

REVISED DBQ
(1991)

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 causes for the United States Senate's rejection of the Treaty of Versailles following World War I.

Document 1

Source: William Borah, Speech in the United States Senate, December 6, 1918.

The first proposition connected with the proposed league is that of a tribunal to settle matters of controversy which may arise between different nations.

Will anyone advocate that those matters which are of vital importance to our people shall be submitted to a tribunal created other than by our own people and give it an international army subject to its direction and control to enforce its decrees? I doubt if anyone will advocate that.... If you do not do so, Mr. President, what will your league amount to? ...

In its last analysis the proposition is force to destroy force, conflict to prevent conflict, militarism to destroy militarism, war to prevent war. In its last analysis it must be that if it has any sanction behind its judgment at all. There is where the difficulty lies....

Document 2

Source: Editorial published in *The New Republic*, May 24, 1919.

In our opinion the Treaty of Versailles . . . is the most shameless and, we hope, the last of those treaties which, while they pretend to bring peace to a mortified world, merely write the specifications for future revolution and war. . . . Liberals all over the world have hoped that a war, which was so clearly the fruit of competition and imperialist and class-bound nationalism, would end in a peace which would moralize nationalism by releasing it from class bondage and exclusive ambitions. The Treaty of Versailles does not even try to satisfy these aspirations. Instead of expressing a great recuperative effort of the conscience of civilization, which for its own sins have sweated so much blood, it does much to intensify and nothing to heal the old and ugly dimensions.

Document 3

Source: The Covenant of the League of Nations, 1919.

Any Member of the League may, after two years' notice of its intention so to do, withdraw from the League, provided that all its international obligations and all its obligations under this Covenant shall have been fulfilled at the time of its withdrawal. . . .

The Members of the League undertake to respect and preserve as against external aggression the territorial integrity and existing political independence of all Members of the League. In case of any such aggression or in case of any threat or danger of such aggression the Council shall advise upon the means by which this obligation shall be fulfilled. . . .

Any war or threat of war, whether immediately affecting any of the Members of the League or not, is hereby declared a matter of concern to the whole League, and the League shall take any action that may be deemed wise and effectual to safeguard the peace of nations.

Document 4

Source: Political Cartoon by John T. McCutcheon, *Chicago Tribune*.



Interrupting the Ceremony

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Document 5

Source: Herbert Hoover, former director of the United States Food Administration and chairman of the Commission for Relief in Belgium, to Woodrow Wilson, November 19, 1919.

I take the liberty of urging upon you the desirability of accepting the reservations now passed. . . .

I have the belief that with the League once in motion it can within itself and from experience and public education develop such measures as will make it effective. I am impressed with the desperate necessity of early ratification.

The delays have already seriously imperiled the economic recuperation of Europe. In this we are vitally interested from every point of view. I believe that the Covenant will steadily lose ground in popular support if it is not put into constructive operation at once because the American public will not appreciate the saving values of the Covenant as distinguished from the wrongs imposed in the Treaty.

Document 6

Source: W.E.B. Du Bois, "The League of Nations," *The Crisis*, March, 1921.

Forty-one nations, including nearly every Negro and mulatto and colored government of the world, have met in Geneva and formed the assembly of the League of Nations. This is the most forward-looking event of the century. Because of the idiotic way in which the stubbornness of Woodrow Wilson and the political fortunes of the Republicans became involved, the United States was not represented. But despite its tumult and shouting this nation must join and join on the same terms which the World lays down. The idea that we single-handed can dictate terms to the World or stay out of the World, is an idea of the folly of fools.

Document 7

Source: Jane Addams, *Peace and Bread in Time of War*, 1922.

The League of Nations afforded a wide difference of opinion in every group. The Woman's Peace Party held its annual meeting in Chicago in the spring of 1920 and found our Branches fairly divided upon the subject. . . . The difference of opinion was limited always as to the existing League and never for a moment did anyone doubt the need for continued effort to bring about an adequate international organization. . . . Even when peacemaking was going forward at Versailles the association pointed out vulnerable points in the draft.

END OF DOCUMENTS FOR QUESTION 1

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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