

In developing your answer to Part III, be sure to keep these general definitions in mind:

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Although Americans place a high value on education, access to formal education has not always been available to all. Since colonial times, educational opportunities have been extended to more and more people in the United States.

Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to:

- Discuss the efforts made by individuals and the government (federal, state, or local) to extend educational opportunities in American society
- Evaluate the extent to which these efforts were successful

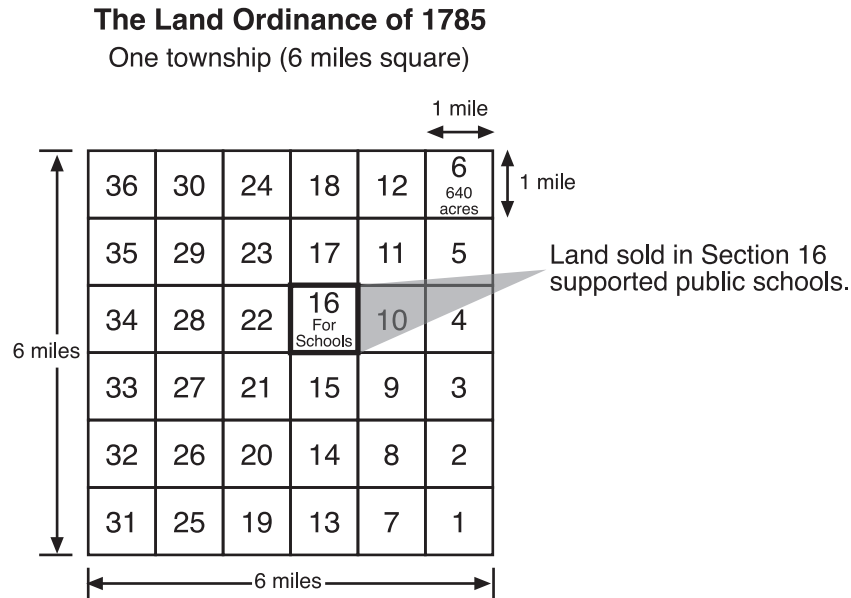
Part A

Short-Answer Questions

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

Document 1

The Land Ordinance of 1785 provided for the orderly survey and sale of public lands in the Northwest Territory. The grid below shows the numbering of sections of land for sale in a township.



Source: Thomas A. Bailey et al.,
The American Pageant, Houghton Muffin
(adapted)

- 1 According to this grid, how did the Land Ordinance of 1785 encourage education in the Northwest Territory? [1]

Score

Document 2

. . . The inquiry to which these remarks have conducted us is this: what is offered by the plan of female education here proposed, which may teach or preserve among females of wealthy families that purity of manners which is allowed to be so essential to national prosperity, and so necessary to the existence of a republican government?

- [1] Females, by having their understandings cultivated, their reasoning powers developed and strengthened, may be expected to act more from the dictates of reason and less from those of fashion and caprice [unpredictability].
- [2] With minds thus strengthened they would be taught systems of morality, enforced by the sanctions of religion; and they might be expected to acquire juster and more enlarged views of their duty, and stronger and higher motives to its performance.
- [3] This plan of education offers all that can be done to preserve female youth from a contempt of useful labor. The pupils would become accustomed to it in conjunction with the high objects of literature and the elegant pursuits of the fine arts; and it is to be hoped that, both from habit and association, they might in future life regard it as respectable. . . .

Source: Emma Willard,
"An Address to the Public, Particularly the Members of the Legislature of New York,
Proposing a Plan for Improving Female Education," 1819

- 2 Based on this passage, state **one** reason Emma Willard believed females would benefit from education. [1]

Score

Document 3

. . . Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men—the balance-wheel of the social machinery. I do not here mean that it so elevates the moral nature as to make men disdain and abhor the oppression of their fellowmen. This idea pertains to another of its attributes. But I mean that it gives each man the independence and the means, by which he can resist the selfishness of other men. It does better than to disarm the poor of their hostility towards the rich; it prevents being poor. Agrarianism [movement to improve the economic status of farmers] is the revenge of poverty against wealth. The wanton destruction of the property of others, — the burning of hay-ricks and corn-ricks, the demolition of machinery, because it supersedes hand-labor, the sprinkling of vitriol [caustic substances] on rich dresses, — is only agrarianism run mad. Education prevents both the revenge and the madness. On the other hand, a fellow-feeling for one's class or caste is the common instinct of hearts not wholly sunk in selfish regards for person, or for family. The spread of education, by enlarging the cultivated class or caste, will open a wider area over which the social feelings will expand; and, if this education should be universal and complete, it would do more than all things else to obliterate factitious distinctions in society. . . .

— Horace Mann, *12th Annual Report of the Secretary of the Massachusetts Board of Education*, 1848
Source: Lawrence Cremin, ed., *The Republic and the School: Horace Mann on the Education of Free Men*,
Columbia University

- 3 Based on this passage, identify **two** reasons Horace Mann believed public education benefits American society. [2]

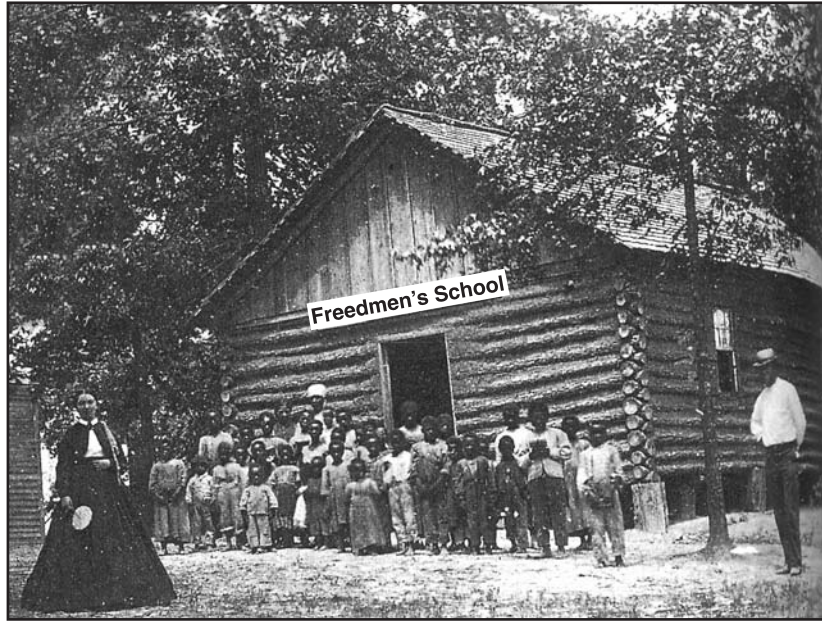
(1) _____

Score

(2) _____

Score

Document 4



Source: Andrew Cayton et al., *America: Pathways to the Present*, Prentice Hall (adapted)

4a According to this photograph, what action did the federal government take to encourage educational opportunities for African Americans in the period after the Civil War? [1]

Score

Our school begun—in spite of threatenings from the whites and the consequent fear of the blacks—with twenty-seven pupils, four only of whom could read, even the simplest words. At the end of six weeks, we have enrolled eighty-five names, with but fifteen unable to read. In seven years teaching at the North, I have not seen a parallel to their appetite for learning, and their active progress. Whether this zeal will abate with time, is yet a question. I have little fear that it may. Meanwhile it is well to “work while the day lasts.” Their spirit now may be estimated somewhat, when I tell you that three walk a distance of four miles, each morning, to return after the five-hours session. Several come three miles, and quite a number from two and two-and-a-half miles. . . .

— Mary S. Battey, schoolteacher, Andersonville, Georgia, 1866

Source: Gerda Lerner, *The Female Experience: An American Documentary*, Bobbs-Merrill Company

b According to this passage, how were African-American students in the South affected by educational opportunities in 1866? [1]

Score

Document 5

India Harris Simmons came to Kansas from Ohio to join her homesteading parents and was soon appointed as the first schoolteacher of the Prairie Range district of northwest Kearny County.

. . . The nondescript supply of books which each pupil had brought from whatever state was 'back home' to him was placed on the bench by his side. Slates, which had to take the place of both blackboard and tablets, were of all sizes and descriptions, from Jimmy's tiny one with the red felt covered frame and pencil tied to it with a string, to Mary's big double one with the wide home-made frames fastened together with strong hinges and cut deep with initials and hearts. She had found it packed away among grandfather's books which he had used away back in Ohio. There were histories from Illinois, spellers and writing books from Iowa, readers from St. Louis city schools, and even some old blue-backed spellers, with their five-syllabled puzzlers.

From this motley array the teacher made the assignments and arranged the classifications, depending entirely upon her own judgment. The pupils had been without school privileges long enough to be glad to have an opportunity to study, and their rapid progress showed they came, for the most part, from intelligent families. True, there was not a suspension globe for explaining mathematical geography, but an apple and a ball did very well. There was no case of the latest wall maps on rollers, but the large ones in the books answered the purpose when care was taken to hold them correctly. . . .

— India Harris Simmons (1888)

Source: Joanna Stratton, *Pioneer Women: Voices from the Kansas Frontier*, Simon and Schuster

- 5 Based on this document, state **two** ways that India Harris Simmons used the materials available to her to teach the children in her school. [2]

(1) _____


Score

(2) _____

Score

GRANITE CITY
AMERICANIZATION SCHOOLS

Monday
and
Thursday
Evenings
7:30 p. m.



Underwood & Underwood

These two men are brothers, one is an American Citizen and the other has just come to this country with their old mother. See the difference in the way they dress and look. America is a great country. In America everybody has a chance. Everybody who comes to America from the old country ought to learn the American language and become an American citizen. If the people that come to America do not become Americans, this country will soon be like the old country.

Beginning
Monday,
September
the 27th,
1920

SCHOOLS:

HIGH SCHOOL, 20TH AND D STREETS
LINCOLN PLACE, 917 PACIFIC AVENUE

LIBERTY SCHOOL, 20TH AND O STREETS
MADISON SCHOOL, 1322 MADISON AVENUE

Keep America Great. Become an American Citizen Learn The Language.

Press Record Publishing Co. 1834 D St., Granite City, Ill

—file 27671/44, Americanization files, Records of the Immigration and Naturalization Service, Record Group 85
Source: *Teaching With Documents: Using Primary Sources From the National Archives*,
National Archives Trust Fund Board (adapted)

6 According to this poster, what advantage would immigrants gain by attending an Americanization school? [1]

Score

Document 7

**STATE OF EDUCATION
BLACK AND WHITE**

. . . On average, Southern states spent half as much educating a black child as they spent educating a white. Investment in white school plants [buildings] was four times higher, white teachers' salaries 30 percent higher.

Seventeen segregating states spent \$42 million busing white children — less than \$1 million on blacks.

Median years of schooling in segregating states and Washington, D.C.: whites — 8.4; blacks — 5.1. The percent of whites finishing school was four times that of blacks.

Segregating states spent \$86 million on white colleges, \$5 million on black ones. There was 1 accredited medical school for blacks, 29 for whites; 1 accredited black school for pharmacology, 40 for whites; 1 law school for blacks, 40 for whites. There was no engineering school for blacks, 36 for whites.

In 1946, an estimated one quarter of the entire black population was functionally illiterate. . . .

Source: Harold Evans et al., *The American Century*, Alfred A. Knopf (adapted)

- 7 Based on this document, state **two** ways that “separate but equal” was not equal when it came to education in the segregated states before 1954. [2]

(1) _____ Score

(2) _____ Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **five** documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Although Americans place a high value on education, access to formal education has not always been available to all. Since colonial times, educational opportunities have been extended to more and more people in the United States.

Task: Using information from the documents and your knowledge of United States history, write an essay in which you:

- Discuss the efforts made by individuals and the government (federal, state, or local) to extend educational opportunities in American society
- Evaluate the extent to which these efforts were successful

Guidelines:

In your essay, be sure to

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **five** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Include an introduction and a conclusion that are beyond a simple restatement of the *Historical Context*