

2023-24 Unit 4 DBQ

Document A

Source: Lord Dunmore’s Proclamation, Virginia, 1775.

I do require every Person capable of bearing Arms, to [resort] to His MAJESTY’S STANDARD, or be looked upon as Traitors to His MAJESTY’S Crown and Government. . . . And I do hereby further declare all indentured Servants, Negroes, or others, ([belonging] to Rebels,) free that are able and willing to bear Arms, they joining His MAJESTY’S Troops as soon as may be, for the more speedily reducing this Colony to a proper Sense of their Duty, . . .

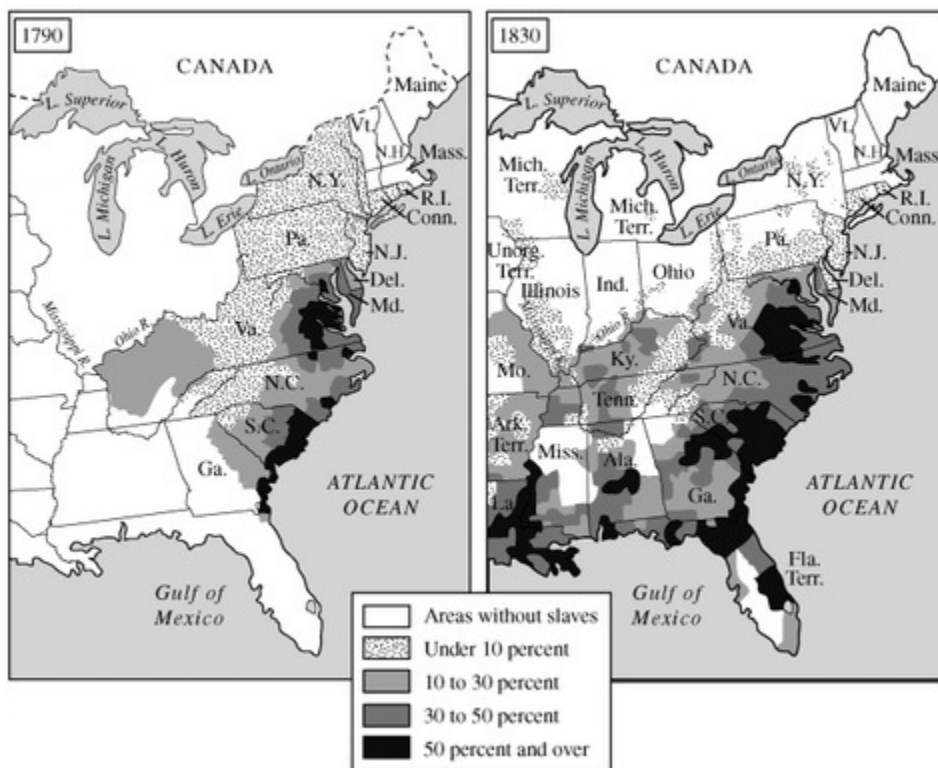
Document B

Source: Paul Cuffe’s Petition, Massachusetts, 1780.

. . . by Reason of long bondage and hard Slavery we have been deprived of enjoying the profits of our labor or the advantage of inheriting estates from our parents as our neighbors the white people do . . . & yet . . . we are not allowed the privilege of freemen of the State having no vote or influence in the election of those that tax us . . . yet many of our Color (as is well known) have cheerfully entered the field of battle in the defense of the Common cause and that (as we conceive) against a similar exertion of power (in regard to taxation) too well known to need a recital in this place.

Document C

SLAVERY IN THE UNITED STATES



2023-24 Unit 4 DBQ

Document D

Source: Negro Methodist Meeting in Philadelphia, 1790s.



Document E

Source: Absalom Jones and Richard Allen, Philadelphia, 1794.

There is much gratitude due from our color towards the white people, very many of them are instruments in the hand of God for our good, even such as have held us in captivity, are now pleading our cause with earnestness and zeal; . . . much depends upon us for the help of our color more than we are aware; if we are lazy and idle, the enemies of freedom plead it as a cause why we ought not to be free, and say we are better in a state of servitude, and that giving us our liberty would be an injury to us, and by such conduct we strengthen the bands of oppression, and keep many in bondage who are more worthy than ourselves.

Document F

Source: Venture Smith's Narrative, 1798.

I asked my master one time if he would consent to have me purchase my freedom. He replied that he would. I was then very happy, knowing that I was at that time able to pay part of the purchase money by means of the money which I had some time buried. . . . What was wanting in redeeming myself, my master agreed to wait on me for, until I could procure it for him. . . . There was continually some interest accruing on my master's note to my friend, the free negro man above

2023-24 Unit 4 DBQ

named, which I received, and with some besides, which I got by fishing, I laid out in land adjoining my old master Stanton's. By cultivating this land with the greatest diligence and economy, at times when my master did not require my labor, in two years I had laid up ten pounds.

Document G

Source: The Confessions of "Ben," a conspirator in Gabriel Prosser's Rebellion, 1800.

. . . Mr. Prosser's Gabriel wished to bring on the business as soon as possible. Gilbert said the summer was almost over, and he wished them to enter upon the business before the weather got too cold. Gabriel proposed that the subject should be referred to his brother Martin to decide upon. Martin said there was this expression in the Bible, delays breed danger; at this time, he said, the country was at peace, the soldiers were discharged, and the arms all put away; there was no patrolling in the country, and that before he would any longer bear what he had borne, he would turn out and fight with his stick . . . I read in my Bible where God says if we will worship Him we should have peace in all our land; five of you shall conquer a hundred, and a hundred a thousand of our enemies . . .

Document H

Source: Letter to ministers from the Vermont Colonization Society, 1820.

The Managers of the Vermont Colonization Society . . . proposed to the Inhabitants of this State, a general contribution [of] . . . one cent only, from each inhabitant of the State. . . . By promoting this contribution, you will give efficient aid to a Society, whose benevolent object is, by establishing colonies on the coast of Africa, to open a door for the gradual emancipation of the slaves in our own country, to impose an effectual barrier against the continuance of the slave trade, and ultimately to extend the blessings of civilization, and of the christian religion, throughout the vast and hitherto benighted regions of Africa.

Document I

Source: Prince Hall, African American leader in Boston and founder of the African Masonic movement, 1797.

[(B)lacks must] bear up under the daily insults we meet with in the streets of Boston, much more on public days of recreation. How at such times are we shamefully abused, and that to such a degree, that we may truly be said to carry our lives in our hands, and the arrows of death are flying about our heads. Helpless women have their clothes torn from their backs . . . [and] twenty or thirty cowards have fallen upon one man.

Source: Hosea Easton, an African American living in Boston, 1820s.

. . . cuts and placards descriptive of the Negro deformity, are every where displayed. . . . Many of the popular book stores, in commercial towns and cities, have their show windows lined with them. The bar-rooms of the most popular public houses in the country, sometimes have their ceiling literally covered with them. This display of American civility is under the daily observation of every class of society, even in New England.

Document J

2023-24 Unit 4 DBQ

Source: David Walker, Appeal to the Colored Citizens of the World, 1829.

For my own part, I am glad Mr. Jefferson has advanced his positions for your sake; for you will either have to contradict or confirm him by your own actions, and not by what our friends have said or done for us; for those things are other men's labors, and do not satisfy the Americans, who are waiting for us to prove to them ourselves that we are MEN, before they will be willing to admit the fact; for I pledge you my sacred word of honor, that Mr. Jefferson's remarks respecting us, have sunk deep into the hearts of millions of the whites, and never will be removed this side of eternity.—For how can they, when we are confirming him every day, by our groveling submissions and treachery?

Remember Americans, that we must and shall be free and enlightened as you are, will you wait until we shall, under God, obtain our liberty by the crushing arm of power? Will it not be dreadful for you? I speak, Americans, for your good. We must and shall be free I say, in spite of you. You may do your best to keep us in wretchedness and misery, to enrich you and your children; but God will deliver us from you. And woe, woe, will be to you if we have to obtain our freedom by fighting.

- 1. Directions:** The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-J and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

From 1775 to 1830, many African Americans gained freedom from slavery, yet during the same period the institution of slavery expanded. Explain why BOTH of those changes took place. Analyze the ways that BOTH free African Americans and enslaved African Americans responded to the challenges confronting them.

2023-24 Unit 4 DBQ**Document A**

Source: Elbridge Gerry, letter to the Massachusetts legislature, October 18, 1787.

My principal objections to the plan [the United States Constitution] are, that there is no adequate provision for a representation of the people; that they have no security for the right of election; that some of the powers of the legislature are ambiguous, and others indefinite and dangerous; that the executive is blended with, and will have undue influence over, the legislature; that the judicial department will be oppressive; . . . and that the system is without the security of a bill of rights.

Document B

Source: James Madison, *The Federalist* paper number 10, November 22, 1787.

Among the numerous advantages promised by a well constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction. . . .

[T]he most common and durable source of factions has been the various and unequal distribution of property. Those who hold and those who are without property have ever formed distinct interests in society. . . . A landed interest, a manufacturing interest, a mercantile interest, a moneyed interest, with many lesser interests, grow up of necessity in civilized nations. . . . The regulation of these various and interfering interests forms the principal task of modern legislation, and involves the spirit of party and faction in the necessary and ordinary operations of the government. . . .

If a faction consists of less than a majority, relief is supplied by the republican principle, which enables the majority to defeat its sinister views by regular vote. It may clog the administration, it may convulse the society; but it will be unable to execute and mask its violence under the forms of the Constitution. . . .

[T]he greater number of citizens and extent of territory which may be brought within the compass of republican [government] . . . renders factious combinations less to be dreaded. . . . Extend the sphere, and you take in a greater variety of parties and interests.

Document C

Source: George Washington, letter to the Marquis de Lafayette, February 7, 1788.

With regard to the two great points (the pivots on which the whole machine must move) my Creed is simply:

[First] that the general Government is not invested with more Powers than are indispensably necessary to perform [the] functions of good Government; and, consequently, that no objection ought to be made against the quantity of Power delegated to it.

[Second] that these Powers (as the appointment of all Rulers will forever arise from, and, at short stated intervals, recur to the free suffrage of the People) are so distributed among the Legislative, Executive, and Judicial Branches, into which the general Government is arranged, that it can never be in danger of degenerating into a monarchy, an Oligarchy, an Aristocracy, or any other despotic or oppressive form; so long as there shall remain any virtue in the body of People. . . .

Should that which is now offered to the People of America, be found an experiment less perfect than it can be made—a

2023-24 Unit 4 DBQ

Constitutional door is left open for its amelioration. . . . So many . . . contradictory, and, in my opinion, unfounded objections have been urged against the System in contemplation; many of which would operate equally against every efficient Government that might be proposed. I will only add, as a farther opinion founded on the maturest deliberation, that there is no alternative . . . between the adoption of this and a recurrence to an unqualified state of Anarchy, with all its deplorable consequences.

Document D

Source: George Mason, from a debate in the Virginia Ratifying Convention, June 4, 1788.

Mr. Chairman, whether the Constitution be good or bad, the present clause clearly discovers that it is a national government, and no longer a Confederation. I mean that clause which gives the first hint of the general government laying direct taxes. The assumption of this power of laying direct taxes does, of itself, entirely change the confederation of the states into one consolidated government. This power, being at discretion, unconfined, and without any kind of control, must carry everything before it. The very idea of converting what was formerly a confederation to a consolidated government, is totally subversive of every principle which has hitherto governed us.

Document E

Source: Alexander Hamilton, “On the Constitutionality of a National Bank,” February 23, 1791.

To establish such a right, it remains to show the relation of such an institution to one or more of the specified powers of the government. Accordingly it is affirmed that it has a relation, more or less direct, to the power of collecting taxes, to that of borrowing money, to that of regulating trade between the States, and to those of raising and maintaining fleets and armies [I]t is clearly within the provision which authorizes the making of all needful rules and regulations concerning the property of the United States. . . .

To designate or appoint the money or thing in which taxes are to be paid, is not only a proper, but a necessary exercise of the power of collecting them.

Document F

Source: Article from *Gazette of the United States*, a pro-Federalist Philadelphia newspaper, August 10, 1794.

These [Democratic-Republican] Societies, strange as it may seem, have been formed in a free elective government for the sake of *preserving liberty*. And what is the liberty they are striving to introduce? It is the liberty of reviling the rulers who are chosen by the people and the government under which they live. It is the liberty of bringing the laws into contempt and persuading people to resist them. It is the liberty of condemning every system of Taxation because they have resolved that they will not be subject to laws—that they will not pay any taxes. To suppose that societies were formed with the purpose of opposing and with the hope of destroying government, might appear [unfair] provided they had not already excited resistance to the laws and provided some of them had not publicly avowed their opinions that they *ought not to pay any taxes*.

Document G

Source: Article from *General Advertiser*, a Philadelphia newspaper opposed to the Federalists, commenting on the enforcement of the whiskey tax, August 20, 1794.

2023-24 Unit 4 DBQ

As violent means appear [to be] the desire of high toned government men, it is to be hoped that those who derive the most benefit from our revenue laws will be the [first] to march against the Western insurgents. Let stockholders, bank directors, speculators and revenue officers arrange themselves immediately under the banners of the treasury, and try their prowess in arms as they have done in calculation.

Document H

Source: Edward Livingston, member of the House of Representatives from New York, addressing Congress, June 1798.

By [the Alien Act] the President alone is empowered to make the law; to fix in his own mind what acts, what words, what thoughts, or looks, shall constitute the crime contemplated by the bill; that is, the crime of being “suspected to be dangerous to the peace and safety of the United States.” This comes completely within the definition of despotism—a union of legislative, executive, and judicial powers.

Document I

Source: United States Supreme Court, *Marbury v. Madison*, 1803.

Certainly all those who have framed written constitutions contemplate them as forming the fundamental and paramount law of the nation, and consequently the theory of every such government must be that an act of the legislature repugnant to the constitution is void. . . .

It is emphatically the province and duty of the judicial department to say what the law is. Those who apply the rule to particular cases must, of necessity, expound and interpret that rule. If two laws conflict with each other, the courts must decide on the operation of

each. . . .

The judicial power of the United States is extended to all cases arising under the Constitution.

Document J

2023-24 Unit 4 DBQ



2. Explain the issues that created the greatest controversies during the ratification of the United States Constitution (1787–1788) and analyze how those issues continued to divide the nation during the two decades following ratification (1789–1809).

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
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- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2023-24 Unit 4 DBQ**Document A**

Source: Thomas Jefferson, “Manufactures,” *Notes on the State of Virginia*, 1781.

The political economists of Europe have established it as a principle that every state should endeavor to manufacture for itself: and this principle, like many others, we transfer to America, without calculating the difference of circumstance which should often produce a difference of result. . . .

But we have an immensity of land. . . . Is it best then that all our citizens should be employed in its improvement, or that one half should be called off from that to exercise manufactures and handicraft arts for the other? Those who labor in the earth are the chosen people of God. . . .

While we have land to labor then, let us never wish to see our citizens occupied at a work-bench. . . . for the general operations of manufacture, let our work-shops remain in Europe. . . . The loss by the transportation of commodities across the Atlantic will be made up in happiness and permanence of government.

Document B

Source: Alexander Hamilton, Report on the Subject of Manufactures, 1791.

To the subject of Manufactures; and particularly to the means of promoting such as will tend to render the United States, independent [of] foreign nations, for military and other essential supplies. . . .

The expediency of encouraging manufactures in the United States, which was not long since deemed very questionable, appears at this time to be pretty generally admitted. The embarrassments, which have obstructed the progress of our external trade, have led to serious reflections on the necessity of enlarging the sphere of our domestic commerce. . . .

Manufacturing establishments [augment] . . . the produce and revenue of the society [through]. . .

1. The division of labor.
2. An extension of the use of machinery.
3. Additional employment to classes of the community not ordinarily engaged in the business.
4. The promoting of emigration from foreign countries.
5. The furnishing greater scope for the diversity of talents and dispositions which discriminate men from each other.
6. The affording a more ample and various field for enterprise.
7. The creating in some instances a new, and securing in all, a more certain and steady demand for the surplus produce of the soil.

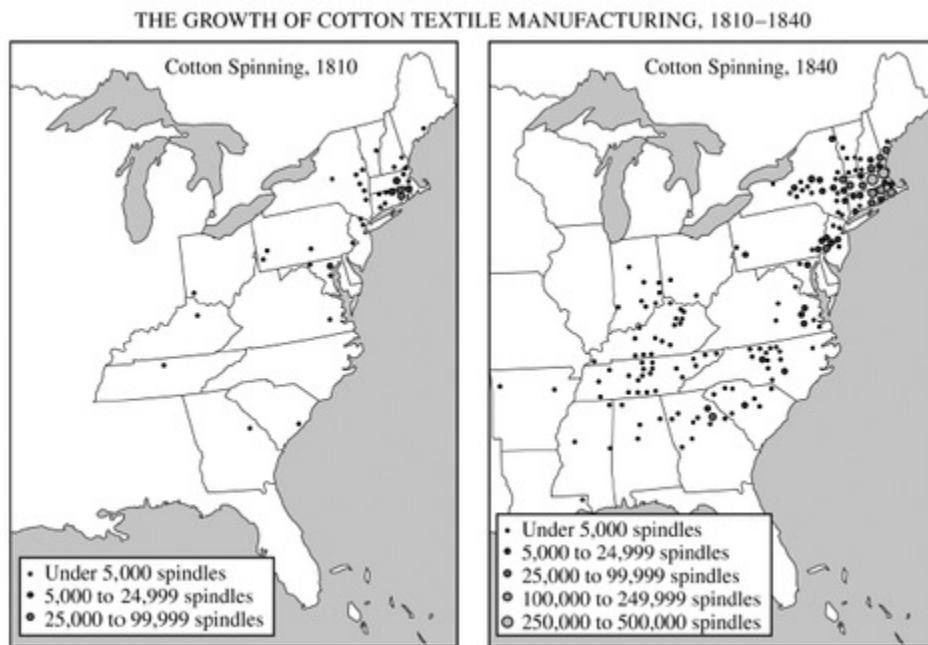
Document C

Source: President Thomas Jefferson, Eighth Annual Message, 1808.

2023-24 Unit 4 DBQ

The suspension of our foreign commerce, produced by the injustice of the belligerent powers, and the consequent losses and sacrifices of our citizens, are subjects of just concern. The situation into which we have . . . been forced, has impelled us to apply a portion of our industry and capital to internal manufactures and improvements. The extent of this conversion is daily increasing, and little doubt remains that the establishments formed and forming will—under the auspices of cheaper materials and subsistence, the freedom of labor from taxation with us, and of protecting duties and prohibitions—become permanent.

Document D



Document E

Source: Henry Clay, United States Representative from Kentucky, campaign pamphlet, 1824.

Manufacturers and Mechanics,

Your enemies have rallied under the banner of Gen. Jackson—the same man whom they a few days since declared a tyrant and a murderer. One of their avowed objects is a repeal of all the laws which have been enacted for the encouragement of manufactures.

If the Jackson Party prevail, a majority of the next Congress will be opposed to the tariff, to mechanics, to manufacturers, and domestic industry. As proof of this, the Jackson papers, nearly one and all, have published articles recommending the repeal of all the laws that have been passed to encourage our mechanics and manufacturers. The consequences will be, that the sound of the shuttle will not more be heard. Our stores will be filled with British and Scotch [textiles].

Document F

Source: President Andrew Jackson, message to the United States Senate, July 10, 1832.

2023-24 Unit 4 DBQ

A bank of the United States is in many respects convenient for the Government and useful to the people. . . [but] some of the powers and privileges possessed by the existing bank are unauthorized by the Constitution, subversive of the rights of the States, and dangerous to the liberties of the people. . . . I sincerely regret that in the act before me I can perceive none of those modifications of the bank charter which are necessary, in my opinion, to make it compatible with justice, with sound policy, or with the Constitution of our country. . . .

It is to be regretted that the rich and powerful too often bend the acts of government to their selfish purposes. Distinctions in society will always exist under every just government. Equality of talents, of education, or of wealth can not be produced by human institutions. In the full enjoyment of the gifts of Heaven and the fruits of superior industry, economy, and virtue, every man is equally entitled to protection by law; but when the laws undertake to add to these natural and just advantages artificial distinctions, to grant titles, gratuities, and exclusive privileges, to make the rich richer and the potent more powerful, the humble members of society—the farmers, mechanics, and laborers—who have neither the time nor the means of securing like favors to themselves, have a right to complain of the injustice of their Government.

Document G

RAILROAD AND CANAL MILEAGE, 1830 AND 1840

Region	1830		1840	
	Canal	Railroad	Canal	Railroad
Northeastern states	950	73	1,919	1,673
Midwestern states	245	0	894	114
Southern states	80	0	297	1,456

Document H

Source: Harriet H. Robinson, “Early Factory Labor in New England,” on her life in the Lowell mills in the 1830s from the age of ten, published in 1883.

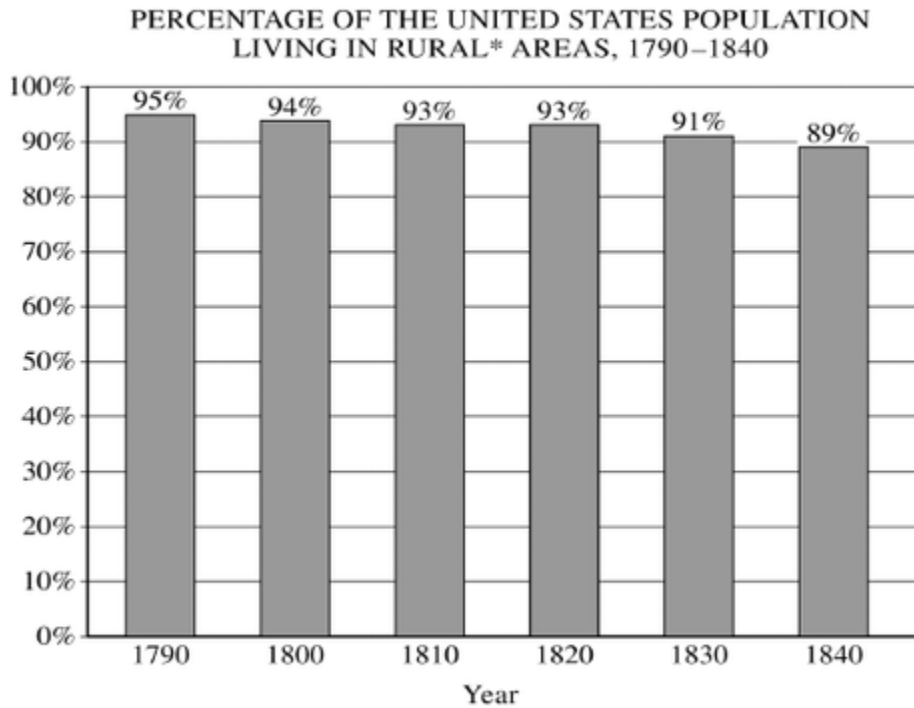
In 1832, Lowell was little more than a factory village. Five “corporations” were started, and the cotton mills belonging to them were building. Help was in great demand and stories were told all over the country of the new factory place, and the high wages that were offered to all classes of work-people; stories that reached the ears of mechanics’ and farmers’ sons and gave new life to lonely and dependent women in distant towns and farm-houses. . . . Troops of young girls came from different parts of New England, and from Canada, and men were employed to collect them at so much a head, and deliver them at the factories.

The early mill girls were of different ages. Some . . . were not over ten years of age; a few were in middle life, but the majority were between the ages of sixteen and twenty-five. . . . The working hours of all the girls extended from five o’clock in the morning until seven in the evening, with one half-hour each, for breakfast and dinner. . . .

One of the first strikes that ever took place in this country was in Lowell in 1836. When it was announced that the wages were to be cut down, great indignation was felt, and it was decided to strike or “turn out” en masse. This was done. The mills were shut down, and the girls went from their several corporations in procession to the grove on Chapel Hill, and listened to incendiary speeches from some early labor reformers. . . .

2023-24 Unit 4 DBQ

It is hardly necessary to say that, so far as practical results are concerned, this strike did no good. . . . The corporations would not come to terms. The girls were soon tired of holding out, and they went back to their work at the reduced rate of wages. The ill-success of this early attempt at resistance on the part of the wage element seems to have made a precedent for the issue of many succeeding strikes.

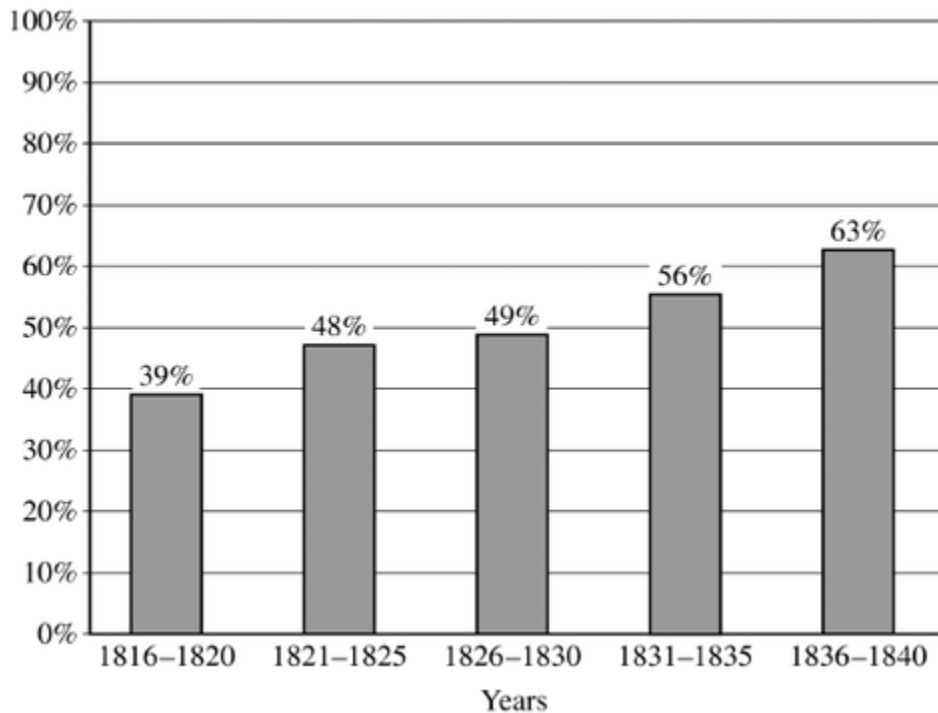
Document I

*Places with fewer than 2,500 people

Document J

2023-24 Unit 4 DBQ

RAW COTTON AS PERCENTAGE SHARE OF PRINCIPAL UNITED STATES EXPORTS, 1816–1840



3. In the 1780s and 1790s, Thomas Jefferson and Alexander Hamilton expressed different visions for the economic future of the United States. Contrast their visions and analyze the extent to which each of their visions was reflected in the economic development of the United States in the period from 1780 to 1840.

In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using all but one of the documents.
- Use at least one additional piece of historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2023-24 Unit 4 DBQ**Document 1**

Source: John C. Calhoun, statement adopted by a South Carolina state convention, 1832.

We hold . . . that on their separation from the Crown of Great Britain, the several colonies became free and independent States, each enjoying the separate and independent right of self-government; and that no authority can be exercised over them . . . but by their consent. . . .

The Constitution of the United States is a compact formed between the several States . . . that the government created by it is a joint agency of the States, appointed to execute the powers enumerated and granted by that instrument; that all its acts not intentionally authorized are of themselves essentially null and void, and that the States have the right . . . to pronounce, in the last resort, authoritative judgment on the usurpations of the Federal Government.

Document 2

Source: Frederick Douglass, formerly enslaved African American abolitionist, “What to the Slave Is the Fourth of July,” speech, 1852.

Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here to-day? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? . . .

. . . Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought life and healing to you, has brought stripes and death to me. This Fourth [of] July is *yours*, not *mine*.

Document 3

Source: *Evening Journal*, New York newspaper article, 1854.

If the North is what it claims to be . . . this day ends the era of Compromises. . . . It will declare that there shall be no more new Slave States. That there shall be no more Slave Territories. . . . It will sweep Slavery out of every nook and corner where the General Government has jurisdiction, imprison it within its fifteen States, and surround it there with triple bands of steel.

Document 4

Source: George Fitzhugh, Southern writer, *Cannibals All! Or Slaves Without Masters*, 1857.

We do not know whether free laborers ever sleep. They are fools to do so; for, whilst they sleep, the wily and watchful capitalist is devising means to ensnare and exploit them. The free laborer must work or starve. He is more of a slave than the negro, because he works longer and harder for less allowance than the slave.

2023-24 Unit 4 DBQ

Document 5

Source: President James Buchanan, Inaugural Address, 1857.

Under the Nebraska-Kansas act . . . the actual residents in the Territory shall . . . [form] a constitution . . . [for] admission as a State into the Union. . . . The whole Territorial question being thus settled upon the principle of popular sovereignty . . . all agree that under the Constitution slavery in the States is beyond the reach of any human power except that of the respective States themselves wherein it exists. May we not, then, hope that the long agitation on this subject is approaching its end. . . .

It has alienated and estranged the people of the sister States from each other, and has even seriously endangered the very existence of the Union.

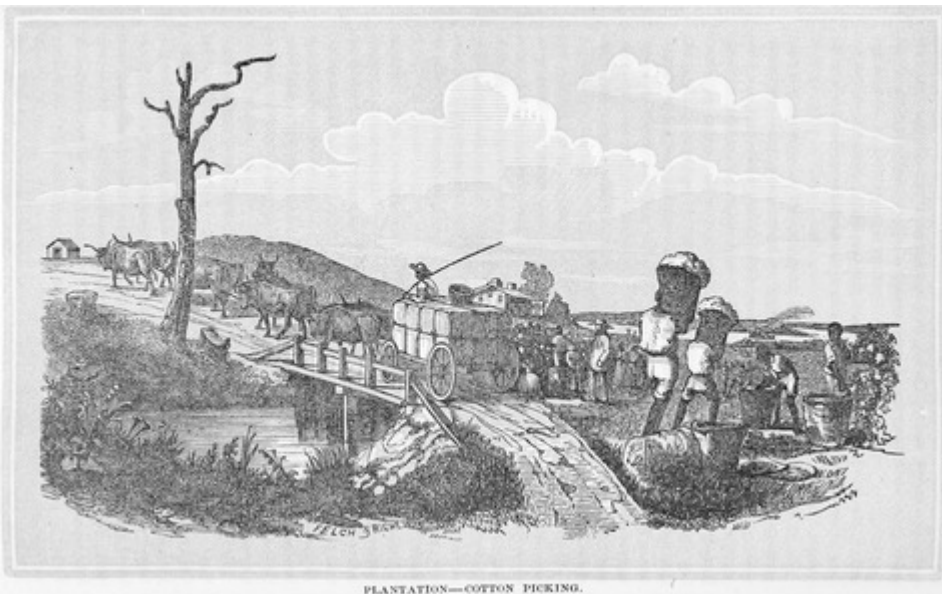
Document 6

Source: Abraham Lincoln, speech delivered in Springfield, Illinois, 1858.

I believe this government cannot endure, permanently, half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other.

Document 7

Source: “Plantation—Cotton Picking,” *Harper’s Magazine*, 1859.



[Tags](#)

From the New York Public Library

2023-24 Unit 4 DBQ

4. **This question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.**

In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using all but one of the documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Evaluate the relative importance of the causes of the Civil War in the period from 1830 to 1861.

2023-24 Unit 4 DBQ**Document 1**

Source: Robert Fulton, inventor, to Albert Gallatin, Secretary of the Treasury, letter, 1807.

Having . . . considered the advantages which canals will produce in point of wealth to individuals and the nation, I will now consider their importance to the union and their political consequences.

. . . Numerous have been the speculations on the duration of our union, and intrigues have been practiced to sever the western from the eastern states. The opinion endeavored to be inculcated, was, that the inhabitants beyond the mountains were cut off from the market of the Atlantic states; that consequently they had a separate interest, and should use their resources to open a communication to a market of their own; that remote from the seat of government they could not enjoy their portion of advantages arising from the union, and that sooner or later they must separate and govern for themselves.

. . . What stronger bonds of union can be invented than those which enable each individual to transport the produce of his industry 1,200 miles for 60 cents the hundred weight? Here then is a certain method of securing the union of the states, and of rendering it as lasting as the continent we inhabit.

Document 2

Source: President John Quincy Adams, inaugural address, March 1825.

To the topic of internal improvement, . . . the magnificence and splendor of their public works are among the imperishable glories of the ancient republics. The roads and aqueducts of Rome have been the admiration of all after ages, and have survived thousands of years after all her conquests have been swallowed up in despotism or become the spoil of barbarians. Some diversity of opinion has prevailed with regard to the powers of Congress for legislation upon objects of this nature. . . . Nearly twenty years have passed since the construction of the first national road was commenced. The authority for its construction was then unquestioned. . . . Repeated, liberal, and candid discussions in the Legislature have conciliated the sentiments and approximated the opinions of enlightened minds, upon the question of constitutional power. I can not but hope that, by the same process of friendly, patient, and persevering deliberation, all constitutional objections will ultimately be removed.

Document 3

Source: Thomas Jefferson to William Branch Giles, letter discussing the United States Supreme Court decision in *Gibbons v. Ogden*, December 1825.

Take together the decisions of the federal court, the doctrines of the President, and the misconstructions of the constitutional compact, acted on by the legislature of the federal branch and it is but too evident that the three ruling branches of that department are in combination to strip their Colleagues, the States authorities of the powers reserved by them. . . . Under the power to regulate Commerce they assume indefinitely that also over agriculture and manufactures. . . . Under the authority to establish post roads, they claim that of cutting down mountains for the construction of roads, of digging canals, and, aided by a little sophistry on the words “general welfare” a right to do, not only the acts to effect that which are specifically enumerated and permitted, but whatsoever they shall think, or pretend will be for the general welfare. . . . The states should be watchful to note every material usurpation on their rights, [and] to denounce them as they occur.

2023-24 Unit 4 DBQ**Document 4**

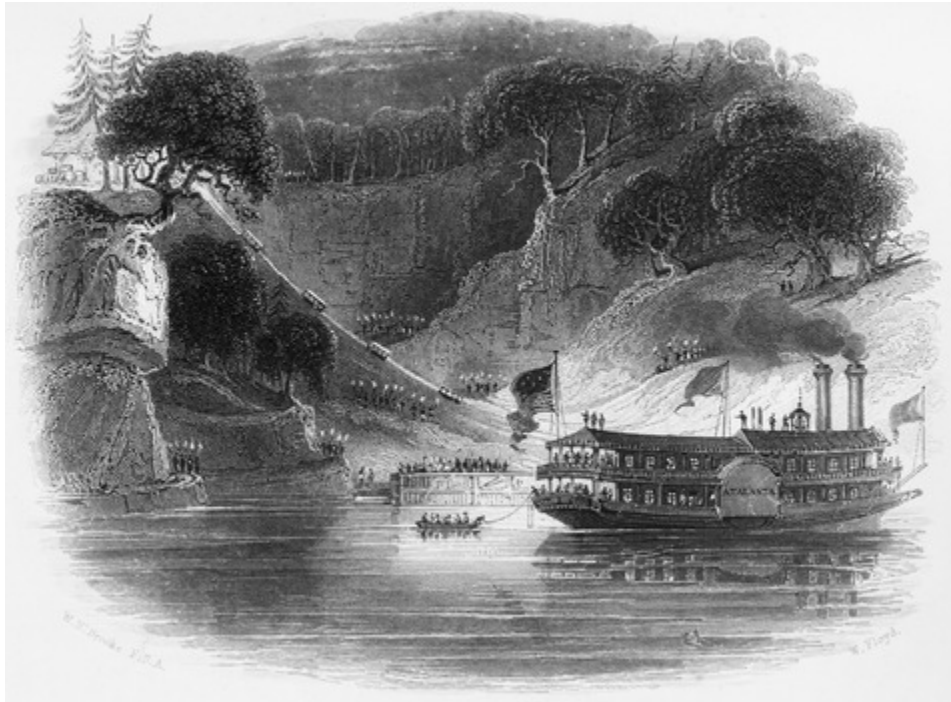
Source: Samuel Breck, member of the Pennsylvania Senate and former member of the United States House of Representatives, journal entry, 1833.

As an instance of the rapid manner in which travelers get along, I may instance Mrs. Lloyd's trip to Richmond in Virginia. She left Philadelphia at six o'clock A.M. . . . and arrived in the evening of the second day from Philadelphia at the city of Richmond, thus traversing without fatigue a distance of five hundred miles in a little more than thirty-six hours!

Undoubtedly, a traveler will be able to go from Baltimore to New York by the light of a summer's sun when the locomotives shall be placed on the Amboy [New Jersey] railroad. An invitation to a three-o'clock dinner in New York or Philadelphia may now be complied with by the individual who takes his breakfast in either of these cities; and with the loco[motive], when established, he may start from one city in the morning and return again in the evening from a visit to the other.

Document 5

Source: Engraving in James S. Buckingham, English traveler, *The Slave States of America*, 1842.



The engraving *Slaves Shipping Cotton by Torch-Light* depicts the loading of cargo on the Alabama River, bound for the port of Mobile, Alabama, on the Gulf of Mexico.

Courtesy of Library of Congress

Document 6

2023-24 Unit 4 DBQ

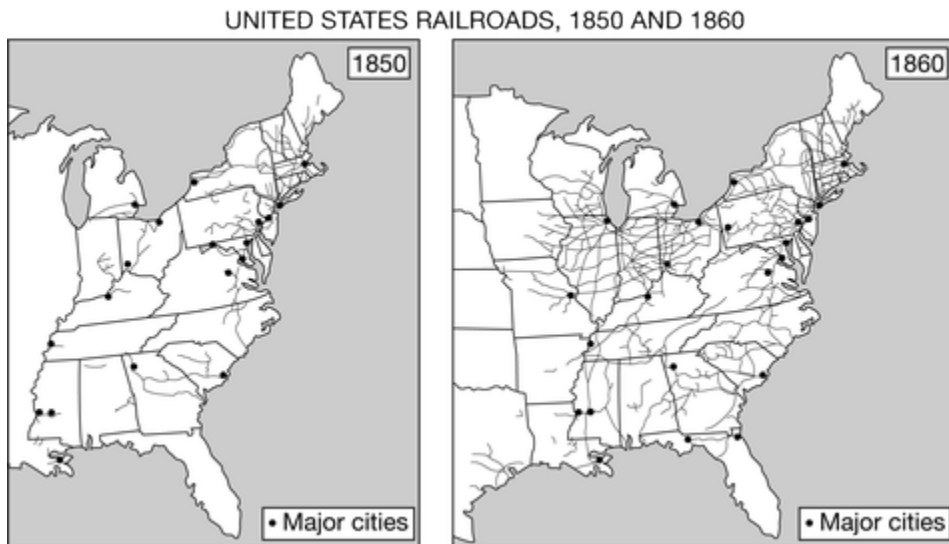
Source: Jesse Chickering, political economist, *Immigration into the United States*, 1848.

We have . . . arrived at a period in the history of foreign immigration, when the number of foreigners coming here, one half of whom may be considered adults, nearly equals the whole natural increase of the white population of the United States. Such a mass of population annually diffused among these states, must . . . have most important effects on the condition and character of the people.

. . . The moral and physical condition of these immigrants, after undergoing many trials, which are to be expected from settling in a foreign country, is generally very much improved. . . . But is the country truly benefitted by this great foreign immigration? Have the people been made wiser or better or happier? It has been said that without these foreigners our rail-roads and canals could not have been constructed. . . . [But] the progress of the internal improvements, a year or two in advance of what they would have been without this foreign labor, will be a very poor compensation, if offset by the corruption of manners, the forfeiture of freedom, and the transfer of power to those who know not how to use it wisely.

Document 7

Source: Extent of United States railroads in 1850 and 1860.



2023-24 Unit 4 DBQ

5. This question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response, you will be assessed on the following.

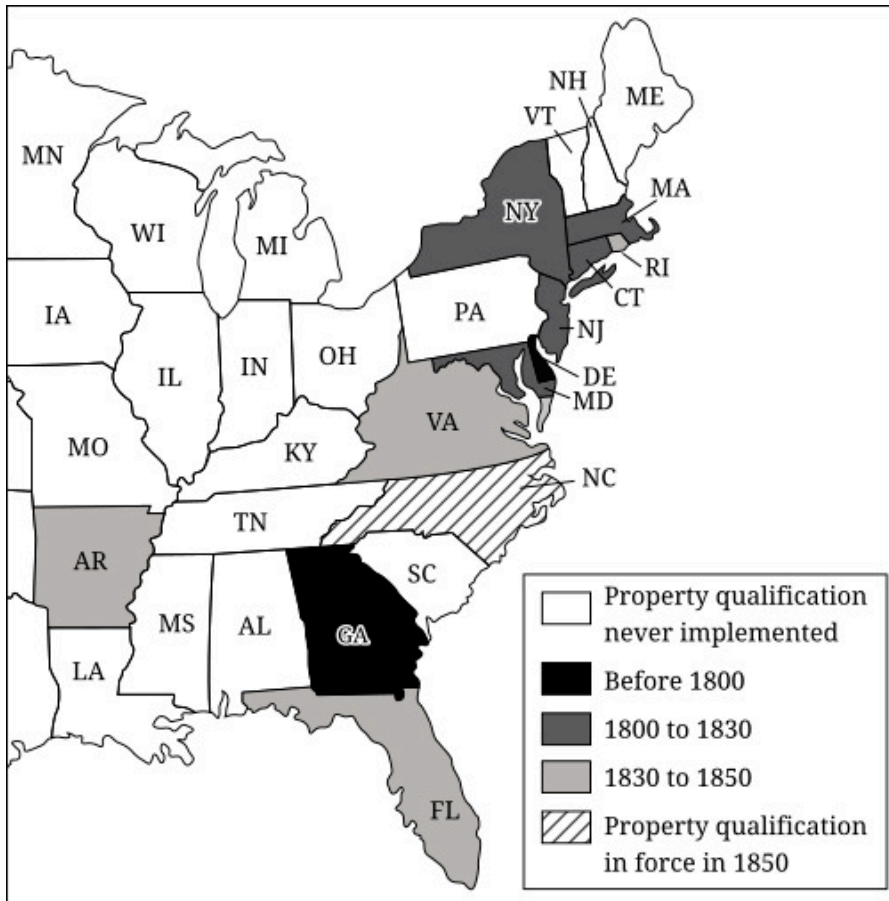
- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using all but one of the documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Evaluate the extent to which transportation innovation contributed to American national unity in the period from 1800 to 1860.

2023-24 Unit 4 DBQ

Document 1

Source: Year of Removal of Property Qualification for White Male Suffrage, 1800 to 1850.



Document 2

Source: *Report, or Manifesto of the Causes and Reasons of War with Great Britain*, produced by the Committee on Foreign Relations of the United States House of Representatives, 1812.

After the experience which the United States [has] had of the great injustice of the British government towards them, exemplified by so many acts of violence and oppression, it will be more difficult to justify . . . their patient [tolerance] . . . to avenge the wrongs and vindicate the rights and honor of the nation. . . .

The effect produced by this attack on the lawful commerce of the United States, was such as might have been expected from a virtuous, independent, and highly injured people. But one sentiment pervaded the whole American nation. No local interests were regarded, no sordid motives felt. Without looking to the parts which suffered most, the invasion of our rights was considered a common cause, and from one extremity of our union to the other was heard the voice of an united people, calling on their government to avenge their wrongs, and vindicate the rights and honor of the country.

Document 3

2023-24 Unit 4 DBQ

Source: President James Madison, annual message to Congress, 1815.

Among the means of advancing the public interest the occasion is a proper one for recalling the attention of Congress to the great importance of establishing throughout our country the roads and canals which can best be executed under the national authority. No objects within the circle of political economy so richly repay the expense bestowed on them; there are none the utility of which is more universally ascertained and acknowledged; none that do more honor to the governments whose wise and enlarged patriotism duly appreciates them. Nor is there any country which presents a field where nature invites more the art of man to complete her own work for his accommodation and benefit. These considerations are strengthened, moreover, by the political effect of these facilities for intercommunication in bringing and binding more closely together the various parts of our extended confederacy. Whilst the States individually . . . avail themselves of their local advantages by new roads, by navigable canals, and by improving the streams susceptible of navigation, the General Government is the more urged to similar undertakings, requiring a national jurisdiction and national means.

Document 4

Source: Constitution of the Cherokee Nation, adopted by delegates at the Cherokee capital in New Echota, Georgia, 1827.

We, the people of the Cherokee Nation, in National Convention assembled, in order to establish justice, insure tranquility, promote the common welfare, and to secure to ourselves and our posterity the blessings of freedom—acknowledging with humility and gratitude the goodness of the Sovereign Ruler of the Universe in permitting us so to do, and imploring His aid and direction in its accomplishment—do ordain and establish this Constitution for the government of the Cherokee Nation.

. . . Article I. Section 2: The lands of the Cherokee Nation shall remain common property; but the improvements [to the land] made thereon . . . are the exclusive . . . property of the citizens respectively who made, or may rightfully be in possession of them; *provided*, that the citizens of the Nation . . . shall possess no right or power to dispose of their improvements, in any manner whatever, to the United States, individual states, or to individual citizens thereof.

Document 5

Source: Maria W. Stewart, free African American woman, speech to the New-England Anti-Slavery Society in Boston on the status of free African Americans, 1832.

It was asserted that we were “a ragged set, crying for liberty.” I reply to it, the Whites have so long and so loudly proclaimed the theme of equal rights and privileges, that our souls have caught the flame also, ragged as we are. As far as our merit deserves, we feel a common desire to rise above the condition of servants and drudges. . . .

. . . It is true that free people of color throughout these United States are neither bought nor sold, nor under the lash of the cruel driver; . . . but few, if any, have an opportunity of becoming rich and independent. . . . Had we had the opportunity that you [members of the New-England Anti-Slavery Society] have had, to improve our moral and mental faculties, what would have hindered our intellects from being as bright, and our manners from being as dignified as yours? . . .

. . . But ah! methinks our oppression is soon to come to an end. . . . Did the pilgrims, when they first landed on these shores, quietly compose themselves and say, “The Britons have all the money and all the power, and we must continue their servants forever?” Did they sluggishly sigh and say, “Our lot is hard—the Indians own the soil, and we cannot cultivate it?” No—they first made powerful efforts to raise themselves, and then God raised up those illustrious patriots, Washington and Lafayette, to assist and defend them.

2023-24 Unit 4 DBQ

Document 6

Source: Ralph Waldo Emerson, “The American Scholar,” address delivered at Harvard University, 1837.

Another sign of our times, also marked by an analogous political movement, is the new importance given to the single person. Everything that tends to insulate the individual—to surround him with barriers of natural respect, so that each man shall feel the world is his . . . the man is all; in yourself is the law of all nature . . . ; in yourself slumbers the whole of Reason; it is for you to know all; it is for you to dare all. . . . We have listened too long to the courtly muses of Europe. The spirit of the American freeman is already suspected to be timid, imitative, tame. . . . See already the tragic consequence. The mind of this country, taught to aim at low objects, eats upon itself. . . . What is the remedy? . . . We will walk on our own feet; we will work with our own hands; we will speak our own minds. . . . A nation of men will for the first time exist, because each believes himself inspired by the Divine Soul which also inspires all men.

Document 7

Source: Reverend Samuel W. Fisher, “Female Education,” *Godey’s Lady’s Book*, 1850.

There has been a long standing dispute respecting the intellectual powers of the two sexes, and the consequent style of education suitable to each. . . . It is among the things settled by experience, that, equal or not equal in talents, woman, the moment she escapes from the despotism of brute force, . . . shares with man the scepter of influence; and, without presuming to wrest from him a visible authority, by the mere force of her gentle nature, silently directs that authority, and so rules the world. . . . And who that compasses [considers] the peculiar purpose of woman’s life; who that understands the meaning of those good old . . . words, mother, sister, wife, daughter; who that estimates aright the duties they involve, the influences they embody in giving character to all human kind, will hesitate to place her intellect . . . as high in the scale of power as that of the father, husband, and son? If we estimate her mind by its actual power of influence when she is permitted to fill to the best advantage her circle of action, we shall find a capacity for education equal to that of [men].

6. This question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using all but one of the documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Evaluate the extent to which the United States developed a national identity between 1800 and 1855.

2023-24 Unit 4 DBQ

Document A

Source: Letter written by a Philadelphia woman, 1776.

I will tell you what I have done . . . I have retrenched every superfluous expense in my table and family; tea I have not drunk since last Christmas, nor bought a new cap or gown . . . [I] have learned to knit, and am now making stockings of American wool for my servants, and this way do I throw in my mite to the public good. I know this, that as free I can die but once, but as a slave I shall not be worthy of life.

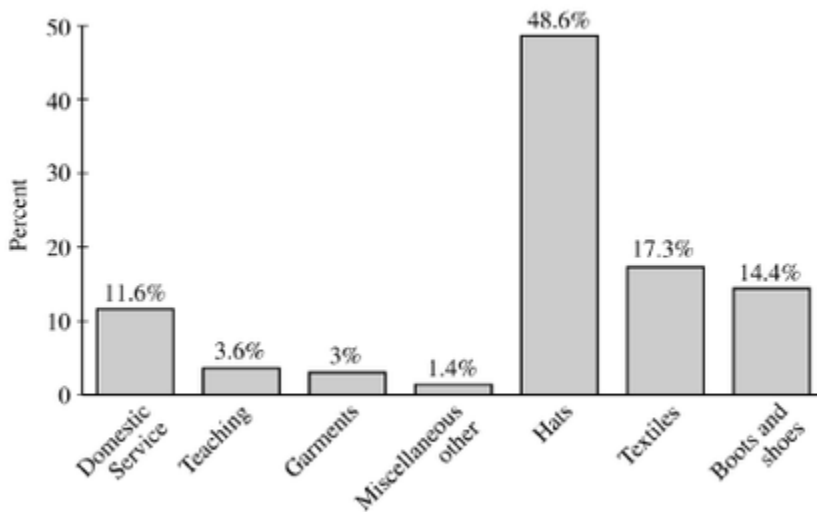
Document B

Source: Benjamin Rush, *Thoughts Upon Female Education*, 1787.

The equal share that every citizen has in the liberty, and the possible share he may have in the government of our country, make it necessary that our ladies should be qualified to a certain degree by a peculiar and suitable education, to concur in instructing their sons in the principles of liberty and government.

Document C

OCCUPATIONS OF WOMEN WAGE EARNERS IN MASSACHUSETTS, 1837



Total number of women employed in Massachusetts: 105,977

Document D

Source: Letter written by a factory worker, 1839.

April 4, 1839

Dear Sabrina,

. . . You have been informed I suppose that I am a factory girl and that I am at Nashua and I have wished you were here too but I suppose your mother would think it far beneath [sic] your dignity to be a factory girl. Their [sic] are very many

2023-24 Unit 4 DBQ

young Ladies at work in the factories that have given up milinary [sic] d[r]essmaking & s[c]hool keeping for to work in the mill. But I would not advise any one to do it for I was so sick of it at first I wished a factory had never been thought of. But the longer I stay the better I like and I think nothing unforsene [sic] calls me away I shall stay here till fall. . . . If you should have any idea of working in the factory I will do the best I can to get you a place with us. We have an excellent boarding place. We board with a family with whome [sic] I was acquainted with when I lived at Haverhill. Pleas [sic] write us soon and believe your affectionate Aunt

M[alenda] M. Edwards

Document E

Source: Margaret Fuller, *Woman in the Nineteenth Century*, 1845.

. . . We would have every arbitrary barrier thrown down. We would have every path laid open to Woman as freely as to Man.

What woman needs is not as a woman to act or rule, but as a nature to grow, as an intellect to discern, as a soul to live freely and unimpeded, to unfold such powers as were given her when we left our common home.

Too much is said of women being better educated, that they may become better companions and mothers for men. They should be fit for such companionship . . . Earth knows no fairer, holier relation than that of a mother . . . But a being of infinite scope must not be treated with an exclusive view to any one relation. Give the soul free course, let the organization, both of body and mind, be freely developed, and the being will be fit for any and every relation to which it may be called.

Document F

Source: Sarah Bagley, “The Ten Hour System and Its Advocates.” *Voice of Industry*, January 16, 1846.

At one time they tell us that our “free institutions” are based upon the virtue and intelligence of the American people, and the influence of the mother, form and mould the man—and the next breath, that the way to make the mothers of the next generation virtuous is to enclose them within brick walls of a cotton mill from twelve and a half to thirteen and a half hours per day.

Document G

Source: “Woman, and the ‘Woman’s Movement.’” *Putnam’s monthly magazine of American literature, science and art*, March 1853.

. . . She has ever been the casket of his privacy, the shield of his true individuality, the guardian . . . of his essential humanity, keeping it bright and unsullied . . .

Woman is by nature inferior to man. She is his inferior in passion, his inferior in intellect, and his inferior in physical strength. In ascribing to woman a natural inferiority to man, we by no means seek to depress her in the scale of being, but on the contrary to exalt her. It is this natural inequality of the sexes besides, which constitutes the true ground of their union, and enables woman to be the fountain of unmixed blessing she is to man.

2023-24 Unit 4 DBQ**Document H**

Source: Harriet Jacobs, *Incidents in the Life of a Slave Girl*, published in 1861.

I turned from him with disgust and hatred. But he was my master. I was compelled to live under the same roof with him—where I saw a man forty years my senior daily violating the most sacred commandments of nature. He told me I was his property; that I must be subject to his will in all things. My soul revolted against the mean tyranny. But where could I turn for protection? No matter whether the slave girl be as black as ebony or as fair as her mistress. In either case, there is no shadow of law to protect her from insult, from violence, or even from death; all these are inflicted by fiends who bear the shape of men. The mistress, who ought to protect the helpless victim, has no other feelings towards her but those of jealousy and rage . . .

Document I

Source: Letters written by a frontier woman in Iowa to relatives, 1861.

John has hired a man to work for him this summer, hope I shall not have to do quite as much out doors. . . . The hired man left just as corn planting commenced so I shouldered my hoe and have worked out ever since and I guess my services are just as acceptable as his or will be in time . . . I wore a dress with my sunbonnet wrung out in water every few minutes and my dress wet also this was all the clothing . . . I wore.

Document J

Source: H. L. Stephens, *The Parting*, 1863.

2023-24 Unit 4 DBQ



Library of Congress, Prints and Photographs Division.

2023-24 Unit 4 DBQ**7. Directions: Suggested writing time - 45 minutes.**

The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-J and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

Discuss the changing ideals of American womanhood between the American Revolution (1770s) and the outbreak of the Civil War. What factors fostered the emergence of “republican motherhood” and the “cult of domesticity”? Assess the extent to which these ideals influenced the lives of women during this period. In your answer be sure to consider issues of race and class.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Use the documents and your knowledge of the time period in constructing your response.

2023-24 Unit 4 DBQ**Document 1**

Source: President George Washington, Neutrality Proclamation, April 1793.

Whereas it appears that a state of war exists between Austria, Prussia, Sardinia, Great Britain, and the United Netherlands, of the one part, and France on the other; and the duty and interest of the United States require, that they should with sincerity and good faith adopt and pursue a conduct friendly and impartial toward the belligerent powers:

I have therefore thought fit by these presents to declare the disposition of the United States to observe the conduct aforesaid towards those powers respectively; and to exhort and warn the citizens of the United States carefully to avoid all acts and proceedings whatsoever, which may in any manner tend to contravene such disposition.

Document 2

Source: Treaty of Greenville, August 1795.

A treaty of peace between the United States of America and the tribes of Indians called the Wyandots, Delawares, Shawnees, Ottawas, Chippewas, Potawatomis, Miamis, Eel Rivers, Weas, Kickapoos, Piankashaws, and Kaskaskias...

Article 1st: Henceforth all hostilities shall cease; peace is hereby established, and shall be perpetual; and a friendly intercourse shall take place between the said United States and Indian tribes....

Article 4th: In consideration of the peace now established...the United States relinquish their claims to all other Indian lands northward of the River Ohio, eastward of the Mississippi, and westward and southward of the great lakes and the waters uniting them, according to the boundary line agreed on by the United States and the King of Great Britain, in the treaty of peace made between them in the year 1783....

Article 5th: To prevent any misunderstanding about the Indian lands relinquished by the United States...the meaning of that relinquishment is this: the Indian tribes who have a right to those lands, are quietly to enjoy them, hunting, planting, and dwelling thereon so long as they please, without any molestation from the United States; but when those tribes or any of them shall be disposed to sell their lands, or any part of them, they are to be sold only to the United States, and until such sale, the United States will protect all the said Indian tribes in the quiet enjoyment of their lands against all citizens of the United States, and against all other white persons who intrude upon the same. And the said Indian tribes again acknowledge themselves and all their people to be under the protection of the said United States and no other power whatever.

Document 3

Source: Letter from Thomas Jefferson to James Monroe (United States minister to France), September 1795.

Mr. Jay's treaty has at length been made public. So general a burst of dissatisfaction never before appeared against any transaction. Those who understand the particular articles of it, condemn these articles. Those who do not understand them minutely, condemn it generally as wearing a hostile face to France. This last is the most numerous class, comprehending the whole body of the people, who have taken a greater interest in this transaction than they were ever known to do in any other. It has, in my opinion, completely demolished the monarchical party here. The chamber of commerce in New York,

2023-24 Unit 4 DBQ

against the body of the town, the merchants in Philadelphia, against the body of their town, also, and our town of Alexandria have come forward in its support.

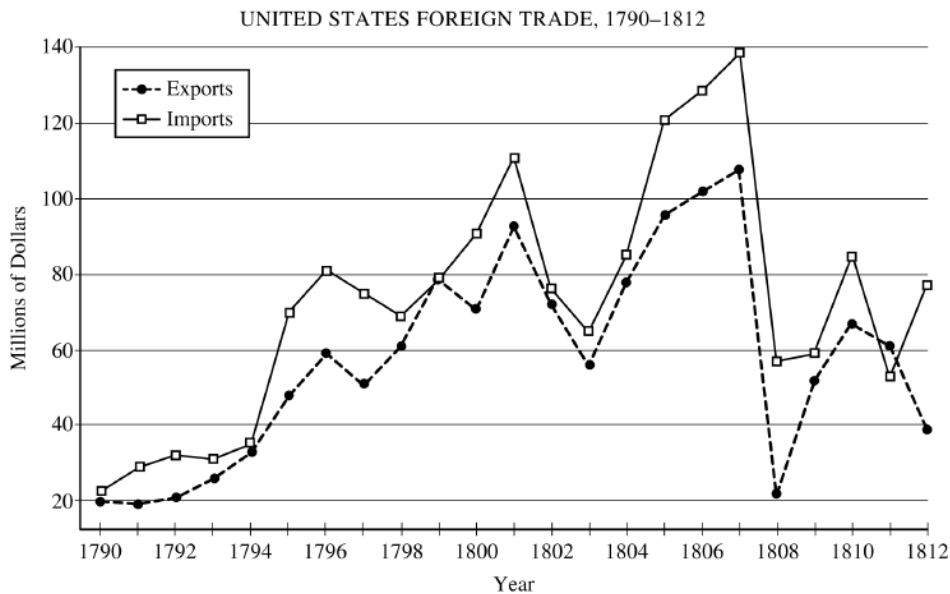
Document 4

Source: James L. Cathcart, United States consul at Tripoli, letter to the Secretary of State, May 1800.

The only conclusion which can be drawn from the Bashaw’s [pasha of Tripoli, Yusuf Karamanli] proceedings is that he wants a present, and if he does not get one, he will forge pretences to commit depredations on the property of our fellow citizens; His letter to the President will be the means of keeping him quiet until he receives an answer....I therefore can see no alternative, but to station some of our Frigates in the Mediterranean, otherwise we will be continually subject to the same insults which the Imperials [Austria-Hungary], Danes, Swedes, and Ragusians [region in modern day Croatia] have already suffered and will still continue to suffer, if they do not keep a sufficient Naval force in this Sea to protect their trade.

Document 5

Source: United States Foreign Trade, 1790-1812, from *Historical Statistics of the United States, Colonial Times to 1970*.



Document 6

Source: Secretary of the Treasury Alexander James Dallas, *An Exposition of the Causes and Character of the War between the United States and Great-Britain*, 1815.

The United States had just recovered, under the auspices of their present constitution, from the debility which their revolutionary struggle had produced, when the convulsive movements of France excited throughout the civilized world the mingled sensations of hope and fear—of admiration and alarm. The interest which those movements, would in themselves, have excited, was incalculably increased, however, as soon as Great Britain became a party to the first memorable coalition against France, and assumed the character of a belligerent power...thedifference of the scene would

2023-24 Unit 4 DBQ

no longer exempt the United States from the influence, and the evils of the European conflict. On the one hand, their government was connected with France, by treaties of alliance and commerce; and the services which that nation had rendered to the cause of American independence....On the other hand, Great Britain leaving the treaty of 1783 unexecuted, forcibly retained the American posts upon the northern frontier; and, slighting every overture to place the diplomatic and commercial relations of the two countries, upon a fair and friendly foundation, seemed to contemplate the success of the American revolution, in a spirit of unextinguishable animosity.

Document 7

Source: Secretary of State John Quincy Adams, an address delivered at the request of the Committee of the Citizens of Washington, on the occasion of reading the Declaration of Independence, July 4, 1821.

America, in the assembly of nations, since her admission among them, has invariably, though often fruitlessly, held forth to them the hand of honest friendship, of equal freedom, of generous reciprocity. She has uniformly spoken among them, though often to heedless and often to disdainful ears, the language of equal liberty, of equal justice, and of equal rights. She has, in the lapse of nearly half a century, without a single exception, respected the independence of other nations while asserting and maintaining her own. She has abstained from interference in the concerns of others, even when the conflict has been for principles to which she clings, as to the last vital drop that visits the heart....

But she goes not abroad, in search of monsters to destroy. She is the well-wisher to the freedom and independence of all. She is the champion and vindicator only of her own....

She well knows that by once enlisting under other banners than her own, were they even the banners of foreign Independence, she would involve herself, beyond the power of extrication, in all the wars of interest and intrigue, of individual avarice, envy, and ambition, which assume the colors and usurp the standard of freedom. The fundamental maxims of her policy would insensibly change from *liberty to force*....She might become the dictatress of the world. She would be no longer the ruler of her own spirit.

2023-24 Unit 4 DBQ

8.

UNITED STATES HISTORY
SECTION II
Total Time - 1 hour and 40 minutes

Question 1 (Document-Based Question)
Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.
Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

1. Evaluate the extent of change in United States foreign policy in the period 1783 to 1828.
-

2023-24 Unit 4 DBQ**Document 1**

Source: Lyman Beecher, “A Reformation of Morals Practicable and Indispensable,” sermon delivered at New Haven, Connecticut, October 27, 1812.

Though reformation be always practicable if a people are disposed to reform, there is a point of degradation from which neither individuals nor nations are disposed to arise, and from which the Most High is seldom disposed to raise them....

To this state of things we are hastening, and, if no effort be made to stop our progress, the sun in his course is not more resistless than our doom. Our vices are digging the grave of our liberties, and preparing to entomb our glory....

Traveling, and worldly labor, and visiting, and amusement on the Sabbath, will neither produce nor preserve such a state of society, as the conscientious observance of the Sabbath has helped to produce and preserve.

The enormous consumption of ardent spirits in our land will produce neither bodies nor minds like those which were the offspring of temperance and virtue.

The neglect of family government, and family prayer, and the religious education of children, will not produce such freemen as were formed by early habits of subordination, and the constant influence of the fear of God. . . .

The missionary spirit, which is beginning to pervade our land, promises also, an auspicious reforming influence.

Document 2

Source: “The drunkard’s progress, or the direct road to poverty, wretchedness & ruin,” designed and published by John Warner Barber, 1826.

2023-24 Unit 4 DBQ

The DRUNKARD'S PROGRESS,
OR THE DIRECT ROAD TO POVERTY, WRETCHEDNESS & RUIN.

Designed and Published by J. C. Barber, Boston, Geo. S. & Co.

<p>Wo unto them that rise up early in the morning that they may follow Strong Drink... Isa. 5 C. 11 v.</p>	<p>Wo unto them that are mighty to drink wine, and men of strength to mingle Strong Drink... Isaiah 5 C. 22 v.</p>	<p>Who hath wo? Who hath sorrow? Who hath contentions? Who hath wounds without cause? ...They that tarry long at the wine. Prov. 23</p>	<p>The Drunkard shall come to poverty. Proverbs 23 Chap 21 v. The wages of Sin is Death Romans 6 Chap 23 v.</p>
			
<p>The Morning Dram. The Beginning of Sorrow, Neglect of Business, Idleness, Languor, Loss of Appetite, Dullness and Heaviness, a love of Strong Drink increasing.</p>	<p>The Grog Shop. Bad Company, Profaneness, Cursing and Swearing, Quarreling & Fighting, Gambling, Obscenity, Ridicule and Hatred of Religion. The Gate of Hell.</p>	<p>The Confirmed Drunkard. Beastly Intoxication, Loss of Character, loss of Natural Affection, Family Suffering, Brutality, Misery, Disease, Mortgages, Sheriffs, Writs, &c.</p>	<p>Concluding Scene. Poverty, Wretchedness, a Curse and Burden upon Society, Want, Beggary, Pauperism, Death.</p>

Courtesy of the Library of Congress

Document 3

Source: David Walker, "Walker's Appeal to the Coloured Citizens of the World," 1829.

Men of colour, who are also of sense, for you particularly is my APPEAL designed....I call upon you therefore to cast your eyes upon the wretchedness of your brethren, and to do your utmost to enlighten them—go to work and enlighten your brethren!—Let the Lord see you doing what you can to rescue them and yourselves from degradation. . . . If any of you wish to know how FREE you are, let one of you start and go through the southern and western States of this country, and unless you travel as a slave to a white man... or have your free papers, (which if you are not careful they will get from you) if they do not take you up and put you in jail, and if you cannot give good evidence of your freedom, sell you into eternal slavery, I am not a living man: or any man of colour, immaterial who he is, or where he came from . . . the white Christians of America will serve him the same[;] they will sink him into wretchedness and degradation for ever while he lives.

Document 4

Source: Charles Grandison Finney, "What A Revival of Religion Is," *New York Evangelist*, 1834.

Christians will have their faith renewed.... When they enter into a revival, they no longer see men as trees walking, but they see things in that strong light which will renew the love of God in their hearts. This will lead them to labor zealously to bring others to him. They will feel grieved that others do not love God, when they love him so much. And they will set themselves feelingly to persuade their neighbors to give him their hearts. So their love to men will be renewed. . . . They will have a longing desire for the salvation of the whole world. They will be in agony for individuals whom they want to

2023-24 Unit 4 DBQ

have saved; their friends, relations, enemies....

A revival breaks the power of the world and of sin over Christians. It brings them to such vantage ground that they get a fresh impulse towards heaven. They have a new foretaste of heaven, and new desires after union to God; and the charm of the world is broken, and the power of sin overcome.

The worst part of human society are softened and reclaimed, and made to appear as lovely specimens of the beauty of holiness.

Document 5

Source: Unitarian minister George Ripley writing about his planned utopian community, Brook Farm, in a letter to Ralph Waldo Emerson, 1840.

Our conversation in Concord was of such a general nature, that I do not feel as if you were in complete possession of the idea of the Association which I wish to see established.

Our objects, as you know, are to insure a more natural union between intellectual and manual labor than now exists; to combine the thinker and the worker, as far as possible, in the same individual; to guarantee the highest mental freedom, by providing all with labor, adapted to their tastes and talents, and securing to them the fruits of their industry; to do away the necessity of menial services, by opening the benefits of education and the profits of labor to all; and thus to prepare a society of liberal, intelligent, and cultivated persons, whose relations with each other would permit a more simple and wholesome life, than can be led amidst the pressure of our competitive institutions.

To accomplish these objects, we propose to take a small tract of land, which, under skillful husbandry, uniting the garden and the farm, will be adequate to the subsistence of the families; and to connect with this a school or college, in which the most complete instruction shall be given, from the first rudiments to the highest culture. Our farm would be a place for improving the race of men that lived on it; thought would preside over the operations of labor, and labor would contribute to the expansion of thought; we should have industry without drudgery, and true equality without its vulgarity.

Document 6

Source: Dorothea Dix, "Remarks on Prisons and Prison Discipline in the United States," 1845.

I would not have officers become preachers; I would not have them much interfere with the religious teaching, so called, of the prisoners; but I would have them all moral guides. . . . In order to do good, a man must be good; and he will not be good except he have instruction by counsel and by example. Now who have the power of exercising these direct hourly influences, except the officers who have charge of the prisons and of the prisoners? It is the word in season, and fitly spoken, which may kindle a desire in the degraded to retrieve himself. The faint desire becomes quickened into a living purpose; this passes into the fixed resolve; and this creates a sentiment of self-respect. Self-respect implanted, conducts to the desire of possessing the respect and confidence of others; and through these paths grow up moral sentiments, gradually increasing and gaining strength; and, in time, there is the more profound and soul-saving sentiment of reverence for God, acknowledgment of his laws, and a truer perception of that sanctifying knowledge which causeth not to err.

Document 7

Source: Elizabeth Cady Stanton, "Declaration of Sentiments and Resolutions," 1848.

2023-24 Unit 4 DBQ

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government.... When a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations 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.

2023-24 Unit 4 DBQ**9. Directions:**

Note: You may begin writing your response before the reading period is over.

Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

Thesis: Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Argument Development: Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

Use of the Documents: Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.

Sourcing the Documents: Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

Contextualization: Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

Outside Evidence: Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.

Synthesis: Extend the argument by explaining the connections between the argument and ONE of the following.

- A development in a different historical period, situation, era, or geographical area.
- A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

Evaluate the extent to which religious ideas of the Second Great Awakening shaped reform movements in the first half of the nineteenth century.

2023-24 Unit 4 DBQ**Document 1**

Source: Andrew Jackson, speech written to be read to Chickasaw chiefs, 1830.

Brothers, Listen. . . . Respect the opportunity which is now offered to obtain comfortable homes, [as] the time may soon pass away when such advantages as are now within your reach may not again be presented. If from the course you now pursue this shall be the case, then call not upon your great Father hereafter to relieve you of your troubles, but make up your minds conclusively to remain upon the lands you occupy and be subject to the laws of the state where you now reside to the extent that her own citizens are. This you must do, and complain no more . . . it will be useless . . . In a few years, by becoming amalgamated [integrated] with the whites, your national character will be lost; and then like other tribes who have gone before, you must disappear and be forgotten.

Brothers! If you are disposed to remove say so, and state the terms you may consider just and equitable.

Document 2

Source: Petition against the New Echota Treaty, 1835.

Whereas, we the citizens of . . . the Cherokee Nation, are informed that . . . certain individual Cherokees assembled at New Echota and, without any authority from the council or people of the Nation, entered into an agreement with the Reverend Mr Schermerhorn under the name of a treaty . . . of which all the lands of the Cherokees are ceded; their Government and Law abolished, their private improvements: the property of individuals alienated from their rightful owners, without their consent. . . .

We the undersigned, do, with the deepest anxiety and the most respectful earnestness, appeal to the Senate of the United States, against the ratification of the [treaty]. . . . The persons . . . acting in behalf of the Cherokees in this matter, are wholly unauthorized.

Document 3

Source: Caleb B. Smith, speech in the House of Representatives, January 1846.

If Oregon is ours by “manifest destiny,” so equally is California, Mexico, Canada, and all of the British provinces upon this continent. If our destiny gives us the right to them we may as well at once commence the process of annexing . . . them to the United States.

Document 4

Source: Walter Colton, missionary, *Three Years in California*, 1850.

The facilities of social and commercial intercourse between our Atlantic and Pacific borders, yet to be created, present a problem of great practical importance. The present route . . . may be regarded as a necessity to be [replaced] . . . by a railroad directly across the continent, within our own jurisdiction. . . . It is now ascertained, that instead of thirty days between New York and San Francisco . . . these points may be reached in seven to eight days by railroad direct, avoiding altogether the [negative] effects of climate on articles of trade.

2023-24 Unit 4 DBQ**Document 5**

Source: William Seward, speech, “The Contest and the Crisis,” 1855.

An immediate issue involves the question whether Kansas shall be rescued from jeopardy of Slavery . . . and brought into the Union as a free State. . . .

Slavery, which is now firmly planted on the coast of Mexico, and which extends upward to the border of Kansas, will cross that border, and fasten its outposts on the southern border of British America. Thus the free States will be shut out from the Pacific coast. Divided by this wall . . . Slavery grasps the dominion of the Republic. . . . Shall this be the inglorious end of the Republican system planted at Plymouth—this the inglorious end of the Republic delivered by Lafayette, organized by Hamilton, and consolidated by Washington?

Document 6

Source: *The Independent* (Oskaloosa, Kansas), newspaper article, 1863.

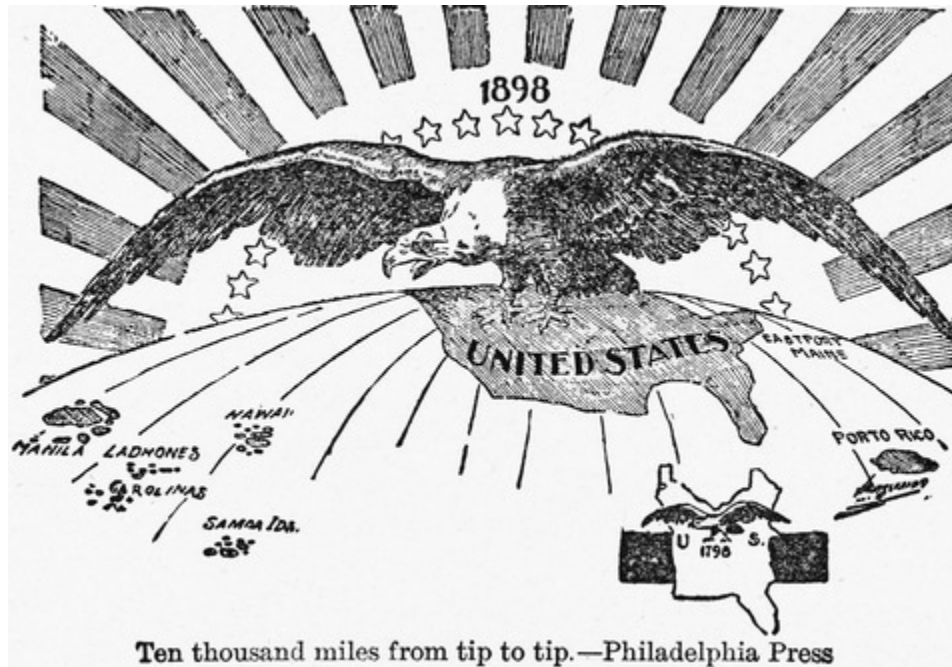
Under the beneficent provisions of the Homestead Act, thousands can find excellent lands on the line of the Railroad, and tens of thousands can select the most beautiful locations all over Western Kansas.

Let this war once be brought to a close, and we shall soon see these unoccupied lands made fruitful fields. In no place in the United States can such openings be found for settlement. As yet, but a very small proportion of the Government land is taken.

Document 7

Source: Marshall Everett, “10,000 Miles from Tip to Tip,” 1899.

2023-24 Unit 4 DBQ



Cornell University – PJ Mode Collection of Persuasive Cartography

10. This question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using all but one of the documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Evaluate the extent to which ideas of Manifest Destiny motivated United States expansion in the period from 1830 to 1905.

2023-24 Unit 4 DBQ

Document 1

Source: Sheet music illustrated with an image of African American abolitionist Frederick Douglass as a runaway from slavery, 1845.



Note: Text reads “Words composed and respectfully dedicated, in token of confident esteem, to Frederick Douglass.”

Courtesy of the Library of Congress

Document 2

Source: Henry Weeden, African American tailor and abolitionist in Boston, Massachusetts, letter to Watson Freeman, a United States Marshal responsible for enforcing the Fugitive Slave Law, 1850.

Your Coat came to me this morning for repairs. I take this method of returning it: without complying with Your request.

2023-24 Unit 4 DBQ

With me Principle first. Money afterwards.

Though a poor man, I crave the patronage of no Being that would volunteer his services to arrest a Fugitive Slave or that would hang 100 [negroes] for 25 cents each.

Document 3

Source: William Howard, member of the House of Representatives from Ohio, *Report of the Special Committee Appointed to Investigate the Troubles in the Territory of Kansas*, 1856.

In this, the first election in the territory [of Kansas], a very large majority of the votes were cast by citizens of the State of Missouri . . . a systematic invasion, from an adjoining state, by which large numbers of illegal votes were cast . . . for the avowed purpose of extending slavery into the territory . . . was a crime of great magnitude. Its immediate effect was to further excite the people of the northern states, induce acts of retaliation, and exasperate the actual settlers against their neighbors in Missouri.

Document 4

Source: United States Supreme Court Chief Justice Roger Taney, majority opinion in *Dred Scott v. Sandford*, 1857.

Can a negro, whose ancestors were imported into this country, and sold as slaves, become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities, guaranteed by that instrument to the citizen? One of which rights is the privilege of suing in a court of the United States.

. . . We think they are not, under the word “citizens” in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States.

Document 5

Source: “Picking cotton on a Georgia plantation,” *Ballou’s Pictorial*, magazine, 1858.

2023-24 Unit 4 DBQ



Courtesy of the Library of Congress

Document 6

Source: Frederick Law Olmstead, Northern journalist, *The Cotton Kingdom: A Traveler's Observations on Cotton and Slavery in the American Slave States*, 1861.

Let a man be absent from any part of the North twenty years, and he is struck, on his return, by what we call the "improvements" which have been made: better buildings, churches, schoolhouses, mills, railroads, etc. In New York city alone . . . two hundred millions of dollars have been reinvested . . . in labour-saving machinery, waterworks, gasworks, etc. . . . But where will the returning traveler see the accumulated cotton profits of twenty years in Mississippi? Ask the cotton-planter . . . and he will point in reply, not dwellings, libraries, churches, schoolhouses, mills, railroads . . . he will point to his negroes—to almost nothing else.

Document 7

Source: President Abraham Lincoln, private message to Secretary of State William Seward, 1861.

I say now, however, as I have all the while said, that on the territorial question—that is, the question of extending slavery under the national auspices [support]—I am inflexible. I am for no compromise which assists or permits the extension of the institution on soil owned by the nation.

2023-24 Unit 4 DBQ

- 11. This question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.**

In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using all but one of the documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Evaluate the relative importance of the causes of the Civil War in the period from 1830 to 1861.

2023-24 Unit 4 DBQ**Document 1**

Source: John O’Sullivan, magazine editor, “The Great Nation of Futurity,” *United States Magazine and Democratic Review*, 1839

Yes, we are the nation of progress, of individual freedom, of universal enfranchisement. . . . We must [go] onward to the fulfillment of our mission . . . freedom of conscience, freedom of person, freedom of trade and business pursuits, universality of freedom and equality. . . . For this blessed mission to the nations of the world, which are shut out from the life-giving light of truth, has America been chosen; and her high example shall smite unto death the tyranny of kings, hierarchs, and oligarchs, and carry the glad tidings of peace and good will where myriads [many] now endure an existence scarcely more enviable than that of beasts of the field.

Document 2

William Lloyd Garrison, letter on the Mexican-American War, 1847

[The Mexican-American War] is certainly not a popular war; it was begun and is carried on against the deep moral convictions of the sober portion of the people; its real object, the extension and preservation of slavery, no intelligent man honestly doubts; still, the diabolical motto, “Our country, right or wrong,” gratifies national pride, appears in a patriotic garb, and obtains a sanction practically that is almost universal.

Now, boldly and continually to denounce the war, under such circumstances, as bloody and iniquitous—to impeach the government and the administration . . . to wish success to the Mexicans, as the injured party, who are contending for their firesides and their country against enslaving and remorseless invaders. . . . Our testimony is not in vain. It burns like fire upon the national conscience.

Document 3

“Cuba,” *Putnam’s Monthly Magazine of American Literature, Science, and Art*, 1853

It is a fact, that Cuba longs for admission into our Union. She pleads earnestly and continually. She tells us, that from the moment she becomes an integral [important] portion of the United States, all the exactions [demands] and oppressions which now weigh so heavily upon her, will be at an end. The slave-trade will be abolished; the people will enter at once into the enjoyment of freedom; her ports will be open to the commerce of the world, her soil cultivated to its full capability, her products sent to an unrestricted market; and under the influence of the moral and political forces which are the vital elements of the American nationality, her children educated, and her pulpits and presses set at liberty, she would become the most prosperous of the States.

Document 4

Source: Andrew J. Russell, photograph of the golden spike ceremony at Promontory Summit, Utah, marking the linking of the Central Pacific and Union Pacific railroad lines, 1869.

2023-24 Unit 4 DBQ



Beinecke Rare Book and Manuscript Library, Yale University

Document 5

Chief Young Joseph, “An Indian’s Views of Indian Affairs,” *North American Review*, 1879.

Mr. [Spalding] took hold of my father’s arm and said, “Come and sign the treaty.” My father pushed him away, and said: “Why do you ask me to sign away my country? . . . I will not give it up to any man. My people would have no home. Take away your paper. I will not touch it with my hand.”

Document 6

Source: Andrew Carnegie, “Commercial Expansion vs. Colonial Expansion,” 1898.

Should we undertake to hold the Philippines we immediately place the whole republic within the zone of wars and rumors of war, and the rumor of war is in itself destructive to commerce. . . .

Without distant possessions, the republic, solid, compact, safe from the zone of war disturbance, has captured the world’s markets for many products, and only needs a continuance of peaceful conditions to have the industrial world at its feet. . . .

Let [President William McKinley] consider the Philippines part of the United States . . . and he antagonizes the whole of Europe and has war upon his hands to a certainty—this time no weak Spain to deal with, but the overwhelming naval power of Europe.

Document 7

2023-24 Unit 4 DBQ

Source: *Columbia's Easter Bonnet, 1901.*



NOTE: The bonnet in the image is a battleship labeled “World Power” with two guns labeled “Army” and “Navy”; the smoke is labeled “Expansion.”

Courtesy of the Library of Congress

2023-24 Unit 4 DBQ

- 12. This question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.**

In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using all but one of the documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Evaluate the extent to which ideas of Manifest Destiny motivated United States expansion in the period from 1830 to 1905.

2023-24 Unit 4 DBQ**Document 1**

Source: James Williams, formerly enslaved person, recounting his 1837 escape from Alabama, 1838.

[I] stepped across the line which divided the free state of Pennsylvania from the land of slavery. . . .

. . . I ventured to call at a tavern. . . . Some more colored people came in, and taking me aside told me that they knew . . . that I was probably a runaway slave—but that I need not be alarmed, as they . . . would do all in their power to protect me. . . .

. . . The slaves are always told that if they escape into a free state, they will be seized and put in prison. . . . Oh, if the miserable men and women, now toiling on the plantations of Alabama, could know that thousands in the free states are praying and striving for their deliverance!

Document 2

Source: *American Cotton Planter*, magazine article, 1853.

The slave-labor of the United States, has hitherto conferred and is still conferring inappreciable blessings on mankind. If these blessings continue, slave-labor must also continue, for it is idle to talk of producing Cotton for the world's supply with free labor. It has never yet been grown by voluntary labor.

Document 3

Source: Stephen A. Douglas, United States senator from Illinois, speech in Congress on the Kansas-Nebraska Bill, 1854.

Now I ask the friends and the opponents of this measure to look at it as it is. Is not the question involved the simple one, whether the people of the territories shall be allowed to do as they please upon the question of slavery, subject only to the limitations of the Constitution?

Document 4

Source: *Evening Journal*, New York newspaper article, 1854.

The work of Monroe, and Madison, and Jefferson, is undone. The wall they erected to guard the domain of Liberty, is flung down by the hands of an American Congress, and Slavery crawls, like a slimy reptile over the ruins, to defile a second eden.

They tell us that the North will not submit. We hope it will not. But we have seen this same North crouch lower and lower each year under the whip of the slave driver, until it is hard to tell what it will not submit to now. Who, seven years ago, would not have derided [mocked] a prophecy [prediction] that Congress could enact the kidnapping of free citizens, without judge or jury? . . . And yet, who now will deny that that prophecy is more than realized?

Document 5

Source: William Seward, United States senator from New York, "The Irrepressible Conflict," speech, 1858.

2023-24 Unit 4 DBQ

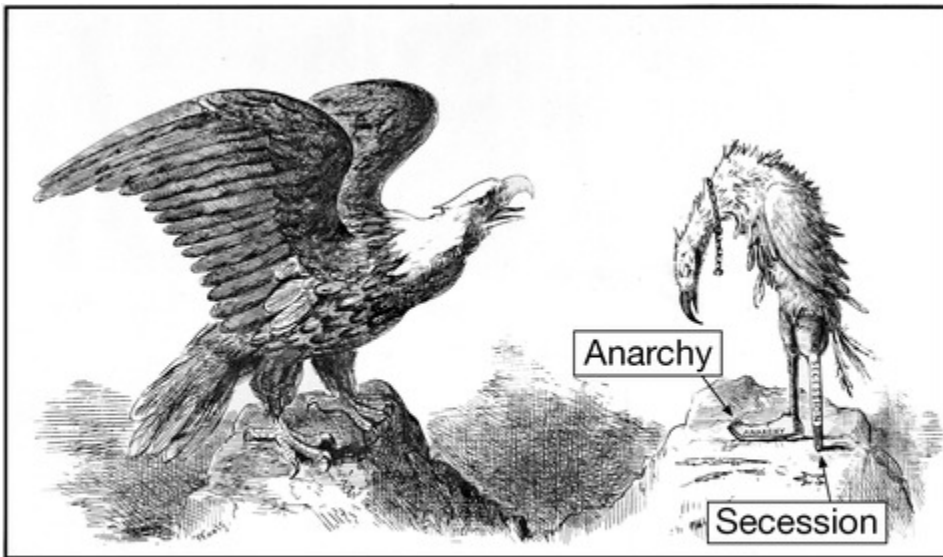
One of the chief elements of the value of human life is freedom in the pursuit of happiness. The slave system is . . . intolerable, unjust, and inhuman. . . .

The free-labor system conforms to the divine law of equality, which is written in the hearts and consciences of man, and therefore is always and everywhere beneficent.

The free-labor system educates all alike, and by opening all the fields of industrial employment . . . secures universal contentment, and brings into the highest possible activity all the physical, moral, and social energies of the whole state. In states where the slave system prevails, the masters, directly or indirectly, secure all political power, and constitute a ruling aristocracy. In states where the free-labor system prevails, universal suffrage necessarily obtains, and the state inevitably becomes, sooner or later, a republic or democracy.

Document 6

Source: “Our national bird,” cartoon published in 1861.



Our national bird as it appeared when handed to [President] James Buchan, March 4, 1857

The identical bird as it appeared [in] 1861

Library Company of Philadelphia

Document 7

2023-24 Unit 4 DBQ

Source: Secession Convention of Texas, declaration of secession, 1861.

We hold as undeniable truths that . . . in this free government all white men are and of right ought to be entitled to equal civil and political rights; that the servitude of the African race, as existing in these States, is mutually beneficial to both bond and free, and is abundantly authorized and justified by the experience of mankind, . . . while the destruction of the existing relations between the two races, as advocated by our sectional enemies, would bring inevitable calamities upon both and desolation upon the fifteen slave-holding States. . . .

For these and other reasons, . . . we the delegates of the people of Texas, in Convention assembled, have passed an ordinance dissolving all political connection with the government of the United States of America.

- 13. This question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.**

In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using all but one of the documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Evaluate the relative importance of the causes of the Civil War in the period from 1830 to 1861.

2023-24 Unit 4 DBQ

Document 1

Source: Image from a Map of Virginia and Maryland, circa the mid-1750s



Courtesy of the Library of Congress

Document 2

Source: *An Act for the better Ordering and Governing of Negroes and other Slaves in this Province*, law passed by the Georgia colonial legislature, 1755.

All Negroes [and] Indians . . . and all their . . . offspring Born or to be Born shall be and they are hereby declared to be and remain for ever hereafter absolute Slaves and shall follow the Condition of the Mother and shall be deemed in Law to be Chattels personal in the Hands of their Owners and possessors. . . .

. . . And be it further Enacted . . . that it shall and may be Lawful for every Justice assigned to keep the peace in this province . . . to dispose any Assembly or meeting of Slaves which may disturb the peace or endanger the safety of his Majesty's Subjects.

Document 3

Source: James Warren, newspaper editor, essay in the *Republican Centinel* during the debate in Massachusetts over ratifying the United States Constitution, 1788.

[By] the provision in the [constitutional] system for a representation of the people, which is the corner stone of a free government . . . , fifty thousand slaves, having neither liberty or property, will have a representative in that branch of the legislature [the House of Representatives]. . . . Should it be said, that not the slaves but their masters are to send a representative, the answer is plain: If the slaves have a right to be represented, they are on a footing with freemen. . . .

2023-24 Unit 4 DBQ

What covenant [agreement] are the freemen of Massachusetts about to ratify? A covenant that will degrade them to the level of slaves. . . . Is this an equal, a safe, or a righteous plan of government?

Document 4

Source: Tench Coxe, former federal government official, report on cotton production prepared for the Philadelphia Society for the Promotion of American Manufactures, 1817.

The statesman and the planter, the merchant and the manufacturer, are now aware, that . . . [because cotton is] capable of being produced in so extensive a portion of our country, *its sale and employment* [use] appear to be objects of the greatest and most obvious importance to the landed interest. . . . The peculiar fitness of the staple for conversion into yarn [and] cloths . . . by machinery . . . have hitherto made these demands, at home and abroad, very extensive, steady, and increasing. . . .

. . . It appears highly expedient, that our government and nation should pay the most early and serious attention to the cotton manufacture, as the indispensable means of promoting agriculture. . . . The foreign and domestic demands [for cotton textiles] would be highly favorable to the planters.

Document 5

Source: Jeremiah Gloucester, formerly enslaved African American minister, *An Oration on the Abolition of the Slave Trade*, delivered at an African American church in Philadelphia, Pennsylvania, 1823.

America lifted up the pole of liberty and unfurled the banner and swayed the scepter of Independence. . . . Then it was the African [who] lifted up his bleeding fettered [shackled] hands, and cried with a voice that reiterated “Am I not a man and a brother!” . . . Yet there are thousands of our brethren of colour suffering under the tyrannical yoke of bondage in the south. . . . I appeal to the hearts of all true republicans, [is it not] a sin in the sight of heaven, to hold in cruel slavery a part of the human family, for no other crime than they are not of the same colour?

Document 6

Source: David Walker, African American activist, *An Appeal to the Coloured Citizens of the World*, 1829.

Do you know that Mr. Jefferson was one of as great characters as ever lived among the whites? . . . Do you believe that the assertions [about African American inferiority] of such a man, will pass away into oblivion unobserved by this people and the world? . . . I am after those who know and feel, that we are MEN . . . ; to them, I say, that unless we try to refute Mr. Jefferson’s arguments respecting us, we will only establish them. . . .

Are we MEN!!—I ask you, O my brethren! are we MEN?

Document 7

Source: Bennet Barrow, Louisiana slaveholder, rules for his cotton plantation recorded in his diary, 1838.

No negro shall leave the place at any time without my permission, or in my absence that of the Driver [slave overseer] . . . , for the cause of such absence . . . ought never to be omitted to be enquired into.

2023-24 Unit 4 DBQ

The Driver should never leave the plantation, unless on the business of the plantation.

No negro shall be allowed to marry out of the plantation.

No negro shall be allowed to sell anything without my express permission. I have ever maintained the doctrine that my negroes have no time [of their own] Whatever, [and] they are always liable to my call without questioning for a moment.

- 14. This question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.**

In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using all but one of the documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Evaluate the extent to which the institution of slavery changed in the period from 1754 to 1850.

2023-24 Unit 4 DBQ**Document 1**

Source: George Washington, advertisement placed in the *Maryland Gazette*, 1761.

Ran away from [my] Plantation . . . on *Dogue Run* in *Fairfax* [Virginia], on the 9th [of this month], the following Negroes. . . . *Peros*, . . . *Jack*, . . . *Neptune*, . . . [and] *Cupid*. . . .

As they went off without the least Suspicion, Provocation, or Difference with any Body, or the least angry Word or Abuse from their Overseers, tis supposed they will hardly lurk about in the Neighbourhood, but steer some direct Course . . . in Hopes of an Escape. . . .

Whoever apprehends the said Negroes, so that [I] may readily get them, shall have, if taken up in this County, Forty Shillings Reward, beside what the Law allows.

Document 2

Source: Petition from enslaved African Americans in Massachusetts to the British colonial governor, 1774.

[We] apprehend we have in common with all other men a natural right to our freedoms without Being deprived of them by our fellow men, as we are free-born People and have never forfeited this Blessing by any compact or agreement whatever. But we were unjustly dragged . . . and Brought hither to be made slaves for Life in a Christian land. . . .

We therefore Beg your Excellency and Honor . . . that you will accordingly cause an act of the legislature to be passed that we may obtain our Natural right[s], our freedoms, and our children be set at liberty.

Document 3

Source: *An Act for the gradual abolition of slavery*, passed by the New York state legislature, 1799.

Be it enacted by the people of the state of New York . . . , That any child born of a slave within this State after the fourth day of July next, shall be deemed . . . to be born free: Provided nevertheless that such Child shall be the servant of the legal [owner] of his or her mother until such servant if a male shall arrive at the age of twenty eight years, and if a female at the age of twenty five years.

Such [owner] . . . shall be entitled to the service of such child until he or she shall arrive to the age aforesaid, in the same manner as if such Child had been bound [required] to [be a servant].

Document 4

Source: *An Act to Prohibit the Importation of Slaves*, law passed by the United States Congress, 1807.

Be it enacted, That from and after the first day of January, [1808], it shall not be lawful to import or bring into the United States or the territories thereof from any foreign kingdom, place, or country, any negro, mulatto, or person of colour, as a

2023-24 Unit 4 DBQ

slave, or to be held to service or labour.

Document 5

Source: Harriet Jacobs, formerly enslaved African American who escaped from North Carolina, describing in her autobiography events in 1831.

Not far from this time [in 1831] Nat Turner's insurrection [in Virginia] broke out; and the news threw our town into great commotion. Strange that they [White slaveholders] should be alarmed, when their slaves were so "contented and happy"!

It was a grand opportunity for the low whites, who had no negroes of their own. . . . They exulted [rejoiced] in such a chance to exercise a little brief authority, and show their subserviency to the slaveholders, not reflecting that the power which trampled on the colored people also kept themselves in poverty, ignorance, and moral degradation. . . . At night they formed themselves into patrol bands. . . . No two people that had the slightest tinge of color in their faces dared to be seen talking together.

Document 6

Source: Seal of the Philadelphia Female Anti-Slavery Society, an interracial abolitionist group founded in Pennsylvania in 1833.

2023-24 Unit 4 DBQ



"Am I Not a Woman and a Sister?," Pennsylvania Abolition Society Papers [490], Historical Society of Pennsylvania.

Document 7

Source: James Henry Hammond, United States Congressman from South Carolina, speech in the United States House of Representatives, 1836.

In northern latitudes, where no great agricultural staple is produced, . . . there is an accurate division of [workers'] labor; . . . in the higher departments a degree of skill must be attained, [for] which stronger stimulants are necessary than can be ordinarily applied to slaves. . . .

Slavery is said to be an evil. . . . But it is no evil. On the contrary, I believe it to be the greatest of all the great blessings which a kind Providence has bestowed upon our glorious region. For without it, our fertile soil and our [fruitful] climate would have been given to us in vain.

2023-24 Unit 4 DBQ

- 15. This question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.**

In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using all but one of the documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Evaluate the extent to which the institution of slavery changed in the period from 1754 to 1850.
