

REPURPOSED AP US HISTORY DBQ

AP[®] United States History Exam

SECTION II: Free Response

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance	
Total Time	1 hour, 35 minutes
Number of Questions	2
Percent of Total Score	40%
Writing Instrument	Pen with black or dark blue ink
Reading Period	
Time	15 minutes. Use this time to read the questions and plan your answer to Question 1, the document-based question.
Writing Period	
Time	1 hour, 20 minutes
Question 1 (DBQ): Mandatory	
Question 1 (DBQ)	Question 1 (DBQ)
Suggested Time	45 minutes
Percent of Total Score	25%
Question 2 or 3: Choose One Question	
Answer either question 2 or 3	Answer either question 2 or 3
Suggested Time	35 minutes
Percent of Total Score	15%

IMPORTANT Identification Information	
PLEASE PRINT WITH PEN:	
1. First two letters of your last name <input type="text"/> <input type="text"/>	4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.
First letter of your first name <input type="text"/>	No, I do not grant the College Board these rights. <input type="checkbox"/>
2. Date of birth	
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Month Day Year	
3. Six-digit school code	
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	

Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question. If you have time, you may also read Questions 2 and 3. Do not begin writing in this booklet until the proctor tells you to do so.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Question 2 or 3 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the long-essay question you answered—Question 2 or 3. For example, if you answered Question 2, apply the label [2]. Failure to do so may delay your score.

NOTE: This is an old DBQ from 1993 that I have re-formatted in an effort to conform to the new DBQ format. I have replaced document letters with numbers, abridged the former Documents B & C, and got rid of one of the documents (the former Document E) so that there are only seven documents.

UNITED STATES HISTORY
SECTION II
Total Time – 1 hour, 30 minutes

Question 1 (Document-Based Question)
Suggested Reading period: 15 minutes
Suggested writing period: 40 minutes

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes reading and planning and 40 minutes writing your answer.

Write your responses on the lined pages that follow the question.

In your response you should do the following:

- State a relevant thesis that directly addresses all parts of the question.
 - Support the thesis or a relevant argument with evidence from all, or all but one, of the documents, explicitly illustrating relationships among the documents.
 - Incorporate analysis of at least four of the documents into your argument.
 - Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
 - Support your argument with analysis of historical examples outside the documents
 - Connect historical phenomena relevant to your argument to broader events or processes.
 - Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.
1. Although New England and the Chesapeake region were both settled largely by people of English origin, by 1700 the regions had evolved into two distinct societies. Why did this difference in development occur?

Use the documents AND your knowledge of the colonial period up to 1700 to develop your answer.

Document 1

Source: John Winthrop, *A Model of Christian Charity* (Written on board the Arbella on the Atlantic Ocean, 1630).

God Almighty in his most holy and wise providence hath so disposed of the condition of mankind, [that] in all times some must be rich, some poor, some high and eminent in power and dignity, other[s] mean and in subjection.... [Yet] we must be knit together in this work as one man. We must entertain each other in brotherly affection, we must be willing to abridge ourselves of our superfluities, for the supply of others' necessities. We must uphold a familiar commerce together in all meekness, gentleness, patience, and liberality. We must delight in each other, make others' conditions our own, rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work, our community as members of the same body. So shall we keep the unity of the spirit in the bond of peace.... We must consider that we shall be as a city upon a hill. The eyes of all people are upon us, so that if we shall deal falsely with our God in this work we have undertaken, and so cause him to withdraw his present help from us, we shall be made a story and a by-word through the world. We shall open the mouths of enemies to speak evil of the ways of God,... shall shame the faces of many of God's worthy servants, and cause their prayers to be turned into curses upon us.

Document 2

Source: Ship's List of Emigrants Bound for New England

Weymouth, the 20th of March, 1635

1. Joseph Hull, of Somerset, a minister, aged 40 years
2. Agnes Hull, his wife, aged 25 years
3. Joan Hull, his daughter, aged 15 years
4. Joseph Hull, his son, aged 13 years
5. Tristram, his son, aged 11 years
6. Elizabeth Hull, his daughter, aged 7 years
7. Temperance, his daughter, aged 9 years
8. Grissel Hull, his daughter, aged 5 years
9. Dorothy Hull, his daughter, aged 3 years
10. Judith French, his servant, aged 20 years
11. John Wood, his servant, aged 20 years

-
74. Robert Lovell, husbandman, aged 40 years
 75. Elizabeth Lovell, his wife, aged 35 years
 76. Zacheus Lovell, his son, aged 15 years
 77. Anne Lovell, his daughter, aged 16 years
 78. John Lovell, his son, aged 8 years
 79. Ellyn, his daughter, aged 1 year
 80. James, his son, aged 1 year
 81. Joseph Chickin, his servant, 16 years
 82. Alice Kinham, aged 22 years
 83. Angell Hollard, aged 21 years
 84. Katheryn, his wife, 22 years
 85. George Land, his servant, 22 years
 86. Sarah Land, his kinswoman, 18 years

-
103. John Hoble, husbandman, 13
 104. Robert Huste, husbandman, 40 . . .

Document 3

Source: Ship's List of Emmigrants Bound for Virginia

Ultimo July, 1635

These underwritten names are to be transported to Virginia, embarked in the Merchant's Hope, Hugh Weston, Master, per examination by the minister of Gravesend touching their conformity to the Church discipline of England, and have taken the oaths of allegiance and supremacy:

Edward Towers 26	Allin King 19
Henry Woodman 22	Rowland Sadler 19
Richard Seems 26	Jo. Phillips 28
Vyncent Whatter 17	Daniel Endick 16
James Whithedd 14	Jo. Chalk 25
Jonas Watts 21	Vynall 20
Peter Loe 22	Edward Smith 20
Geo. Brocker 17	Jo. Rowlidge 19
Henry Eeles 26	Wm. Westlie 40
Jo. Dennis 22	Jo. Smith 18
Jo. Exston 17	Tho. Dodderidge 19
Wm. Luck 14	Richard Williams 18
Jo. Thomas 19	Jo. Ballance 19
Jo. Archer 21	Wm. Baldin 21
Martin Atkinson 32	
Edward Atkinson 28	<i>Women</i>
Wm. Edwards 30	Ann Swayne 22
Nathan Braddock 31	Eliz. Cote 22
Henry Carrell 16	Maudlin Lloyd 24
Gamaliel White 24	Mabell Busher 14
Richard Marks 19	Mary Hawkes 19
Sam Jackson 24	Ellin Hawkes 18

Document 4

Source: Articles of Agreement, Springfield, Massachusetts, 1636.

We whose names are underwritten, being by God's providence engaged together to make a plantation... do mutually agree to certain articles and orders to be observed and kept by us and our successors....

1. We intend by God's grade, as soon as we can, with all convenient speed, to procure some Godly and faithful minister with whom we purpose to join in church covenant to walk in all the ways of Christ.
2. We intend that our town shall be composed of forty families,... rich and poor.
3. That every inhabitant shall have a convenient proportion for a house lot, as we shall see [fit] for everyone's quality and estate....
5. That everyone shall have a share of the meadow or planting ground....

Document 5

Source: Captain John Smith, *History of Virginia*, 1624.

When the [large ship] departed,... those of us that had money, spare clothes, credit to give bills of payment, gold rings, fur, or any such commodities, were ever welcome to [purchase supplies. The rest of us patiently obeyed our] vile commanders and [bought] our provisions at fifteen times the value,... yet did not repine but fasted, lest we should incur the censure of [being] factious and seditious persons.... Our ordinary [food] was but meal and water so that this... little relieved our wants, whereby with the extremity of the bitter cold frost... more than half of us died.

The worst [among us were the gold seekers who] with their golden promises made all men their slaves in hope of recompenses. There was no talk... but dig gold, wash gold, refine gold, load gold.... Smith, perceiving [we lived] from hand to mouth, caused the pinnace [small ship] to be provided with things fitting to get provision for the year following.

[Two councilors] Wingfield and Kendall,... strengthened themselves with the sailors and other confederates [and planned to go] aboard the pinnace to alter her course and to go for England.

Smith had the plot discovered to him. Much trouble he had to prevent it, till with store of saker and musket shot he forced them to stay or sink in the river; which action cost the life of Captain Kendall.

These brawls are so disgustful, as some will say, they were better forgotten.

Document 6

Source: Governor Berkeley and His Council on Their Inability to Defend Virginia Against a Dutch Attack, December 1673.

We thought it our duty . . . to set forth in this our Declaration, the true state and condition of this country in general and our particular . . . disabilit[y] to . . . [engage in] war at the time of this invasion [by the Dutch]. . . [We] therefore do most humbly beseech your majesty and your most honorable council to consider that Virginia is intersected by so many vast rivers as makes more miles to defend than we have men of trust to defend them. For by our nearest computation we leave at our backs as many servants (besides Negroes) as there are freemen to defend the shores and all our frontiers [against] the Indians. . . . [This] gives men fearful apprehensions of the danger they leave their estates and families in, while they are drawn from their houses to defend the borders. Also at least one third [of the freemen available for defense] are single freemen (whose labor will hardly maintain them) or men much in debt, . . . [whom] we may reasonably expect upon any small advantage the enemy may gain upon us, . . . [to defect] to them in hopes of bettering their condition by sharing the plunder of the country with them..

Document 7

Source: Bacon's "Manifesto," justifying his rebellion against Virginia Governor Berkeley in 1676.

We cannot in our hearts find one single spot of rebellion or treason or that we have in any manner aimed at subverting the settled government. . . . All people in all places where we have yet been can attest our civil, quiet, peaceable behavior far different from that of rebellion. . . . Let truth be bold and all the world know the real foundations of pretended guilt. . . . Let us trace . . . [the] men in authority and favor to whose hands the dispensation of the countr[y's] wealth has been committed. Let us observe the sudden rise of their estates . . . [compared] with the quality in which they first entered this country. Let us consider their sudden advancement. And let us also consider whether any public work for our safety and defense or for the advancement and propagation of trade, liberal arts or sciences is in any [way] adequate to our vast charge. Now let us compare these things together and see what sponges have sucked up the public treasure and whether it has not been privately contrived away by unworthy favorites and 'juggling parasites whose tottering fortunes have been repaired and supported at the public charge.

APUSH DBQ RUBRIC

Updated August 2015

Name: _____

DBQ: _____

THESIS & ARGUMENT (TWO POINTS)

POINT?

1. **THESIS PRESENT** Presents a thesis that makes a historically defensible claim and responds to all parts of the question (does more than re-state).

Must be located in the introduction or conclusion (first or last paragraph).

2. **THESIS EXCELLENT / THESIS-DRIVEN** Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

DOCUMENT ANALYSIS (TWO POINTS)

	Used	POV / CAP (Any) <i>Context, Audience, Purpose</i>
D__		
D__		
D__		
D__		
D__		
D__		

3. **USES** the content of *at least SIX* of the documents to support the stated thesis or a relevant argument

4. **EXPLAINS** the significance of author's POV, context, audience, and/or purpose (CAP) for *at least FOUR* documents.

EVIDENCE & CONTEXT (TWO POINTS)

5. **CONTEXTUALIZATION** Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. NOTE: *This must be more than a phrase or reference – use multiple sentences.*

6. **EVIDENCE BEYOND THE DOCUMENTS** Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. *Must be 1) distinct from evidence used to earn other points and 2) more than a mere phrase or reference.*

SYNTHESIS (ONE POINT)

7. Extends the argument by explaining the connections between the argument and:
A development in a different historical period, situation, era, or geographical area
OR A course theme and/or approach to history that is not the focus of the essay (political, social, etc.)

NOTES:

TOTAL POINTS:

/7