

**ORIGINAL  
WORK**

**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 relative importance of different causes for the rising tensions between the American colonists and the British government in the period 1754-1776.

### Document 1

Source: From the *North Carolina Gazette*, November 20, 1765.

On Saturday the 19th of last Month, about Seven of the Clock in the Evening, near Five Hundred People assembled together in this Town, and exhibited the Effigy\* of a certain Honorable Gentleman; and after letting it hang by the Neck for some Time, near the Court House, they made a large Bonfire with a Number of Tar Barrels, &c. and committed it to the Flames.—The Reason assigned for the People's Dislike to that Gentleman, was, from being informed of his having several Times expressed himself much in Favour of the STAMP-DUTY....

And, On Thursday, 31st of the same Month, in the Evening, a great Number of People again assembled, and produced an Effigy of Liberty, which they put into a Coffin, and marched in solemn Procession with it to the Church-Yard, a Drum in Mourning beating before them, and the Town Bell, muffled, ringing a doleful Knell at the same Time:—But before they committed the Body to the Ground, they thought it advisable to feel its Pulse; and when finding some Remains of Life, they returned back to a Bonfire ready prepared, placed the Effigy before it in a large Two-arm'd Chair, and concluded the Evening with great Rejoicings, on finding that LIBERTY had still an Existence in the Colonies.

*\* a roughly made model of a particular person, made in order to be damaged or destroyed as a protest or expression of anger*

### Document 2

Source: British Parliament, An Act for Granting Certain Duties in the British Colonies and Plantations in America, November 20, 1767.

WHEREAS it is expedient that a revenue should be raised in your Majesty's dominions in America, for making a more certain and adequate provision for defraying the charge of the administration of justice, and the support of civil government, in such provinces where it shall be found necessary; and towards further defraying the expenses of defending, protecting, and securing, the said dominions; we, your Majesty's most dutiful and loyal subjects, the commons of Great Britain, in parliament assembled, have therefore resolved to give and grant unto your Majesty the several rates and duties herein after mentioned....

For every hundred weight of green glass, one shilling and two pence.

For every hundred weight of red lead, two shillings.

For every hundred weight of painters colours, two shillings.

For every pound weight avoirdupois of tea, three pence.

For every ream of paper, usually called or known by the name of Atlas Fine, twelve shillings.

### Document 3

Source: Engraving by Paul Revere, March 1770.



This DBQ was created by Tom Richey in accordance with the 2020 DBQ guidelines for AP European History. Visit [tomrichey.net](http://tomrichey.net) for more instructional materials.

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## Document 4

Source: Gen. Thomas Gage, Orders to Lieut. Colonel Smith, April 18, 1775.

Having received intelligence, that a quantity of Ammunition, Provisions, Artillery, Tents and small Arms, have been collected at Concord, for the Avowed Purpose of raising and supporting a Rebellion against His Majesty, you will March with a Corps of Grenadiers and Light Infantry, put under your Command, with the utmost expedition and Secrecy to Concord, where you will seize and distroy all Artillery, Ammunition, Provisions, Tents, Small Arms, and all Military Stores whatever. But you will take care that the Soldiers do not plunder the Inhabitants, or hurt private property.

You have a Draught of Concord, on which is marked the Houses, Barns, &c, which contain the above military Stores... The Powder and flower must be shook out of the Barrels into the River, the Tents burnt, Pork or Beef destroyed in the best way you can devise. And the Men may put Balls of lead in their pockets, throwing them by degrees into Ponds, Ditches &c., but no Quantity together, so that they may be recovered afterwards. If you meet any Brass Artillery, you will order their muzzles to be beat in so as to render them useless.

## Document 5

Source: Excerpts from the Declaration of Independence, adopted by the Second Continental Congress on July 4, 1776.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

## 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 __			
<b>TOTAL</b>			

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:**



Based on DBQ guidelines released by the College Board April 2020.

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