1. Which of the documents address the standing of women during this time period?
2. Which documents address the standing of Black Americans during this time period?
3. Which of the documents focus on social conditions?
4. Which of the documents focus on political issues?
5. Which of the documents seem to suggest some improvement in the social and/or political standing of Black Americans or women?
6. List at least one similarity between documents 1 and 4.
7. According to Carrie Chapman Catt in document 2, women’s suffrage is inevitable. List two arguments she makes to defend this statement.

a)

b)

1. Who is the audience for Carrie Chapman Catt’s remarks, and why is this significant?
2. Document 3: How might the authorities respond to the claim in the poster in Document 3 that women were being tortured in prison? (Use the headline below the cartoon to help you answer the question.)
3. According to Document 5, in approximately which year did the greatest number of lynchings of white people occur? Black people?
4. White people:
5. Black people:
6. Overall, between 1880 and 1930, what is the overall trend?
7. What do Major Taylor and Jack Johnson have in common?
8. Approximately how many lynchings of black people took place in the United States in 1918, the year W.E.B. DuBois’s remarks in document 8 were made? How many lynchings of black Americans occurred in 1922, the year when Claude McKay’s poem “America” was written?
9. 1918:
10. 1922:
11. Claude McKay says that America “feeds me bread of bitterness”. Based on your knowledge of the time period, give two examples of this “bread of bitterness”. ***(This is outside information.)***

a)

b)

1. Despite this, McKay “loves” America. Explain why, using two examples from his poem.

a)

b)

1. Do you think W.E.B. DuBois felt the same way about America as Claude McKay. Explain.
2. Document 10 contains examples of McKay’s “bread of bitterness”, but it also provides examples of the “bigness” that gives McKay hope. Provide an example of each from Document 10. Then provide another example of “bigness” not mentioned in any of the documents. ***This is outside information.***
3. “Bread of bitterness”:
4. “Bigness”:
5. (An example of “bigness” not discussed in any of the documents.)

**THE THESIS**

Using the information from the documents and your knowledge of the time period, write a thesis **that addresses all parts of the prompt**. Make sure you take a position in your thesis. Finally, provide two examples to support your thesis. The thesis will be more than one sentence.

The prompt: **Using the following documents and your knowledge of the time period, evaluate the extent to which the social and political standing of Black Americans and women improved between 1877 and 1929.**

First, in your opinion, does the social and political standing of women improve, stay the same, or get worse?

Second, in your opinion, does the social and political standing of Black Americans improve, stay the same, or get worse?

Example thesis: *Between 1877 and 1929 the social and political standing of women in the United States improved overall, whereas that of Black Americans did not improve. While women gained the right to vote, for example, Black Americans were often denied basic rights.*

**THE CONTEXTUALIZATION PARAGRAPH**

The purpose of this paragraph is to help you and the reader better understand the rest of the essay. Think of your essay as a Netflix series, and the contextualization paragraph as previous episodes that you can’t assume everyone has seen. In this paragraph, then, you might discuss events that happened before 1877 that are relevant to the prompt. You might also provide a brief overview of the time period 1877-1929, mentioning events that you aren’t going to discuss in your essay.

Topics that ***happened before 1877*** to consider mentioning in your contextualization paragraph:

* The Compromise of 1877
* Hiram Revels
* The 15th Amendment
* Black Codes
* The settlement of the West
* The importance of railroads

Topics that ***happened during the time period 1877-1929*** to consider mentioning:

* *Plessy* v *Ferguson*
* Redeemer governments
* Jim Crow Laws
* Popularity of Jazz
* Popularity of baseball
* Attitudes towards women exercising (basketball)
* World War One
* Massive immigration and anti-immigration sentiments
* Urban poverty
* The growing importance of railroads
* The automobile
* Increasing numbers of women working
* Migration of Southern blacks to the North in search of jobs

How do you write the contextualization paragraph?

**Start with a topic sentence that clearly explains the purpose of the paragraph:**

*The issues discussed below were shaped by events that occurred before 1877.*

**Then transition to the discussion of those events:**

*Before 1877 freed slaves, though discriminated against, had reason to believe their social and political situation would continue to improve. For example, the 15th Amendment gave black men the right to vote. However, following the Compromise of 1877 and the withdrawal of Northern soldiers from the South, Redeemer governments imposed Jim Crow segregation laws, and any improvements made by the former slaves were soon lost. For women the situation was different. 1877 did not mark any change in their political or social standing. But as more women began to work, and as they gained more social freedom, their efforts to gain political rights was successful…*