

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)

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 DBQ from 2010 reformatted by Angela Chea in an effort to conform to the new DBQ format and graciously shared with my website. Document letters have been replaced with numbers and three documents (the former Documents C, D, and G) have 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 time: 40 minutes

Directions: The following question is based on the accompanying Documents 1–7. The documents have been edited for the purpose of this exercise. This question is designed to test your ability to apply several historical thinking skills simultaneously, including historical argumentation, use of relevant historical evidence, contextualization, and synthesis. Your response should be based on your analysis of the documents and your knowledge of the topic.

Write a well-integrated essay that does the following:

- States an appropriate thesis that directly addresses all parts of the question
- Supports the thesis or an appropriate argument with evidence from all or all but one of the documents AND your knowledge of European history beyond/outside the documents
- Analyzes a majority of the documents in terms of such features as their intended audience, purpose, point of view, format, argument, limitations, and/or social context as appropriate to the argument
- Places the argument in the context of broader regional, national, or global processes

1. In what ways did ideas and values held by Puritans influence the political, economic, and social development of the New England colonies from 1630 through the 1660s?

Document 1

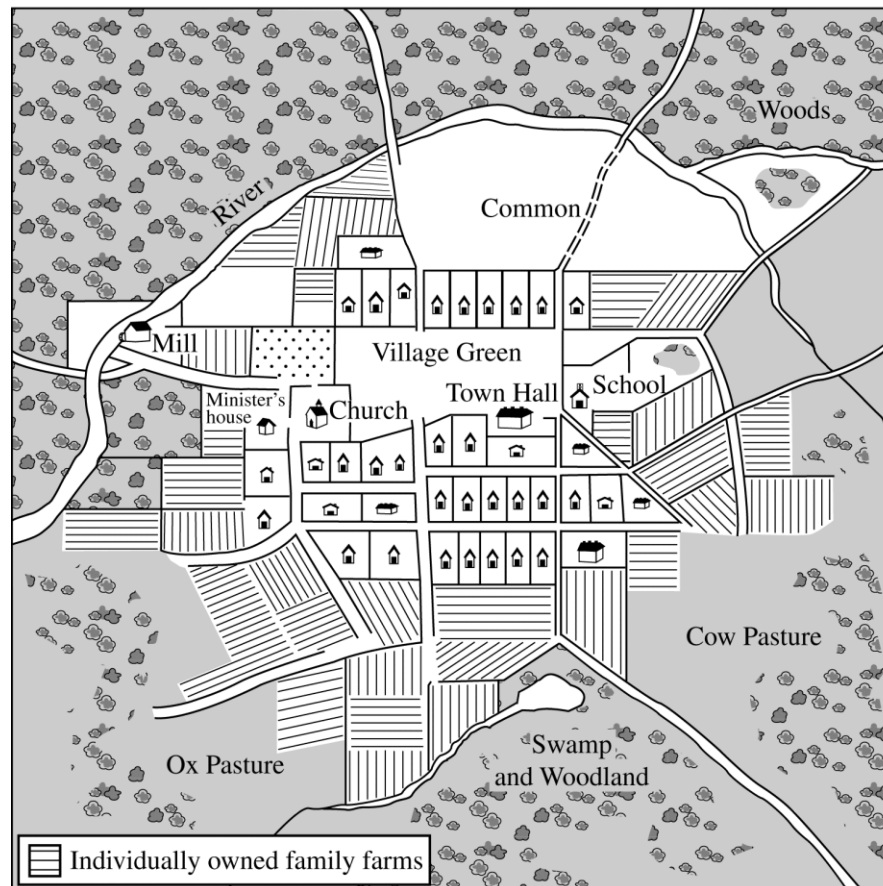
Source: John Winthrop, "A Modell of Christian Charity," 1630.

. . . wee must be knitt together, in this worke, as one man. Wee must entertaine each other in brotherly affection. Wee must be willing to abridge ourselves of our superfluities, for the supply of others' necessities. Wee must uphold a familiar commerce together in all meekeness, gentlenes, patience and liberality. Wee must delight in eache other; make other's conditions our owne; rejoyce together, mourne together, labour and suffer together, always haueing before our eyes our commission and community in the worke, as members of the same body. . . . The eies [eyes] of all people are upon us. Soe that if wee shall deale falsely with our God in this worke wee have undertaken, and soe cause him to withdrawe his present help from us, wee shall be made a story and a by-word through the world.

Document 2

Source: Trinity College, date unknown

TOWN MAP, COLONIAL NEW ENGLAND



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GO ON TO THE NEXT PAGE.

Document 3

Source: A statement about education in New England, 1643.

After God had carried us safe to New England, and wee had builded our houses, provided necessaries for our livelihood, rear'd convenient places for Gods worship, and settled the Civil Government: One of the next things we longed for, and looked after was to advance Learning, and perpetuate it to Posterity; dreading to leave an illiterate Ministry to the Churches, when our present Ministers shall lie in the Dust. And as wee were thinking and consulting how to effect this great Work; it pleased God to stir up the heart of one Mr. Harvard . . .

Document 4

Source: Roger Williams, “A Plea for Religious Liberty,” 1644.

God requireth not a uniformity of religion to be enacted and enforced in any civil state; which enforced uniformity sooner or later is the greatest occasion of civil war, ravishing of conscience, persecution of Christ Jesus in his servants, and of the hypocrisy and destruction of millions of souls.

Document 5

Source: John Cotton, “Limitation of Government,” 1655

Let all the world learn to give mortal men no greater power than they are content they shall use—for use it they will. And unless they be better taught of God, they will use it ever and anon... No man would think what desperate deceit and wickedness there is in the hearts of men.

It is therefore most wholesome for magistrates and officers in church and commonwealth never to affect more liberty and authority than will do them good, and the people good: for whatever transcendent power is given will certainly overrun those that give it and those that receive it. . . .

It is therefore fit for every man to be studious of the bounds which the Lord hath set: and for the people, in whom fundamentally all power lies, to give as much power as God in His word gives to men. . . .

So let there be due bounds set—and I may apply it to families: it is good for the wife to acknowledge all power and authority to the husband . . .

And so for children and servants, or any other you are to deal with: give them liberty and authority you would have them use, and beyond that stretch not the tether; it will not tend to their good nor yours.

Document 6

Source: Robert Keayne, in his last will and testament, 1653.

[My account books] . . . testify to the world on my behalfe that I have not lived an idle, lazie or dronish life nor spent my time wantonly, fruitlessly or in company keeping as some have beene too ready to asperse [criticize] me or that I have had in my whole time either in Old England or New, many spare houres to spend unprofitably away or to refreshe myself with recreations . . . but have rather studyed and endeavored to redeeme my time as a thing most deare and precyous to me and have often denyed myself in such refreshings that otherwise I might lawfully have made use of.

Document 7

Source: John Higginson, “The Cause of God and His People in New England,” 1662.

My Fathers and Brethren, this is never to be forgotten that New England is originally a plantation of Religion, not a Plantation of Trade. Let merchants and such as are increasing Cent per Cent remember this. . . . that worldly gain was not the end and designe of the people of New England, but Religion.

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