

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **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. The question is designed to test your ability to work with historical documents.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 president of the United States has been granted power as the commander in chief by the Constitution. While the president has used his military powers to commit troops overseas, he has also used this power to respond to domestic crises. Three such domestic crises were the *Civil War (1861–1865)* during the presidency of Abraham Lincoln, the *Bonus March (1932)* during the presidency of Herbert Hoover, and *Little Rock, Arkansas (1957)* during the presidency of Dwight D. Eisenhower.

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

Choose **two** domestic crises mentioned in the historical context that led presidents to use their military power as commander in chief and for **each**

- Describe the historical circumstances that led to the crisis
- Explain an action taken by the president to resolve the crisis
- Discuss the extent to which the president’s action resolved the crisis **or** had an impact on American society

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

. . . I [President Abraham Lincoln] would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored the nearer the Union will be “the Union as it was.” If there be those who would not save the Union unless they could at the same time *save* slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time *destroy* slavery, I do not agree with them. My paramount [most important] object in this struggle [the Civil War] *is* to save the Union, and is *not* either to save or to destroy slavery. If I could save the Union without freeing *any* slave I would do it, and if I could save it by freeing *all* the slaves I would do it; and if I could save it by freeing some and leaving others alone, I would also do that. What I do about slavery and the colored [African American] race, I do because I believe it helps to save the Union; and what I forbear [refrain from doing], I forbear because I do *not* believe it would help save the Union. I shall do *less* whenever I shall believe what I am doing hurts the cause, and I shall do *more* whenever I shall believe doing more will help the cause. I shall try to correct errors when shown to be errors; and I shall adopt new views so fast as they shall appear to be true views. . . .

Source: Abraham Lincoln to Horace Greeley, *New York Tribune*, August 25, 1862

1 According to this document, what is President Abraham Lincoln’s main objective in fighting the Civil War? [1]

Score

Document 2

. . . Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion [Civil War] against the authority and government of the United States, and as a fit and necessary war measure for suppressing [stopping] said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit: . . .

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States [those states in rebellion], and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons. . . .

Source: Abraham Lincoln, Emancipation Proclamation, January 1, 1863

- 2 According to this document, what was President Abraham Lincoln hoping to achieve by issuing the Emancipation Proclamation? [1]

Score

Document 3a

Washington, March 26, 1863

Hon. Andrew Johnson

My dear Sir:

I am told you have at least thought of raising a negro [African American] military force. In my opinion the country now needs no specific thing so much as some man of your ability, and position, to go to this work. When I speak of your position, I mean that of an eminent [respected] citizen of a slave-state, and himself a slave-holder. The colored population is the great available, and yet unavailed of, force, for restoring the Union. The bare sight of fifty thousand armed and drilled black soldiers upon the banks of the Mississippi, would end the rebellion at once. And who doubts that we can present that sight if we but take hold in earnest? If you have been thinking of it please do not dismiss the thought.

Yours very truly

A. Lincoln

Source: Abraham Lincoln to Andrew Johnson, March 26, 1863, Abraham Lincoln Papers, Library of Congress

3a According to this document, what role did Abraham Lincoln think African Americans could play in restoring the Union? [1]

Score

Document 3b

. . . By the end of the Civil War, roughly 179,000 black men (10% of the Union Army) served as soldiers in the U.S. Army and another 19,000 served in the Navy. Nearly 40,000 black soldiers died over the course of the war—30,000 of infection or disease. Black soldiers served in artillery and infantry and performed all noncombat support functions that sustain an army, as well. Black carpenters, chaplains, cooks, guards, laborers, nurses, scouts, spies, steamboat pilots, surgeons, and teamsters also contributed to the war cause. There were nearly 80 black commissioned officers. Black women, who could not formally join the Army, nonetheless served as nurses, spies, and scouts, the most famous being Harriet Tubman, who scouted for the 2nd South Carolina Volunteers. . . .

Source: "The Fight for Equal Rights: Black Soldiers in the Civil War," National Archives & Records Administration

3b Based on this document, state **one** contribution made by African Americans to the war effort. [1]

Score

Document 4

By June 1932, a large group of World War I veterans had gathered in Washington, D.C., to demand the bonus they had been promised for serving their country. These veterans were known as the Bonus Expeditionary Force (B. E. F.) or Bonus Army. The B. E. F. wanted the bonus early as a form of Depression relief.

Last week the House of Representatives surrendered to the siege of the Bonus Expeditionary Force encamped near the Capitol. It voted (226-to-175) to take up the bill by Texas' [Congressman] Patman for immediate cashing of Adjusted Service Compensation certificates at a cost of \$2,400,000,000 in printing-press money. This first test of the Bonus boosters' strength indicated that the House would probably pass the Patman bill and send it to the Senate. In that body 56 Senators—a majority—were said to be lined up against the Bonus. But even should the measure somehow get by Congress an insurmountable veto awaited it at the White House.

Largely ignorant of legislative processes, the B. E. F., bivouacked [camped] some 15,000 strong on the Anacostia mudflats, was delirious with delight at its House victory. Its tattered personnel, destitute veterans who had "bummed" their way to the Capital from all over the country, whooped and pranced about among their crude shelters. Most of them had left hungry wives and children behind. They had gone to Washington because, long jobless, they had nothing better to do. In camp with their A. E. F. [American Expeditionary Force] fellows again, they seemed to have revived the old ganging spirit of Army days as an escape from reality. They convinced themselves that they were there to right some vague wrong—a wrong somehow bound up in the fact that the Government had opened its Treasury to banks, railroads and the like but closed it to needy individuals. When the House voted to take up their bill, they slapped one another on the back and were quite sure they would be getting their money in a few days to take home. . . .

Source: *Time Magazine*, June 20, 1932 (adapted)

4a According to *Time Magazine*, what was likely to happen to the Patman bill when it passed the House of Representatives and was sent to the Senate? [1]

Score

b Based on this *Time Magazine* article, identify **one** part of the economy that had already benefited from government spending. [1]

Score

Document 5

To: General Douglas MacArthur, Chief of Staff, U.S. Army.

The President has just informed me that the civil government of the District of Columbia has reported to him that it is unable to maintain law and order in the District.

You will have United States troops proceed immediately to the scene of disorder. Cooperate fully with the District of Columbia police force which is now in charge. Surround the affected area and clear it without delay.

Turn over all prisoners to the civil authorities.

In your orders insist that any women and children who may be in the affected area be accorded every consideration and kindness. Use all humanity consistent with the due execution of this order.

PATRICK J. HURLEY
Secretary of War.

Source: Patrick J. Hurley, President Hoover's Secretary of War, Washington, D.C., July 28, 1932,
Herbert Hoover Presidential Library

- 5 According to this document, what was General MacArthur ordered to do by President Herbert Hoover's Secretary of War in response to the march of the Bonus Army? [1]

Score

Document 6

. . . Clark Booth, of the Veterans of Foreign Wars, declared that he had been a Republican all his life up to four days ago and was vice chairman of the Hoover campaign committee in 1928 for the Mobile district, but that Hoover's action in calling out the troops against the Washington veterans "made me a Democrat and I will take the stump against Herbert Hoover."

William Taylor, a veteran of the World War [I] who is also a member of the Alabama Legislature, delivered the chief attack against President Hoover in offering a resolution which was passed unanimously. He declared that "if Hoover had called out troops to keep lobbyists of Wall Street from the White House there would be no depression," adding that the veterans who had gathered in Washington were there only to "attempt to get that to which they are entitled."

"The Democrats will make Hoover pay on March 4 [Inauguration Day] with the aid of the veterans," Mr. Taylor declared, "the President can go back to his home, or return to England where he belongs." . . .

Source: "Assail Hoover in Mobile, Veterans Score Ousting of Bonus Army and 'Republican Prosperity,'" *New York Times*, August 4, 1932

- 6 According to this *New York Times* article, what was **one** political impact of President Herbert Hoover's actions against the Bonus Army? [1]

Score

Document 7a



Source: Photograph by Will Counts for *Arkansas Democrat*

A white student passes through an Arkansas National Guard line as Elizabeth Eckford is turned away on September 4, 1957.



Source: Clayborne Carson, ed., *Civil Rights Chronicle*, Legacy Publishing

A mob surrounds Elizabeth Eckford outside Central High School in Little Rock, Arkansas.

7a Based on these photographs, what happened to Elizabeth Eckford as she tried to attend Central High School on September 4, 1957? [1]

Score

Document 7b

. . . On September 4, after walking a virtual gauntlet of hysterical whites to reach the front door of Central High, the Little Rock Nine were turned back by Arkansas National Guardsmen. The white crowd hooted and cheered, shouted, stomped, and whistled. The segregationist whites of Little Rock did not see the vulnerability or the bravery of the students. Instead, they saw symbols of the South's defeat in the War Between the States, its perceived degradation during the Reconstruction that followed, and the threats to the southern way of life they had been taught to believe was sacrosanct [sacred]. . . .

Source: Clayborne Carson, ed., *Civil Rights Chronicle*, Legacy Publishing

7b According to this document, what was **one** reason some white citizens of Little Rock, Arkansas, did not want the Little Rock Nine to attend Central High School? [1]

Score

Document 8a

. . . This morning the mob again gathered in front of the Central High School of Little Rock, obviously for the purpose of again preventing the carrying out of the Court's order relating to the admission of Negro [African American] children to the school.

Whenever normal agencies prove inadequate to the task and it becomes necessary for the Executive Branch of the Federal Government to use its powers and authority to uphold Federal Courts, the President's responsibility is inescapable.

In accordance with that responsibility, I have today issued an Executive Order directing the use of troops under Federal authority to aid in the execution of Federal law at Little Rock, Arkansas. This became necessary when my Proclamation of yesterday was not observed, and the obstruction of justice still continues.

It is important that the reasons for my action be understood by all citizens.

As you know, the Supreme Court of the United States has decided that separate public educational facilities for the races are inherently [by nature] unequal and therefore compulsory school segregation laws are unconstitutional. . . .

Source: Address by President Dwight D. Eisenhower, September 24, 1957

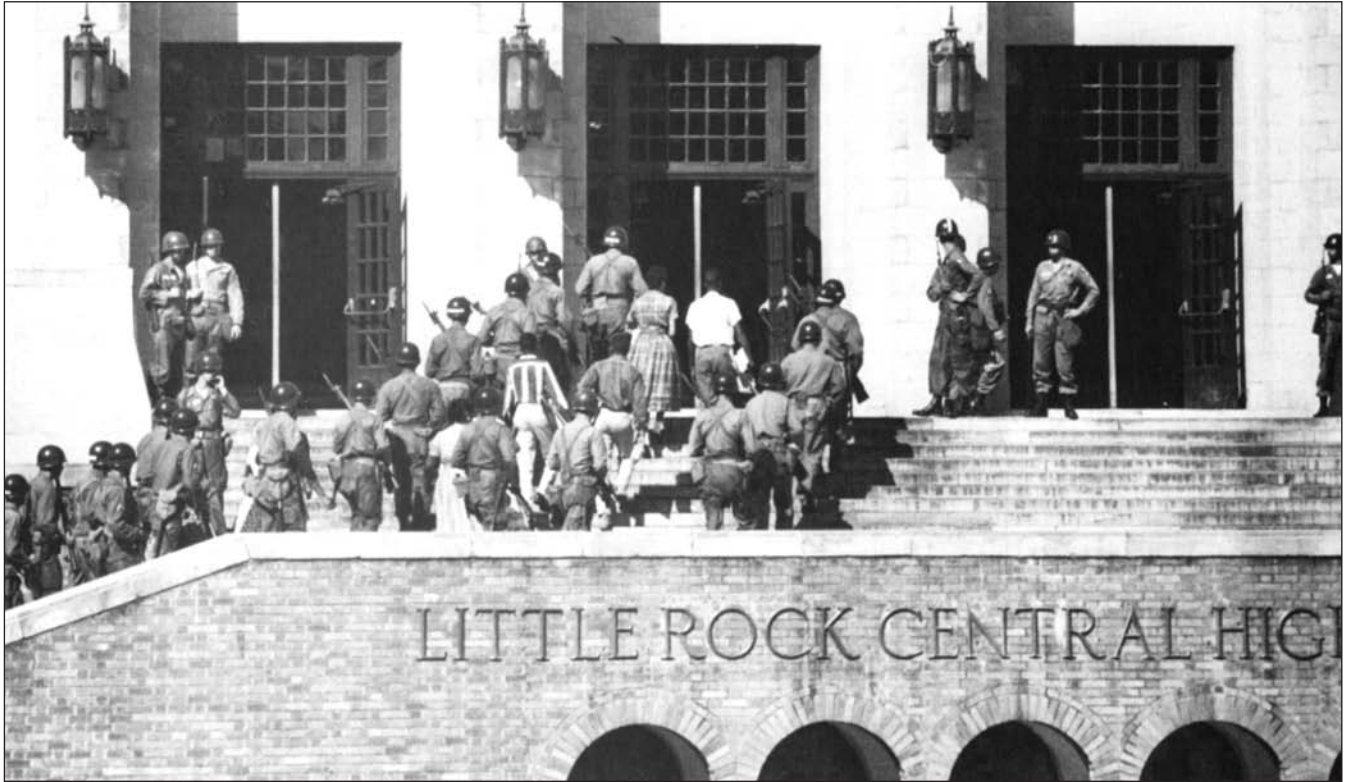
8a (1) Based on this document, what was **one** action taken by President Dwight D. Eisenhower in response to the crisis in Little Rock? [1]

Score

(2) Based on this document, what was **one** reason President Dwight D. Eisenhower took action in the crisis in Little Rock? [1]

Score

Document 8b



Source: Clayborne Carson, ed., *Civil Rights Chronicle*, Legacy Publishing (adapted)

On September 25, 1957 federal troops escort the Little Rock Nine to their classes at Central High School.

8b Based on this photograph, what was the job of the United States Army troops in Little Rock, Arkansas? [1]

Score

Document 9

President Dwight D. Eisenhower's actions in Little Rock were an important step in enforcing the Supreme Court's 1954 decision regarding school segregation. However, state and local resistance to school integration continued.

. . . Little Rock and the developments following in its wake marked the turning of the tide. In September, 1957, desegregation was stalemated. Little Rock broke the stalemate. Virginia early felt the impact of the Little Rock developments. By the end of 1958, the "Old Dominion" state had entrenched itself behind some thirty-four new segregation bulwarks [barriers] — the whole gamut of evasive devices that had spread across the South to prevent desegregation. It was a self-styled program of "massive resistance," a program which other states admittedly sought to duplicate. But as the Bristol (Va.) *Herald-Courier* observed in late 1958, when the showdown came, "Massive resistance' met every test but one. It could not keep the schools open and segregated." . . .

Source: James W. Vander Zanden, "The Impact of Little Rock," *Journal of Educational Sociology*, April 1962

9 According to James W. Vander Zanden, what are **two** impacts of President Dwight D. Eisenhower's decision to enforce desegregation? [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 four* 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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- Describe the historical circumstances that led to the crisis
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Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* 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