2003 ap us history dbq scoring guidelines

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APUSH FALL EXAM RELAY REVIEW

Major People in U.S. History: Identify who fits the following descriptions.

- Author of *Common Sense* _____
- Puritan leader, *City Upon a Hill* _____
- Puritan, banished for belief in autonomianism _____
- Whig president, "Oil Tippecanoe" _____
- Led rebellion leading to formation of U.S. Constitution _____
- Abolitionist, *The Liberator* _____
- Author of *Uncle Tom's Cabin* _____
- Reformer for the mentally ill _____
- Authors of the *Federalist Papers (3)*

  _____

Laws/SC cases/Amendments: List the correct law/case being described.

- Established the concept of judicial review _____
- Resolved VA and NJ Plans _____
- Freed slaves in rebelling states _____
- Gave free land to pioneers _____
- Declared men and women are equal _____
- Would have made slavery illegal in Mexican Cession _____
- Controversial part of Compromise of 1850, increased abolitionism _____

Identify the Colony/State.

- Established as a haven for Catholics, Lord Baltimore _____
- Initially established by the Dutch, diverse _____
- Founded by Quaker William Penn, tolerant _____
- "Burned-Over District" during 2nd Great Awakening _____
- Became free state in Comp. of 1850 _____
- Border debate led to Mex.-Am. War _____
- "54'40 or Fight!" _____

2006 DBQ Scoring Guide (Operational Rubric)

BASIC CORE (competence) — Score

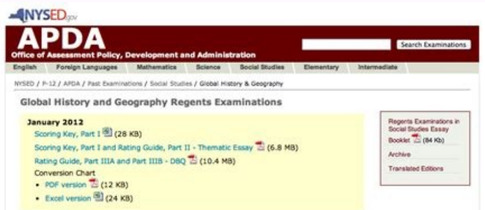
- Has an acceptable thesis. (1 point)
- Understands the basic meaning of the documents. (may misrepresent one document) (1 point)
- Supports thesis with appropriate evidence from all or all but one of the documents. (1-2 points)
- Analyzes point of view in at least two documents. (1 point)
- Analyzes documents by *grouping* them, in two or three ways. (1 point)
- Identifies and explains the need for one type of appropriate additional document or source. (1 point)

Total 7 points

EXPANDED CORE (excellence) (1-2 points)

Max score 9

Expands beyond the basic core of 1-7 points. A student must earn 7 points in the basic core before earning points in the expanded core.



2006 AP® UNITED STATES HISTORY FREE-RESPONSE QUESTIONS (Form B)

UNITED STATES HISTORY
SECTION II
Part A
(Suggested writing time—45 minutes)
Percent of Section II score—40

Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-H and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

1. In the early nineteenth century, Americans sought to resolve their political disputes through compromise, yet by 1860 this no longer seemed possible. Analyze the reasons for this change.

   Use the documents and your knowledge of the period 1820–1860 in constructing your response.

Document A

Source: Senator Henry Clay, speech to the Senate, February 12, 1850

I merely throw out these sentiments for the purpose of showing you that South Carolina, having declared her purpose to be this, to make an experiment whether, by a course of legislation, in a conventional form, or legislative form of enactment, she can defeat the execution of certain laws of the United States, I for one, will express my opinion that I believe it is already impracticable, whatever course of legislation she may choose to adopt, for her to succeed. . . . I say it is impossible that South Carolina ever desired for a moment to become a separate and independent state.

Document B

Source: "Declaration of the National Anti-Slavery Convention," first annual report of the American Anti-Slavery Society, 1834

[We believe and affirm:
That every American citizen who retains a human being in involuntary bondage as his property is according to Scripture a MAN STEALER.
That the slaves ought instantly to be set free. . . .
That all those laws which are now in force, admitting the right of slavery, are . . . before God, utterly null and void, being an audacious usurpation of the Divine prerogative. . . .
[That no compensation should be given to the planters emancipating their slaves. . . . [That], if compensation is to be given at all, it should be given to the uninjured and guiltless slaves and not to those who have plundered and abused them.
[That we concede the Congress under the present national compact, has no right to interfere with any of the slave states, in relation to this momentous subject [slavery]. But we maintain that Congress has a right . . . to suppress the domestic slave trade between the several states, and to abolish slavery in those portions of our territory which the Constitution has placed under its [Congress's] exclusive jurisdiction.

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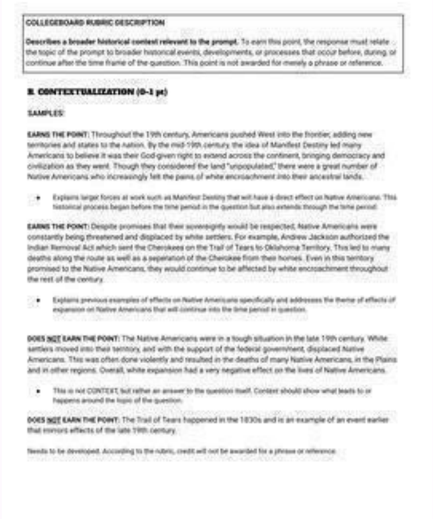

COLLEGEBOARD RUBRIC DESCRIPTION

Describes a broader historical context relevant to the prompt. To earn this point, 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 reference.

B. CONTEXTUALIZATION (0–1 pt)

SAMPLES:

EARNS THE POINT: Throughout the 19th century, Americans pushed West into the frontier, adding new territories and states to the nation. By the mid-19th century, the idea of Manifest Destiny led many Americans to believe it was their God-given right to extend across the continent, bringing democracy and civilization as they went. Though they considered the land "unpopulated," there were a great number of Native Americans who increasingly felt the pains of white encroachment into their ancestral lands.

- Explains larger forces at work such as Manifest Destiny that will have a direct effect on Native Americans. This historical process began before the time period in the question but also extends through the time period.

EARNS THE POINT: Despite promises that their sovereignty would be respected, Native Americans were constantly being threatened and displaced by white settlers. For example, Andrew Jackson authorized the Indian Removal Act which sent the Cherokees on the Trail of Tears to Oklahoma Territory. This led to many deaths along the route as well as a pejeration of the Cherokee from their homes. Even in this territory promised to the Native Americans, they would continue to be affected by white encroachment throughout the rest of the century.

- Explains previous examples of effects on Native Americans specifically and addresses the theme of effects of expansion on Native Americans that will continue into the time period in question.

DOES NOT EARN THE POINT: The Native Americans were in a tough situation in the late 19th century. White settlers moved into their territory, and with the support of the federal government, displaced Native Americans. This was often done violently and resulted in the deaths of many Native Americans, in the Plains and in other regions. Overall, white expansion had a very negative effect on the lives of Native Americans.

- This is not CONTEXT, but rather an answer to the question itself. Context should show what leads to or happens around the topic of the question.

DOES NOT EARN THE POINT: The Trail of Tears happened in the 1830s and is an example of an event earlier that mirrors effects of the late 19th century.

Needs to be developed. According to the rubric, credit will not be awarded for a phrase or reference.

2003 apush dbq sample essay.

The First Sino-Japanese War from 1894-1895 had been over control of Korea. The Russo-Japanese War from 1904-1905 was over competing interests over Manchuria (Qing Empire) and Korea.In the late 1800s-early 1900s, European powers were gaining power in the form of colonies and territories. Naturally Japan wanted to join this world power clique.. "/>. 11h agoThe United States and Japan agreed in August 1900 "to deny passports to labors seeking to enter the United States." (2009) The Gentlemen's Agreement between Japan and President Roosevelt stopped the immigration of Japanese workers moving to California and this helped Americans get more jobs in California rather than immigrant jobs. 11h ago11h ago2 days ago · Thus the Meiji government was born in an imperialistic milieu, and their primary models were the world's leading imperialistic states. It is not surprising, therefore, that the Japanese government would created its own empire as soon as it was able. Early in the Meiji period, the Japanese government consolidated its hold on the peripheral. 15h ago2019. 4. 26. · 1868 - End of centuries of rule by Shogun military caste, Empire of Japan proclaimed, and country enters period of rapid industrialisation and trading dominance over East Asia. 1894-95 - Japan. 15h ago where are olhausen pool tables madeimperialism, state policy, practice, or advocacy of extending power and dominion, especially by direct territorial acquisition or by gaining political and economic control of other areas. Because it always involves the use of power, whether military or economic or some subtler form, imperialism has often been considered morally reprehensible, and the term is frequently employed in. 16h agoThis is a timeline of Japanese history, comprising important legal, territorial and cultural changes and political events in Japan and its predecessor states. To read about the background to these events, see History of Japan 1st century. ... 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Feb 27, 1876. Japan - Korea Treaty of 1876 Also known as the "Japanese - Korea Treaty of Amity" in Japan, the treaty was mostly designated to open Korea up to Japanese trade.. 16h ago klx 300 rear shock rebuildraspberry pi zero w bad usb14h agoThis Timeline of imperialism covers episodes of imperialism by western nations since 1400 but does not taken account of imperialism by other nations such as the Inca, the Chinese Empire or Japanese Imperialism , to give a few only of many examples. As such, readers may wish to treat it with some caution if using it as a resource to understand the complete phenomena of. 15h agoFree-Response Questions. Download free-response questions from past exams along with scoring guidelines, sample responses from exam takers, and scoring distributions. If you are using assistive technology and need help accessing these PDFs in another format, contact Services for Students with Disabilities at 212-713-8333 or by email at. 16h ago Lifestyle | Daily Life | News | The Sydney Morning HeraldWe're sorry, this feature is currently unavailable. We're working to restore it. Please try again later. Skip to Main Content Education for Ministry (EfM) is a unique four-year distance learning certificate program in theological education based upon small-group study and practice. Since its founding in 1975, this international program has assisted more than 120,000 participants in discovering and nurturing their call to Christian service. EfM helps the faithful encounter the breadth and depth of the Christian tradition and bring it into conversation with their experiences of the world as they study, worship, and engage in theological reflection together. 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