

UNITED STATES HISTORY

SECTION II

Total Time—1 hour, 35 minutes

Question 1 (Document-Based Question)

Suggested reading period: 15 minutes

Suggested writing period: 45 minutes

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes reading and planning and 45 minutes writing your answer.

Write your responses on the lined pages that follow the question.

In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
  - Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
  - Incorporate analysis of all, or all but one, of the documents into your argument.
  - Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
  - Support your argument with analysis of historical examples outside the documents.
  - Connect historical phenomena relevant to your argument to broader events or processes.
  - Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.
1. Compare and contrast views of United States overseas expansion in the late nineteenth and early twentieth centuries. Evaluate how understandings of national identity, at the time, shaped these views.

Document 1

Source: E. E. Cooper, African American editor of the Washington, D.C., newspaper *Colored American*, newspaper articles, 1898.

March 19: [The war with Spain will result in a] quickened sense of our duty toward one another, and a loftier conception of the obligations of government to its humblest citizen. . . . April 30: [Black participation in the war will bring about] an era of good feeling the country over and cement the races into a more compact brotherhood through perfect unity of purpose and patriotic affinity [where White people will] . . . unloose themselves from the bondage of racial prejudice.

Document 2

Source: William Graham Sumner, sociology professor at Yale University, "The Conquest of the United States by Spain," speech given at Yale in 1899.

The Americans have been committed from the outset to the doctrine that all men are equal. We have elevated it into an absolute doctrine as a part of the theory of our social and political fabric. . . . It is an astonishing event that we have lived to see American arms carry this domestic dogma out where it must be tested in its application to unenlightened and half-civilized peoples. At the first touch of the test we throw the doctrine away and adopt the Spanish doctrine. We are told by all the imperialists that these people are not fit for liberty and self-government; that it is rebellion for them to resist our beneficence; that we must send fleets and armies to kill them if they do it; that we must devise a government for them and administer it ourselves; that we may buy them or sell them as we please, and dispose of their "trade" for our own advantage. What is that but the policy of Spain to her dependencies? What can we expect as a consequence of it? Nothing but that it will bring us where Spain is now.

GO ON TO THE NEXT PAGE.

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Document 3

Source: Statement attributed to President William McKinley, describing to a church delegation the decision to acquire the Philippines, 1899.

When next I realized that the Philippines had dropped into our laps, I confess I did not know what to do with them. I sought counsel from all sides—Democrats as well as Republicans—but got little help. . . . I walked the floor of the White House night after night until midnight, and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed to Almighty God for light and guidance more than one night. And one night late it came to me this way—I don't know how it was, but it came:

- (1) That we could not give them back to Spain—that would be cowardly and dishonorable;
- (2) That we could not turn them over to France or Germany, our commercial rivals in the Orient—that would be bad business and discreditable;
- (3) That we could not leave them to themselves—they were unfit for self-government, and they would soon have anarchy and misrule worse than Spain's was; and
- (4) That there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them, and by God's grace do the very best we could by them. . . .

And then I went to bed and went to sleep, and slept soundly, and the next morning I sent for the chief engineer of the War Department (our map-maker), and I told him to put the Philippines on the map of the United States [pointing to a large map on the wall of his office], and there they are and there they will stay while I am president!

Document 4

Source: Jane Addams, social reformer, "Democracy or Militarism," speech given in Chicago, 1899.

Some of us were beginning to hope that . . . we were ready to accept the peace ideal. . . . to recognize that . . . the man who irrigates a plain [is] greater than he who lays it waste. Then came the Spanish war, with its gilt and lace and tinsel, and again the moral issues are confused with exhibitions of brutality. For ten years I have lived in a neighborhood which is by no means criminal, and yet during last October and November we were started by seven murders within a radius of ten blocks. A little investigation of details and motives . . . made it not in the least difficult to trace the murders back to the influence of the war. . . . The newspapers, the theatrical posters, the street conversations for weeks had to do with war and bloodshed. The little children on the street played at war. . . . killing Spaniards. The humane instinct . . . gives way, and the barbaric instinct asserts itself.

Document 5

Source: Theodore Roosevelt, "The Strenuous Life," speech given to business owners and local leaders, Chicago, 1899.

The Philippines offer a [grave] problem. . . . Many of their people are utterly unfit for self-government, and show no signs of becoming fit. Others may in time become fit but at present can only take part in self-government under a wise supervision, at once firm and beneficent. We have driven Spanish tyranny from the islands. If we now let it be replaced by savage anarchy, our work has been for harm and not for good. I have scant patience with those who fear to undertake the task of governing the Philippines, and who openly avow that they do fear to undertake it, or that they shrink from it because of the expense and trouble; but I have even scantier patience with those who make a pretense of humanitarianism to hide and cover their timidity, and who cant about "liberty" and the "consent of the governed," in order to excuse themselves for their unwillingness to play the part of men. . . . Their doctrines condemn your forefathers and mine for ever having settled in these United States.

Document 6

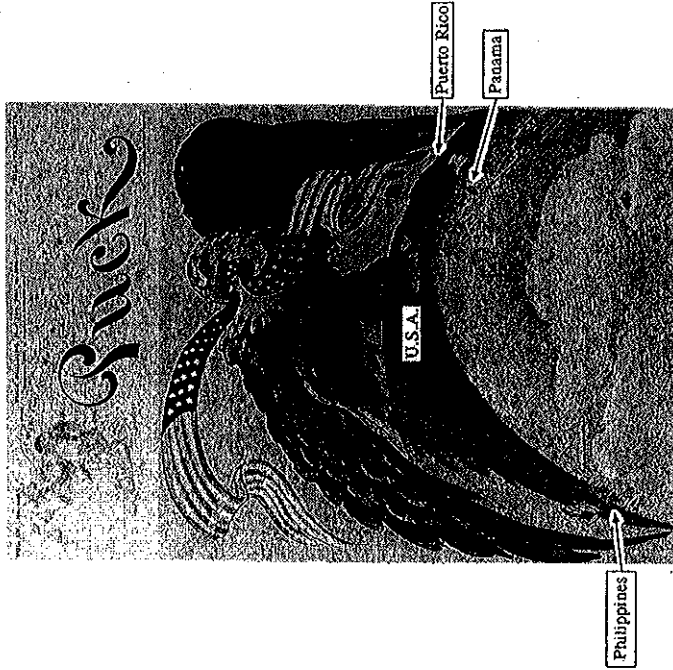
Source: William Jennings Bryan speech, campaign for the presidency, 1900.

Imperialism is the policy of an empire. And an empire is a nation composed of different races, living under varying forms of government. A republic cannot be an empire, for a republic rests upon the theory that the government derive their powers from the consent of the governed and colonialism violates this theory. We do not want the Filipinos for citizens. They cannot, without danger to us, share in the government of our nation and moreover, we cannot afford to add another race question to the race questions which we already have. Neither can we hold the Filipinos as subjects even if we could benefit them by so doing. . . . Our experiment in colonialism has been unfortunate. Instead of profit, it has brought loss. Instead of strength, it has brought weakness. Instead of glory, it has brought humiliation.

GO ON TO THE NEXT PAGE.

Document 7

Source: *Puck*, a satirical magazine, June 29, 1904.



His 128th Birthday.  
"Gee, but this is an awfui stretch!"

END OF DOCUMENTS FOR QUESTION 1

GO ON TO THE NEXT PAGE.

Unit 7 Document Based Question Essay Name \_\_\_\_\_

Essay due on \_\_\_\_\_

COMPLETE THIS ON YOUR OWN PAPER, since this is printed so tiny!!!

- Process all 7 documents using the graphic organizer below: (or format your own)

	Document Description	Imperialistic / anti-imperialistic	Understanding of National Identity (in terms of geography, ethnicity, religion)
1			
2			
3			
4			
5			
6			
7			

**Document Based Question Scoring Rubric**

This is the rubric by which all responses to Document Based Questions will be graded. It is imperative that you familiarize yourself with this rubric and write with it in mind. This is the same rubric the College Board will use to assess a score to your written response to the Document Based Question on the AP US History Exam in May.

<b>Thesis (1pt)</b>	
States a Thesis that directly addresses all parts of the question, may not simply restate the question.	1
Points Earned:	0

<b>Analysis of Documents (3pts)</b>	
Offers plausible analysis of the content of the majority of the documents, explicitly using this analysis to support the stated thesis or a relevant argument.	Offers plausible analysis of <u>BOTH</u> the content of <u>all</u> documents, explicitly using this analysis to support the stated thesis or a relevant argument.
OR	OR
Addresses at least one of the following for the majority of the documents. <ul style="list-style-type: none"> <li>Intended Audience</li> <li>Purpose</li> <li>Historical Context</li> <li>The author's Point of View</li> </ul>	Addresses at least one of the following for <u>all</u> or <u>all but one</u> of the documents. <ul style="list-style-type: none"> <li>Intended Audience</li> <li>Purpose</li> <li>Historical Context</li> <li>The author's Point of View</li> </ul>
1 point	2 points
DOC 1	DOC 2 DOC 3 DOC 4 DOC 5 DOC 6 DOC 7
Support Thesis IA, P, HC, POV	
Points Earned:	1 2 3

<b>Analysis of outside examples to support the thesis/argument (1pt)</b>	
Uses significant and relevant outside information to support the argument that goes beyond the information presented in the documents.	1
Points Earned:	0

<b>Contextualization (1pt)</b>	
Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes.	1
Points Earned:	0

<b>Synthesis (1pt)</b>	
Response synthesizes the argument, evidence, analyses of the documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question. <p>Appropriately extends or modifies the stated thesis or argument.</p>	Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances.
OR	OR
Recognizes and effectively accounts for disparate, sometimes contradictory evidence from primary and/or secondary sources in crafting a coherent argument.	
1 point	1 point
Points Earned:	0 1

<b>TOTAL POINTS EARNED: (out of 7)</b>						
0	1	2	3	4	5	6 7

<b>Teacher Feedback</b>	

# Practice Long Essay. You may use 1 to 6 pages.

Circle the question number that you are answering on this page.

<del>Mandatory</del>	<del>Circle one</del>
<del>1</del>	<del>2 or 3</del>

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