

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 (1–8). The question is designed to test your ability to work with historical documents.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 both the source of each document and any point of view that may be presented in the document.

#### Historical Context:

The Civil War and the period of Reconstruction brought great social, political, and economic changes to American society. The effects of these changes continued into the 20th century.

**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

- Identify and discuss **one** social, **one** political, **AND one** economic change in American society that occurred as a result of the Civil War or the period of Reconstruction

## 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

. . . All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. . . .

— 14th Amendment, Section 1, 1868

1a How does the 14th Amendment define citizenship? [1]

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Score

b During Reconstruction, how was the 14th Amendment intended to help formerly enslaved persons? [1]

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Score

## Document 2

. . . History does not furnish an example of emancipation under conditions less friendly to the emancipated class than this American example. Liberty came to the freedmen of the United States not in mercy, but in wrath [anger], not by moral choice but by military necessity, not by the generous action of the people among whom they were to live, and whose good-will was essential to the success of the measure, but by strangers, foreigners, invaders, trespassers, aliens, and enemies. The very manner of their emancipation invited to the heads of the freedmen the bitterest hostility of race and class. They were hated because they had been slaves, hated because they were now free, and hated because of those who had freed them. Nothing was to have been expected other than what has happened, and he is a poor student of the human heart who does not see that the old master class would naturally employ every power and means in their reach to make the great measure of emancipation unsuccessful and utterly odious [hateful]. It was born in the tempest and whirlwind [turmoil] of war, and has lived in a storm of violence and blood. When the Hebrews were emancipated, they were told to take spoil [goods or property] from the Egyptians. When the serfs of Russia were emancipated [in 1861], they were given three acres of ground upon which they could live and make a living. But not so when our slaves were emancipated. They were sent away empty-handed, without money, without friends, and without a foot of land to stand upon. Old and young, sick and well, were turned loose to the open sky, naked to their enemies. The old slave quarter that had before sheltered them and the fields that had yielded them corn were now denied them. The old master class, in its wrath, said, "Clear out! The Yankees have freed you, now let them feed and shelter you! . . ."

Source: Frederick Douglass, *Life and Times of Frederick Douglass*, Park Publishing Co., 1881

- 2 According to this document, what did Frederick Douglass identify as a problem with the way the United States government emancipated the slaves? [1]

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Score

**Document 3**

. . . We believe you are not familiar with the description of the Ku Klux Klans riding nightly over the country, going from county to county, and in the county towns, spreading terror wherever they go by robbing, whipping, ravishing, and killing our people without provocation [reason], compelling [forcing] colored people to break the ice and bathe in the chilly waters of the Kentucky river.

The [state] legislature has adjourned. They refused to enact any laws to suppress [stop] Ku-Klux disorder. We regard them [the Ku-Kluxers] as now being licensed to continue their dark and bloody deeds under cover of the dark night. They refuse to allow us to testify in the state courts where a white man is concerned. We find their deeds are perpetrated [carried out] only upon colored men and white Republicans. We also find that for our services to the government and our race we have become the special object of hatred and persecution at the hands of the Democratic Party. Our people are driven from their homes in great numbers, having no redress [relief from distress] only [except] the United States court, which is in many cases unable to reach them.

We would state that we have been law-abiding citizens, pay our taxes, and in many parts of the state our people have been driven from the polls, refused the right to vote. Many have been slaughtered while attempting to vote. We ask, how long is this state of things to last? . . .

— Petition to the United States Congress, March 25, 1871, Miscellaneous Documents of the United States Senate, 42nd Congress, 1st Session, 1871

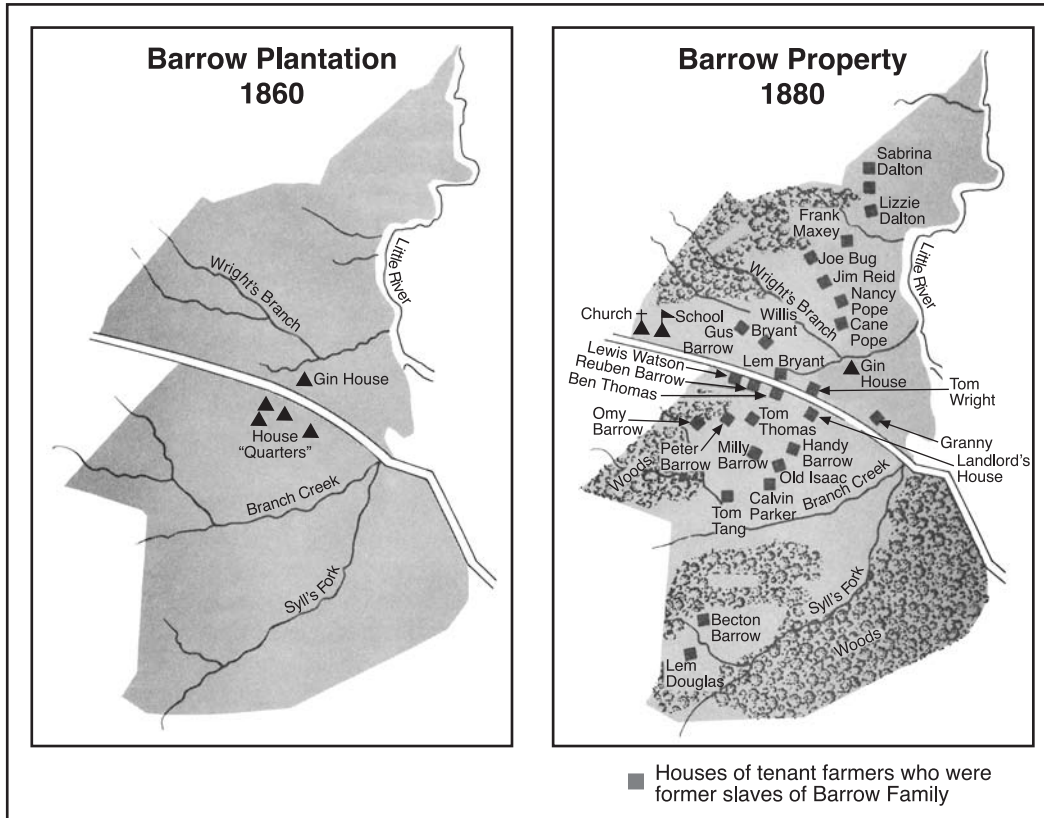
3a Based on this document, identify **one** way the Ku Klux Klan terrorized African Americans. [1]

Score

b According to this document, how did the actions of the Ku Klux Klan affect African Americans' participation in the political process? [1]

Score

Document 4



Sources: *Scribner's Monthly*, "A Georgia Plantation," April 1881 and Graebner and Richards, *The American Record*, McGraw Hill, 2001 (adapted)

4 According to these illustrations, how did the economic role of African Americans change between 1860 and 1880? [1]

Score