

# 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 2003 reformatted in an effort to conform to the new DBQ format. Document letters have been replaced with numbers and 3 documents (the former Documents E, H, and J) 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 effects of the Roosevelt administration's responses to the problems of the Great Depression between 1933 and 1941.

## Document 1

Source: Meridel Lesueur, *New Masses*, January 1932.

It's one of the great mysteries of the city where women go and when they are out of work and hungry. There are not many women in the bread line. There are no flop houses wor women as there are for me, where a bed can be had for a quarter or less. You don't see women lying on the floor of the mission in the free flops. They obviously don't sleep... under newspapers in the park. There is no law I suppose against their being in these places but the fact is they rarely are.

Yet there must be as many women out of jobs in cities and suffering extreme poverty as there are men. What happens to them?

## Document 2

Source: Letter to Senator Robert Wagner, March 7, 1934.

It seems very apparent to me that the Administration at Washington is accelerating it's [sic] pace toward socialism and communism. Nearly every public statement from Washington is against stimulation of business which would in the end create employment.

Everyone is sympathetic to the cause of creating more jobs and better wages for labor; but, a program continually promoting labor troubles, higher wages, shorter hours, and les profits for business, would seem to me to be leading us fast to a condition where the Government must more and more expand it's [sic] relief activities, and will lead in the end to disaster to all classes.

### Document 3

Source: *The Evening Star* (Washington D.C.), April 26, 1944.



### Document 4

Source: William Lloyd Garrison, Jr., "The Hand of Improvidence," *The Nation*, November 14, 1934.

The New Deal, being both a philosophy and a mode of action, began to find expression in diverse forms which were often contradictory. Some assisted and some retarded the recovery of industrial activity... An enormous outpouring of federal money for human relief and immense sums for public-works projects started to flow to all points of the compass... Six billion dollars was added to the national debt... a bureaucracy in Washington grew by leaps and bounds... and finally, to lend the picture of the heightened academic touch, John Maynard Keynes, of Cambridge, England... commenced the plan of buying Utopia for cash.

### Document 5

Source: Charles Evans Hughes, majority opinion, *Schechter v. United States*, 1935.

The question of chief importance relates to the provision of the codes to the hours and wages of those employed... It is plain that these requirements are imposed in order to govern the details of defendants' management of their local business. The persons employed... are not employed in interstate commerce. Their wages have no direct relation to interstate commerce...

The authority of the federal government may not be pushed to such an extreme.

### Document 6

Source: John L. Lewis, President of the United Mine Workers, NBC Radio Broadcast, 1936.

It is the refusal of employers to grant such reasonable conditions and to deal with their employees through collective bargaining that leads to widespread labor unrest. The strikes which have broken out... especially in the automobile industry, are due to such "employee trouble."

Huge corporations, such as United States Steel and General Motors... have no right to transgress the law which gives to the workers the right of self-organization and collective bargaining.

### Document 7

Source: "The Roosevelt Record," editorial in *The Crisis*, November 1940.

To declare that the Roosevelt administration has tried to include the Negro in nearly every phase of its program for the people of the nation is not to ignore the instances where government policies have harmed the race...

At Boulder Dam, for example, the administration continued the shameful policy begun by Hoover of forbidding Negroes to live in Boulder City, the government-built town. And in its own pet project, the TVA, the administration forbade Negroes to live in Norris, another government-built town at Norris Dam.

[The] most important contribution of the Roosevelt administration to the age-old color line problem in America has been its doctrine that Negroes are a part of the country and must be considered in any program for the country as a whole. The inevitable discrimination notwithstanding, this thought has been driven home in thousands of communities by a thousand specific acts. For the first time in their lives, government has taken on meaning and substance for the Negro masses.

## END OF DOCUMENTS FOR QUESTION 1

# 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__		

<p>3. <b>USES</b> the content of <i>at least SIX</i> of the documents to support the stated thesis or a relevant argument</p>	
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<p>4. <b>EXPLAINS</b> the significance of author's POV, context, audience, and/or purpose (CAP) for <i>at least FOUR</i> documents.</p>	
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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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<p>NOTES:</p>
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**TOTAL POINTS:**

<p><b>/7</b></p>
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