

REVISED DBQ
(2003 Form B)

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 effectiveness of Progressive Era reformers in bringing about reform at the national level in the period 1900-1920.

Document 1

Source: *Washington Post*, 1907.



Document 2

Source: The Neill-Reynolds Report, June 4, 1906.

Meat scraps were also found being shoveled into receptacles from dirty floors where they were left to lie until again shoveled into barrels or into machines for chopping. These floors, it must be noted, where in most cases damp and soggy, in dark, ill-ventilated rooms, and the employees in utter ignorance of cleanliness or danger to health, expectorated at will upon them. In a word, we saw meat shoveled from filthy wooden floors, piled on tables rarely washed, pushed from room to room in rotten box carts, in all of which processes it was the way of gathering dirt, splinters, floor filth, and the expectoration of tuberculosis and other diseased workers.

Document 3

Source: Speech by Theodore Roosevelt, February 22, 1912.

I believe in providing for direct nominations by the people, including therein direct presidential primaries for the election of delegates to the national nominating conventions.... I believe in the election of United States senators by direct vote. Just as actual experience convinced our people that presidents should be elected (as they are now in practice, although not in theory) by direct vote of the people instead of by indirect vote through an untrammelled electoral college, so actual experience has convinced us that senators should be elected by direct vote of the people instead of indirectly through the various legislatures.

Document 4

Source: Clayton Antitrust Act, October 15, 1914.

That it shall be unlawful for any person engaged in commerce, in the course of such commerce, either directly or indirectly to discriminate in price between different purchasers of commodities which commodities are sold for use, consumption, or resale within the United States, where the effect of such discrimination may be to substantially lessen competition or tend to create a monopoly in any line of commerce....

That the labor of a human being is not a commodity or article of commerce. Nothing contained in the antitrust laws shall be construed to forbid the existence and operation of labor organizations.

Document 5

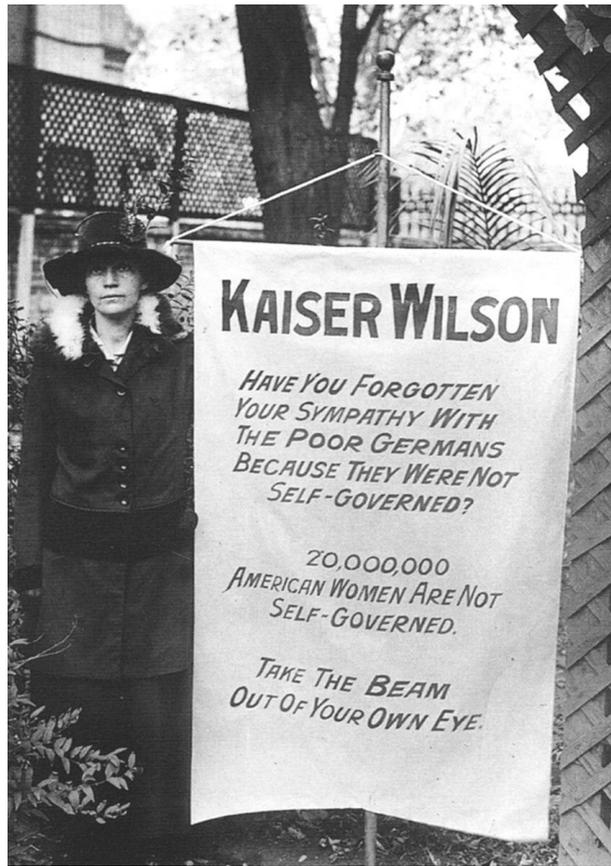
Source: *Hammer v. Dagenhart*, 1918.

[Suit was brought] by a father in his own behalf and... his two minor sons, one under the age of fourteen years and the other between the age of fourteen and sixteen years, employees in a cotton mill at Charlotte, North Carolina, to enjoin [stop] the enforcement of the act of Congress intended to prevent interstate commerce in the products of child labor.... The controlling question for this decision, is it within the authority of Congress in regulating commerce among the states to prohibit the transportation in interstate commerce of manufactured goods, the product of a factory in which... children under the age of fourteen and sixteen years have been employed and permitted to work more than eight hours a day, or more than six days in any week?

In our view, the necessary effect of this act is purely a state authority. Thus, the act in a two-fold sense is repugnant to the Constitution.... [I]t not only transcends the authority delegated to Congress over commerce, but also exerts a power as to a purely local matter.

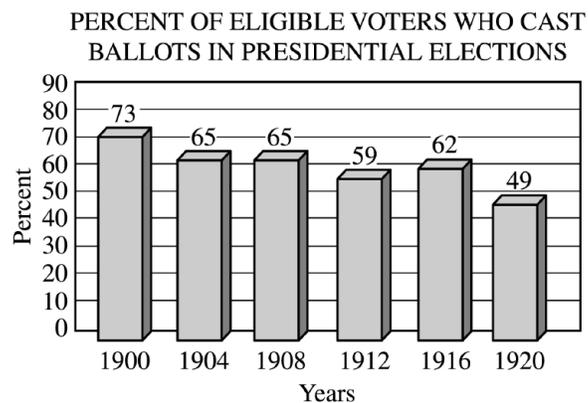
Document 6

Source: National Archives, Photograph, 1918.



Document 7

Source: Election Statistics, 1900-1920.



END OF DOCUMENTS FOR QUESTION 1

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APUSH DBQ RUBRIC

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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)

- 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