

The San Francisco Earthquake, 1906, p. 2

Jack London, the famous writer, was in San Francisco during the earthquake. He later wrote about the destruction.

San Francisco is gone! Nothing remains of it but memories and a fringe of dwelling houses on the outskirts. . . . The factories and warehouses, the great stores and newspaper buildings, the hotels and the palaces . . . are all gone. . . .

Within an hour after the earthquake shock, the smoke of San Francisco's burning was a lurid tower visible a hundred miles away. And for three days and nights this lurid tower swayed in the sky, reddening the sun, darkening the sky, and filling the land with smoke.

On Wednesday morning at a quarter past five came the earthquake. A minute later the flames were leaping upward. In a dozen different quarters south of Market Street, in the working-class ghetto, and in the factories, fires started. There was no opposing the flames. There was no organization, no communication. All the cunning adjustments of a twentieth-century city had been smashed by the earthquake. The streets were humped into ridges and depressions and piled with debris of fallen walls. The steel rails were twisted into perpendicular and horizontal angles. The telephone and telegraph systems were disrupted. And the great water mains had burst. All the shrewd contrivances and safeguards of man had been thrown out of gear by thirty seconds' twitching of the earth-crust.

Source: Jack London's "The San Francisco Earthquake," *Collier's Weekly*, May 5, 1906

Directions

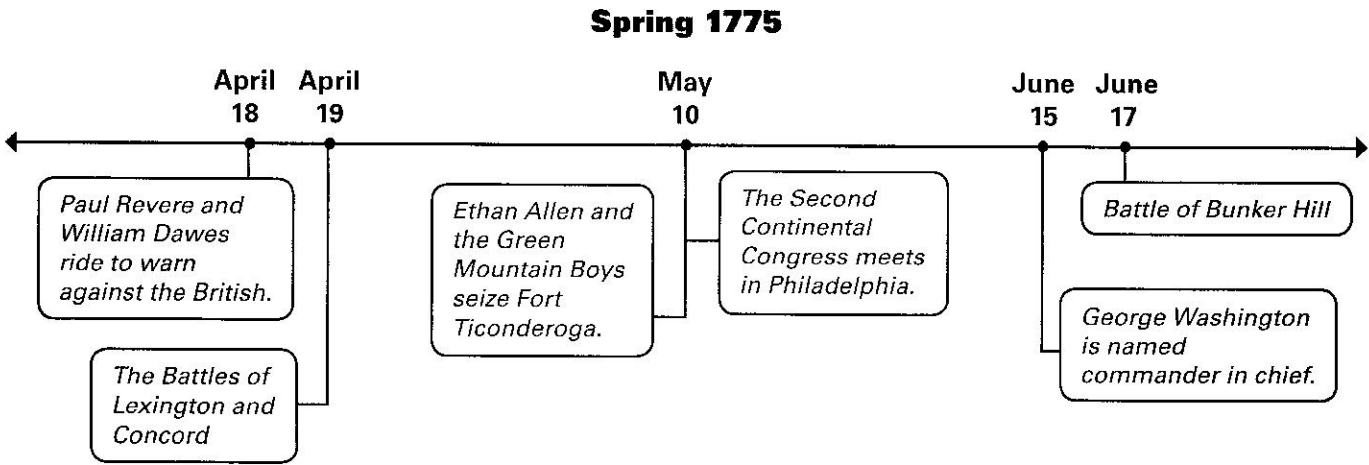
Answer the questions. Use another sheet of paper if necessary.

1. Good description creates vivid images in the reader's mind. Underline some of the vivid images in Jack London's report.
2. How do the photograph and the eyewitness account by London make the earthquake more real for the reader? Use evidence from the two documents to explain.

3. The people who created these documents were present as history happened. What historical event would you choose to attend? Tell why.

The Revolutionary War Begins

By 1775, the American colonists were long weary of England’s political rule. Skirmishes broke out across the countryside as Patriots and Minutemen rushed to defend their rights and their country. Study these documents to learn more about this exciting time in U.S. history. Use the documents to answer the questions.



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Directions

Use the time line to answer the questions.

1. What famous event occurred on April 18? _____
2. When did the battles of Concord and Lexington take place? _____
3. What happened soon after George Washington was named commander in chief?

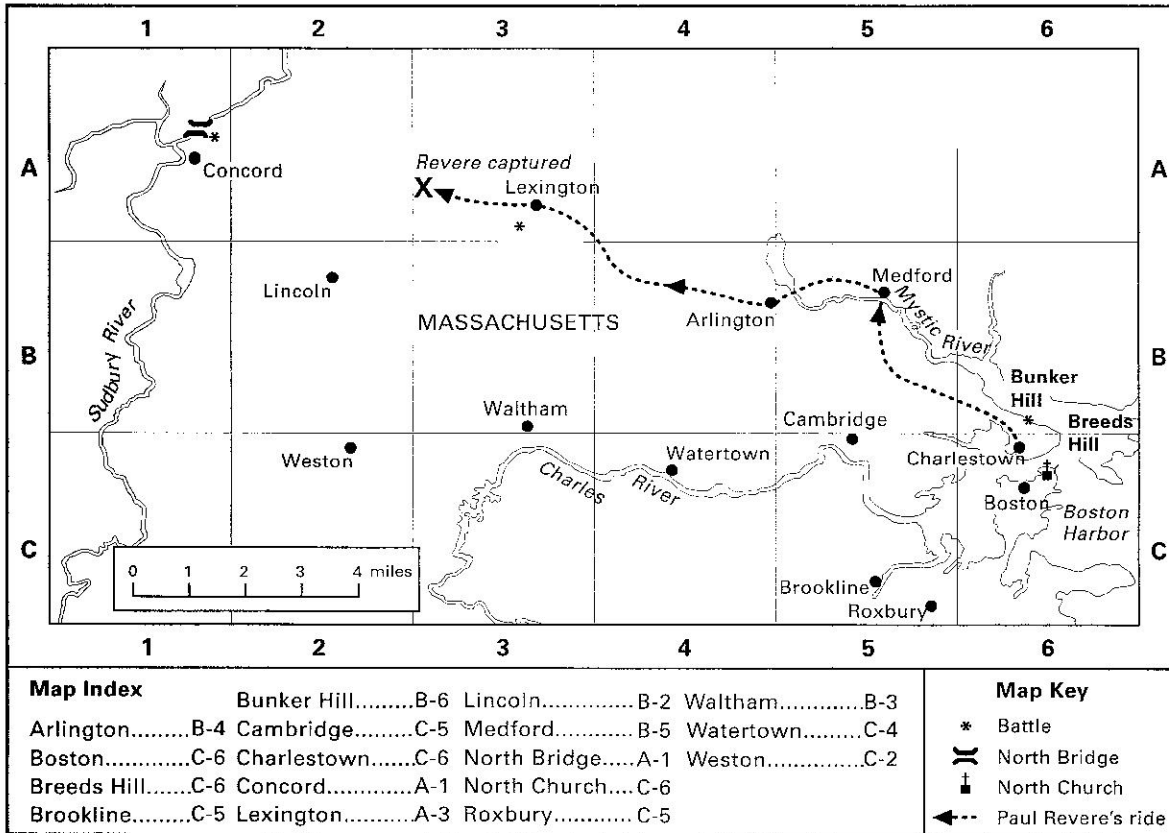
4. Suppose you are called upon to defend your rights and country. What would you do? How would you react?

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The Revolutionary War Begins, p. 2

Many of the early battles in the Revolutionary War took place near Boston. The map below shows the Boston area.

Battles near Boston, 1775-1776



Directions

Use the map on this page and the time line on page 60 to answer the questions.

- Find the symbol for a battle in the map key. Some of the battles in the time line are on the map. Circle them.
- Find the distance scale on the map. How far apart are Concord and Lexington? _____
- Most of the Battle of Bunker Hill was fought on nearby Breeds Hill. Find the two places on the map. About how far apart are the two hills? _____
- Find the symbol for Paul Revere's ride in the map key. About how far did Paul Revere ride? _____
- Suppose you heard that a battle with the enemy was happening five miles away. What would you do?

CONTINUED

The Revolutionary War Begins, p. 3

Israel R. Potter was one of the men who answered the call of his country. He fought in the Battle of Bunker Hill and later wrote this account:

By the break of day Monday morning I swung my knapsack, shouldered my musket, and with the company . . . received orders to proceed and join a detachment of about 1000 American troops, which had that morning taken possession of Bunker Hill and which we had orders immediately to fortify. . . . We laboured all night without cessation and with very little refreshment, and by the dawn of day succeeded in throwing up a redoubt of eight or nine rods square. . . . About noon, a number of the enemy's boats and barges, filled with troops, landed at Charlestown, and commenced a deliberate march to attack us—we were now harangued by Gen. Putnam, who . . . charged us to be cool, and to reserve our fire until the enemy approached so near as to enable us to see the white of their eyes—when within about ten rods of our works we gave them the contents of our muskets. . . . A third assault was made—a close and bloody engagement now ensued—Fortunately for me, at this critical moment, I was armed with a cutlass, which although without an edge, and much rust-eaten, I found of infinite more service to me than my musket—in one instance I am certain it was the means of saving my life.

Source: "Life and Adventures of Israel R. Potter," *The Magazine of History*, 1911

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Directions

Use the map on page 61, the time line on page 60, and Israel Potter's account to answer the questions.

1. You read about the Battle of Bunker Hill on the time line and found it on the map. Does Israel Potter's narrative make the battle seem more real to the reader? Explain.

2. Which of these three documents is more effective in telling about history? Give reasons for your choice.

Practice Test

You will probably have to take tests about historical documents. Learn how by using this practice test. Study each document carefully. You will be using all the documents to write an essay at the end of the test.

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Directions

This practice test is based on documents 1 through 6. It will test your ability to work with historical documents. In Part A, look at each document and answer the question or questions after it. Use your answers to the questions in Part A to help you write your essay in Part B.

Historical Background

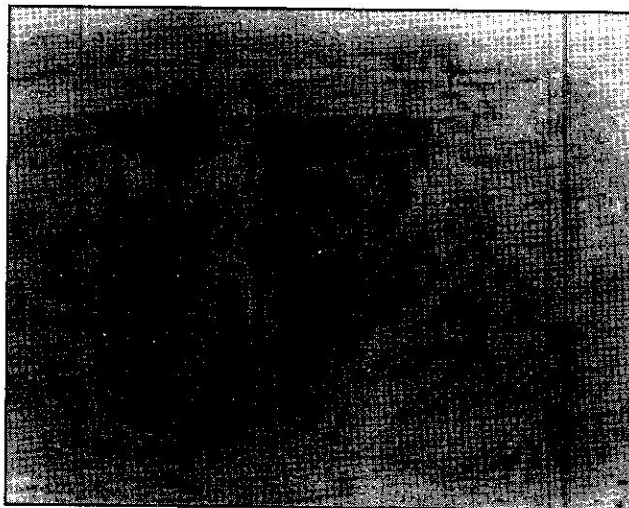
Soon after their arrival, Europeans started bringing enslaved Africans to North America. In 1700, there were 28,000 slaves in the British colonies. This shameful practice grew quickly. It was spurred on by the need for labor in an agricultural economy. By 1790, the population of the young United States included almost 700,000 enslaved people.

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Directions

For Part A, study EACH document carefully and answer the question or questions after it. These answers will help you write your essay.

For Part B, use the information from the documents, your answers from Part A, and your knowledge of social studies to write a well-organized essay. The focus of your essay will be slavery and its opponents in the United States between 1790 and 1860.



Source: Library of Congress

Life in a slave cabin

GO ON ►

Part A: Short-Answer Questions

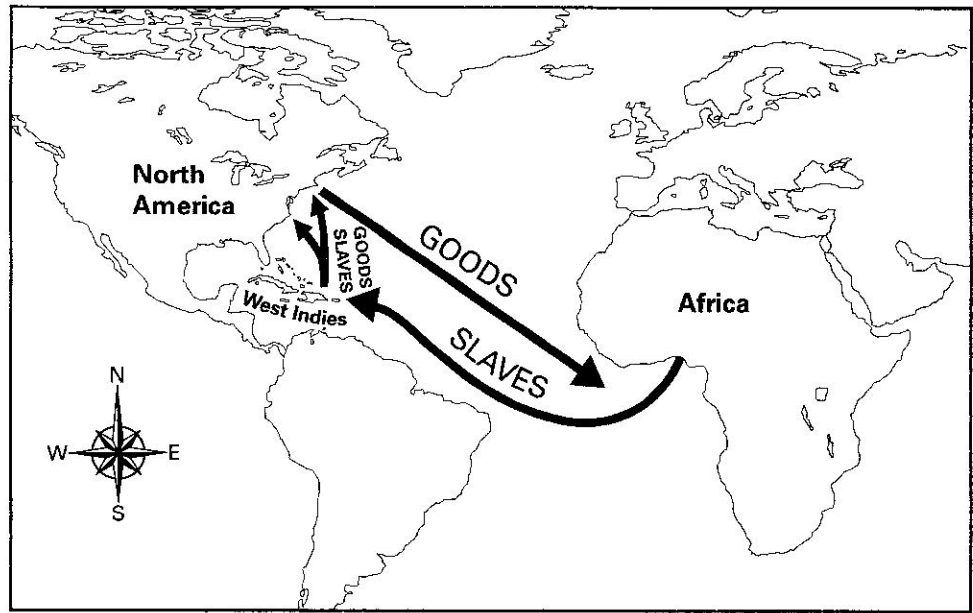
Directions

The following documents show information about slavery in the United States between 1790 and 1860. Study each document carefully. Then answer the question or questions that follow it in the space provided.

In the 1700s, a trade route sprang up between British colonies in North America, Africa, and the West Indies. Because the trade route formed a three-sided figure, it was called the Triangular Trade.

Document 1

Triangular Trade



Directions

Use the map to answer the questions. Write complete sentences.

1. What did ships from New England carry to Africa on the first leg of the journey?

2. In Africa, what did the traders receive in exchange for their cargo?

3. Where were slaves taken before they were brought to the British colonies in North America?

From the West Indies, captured Africans were taken to the British colonies (later the United States). There they were sold into slavery. The enslaved population grew rapidly between 1790 and 1820.



Document 2

Enslaved Population of the 13 Original States

	1790	1820
New England States	3,763	145
Middle Atlantic States	45,210	22,365
Southern States	632,804	1,111,490
Total Enslaved Population	681,777	1,134,000

Source: U.S. Census Bureau

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Directions

Use the chart to answer the questions. Write complete sentences.

1. In what part of the country were almost all enslaved people found in both 1790 and 1820?

2. In what two parts of the country did the enslaved population decrease between 1790 and 1820?

3. In what part of the country did the enslaved population almost double between 1790 and 1820?

The Industrial Revolution reached the United States in the late 1700s. People in the South, however, did not build factories. They continued to use agriculture as their main way of life. Cotton was the most important crop. Many workers were needed to pick the cotton.

 **Document 3**



Source: Arkansas History Commission

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Directions

Use the photograph and the text to answer the questions. Write complete sentences.

1. What kind of work are the enslaved people in the picture doing?

2. How do you know that this is very hard work? Use details from the picture to support your main idea.

3. What do you think life was like for a slave?

Enslaved people had no rights. One of the worst injustices of the system was the effect it had on families. Many tried to escape. Slaveholders advertised in newspapers for the return of runaways.

 **Document 4**

Source: *Jackson Telegraph*,
September 14, 1838

“Committed to the jail of Madison County, a negro woman, who calls her name Fanny, and says she belongs to William Miller, of Mobile. She formerly belonged to John Givins, of this county, who now owns several of her children.”

Source: *Richmond Enquirer*,
February 20, 1838

“**Stop the Runaway!!!—\$25 Reward.** Ran away from the Eagle Tavern, a negro fellow, named Nat. He is no doubt attempting to follow his wife, who was [just] sold to a [slave trader] named Redmond. The above reward will be paid by Mrs. Lucy M. Downman, of Sussex County, Virginia.”



Directions

Use the newspaper excerpts to answer the questions. Write complete sentences.

1. How much was the reward for the runaway slave named Nat?

2. How would you summarize the effect that slavery had on enslaved families? Give examples from the newspaper advertisements.

Industry became a chief economic activity in Northern states. Factories did not rely on slave labor. Over time, antislavery feelings became strong in these states. Abolitionists, people who wanted to end slavery, led the fight.

From 1790 on, the Abolitionist Movement gained strength in Northern states. Around 1820, abolitionist literature began to appear. From that time on, proslavery and antislavery groups continually struggled against each other. It would take another 45 years and a civil war, but the abolitionists would end slavery in America.



Document 5

Antislavery Actions

late 1700s	Leaders such as Thomas Jefferson and Patrick Henry speak out against slavery.
early 1800s	The American Colonization Society stages protests against slavery.
1831	William Lloyd Garrison publishes his newspaper, <i>The Liberator</i> . The newspaper speaks out against slavery and demands freedom for all slaves.
1833	The American Anti-Slavery Society is founded.

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Directions

Use the text and the chart to answer the questions. Write complete sentences.

1. When was *The Liberator* first published?

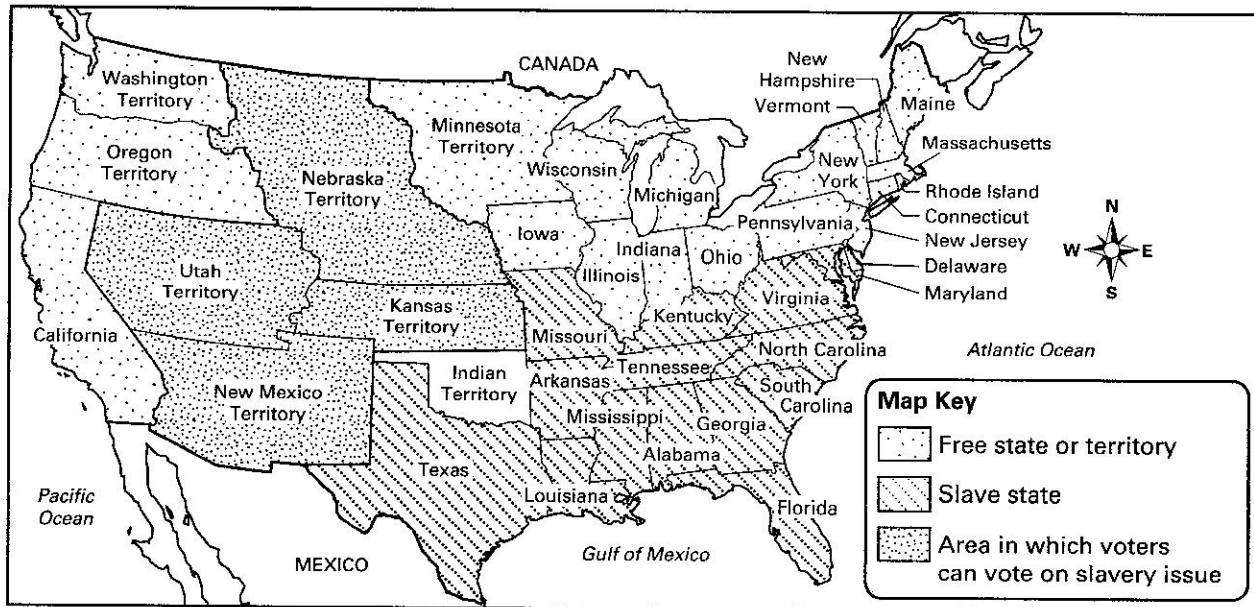
2. What was happening about slavery from the late 1700s through 1833? Use examples from the chart in your answer.

The Kansas-Nebraska Act of 1854 did not do much to solve the slavery problem in the United States. If anything, it made matters worse. The act repealed the Missouri Compromise of 1820. The Missouri Compromise had tried to maintain an equal balance between free states and slave states. The act also allowed the people of the new Kansas and Nebraska territories to vote whether to allow slavery. The act created many conflicts and eventually led the nation to civil war in 1860.



Document 6

Kansas-Nebraska Act of 1854



Directions

Use the map to answer the questions.

1. Where were most of the free states located? _____
2. Where were most of the slave states located? _____
3. Is your state shown on the map? If so, was it a free state or a slave state? _____
4. Find the Kansas and Nebraska territories on the map. They are very large. Why might slavery in those territories be unacceptable to those who opposed slavery?

Part B: Essay

Directions

Write a well-developed essay about slavery in the United States between 1790 and 1860. Include an introduction, supporting paragraphs, and a conclusion. Use the documents on pages 64–69, your answers to the questions in Part A, and your knowledge of social studies to help you organize your ideas. Use your own paper to write the essay.

In your essay, remember to discuss:

- how and why Africans first came to the British colonies/United States
- the numbers of enslaved Africans in the United States in 1790 and 1820
- why so many slaves were found in one region
- what life was like for enslaved people and the effect on their families
- the rise of the antislavery movement in the 1800s

After you complete your essay, look at the following list and check your writing. Go back and make any corrections to your essay that might be needed.

- Did you remember to answer ALL parts of the question in your essay?
- Did you use as many documents as you could in your essay?
- Did you include information you already knew about the topic?
- Did you express yourself clearly?
- Did you stay on the topic and not add any unnecessary information?
- Did you write an introduction that explains what your essay is about?
- Did you write a conclusion that sums up what you wrote about in your essay?

After you have revised your essay, compare it to the sample essay on the next page.

Sample Top Score Essay

The following essay answers all of the parts of the writing task and uses the documents and some outside information. It develops ideas well, has good organization, and expresses ideas clearly. It would receive a top score. Compare this sample essay to your essay about slavery.

Slavery existed in this country for several hundred years. Europeans first brought slaves they captured in Africa to the British colonies. Ships from New England carried goods to Africa. They traded those goods for African people, and the ships took the Africans to the West Indies. From these islands, the Africans were sold into slavery in the colonies. This was called the Triangular Trade because the route formed a three-sided figure. This route is shown in Document 1.

Include specific evidence in your essay.

In 1790, there were about 680,000 slaves in the United States. By 1820, there were more than one million. Document 2 shows how quickly the slave population grew. Almost all of the slaves were in the Southern states.

People in the South did not build factories. They relied on agriculture. Cotton was the most important crop. Most slaves picked cotton in the fields. It was very hard work. They had to carry heavy baskets and bend over in the fields all day under the sun. Even very young children had to help. Document 3 is an example of slaves working hard in the cotton fields.

Identify the documents you have used to write the essay.

Enslaved people had no rights. Slavery had a terrible effect on slave families. Husbands and wives were sold to different owners. Mothers were sold to new owners, but their children could not go with them. Many slaves tried to escape, and owners offered rewards for their return. The advertisements in Document 4 show how poorly slaves were treated.

People in the Northern states built factories. They did not use much slave labor. Around 1790, people called abolitionists began a fight to end slavery. The abolitionists gained strength in the 1800s, as shown in Document 5. Leaders such as Thomas Jefferson and Patrick Henry, as well as the American Colonization Society, William Lloyd Garrison, and the American Anti-Slavery Society, all played a big part.

After 1820, proslavery and antislavery forces struggled for power. The Missouri Compromise of 1820 tried to keep free states and slave states in balance. But the Kansas-Nebraska Act of 1854 repealed that compromise. This act allowed the people of the new territories to vote on slavery. Even more conflicts followed. The map in Document 6 shows the free and slave states and the size of the new territories. The abolitionists finally won the struggle, but it took a long time and a civil war before slavery ended.

Practice Test 1

Directions

This practice test is based on documents 1 through 3. It will test your ability to work with historical documents. In Part A, look at each document and answer the question or questions after it. Use your answers to the questions in Part A to help you write your essay in Part B.

Historical Background

In 1803, the United States bought a large central part of the country from France. This area became known as the Louisiana Purchase. President Thomas Jefferson chose two men, Meriwether Lewis and William Clark, to lead an expedition to explore the new territory. The expedition, called the Corps of Discovery, started up the Missouri River on May 14, 1804. The expedition reached the Pacific Ocean on November 18, 1805. After a journey of 28 months, the explorers returned to St. Louis on September 23, 1806. The expedition provided detailed information about this new part of the United States.

Directions

For Part A, study EACH document carefully and answer the question or questions after it. These answers will help you write your essay.

For Part B, use the information from the documents, your answers from Part A, and your knowledge of social studies to write a well-organized essay. The focus of your essay will be the Louisiana Purchase and the Lewis and Clark expedition in the early part of the 1800s.



Source: Library of Congress

Lewis and Clark at the Mouth of the Columbia River, 1805, by Frederic Remington

GO ON ►

Part A: Short-Answer Questions

Directions

The following documents give information about the Louisiana Purchase and the Lewis and Clark expedition in the early part of the 1800s. Study each document carefully. Then answer the question or questions that follow it.

 **Document 1**

We set out early, ran on a log, and were detained one hour, proceeded the course of last night two miles to the mouth of a creek on the starboard side, called *Osage Woman's River*, about 30 yards wide, opposite a large island and a settlement. On this creek 30 or 40 families are settled. Stopped about one mile above for Captain Lewis, who had ascended the cliff which is at said cave, three hundred feet high, hanging over the waters. The water excessively swift today. We encamped below a small island in the middle of the river. Sent out two hunters. One killed a deer. This evening we examined the arms and ammunition. Found those men's arms in the pirogue in bad order. A fair evening. Captain Lewis near falling from the pinnacles of rocks, 300 feet. He caught at 20 feet.

Source: Captain William Clark, 23 May 1804, from *The Journals of Lewis and Clark*, Chapter 1, "Setting Forth"

Directions

Use the journal excerpt to answer the questions. Write complete sentences.

1. Who wrote this part of the journal, and on what date?

2. How does the journal excerpt suggest the members of the expedition got much of their food?

3. What are some of the dangers the men encountered on their expedition?

GO ON 

**Document 3**

After refreshing ourselves, we proceeded on to the top of the dividing ridge, from which I discovered immense ranges of high mountains still to the west of us, with their tops partially covered with snow. I now descended the mountain about $\frac{3}{4}$ of a mile, which I found much steeper than on the opposite side, to a handsome bold running creek of cold, clear water. Here I first tasted the water of the great *Columbia River*.

After a short halt of a few minutes, we continued our march along the Indian road which led us over steep hills and deep hollows to a spring on the side of a mountain where we found a sufficient quantity of dry willow brush for fuel. Here we encamped for the night. As we had killed nothing during the day, we now boiled and ate the remainder of our pork, having yet a little flour and parched meal.

This morning Captain Clark set out early. Found the river shoaly, rapid, shallow, and extremely difficult. The men in the water almost all day. They are getting weak, sore, and much fatigued. They complained of the fatigue to which the navigation subjected them and wished to go by land. Captain Clark encouraged them and pacified them. One of the canoes was very near oversetting in a rapid today. They proceeded but slowly.

Source: Captain Meriwether Lewis, 12 August 1805, from *The Journals of Lewis and Clark*, Chapter 16, "Here I First Tasted the Water of the Great Columbia River"

Directions

Use the journal excerpt to answer the questions. Write complete sentences.

1. Who wrote this part of the journal, and on what date?

2. What mountains do you think Captain Lewis saw? (Hint: Use the map on page 74.)

3. How were the members of the expedition feeling at this point of the journey?

GO ON 

Part B: Essay

Directions

Write a well-developed essay about the Louisiana Purchase and the Lewis and Clark expedition in the early part of the 1800s. Include an introduction, supporting paragraphs, and a conclusion. Use the documents on pages 73–75, your answers to the questions in Part A, and your knowledge of social studies to help you organize your ideas. Use your own paper to write the essay.

In your essay, remember to discuss:

- what the Louisiana Purchase was
- why Lewis and Clark went on their expedition
- some of the things the members of the expedition saw
- the hardships and dangers the members of the expedition encountered

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Directions

Use the space below to brainstorm. Then write your essay on your own paper.