

* SPRITE *

Before + After

similar + change

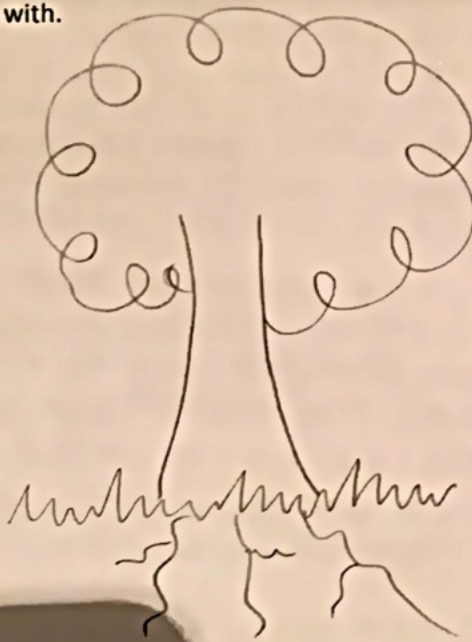
Name: Kyilee Shimono

Evaluate the extent in which the Civil War was a turning point in the lives of African Americans in the United States. Use the documents and your knowledge of the years 1860-1877 to construct your response.

There were several compromises in the first half of the nineteenth century that reshaped America, the Compromise of 1850 tore the nation apart with the Fugitive Slave Act with the end of the civil war, end to slavery + establishment of Jim Crow laws. After the civil war, Reconstruction era begins with changes in the African Americans' status.

Break the Prompt up: (BASD in turning point prompts) [Note: No Documents, so let's brainstorm as a class on the white board by creating a timeline.]

BIG C CONTEXTUALIZATION - (Draw a tree, or any historical reference that can be broken into three components.) Focus on shaping your argument from beginning to end in the best three sentences you can come up with.



Broad - leaves

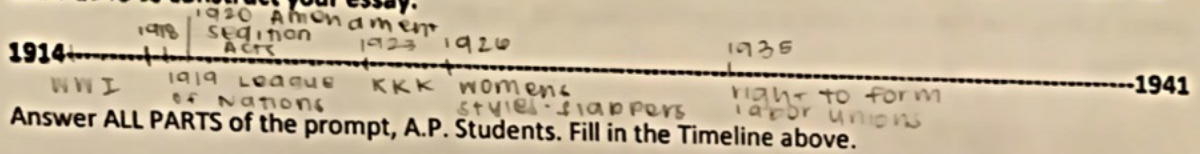
Narrower - trunk

Specific - roots

One person will need to log on to the Socrative classroom message forum to post your three sentence response. The other will need to beautify the Big C Poster.

Shimono

Analyze the political and social impacts on immigrants, women, African Americans and labor triggered by WWI in a comprehensive, analytical essay. Use the documents and your knowledge of the period 1914-1941 to construct your essay.



Answer ALL PARTS of the prompt, A.P. Students. Fill in the Timeline above.

Re-Write the prompt in your own words:

POLITICAL IMPACTS → women, immigrants, African Americans + labor

SOCIAL IMPACTS →

* must mention all of the things listed ↑ *

Write your Introduction Paragraph below, focusing on Contextualization and Thesis.

cid →

Throughout the nineteenth and early twentieth centuries, the African Americans, immigrants, women, and labor movements began to take in effect there were many changes in the political rights of these individuals, in addition to changes in their social behavior and normalities, with emphasis on their newly acquired rights and the societies perspectives on these individuals. After world war I, these individuals gained new opportunities, due to their help during the war. After world war I, the political and social status of immigrants, women, African Americans, and labor movements, had changed due to the establishment of new laws, the treatment of these individuals, and the rights being granted for many individuals. The political and social status of these individuals was greatly triggered by world war I.

Throughout the nineteenth and early twentieth centuries, African Americans, immigrants, women, and labor movements began to flourish. There were newly acquired rights, and differences in the way that these individuals acted and had been treated throughout the war, these movements gained popularity and new amendments were passed, such as the women's rights act. After world war I, the status of immigrants, women, African Americans, and labor movements were changed due to establishment of new laws and amendments, treatment of individuals, such as organizational groups that targeted specific individuals, and newly acquired rights being granted towards individuals that had previously been discriminated. The social and political status of these individuals were greatly changed by world war I.

**The Episcopal Academy
Advanced Placement Examination
AMERICAN HISTORY**

Section II

Part A

(Suggested Writing Time— 45 minutes)

Percent of Section II score— 45

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

1. [Question]: Analyze the political and social impacts on immigrants, women, African Americans and labor triggered by WWI in a comprehensive, analytical essay.

Use the documents and your knowledge of the period **1914-1941** to construct your essay.

Document A

Source: Espionage Act (1917), ABC-CLIO

Section 5. Whoever harbors or conceals any person who he knows, or has reasonable grounds to believe or suspect, has committed, or is about to commit, an offense under this title shall be punished by a fine of not more than \$10,000 or by imprisonment for not more than two years, or both.

Document B

Source: Sedition Act (1918), ABC-CLIO

Section 3. Whoever, when the United States is at war, shall willfully make or convey false reports or false statements with intent to interfere with the operation or success of the military or naval forces of the United States, or to promote the success of its enemies, or shall willfully make or convey false reports, or false statements, . . . or incite insubordination, disloyalty, mutiny, or refusal of duty, in the military or naval forces of the United States, or shall willfully obstruct . . . the recruiting or enlistment service of the United States, or . . . shall willfully utter, print, write, or publish any disloyal, profane, scurrilous, or abusive language about the form of government of the United States, or the Constitution of the United States, or the military or naval forces of the United States . . . or shall willfully display the flag of any foreign enemy, or shall willfully . . . urge, incite, or advocate any curtailment of production . . . or advocate, teach, defend, or suggest the doing of any of the acts or things in this section enumerated and whoever shall by word or act support or favor the cause of any country with which the United States is at war or by word or act oppose the cause of the United States therein, shall be punished by a fine of not more than \$10,000 or imprisonment for not more than twenty years, or both. . . .

Document C

Source: Newton D. Baker: "The Treatment of German Americans (1918), ABC-CLIO

In Cleveland a few days ago a foreign-looking man got into a street car and, taking a seat, noticed pasted in the window next to him a Liberty Loan poster, which he immediately tore down, tore into small bits, and stamped under his feet. The people in the car surged around him with the demand that he be lynched, when a Secret Service man showed his badge and placed him under arrest, taking him in a car to the police station, where he was searched and found to have two Liberty Bonds in his pocket and to be a non-English Pole. When an interpreter was procured, it was discovered that the circular which he had destroyed had had on it a picture of the German Emperor, which had so infuriated the fellow that he destroyed the circular to show his vehement hatred of the common enemy. As he was unable to speak a single word of English, he would undoubtedly have been hanged but for the intervention and entirely accidental presence of the Secret Service agent.

Document D

Source: Nineteenth Amendment, US Constitution, 1920, ABC-CLIO

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Document E

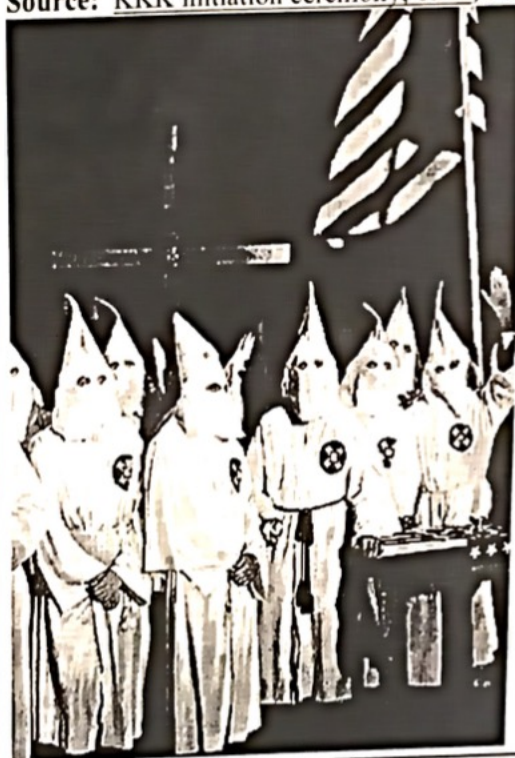
Source: League of Nations: Covenant (1919) with amendments (1924), ABC-CLIO
THE HIGH CONTRACTING PARTIES,

In order to promote international co-operation and to achieve international peace and security by the acceptance of obligations not to resort to war, by the prescription of open, just and honourable relations between nations, by the firm establishment of the understandings of international law as the actual rule of conduct among Governments, and by the maintenance of justice and a scrupulous respect for all treaty obligations in the dealings of organised peoples with one another,

Agree to this Covenant of the League of Nations.

Document F

Source: KKK initiation ceremony, 1923, ABC-CLIO



Document G

Source: image of a flapper on the cover of *Life*, 1926, Encyclopedia Britannica Online



Document H

Source: National Labor Relations Act (1935), ABC-CLIO

The denial by employers of the right of employees to organize and the refusal by employers to accept the procedure of collective bargaining lead to strikes and other forms of industrial strife or unrest, which have the intent or the necessary effect of burdening or obstructing commerce by (a) impairing the efficiency, safety, or operation of the instrumentalities of commerce; (b) occurring in the current of commerce; (c) materially affecting, restraining, or controlling the flow of raw materials or manufactured or processed goods from or into the channels of commerce, or the prices of such materials or goods in commerce; or (d) causing diminution of employment and wages in such volume as substantially to impair or disrupt the market for good flowing from or into the channels of commerce.