

REVISED DBQ
(2003)

UNITED STATES HISTORY
SECTION II
Total Time – 1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

It is suggested that you spend 15 minutes reading the documents and 40 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:

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
 - **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
 - **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
 - **Sourcing the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
 - **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
 - **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
 - **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
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 Mases*, 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 for 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

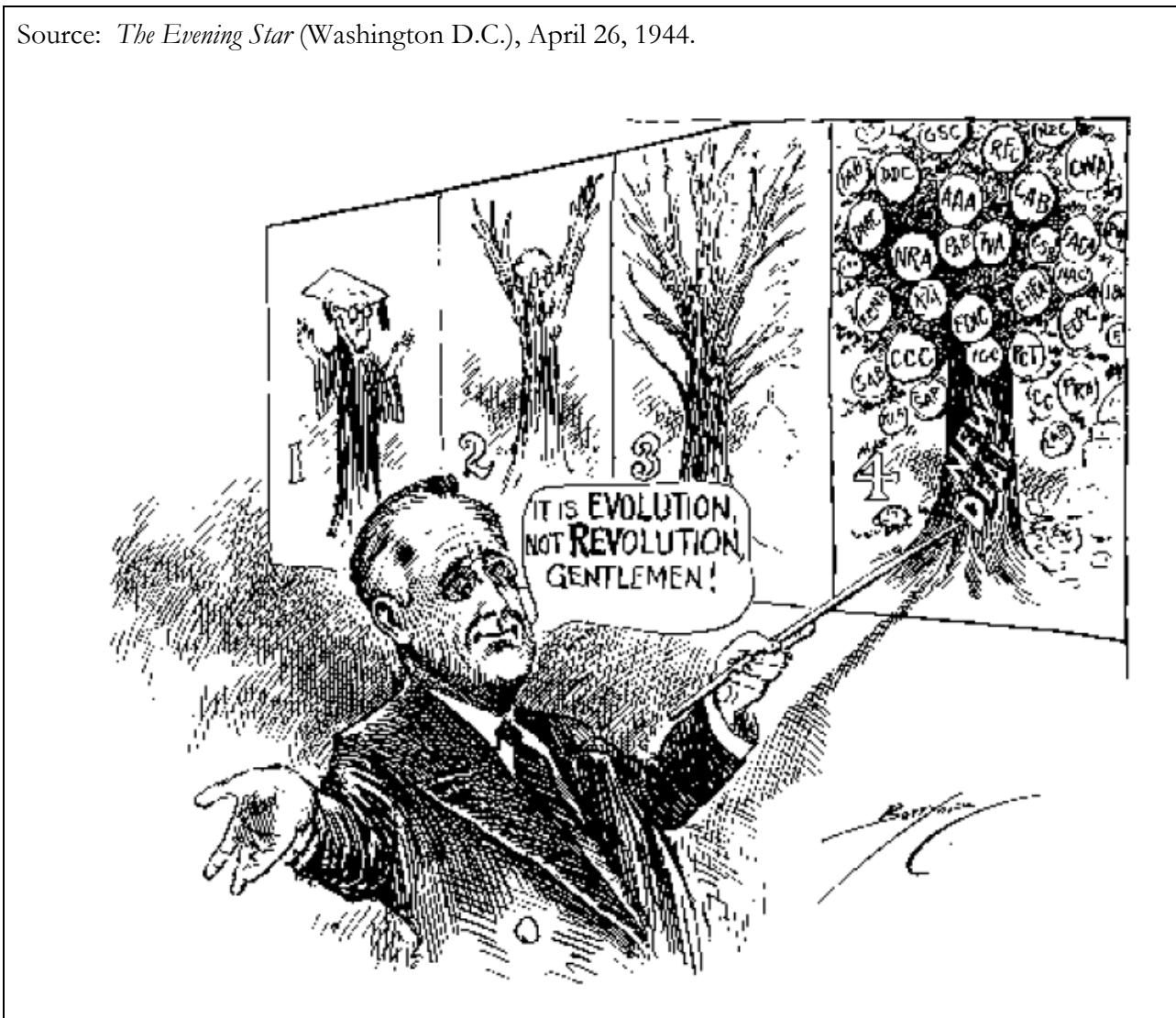
Source: Letter to Senator Robert Wagner, March 7, 1934.

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 less 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 June 2016

Name: _____

DBQ: _____

THESIS & ARGUMENT (TWO POINTS)

1. **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).
2. **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.

POINT?

DOCUMENT ANALYSIS (TWO POINTS)

	Used	POV / CAP (Any) Context, Audience, Purpose
Doc ____		

3. **USES** the content of *at least SIX* of the documents to support the stated thesis or a relevant argument

4. **EXPLAINS** the significance of author's POV, context, audience, and/or purpose (CAP) for *at least FOUR* documents.

EVIDENCE & CONTEXT (TWO POINTS)

5. **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.*
6. **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.*

SYNTHESIS (ONE POINT)

7. 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.)

NOTES:

TOTAL POINTS:

/7