

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 2000 reformatted in an effort to conform to the new DBQ format. Document letters have been replaced with numbers and 2 documents (the former Documents A and D) have been removed so that there are only seven documents. The former document F has been replaced with a similar cartoon that offered better resolution. 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 was organized labor successful in improving the position of workers in the period from 1875 to 1900?

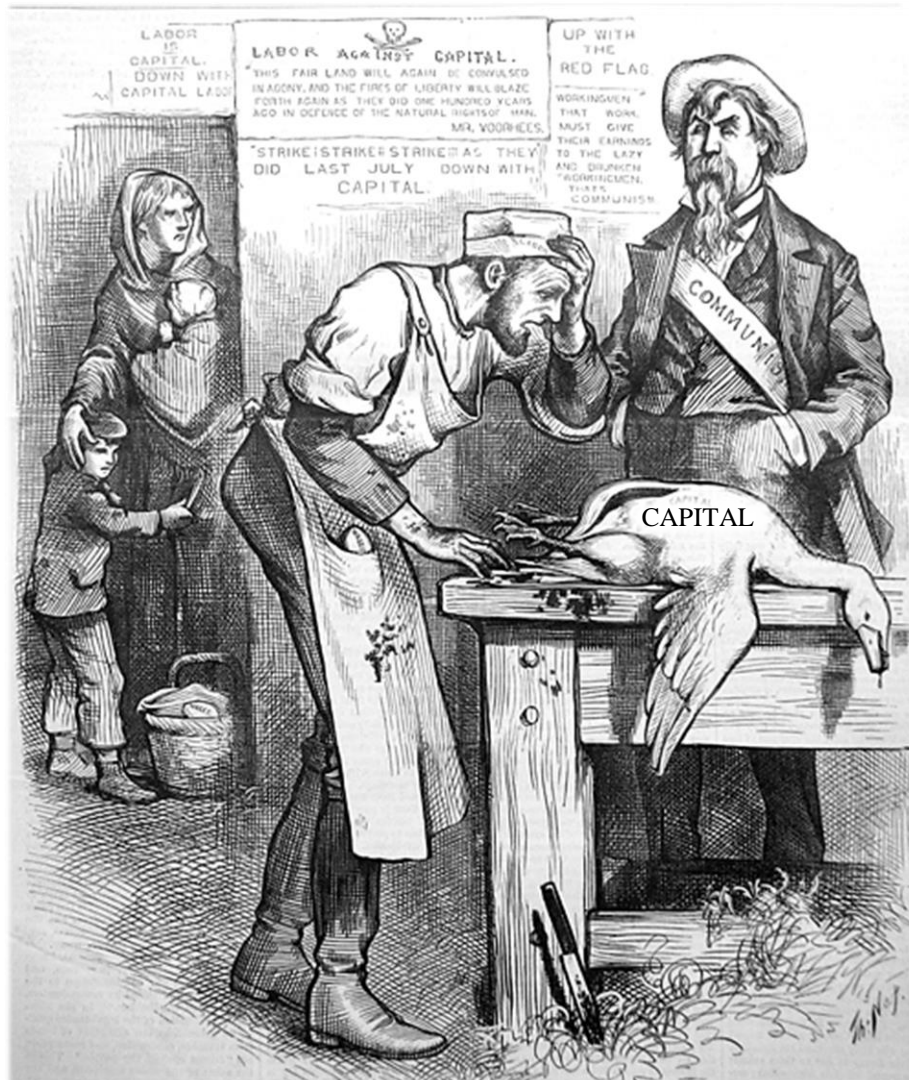
Document 1

Source: Editorial, *The New York Times*, July 18, 1877.

... [T]he strike is apparently hopeless, and must be regarded as nothing more than a rash and spiteful demonstration of resentment by men too ignorant or too reckless to understand their own interests... But if the strike on the Baltimore and Ohio Road is a foolish one, its history up to the present time shows that those who are engaged in it are not only bold and determined, but that they have the sympathy of a large part of the community in which they live...

Document 2

Source: Thomas Nast cartoon in *Harper's Weekly*, 1878.



ALWAYS KILLING THE GOOSE THAT LAYS THE GOLDEN EGG

COMMUNISTIC STATESMAN (*without responsibility*): "Nothing in it, after all; it's too bad; now I thought he was just full of them."

Photo Courtesy of Newberry Library.

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GO ON TO THE NEXT PAGE.

Document 3

Source: Western Union Telegraph Company employee contract, 1883.

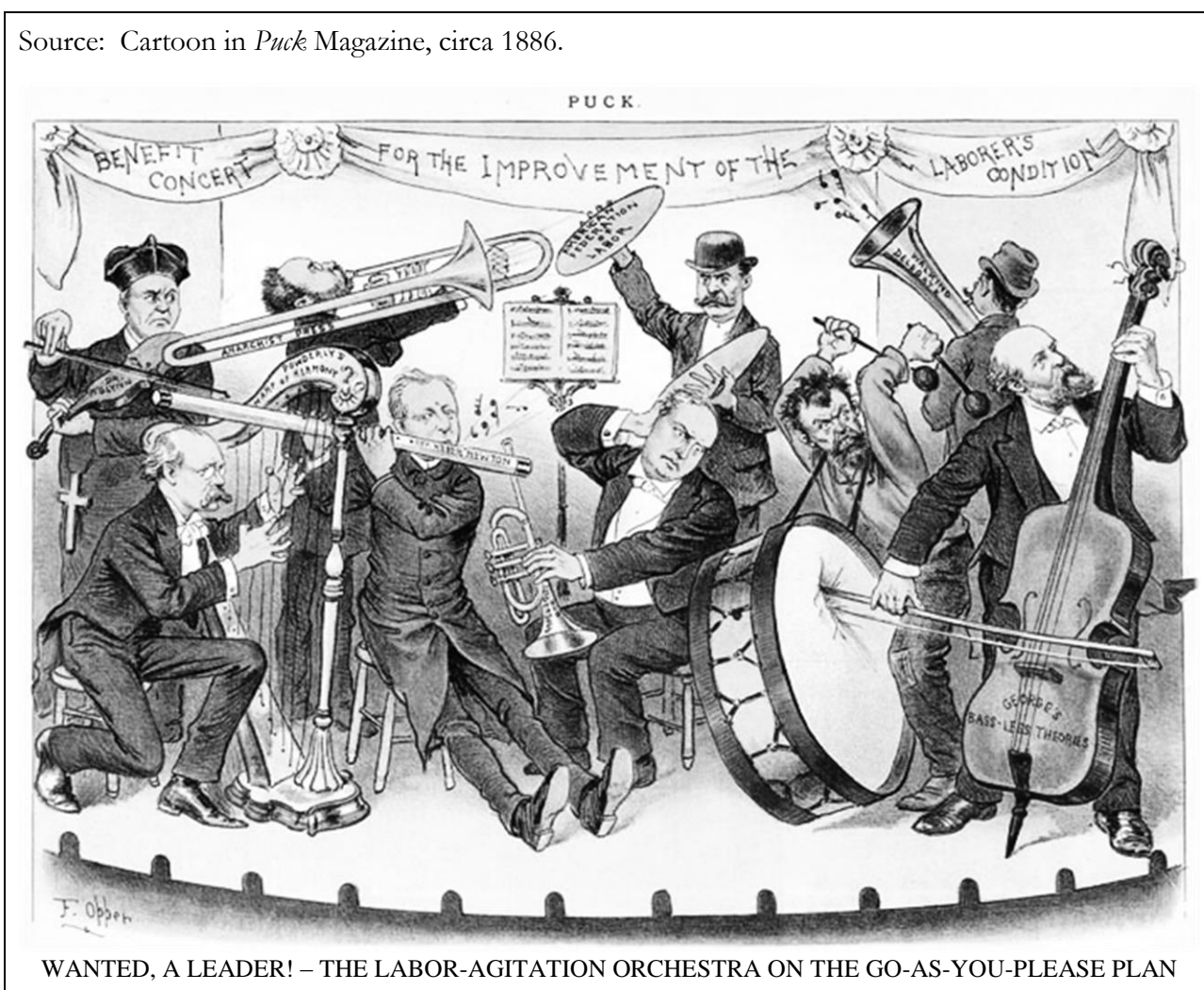
I, [name] of [city] in consideration of my present reemployment by the Western Union Telegraph Co. hereby promise and agree to and with the said company that I will forthwith abandon any and all membership, connection or affiliation with any organization or society, whether secret or open, which in anywise attempts to regulate the conditions of my services or the payment thereof while in the employment now undertaken. I hereby further agree that I will, while in the employ of said company, render good and faithful service to the best of my ability, and will not in anywise renew or re-enter upon any relations or membership whatsoever in or with any such organizations or society.

Dated 1883. Signed Address (Seal)

Accepted for the Western Union Telegraph Co., Superintendent

Document 4

Source: Cartoon in *Puck* Magazine, circa 1886.



Document 5

Source: Coroner's list of the killed, Pittsburgh, Pennsylvania, July 7, 1892, printed in *The New York Times*, July 8, 1892).

The following are the names of those killed yesterday as furnished by the Coroner:

J. W. KLINE, Pinkerton detective, of Chicago

JOSEPH SOTAK, a striker of Homestead

PETER FERRIS, a laborer at the Homestead plant

SILAS WAIN of Homestead, who was watching the battle from the mill yard

JOHN E. MORRIS, employed in the steel works at Homestead

THOMAS WELDON of Homestead

EDWARD CONNORS, a Pinkerton detective of New York

BORITZ MARKOWISKY of Homestead

PETER HEISE of Homestead

ROBERT FOSTER of Homestead

WILLIAM JOHNSON of Homestead

A number of others are reported dead, but the Coroner has no official notification of the death.

Document 6

Source: United States Supreme Court, *In re Debs*, 1895.

The national government, given power by the Constitution to regulate interstate commerce, has by express statute assumed jurisdiction over such commerce when carried upon railroads. It is charged, therefore, with the duty of keeping those highways of interstate commerce free from obstruction, for it has always been recognized as one of the powers and duties of the government to remove obstructions from the highway under its control...

Document 7

Source: Testimony of Samuel Gompers before a commission established by the House of Representatives on the Relations and Conditions of Capital and Labor, 1899.

The working people find that improvements in the methods of production and distribution are constantly being made, and unless they occasionally strike, or have the power to enter upon a strike, the improvements will go to the employer and all the injuries to the employees.... The American Republic was not established without some suffering, without some sacrifice, and no tangible right has yet been achieved in the interest of the people unless it has been secured by sacrifices and persistency.

END OF DOCUMENTS FOR QUESTION 1

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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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