

**REVISED DBQ**  
(2005 Form B)

**UNITED STATES HISTORY**

**SECTION II**

**Total Time – 1 hour and 40 minutes**

**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.

1. Evaluate the relative importance of different issues that made political compromise increasingly difficult in the period from 1820 to 1860.

### Document 1

Source: Senator Henry Clay of Kentucky, speech to the Senate, February 12, 1833

I merely throw out these sentiments for the purpose of showing you that South Carolina, having declared her purpose to be this, to make an experiment whether, by a course of legislation, in a conventional form, or legislative form of enactment, she can defeat the execution of certain laws of the United States, I for one, will express my opinion that I believe it is utterly impracticable, whatever course of legislation she may choose to adopt, for her to succeed.... I say it is impossible that South Carolina ever desired for a moment to become a separate and independent state.

### Document 2

Source: "Declaration of the National Anti-Slavery Convention," first annual report of the American Anti-Slavery Society, 1834

[W]e believe and affirm:

That every American citizen who retains a human being in involuntary bondage as his property is (according to Scripture) a MAN STEALER.

That the slaves ought instantly to be set free....

That all those laws which are now in force, admitting the right of slavery, are.... Before God, utterly null and void, being an audacious usurpation of the Divine prerogative....

[T]hat no compensation should be given to the planters emancipating their slaves.... [That], if compensation is to be given at all, it should be given to the outraged and guiltless slaves and not to those who have plundered and abused them.

[That] we concede the Congress under the present national compact, has no right to interfere with any of the slave states, in relation to this momentous subject [of slavery]. But we maintain that Congress has the right... to suppress the domestic slave trade between the several states, and to abolish slavery in those portions of our territory which the Constitution has place under [Congress's] exclusive jurisdiction.

### Document 3

Source: Resolution of the Pinckney Committee, House of Representatives, May 18, 1836

And whereas it is extremely important and desirable, that the agitation on this subject should be finally arrested, for the purpose of restoring tranquility to the public mind, your committee respectfully recommend the adoption of the following additional resolution:

All petitions, memorials, resolutions, propositions, or papers relating in any way or to any extent whatsoever, to the subject of slavery or the abolition of slavery, shall without being either printed or referred, be laid on the table and that no further action whatever shall be had thereon.

### Document 4

Source: Senator Daniel Webster of Massachusetts, speech to the U.S. Senate, March 7, 1850

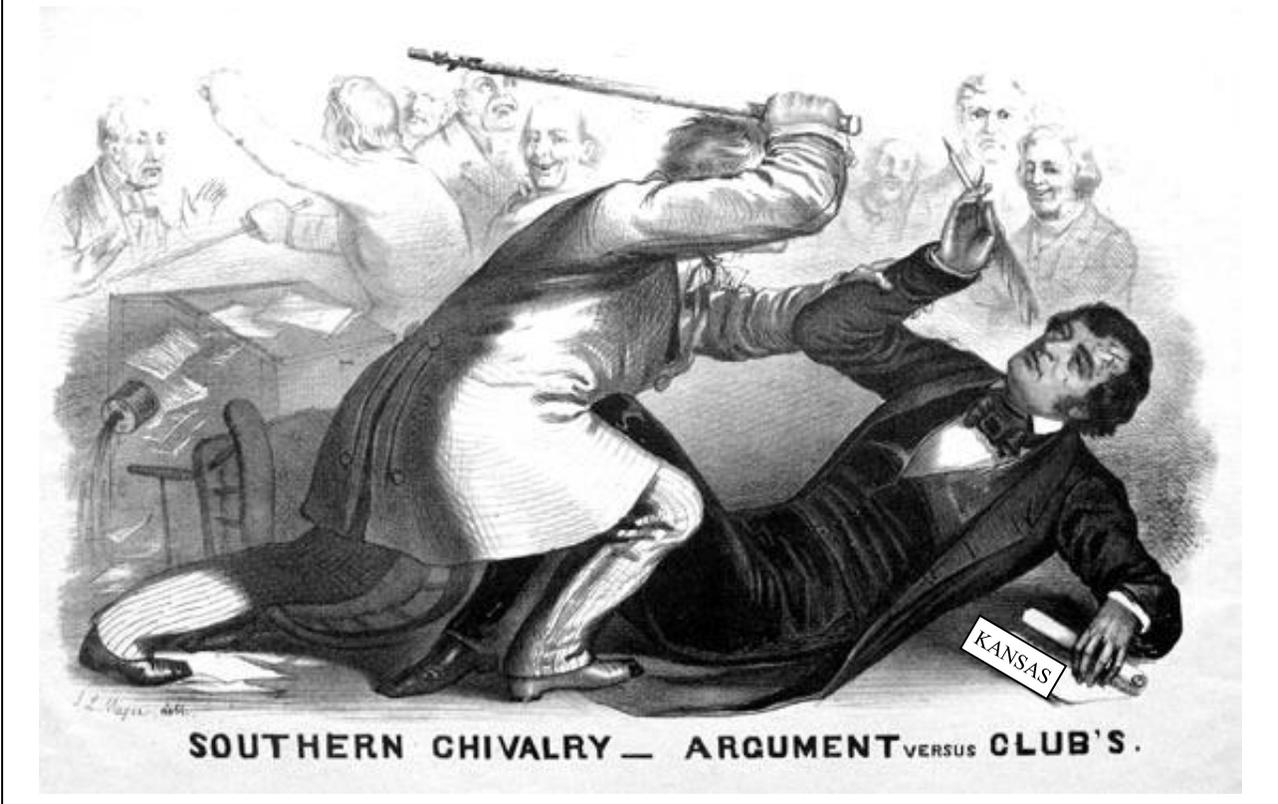
Mr. President, I wish to speak today, not as a Northern man, but as an American....

I will state... one complaint of the South... that there was been found at the North, among individuals and among the legislatures of the North, a disinclination to perform fully their constitutional duties in regard to the return of persons bound to service who have escaped into the free states. In that respect, it is my judgement that the South is right and the North is wrong....

I hear with pain and anguish the word "secession," especially when it falls from the lips of those who are eminently patriotic, and known to the country, and known all over the world for their political services. Secession! Peaceful secession! Sir, your eyes and mine are never destined to see that miracle.... I hold the idea of a separation of these states – those that are free to form one government and those that are slaveholding to form another – as a moral impossibility. We could not separate the states by any such line if we were to draw it. We could not sit down here today and draw a line of separation that would satisfy any five men in the country.

Document 5

Source: Illustration by J.L. Magee, published in Philadelphia, 1856



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**GO ON TO THE NEXT PAGE.**

### Document 6

Source: Muscogee, Georgia, *Herald*, quoted in the *New York Tribune*, September 10, 1856

Free society! We sicken at the name. What is it but a conglomeration of greasy mechanics, filthy operatives, small-fisted farmers, and moon-struck theorists? All northern, and especially the New England, states are devoid of society fitted for well-bred southern gentlemen. The prevailing class one meets with is that of mechanics struggling to be genteel, and small farmers who do their own drudgery, and yet are hardly fit for association with a southern gentleman's body servant.

### Document 7

Source: Abraham Lincoln, speech at Alton, Illinois, October 15, 1858

You may say... that all this difficulty in regard to the institution of slavery is the mere agitation of office seekers and ambitious Northern politicians.... But is it true that all of the difficulty and agitation we have in regard to this institution of slavery springs from office seeking – from the mere ambition of politicians? ... How many times have we had danger from this question? ... [D]oes not this question make a disturbance outside of political circles? Does it not enter into the churches and rend them asunder? ... Is it not the same mighty, deep-seated power that somehow operates on the minds of men, exciting and stirring them up in every avenue of society – in politics, in religion, in literature, in morals, in all manifold relations in life? Is this the work of politicians?

**END OF DOCUMENTS FOR QUESTION 1**

# APUSH DBQ RUBRIC

Updated July 2017 (Current as of 2022)

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 __			

Accurately **DESCRIBES** the content of **at least THREE** 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 SIX** documents. These documents should meet (and exceed) the standard set for the description point.

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.

**Uses at least one additional piece of specific historical evidence** (beyond that found in the documents) relevant to an argument about the prompt.

*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:**

**/7**

Based on DBQ guidelines released by the College Board July 2017.

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