

## DBQ Practice Activities

As a review and reinforcement of the skills required for DBQ essays, consider working through the activities below.

### I. Assigning documents to categories

1. For a DBQ on Imperialism the following document was provided:

Source: Senator Albert J. Beveridge. Speech to 56th Congress, *Congressional Record*. 1900.

The Philippines are ours forever. . . . And just beyond the Philippines are China's illimitable markets. We will not retreat from either. We will not repudiate our duty in the archipelago. We will not abandon our opportunity in the Orient. We will not renounce our part in the mission of our race, trustee, under God, of the civilization of the world. And we will move forward to our work . . . with gratitude . . . and thanksgiving to Almighty God that He has marked us as His chosen people, henceforth to lead in the regeneration of the world. . . .

Our largest trade henceforth must be with Asia. The Pacific is our ocean. . . . And the Pacific is the ocean of the commerce of the future. . . . The power that rules the Pacific, therefore, is the power that rules the world. And, with the Philippines, that power is and will forever be the American Republic.

The essay question read:

To what extent was late nineteenth-century and early twentieth-century United States expansionism a continuation of past United States expansionism and to what extent was it a departure?

The thesis one student developed to answer the question stated:

*The imperialist actions of the United States in the late nineteenth century was the natural continuation of the earlier notion of Manifest Destiny and earlier expansionist movements in its racist character, focus on acquisition of resources, and pseudo-religious justifications.*

Explain which category of analysis this document could best be used to support and why:

2. For a DBQ on Labor the following document was provided:

Source: Editorial, *The New York Times*, July 18, 1877

. . . [T]he strike is apparently hopeless, and must be regarded as nothing more than a rash and spiteful demonstration of resentment by men too ignorant or too reckless to understand their own interests. . . . But if the strike on the Baltimore and Ohio Road is a foolish one, its history up to the present time shows that those who are engaged in it are not only bold and determined, but that they have the sympathy of a large part of the community in which they live. . . .

The essay question read:

To what extent and in what ways was organized labor successful in improving the position of workers in the period from 1875 to 1900?

The thesis one student developed to answer the question stated:

*While many labor strikes during the Gilded Age were notably violent and unsuccessful, the continued efforts of labor forces forced improvements by reducing their employer's profitability, gaining the attention and sympathy of the general population, and forcing intervention by various levels of government.*

Explain which category of analysis this document could best be used to support and why:

## II. Determining Targeted Skills

Identify the AP Skill targeted by each of the following questions:

1. Analyze how the responses of Franklin D. Roosevelt's administration to the problems of the Great Depression changed the role of the federal government?
2. Evaluate the extent of change and continuity in the lives of African Americans in the South during the period 1865 to 1905.
3. Evaluate whether the beginning of WWII is best marked by the Japanese invasion of Manchuria or the German invasion of Poland.
4. Evaluate the relative importance of ideological clash and economic competition in causing and continuing the Cold War tensions between the United States and the soviet Union during the period 1945 to 1965.

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### III. Creating categories of analysis

For each DBQ question and list of Specific Factual Information (SFI's) below, create three categories of analysis and sort the facts into those categories:

1. Analyze the ways in which technology, government policy, and economic conditions changed American agriculture in the period 1865-1900.

Transcontinental railroads	the Grange	Manifest Destiny
Homestead Act	Populism	barbed wire
Dawes Act	Indian Wars	Panic of 1873
Oklahoma land races	Free Silver	Panic of 1893

2. In what ways and for what reasons did United States foreign policy change between 1920 and 1941?

Red Scare	WWI	IWW (Wobblies)
Isolationism	Nativism	Fordney-McComber Tarrif
Great Depression	Boom economy	international banking
Kellogg-Briand Pact	WWII	Fascist expansionism
Neutrality Act	Four Freedoms	Lend-Lease act

3. The United States decision to drop an atomic bomb on Hiroshima was a diplomatic measure calculated to intimidate the Soviet Union in the post-Second-World-War era rather than a strictly military measure designed to force Japan's unconditional surrender.

Evaluate this statement using the documents and your knowledge of the military and diplomatic history of the years 1939 through 1947.

Berlin Crisis	Invasion of Okinawa	Soviet losses in WWII
Soviet Bloc countries	Iron Curtain	Potsdam Conference
Manhattan Project	Containment	Stalinist purges
Battle of Stalingrad	Truman Doctrine	Operation Barbarossa
Soviets delay entering war against Japan		

