

**REVISED DBQ**  
(2000)

**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 extent to which organized labor was successful in improving the position of workers in the United States in the period from 1875 to 1900.

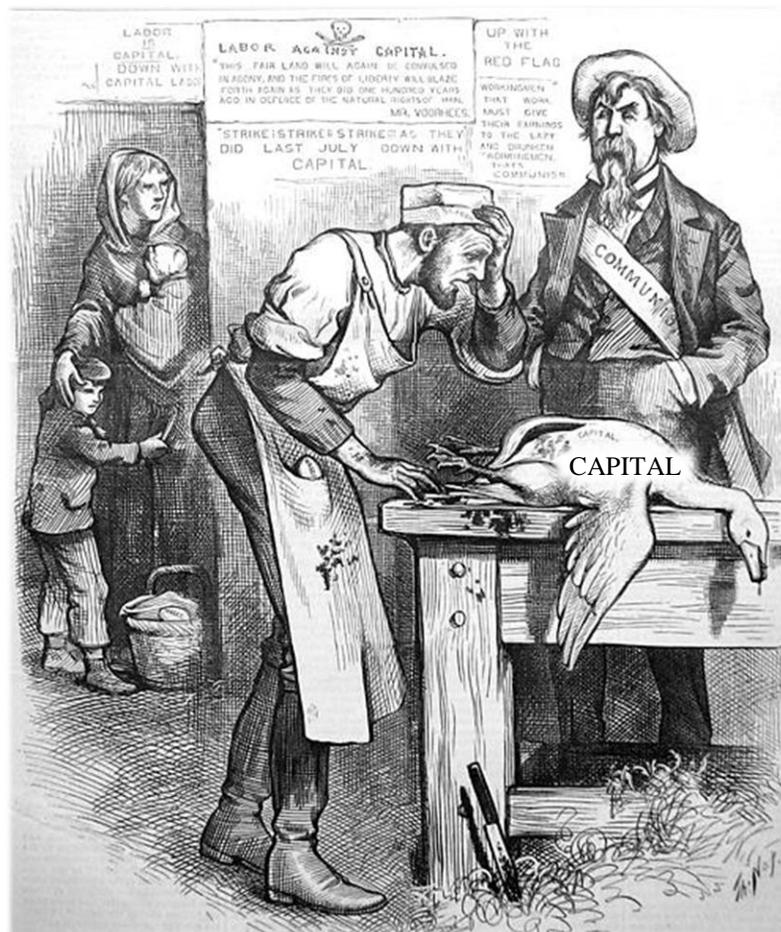
### Document 1

Source: Editorial, *The New York Times*, July 18, 1877.

[T]he strike is apparently hopeless, and must be regarded as nothing more than a rash and spiteful demonstration of resentment by men too ignorant or too reckless to understand their own interests . . . But if the strike on the Baltimore and Ohio Road is a foolish one, its history up to the present time shows that those who are engaged in it are not only bold and determined, but that they have the sympathy of a large part of the community in which they live . . .

### Document 2

Source: Thomas Nast cartoon in *Harper's Weekly*, 1878.



**ALWAYS KILLING THE GOOSE THAT LAYS THE GOLDEN EGG**

COMMUNISTIC STATESMAN (*without responsibility*): "Nothing in it, after all; it's too bad; now I thought he was just full of them."

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**GO ON TO THE NEXT PAGE.**



### Document 5

Source: Coroner's list of the killed, Pittsburgh, Pennsylvania, July 7, 1892, printed in *The New York Times*, July 8, 1892).

The following are the names of those killed yesterday as furnished by the Coroner:

J. W. KLINE, Pinkerton detective, of Chicago

JOSEPH SOTAK, a striker of Homestead

PETER FERRIS, a laborer at the Homestead plant

SILAS WAIN of Homestead, who was watching the battle from the mill yard

JOHN E. MORRIS, employed in the steel works at Homestead

THOMAS WELDON of Homestead

EDWARD CONNORS, a Pinkerton detective of New York

BORITZ MARKOWISKY of Homestead

PETER HEISE of Homestead

ROBERT FOSTER of Homestead

WILLIAM JOHNSON of Homestead

A number of others are reported dead, but the Coroner has no official notification of the death.

### Document 6

Source: United States Supreme Court, *In re Debs*, 1895.

The national government, given power by the Constitution to regulate interstate commerce, has by express statute assumed jurisdiction over such commerce when carried upon railroads. It is charged, therefore, with the duty of keeping those highways of interstate commerce free from obstruction, for it has always been recognized as one of the powers and duties of the government to remove obstructions from the highway under its control...

### Document 7

Source: Testimony of Samuel Gompers before a commission established by the House of Representatives on the Relations and Conditions of Capital and Labor, 1899.

The working people find that improvements in the methods of production and distribution are constantly being made, and unless they occasionally strike, or have the power to enter upon a strike, the improvements will go to the employer and all the injuries to the employees.... The American Republic was not established without some suffering, without some sacrifice, and no tangible right has yet been achieved in the interest of the people unless it has been secured by sacrifices and persistency.

## END OF DOCUMENTS FOR QUESTION 1

# APUSH DBQ RUBRIC

Updated July 2017

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 the 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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