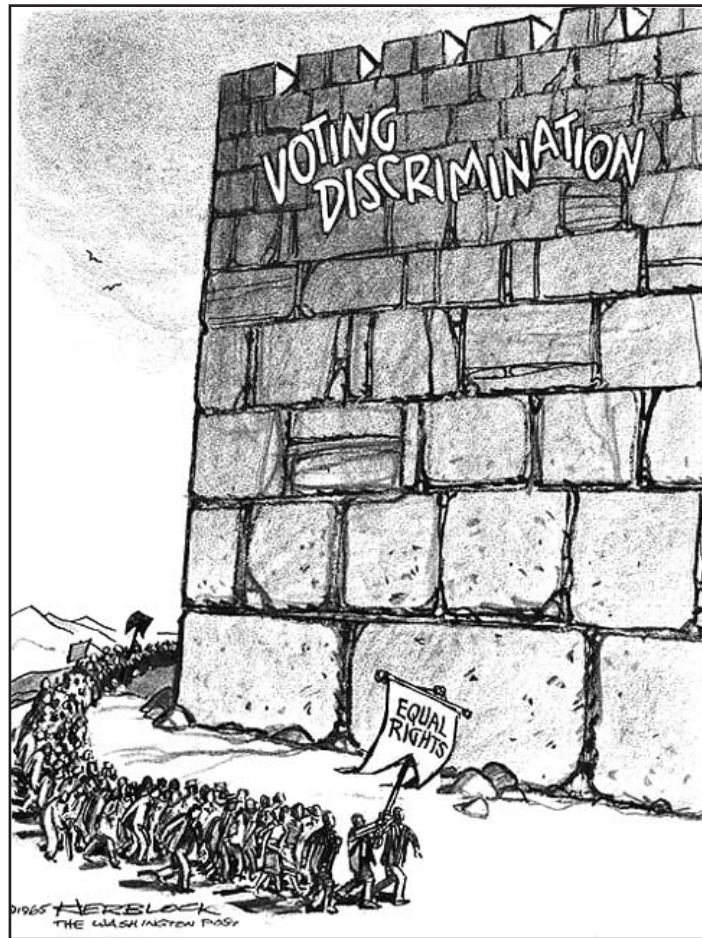
Score

b According to this *New York Times* article, what was a specific goal of these activists? [1]

Score

Document 9

JERICHO, U.S.A.



Source: Herblock, *Washington Post*, March 21, 1965 (adapted)

9 As shown in this Herblock cartoon, what was a specific goal of these marchers in their effort to gain equal rights? [1]

Score

Part B

Essay

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

Historical Context:

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

- Discuss the similarities *and/or* the differences between the woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of
 - the goals of the movements *and*
 - the methods used by the movements to achieve these goals

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