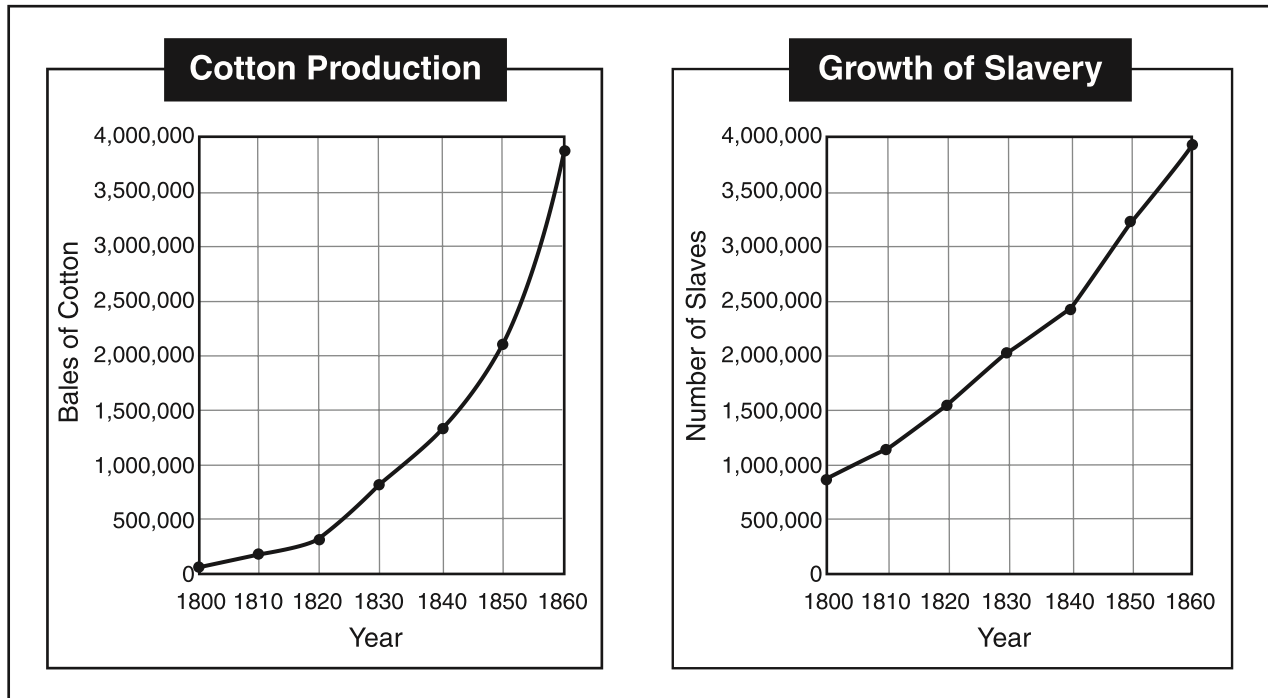


## Part A

### Short-Answer Questions

*Directions:* Analyze the documents and answer the short-answer questions that follow each document in the space provided.

#### Document 1a



Source: *Historical Statistics of the United States, Colonial Times to 1970* (adapted)

1a Based on these graphs, state **one** relationship between cotton production and the growth of slavery between 1800 and 1860. [1]

Score

## Document 1b

African-born James L. Bradley was a slave who purchased his freedom. In 1834, while a student at the Lane Seminary in Cincinnati, Ohio, he wrote a short account of his life. This is an excerpt from his account.

... I will begin as far back as I can remember. I think I was between two and three years old when the soul-destroyers tore me from my mother's arms, somewhere in Africa, far back from the sea. They carried me a long distance to a ship; all the way I looked back, and cried. The ship was full of men and women loaded with chains; but I was so small, they let me run about on deck. After many long days, they brought us into Charleston, South Carolina. A slaveholder bought me, and took me up into Pendleton County. I suppose that I staid [stayed] with him about six months. He sold me to a Mr. Bradley, by whose name I have ever since been called. This man was considered a wonderfully kind master; and it is true that I was treated better than most of the slaves I knew. I never suffered for food, and never was flogged with the whip; but oh, my soul! I was tormented with kicks and knocks more than I can tell. My master often knocked me down, when I was young. Once, when I was a boy, about nine years old, he struck me so hard that I fell down and lost my senses. I remained thus some time, and when I came to myself, he told me he thought he had killed me. At another time, he struck me with a currycomb [metal comb used for grooming horses], and sunk the knob into my head. I have said that I had food enough; I wish I could say as much concerning my clothing. But I let that subject alone, because I cannot think of any suitable words to use in telling you....

Source: Bailey and Kennedy, eds., *The American Spirit, Volume I: To 1877*, Houghton Mifflin, 1998

1b According to this document, what was **one** hardship James L. Bradley experienced as a slave? [1]

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Score

## Document 2

... There were tactical differences between [Frederick] Douglass and William Lloyd Garrison, white abolitionist and editor of *The Liberator*—differences between black [African American] and white abolitionists in general. Blacks were more willing to engage in armed insurrection [rebellion], but also more ready to use existing political devices—the ballot box, the Constitution—anything to further their cause. They were not as morally absolute in their tactics as the Garrisonians. Moral pressure would not do it alone, the blacks knew; it would take all sorts of tactics, from elections to rebellion....

White abolitionists did courageous and pioneering work, on the lecture platform, in newspapers, in the Underground Railroad. Black abolitionists, less publicized, were the backbone of the antislavery movement. Before Garrison published his famous *Liberator* in Boston in 1831, the first national convention of Negroes had been held, David Walker had already written his “Appeal,” and a black abolitionist magazine named *Freedom’s Journal* had appeared. Of *The Liberator’s* first twenty-five subscribers, most were black....

Source: Howard Zinn, *A People’s History of the United States, 1492–Present*, Harper Perennial, 2003

2 According to Howard Zinn, what was **one** method used by abolitionists to achieve their goals? [1]

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Score

**Document 3**

... The success or failure of abolitionism must be judged against the broader question, what was possible? In confronting the most divisive issue in American history, slavery, abolitionism provided the voice of conscience. It assisted tens of thousands of individual blacks, steered the nation toward a recognition of universal rights, and was instrumental in embedding those rights into the Constitution.

Even the “mistakes” of abolitionism had interesting consequences. For example, because male abolitionists did not fight to include the word “female” in the Thirteenth\*, Fourteenth, and Fifteenth amendments, the women’s rights movement was rekindled in a backlash of anger...

Source: Wendy McElroy, “The Abolitionist Adventure,” The Independent Institute, July 1, 2003

\*The 13th amendment applied equally to females and males.

3 According to Wendy McElroy, what were *two* impacts of the abolitionist movement? [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

#### Document 4

Representatives of *The Harbinger* visited factories in Lowell, Massachusetts, and Manchester, New Hampshire. This is an excerpt from the magazine's report of its findings.

... The girls [in the Lowell Mills] attended upon an average three looms; many attended four, but this requires a very active person, and the most unremitting [constant] care. However, a great many do it. Attention to two is as much as should be demanded of an operative. This gives us some idea of the application required during the thirteen hours of daily labor. The atmosphere of such a room cannot of course be pure; on the contrary, it is charged with cotton filaments and dust, which, we are told, are very injurious to the lungs.

On entering the room, although the day was warm, we remarked that the windows were down. We asked the reason, and a young woman answered very naively, and without seeming to be in the least aware that this privation of fresh air was anything else than perfectly natural, that "when the wind blew, the threads did not work well." After we had been in the room for fifteen or twenty minutes, we found ourselves, as did the persons who accompanied us, in quite a perspiration, produced by a certain moisture which we observed in the air, as well as by the heat...

Source: "The Female Workers of Lowell," *The Harbinger*, November 14, 1836

- 4 According to this document, what was **one** condition faced by factory workers in the Lowell Mills in the 1830s? [1]

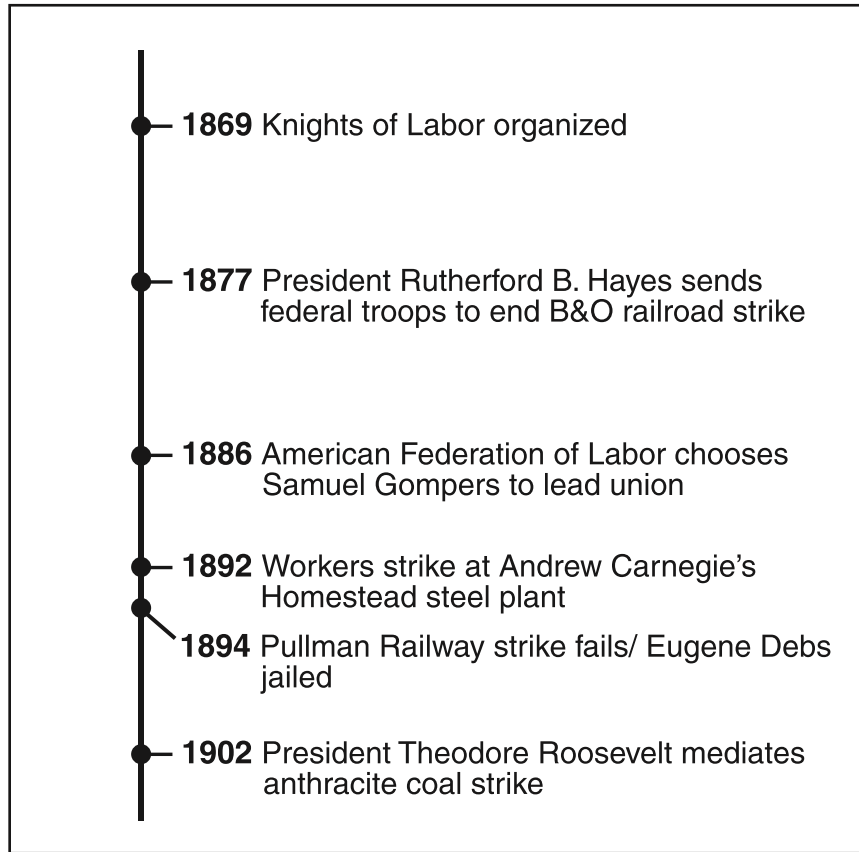
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Score

Document 5

Selected Events in Labor History



5 Based on this time line, what was **one** way workers responded to their working conditions between 1869 and 1902? [1]

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Score

## Document 6a

... A better relationship between labor and management is the high purpose of this Act. By assuring the employees the right of collective bargaining it fosters the development of the employment contract on a sound and equitable basis. By providing an orderly procedure for determining who is entitled to represent the employees, it aims to remove one of the chief causes of wasteful economic strife. By preventing practices which tend to destroy the independence of labor, it seeks, for every worker within its scope, that freedom of choice and action which is justly his....

Source: President Franklin D. Roosevelt, Statement on Signing the National Labor Relations [Wagner] Act, July 5, 1935

6a According to President Franklin D. Roosevelt, what was **one** way the National Labor Relations [Wagner] Act would affect workers? [1]

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Score

**Document 6b**

Congress passed the Fair Labor Standards Act in 1938.

# EMPLOYEE RIGHTS UNDER THE FAIR LABOR STANDARDS ACT

THE UNITED STATES OF LABOR WAGE AND HOUR DIVISION

## FEDERAL MINIMUM WAGE

**\$5.85** PER HOUR

BEGINNING JULY 24, 2007

**\$6.55** PER HOUR

BEGINNING JULY 24, 2008

**\$7.25** PER HOUR

BEGINNING JULY 24, 2009

**OVERTIME PAY** At least 1½ times your regular rate of pay for all hours worked over 40 in a workweek.

**YOUTH EMPLOYMENT** An employee must be at least **16** years old to work in most non-farm jobs and at least **18** to work in non-farm jobs declared hazardous by the Secretary of Labor.

Youths **14** and **15** years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs under the following conditions:

**No more than**

- **3** hours on a school day or **18** hours in a school week;
- **8** hours on a non-school day or **40** hours in a non-school week.

Also, work may not begin before **7 a.m.** or end after **7 p.m.**, except from June 1 through Labor Day, when evening hours are extended to **9 p.m.** Different rules apply in agricultural employment. For more information, visit the YouthRules! Web site at [www.youthrules.gov](http://www.youthrules.gov).

Source: U.S. Department of Labor, 2007 (adapted)

6b Based on this Department of Labor poster, what is **one** way the Fair Labor Standards Act continues to affect workers? [1]

Score



## Document 7a

... The women in Mary McClintock's [an organizer of the Seneca Falls Convention] kitchen concluded that action was required and resolved to call a woman's rights convention the next week, July 19 and 20 [1848]. On short notice, more than two hundred women and about forty men from the surrounding towns and countryside came to the meeting in the Wesleyan Chapel at Seneca Falls. They must have known that such an event was radically new. Indeed, the leaders prevailed on James Mott to preside as they quailed [faltered] before such a large, mixed audience. Yet the women at Seneca Falls brought with them a seventy-year-long tradition of female activity. Many had traveled the same route over and over to attend revivals, missionary meetings, and female gatherings in the name of temperance, moral reform, and abolition. Their mothers' generation had been the leading force in the Great Awakening two decades before. Their grandmothers and great-grandmothers boycotted tea, spun and wove for the army, and believed themselves "born for liberty." When the organizers of the convention started to write a statement for the body to debate, they returned to the legacy of their revolutionary foremothers: "We hold these truths to be self-evident," they wrote, "that all men and women are created equal." ...

Source: Sara M. Evans, *Born for Liberty: A History of Women in America*, The Free Press, 1989

7a According to Sara M. Evans, what was **one** experience of women that contributed to their demand for equality? [1]

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Score

**Document 7b**

... The history of mankind is a history of repeated injuries and usurpations [dispossessions] on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice....

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns....

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it....

Source: Seneca Falls *Declaration of Sentiments*, 1848

7b According to this document, what was **one** grievance stated in the Seneca Falls *Declaration of Sentiments*? [1]

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Score

Document 8a



Source: Library of Congress, 1917 (adapted)

Document 8b

... As [Elizabeth Cady] Stanton predicted, women’s professional and tactical experience contributed powerfully to a reinvigorated suffrage movement. NAWSA [National American Woman Suffrage Association] proved to be an effective, formidable organization. Its membership increased geometrically, from 13,150 in 1893 to over two million in 1917. Suffragists mounted hundreds of campaigns within party conventions, legislatures and constitutional convocations [assemblies]. They raised millions of dollars, mostly in small sums. Countless men and women participated in vigils, parades, hunger strikes and illegal invasions of polling places. Dozens suffered imprisonment and fines. In 1873, Susan B. Anthony was arrested for the federal crime of “having voted without the lawful right to vote.” At her highly publicized trial in Rochester, New York, she was convicted and fined by a judge who brushed aside the jury and whose opinion had been written in advance of the trial...

Source: Sandra F. VanBurkleo, “No Rights But Human Rights: The Emancipation of American Women,” *Constitution*, Spring-Summer, 1990

8 Based on these documents, what were **two** methods used by women’s rights groups to influence American public opinion? [2]

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

Score

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

Score

## Document 9

... As it turned out, women's suffrage had few consequences, good or evil. Millions of women voted (although never in the same proportion as men), women were elected to public office (several gained seats in Congress by the end of the 1920's), but the new electorate caused scarcely a ripple in American political life. Women like Jane Addams made great contributions, but it would be difficult to demonstrate that they accomplished any more after they had the vote than before. It was widely believed, although never proved, that women cast a "dry" vote for Hoover in 1928 and that women were likely to be more moved than men to cast a "moral-issue" vote. Otherwise, the earth spun around much as it had before....

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–32*, University of Chicago Press, 1958

9 According to William E. Leuchtenburg, what was **one** result of women's suffrage on American society? [1]

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Score