

# UNITED STATES HISTORY

## SECTION II

**Total Time – 1 hour, 40 minutes**

### **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:

- 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 four 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 two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.

1. Evaluate the relative importance of different causes of political conflict in the United States in the period from 1783 to 1801.

### Document 1

Source: Thomas Jefferson, *Notes on the State of Virginia*, 1785

The political economists of Europe have established it as a principle that every state should endeavor to manufacture for itself: and this principle, like many others, we transfer to America, without calculating the difference of circumstance which should often produce a difference of result. In Europe the lands are either cultivated, or locked up against the cultivator. Manufacture must therefore be resorted to of necessity not of choice, to support the surplus of their people. But we have an immensity of land courting the industry of the [farmer]. Is it best then that all our citizens should be employed in its improvement, or that one half should be called off from that to exercise manufactures and handicraft arts for the other? Those who labor in the earth are the chosen people of God, if ever he had a chosen people, whose breasts he has made his peculiar deposit for substantial and genuine virtue. It is the focus in which he keeps alive that sacred fire, which otherwise might escape from the face of the earth. . . .

While we have land to labor then, let us never wish to see our citizens occupied at a work-bench, or twirling a distaff. Carpenters, masons, smiths, are wanting in husbandry: but, for the general operations of manufacture, let our work-shops remain in Europe . . . The mobs of great cities add just so much to the support of pure government, as sores do to the strength of the human body. It is the manners and spirit of a people which preserve a republic in vigor. A degeneracy in these is a canker which soon eats to the heart of its laws and constitution.

### Document 2

Source: Alexander Hamilton, Secretary of the Treasury, memorandum to President George Washington, 1791

It is essential to the being of the National government, that so erroneous a conception of the meaning of the word necessary, should be explored.

It is certain, that neither the grammatical nor popular sense of the term requires that construction. According to both, necessary often means no more than needful, requisite, incidental, useful, or conducive to. It is a common mode of expression to say, that it is necessary for a government or a person to do this or that thing, when nothing more is intended or understood, than that the interests of the government or person require, or will be promoted, by the doing of this or that thing. The imagination can be at no loss for exemplifications of the use of the word in this sense.

And it is the true one in which it is to be understood as used in the constitution. The whole turn of the clause containing it indicates, that it was the intent of the convention, by that clause to give a liberal latitude to the exercise of the specified powers.

### Document 3

Source: James Madison (anonymous), “Who Are the Best Keepers of the People’s Liberties?”  
*National Gazette*, 1792

*Republican.*—The people themselves. The sacred trust can be no where so safe as in the hands most interested in preserving it.

*Anti-republican.*—The people are stupid, suspicious, licentious. They cannot safely trust themselves. When they have established government they should think of nothing but obedience, leaving the care of their liberties to their wiser rulers.

*Republican.*—Although all men are born free, and all nations might be so, yet too true it is, that slavery has been the general lot of the human race. Ignorant—they have been cheated; asleep—they have been surprised; divided—the yoke has been forced upon them. But what is the lesson? That because the people may betray themselves, they ought to give themselves up, blindfold, to those who have an interest in betraying them? Rather conclude that the people ought to be enlightened, to be awakened, to be united, that after establishing a government they should watch over it, as well as obey it.

*Anti-republican.*—You look at the surface only, where errors float, instead of fathoming the depths where truth lies hid. It is not the government that is disposed to fly off from the people; but the people that are ever ready to fly off from the government. Rather say then, enlighten the government, warn it to be vigilant, enrich it with influence, arm it with force, and to the people [pronounce only] two words—Submission and Confidence.

### Document 4

Source: Edmond-Charles Genêt, French Ambassador to the United States, Letter to President George Washington, 1793

Entrusted in this part of the world with the interests and rights of the French people, as you are with those of the citizens of America, I have sworn to my country, and imposed it as a sacred duty on myself never to permit private considerations or other motives foreign from the general weal to impede me in what I conceived the line of duty. My conduct has accordingly been marked with all the energy and frankness which ever characterize a true republican. To you alone, thro’ the Secretary of State, have I complained of the principles you have adopted . . . To you alone have I declared that the Federal government, far from manifesting any regard for our generous conduct towards this country—for the new advantages which we were offering to her commerce—or for the reiterated demonstrations of our real and disinterested friendship, were sacrificing our interests to those of our enemies, by their interpretation of the treaties which exist between us. To you have I represented without reserve that this conduct did not appear to correspond with the views of the people of America, with their desire to observe with fidelity their public engagements or with their affectionate regard for the cause of liberty, upon which their very existence and prosperity depend.

## Document 5

Source: Unknown artist, drawing of John Jay being burned in effigy, c. 1795



## Document 6

Source: United States Congress, "An Act for the Punishment of Certain Crimes Against the United States," 1798

SECTION 1. Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That if any persons shall unlawfully combine or conspire together, with intent to oppose any measure or measures of the government of the United States . . . shall be deemed guilty of a high misdemeanor, and on conviction . . . shall be punished by a fine not exceeding five thousand dollars, and by imprisonment during a term not less than six months nor exceeding five years. . . .

SEC. 2. And be it farther enacted, That if any person shall write, print, utter or publish, or shall cause or procure to be written, printed, uttered or published, or shall knowingly and willingly assist or aid in writing, printing, uttering or publishing any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame the said government. . . then such person, being thereof convicted . . . be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years.

## Document 7

Source: James Callender, journalist and political pamphleteer, *The Prospect Before Us*, 1800

The reign of Mr. Adams has been one continued tempest of malignant passions. As President, he has never opened his lips, or lifted his pen without threatening and scolding; the grand object of his administration has been to exasperate the rage of contending parties to calumniate and destroy every man who differs from his opinions. . . .

Adams and Washington have since been shaping a series of these paper jobbers into judges and ambassadors, as their whole courage lies in want of shame; these poltroons, without risking a manly and intelligent defence of their own measures, raise an affected yelp against the corruption of the French Directory, as if any corruption would be more venal, more notorious, more execrated than their own. The object of Mr. Adams was to recommend a French war, professedly for the sake of supporting American commerce, but in reality for the sake of yoking us into an alliance with the British tyrant.

## END OF DOCUMENTS FOR QUESTION 1



# APUSH DBQ RUBRIC

Updated September 2023

Name: \_\_\_\_\_

DBQ Topic: \_\_\_\_\_

## 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 ____			

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 **FOUR** documents. *These documents should meet (and exceed) the standard set for the description point.*

For at least **TWO** documents, **EXPLAINS HOW or WHY** the document's historical situation, intended audience, point of view, and/or purpose (**HIPP**) is relevant to an argument.

## EVIDENCE BEYOND THE DOCUMENTS

(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 evidence must be different from the evidence used to earn the contextualization point.*

**COMPLEX UNDERSTANDING** of the historical development that is the focus of the prompt through **sophisticated argumentation and/or effective use of evidence.**

### SOPHISTICATED ARGUMENTATION

- Exploring nuance by analyzing multiple themes or perspectives
- Explaining both similarity and difference, both continuity and change, both causes and effects, multiple causes or effects, multiple similarities or differences, or multiple continuities or changes
- Explaining relevant and insightful connections within and across periods or geographical areas

### EFFECTIVE USE OF EVIDENCE

- Effectively uses **ALL SEVEN** documents to support an argument
- Effective HIPP analysis for at least **FOUR** documents
- Uses documents and outside evidence to demonstrate sophisticated understanding

**TOTAL POINTS:**

**/ 7**

*Complex understanding can be demonstrated in any portion of the essay, but not merely by a single phrase or reference.*