

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). This question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

Historical Context:

The Progressive movement that began in the late 1800s was an attempt to bring about governmental reforms and to correct injustices in American life.

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 specific problems or injustices that were present in American life during the late 1800s and early 1900s
- Explain how reforms proposed during the Progressive Era attempted to address these problems

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

“Lodgers in a Bayard Street Tenement”



Source: photo by Jacob Riis, 1890

1 State *two* conditions that Jacob Riis’ photograph shows about life in cities in the late 1800s. [2]

(1) _____

Score

(2) _____

Score

Document 2

With one member trimming beef in a cannery, and another working in a sausage factory, the family had a first-hand knowledge of the great majority of Packingtown swindles. For it was the custom, as they found, whenever meat was so spoiled that it could not be used for anything else, either to can it or else chop it up into sausage. With what had been told them by Jonas, who had worked in the pickle rooms, they could now study the whole of the spoiled meat industry on the inside, and read a new and grim meaning into that old Packingtown jest — that they use everything of the pig except the squeal.

— Upton Sinclair, *The Jungle* (1906)

2 Identify *one* industrial abuse that is described in this passage from *The Jungle*. [2]

Score

Document 3

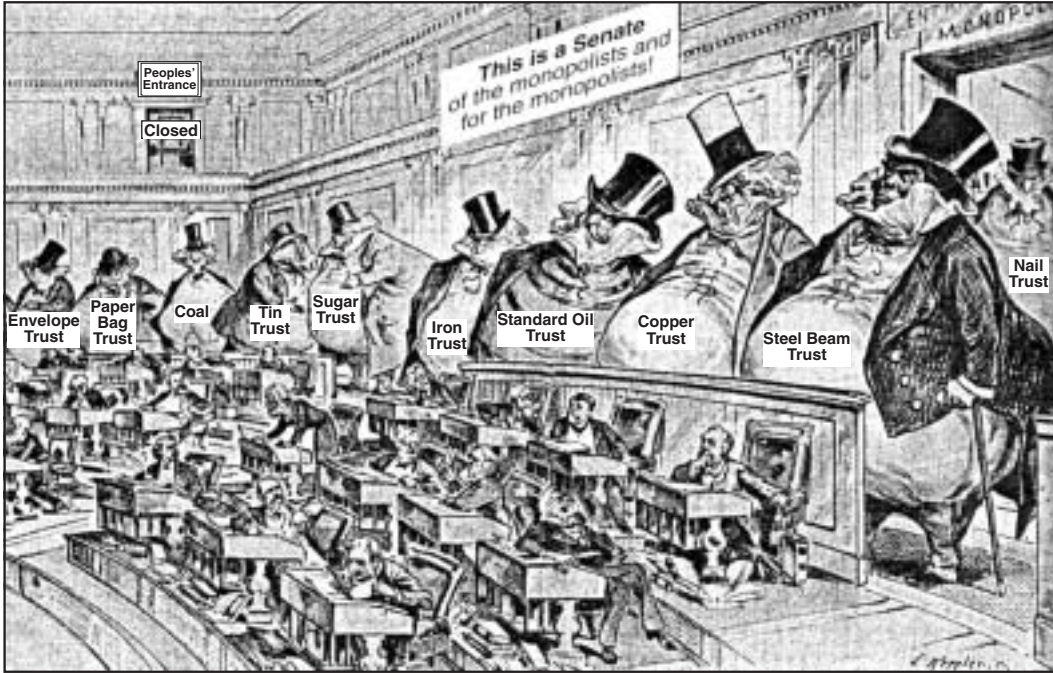
Date	Percentage of Children Between the Ages of 10 and 15 Who Worked
1890	18.1
1900	18.2
1910	15.0
1920	11.3

3 According to the chart, how did the percentage of working children between the ages of 10 and 15 change from 1890 to 1920? [1]

Score

Document 4

Bosses of the Senate



Source: Joseph J. Keppler, 1890, (adapted)

4 According to the cartoon, who were the “Bosses of the Senate”? [2]

Score

Document 5

Our laws should be so drawn as to protect and encourage corporations which do their honest duty by the public and discriminate sharply against [regulate] those organized in the spirit of mere greed, for improper speculative purpose.

— Theodore Roosevelt (1900)

5 What did Theodore Roosevelt say should be done to corporations that operate with little or no consideration for the public good? [2]

Score

Document 6

We propose . . . “effective legislation to prevent industrial accidents, occupational diseases, overwork, and unemployment . . . to fix minimum standards of health and safety in industry . . . and to provide a living wage throughout industry. . . .”

— Progressive Party platform (1912)

6 State *two* reforms that were proposed in the Progressive Party platform of 1912. [2]

(1) _____

Score

(2) _____

Score

Document 7

The Senate of the United States shall be composed of two senators from each state, chosen by the legislature thereof, for six years; and each senator shall have one vote.

—United States Constitution (1787)

The Senate of the United States shall be composed of two senators from each state, elected by the people thereof, for six years; and each senator shall have one vote.

— 17th Amendment to the United States Constitution (1913)

7 How did the 17th Amendment make the selection of United States senators more democratic? [2]

Score

Document 8

The preamble of the Federal Constitution says: “We, the people of the United States. . . .” It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people — women as well as men.”

— Susan B. Anthony

8 What argument was used by Susan B. Anthony to support the demand that women be given the right to vote? [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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

The Progressive movement that began in the late 1800s was an attempt to bring about governmental reforms and to correct injustices in American life.

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

- Discuss specific problems or injustices that were present in American life during the late 1800s and early 1900s
- Explain how reforms proposed during the Progressive Era attempted to address these problems

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **five** documents
- Incorporate information from the documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme