

REPURPOSED AP US HISTORY DBQ

AP[®] 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 2003 \[Form B\]](#) reformatted in an effort to conform to the new DBQ format. Document letters have been replaced with numbers and # documents (the former Documents C, F, & I) 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. Evaluate the effectiveness of Progressive Era reformers in bringing about reform at the national level in the period 1900-1920.

Document 1

Source: *Washington Post*, 1907.



Document 2

Source: The Neill-Reynolds Report, June 4, 1906.

Meat scraps were also found being shoveled into receptacles from dirty floors where they were left to lie until again shoveled into barrels or into machines for chopping. These floors, it must be noted, where in most cases damp and soggy, in dark, ill-ventilated rooms, and the employees in utter ignorance of cleanliness or danger to health, expectorated at will upon them. In a word, we saw meat shoveled from filthy wooden floors, piled on tables rarely washed, pushed from room to room in rotten box carts, in all of which processes it was the way of gathering dirt, splinters, floor filth, and the expectoration of tuberculosis and other diseased workers.

Document 3

Source: Speech by Theodore Roosevelt, February 22, 1912.

I believe in providing for direct nominations by the people, including therein direct presidential primaries for the election of delegates to the national nominating conventions.... I believe in the election of United States senators by direct vote. Just as actual experience convinced our people that presidents should be elected (as they are now in practice, although not in theory) by direct vote of the people instead of by indirect vote through an untrammelled electoral college, so actual experience has convinced us that senators should be elected by direct vote of the people instead of indirectly through the various legislatures.

Document 4

Source: Clayton Antitrust Act, October 15, 1914.

That it shall be unlawful for any person engaged in commerce, in the course of such commerce, either directly or indirectly to discriminate in price between different purchasers of commodities which commodities are sold for use, consumption, or resale within the United States, where the effect of such discrimination may be to substantially lessen competition or tend to create a monopoly in any line of commerce....

That the labor of a human being is not a commodity or article of commerce. Nothing contained in the antitrust laws shall be construed to forbid the existence and operation of labor organizations.

Document 5

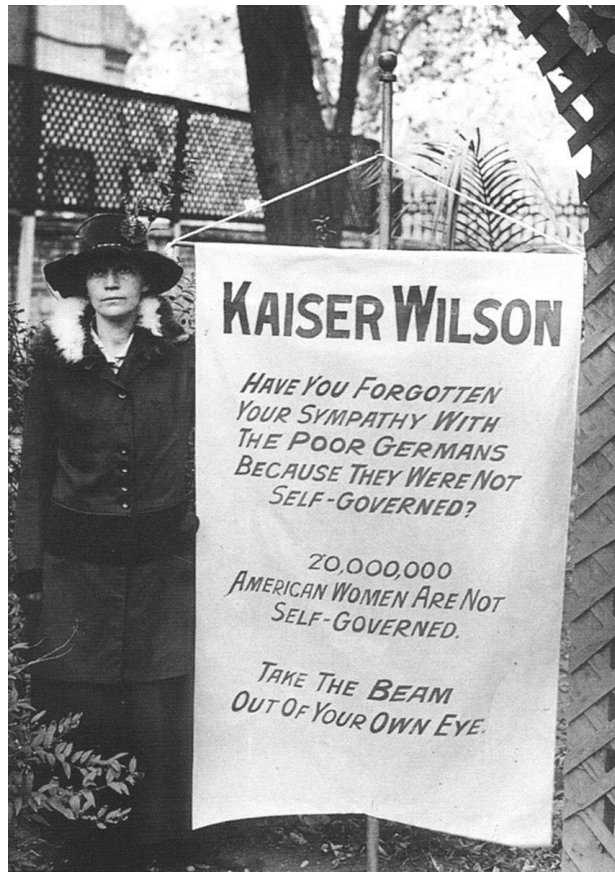
Source: *Hammer v. Dagenhart*, 1918.

[Suit was brought] by a father in his own behalf and... his two minor sons, one under the age of fourteen years and the other between the age of fourteen and sixteen years, employees in a cotton mill at Charlotte, North Carolina, to enjoin [stop] the enforcement of the act of Congress intended to prevent interstate commerce in the products of child labor.... The controlling question for this decision, is it within the authority of Congress in regulating commerce among the states to prohibit the transportation in interstate commerce of manufactured goods, the product of a factory in which... children under the age of fourteen and sixteen years have been employed and permitted to work more than eight hours a day, or more than six days in any week?

In our view, the necessary effect of this act is purely a state authority. Thus, the act in a two-fold sense is repugnant to the Constitution.... [I]t not only transcends the authority delegated to Congress over commerce, but also exerts a power as to a purely local matter.

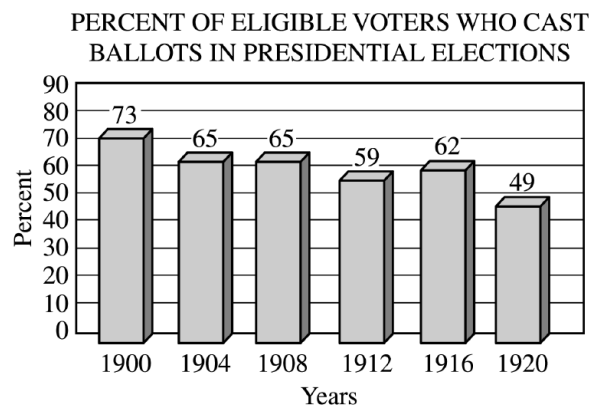
Document 6

Source: National Archives, Photograph, 1918.



Document 7

Source: Election Statistics, 1900-1920.



END OF DOCUMENTS FOR QUESTION 1

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GO ON TO THE NEXT PAGE.

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__		

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.

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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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NOTES:

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TOTAL POINTS:

/7

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