



**AMERICAN HISTORY (US)**

**0409/02**

Paper 2 Depth Study

**October/November 2018**

INSERT

**1 hour 45 minutes**



**READ THESE INSTRUCTIONS FIRST**

This Insert has four Depth Studies. Answer **all** questions in **one** Depth Study:

**Depth Study A: Manifest Destiny and Early Expansion 1830–1880** (pages 2–4)

OR

**Depth Study B: The Women’s Suffrage Movement 1866–1920** (pages 5–7)

OR

**Depth Study C: The United States and the World 1880–1917** (pages 8–9)

OR

**Depth Study D: American Society and Popular Culture c.1920–1970** (pages 10–12)

Study the sources for the Depth Study you have chosen. The time needed to do this is allowed for within the time set for the examination.

This document consists of **12** printed pages.

## Depth Study A: Manifest Destiny and Early Expansion 1830–1880

### SOURCE A



*A contemporary print showing the great wheat fields of the Red River Valley, Dakota, in 1878.*

### SOURCE B

What a contrast may be presented by two farms – one with cattle crowded around the well, waiting for some thoughtless farm hand to pump them their scanty allowance of water, the other where the cattle are grazing and the tanks and troughs are full and running over.

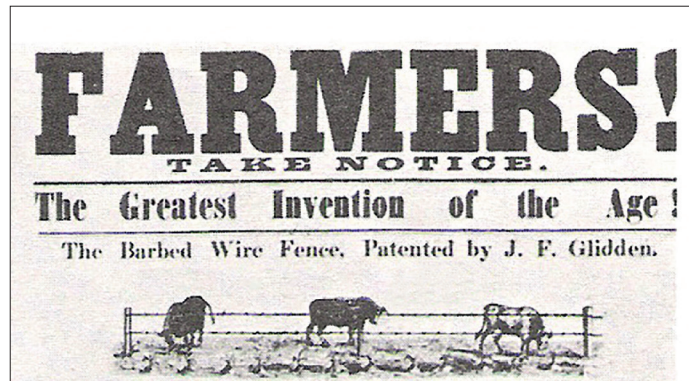
The sight of a sod house with flower beds and a lawn sprinkler is unexpected and out of place. One would never expect to find running water in a ranch house, but such things do exist and are due wholly to the wind pump. The barest and bleakest spot is often the site chosen for the district school, but a wind pump will change this barren scene in five years.

*Part of a report produced in the late nineteenth century by Erwin H. Barbour, professor of geology at the University of Nebraska.  
His report was entitled “Wells and Windmills in Nebraska”.*

**SOURCE C**

The white man kills our game, captures our furs and sometimes feeds his herds upon our meadows. Every foot of what you proudly call America, not very long ago belonged to the red man. The Great Spirit gave it to us. But the white man had learned some things we had not learned; among them, how to make superior tools and terrible weapons. There seemed no end to the large numbers of white men that followed.

*Chief Washakie of the Shoshone Indian People recounts the loss of his ancestral lands in Wyoming to white settlers during the 1870s.*

**SOURCE D**

*The first advertisement for barbed wire in 1874 which was invented and patented by Joseph Glidden.*

**SOURCE E**

The first thing that especially aroused the anger of the cowboys was the terrible destruction to stock caused from being torn on the wire. When the first fences were made, the cattle, never having had experience with it, would run full speed right into it, and many of them got badly hurt. After the first three years of wire fences, I still see horses and cattle that you cannot herd through the gaps in the wire fences. I was as confident then as I am today that wire would win, and that because of barbed wire and the railroads, the cowboy's days were numbered.

*The recollections of a cowboy, W. S. James, made a few years after the introduction of barbed wire in 1874.*

*He published his autobiography "Cowboy Life in Texas" in 1893.*

**SOURCE F**

There will soon be other railroads across our continent. The rivalries of sections, the temptations of commerce, the necessities of our political system, will add at least two more through lines within a generation's time. But this, the first, will forever remain the one of history, the one of romance. Its construction in so short a time was the greatest triumph of modern civilization, of all civilization, indeed.

*Samuel Bowles, an American, describing his journey from Omaha to San Francisco Bay in 1869.*

**SOURCE G**

It is hard to overstress the significance of the completion of the transcontinental railroad in the conquest of the West. What it did was to bring a settlement of the American West, with a means of getting the products of the farm and the pasture to market that had not existed before. It tied the Pacific coast to the more settled East with rapid transportation. And, of course, the railroads, as much as anything, led finally to the conquest of the American Indian. It cut the great buffalo herds into two major herds and started the process of extermination.

*From a history book published in 1984.*



## Depth Study B: The Women's Suffrage Movement 1866–1920

## SOURCE A



A cartoon that appeared in the "Tacoma Times" Washington State newspaper in August 1914.

## SOURCE B

President Wilson has used all his power to defeat national woman suffrage. In Congress, where the chances for the success of woman suffrage were good, he opposed it with the whole power of his party machine. Mr. Wilson knows it is well nigh impossible to amend more than twenty state constitutions. He knows that the state-by-state method of obtaining suffrage is a virtual denial of suffrage.

Women voters – Do not send to the White House a man who opposes political freedom for women. Vote against President Wilson and the Democratic candidates for Congress.

*Part of an article entitled "Woman Voters" which appeared in "The Suffragist," the journal of the Congressional Union for Woman Suffrage on October 28, 1916.*

**SOURCE C**

Why should we not protest when men not only continue to refuse to give us our liberty, but also tell us we should not be militant? Why all this concern about our “militancy” in the form of banner-bearing, when the governments of all nations are conscripting their men, including our own nation, to be militant? The sentimental ladies and gentlemen who are so afraid that we will tire the President are urged to remember that we ourselves are very, very tired. Perhaps the sentimentalists will give some pity to the faithful women who have struggled for three-quarters of a century for democracy in their own nation.

*A letter from Mrs. Belmont, an officer of the Woman’s Party, printed in the “New York Times” newspaper on July 9, 1917.*

*At this time the newspaper opposed women’s suffrage.*

**SOURCE D**

The President is simply beginning to realize that we cannot go before Europe as a democracy while we do not practice democracy at home. During his administration he has seen all of the allied nations take steps to nationally enfranchise their women, while we lagged behind. That is why President Wilson has taken his first step toward recognition of the federal suffrage amendment.

*Comments made by Miss Alice Paul, a leading suffragist and campaigner for women’s rights, during an interview for an article published in the “Miami News” on May 25, 1917.*

**SOURCE E**

And what shall we say of the women – of their instant intelligence, their capacity for organization and cooperation, which enhanced the effectiveness of everything they attempted. Their contribution to the great victory in the war is beyond doubt. The least tribute we can pay them is to make them the equals of men in political rights as they have proved themselves their equals in every field of practical work they have entered for their country.

*From President Wilson’s State of the Union Address which he gave to Congress on December 2, 1918, days before he sailed for the peace talks in Europe.*

## SOURCE F



*Woman's suffrage campaigners protesting on the sidewalk in front of the White House in January 1919.*

*At this time Wilson was in France, engaged in the peace talks that would formally end the First World War.*

## SOURCE G

On September 30, 1918, President Wilson gave a speech before Congress in support of guaranteeing women the right to vote. Although the House of Representatives had approved the 19th Constitutional Amendment, the Senate had yet to vote on the measure. Wilson had actually maintained a somewhat lukewarm attitude toward women's suffrage throughout his first term (1913–17). In 1917 he had been picketed by suffragists outside the White House who criticized him for doing little to help their cause. The protests reached a peak when several women were arrested, jailed and went on a hunger strike. Wilson was appalled to learn that the jailed suffragists were being force-fed and he finally stepped in to champion their cause.

*From a historian writing in 2016.*



## Depth Study C: The United States and the World 1880–1917

## SOURCE A



A cartoon called “The World’s Constable” published in an American newspaper in 1905.

## SOURCE B

The influence of the government should make itself felt, by building for the nation a navy which, if not capable of reaching distant countries, shall at least be able to protect its own waters. The eyes of the country have, for a quarter of a century, been turned from the sea. But it is now essential to the welfare of the whole country that the conditions of trade and commerce should remain, as far as possible, unaffected by an external war. In order to do this, any enemy must be kept not only out of our ports, but far away from our coasts.

*Alfred Thayer Mahan writing in his book “The Influence of Seapower upon History” published in 1890.*

## SOURCE C

Our interests and those of our southern neighbors are, in reality, identical. They have great natural riches and, if within their borders law and justice reign, prosperity is sure to come to them. We would interfere with them only in the last resort, and then only if their inability or unwillingness to do justice at home and abroad violated the rights of the United States, or invited foreign aggression to the detriment of the entire body of American nations.

*President Theodore Roosevelt’s message to Congress, December 6, 1904.*



**SOURCE D**

I deny the right to hold land or acquire any property for any purpose not identified by the Constitution. The government of foreign people against their will is not a constitutional purpose, but a purpose expressly forbidden by the Constitution. Therefore, I deny the right to acquire the Philippines. I believe that under the Declaration of Independence you cannot govern a foreign territory and its people, that you cannot conquer them and govern them against their will because you think it is for their good, and you think you are going to give them the blessings of liberty, when they do not agree.

*George F. Hoar, a Republican Senator, delivering a speech in Congress in January 1899.  
Hoar was a prominent member of the Anti-Imperialist League.*

**SOURCE E**

The Philippines are ours forever. And just beyond the Philippines are China's limitless markets. We will not retreat from either. Our largest trade henceforth must be with Asia. The Pacific is our ocean. The Pacific is the ocean of the commerce of the future. Most future wars will be conflicts for commerce. The power that rules the Pacific, therefore, is the power that rules the world. And, with the Philippines, that power is and will forever be the American Republic.

*Albert J. Beveridge, a Republican Senator, delivering a speech in Congress in January 1900.  
Beveridge was a strong supporter of the new imperialism.*

**SOURCE F**

It seems to me that God, with infinite wisdom and skill, is training the Anglo-Saxon race for a time sure to come in the world's future. The Anglo-Saxon race is of unequalled energy. It is representative of the greatest liberty, the purest Christianity, the highest civilization and will spread itself over the earth. This powerful race will move down upon Mexico, down upon Central and South America, out upon the islands of the sea and beyond. Can anyone doubt that the result of this competition of races will be the "survival of the fittest"?

*Josiah Strong, a Christian missionary leader, writing in his book "Our Country," published in 1885.*

**SOURCE G**

By the end of the nineteenth century the American economy, producing more goods and agricultural commodities than the home market was consuming, seemed in deep peril. Government, business and intellectual leaders urged that new markets abroad for trade and investment be found and acquired. Such economic pressures, along with other factors, led to a rush for new lands to control in the 1890s, and set the stage for new levels of American imperialism in the twentieth century.

*From a historian, 2016.*

## Depth Study D: American Society and Popular Culture c.1920–1970

## SOURCE A



*A poster advertising the first ever Woodstock music festival which was held in August 1969.*

## SOURCE B

Once I went to college I began to question a lot of values I had been raised with, and had assumed to be true. I began to feel I was not part of society. I grew a beard six or seven inches below my chin and hair down to my shoulders. I bought a VW bug car and spray painted each panel a different color and drove it from college in Texas to California. I was a fan of folk music, protest music and the songs of Bob Dylan. I also listened to a lot of acid rock like Led Zeppelin, Vanilla Fudge and Purple Haze. I watched a lot of underground films by people like Allen Ginsberg and Bob Dylan. Things about the Vietnam War that the government didn't want you to see. It was a whole new counter-culture.

*From an interview with Mark Valencia in which he described his experiences during his college years in the 1960s.*

**SOURCE C**

I tried to make it possible for every child of every color to grow up in a nice house, eat a solid breakfast, to attend a decent school, and to get a good and lasting job. I asked so little in return. Just a little thanks. Just a little appreciation. That's all. But look at what I got instead. Riots in 175 cities. Looting. Burning. Shooting. Young people by the thousand leaving the university, marching in the streets, chanting that horrible song about how many kids I had killed that day. It ruined everything.

*From an interview with President Lyndon Johnson in 1967.*

**SOURCE D**

This should remind us all once again that when protest turns to violence it invites tragedy. It is my hope that this tragic and unfortunate incident will strengthen the determination of all the nation's campuses, administrators, faculty and students alike, to stand firmly for the right which exists in this country of peaceful protest and just as strong against the resort to violence as a means of such expression.

*The response of President Nixon to the deaths of four students shot dead during an anti-war protest on Kent State University campus.*

*This interview was reported in the "New York Times" newspaper on May 5, 1970.*

**SOURCE E**

Immediately as our peaceful anti-war rally began, approximately 75 members of the Ohio National Guard attacked our peaceful gathering. It was shocking to see the armed, uniformed guardsmen suddenly all turn together and start to shoot a powerful 13-second barrage of 67 shots into our crowd of unarmed students. For a brief moment, I assumed they were firing blanks because there was no reason to fire live ammunition. During the first seconds of gunfire I felt a sharp pain in my right wrist when a bullet passed through my arm. Then I heard my roommate Tom Grace screaming in severe pain after a bullet passed through his left ankle.

*Alan Canfora, a student at Kent State University in Ohio.  
Recalling shootings that took place on May 4, 1970.*



**SOURCE F**

Yeah, Come on all of you, big strong men,  
 Uncle Sam needs your help again.  
 He's got himself in a terrible jam  
 Way down yonder in Vietnam  
 So put down your books and pick up a gun,  
 We're gonna have a whole lotta fun.

And its one, two, three,  
 What are we fighting for?  
 Don't ask me, I don't give a damn,  
 Next stop is Vietnam;  
 And its five, six, seven,  
 Open up the pearly gates,  
 Well there ain't no time to wonder why,  
 Whoopee! We're all gonna die!

*Part of the lyrics from the song "I-Feel-Like-I'm-Fixin'-To-Die" which was released in November 1967.*

**SOURCE G**

During the mid-1960s student activists grew more radical. They took over college campuses, organized demonstrations and occupied parks and other public places. Some even made bombs and set campus buildings on fire. At the same time, young women who had read "The Feminine Mystique," celebrated the passage of the 1963 Equal Pay Act but then grew increasingly annoyed with the slow progress of further reform. They also became more militant. The counter-culture movement also grew as the decade wore on. Some young people "dropped out" of political life altogether. These "hippies" grew their hair long, practiced "free love" and moved to live in communes.

*From a history website, 2016.*

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