

Unit 6

Deconstructed DBQ Assignment Sheet and Document Set

HANDOUT SET

Instructions

Read and analyze each document in the set. Use the vocabulary to support your understanding and/or take notes on a piece of paper as you read. Then, use the graphic organizer to plan your response to the question.

In your response you should:

- Build context or give the appropriate background information for understanding.
- Respond to the prompt with a defensible thesis that establishes a line of reasoning.
- Group the sources (documents) based on similarities or connections.
- Analyze the sources (documents) using the VIEW technique.

DBQ Question:

How did Americans and democratic institutions respond to the rapid economic changes of the early nineteenth century?

Documents

Document A: Excerpt from a young woman working in the Lowell Mills (1830s or 1840s)

I now feel that I am in a place where I can **make a living**, where I can help my family. But the work is **grueling**, and the hours are long. The noise is deafening, and the air is filled with

make a living- to earn enough money from working to afford the necessities

grueling- incredibly difficult or tiring

dust. We work from sun-up to sun-down, and for what? A small **wage** that barely supports us.

wage- the amount of money earned in exchange for time worked

Document B: Excerpt from Angelina Grimké’s “Letter to Catharine Beecher” (1837)

I know nothing of man’s rights, or woman’s rights; human rights are all that I recognize... The **doctrine** of human rights is not **susceptible of proof**; it rests on the **immutable** truth that man has a **moral** nature... and is therefore subject to the moral law.

doctrine-a set of beliefs
susceptible of proof-capable of being proven
immutable- unable to be changed
moral- interest in right and wrong or goodness of character

Document C: Excerpts from “Letters from an Immigrant” by Johan Schütz (1840s)

I have come to this land not just to work but to live freely, to share in the **blessings of liberty** that I have only heard of in my homeland. In America, I see opportunities for work, for education, and for a future that I could never have dreamed of. Here, I am not **bound by the chains** of class or birth—here, I am free to make my way in the world and to build a better life.

blessings of liberty- a phrase in the Preamble that means the freedoms and rights protected by the Constitution
bound by the chains- held in place

Document D: Excerpt from the Seneca Falls Declaration of Sentiments (1848)

He has **monopolized** nearly all the profitable employments, and from those she is permitted to follow, she receives but a **scanty remuneration**. He closes against her all the **avenues to wealth and distinction**, which he considers most honorable to himself.

monopolized- completely controlled

scanty remuneration- very little pay

avenues to wealth and distinction- ways to earn money and status

Document E: The County Election by George Caleb Bingham (1852)



This painting shows a local election day in a small Missouri town around the 1840s or 1850s. It's full of activity—men are voting, but also talking, arguing, and even drinking. These were all ways of influencing votes.

Document F: Excerpt from Frederick Douglass' What to the Slave is the Fourth of July? Speech (1852)

...This Fourth of July is yours, not mine. You may **rejoice**, I must **mourn**. To drag a man in **fetters** into the grand, **illuminated temple of liberty**, and call upon him to join you in

rejoice- to show or feel great joy

mourn- to show or feel deep sadness

in fetters- in chains or restraints

illuminated temple of liberty- a space that embodies freedom and justice

joyous anthems, were inhuman **mockery and sacrilegious irony...**

...What, to the American slave, is your Fourth of July? I answer: a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a **sham**; ...

mockery and sacrilegious irony- insulting, teasing, or taunting

sham- fake, false, not what it claims to be

Document G: Excerpt from Henry David Thoreau's Walden (1854)

I went to the woods because I wished to **live deliberately, to front only the essential facts of life**, and see if I could not learn what it had to teach, **and not, when I came to die, discover that I had not lived**. I wanted to live deep and **suck out all the marrow of life**, to live so **sturdily and Spartan-like** as to put to rout all that was not life.

live deliberately- on purpose, with careful thought

to front only the essential facts of life- to focus on only the most important parts of life

and not, when I came to die, discover that I had not lived- so he wouldn't reach the end of his life and realize he never truly experienced it

I wanted to live deep and suck out all the marrow of life-to experience life fully, like getting the most nutritious part out of a bone

to live so sturdily and Spartan-like as to put to rout all that was not life- to live simply and strongly—like a Spartan soldier—and push away anything unimportant or fake.