

AP History DBQ Rubric (7 points)

| Reporting Category | Scoring Criteria | Decision Rules | | |
|--|---|--|--|-----------|
| A THESIS/CLAIM (0–1 pt) | 1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. | <i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i> | | |
| B CONTEXTUALIZATION (0–1 pt) | 1 pt. Describes a broader historical context relevant to the prompt. | <i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i> | | |
| C EVIDENCE (0–3 pts) | Evidence from the Documents | <i>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i> <i>To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i> | | |
| | <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;">1 pt. Uses the content of at least three documents to address the topic of the prompt.</td> <td style="width: 10%; text-align: center; vertical-align: middle;">OR</td> <td style="width: 40%; vertical-align: top;">2 pts. Supports an argument in response to the prompt using at least six documents.</td> </tr> </table> | | 1 pt. Uses the content of at least three documents to address the topic of the prompt. | OR |
| | 1 pt. Uses the content of at least three documents to address the topic of the prompt. | OR | 2 pts. Supports an argument in response to the prompt using at least six documents. | |
| Evidence beyond the Documents | <i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i> | | | |
| D ANALYSIS AND REASONING (0–2 pts) | 1 pt. For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument. | <i>To earn this point, the response must explain how or why (rather than simply identifying) the document’s point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i> | | |
| | 1 pt. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. | <p><i>A response may demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p> | | |

2006 AP[®] UNITED STATES HISTORY FREE-RESPONSE QUESTIONS

UNITED STATES HISTORY

SECTION II

Part A

(Suggested writing time—45 minutes)

Percent of Section II score—45

Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-J and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

1. Discuss the changing ideals of American womanhood between the American Revolution (1770's) and the outbreak of the Civil War. What factors fostered the emergence of “republican motherhood” and the “cult of domesticity”? Assess the extent to which these ideals influenced the lives of women during this period. In your answer be sure to consider issues of race and class.

Use the documents and your knowledge of the time period in constructing your response.

Document A

Source: Letter written by a Philadelphia woman, 1776.

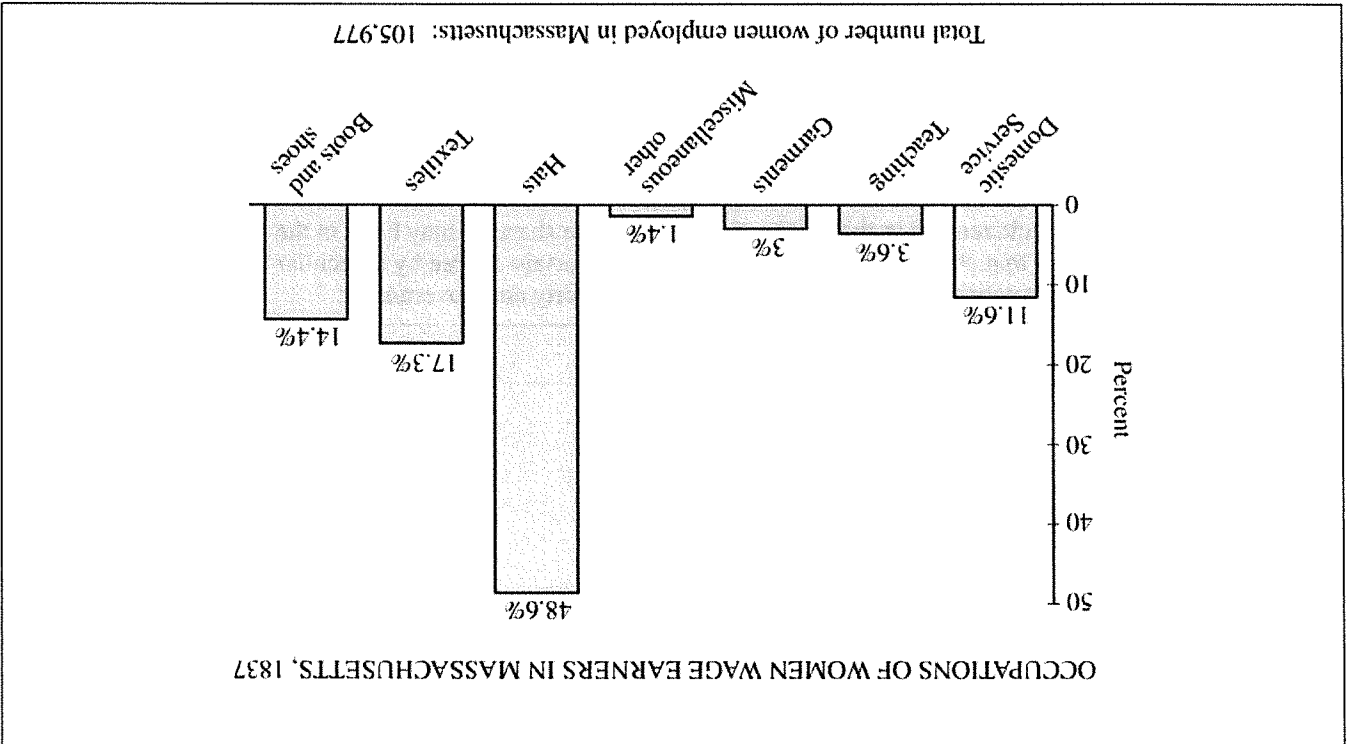
I will tell you what I have done . . . I have retrenched every superfluous expense in my table and family; tea I have not drunk since last Christmas, nor bought a new cap or gown . . . [I] have learned to knit, and am now making stockings of American wool for my servants, and this way do I throw in my mite to the public good. I know this, that as free I can die but once, but as a slave I shall not be worthy of life.

Document B

Source: Benjamin Rush, *Thoughts Upon Female Education*, 1787.

The equal share that every citizen has in the liberty, and the possible share he may have in the government of our country, make it necessary that our ladies should be qualified to a certain degree by a peculiar and suitable education, to concur in instructing their sons in the principles of liberty and government.

Document C



Document D

Source: Letter written by a factory worker, 1839.

April 4, 1839

Dear Sabrina,

... You have been informed I suppose that I am a factory girl and that I am at Nashua and I have wished you were here too but I suppose your mother would think it far beneath [sic] your dignity to be a factory girl. Their [sic] are very many young Ladies at work in the factories that have given up millinery [sic] d[re]ssmaking & s[c]hool keeping for to work in the mill. But I would not advise any one to do it for I was so sick of it at first I wished a factory had never been thought of. But the longer I stay the better I like and I think nothing unforse [sic] calls me away I shall stay here till fall. . . . If you should have any idea of working in the factory I will do the best I can to get you a place with us. We have an excellent boarding place. We board with a family with whom [sic] I was acquainted with when I lived at Haverhill. Pleas [sic] write us soon and believe your affectionate Aunt

[Malenda] M. Edwards

2006 AP[®] UNITED STATES HISTORY FREE-RESPONSE QUESTIONS

Document E

Source: Margaret Fuller, *Woman in the Nineteenth Century*, 1845.

. . . We would have every arbitrary barrier thrown down. We would have every path laid open to Woman as freely as to Man.

What woman needs is not as a woman to act or rule, but as a nature to grow, as an intellect to discern, as a soul to live freely and unimpeded, to unfold such powers as were given her when we left our common home.

Too much is said of women being better educated, that they may become better companions and mothers for men. They should be fit for such companionship . . . Earth knows no fairer, holier relation than that of a mother . . . But a being of infinite scope must not be treated with an exclusive view to any one relation. Give the soul free course, let the organization, both of body and mind, be freely developed, and the being will be fit for any and every relation to which it may be called.

Document F

Source: Sarah Bagley, "The Ten Hour System and Its Advocates." *Voice of Industry*, January 16, 1846.

At one time they tell us that our "free institutions" are based upon the virtue and intelligence of the American people, and the influence of the mother, form and mould the man—and the next breath, that the way to make the mothers of the next generation virtuous is to enclose them within brick walls of a cotton mill from twelve and a half to thirteen and a half hours per day.

Document G

Source: "Woman, and the 'Woman's Movement.'" *Putnam's monthly magazine of American literature, science and art*, March 1853.

... She has ever been the casket of his privacy, the shield of his true individuality, the guardian of his essential humanity, keeping it bright and unsullied ...

Woman is by nature inferior to man. She is his inferior in passion, his inferior in intellect, and his inferior in physical strength. In ascribing to woman a natural inferiority to man, we by no means seek to depress her in the scale of being, but on the contrary to exalt her. It is this natural inequality of the sexes besides, which constitutes the true ground of their union, and enables woman to be the fountain of unmixed blessing she is to man.

Document H

Source: Harriet Jacobs, *Incidents in the Life of a Slave Girl*, published in 1861.

I turned from him with disgust and hatred. But he was my master. I was compelled to live under the same roof with him—where I saw a man forty years my senior daily violating the most sacred commandments of nature. He told me I was his property; that I must be subject to his will in all things. My soul revolted against the mean tyranny. But where could I turn for protection? No matter whether the slave girl be as black as ebony or as fair as her mistress. In either case, there is no shadow of law to protect her from insult, from violence, or even from death; all these are inflicted by friends who bear the shape of men. The mistress, who ought to protect the helpless victim, has no other feelings towards her but those of jealousy and rage . . .

Document I

Source: Letters written by a frontier woman in Iowa to relatives, 1861.

John has hired a man to work for him this summer, hope I shall not have to do quite as much out doors. . . . The hired man left just as corn planting commenced so I shouldered my hoe and have worked out ever since and I guess my services are just as acceptable as his or will be in time . . . I wore a dress with my sunbonnet wrung out in water every few minutes and my dress wet also this was all the clothing . . . I wore.

Document-Based Question: Period 2 **(Adapted from 1993 AP U.S. History DBQ)**

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- ▶ Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- ▶ Describe a broader historical context relevant to the prompt.
- ▶ Support an argument in response to the prompt using at least six documents.
- ▶ Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- ▶ For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- ▶ Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Evaluate the extent to which English colonial societies in the New England and Chesapeake regions prior to 1700 were similar to one another.

Document 1

Source: John Winthrop, Puritan Governor of the Massachusetts Bay Colony, *A Model of Christian Charity*, written on board the *Arbella* on the Atlantic Ocean, 1630.

God Almighty in his most holy and wise providence hath so disposed of the condition of mankind, [that] in all times some must be rich, some poor, some high and eminent in power and dignity, other mean and in subjection....[yet] we must be knit together in this work as one man. We must entertain each other in brotherly affection, we must be willing to abridge ourselves of our superfluities, for the supply of others' necessities. We must uphold a familiar commerce together in all meekness, gentleness, patience, and liberality. We must delight in each other, make others' conditions our own, rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work, our community as members of the same body. So shall we keep the unity of the spirit in the bond of peace.... We must consider that we shall be as a city upon a hill. The eyes of all people are upon us, so that if we shall deal falsely with our God in this work we have undertaken, and so cause him to withdraw his present help from us, we shall be made a story and a by-word through the world. We shall open the mouths of enemies to speak evil of the ways of God,...shall shame the faces of many of God's worthy servants, and cause their prayers to be turned into curses upon us.

Document 2

Source: Articles of Agreement, written and signed by eight Puritan men, Springfield, Massachusetts, 1636.

We whose names are underwritten, being by God's providence engaged together to make a plantation...do mutually agree to certain articles and orders to be observed and kept by us and by our successors....

1. We intend by God's grace, as soon as we can, with all convenient speed, to procure some Godly and faithful minister with whom we purpose to join in church covenant to walk in all the ways of Christ.
2. We intend that our town shall be composed of forty families... rich and poor.
3. That every inhabitant shall have a convenient proportion for a house lot, as we shall see [fit] for everyone's quality and estate. ...
4. That everyone shall have a share of the meadow or planting ground....

Document 3

Source: John Porter, Deputy Clerk, Ship's List of Emigrants Bound for New England from Weymouth, the 20th of March, 1635.

1. Joseph Hull, of Somerset, a minister, aged 40 years
 2. Agnes Hull, his wife, aged 25 years
 3. Joan Hull, his daughter, aged 15 years
 4. Joseph Hull, his son, aged 13 years
 5. Tristram, his son, aged 11 years
 6. Elizabeth Hull, his daughter, aged 1 year
 7. Temperance, his daughter, aged 9 years
 8. Grissel Hull, his daughter, aged 5 years
 9. Dorothy Hull, his daughter, aged 3 years
 10. Judith French, his servant, aged 20 years
 11. John Wood, his servant, aged 20 years
 12. Robert Dabyn, his servant, aged 28 years
 13. Musachiell Bernard, of Batcombe, clothier in the county of Somerset, 24 years
 14. Mary Bernard, his wife, aged 28 years
 15. John Bernard, his son, aged 3 years
 16. Nathaniel, his son, aged 1 year
- ~~~~~
21. Timothy Tabor, in Somerset of Batcombe, tailor, aged 35 years
 22. Jane Tabor, his wife, aged 35 years
 23. Jane Tabor, his daughter, aged 10 years
 24. Anne Tabor, his daughter, aged 8 years
 25. Sarah Tabor, his daughter, aged 5 years
 26. William Fever, his servant, aged 20 years
 27. John Whitmarke, aged 39 years
 28. Alice Whitmarke, his wife, aged 35 years
 29. James Whitmarke, his son, aged 5 years
 30. Jane, his daughter, aged 1 year
 31. Onseph Whitmarke, his son, aged 5 years
 32. Rich. Whitmarke, his son, aged 2 years
- ~~~~~
74. Robert Lovell, husbandman, aged 40 years
 75. Elizabeth Lovell, his wife, aged 35 years
 76. Zacheus Lovell, his son, aged 15 years
 77. Anne Lovell, his daughter, aged 16 years
 78. John Lovell, his son, aged 8 years
 79. Ellyn, his daughter, aged 1 year
 80. James, his son, aged 1 year
 81. Joseph Chickin, his servant, 16 years
 82. Alice Kinham, aged 22 years
 83. Angell Hollard, aged 21 years
 84. Katheryn, his wife, 22 years
 85. George Land, his servant, 22 years
 86. Sarah Land, his kinswoman, 18 years
- ~~~~~
103. John Hoble, husbandman, 13
 104. Robert Huste, husbandman, 40

Document 4

Source: Ship's List of Emigrants Bound for Virginia prior to July, 1635

These underwritten names are to be transported to Virginia, embarked in the Merchant's Hope, Hugh Weston, Master, per examination by the minister of Gravesend touching their conformity to the Church discipline of England, and have taken the oaths of allegiance and supremacy:

| | | | |
|-------------------|----|------------------|----|
| Edward Towers | 26 | Allin King | 19 |
| Henry Woodman | 22 | Rowland Sadler | 19 |
| Richard Seems | 26 | Jo. Phillips | 28 |
| Vyncent Whatter | 17 | Daniel Endick | 16 |
| James Whithedd | 14 | Jo. Chalk | 25 |
| Jonas Watts | 21 | Jo. Vynall | 20 |
| Peter Loe | 22 | Edward Smith | 20 |
| Geo. Bocker | 17 | Jo. Rowledge | 19 |
| Henry Eeles | 26 | Wm. Westlie | 40 |
| Jo. Dennis | 22 | Jo. Smith | 18 |
| Tho. Swayne | 23 | Jo. Saunders | 22 |
| Charles Rinsden | 27 | Tho. Bartcherd | 16 |
| Jo. Exston | 17 | Tho. Dodderidge | 19 |
| Wm. Luck | 14 | Richard Williams | 18 |
| Jo. Thomas | 19 | Jo. Ballance | 19 |
| Jo. Archer | 21 | Wm. Baldin | 21 |
| Richard Williams | 25 | Wm. Pen | 26 |
| Francis Hutton | 20 | Jo. Gerie | 24 |
| Savill Gascoyne | 29 | Henry Baylie | 18 |
| Rich. Bulfell | 29 | Rich. Anderson | 50 |
| Rich. Jones | 26 | Robert Kelum | 51 |
| Tho. Wynes | 30 | Richard Fanshaw | 22 |
| Humphrey Williams | 22 | Tho. Bradford | 40 |
| Edward Roberts | 20 | Wm. Spencer | 16 |
| Martin Atkinson | 32 | Marmaduke Ella | 22 |
| Edward Atkinson | 28 | | |
| Wm. Edwards | 30 | | |
| Nathan Braddock | 31 | <i>Women</i> | |
| Jeffrey Gurrish | 23 | Ann Swayne | 22 |
| Henry Carrell | 16 | Eliz. Cote | 22 |
| Tho. Tyle | 24 | Ann Rice | 23 |
| Gamaliel White | 24 | Kat. Wilson | 23 |
| Richard Marks | 19 | Maudlin Lloyd | 24 |
| Tho. Clever | 16 | Mabell Busher | 14 |
| Jo. Kitchin | 16 | Annis Hopkins | 24 |
| Edmond Edwards | 20 | Ann Mason | 24 |
| Lewes Miles | 19 | Bridget Crompe | 18 |
| Jo. Kennedy | 20 | Mary Hawkes | 19 |
| Sam Jackson | 24 | Ellin Hawkes | 18 |

Document 5

Source: Captain John Smith, leader of the Virginia colony, *History of Virginia*, 1624.

When the (large ship) departed, ...those of us that had money, spare clothes, credit to give bills of payment, gold rings, fur, or any such commodities, were ever welcome to [purchase supplies. The rest of us patiently obeyed our] vile commanders and [bought] our provisions at fifteen times the value,...yet did not repine but fasted, lest we should incur the censure of [being] factious and seditious persons.... Our ordinary [food] was but meal and water so that this...little relieved our wants, whereby with the extremity of the bitter cold frost...more than half of us died.

The worst [among us were the gold seekers who] with their golden promises made all men their slaves in hope of recompenses. There was no talk...but dig gold, wash gold, refine gold, load gold... Smith, perceiving [we lived] from hand to mouth, caused the pinnace [small ship] to be provided with things fitting to get provision for the year following.

[Two councillors] Wingfield and Kendall,...strengthened themselves with the sailors and other confederates [and planned to go] aboard the pinnace to alter her course and to go for England.

Smith had the plot discovered to him. Much trouble he had to prevent it, till with...musket shot he forced them to stay or sink in the river; which action cost the life of Captain Kendall.

These brawls are so disgustful, as some will say, they were better forgotten.

Document 6

Source: Virginia Royal Governor Berkeley and His Council, 1673.

We thought it our duty...to set forth in this our Declaration, the true state and condition of this country in general and our particular...[inability to fight] a war at the time of this invasion [by the Dutch].... [We] therefore do most humbly beseech your majesty and your most honorable council to consider that Virginia is intersected by so many vast rivers as makes more miles to defend than we have men of trust to defend them. For by our nearest computation we leave at our backs as many servants (besides Negroes) as there are freemen to defend the shores and all our frontiers [against] the Indians.... [This] gives men fearful apprehensions of the danger they leave their estates and families in, while they are drawn from their houses to defend the borders. Also at least one third [of the freemen available for defense] are single freemen (whose labor will hardly maintain them) or men much in debt,...[whom] we may reasonably expect upon any small advantage the enemy may gain upon us,...[to defect] to them in hopes of bettering their condition by sharing the plunder of the country with them.

Document 7

Source: Nathaniel Bacon, colonist and leader of a rebellious volunteer militia in Virginia, "Manifesto," 1676.

We appeal to the country itself...by what cabal...the designs of many of those whom we call great men have been transacted and carried on, but let us trace these men in authority and favor to whose hands the dispensation of the country's wealth has been committed; let us observe the sudden rise of their estates [compared] with the quality in which they first entered this country... Now let us... see what sponges have sucked up the public treasure and wither it has not been privately contrived away by unworthy favorites and juggling parasites whose tottering fortunes have been repaired and supported at the public charge....

Another main article of our guilt is our open and manifest aversion of all... Indians. ... Now whereas we do declare and can prove that they have been for these many years enemies to the King and country, robbers and thieves and invaders of his Majesties' right and our interest and estates, but yet have, by persons in authority, been defended and protected even against his Majesties loyal subjects....