CONTENTS

Introduction ................................................................. iv
What Is a Document-Based Question? ................................ iv
How to Use and Teach DBQs ............................................. v
Getting Started: Guidelines for Students .............................. vi
How Are Answers Scored? A Scoring Rubric ............................ vii

Document-Based Essay Questions
DBQ 1: Clash of Cultures ................................................... 1
DBQ 2: Economic Opportunities .......................................... 6
DBQ 3: Causes of the Revolutionary War ............................... 10
DBQ 4: Ratifying the Constitution ........................................ 15
DBQ 5: Growth of Political Parties ....................................... 19
DBQ 6: The War of 1812 ................................................... 23
DBQ 7: Jacksonian Democracy ............................................. 28
DBQ 8: Antebellum Reforms ............................................... 33
DBQ 9: Slavery and Its Defenders ......................................... 37
DBQ 10: What Caused Secession? ......................................... 42
DBQ 11: The Industrial Boom ............................................. 48
DBQ 12: The Nativist Response to Immigration ........................ 53
DBQ 13: The Farmers’ Revolt ............................................. 58
DBQ 14: Progressivism .................................................... 62
DBQ 15: The Debate Over American Imperialism ...................... 67
DBQ 16: A National Clash of Cultures in the 1920s .................... 72
DBQ 17: How Has the United States Changed Since 1950? ............ 77
DBQ 18: The Civil Rights Movement ...................................... 82
DBQ 19: What Then Is the American? .................................... 90
DBQ 20: Public Schools and Their Purpose ............................. 95
DBQ 21: Church and State: A Separation or Not? ...................... 100

Grading Key ................................................................ 110
GETTING STARTED: GUIDELINES FOR STUDENTS

The 22 document-based questions (DBQs) in this book are designed to help you become a better historian and a better citizen. Examining real evidence about important questions in history, then weighing evidence against what you already know in order to reach an opinion, approximates what historians do. These skills are authentic to the historical process. However, of equal importance, they are authentic to the democratic process—to what responsible citizens do in examining civic issues, formulating positions, and taking stands on these positions. Writing answers to document-based questions will help you improve your thinking skills, learn to detect biases, weigh evidence, develop logical solutions, and express yourself in clear, thoughtful, and persuasive prose. Good luck!

How to Begin

1. First of all, carefully read the question. Be sure that you know what is being asked.

2. Ask yourself: How would I answer this question if I had no documents to examine? Presumably you’ve studied the topic in class, read about it in your textbook, and, perhaps, have learned more from supplemental readings. You’re not beginning the process “cold.” You know a lot about the topic already, and you’ve probably formulated some opinions. Don’t discount this knowledge. As you read the documents, build upon this preexisting understanding.

3. Before you begin to examine the documents, take a few minutes to jot down what you already know about the topic and the question. Names, dates, events, and other items that pertain to the question and topic should be included.

4. Now, after reading the question again, carefully read each document. Underline things of special importance, and write brief notes in the margin. Ask yourself: How does this document help to answer the question? What is its basic point? What biases does it contain? How credible is it? How does it change or reinforce my beliefs about the topic and question?

5. Many of the document-based questions include brief questions after each document. These questions are designed to help you focus on the main idea of the document, and to help you analyze and interpret its meaning. Provide brief, but accurate, answers to these questions. They will help you when you write your essay answer.

6. At this point, formulate a thesis statement that directly answers the question. Take a stand and state a position—one that both your preexisting knowledge and the documents support.

7. Briefly outline your essay so that you prove your thesis with supportive evidence and information both from the documents and from knowledge you already have. Remember, this knowledge comes from your classwork, discussions, and reading beyond the documents.

8. Carefully write your essay. Cite supporting evidence from documents within your essay in a way that strengthens and validates your thesis. Allude to these documents and other evidence in well-written, fluid prose. For instance, do not say: “As Document 1 states . . . .” Instead, say: “As President Kennedy said in his inaugural address . . . .”
HOW ARE ANSWERS SCORED? A SCORING RUBRIC

Here is a scoring rubric that identifies the recommended criteria used in grading DBQ essay answers. You might want to try to grade some of your own answers, or answers written by classmates. And, you might ask your teacher to duplicate one or two of the best answers in your class so that everyone can see examples of good DBQ essays.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 5     | Strong thesis—responds directly to the question  
Uses documents completely and accurately; weighs the importance and validity of evidence  
Cites considerable relevant information from outside learning  
Displays a thorough understanding of the topic and related issues  
Well structured, well written; proper spelling, grammar, mechanics |
| 4     | Thesis stated—answers the question  
Uses documents correctly; recognizes that all evidence is not equally valid  
Cites some relevant information from outside learning  
Shows an understanding of the topic and related issues  
Clearly written and coherent; some minor errors in writing |
| 3     | Addresses the question but has weak structure and focus  
Uses most documents correctly—simplistic analysis; does not always weigh the importance and validity of evidence  
Includes little relevant information from outside learning  
Shows basic, though simplistic, understanding of the topic and related issues  
Weaker organization; some errors in writing detract from essay’s meaning |
| 2     | Poor focus; fails to answer the question adequately  
Some documents used correctly; some only paraphrased or misunderstood; fails to recognize any difference in the validity of evidence  
Includes little information from outside learning—what is included is irrelevant.  
Shows little understanding of the topic and related issues  
Poorly organized; many errors in standard English |
| 1     | Fails to address the question; confusing and unfocused  
Fails to use documents correctly; simply paraphrased or misunderstood  
Includes no relevant information from beyond the documents  
Shows almost no understanding of the topic or related issues  
Disorganized; littered with errors in standard English |
| 0     | No thesis; no attempt to address the question  
Ignores or misuses the documents  
Includes no information from beyond the documents  
Shows no understanding of the topic or related issues  
Lacks any organization; little attempt made; blank paper |
Document 4

The results of the 1860 presidential election:

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Popular Vote</th>
<th>Electoral Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln (Republican)</td>
<td>1,865,600</td>
<td>180</td>
</tr>
<tr>
<td>Douglas (Democrat)</td>
<td>1,382,700</td>
<td>12</td>
</tr>
<tr>
<td>Breckinridge (Democrat)</td>
<td>848,350</td>
<td>72</td>
</tr>
<tr>
<td>Bell (Constitutional Union)</td>
<td>592,900</td>
<td>39</td>
</tr>
</tbody>
</table>

From which region did most of Lincoln’s support come? ____________________________

______________________________________________________________________________

How does Document 2 help to explain this regional voting? _________________________

______________________________________________________________________________

______________________________________________________________________________

(continued)
November 7, 1860. Lincoln is elected. Hooray . . . The next ten days will be a critical time. If no Southern state commit itself to treason within a fortnight [two week period] or so, the urgent danger will be past.

November 10. . . . News from the South continues to be menacing and uncomfortable.

November 12. No material change in the complexion of Southern news. Unless writers of telegraph items lie loudly, secession is inevitable.

November 15. . . . We are generally reconciling ourselves to the prospect of secession by South Carolina, Georgia, Alabama, . . . Florida, and perhaps Mississippi, too.

November 29. Thanksgiving Day . . . There’s a bad prospect for both sections of the country. Southern ruffianism and brutality are very bad, but the selfishness, baseness, and corruption of the North are no good at all. Universal suffrage . . . [is] at the root of our troubles . . . [the] nucleus [of the crisis] was the abolition handful that . . . till about 1850, was among the more insignificant of our isms. Our feeling at the North till that time was not hostility to slavery, but indifference to it, and reluctance to discuss it. . . . But the clamor of the South about the admission of California ten years ago introduced the question of slavery. . . . That controversy taught us that the two systems could not co-exist in the same territory. It opened our eyes to the fact that there were two hostile elements in the country, and that if we allowed slaves to enter any territorial acquisition, our own free labor must be excluded from it. The question was unfortunate for our peace. But we might have forgotten it had not S. A. Douglas undertaken to get Southern votes by repealing the Missouri Compromise. That was the final blow.

What, according to George Templeton Strong, were the major factors that in the autumn of 1860 were about to split the nation? ____________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

(continued)
**Document 6**

This excerpt is from the South Carolina ordinance of secession, unanimously approved by the State Legislature on December 20, 1860.

A geographical line has been drawn across the Union, and all the States north of that line have united in the election of a man to the high office of President of the United States whose opinions and purposes are hostile to Slavery. . . . he has declared that that “Government cannot endure permanently half slave, half free,” and that the public mind must rest in the belief that Slavery is in the course of ultimate extinction.

What reason did the state of South Carolina give for seceding from the Union?

______________________________________________________________________________

______________________________________________________________________________

**Document 7**

This excerpt is from a letter that Jefferson Davis wrote to George Lunt on January 17, 1861. Davis, a U.S. Senator from Mississippi, was a leader of the Southern states-rights movement. In January 1861, he resigned his seat in the Senate, hoping that he might be chosen commander of the newly formed Confederate army. Instead, he was chosen President of the Confederate States of America, a position he held until the South’s defeat in the Civil War. (Reprinted with the permission of Louisiana State University Press from *The Papers of Jefferson Davis*, Vol. 7, edited by Haskell M. Monroe, Jr., and James T. McIntosh, © 1991.)

The Election was not the Cause [of secession] it was but the last feather which you know breaks the Camel’s back. Sectional hostility manifested in hostile legislation by states and raids of organized bodies sustained by Contributions . . . of northern Society furnish to us sufficient cause. . . .

What did Jefferson Davis say caused the South to secede?

______________________________________________________________________________

______________________________________________________________________________

What did he mean by “raids of organized bodies”?

______________________________________________________________________________

______________________________________________________________________________

**PART B**

What led the Southern states to secede from the Union in 1860 and 1861?
Historical Context

In 1860, the United States was mainly a land of farms and small towns. Fewer than one in five Americans lived in urban areas. (Today the figure is four in five.) While England was rapidly industrializing, the pace of industrial growth was much slower in the United States.

A number of factors seem to have delayed industrialism in the United States. With land plentiful and cheap, and labor relatively scarce and costly, Americans generally found it more profitable to make their livings on farms rather than in factories. And with the western prairies filling up with settlers, it looked in 1860 as if Americans would remain largely a nation of farmers, while England and other European nations became industrial giants.

But only forty years later, the United States had become the greatest industrial nation in the world. Between 1860 and 1900, the U.S. production of coal increased from 10,000 short tons to 210,000 short tons, an increase of 2,000 percent! Production of steel ingots rose over 5,000 percent. By 1900, U.S. workers produced over twice as much steel each year as Germany did, and five times as much as England. The urban population in the United States during these years rose from 6 million to over 30 million. American workers, in huge numbers, were leaving the farms for the factories.

Directions: The following question is based on the accompanying documents (1–7). As you analyze the documents, take into account both the source of each document and the author’s point of view. Be sure to

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?

2. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document.

3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the question.

4. Organize supportive and relevant information into a brief outline.

5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside of the documents.

Question: What factors helped to promote America’s huge industrial growth during the period from 1860 to 1900?
The following documents will help you understand the factors that encouraged the development of industry in the last four decades of the nineteenth century. Examine each document carefully, and answer the question or questions that follow.

**Document 1**

In the 1850s, the English government sent a committee of businessmen to the United States to study how American industrialists operated their factories. Here is a brief excerpt from the report written in 1854.

... everything that could be done to reduce labour in the movement of materials from one point to another was adopted. This includes mechanical arrangements for lifting material, etc. from one floor to another, carriages for conveying material on the same floor, and such like.

How would the system described above help to cut labor costs and make factory production more efficient?

_______________________________________________________

______________________________________________________________________________

**Document 2**

Summarize this information in one short sentence.

______________________________________________________________________________

______________________________________________________________________________

Explain how the growth of the railroad promoted industrialization.

______________________________________________________________________________

(continued)
**DBQ 11: THE INDUSTRIAL BOOM, CONTINUED**

**Document 3**

The following are excerpts from the 1860 Republican Party platform.

... sound policy requires ... an adjustment of ... imposts [tariffs] ... to encourage the development of the industrial interests of the whole country. ...

... we commend that policy of national exchanges which secures to the ... nation commercial prosperity and independence. ...

... the Republican party is opposed to any change in our naturalization laws, or any state legislation by which the rights of ... immigrants from foreign lands shall be abridged [reduced] or impaired [harmed].

... appropriations by Congress for river and harbor improvements ... required for the accommodation and security of our ... commerce, are ... justified by the obligations of government. ...

... a railroad to the Pacific Ocean is imperatively demanded by the interests of the whole country ... the Federal government ought to render immediate and efficient aid in its construction.

How did these planks (parts) of the Republican platform promote the industrial and commercial growth of the country?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

**Document 4**

Political party control of the presidency, 1860–1900

How do Documents 3 and 4 help explain why industry boomed in the late nineteenth century?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
How do these charts help to answer the question on page 48? ________________

Document 6

Look back to the historical context paragraphs that discuss those factors that slowed the development of industrialism. Document 6 illustrates how one of those factors was overcome. Explain.  

(continued)
Document 7

Andrew Carnegie, one of America’s greatest industrialists, was a poor thirteen-year-old Scottish immigrant when he arrived in Pittsburgh, Pennsylvania, in 1848. By the 1860s, Carnegie was a wealthy and successful businessman. During the years after the Civil War, he built Carnegie Steel Company into the largest and most successful steel company in the world. The following document explains, in part, why Carnegie was so successful. (From E. S. Meade, “The Genesis of the United States Steel Corporation,” Quarterly Journal of Economics, August 1901.)

In 1882 the Carnegie Steel Company . . . inaugurated a policy whose object was to control all the factors which contributed to the production of steel, from the ore and coal in the ground to the steel billet and the steel rail.

What process was being described here? __________________________________________
____________________________________________________________________________
____________________________________________________________________________
Which other big industries of the late nineteenth century went through this same process? __________________________________________
____________________________________________________________________________
____________________________________________________________________________

PART B

What factors helped to promote America’s huge industrial growth during the period from 1860 to 1900?