

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 2004 reformatted in an effort to conform to the new DBQ format. The prompt has been altered slightly to conform to the new format. Document letters have been replaced with numbers and one document (the former Document G) has been removed 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.

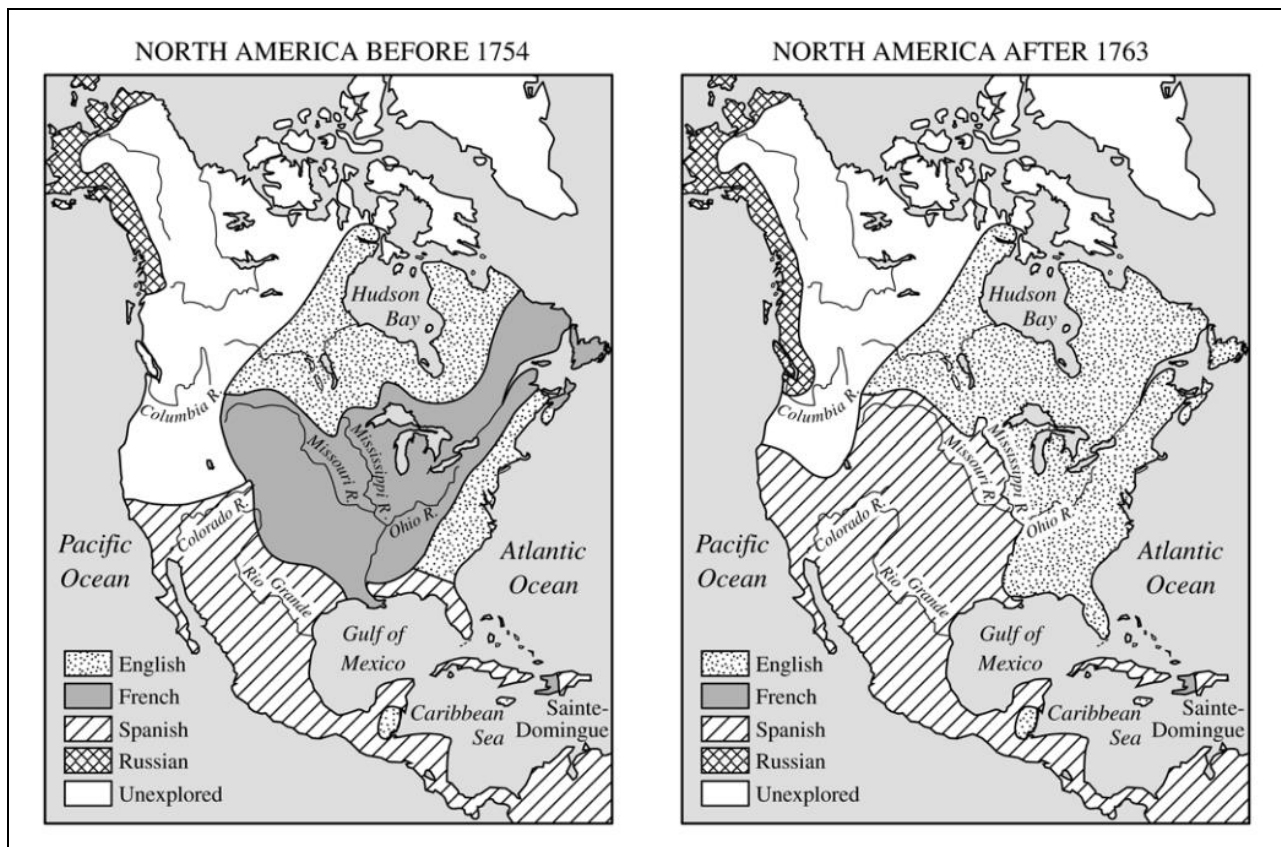
Write your responses on the lined pages that follow the question.

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. Analyze the ways in which the French and Indian War (1754-1763) altered the relationship between Britain and its American colonies in the period between 1740-1766.

Document 1



Document 2

Source: Canassatego, Chief of the Onondaga Nation of the Iroquois Confederacy, speech to representatives of Pennsylvania, Maryland, and Virginia, 1742.

We know our Lands are now become more valuable. The white People think we do not know their Value; but we are sensible that the Land is everlasting, and the few Goods we receive for it are soon worn out and gone.... We are not well used with respect to the lands still unsold by us. Your People daily settle on these Lands, and spoil our Hunting. We must insist on your Removing them, as you know they have no Right to settle.

Document 3

Source: George Washington, letter to Robert Orme, aide-de-camp to General Edward Braddock, March 15, 1755.

It is true Sir, that I have... expressed an Inclination to serve the ensuing Campaign as a Volunteer; and this inclination is not a little increased since it is likely to be conducted by a Gentleman of the General's Experience. But, besides this and the laudable desire I may have to serve (with my best abilities) my king and country, I must be ingenuous enough to confess, that I am not a little biased by selfish considerations. To be plain, Sir, I wish earnestly to attain some knowledge of the Military Profession: and, believing a more favourable opportunity cannot offer, than to serve under a Gentleman of General Braddock's abilities and experience.

Document 4

Source: Massachusetts soldier's diary, 1759.

September 30. Cold weather is coming on apace, which will make us look round about us and put [on] our winter clothing, and we shall stand in need of good liquors [in order] to keep our spirits on cold winter's days. And we, being here within stone walls, are not likely to get liquors or clothes at this time of the year; and though we be Englishmen born, we are [denied] Englishmen's liberty. Therefore we now see what it is to be under martial law and to be with the [British] regulars, who are but little better than slaves to their officers. And when I get out of their [power] I shall take care of how I get in again.

[October] 31. And now our time has come to an end according to enlistment, but we are not yet [allowed to go] home.

November 1. The regiment was ordered out... to hear what the colonel had to say to them as our time was out and we all swore that we would do no more duty here. So it was a day of much confusion with the regiment.

Document 5

Source: Rev. Thomas Barnard, sermon, Massachusetts, 1763.

Auspicious Day! when Britain, the special Care of Heaven, blessed with a patriot-Sovereign, served by wise and faithful Councillors, brave Commanders, successful Fleets and Armies, seconded in her Efforts by all her Children, and by none more zealously than by those of New England...

America, mayest well rejoice, the Children of New England may be glad in triumph, in Reflection on Events past, and Prospect for the future...

Now commences the Era of our quiet Enjoyment of those Liberties which our Fathers purchased with the Toil of their whole Lives, their Treasure, their Blood. Safe from the enemy of the Wilderness, safe from the gripping Hand of arbitrary Sway and cruel Superstition, here shall by the late founded Seat of Peace and Freedom. Here shall our indulgent Mother, who has most generously rescued and protected us, be served and honored by growing numbers, with all Duty, Love and Gratitude, till Time shall be no more.

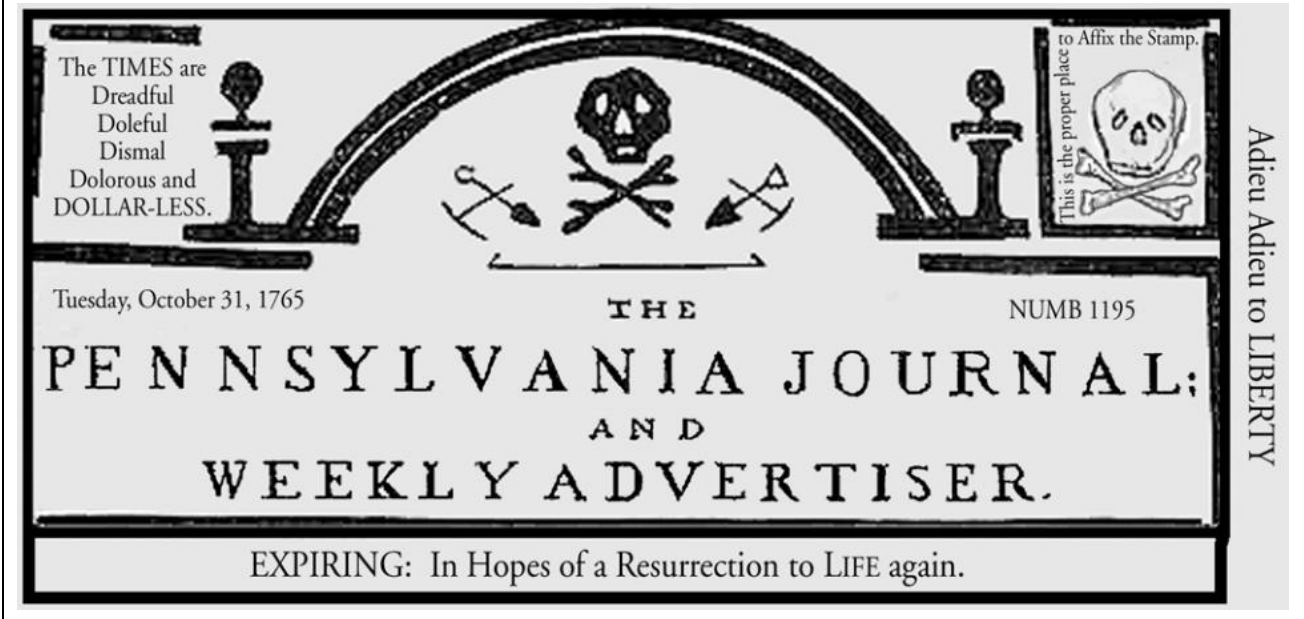
Document 6

Source: British Order in Council, 1763.

We, the Commissioners of your Majesty's Treasury beg leave humbly to represent to your Majesty that having taken into consideration the present state of the duties of customs imposed on your Majesty's subjects in America and the West Indies, we find that the revenue arising therefrom is very small and inconsiderable... and is not yet sufficient to defray a fourth part of the expense necessary for collecting it. We observe with concern that through neglect, connivance, and fraud, not only is revenue impaired, but the commerce of the colonies diverted from its natural course... [This revenue] is more indispensable when the military establishment necessary for maintaining these colonies requires a large revenue to support it, and when their vast increase in territory and population makes the proper regulation of their trade of immediate necessity.

Document 7

Source: Newspaper masthead, October 1765.



END OF DOCUMENTS FOR QUESTION 1

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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)

- 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