

Bellwork: 9/19/2019

Pick up one of each of the documents from yesterday and complete your charts as you come in today.

Writing for the AP US History EXAM and life

2019-20 revision

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Part A: Multiple-choice questions	55	40%	55 minutes
	Part B: Short-answer questions	3	20%	40 minutes
	Question 1: Secondary source(s)			
	Question 2: Primary source			
	Students select one:			
	Question 3: No stimulus			
	Question 4: No stimulus			
II	Free-response questions	2		
	Question 1: Document-based		25%	60 minutes (includes a 15-minute reading period)
	Students select one:		15%	40 minutes
	Question 2: Long essay			
	Question 3: Long essay			
	Question 4: Long essay			

Principles of argumentation

- Say/show/significance
 - Say what you're arguing
 - Show how you your argument is true
 - Explain the significance to your audience

“ACE” the question

- Answer the Question
 - Double/triple check you answer the RIGHT Q
 - Copying language is fine, but you MUST take a position
- Cite your evidence
 - Specific, Factual Information (SFI)
- Explain the significance to your argument

Writing style

- Past tense
- Third person (e.g. no, “I think”)
- Active voice
- Formal vocabulary, not flowery

Practice!

- For many APUSH students, planning can be more challenging than execution.
- Some of the most valuable practice can be taking 5-10 minutes to plan out a paper and write your thesis
- Old FRQs can be found here
 - 2015-19 apcentral.collegeboard.org/courses/ap-united-states-history/exam/past-exam-questions
 - 2001-2015 (NB these are pre-redesign and MUCH less helpful)
 - apushhistory.fandom.com/wiki/List_of_Document_Based_Questions

Short answer (SAQ)

- 3 short answer questions
 - Secondary source analysis period 2-8
 - Primary source analysis period 2-9
 - Choice of SAQ from period 1-5 or 6-9
- 3 parts to each Q, ACE each
 - Answer, Cite, Explain
- Responses will generally be 1 page each

2019 SCORING GUIDELINES

Short Answer Question 3

Answer (a), (b), and (c). Confine your response to the period from 1607 to 1754.

- a) Briefly describe one difference between the economy of British North American colonies in the Chesapeake region (such as Virginia and Maryland) and the economy of the middle colonies (such as Pennsylvania and New York).
- b) Briefly describe one similarity between the economy of the Chesapeake colonies and the economy of the middle colonies.
- c) Briefly explain one reason for a difference between the economy of the Chesapeake colonies and the economy of the middle colonies.

Possible answer

- (a) Briefly describe one difference between the economy of British North American colonies in the Chesapeake region (such as Virginia and Maryland) and the economy of the middle colonies (such as Pennsylvania and New York).

2019 SCORING GUIDELINES

Short Answer Question 1

“The revolutionary moment was neither radical nor a watershed for American women. Those who disregard America’s commitment to patriarchal rule and plead for a historical interpretation that favors enlightened exceptionalism have overlooked the conditions that made large-scale change all but impossible at that time and place.”

Elaine Forman Crane, historian, *Ebb Tide in New England: Women, Seaports, and Social Change, 1630–1800*, published in 1998

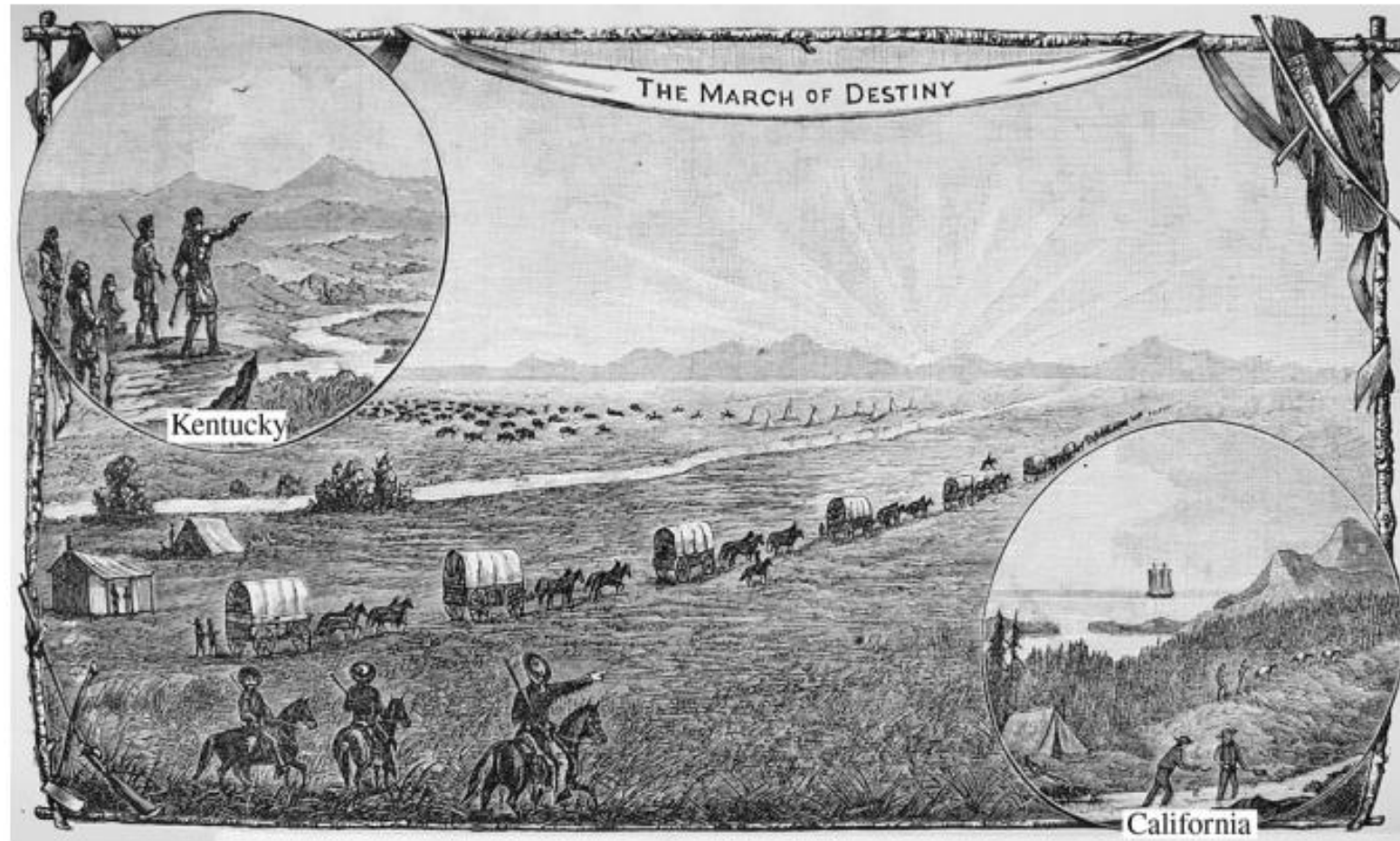
“The coming of the American Revolution . . . created new opportunities for women to participate in politics. Responding to men’s appeals, women engaged in a variety of actions in support of the revolutionary cause, which led women to experience a greater sense of connection to and involvement with the polity. After the war their political contributions were praised, celebrated, and remembered. . . . Women now were seen as political beings who had the capacity to influence the course of war, politics, and history.”

Rosemarie Zagarri, historian, *Revolutionary Backlash: Women and Politics in the Early American Republic*, published in 2007

Using the excerpts above, answer (a), (b), and (c).

- a) Briefly describe ONE major difference between Crane’s and Zagarri’s historical interpretations of the immediate impact of the American Revolution on women.
- b) Briefly explain how ONE event, development, or circumstance from the period 1765 to 1800 that is not explicitly mentioned in the excerpts could be used to support Crane’s argument.
- c) Briefly explain how ONE event, development, or circumstance from the period 1765 to 1800 that is not explicitly mentioned in the excerpts could be used to support Zagarri’s argument.

Short Answer Question 2



Using the image above, which depicts the first half of the nineteenth century, answer (a), (b), and (c).

- Briefly describe ONE historical perspective expressed in the image.
- Briefly explain how ONE specific event or development in the period from 1800 to 1850 contributed to the process depicted in the image.
- Briefly explain ONE specific historical effect in the period from 1844 to 1890 that resulted from the process depicted in the image.

Short Answer Question 4

Answer (a), (b), and (c).

- a) Briefly describe ONE similarity between New Deal and Great Society programs.
- b) Briefly describe ONE difference between New Deal and Great Society programs.
- c) Briefly explain ONE reason for a difference between New Deal and Great Society programs.

AP Score Reports for Educators



Question	Max Score	Mean			Notes
		Group	State	Global	
SHORT ANSWER QUESTION 1: ANALYZING SECONDARY SOURCES	3	2.0	1.6	1.6	Above State and Global
SHORT ANSWER QUESTION 2: CAUSATION WITH STIMULUS	3	2.0	1.8	1.8	Above State and Global
SHORT ANSWER QUESTION 3: COMPARISON	3	1.5	1.3	1.3	183 Students Selected This Essay Above State and Global
SHORT ANSWER QUESTION 4: COMPARISON	3	1.9	1.4	1.4	119 Students Selected This Essay Above State and Global

Long essay Question (LEQ)

- Substantial responses will generally be 2-4 pages

- Overall rubric
- 6 possible points
- We'll go over each
- General format:
 - Introduction
 - Body paragraphs
 - (optional) Recapitulation

AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria		Decision Rules
A. THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.		<i>To earn this point, 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.</i>
B. CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.		<i>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 a reference.</i>
C. EVIDENCE (0–2 pts)	1 pt. Provides specific examples of evidence relevant to the topic of the prompt.	OR 2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.	<i>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i> <i>To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i>
D. ANALYSIS AND REASONING (0–2 pts)	1 pt. Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	OR 2 pts. 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.	<i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i> <i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i> <ul style="list-style-type: none"> ▪ Explaining nuance of an issue by analyzing multiple variables ▪ Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining 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 <i>This understanding must be part of the argument, not merely a phrase or reference.</i>

**A. THESIS/CLAIM
(0–1 pt)**

1 pt.

Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.

To earn this point, 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.

- 1 sentence only, at the end of the intro paragraph
- 3 parts:
- Claim, Categories of Analysis (evidence groups), complexity
- Usually best formatted as
“Though [complexity], [claim] as evidenced by [evidence]”
- Do not merely restate the prompt!

Example thesis

- 3 parts: Claim, Categories of Analysis (evidence groups), complexity
- *To what extent and in what ways did European powers develop different patterns of colonization in N. America?*

While almost all European colonization efforts in North America resulted in conflict and forms of exploitation of resources and or indigenous peoples, European colonial powers developed markedly different patterns of colonization through their interaction with Native peoples, feudal methods of land control and methods of utilizing labor to achieve their respective goals.

Thesis example

1. Compare and contrast views of United States overseas expansion in the late nineteenth and early twentieth centuries. Evaluate how understandings of national identity, at the time, shaped these views.

- Thesis
- Although many in the press and business world ardently supported American expansionism, of greater historical significance were the views of opponents in Americans society, including the championing of democratic ideals, rejection of violence and militarism, and fears about overextension of Americas government and resources.

contextualization

B. CONTEXTUALIZATION **(0–1 pt)**

1 pt.

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 a reference.

- Literally providing context.
- In introduction, you will explain what has been happening leading to this question.
- 2-4 sentences, be sure t
- Must include outside SFI.

Evidence

C. EVIDENCE (0–2 pts)

1 pt.

Provides specific examples of evidence relevant to the topic of the prompt.

OR 2 pts.

Supports an argument in response to the prompt using specific and relevant examples of evidence.

To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.

To earn two points the response must use specific historical evidence to support an argument in response to the prompt.

- NB the distinction – all evidence must support argument. That's the E in ACE
- Body paragraphs should include topic sentence that relates back to the thesis

Sample Body Paragraph

- Prompt: To what extent and in what ways did European powers develop different patterns of colonization in N. America? Support your answer with specific and relevant historical information from the period 1607 to 1754.
- If a topic of argumentation was... different forms of interaction with Native Americans
- And the (incomplete) thesis was European colonial powers developed markedly different patterns of colonization

Sample body paragraph

Topic Sentence

You don't need to be creative with phrasing.

Evidence

Mix of SFI and connecting to trends

Summary

Linking back to thesis

European colonization of North America between 1607 and 1754 created varied patterns of colonization as shown by multiple different forms of interaction with Native Americans. Initial Spanish colonial efforts enslaved natives through the encomiendas system of labor exploitation, which was so gruesome that it became the basis of the “Black Legend.” Other Old World powers, informed of Spain’s colonial policies and actions by writers such as the priest De las Casas, argued they were justified in “defending” Native Americans from Spanish colonial efforts. Later Spanish relations with Native Americans were less contentious, as evidenced by the mestizo culture of mixed-race families, but religion continued to be a flash point of conflict with Pope’s rebellion in modern New Mexico as a gruesome example. Spanish colonial patterns can be most clearly contrasted with France, which had positive relations with Native Americans due to an emphasis on mutually beneficial trade and a less ethnocentric missionary system of French Jesuit priests who lived with Native Americans. English colonization efforts were more heterogenous, with diverse results in Native American relations, but conflict was common over questions of land use as English settler colonialism strove to “cultivate” formerly “underused” land. These three main colonial powers all had some degree of conflict with Native Americans in North America, but they ultimately had diverse relations and systems of power.

Check for clarity

- Use the “so what?” method to check for missing links or connections
- Ask yourself if someone else could explain your **thinking**

Reporting Category	Scoring Criteria		Decision Rules
D. ANALYSIS AND REASONING (0–2 pts)	1 pt. Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	OR	2 pts. 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.
			<p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> ▪ <i>Explaining nuance of an issue by analyzing multiple variables</i> ▪ <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> ▪ <i>Explaining relevant and insightful connections within and across periods</i> ▪ <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> ▪ <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>

Planning

The most important part!

- 5 minutes for LEQ
- Break down the Question
 - Circle key parts of the prompt. Be SURE you understand the specifics and the targeted skill.
- Brainstorm SFI
- Group evidence into categories of analysis
- Write Thesis Statement

2019 AP[®] US HISTORY FREE-RESPONSE QUESTIONS

Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

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 specific and relevant examples of evidence.
 - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
 - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
-
2. Evaluate the extent to which ideas of self-government influenced American colonial reaction to British imperial authority in the period from 1754 to 1776.

 3. Evaluate the extent to which debates over slavery in the period from 1830 to 1860 led the United States into the Civil War.

 4. Evaluate the extent to which ideas about democracy contributed to the African American Civil Rights movement in the period from 1940 to 1970.

AP Score Reports for Educators		Max	GHHS	NC	World	
AP U.S. History	ESSAY 2: SELF-GOVERNMENT IN AMERICAN COLONIES 1754-1776 TOTAL	6	3.3	2.6	2.7	65 Students Selected 📈 Above State average
	ESSAY 2: THESIS/CLAIM	1	0.7	0.4	0.5	📈 Above State average
	ESSAY 2: CONTEXTUALIZATION	1	0.4	0.6	0.5	
	ESSAY 2: EVIDENCE	2	1.5	1.1	1.2	📈 Above State average
	ESSAY 2: ANALYSIS AND REASONING	2	0.7	0.4	0.5	📈 Above State average
	ESSAY 3: DEBATES OVER SLAVERY 1830-1860 TOTAL	6	3.2	2.5	2.6	198 Students Selected 📈 Above State average
	ESSAY 3: THESIS/CLAIM	1	0.8	0.7	0.7	📈 Above State average
	ESSAY 3: CONTEXTUALIZATION	1	0.5	0.5	0.5	📈 Above State average
	ESSAY 3: EVIDENCE	2	1.2	0.9	1.0	📈 Above State average
	ESSAY 3: ANALYSIS AND REASONING	2	0.7	0.4	0.5	📈 Above State average
	ESSAY 4: CIVIL RIGHTS MOVEMENT 1940-1970 TOTAL	6	2.7	2.3	2.3	39 Students Selected 📈 Above State average
	ESSAY 4: THESIS/CLAIM	1	0.7	0.5	0.5	📈 Above State average
	ESSAY 4: CONTEXTUALIZATION	1	0.4	0.4	0.4	📈 Above State average
	ESSAY 4: EVIDENCE	2	1.1	1.0	1.0	📈 Above State average
	ESSAY 4: ANALYSIS AND REASONING	2	0.6	0.4	0.4	📈 Above State average

Document Based Question (DBQ)

- Substantial responses will generally be 3-6 pages

2019 AP[®] US HISTORY FREE-RESPONSE QUESTIONS

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.

- 7 possible points

Reporting Category	Scoring Criteria	Decision Rules
A. THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than 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.</i>
B. CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>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.</i>
C. EVIDENCE (0–3 pts)	Evidence from the Documents 1 pt. Uses the content of at least three documents to address the topic of the prompt. OR 2 pts. Supports an argument in response to the prompt using at least six documents.	<i>To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents.</i> <i>To earn two points, the response must accurately describe—rather than simply quote—the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i>
	Evidence Beyond the Documents 1 pt. Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.	<i>To earn this point, 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.</i>

**D. ANALYSIS AND
REASONING
(0–2 pts)**

1 pt.

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.

To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.

1 pt.

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.

A response may demonstrate a complex understanding in a variety of ways, such as:

- *Explaining nuance of an issue by analyzing multiple variables*
- *Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect*
- *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*

This understanding must be part of the argument, not merely a phrase or reference.

Documenting the DBQ

- “snag” a few key words from each document but DO NOT quote at length.
- At end of first sentence for each document, cite parenthetically.
E.g.

Using documents

- Identify it – Say what it is! (Think - Title, Author, Date)
 - Examples: The political cartoon ... In the excerpt ...
 - DO NOT say “the document says”
- Verb it- Say what it is doing!
- Examples: (asserts, explains, states, demonstrates, etc.)
- In the excerpt from _____ the author explains...
- Explain it – What is the Main Idea in relation to your argument?
- Example:
 - In the excerpt from The Impending Crisis of the South, Hinton Helper asserts that the institution of slavery was harmful to the economy of the South.

Source: Jane Addams, social reformer, "Democracy or Militarism," speech given in Chicago, 1899.

Some of us were beginning to hope that . . . we were ready to accept the peace ideal . . . to recognize that . . . the man who irrigates a plain [is] greater than he who lays it waste. Then came the Spanish war, with its gilt and lace and tinsel, and again the moral issues are confused with exhibitions of brutality. For ten years I have lived in a neighborhood which is by no means criminal, and yet during last October and November we were startled by seven murders within a radius of ten blocks. A little investigation of details and motives . . . made it not in the least difficult to trace the murders back to the influence of the war. . . . The newspapers, the theatrical posters, the street conversations for weeks had to do with war and bloodshed. The little children on the street played at war, . . . killing Spaniards. The humane instinct . . . gives way, and the barbaric instinct asserts itself.

- In 1899, Jane Addams, noted founder of the Chicago-based Hull House, delivered a speech in which she asserted that increased militarism and glorification of the Spanish American War led to increased violence in American communities, with the "barbaric instinct" overcoming the "humane" one she viewed her settlement homes as instilling.

- One of the more passionate appeals in opposition to American expansion during this time was the rejection of violence and militarism. Many prominent individuals from both religious and secular arenas were vocal with their disgust at the brutality associated with the Spanish American War. These voices included organizations like the Anti-Imperialism League and important figures such as future President Grover Cleveland and industrialist Andrew Carnegie. Congressional Investigations revealed the extent of the horrors and shocked many Americans. In 1899, Jane Addams, noted founder of the Chicago-based Hull House, delivered a speech in which she asserted that increased militarism and glorification of the Spanish American War led to increased violence in American communities, with the “barbaric instinct” overcoming the “humane” one she viewed her settlement homes as instilling. (Doc 1) Addams’ intended audience was most likely comprised mainly of middle class women deeply involved with the Progressive Era reform movements. These were women already mobilized to make change in American society and political policy. Their influence therefore could be instrumental in shaping public opinion and they would likely be responsive to an argument which identified how violence abroad could lead to violence at home. This argument clearly illustrates the nature of opposition to violence and militarism as negative for American life. These sentiments were in many ways similar to those of Gulf War opponents in the 1990’s. Many decried the coverage by American media as desensitizing. They also feared public celebrations and parades following the war would lead to glorification of the combat experience and promote violence as the solution to international conflict.

- One of the more passionate appeals in opposition to American expansion during this time was the rejection of violence and militarism. Many prominent individuals from both religious and secular arenas were vocal with their disgust at the brutality associated with the Spanish American War. These voices included organizations like the Anti-Imperialism League and important figures such as future President Grover Cleveland and industrialist Andrew Carnegie. Congressional Investigations revealed the extent of the horrors and shocked many Americans. In 1899, Jane Addams, noted founder of the Chicago-based Hull House, delivered a speech in which she asserted that increased militarism and glorification of the Spanish American War led to increased violence in American communities, with the “barbaric instinct” overcoming the “humane” one she viewed her settlement homes as instilling. (Doc 1) Addams’ intended audience was most likely comprised mainly of middle class women deeply involved with the Progressive Era reform movements. These were women already mobilized to make change in American society and political policy. Their influence therefore could be instrumental in shaping public opinion and they would likely be responsive to an argument which identified how violence abroad could lead to violence at home. This argument clearly illustrates the nature of opposition to violence and militarism as negative for American life.

Planning

The most important part!

- 10 minutes for DBQ
- Break down the Question
 - Circle key parts of the prompt. Be SURE you understand the specifics and the targeted skill.
- Brainstorm SFI
 - Group evidence into categories of analysis
- Read Documents and mark up
 - Contextualize with outside SFI and form final categories
- Write Thesis Statement

In summary: Strategies for writing the DBQ Essay

Before you Read

1. Recall what you know about the time period.
2. Read the source information for each document.
3. Recognize the possible opinions that could be compared and contrasted.

While you Read

Annotate:

- Words, phrases, and/or visual cues that help you place the document into a group that helps you answer the question
- Words, phrases, and/or visual cues that help you activate background knowledge.
- Words, phrases, and/or visual cues that help you understand the document's bias.

As you Write

1. Have a clear thesis statement
2. Group documents and compare the groups
3. Don't shy away from complexity!

2019 AP[®] US HISTORY FREE-RESPONSE QUESTIONS

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.

- Evaluate the extent to which the Progressive movement fostered political change in the United States from 1890 to 1920.

DBQ practice

- “Evaluate the extent to which there were multiple explanations for American war crimes during the Filipino Insurrection?” using these documents

http://www.ghhsapush.com/uploads/8/0/6/2/80629020/philippine_insurrections_documents.pdf



- Overall thesis: While racism influenced every component of American life at home and abroad, American war crimes in the Philippines were specifically caused by revenge motives and following orders Possible response:
- This would be the third body paragraph establishing historical complexity and contextualization:
- American war crimes during the Filipino Insurrection were certainly grounded in retaliation and following orders, but none of those can be extricated from the white supremacy in the United States at the time.
- A man considered a national war hero for his service in the Philippines, Funston, argued explicitly even elite Filipinos were only “educated...the same way a parrot is” (Doc D). His purpose of discouraging US popular resentment of a war denying self-governance to another sovereign nation influences his writing by drawing on the racist sentiments of some Americans at this time. Even progressive Americans might have been receptive to this argument, as the argument that elite Filipinos were more capable than the average “illiterate, semi-savage people” might draw parallels to DuBois’ Talented Tenth. DuBois argued that not all African-Americans were ready to lead or succeed after the fall of Reconstruction in 1877 in such venues as his own writing and the NAACP’s Crisis. While he was putting forth an explicitly egalitarian worldview of opportunity for people of color, by saying not all were ready he inadvertently confirmed some white supremacist viewpoints.
- Even texts that explicitly reference revenge as a motive are steeped in white supremacy, such as the account by Barnes who describes the “glory” of shooting “some dark skin” (Doc B). The historical situation of the Nadir of race relations and the birth of Jim Crow laws throughout the South during this time explains why he would bring racist ideas from America to influence his actions in the Philippines. Barnes is from Indiana, which is not generally considered a locus of Jim Crow laws, but the Sundown Towns present throughout the North during this era make clear that racism was not limited to any one region in America.
- In this way it is clear that American actions were motivated by more than simple desire for revenge or following of orders but were in fact deeply rooted in the racism of American culture during this time.

AP Score Reports for Educators

DBQ: PROGRESSIVISM 1890-1920 TOTAL	7	2.9	2.5	2.5	📈 Above State and Global
DBQ: THESIS/CLAIM	1	0.8	0.6	0.6	📈 Above State and Global
DBQ: CONTEXTUALIZATION	1	0.3	0.3	0.3	
DBQ: EVIDENCE	3	1.5	1.2	1.3	📈 Above State and Global
DBQ: ANALYSIS AND REASONING	2	0.4	0.3	0.3	📈 Above State and Global