

UNITED STATES HISTORY
SECTION II
Total Time – 1 hour, 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 60 minutes

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:

- **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.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Use of the Documents:** Accurately describe the content of at least three documents to address the topic of the prompt.
- **Sourcing the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Explaining the Documents:** 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.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Complex Understanding:** Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

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1. To what extent did World War I lead to changes in race relations in the United States between 1915-1930?

Document 1

Source: Colonel J.L.A. Linard, French liaison to the American Expeditionary Force, internal memo for the instruction of French officers entitled, "Secret Information Concerning Black American Troops," August 7, 1918. Republished by W.E.B. DuBois in *The Crisis*, 1919.

It is important for French officers who have been called upon to exercise command over black American troops, or to live in close contact with them, to have an exact idea of the position occupied by Negroes in the United States... The American attitude upon the Negro question may seem a matter for discussion to many French minds. But we French are not in our province if we undertake to discuss what some call "prejudice." American opinion is unanimous on the "color question," and does not admit of any discussion...

The French public has become accustomed to treating the Negro with familiarity and indulgence. This indulgence and this familiarity are matters of grievous concern to the Americans. They consider them an affront to their national policy. They are afraid that contact with the French will inspire in black Americans aspirations which to them appear intolerable.

It is of the utmost importance that every effort be made to avoid profoundly estranging American opinion. Although a citizen of the United States, the black man is regarded by the white American as an inferior being with whom relations of business or service only are possible. The black is constantly being censured for his want of intelligence and discretion, his lack of civic and professional conscience, and for his tendency toward undue familiarity.

Document 2

Source: Major J. N. Merrill, Report to Commanding Officer, 368th Infantry, 1918.

"Without my presence or that of any other white officer right on the firing line I am absolutely positive that not a single colored officer would have advanced with his men. The cowardice shown by the men was abject . . . the men are rank cowards, there is no other word for it."

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Document 3

Source: Photograph of men of the 369th Infantry Division who won the French *Croix de Guerre* (War Cross) for gallantry in action, 1919.



Document 4

Source: “Ghastly Deeds of Race Rioters Told,” *Chicago Defender*, 1919.

Following the Sunday affray, the red tongues had blabbed their fill, and Monday morning found the thoroughfares in the white neighborhoods throated with a sea of humans—everywhere—some armed with guns, bricks, clubs and an oath. The presence of a black face in their vicinity was a signal for a carnival of death... Some of the victims were chased, caught and dragged into alleys and lots, where they were left for dead. In all parts of the city, white mobs dragged from surface cars, black passengers wholly ignorant of any trouble, and set upon them. An unidentified man, young woman and a 3 month old baby were found dead on the street at the intersection of 47th street and Wentworth avenue. She had attempted to board a car there when the mob seized her, beat her, slashed her body into ribbons and beat the Baby’s brains out against a telegraph pole... All the time this was happening, several policemen were in the crowd, but did not make any attempt to make rescue until too late.

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Document 5

Source: Speech by Marcus Garvey in Cincinnati, 1921.

The white man has been fooling us for 300 years, and I am on strike of being fooled any longer. He has done all kinds of things to make us feel that we are an inferior kind of people.... Hence they have made God a white man and Jesus Christ a white man, and the angels beautiful white peaches from Georgia. Everything up in heaven is white according to the white man's teaching.

Every Negro believes that God is white and that angels are white. God is not white or black; angels have no color, and they are not white peaches from Georgia. But if they say that God is white, this organization says that God is black; if they are going to make the angels beautiful white peaches from Georgia, we are going to make them beautiful black peaches from Africa. How long are we going to stand for this propaganda of white superiority and black inferiority?

Document 6

Source: F. H. Payne, Assistant Secretary of War, to Mrs. M. E. Mallette, 1930.

I regret that you protest against that part of the pilgrimage regulations of the War Department which provides for the formation of groups of colored gold star mothers* and widows. The large number of mothers and widows who will make the pilgrimage, together with the necessity of providing suitable accommodations for all, made impracticable the sending of the pilgrims in one body, and made the organization of groups necessary...

After thorough study, the conclusion was reached that the formation of white and colored groups of mothers and widows would best assure the contentment and comfort of the pilgrims themselves. No discrimination as between the various groups is contemplated. All groups will receive like accommodations at hotels and on steamships, and the representatives of the War Department will, at all times, be as solicitous of the welfare of the colored mothers and widows as they will be of the welfare of those of the white race... It would seem natural to assume that these mothers and widows would prefer to seek solace in their grief from companions of their own race.

*An organization founded to provide support for mothers who lost their sons in combat

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Document 7

Source: Photo of sisters of Corporal Freddie Stowers receiving the Medal of Honor in recognition of Stowers' actions in World War I at the White House, 1991.



END OF DOCUMENTS FOR QUESTION 1

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This DBQ was designed to accompany teaching materials made available by the American Battlefield Monuments Commission. Visit ABMC's [Bringing the Great War Home](#) page for more information about the project.

APUSH DBQ RUBRIC

Updated July 2017

Name: _____

DBQ: _____

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.

The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.

THESIS / CLAIM

Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.

The thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

DOCUMENTS, EVIDENCE, & ANALYSIS

	DESCRIBES	SUPPORTS	EXPLAINS
Doc __			
Doc __			
Doc __			
Doc __			
Doc __			
Doc __			
Doc __			

Accurately **DESCRIBES** the content of **at least THREE** documents to address the topic of the prompt. Quotes are insufficient to earn this point.

SUPPORTS an argument in response to the prompt using **at least SIX** documents. These documents should meet (and exceed) the standard set for the description point.

For **at least THREE** documents, **EXPLAINS HOW** or **WHY** the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.

The response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

The response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:

- Explaining nuance by analyzing multiple variables
- Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

**TOTAL
POINTS:**

/7