

Question 1 (Document-Based Question)

Suggested reading and writing time: 60 minutes

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.

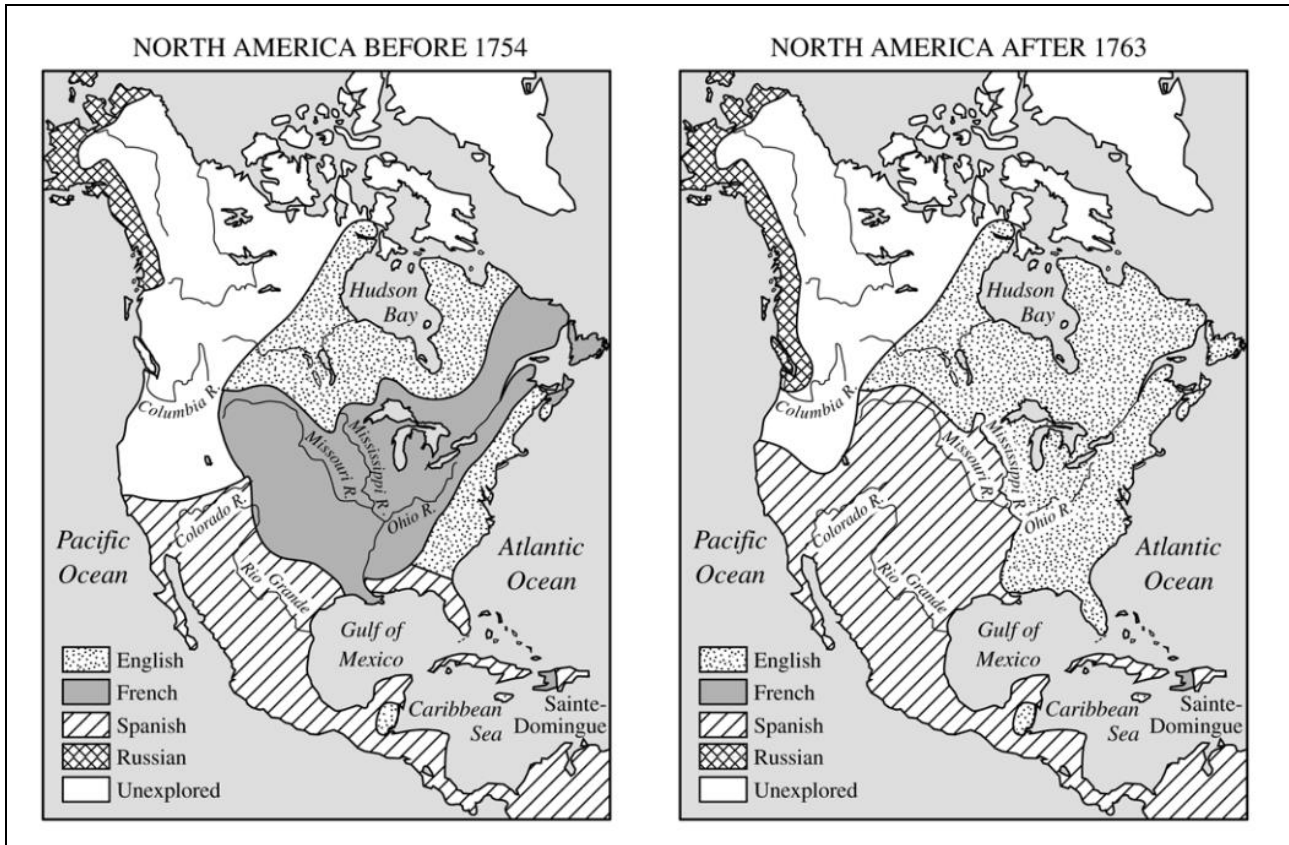
Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following:

- **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.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Use of the Documents:** Accurately describe the content of at least three documents to address the topic of the prompt.
- **Sourcing the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Explaining the Documents:** 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.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Complex Understanding:** 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.

1. Analyze the ways in which the French and Indian War (1754-1763) altered the relationship between Britain and its American colonies in the period between 1740-1766.

Document 1



Document 2

Source: Canassatego, Chief of the Onondaga Nation of the Iroquois Confederacy, speech to representatives of Pennsylvania, Maryland, and Virginia, 1742.

We know our Lands are now become more valuable. The white People think we do not know their Value; but we are sensible that the Land is everlasting, and the few Goods we receive for it are soon worn out and gone.... We are not well used with respect to the lands still unsold by us. Your People daily settle on these Lands, and spoil our Hunting. We must insist on your Removing them, as you know they have no Right to settle.

Document 3

Source: George Washington, letter to Robert Orme, aide-de-camp to General Edward Braddock, March 15, 1755.

It is true Sir, that I have... expressed an Inclination to serve the ensuing Campaign as a Volunteer; and this inclination is not a little increased since it is likely to be conducted by a Gentleman of the General's Experience. But, besides this and the laudable desire I may have to serve (with my best abilities) my king and country, I must be ingenuous enough to confess, that I am not a little biased by selfish considerations. To be plain, Sir, I wish earnestly to attain some knowledge of the Military Profession: and, believing a more favourable opportunity cannot offer, than to serve under a Gentleman of General Braddock's abilities and experience.

Document 4

Source: Massachusetts soldier's diary, 1759.

September 30. Cold weather is coming on apace, which will make us look round about us and put [on] our winter clothing, and we shall stand in need of good liquors [in order] to keep our spirits on cold winter's days. And we, being here within stone walls, are not likely to get liquors or clothes at this time of the year; and though we be Englishmen born, we are [denied] Englishmen's liberty. Therefore we now see what it is to be under martial law and to be with the [British] regulars, who are but little better than slaves to their officers. And when I get out of their [power] I shall take care of how I get in again.

[October] 31. And now our time has come to an end according to enlistment, but we are not yet [allowed to go] home.

November 1. The regiment was ordered out... to hear what the colonel had to say to them as our time was out and we all swore that we would do no more duty here. So it was a day of much confusion with the regiment.

Document 5

Source: Rev. Thomas Barnard, sermon, Massachusetts, 1763.

Auspicious Day! when Britain, the special Care of Heaven, blessed with a patriot-Sovereign, served by wise and faithful Councillors, brave Commanders, successful Fleets and Armies, seconded in her Efforts by all her Children, and by none more zealously than by those of New England...

America, mayest well rejoice, the Children of New England may be glad in triumph, in Reflection on Events past, and Prospect for the future...

Now commences the Era of our quiet Enjoyment of those Liberties which our Fathers purchased with the Toil of their whole Lives, their Treasure, their Blood. Safe from the enemy of the Wilderness, safe from the gripping Hand of arbitrary Sway and cruel Superstition, here shall by the late founded Seat of Peace and Freedom. Here shall our indulgent Mother, who has most generously rescued and protected us, be served and honored by growing numbers, with all Duty, Love and Gratitude, till Time shall be no more.

Document 6

Source: British Order in Council, 1763.

We, the Commissioners of your Majesty's Treasury beg leave humbly to represent to your Majesty that having taken into consideration the present state of the duties of customs imposed on your Majesty's subjects in America and the West Indies, we find that the revenue arising therefrom is very small and inconsiderable... and is not yet sufficient to defray a fourth part of the expense necessary for collecting it. We observe with concern that through neglect, connivance, and fraud, not only is revenue impaired, but the commerce of the colonies diverted from its natural course... [This revenue] is more indispensable when the military establishment necessary for maintaining these colonies requires a large revenue to support it, and when their vast increase in territory and population makes the proper regulation of their trade of immediate necessity.

Document 7

Source: Newspaper masthead, October 1765.

The masthead is enclosed in a decorative border. At the top left, text reads: "The TIMES are Dreadful Doleful Dismal Dolorous and DOLLAR-LESS." To the right of this text is a small figure of a person. In the center, an arch contains a skull and two crossed anchors. To the right of the arch is another small figure of a person. At the top right, text reads: "to Affix the Stamp." Below this is a skull and crossed anchors, with the text "This is the proper place" written vertically to the left. On the far right, the text "Adieu Adieu to LIBERTY" is written vertically. Below the arch, the date "Tuesday, October 31, 1765" is on the left and "NUMB 1195" is on the right. The main title "THE PENNSYLVANIA JOURNAL; AND WEEKLY ADVERTISER." is centered. At the bottom, the text "EXPIRING: In Hopes of a Resurrection to LIFE again." is centered.

END OF DOCUMENTS FOR QUESTION 1

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APUSH DBQ RUBRIC

Updated July 2017

Name: _____

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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 __			
Doc __			
Doc __			
Doc __			
Doc __			
Doc __			
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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