

# HISTORICAL ANALYSIS – Cause & Effect...

## *Cultural and Political Conflict in the 1920s*

*Roaring Twenties DBQ Project Student Example and Writing Practice Activity*

### **From the 2015 Revised Framework:**

#### *Students Will...*

#### **CREATE AND DEFEND AN ARGUMENT...**

1. Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.
2. Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (e.g., *comparison, causation, patterns of continuity and change over time, or periodization*).
3. Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.
4. Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

#### **ANALYZE CAUSES AND EFFECTS...**

1. Explain long and /or short-term causes and/or effects of an historical event, development, or process.
2. Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

#### **ANALYZE EVIDENCE...**

1. Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.
2. Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.

#### **INTERPRET DOCUMENTS...**

1. Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.
2. Analyze diverse historical interpretations.

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**Directions:** Address the prompt by writing a thesis statement using your thesis formula and analyze the documents using your document strategy. Remember when analyzing documents to address the context, purpose, point of view, or audience as well as analyzing each in terms of how it supports your thesis or alternate view. If you not corroboration or contradictions between or among documents, be sure to note that as well.

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**2015 AP UNITED STATES HISTORY FREE-RESPONSE QUESTIONS**

**UNITED STATES HISTORY**

**SECTION II**

**Part A**

**(Suggested planning time – 15 minutes; Suggested writing time--40 minutes)**

**Percent of exam score-25 %**

**Directions:** The following question requires you to construct a coherent essay that integrates your interpretation of Documents 1-7 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.

- State a relevant thesis that directly addresses all parts of the question
- Support the thesis or a relevant argument with evidence from all, or all but one, of the documents
- Incorporate analysis of all, or all but one, of the documents into your argument
- Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view
- Support your argument with analysis of historical examples outside the documents
- Connect historical phenomena relevant to your argument to broader events or processes
- Synthesize the elements above into a persuasive essay

1. **Analyze how modernization and changing beliefs led to increased political and social conflicts during the 1920s.**

### Document 1

Source: Harold Edmund Stearns, *America and The Young Intellectual*, 1921

“Something must be radically wrong with a culture and a civilization when its youth begins to desert it. Youth is the natural time for revolt, for experiment, for a generous idealism that is eager for action. Any civilization which has the wisdom of self-preservation will allow a certain margin of freedom for the expression of this youthful mood. But the plain, unpalatable fact is that in America today that margin of freedom has been reduced to the vanishing point. Rebellious youth is not wanted here. In our environment there is nothing to challenge our young men; there is no flexibility, no color, no possibility for adventure, no chance to shape events more generously than is permitted under the rules of highly organized looting. All our institutional life combines for the common purpose of blackjacking our youth into the acceptance of the status quo; and not acceptance of it merely, but rather its glorification.”

**HISTORICAL CONTEXT, SIGNIFICANCE, AND HOW IT SUPPORTS OR REFUTES THESIS:**

**AUTHOR'S INTENDED AUDIENCE, PURPOSE, OR POV**

**CORROBORATED BY OR CONTRADICTED BY:**

### Document 2

Source: *Harry Emerson Fosdick, "Shall the Fundamentalists Win?" Christian Work 102 (June 10, 1922): 716–722.*

“Already all of us must have heard about the people who call themselves the Fundamentalists. Their apparent intention is to drive out of the evangelical churches men and women of liberal opinions. I speak of them the more freely because there are no two denominations more affected by them than the Baptist and the Presbyterian. We should not identify the Fundamentalists with the conservatives. All Fundamentalists are conservatives, but not all conservatives are Fundamentalists. The best conservatives can often give lessons to the liberals in true liberality of spirit, but the Fundamentalist program is essentially illiberal and intolerant. The Fundamentalists see, and they see truly, that in this last generation there have been strange new movements in Christian thought. A great mass of new knowledge has come into man's possession—new knowledge about the physical universe, its origin, its forces, its laws; new knowledge about human history and in particular about the ways in which the ancient peoples used to think in matters of religion and the methods by which they phrased and explained their spiritual experiences; and new knowledge, also, about other religions and the strangely similar ways in which men's faiths and religious practices have developed everywhere. . . Now, there are multitudes of reverent Christians who have been unable to keep this new knowledge in one compartment of their minds and the Christian faith in another. They have been sure that all truth comes from the one God and is His revelation. Not, therefore, from irreverence or caprice or destructive zeal but for the sake of intellectual and spiritual integrity, that they might really love the Lord their God, not only with all their heart and soul and strength but with all their mind, they have been trying to see this new knowledge in terms of the Christian faith and to see the Christian faith in terms of this new knowledge.”

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## Document 3

Source: Harlem Broadsheet, 1920s

**GRAND OPENING!****THE RENAISSANCE THEATRE**

Seventh Avenue &amp; 137th Street, New York City

*Has Now Successfully Thrown Open Wide Its Doors*

This Theatre is the first and only Theatre in the City of New York that has been built by Colored capital and is owned and managed by Colored people.

It should be your immediate duty to see for yourself what everybody admits to be the best and finest built Theatre in the Colored section of Harlem —with beautiful interior decorations and with a magnificent orchestra headed by Miss Marie Wayne—This Theatre should appeal to your sense of racial pride.

**THE POLICY will be to**

feature the best and latest photo productions, as is shown in the first class Broadway Theatres, with an orchestra of exceptional ability.

All productions as are shown in this Theatre are selected to meet the requirements of the refined and cultured in a standard of excellency in catering

Everything will be done to maintain class to the public at popular prices—11c, 17c and 20c.

**GRAND OPENING!**

**HISTORICAL CONTEXT, SIGNIFICANCE, AND HOW IT SUPPORTS OR REFUTES THIS:**

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### Document 4

**Source:** The Butler Law, PUBLIC ACTS OF THE STATE OF TENNESSEE PASSED BY THE SIXTY-FOURTH GENERAL ASSEMBLY, 1925

“AN ACT prohibiting the teaching of the Evolution Theory in all the Universities, Normals and all other public schools of Tennessee, which are supported in whole or in part by the public school funds of the State, and to provide penalties for the violations thereof.

Section 1. Be it enacted by the General Assembly of the State of Tennessee, That it shall be unlawful for any teacher in any of the Universities, Normals and all other public schools of the State which are supported in whole or in part by the public school funds of the State, to teach any theory that denies the story of the Divine Creation of man as taught in the Bible, and to teach instead that man has descended from a lower order of animals.”

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### Document 5

**Source:** *New York Times*, 1927

Charlestown State Prison, Mass., Tuesday, Aug. 23 -- The Warden was barely able to pronounce above a whisper the solemn formula required by law: "Under the law I now pronounce you dead, the sentence of the court having been legally carried out." The words were not heard by the official witnesses...

*Bartolomeo Vanzetti’s last words included this said to reporter, Philip D. Strong,  
"If it had not been for these things, I might have lived out my life talking at street corners to scorning men. I might have died unmarked, unknown, a failure. Now we are not a failure. This is our career and our triumph. Never in our full life could we hope to do such work for tolerance, for justice, for man's understanding of man as now we do by accident. Our words--our lives--our pains--nothing! The taking of our lives--lives of a good shoemaker and a poor fish-peddler--all! That last moment belongs to us--that agony is our triumph."*

Machine Guns Bristle, Search Lights Glare During Execution -- Crowds Kept Far From Prison...  
Superintendent Crowley's men broke up a meeting of nearly 500 Italians in Salem Street, in the North End, as midnight approached. They threatened to hold a demonstration in front of the Bunker Hill Monument, and also threatened to hold a protest meeting before the State House and on the Common....

Nicola Sacco and Bartolomeo Vanzetti died in the electric chair early this morning, carrying out the sentence imposed on them for the South Braintree murders of April 15, 1920. Sacco marched to the death chair at 12:11 and was pronounced lifeless at 12:19. Vanzetti entered the execution room at 12:20 and was declared dead at 12:26. To the last they protested their innocence, and the efforts of many who believed them guiltless proved futile, although they fought a legal and extra legal battle unprecedented in the history of American jurisprudence

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## Document 6

Source: *The North American Review*, 1926

The Klan marching on Washington, proclaiming that all Catholics, Jews, Negroes, and recent immigrants are not true Americans, and are a problem to be confronted by the nation. The Klan's Imperial Wizard, Hiram Wesley Evens, stated "We will not permit him (the Negro) to gain sufficient power to control our civilization. Neither will we delude him with promises of social equality which we know can never be realized."



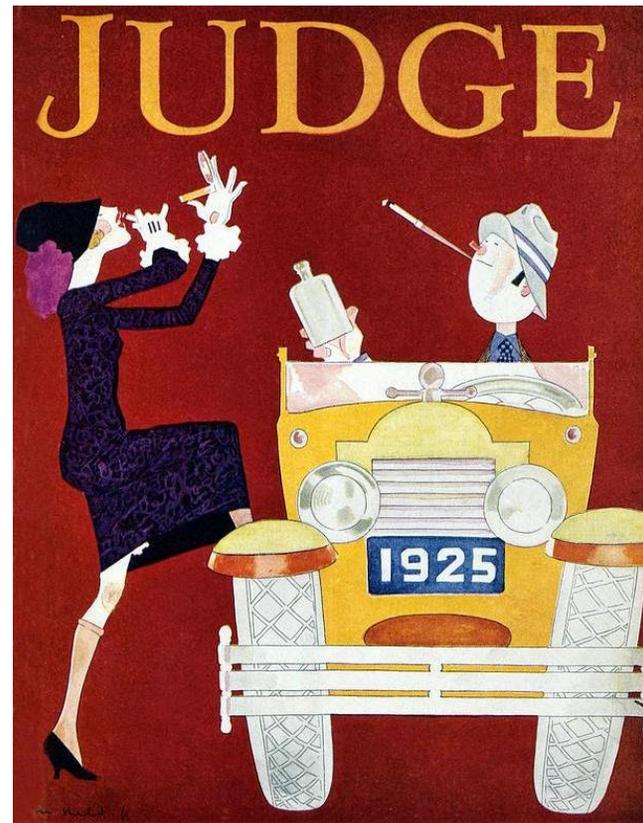
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## Document 7

Source: *Judge Magazine*, January 3, 1925



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