

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

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. The question is designed to test your ability to work with historical documents.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:

Between the Civil War and the end of World War I, industrialization played an ever-increasing role in the economic, social, and political development of the United States.

**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 economic, social, *and/or* political effects of industrialization on the United States between the Civil War (1861–1865) and the end of World War I (1918)

**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**

**Selected Statistics Related to Industrialization**

	Value of Manufactured Products	Employed in Manufacturing	
		Number of Males	Number of Females
1860	\$1.9 billion	1.03 million	270,357
1870	\$4.2 billion	1.61 million	323,506
1880	\$5.3 billion	2.01 million	529,983
1890	\$9.3 billion	2.86 million	503,089
1900	\$12.9 billion	4.08 million	1.03 million
1910	\$20.8 billion	8.84 million	1.82 million

Source: Inter-University Consortium for Political and Social Research, Ann Arbor, MI, and U.S. Census Bureau

**Document 1b**

**United States Immigration 1861–1910**

Decade	Total
1861–1870	2,314,824
1871–1880	2,812,191
1881–1890	5,246,613
1891–1900	3,687,564*
1901–1910	8,795,386

\*Decline in numbers of immigrants due in part to the Depression of 1893.

Source: U.S. Immigration and Naturalization Service, *Statistical Yearbook of the Immigration and Naturalization Service, 1998*, U.S. Government Printing Office

1 Based on these charts, state **two** trends related to industrialization between 1861 and 1910. [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

**Document 2a**

**Urbanization, Railroad Mileage, and Industrialization of the United States, 1860–1900**

	1860	1870	1880	1890	1900
Urban Population (millions)	6.2	9.9	14.1	22.1	30.2
% Urban Population	20%	25%	28%	35%	40%
Number of Cities with Population of 10,000+	93	168	223	363	440
Railroad Mileage (thousands)	30.6	52.9	93.3	166.7	206.6
Meat Packing Output (\$ millions)	not available	62.1	303.6	564.7	790.3

Source: Gary Fields, "Communications, Innovations, and Networks: The National Beef Network of G. F. Swift" (adapted)

**Document 2b**

**Union Membership, 1870–1920**

Year	Number of workers, age 10 and over (excluding agricultural workers)	Average annual union membership	Union membership as a percentage of the total number of workers outside agriculture
1870	6,075,000	300,000*	4.9%
1880	8,807,000	200,000*	2.3%
1890	13,380,000	372,000*	2.7%
1900	18,161,000	868,000	4.8%
1910	25,779,000	2,140,000	8.3%
1920	30,985,000	5,048,000	16.3%

\* Figures for 1870, 1880, and 1890 are estimates.

Source: Irving Bartlett et al., *A New History of the United States*, Holt, Rinehart and Winston, 1975 (adapted)

2 Based on these charts, state **two** effects of industrialization on the United States after the Civil War. [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

### Document 3

The resolutions below were proposed at the Populist [People's] Party National Convention.

4. *Resolved*, That we condemn the fallacy [myth] of protecting American labor under the present system, which opens our ports to the pauper [poor] and criminal classes of the world, and crowds out our wage-earners; and we denounce the present ineffective laws against contract labor [day laborers], and demand the further restriction of undesirable emigration.

5. *Resolved*, That we cordially sympathize with the efforts of organized workingmen to shorten the hours of labor, and demand a rigid enforcement of the existing eight-hour law on Government work, and ask that a penalty clause be added to the said law.

9. *Resolved*, That we oppose any subsidy or national aid to any private corporation for any purpose.

Source: People's Party National Platform, July 4, 1892

3 Based on this document, identify *one* reform proposed at the Populist Party Convention related to industrialization. [1]

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Score

**Document 4**

The excerpts below are from an Illinois state law passed in 1893.

**FACTORIES AND WORKSHOPS.**

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**INSPECTION**

§ 1. Manufacture of certain articles of clothing prohibited in apartments, tenement houses and living rooms, except by families living therein. Every such work shop shall be kept clean, free from vermin [rodents], infectious or contagious matter and to that end shall be subject to inspection as provided in this act. Such work shops shall be reported to the board of health.

§ 2. If upon inspection such work shops shall be found unhealthy or infectious such orders shall be given and action taken as the public health shall require.

§ 4. Children under 14 years of age prohibited from being employed in any manufacturing establishment, factory or work shop in the state. Register of children under 16 years shall be kept. The employment of children between ages of 14 and 16 years prohibited unless an affidavit [legal document] by the parent or guardian shall first be filed in which shall be stated the age date and place of birth. Certificates of physical health may be demanded by the inspectors.

§ 5. No female shall be employed in any factory or workshop more than eight hours in any one day or forty-eight hours in any one week.

Source: "Factories and Workshops," *Laws of the State of Illinois, Passed by the Thirty-Eighth General Assembly, 1893*

4 Based on these excerpts, identify **two** ways this 1893 Illinois state law addressed problems caused by industrialization. [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

## Document 5

Hamlin Garland visited Homestead, Pennsylvania, and the Carnegie steel mills to write this article for *McClure's Magazine*.

. . . The streets of the town were horrible; the buildings were poor; the sidewalks were sunken, swaying, and full of holes, and the crossings were sharp-edged stones set like rocks in a river bed. Everywhere the yellow mud of the street lay kneaded into a sticky mass, through which groups of pale, lean men slouched in faded garments, grimy with the soot and grease of the mills.

The town was as squalid [dirty] and unlovely as could well be imagined, and the people were mainly of the discouraged and sullen type to be found everywhere where labor passes into the brutalizing stage of severity. It had the disorganized and incoherent effect of a town which has feeble public spirit. Big industries at differing eras have produced squads [groups] of squalid tenement-houses far from the central portion of the town, each plant bringing its gangs of foreign laborers in raw masses to camp down like an army around its shops.

Such towns are sown thickly over the hill-lands of Pennsylvania, but this was my first descent into one of them. They are American only in the sense in which they represent the American idea of business. . . .

Source: Hamlin Garland, "Homestead and Its Perilous Trades—Impressions of a Visit,"  
*McClure's Magazine*, June 1894

- 5 Based on Hamlin Garland's observations, what is **one** impact of industrialization on Homestead, Pennsylvania? [1]

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Score

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**Document 6a**

Clara Lemlich, a labor union leader, sparked the 1909 walkout of shirtwaist [blouse] makers with her call for a strike.

First let me tell you something about the way we work and what we are paid. There are two kinds of work—regular, that is salary work, and piecework. The regular work pays about \$6 a week and the girls have to be at their machines at 7 o'clock in the morning and they stay at them until 8 o'clock at night, with just one-half hour for lunch in that time.

The shops. Well, there is just one row of machines that the daylight ever gets to—that is the front row, nearest the window. The girls at all the other rows of machines back in the shops have to work by gaslight, by day as well as by night. Oh, yes, the shops keep the work going at night, too. . . .

Source: Clara Lemlich, "Life in the Shop," *New York Evening Journal*, November 28, 1909

**Document 6b**



Source: *Bain News Service*, New York, February 1910, Library of Congress

6 Based on these documents, state **two** ways industrialization affected workers. [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score



Document 7a

THE TRUST GIANT'S POINT OF VIEW,  
"What a Funny Little Government"



Source: Horace Taylor, *The Verdict*, January 22, 1900 (adapted)

7a What is the cartoonist's point of view concerning the relationship between government and industrialists such as John D. Rockefeller? [1]

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Score

Document 7b



Source: Clifford K. Berryman, *Washington Evening Star*, October 11, 1907  
(adapted)

7b According to the cartoonist, what was President Theodore Roosevelt's policy toward trusts? [1]

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Score

## Document 8

Although they sometimes used controversial methods to accumulate wealth, many industrialists, such as Andrew Carnegie, John D. Rockefeller, and J. P. Morgan, also gave away millions of dollars. This excerpt describes some of the charitable work of Andrew Carnegie.

. . . But despite his wealth-getting, his wage-cutting, and his responsibility for a bloody labor dispute at his Homestead plant in 1892, Carnegie had not forgotten his heritage of concern for social justice. In his 1889 article "Wealth," he gloried in the cheap steel his leadership had given the American consumer but also proclaimed the moral duty of all possessors of great wealth to plow back their money into philanthropy [charity] with the same judgment, zeal, and leadership they had devoted to getting rich. And he lived up to that precept [principle], paying for thousands of library buildings, setting up trusts and foundations, endowing universities, building Carnegie Hall in New York and the Peace Palace at The Hague, and much more. He once wrote that the man who dies rich dies disgraced. He had some sins to answer for, and it took him a while, but in 1919 at eighty-three Andrew Carnegie died in a state of grace by his own agnostic [non-religious] definition. . . .

Source: Foner and Garraty, eds., "Andrew Carnegie," *The Reader's Companion to American History*, Houghton Mifflin, 1991

8 According to this document, how did Andrew Carnegie show his concern for social justice? [1]

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Score

## Document 9

. . . The significance of the American entry into the conflict [World War I] was not at all a military one, at least for twelve to fifteen months after April 1917, since its army was even less prepared for modern campaigning than any of the European forces had been in 1914. But its productive strength, boosted by the billions of dollars of Allied war orders, was unequaled. Its total industrial potential and its share of world manufacturing output was two and a half times that of Germany's now overstrained economy. It could launch merchant ships in their hundreds, a vital requirement in a year when the U-boats were sinking over 500,000 tons a month of British and Allied vessels. It could build destroyers in the astonishing time of three months. It produced half of the world's food exports, which could now be sent to France and Italy as well as to its traditional British market.

In terms of economic power, therefore, the entry of the United States into the war quite transformed the balances, and more than compensated for the collapse of Russia at this same time. . . . the productive resources now arranged against the Central Powers were enormous. . . .

Source: Paul Kennedy, *The Rise and Fall of the Great Powers*, Random House, 1987

9 According to Paul Kennedy, what was **one** effect of United States industrialization on World War I? [1]

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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 the Civil War and the end of World War I, industrialization played an ever-increasing role in the economic, social, and political development of the United States.

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

- Discuss the economic, social, *and/or* political effects of industrialization on the United States between the Civil War (1861–1865) and the end of World War I (1918)

#### 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