

UNITED STATES HISTORY

2020 Exam

Total Time – 45 Minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 45 minutes

Suggested upload time: 5 minutes

It is suggested that you spend 15 minutes reading the documents and 30 minutes writing your response.

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 two documents, with an additional point being earned for using four documents.
- Use one or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For one or two 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.

1. Evaluate the extent to which Reconstruction fostered social change in the United States from 1865 to 1900.

Document 1

Source: President Abraham Lincoln, public address, 1865.

We all agree that the seceded States, so called, are out of their proper relation with the Union; and that the sole object of the government, civil and military, in regard to those States is to again get them into that proper practical relation. . . Let us all join in doing the acts necessary to restoring the proper practical relations between these States and the Union. . . .

It is. . . unsatisfactory to some that the elective franchise is not given to the colored man. I would myself prefer that it were now conferred on the very intelligent, and on those who serve our cause as soldiers. Still the question is not whether the Louisiana government, as it stands, is quite all that is desirable. The question is, "Will it be wiser to take it as it is, and help to improve it; or to reject, and disperse it?" "Can Louisiana be brought into proper practical relation with the Union sooner by sustaining, or by discarding her new State government?"

Some twelve thousand voters in the heretofore slave-state of Louisiana have sworn allegiance to the Union, assumed to be the rightful political power of the State, held elections, organized a State government, adopted a free-state constitution, giving the benefit of public schools equally to black and white, and empowering the Legislature to confer the elective franchise upon the colored man. . . These twelve thousand persons are thus fully committed to the Union, and to perpetual freedom in the state--committed to the very things, and nearly all the things the nation wants--and they ask the nations recognition and it's assistance to make good their committal.

Document 2

Source: Robert E. Lee, former Confederate general, testimony before the United States Congress Joint Committee on Reconstruction, 1866.

Question. How would an amendment to the Constitution be received by the secessionists, or by the people [of Virginia] at large, allowing the colored people or certain classes of them to exercise the right of voting at elections?

Answer. I think, so far as I can form an opinion, in such an event they would object. . . .

Question. Suppose an amendment should. . . be adopted, conferring on the blacks the right of suffrage, would that, in your opinion, lead to scenes of violence. . . between the two races in Virginia?

Answer. I think it would excite unfriendly feelings between the two races. I cannot pretend to say to what extent it would go, but that would be the result.

Question. Are you acquainted with the proposed amendment now pending in the Senate of the United States?

Answer. No, sir; I am not. I scarcely ever read a paper.

Document 3

Source: Mississippi State Constitution, 1868.

All persons resident in this State, citizens of the United States, are hereby declared citizens of the State of Mississippi. . . .

The rights of married women shall be protected by law in property owned previous to marriage; and also in all property acquired in good faith by purchase, gift, devise, or bequest after marriage; Provided, That nothing herein contained shall be so construed as to protect said property from being applied to the payment of their lawful debts. . . .

All persons who have not been married, but are now living together, cohabiting as husband and wife, shall be taken and held for all purposes in law as married, and their children, whether born before or after the ratification of this Constitution, shall be legitimate.

Document 4

Source: Photograph of a class studying the earth's rotation around the sun, Hampton Institute, Hampton, Virginia, 1899.



This DBQ was produced by Tom Richey using the 2020 College Board DBQ Guidelines.
For more instructional materials, visit tomrichey.net.

GO ON TO THE NEXT PAGE.

Document 5

Source: Booker T. Washington, *Up From Slavery*, 1901.

Though I was but little more than a youth during the period of Reconstruction, I had the feeling that mistakes were being made, and that things could not remain in the condition that they were in then very long. I felt that the Reconstruction policy, so far as it related to my race, was in a large measure on a false foundation, was artificial and forced. In many cases it seemed to me that the ignorance of my race was being used as a tool with which to help white men into office, and that there was an element in the North which wanted to punish the Southern white men by forcing the Negro into positions over the heads of the Southern whites. I felt that the Negro would be the one to suffer for this in the end. . . .

Not long ago, when passing through the streets of a certain city in the South, I heard some brick-masons calling out, from the top of a two-story brick building on which they were working, for the "Governor" to "hurry up and bring up some more bricks." Several times I heard the command, "Hurry up, Governor!" "Hurry up, Governor!" My curiosity was aroused to such an extent that I made inquiry as to who the "Governor" was, and soon found that he was a coloured man who at one time had held the position of Lieutenant-Governor of his state.

END OF DOCUMENTS FOR QUESTION 1

APUSH DBQ RUBRIC

FOR 2020 EXAM ONLY

Name: _____

DBQ: _____

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.

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 a reference.

THESIS / CLAIM

Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.

The thesis must make a claim that responds to the prompt, rather than merely 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.

DOCUMENTS, EVIDENCE, & ANALYSIS

	DESCRIBES	SUPPORTS	EXPLAINS
Doc __			
Doc __			
Doc __			
Doc __			
Doc __			
TOTAL			

Accurately **DESCRIBES** the content of **at least TWO** documents to address the topic of the prompt. Quotes are insufficient to earn this point.

SUPPORTS an argument in response to the prompt using **at least TWO (1 Pt) or FOUR (2 Pts)** documents. These documents should meet (and exceed) the standard set for the description point.

For **ONE or TWO** documents, **EXPLAINS HOW or WHY** the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

Uses specific historical evidence beyond what is found in the documents relevant to an argument about the prompt. **(one per example – up to TWO points)**

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.

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.

The response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:

- Explaining nuance by analyzing multiple variables
- Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

TOTAL POINTS: