

**REVISED DBQ****(2010)***Edited by Angela Chea***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. In what ways did ideas and values held by Puritans influence the development of the New England colonies from 1630 through the 1660s?

## Document 1

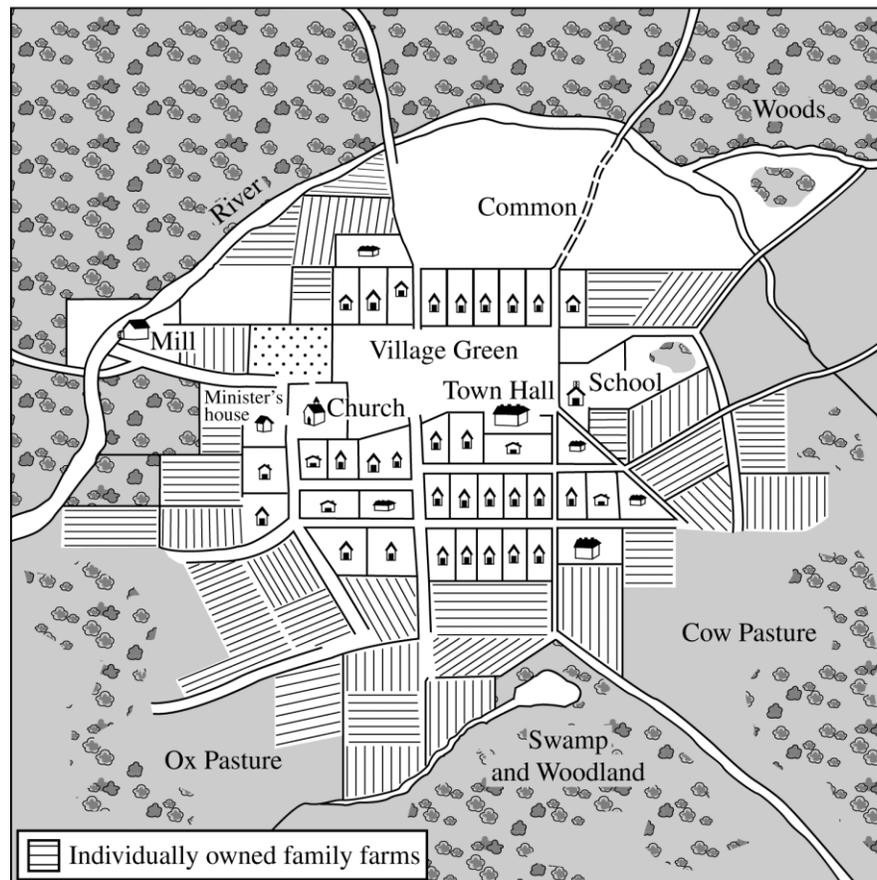
Source: John Winthrop, "A Modell of Christian Charity," 1630.

. . . wee must be knitt together, in this worke, as one man. Wee must entertaine each other in brotherly affection. Wee must be willing to abridge ourselves of our superfluities, for the supply of others' necessities. Wee must uphold a familiar commerce together in all meekeness, gentlenes, patience and liberality. Wee must delight in eache other; make other's conditions our owne; rejoyce together, mourne together, labour and suffer together, always haueing before our eyes our commission and community in the worke, as members of the same body. . . . The eies [eyes] of all people are upon us. Soe that if wee shall deale falsely with our God in this worke wee have undertaken, and soe cause him to withdrawe his present help from us, wee shall be made a story and a by-word through the world.

## Document 2

Source: Trinity College, date unknown

TOWN MAP, COLONIAL NEW ENGLAND



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**GO ON TO THE NEXT PAGE.**

### Document 3

**Source: A statement about education in New England, 1643.**

After God had carried us safe to New England, and wee had builded our houses, provided necessaries for our livelihood, rear'd convenient places for Gods worship, and settled the Civil Government: One of the next things we longed for, and looked after was to advance Learning, and perpetuate it to Posterity; dreading to leave an illiterate Ministry to the Churches, when our present Ministers shall lie in the Dust. And as wee were thinking and consulting how to effect this great Work; it pleased God to stir up the heart of one Mr. Harvard . . .

### Document 4

**Source: Roger Williams, "A Plea for Religious Liberty," 1644.**

God requireth not a uniformity of religion to be enacted and enforced in any civil state; which enforced uniformity sooner or later is the greatest occasion of civil war, ravishing of conscience, persecution of Christ Jesus in his servants, and of the hypocrisy and destruction of millions of souls.

### Document 5

**Source: John Cotton, "Limitation of Government," 1655**

Let all the world learn to give mortal men no greater power than they are content they shall use—for use it they will. And unless they be better taught of God, they will use it ever and anon... No man would think what desperate deceit and wickedness there is in the hearts of men.

It is therefore most wholesome for magistrates and officers in church and commonwealth never to affect more liberty and authority than will do them good, and the people good: for whatever transcendent power is given will certainly overrun those that give it and those that receive it. . . .

It is therefore fit for every man to be studious of the bounds which the Lord hath set: and for the people, in whom fundamentally all power lies, to give as much power as God in His word gives to men. . . .

So let there be due bounds set—and I may apply it to families: it is good for the wife to acknowledge all power and authority to the husband . . .

And so for children and servants, or any other you are to deal with: give them liberty and authority you would have them use, and beyond that stretch not the tether; it will not tend to their good nor yours.

### Document 6

**Source: Robert Keayne, in his last will and testament, 1653.**

[My account books] . . . testify to the world on my behalfe that I have not lived an idle, lazie or dronish life nor spent my time wantonly, fruitlessly or in company keeping as some have beene too ready to asperse [criticize] me or that I have had in my whole time either in Old England or New, many spare houres to spend unprofitably away or to refreshe myself with recreations . . . but have rather studyed and endeavored to redeeme my time as a thing most deare and precyous to me and have often denyed myself in such refreshings that otherwise I might lawfully have made use of.

### Document 7

**Source: John Higginson, “The Cause of God and His People in New England,” 1662.**

My Fathers and Brethren, this is never to be forgotten that New England is originally a plantation of Religion, not a Plantation of Trade. Let merchants and such as are increasing Cent per Cent remember this. . . . that worldly gain was not the end and designe of the people of New England, but Religion.

**END OF DOCUMENTS FOR QUESTION 1**

# APUSH DBQ RUBRIC

Updated June 2016

Name: \_\_\_\_\_

DBQ: \_\_\_\_\_

## THESIS & ARGUMENT (TWO POINTS)

**POINT?**

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.*

## DOCUMENT ANALYSIS (TWO POINTS)

	Used	POV / CAP (Any) <i>Context, Audience, Purpose</i>
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**