

# REPURPOSED AP US HISTORY DBQ

## AP<sup>®</sup> United States History Practice 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)

**Suggested Time**

45 minutes

**Percent of Total Score**

25%

#### Question 2 or 3: Choose One Question

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

First letter of your first name

2. Date of birth

Month Day Year

3. Six-digit school code

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.

No, I do not grant the College Board these rights.

#### 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 format [DBQ from 2002](#) reformatted in an effort to conform to the new DBQ format. Document letters have been replaced with numbers and two documents (the former Documents A & D) have been removed so that there are only seven documents. The prompt may have been altered in order to better conform to the new format.

**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. To what extent did reform movements in the United States from 1825 to 1850 seek to expand democratic ideals?

## Document 1

Source: Charles G. Finney, 1834.

When the churches are... awakened and reformed, the reformation and salvation of sinners will follow, going through the same stages of conviction, repentance, and reformation. Their hearts will be broken down and changed. Very often the most abandoned profligates are among the subjects. Harlots, and drunkards, and infidels, and all sorts of abandoned characters, are awakened and converted.

## Document 2

Source: Image of an antislavery medallion of the late 18th century, from the British Museum.



### Document 3

Source: William H. McGuffey, *Reader*, 1836.

The good boy, whose parents are poor, rises very early in the morning, and all day long does as much as he can to help his father and mother.

When he goes to school he walks quickly, and does not lose time on the road. "My parents," he said, "are very good to save some of their money in order that I may learn to read and write; but they can not give much, nor can they spare me long; therefore I must learn as fast as I can; if anybody has any time to lose, I am sure I have not." ...

When he has finished his lessons, he does not stay to play, but runs home; he wants to see his father and mother and to help them....

Sometimes he goes with his father to work; then he is very glad and though he is but a little fellow, he works very hard, almost like a man....

When he comes home to dinner, he says, "How hungry I am! And how good this bread is, and this bacon! Indeed, I think everything we have is very good. I am glad I can work; I hope that I shall soon be able to earn all my clothes, and my food too."

When he sees little boys and girls riding on pretty horses, or in coaches, or walking with ladies and gentlemen, and having on very fine clothes, he does not envy them, nor wish to be like them.

He says, "I have often been told, and I have read, that it is God who makes some poor, and others rich; that the rich have many troubles which we know nothing of; and that the poor, if they are but good, may be very happy, indeed, I think that when I am good, nobody can be happier than I am."

### Document 4

Source: The Constitution of the Brook Farm Association, 1841.

In order to more effectually promote the great purposes of human culture... to apply the principles of justice and love to our social organization in accordance with the laws of Divine Providence; to substitute a system of brotherly cooperation for one of selfish competition; to secure to our children... the benefits of the highest physical, intellectual and moral education... to institute an attractive, efficient, and productive system of industry... to diminish the desire of excessive accumulation, by making the acquisition of individual property subservient to upright and disinterested uses; to guarantee to each other forever the means of physical support, and of spiritual progress; - we the undersigned do unite in a voluntary Association...

## Document 5

Source: Orestes A. Brownson, An address before the Society of the Mystical Seven at Wesleyan College, August 7, 1844.

I propose... to bestow... my remarks, my attention on several species of the genus QUACK REFORMERS.... The effort to cut loose from the past, and to create an entirely new social and industrial order... is the species of quackery practiced by our professed social reformers.... These systems of reform disown the past, condemn what has been, and propose the creation of an entirely new social order.... It is to no man's credit that he disowns what has gone before him... But what is this past which we in our folly condemn? It is that which has made us what we are. It is our mother.... Alas! He is a bad son who curses his own mother, and no good can come of him.

## Document 6

Source: "The Drunkards Progress. From the First Glass to the Grave," 1846.



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**GO ON TO THE NEXT PAGE.**

## Document 7

Source: Seneca Falls Declaration, August 2, 1848.

... But we are assembled to protest against a form of government, existing without the consent of the governed – to declare our right to be free as man is free, to be represented in the government which we are taxed to support, to have such disgraceful laws as give man the power to chastise and imprison his wife.... And, strange as it may seem to many, we now demand our right to vote according to the declaration of the government under which we live.

**END OF DOCUMENTS FOR QUESTION 1**

# APUSH DBQ RUBRIC

Updated December 2015

Name: \_\_\_\_\_

DBQ: \_\_\_\_\_

## THESIS & ARGUMENT (TWO POINTS)

**POINT?**

- THESIS** 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).*
- ARGUMENTATION** Develops and supports a **cohesive argument** [presumably supporting the thesis] that recognizes and accounts for historical complexity by **explicitly illustrating relationships among historical evidence** such as contradiction, corroboration, and/or qualification.  
*Basically, make a coherent argument and put the documents in conversation with each other.*

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## DOCUMENT ANALYSIS (TWO POINTS)

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

<p>3. <b>USES</b> the content of <i>at least SIX</i> of the documents to support the stated thesis or a relevant argument</p>	
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<p>4. <b>EXPLAINS</b> the significance of author's POV, context, audience, and/or purpose (CAP) for <i>at least FOUR</i> documents.</p>	
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## EVIDENCE & CONTEXT (TWO POINTS)

- 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.*
- 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.*

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## SYNTHESIS (ONE POINT)

- 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.)

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<p>NOTES:</p>
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**TOTAL POINTS:**

<p><b>/7</b></p>
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