

# 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 2005 reformatted in an effort to conform to the new DBQ format. Document letters have been replaced with numbers and 3 documents (the former Documents B, E, & I) have been removed so that there are only 7 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.
- Incorporate analysis of all, or all but one, of the documents into your argument.
- Focus your analysis of at least four documents 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 extent to which the American Revolution led to fundamental changes in the United States between 1776 and 1800.

### Document 1

Source: Woodcut of Patriot woman, Marblehead, MA, 1779 (New York Historical Society)



### Document 2

Source: Message to Congress from the Chickasaw Chiefs, July 1783.

When our great father the King of England called away his warriors, he told us to take your People by the hand as friends and brothers.... It makes our hearts rejoice to find that our great father, and his children the Americans have at length made peace, which we wish may continue as long as the Sun and Moon. And to find that our Brothers the Americans are inclined to take us by the hand, and smoke with us at the great fire, which we hope will never be extinguished.

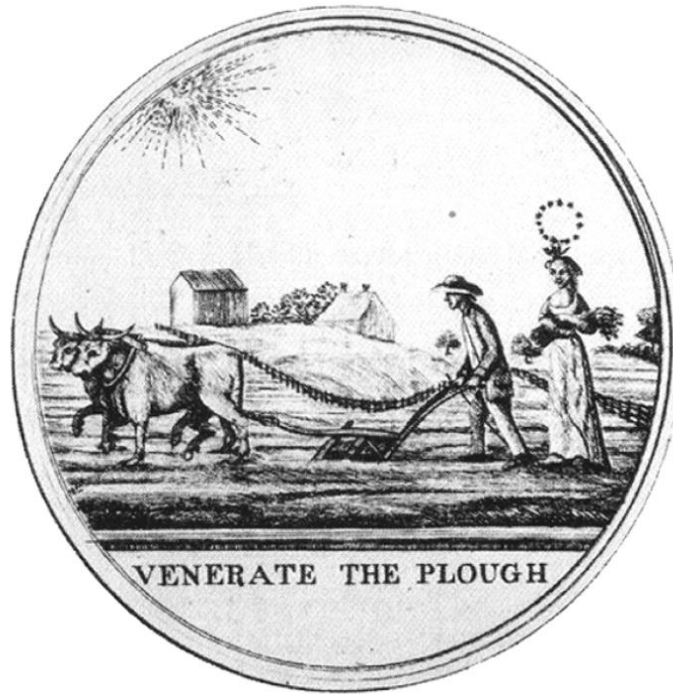
### Document 3

Source: Statutes at Large of Virginia, 1786.

Be it enacted by the general Assembly, that no man shall be compelled to frequent or support any religious worship, place, or ministry whatsoever... but that all men shall be free to profess, and by argument to maintain, their opinion in matters of religion.

#### Document 4

Source: Medal of the Philadelphia Society for the Promotion of Agriculture, 1786.



#### Document 5

Source: Letter from Abigail Adams to Thomas Jefferson, 1787.

With regard to the tumults in my native state, which you inquired about, I wish I could say that report had exaggerated them. It is too true Sir, that they have been carried to so alarming a height as to stop the courts of justice in several counties. Ignorant, ruthless desperados, without conscience or principles, have led a deluded multitude to follow their standard, under pretense of grievances which have no existence but in their imaginations. Some of them were crying out for a paper currency, some for an equal distribution of property.

#### Document 6

Source: *An Ordinance for the Government of the Territory of the United States Northwest of the River Ohio*, 1787.

Article 6<sup>th</sup>. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted: Provided, always, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid.

## Document 7

Source: Molly Wallace, valedictory address, Young Ladies' Academy of Philadelphia, 1792.

What then must my situation be, when my sex, my youth and inexperience all conspire to make me tremble at the task which I have undertaken? But the friendly encouragement, which I behold in almost every countenance, enables me to overcome difficulties that would otherwise be insurmountable. With some, however, it has been made a question, whether we ought ever to appear in so public a manner. Our natural timidity, the domestic situation to which, by nature and custom we seem destined, are urged as arguments against what I now have undertaken: Many sarcastical observations have been handed out against female oratory: But to what do they amount? Do they not plainly inform us, that, because we are females, we ought therefore to be deprived of what is perhaps the most effectual means of acquiring a just, natural and graceful delivery? No one will pretend to deny, that we should be taught to read in the best manner. And if to read, why not to speak?

**END OF DOCUMENTS FOR QUESTION 1**

# APUSH DBQ RUBRIC

Updated for the 2016 Exam

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

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

## THESIS (ONE POINT)

1. Clear thesis that directly answers all parts of the question.  
Does more than re-state.

**POINT**

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## DOCUMENTS (THREE POINTS)

	Used	Analyzed	POV, Audience, Context, Purpose
<b>D1</b>			
<b>D2</b>			
<b>D3</b>			
<b>D4</b>			
<b>D5</b>			
<b>D6</b>			
<b>D7</b>			

2. **USES** the majority of the documents

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3. **ANALYSIS & POV** for majority of the documents

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4. **ANALYSIS & POV** for *all* (or all but one) of the documents

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## EVIDENCE & CONTEXT (TWO POINTS)

<b>Outside information</b>	[Specific Examples – 3-4]

5. Analysis of **HISTORICAL EXAMPLES** outside the docs to support thesis

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<b>Historical Context</b>	[Big Picture – At least 2]

6. Connects historical phenomena **relevant to the argument** to broader historical events and/or processes  
**Accurate / Relevant / Explicit**

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## SYNTHESIS (ONE POINT)

7. Appropriately extends or modifies stated thesis or argument  
**OR** Effectively accounts for disparities in the documents  
**OR** makes *valid* comparisons to other historical periods, geographical areas, etc.

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*Basically, put the documents in conversation with one another and with history, in general, while effectively employing POV.*

**TOTAL POINTS:**

**/7**