

# Sample Responses

AP US History 2004 DBQ (Revised)



**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.**

**STEP ONE:** Organize the documents into three groups that can be used to support distinct thesis-driven arguments. To be super prepared, consider noting which documents you plan to explain in terms of POV/SAP.

<b>Disputes over Westward Expansion</b>	<b>Colonists Treated as Inferior by the British</b>	<b>Postwar British Economic Policies</b>
Doc 1 (F&I War Map) Doc 2 (Iroquois Chief)	Doc 3 (George Washington) Doc 4 (Mass. Soldier)	Doc 5 (Postwar Expectations) Doc 6 (British Government) Doc 7 (Stamp Act)

**STEP TWO:** Formulate a thesis that uses the arguments above to make a historically defensible argument in response to the prompt.

*The French and Indian War strained the relationship between Britain and the American colonies because of the colonists' desire to move west, the inferior treatment they received during the war by the British, and economic restrictions enacted by Parliament after the war.*

**STEP THREE:** Consider Context and Outside Evidence that can be used to support your thesis (NOT IN DOCUMENTS).

<b>CONTEXT</b>	<b>OUTSIDE EVIDENCE</b>
Describe the pre-war relationship between Great Britain and the Colonies.  (Nav. Acts / Mercantilism / Salutary Neglect)	Proclamation of 1763 Sugar Act Townshend Acts

**If a student pre-writes effectively like this, the DBQ will practically write itself. The key here is to *separate the thinking from the writing process*. Pre-writing is an investment that ultimately saves time and results in a more organized essay that will score more points than an essay written without a plan.**

**SAMPLE ESSAY A**

**SCORE: 7/7**

**NOTE:** *Very few students will write an essay of this caliber and this quality of essay is not necessary to pass the exam with a 5. It is presented here as an example of an outstanding essay and is written to go beyond the minimum requirements of an essay that would score seven points. I have found that it is helpful for students to see examples of perfect or near-perfect work, as they strive to produce great work.*

The goal of the **INTRODUCTION** is to score **two** of the possible **seven** points in the first paragraph by presenting historical context and a historically defensible thesis that presents an argument and preview of points.

<p>Prior to the French and Indian War, the Thirteen Colonies enjoyed a great deal of independence from the mother country. Although Parliament passed the Navigation Acts to implement mercantilism and restrict trade, they were rarely enforced and the colonies were able to trade freely for the most part. This policy of salutary neglect came to an end with the French and Indian War, which created tensions between the British government and its North American colonies.</p>	<p><i>Useful background information is presented to give <b>CONTEXT</b> to the reader. This background information includes important details, mentioning the Navigation Acts, mercantilism, and salutary neglect.</i></p>
<p>The French and Indian War strained the relationship between Britain and the American colonies because of the colonists' desire to move west, the inferior treatment they received during the war by the British, and economic restrictions enacted by Parliament after the war.</p>	<p><i>The <b>THESIS</b> notes that the relationship changed for the worse and previews three historically defensible points that will be supported by the documents and outside evidence in the body of the essay.</i></p>

## BODY PARAGRAPHS

<p>One of the causes of the French and Indian War was the British colonists' desire to move west. Many colonists crossed the Appalachian Mountains to settle in the Ohio River Valley, which was claimed by the French. In addition to the French claims, Western Indians who lived in the area felt threatened by the British colonial expansion. Canassatego, a leader of the Iroquois Confederacy, complained in 1742 about British colonists settling on lands that the tribes had not sold, making it difficult for the Iroquois to carry on their way of life (<b>Doc 2</b>). The Iroquois and other tribes sought to check British expansion before it became a greater problem. Their attempts fell on deaf ears, resulting in most Indian tribes siding with the French during the French and Indian War. The British victory resulted in the French abandoning all of their North American land claims, giving the British control of the Ohio River Valley and other lands to the west of the Appalachian Mountains (<b>Doc 1</b>). Although the British won the war, the colonists were disappointed by the Proclamation Line of 1763, which forbade colonists from settling west of the Appalachian mountains, reserving those lands for the Indians. The Proclamation Line created the first tensions between the colonists and the British government after the French and Indian War.</p>	<p><b>Topic Sentence</b> makes this paragraph's purpose clear. All arguments and evidence in this paragraph will focus on British colonists moving west.</p> <p><b>Doc 2</b> is used here to support the argument that British settlers moving west created tension with Native Americans.</p> <p>The <b>PURPOSE</b> of <b>Doc 2</b> is mentioned here after the document is used to support an argument.</p> <p><b>Doc 1</b> is used as evidence of the British victory in the French and Indian War.</p> <p><b>CORROBORATION:</b> Two documents are used together to provide support for the same point.</p> <p><b>OUTSIDE EVIDENCE:</b> The Proclamation Line of 1763 is not only mentioned, but also described both in terms of its context and its effect on relations between Britain and the colonies.</p>
<p>During the war, the colonists were often treated as second class citizens of the British Empire. A</p>	<p><b>Topic Sentence</b> makes this paragraph's purpose clear, focusing on British treatment of</p>

<p>Massachusetts soldier wrote in his diary about the unfair treatment he was receiving, claiming that the British Army was depriving the colonial soldiers of liquor and clothes while forcing them to remain in the fort beyond their enlistments (Doc 4). While it is possible that the British were treating colonial soldiers poorly, war can often be difficult and soldiers have to go through hardships. Keeping a diary is a good way for a soldier to vent to himself - especially when bored sitting in a cold fort all day! George Washington, although he was an upstanding and wealthy citizen of Virginia, had to practically beg and flatter General Braddock and his aide for a position to serve as a volunteer in the war (Doc 3). As a colonist, Washington wasn't given a commission in the British Army but only as a militia officer. He wasn't taken seriously and had to serve under General Braddock, who ended up being an idiot who got himself and his men killed in spite of Washington's flattery.</p>	<p>the colonists.</p> <p><b>Doc 4</b> is used to support the argument that the colonists were treated as second class citizens.</p> <p>The <b>POINT OF VIEW (POV)</b> is explained here to suggest that this source, although potentially useful, may be of limited value. There is some debate as to whether this will be sufficient for credit with the new rubric because it doesn't create a strong connection to the argument.</p> <p><b>Doc 3</b> is used as further evidence that the British treated colonists as second class citizens.</p> <p><b>CORROBORATION:</b> Two documents are used together to support the argument that colonists were treated as second class citizens.</p> <p>After using the document, the writer elaborates on the historical <b>SITUATION</b> (formerly context), giving additional background that helps explain the document in context.</p>
<p>By far, the biggest factor that caused tension between the British government and the American colonies was the change in British policies about taxation and trade. After the war, many colonists were excited about the future and quick to claim credit, as is evidenced by Rev. Thomas Barnard's sermon where he claimed that New England's children had "zealously" pitched in to help with the war effort (Doc 5). This, of course, contradicts the Massachusetts soldier's diary entry written during the war since he was anything but</p>	<p><b>Topic Sentence</b> makes this paragraph's purpose clear, focusing on conflicts over taxation and trade.</p> <p><b>Doc 5</b> is used to argue that the colonists believed that their assistance had been key to the British victory in the war.</p> <p><b>CONTRADICTION:</b> A contradiction between two documents is both noted and analyzed. Document 2 has already been used and analyzed, but it</p>

zealous (Doc 2), but since Barnard is speaking after the war ended, it's typical for people to romanticize a war and their contributions to it after the fact. British officials were not nearly as impressed with the colonists' contributions to the war, instead noting that the colonies were costing money and the taxes being collected from colonial trade were not sufficient to even pay the costs of maintaining them (Doc 6). The purpose of the Order in Council was to persuade the king to increase the enforcement of the Navigation Acts and to collect taxes from colonial shippers who had not been paying them. The result of this effort was the Sugar Act, passed by Parliament after the French and Indian War to increase tax revenue. Although the Sugar Act technically lowered the tax on imported sugar, it increased enforcement and ended the policy of salutary neglect. Although the Sugar Act upset colonists, their reaction to the Sugar Act was not nearly as intense as their reaction to the Stamp Act, which sought to raise revenue in the colonies through a direct tax on legal transactions. In protest, colonists boycotted British goods and harassed British officials. One newspaper mocked the stamp, portraying it as a skull and crossbones in order to protest the Stamp Act as a violation of colonial rights (Doc 7). The Stamp Act was repealed as a result of colonial protests and boycotts, but Parliament struck back later with the Townshend Acts, which taxed paper, paint, tea, and other products.

helps to bring it in again here for the purpose of noting the contradiction. There is no additional credit for using a document twice but a document can be used twice in order to strengthen the argument.

In addition to noting contradiction between two documents, the historical **SITUATION** is addressed, noting that people often have a different perspective on a war after it is over than when it is happening.

**Doc 6** is used as evidence of the British perspective of the war and the financial state of the colonies.

The **PURPOSE** of the Order in Council is explained.

**OUTSIDE EVIDENCE:**

The Sugar Act is presented as outside evidence by not just mentioning the law, but also explaining its intentions and effects.

Although I typically prefer for students to explain documents after citing them, the historical **SITUATION** surrounding the Stamp Act is properly explained here before citing the document. The **PURPOSE** of the document is also noted here.

**Doc 7** is used as evidence of the colonists' negative reactions to the Stamp Act.

It never hurts to throw in a little more **OUTSIDE EVIDENCE** than necessary when it can be done with minimal effort. As long as it doesn't cost time, overkill is better than underkill.

**CONCLUSION** (Optional, but it takes very little time and it can't hurt!)

By frustrating colonists who wanted to move West, putting them in situations where they were treated like second-class citizens, and by passing more stringent tax policies, the British government alienated colonists after the French and Indian War, sowing the seeds for the American Revolution.

**RESTATE THE THESIS** to conclude the essay.

**NOTE:** There is no credit given for an effective conclusion, so one sentence will be plenty. **DO NOT COPY** the thesis from the introduction here, as that would be a waste of time. Strictly speaking, a conclusion and restatement of the thesis are unnecessary. The purpose of restating the thesis here is just in case the thesis in the first paragraph was not sufficient for credit. Some students are able to present a thesis more effectively after writing their essay.

**SCORING NOTES (SAMPLE ESSAY A)**

**SCORE: 7/7**

**CONTEXT AND THESIS (Introduction)**

<b>1 / 1</b>	<b>Contextualization</b>	Pre-war British colonial policies are explained in context, including references to mercantilism, the Navigation Acts, and salutary neglect.
<b>1 / 1</b>	<b>Thesis</b>	A historically defensible thesis is presented that includes a line of reasoning and a preview of points.

**THE DOCUMENTS**

	<b>DESCRIBES</b>	<b>SUPPORTS</b>	<b>EXPLAINS</b>	
<b>1</b>	<b>X</b>	<b>X</b>		<b>ALL</b> documents are both accurately described and used to support an argument.
<b>2</b>	<b>X</b>	<b>X</b>	<b>PURPOSE</b>	
<b>3</b>	<b>X</b>	<b>X</b>	<b>SITUATION</b>	<b>FIVE</b> documents are explained using POV, Situation, or Purpose. A sixth attempt is questionable but since there are five other valid attempts, this is not an issue..
<b>4</b>	<b>X</b>	<b>X</b>	<i>Attempted</i>	
<b>5</b>	<b>X</b>	<b>X</b>	<b>SITUATION</b>	
<b>6</b>	<b>X</b>	<b>X</b>	<b>PURPOSE</b>	Twice as many documents as necessary are explained, requiring very little extra effort on the writer's part.
<b>7</b>	<b>X</b>	<b>X</b>	<b>SIT/PUR</b>	
	<b>7 / 3</b>	<b>7 / 6</b>	<b>5 / 3</b>	

**OUTSIDE EVIDENCE AND COMPLEX UNDERSTANDING**

<b>1 / 1</b>	<b>Outside Evidence</b>	Proclamation Line of 1763 Sugar Act Townshend Acts	The writer uses more outside evidence and necessary and puts the documents in conversation with each other more than necessary in order to score these two points.
<b>1 / 1</b>	<b>Complex Understanding</b>	Each paragraph employed corroborating and contradictory evidence in order to strengthen and/or qualify the arguments.	

<b>7 / 7</b>	<b>TOTAL SCORE</b>	This essay goes above and beyond the requirements of an essay scoring seven points, but that is often the case with essays scoring seven points.
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## SAMPLE ESSAY B

SCORE: 5/7

**NOTE:** *This essay is presented as an example of an essay that a student who is on track to pass the exam should be able to write by the time they sit for the exam in May. This essay will score the thesis point, two of the three document points, and the outside information point.*

The goal of the **INTRODUCTION** is to score **two** of the possible **seven** points in the first paragraph by presenting historical context and a historically defensible thesis that presents an argument and preview of points.

<p>Before the French and Indian War, Parliament pretty much left the colonies alone. This policy was called salutary neglect. Even though Parliament passed laws about trade and mercantilism, they didn't enforce them. The colonies got to trade with whoever they wanted. This changed after the French and Indian War when Parliament passed new restrictions and taxes. <b>The French and Indian War hurt the relationship between Britain and the American colonies because the colonists wanted to move west and were upset about Parliament taxing them.</b></p>	<p><i>Useful background information is presented to give <b>CONTEXT</b> to the reader. This background information includes important details, properly describing mercantilism and salutary neglect.</i></p> <p><i>The <b>THESIS</b> notes that the relationship changed for the worse and previews two historically defensible points that will be supported by the documents and outside evidence in the body of the essay.</i></p>
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## BODY PARAGRAPHS

<p>The Indians didn't like it when colonists moved west onto their lands. One Iroquois chief complained about the British colonists settling on lands that the Indians had not sold (Doc 2). When the British beat the French in the French and Indian War, the French lost their colonies in North America and the British took control of them (Doc 1). Colonists like Thomas Barnard thought they would enjoy more freedom and peace after they won the war, but those colonists were wrong (Doc 5). Since Barnard was a preacher, he might have been pressured to say these things because a lot of</p>	<p>Note the lack of a topic sentence. This essay is not tightly organized around a thesis-driven argument, with the documents presented in a somewhat random fashion.</p> <p><b>Doc 2</b> is accurately described and used to support the argument that western settlement caused tensions.</p> <p><b>Doc 1</b> is accurately described.</p> <p><b>Doc 5</b> is accurately described.</p> <p>The writer employs <b>POINT OF VIEW (POV)</b> analysis to further explain <b>Doc 5</b>, discussing</p>
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<p>churches were controlled by the state at that time. After the war, the British government passed the Proclamation of 1763, which banned colonists from moving west of the Appalachian Mountains. This upset colonists who felt entitled to settle on those lands after they beat the French in the war.</p>	<p>Barnard's role as a minister and the pressures he might have been under to be patriotic.</p> <p>The Proclamation of 1763 is presented and adequately described for the <b>OUTSIDE EVIDENCE</b> point.</p>
<p>During the war, George Washington was really excited about fighting for the British (Doc 3), but the colonists weren't excited anymore when the British started taxing them after the war. British officials in an Order in Council urged the king to raise taxes on the colonies because they were costing too much money (Doc 6). As British officials, their job was to make sure that the colonies were profitable and they were only concerned about money and not how happy the colonists were. When Parliament passed the Stamp Act to raise money, the colonists were very upset. Newspapers like the Pennsylvania Journal protested the Stamp Act by portraying the stamp as a skull and crossbones (Doc 7). Colonists also boycotted British goods because of the Stamp Act and Parliament repealed the Stamp Act a year later.</p>	<p><b>Doc 3</b> is accurately described.</p> <p><b>Doc 6</b> is accurately described.</p> <p>The writer employs <b>POINT OF VIEW (POV)</b> analysis along with a hint of <b>PURPOSE</b> to further explain <b>Doc 6</b>, noting the motivations of the British officials.</p> <p><b>Doc 7</b> is accurately described and also used to support the argument that the colonists were upset about taxation.</p> <p>The writer explains the historical <b>SITUATION</b> surrounding <b>Doc 7</b>, elaborating on the colonists' response to the Stamp Act.</p>

**CONCLUSION** (Optional, but it takes very little time and it can't hurt!)

<p>The French and Indian War hurt the relationship between Britain and its colonies because the colonists were upset about not being able to move west and having to pay more taxes.</p>	<p><b>RESTATE THE THESIS</b> to conclude the essay (without looking back at the original thesis language), as some students are able to better articulate a thesis after writing their essays.</p>
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**CONTEXT AND THESIS (Introduction)**

<b>1 / 1</b>	<b>Contextualization</b>	Context includes useful background information with descriptive references to mercantilism and salutary neglect.
<b>1 / 1</b>	<b>Thesis</b>	The thesis presents a historically defensible argument with a line of reasoning and a preview of multiple points.

**THE DOCUMENTS**

	<b>DESCRIBES</b>	<b>SUPPORTS</b>	<b>EXPLAINS</b>	
<b>1</b>	<b>X</b>			<p><b>SIX</b> documents are both accurately described.</p> <p><b>TWO</b> documents are used to support an argument.</p> <p><b>THREE</b> documents were explained using POV, Situation, or Purpose.</p>
<b>2</b>	<b>X</b>	<b>X</b>		
<b>3</b>	<b>X</b>			
<b>4</b>				
<b>5</b>	<b>X</b>		<b>X</b>	
<b>6</b>	<b>X</b>		<b>X</b>	
<b>7</b>	<b>X</b>	<b>X</b>	<b>X</b>	
	<b>6 / 3</b>	<b>2 / 6</b>	<b>3 / 3</b>	

**OUTSIDE EVIDENCE AND COMPLEX UNDERSTANDING**

<b>1 / 1</b>	<b>Outside Evidence</b>	The Proclamation of 1763 is presented as outside evidence.	A single piece of valid evidence is presented.
<b>0 / 1</b>	<b>Complex Understanding</b>	N/A	Complex understanding is not demonstrated.

<b>5 / 7</b>	<b>TOTAL SCORE</b>	This essay has a valid thesis
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## SAMPLE ESSAY C

SCORE: 3/7

**NOTE:** *This essay is presented as an example of an essay that a student who is not a good writer but does well on the Multiple Choice and Short Answer sections of the exam could write and possibly still pass the exam.*

The goal of the **INTRODUCTION** is to score the **THESIS** point.

<p>The French and Indian War hurt the relationship between Britain and the American colonies because the colonists wanted to move west and were upset about paying taxes after the war.</p>	<p><i>The <b>THESIS</b> notes that the relationship changed for the worse and previews two historically defensible points that will be supported by the documents and outside evidence in the body of the essay.</i></p>
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In a single **BODY PARAGRAPH**, a student can use three **DOCUMENTS** and one piece of **OUTSIDE EVIDENCE** to score two points.

<p>When the colonists moved West, they upset the Native Americans who lived there. Before the war, an Iroquois chief complained about settlers moving west and said he knew the value of the land and the British should stop colonists from moving west (Doc 2). After the French and Indian War, the Proclamation of 1763 banned colonists from settling west of the Appalachian Mountains. This upset colonists and hurt the relationship between Britain and the colonies. During the French and Indian War, George Washington volunteered to help the British as a military officer and seemed really excited about it (Doc 3). He must not have been very happy afterwards because later he commanded the American army against the British in the American Revolution. After the war was over, the British government complained that the colonies were too expensive and should be taxed more (Doc 6). Parliament passed taxes like the Stamp Act to raise money. Colonists weren't happy with the Stamp Act and protested about it with a skull and crossbones cartoon in a Pennsylvania newspaper (Doc 7).</p>	<p><b>Doc 2</b> is used to support the argument that the colonists' desire to move west and British resistance to this after the war strained the relationship between Britain and the colonies.</p> <p>The Proclamation of 1763 is presented as <b>OUTSIDE EVIDENCE</b> of tension between the British and the colonies following the French and Indian War.</p> <p><b>Doc 3</b> is accurately described. The attempt to support an argument is not particularly sophisticated, but it doesn't matter because the writer isn't going to use six documents.</p> <p><b>Doc 6</b> is accurately described.</p> <p>The Stamp Act is mentioned, but not thoroughly enough to count as outside evidence.</p> <p><b>Doc 7</b> is accurately described.</p>
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**SCORING NOTES (SAMPLE ESSAY C)**

**SCORE: 3/7**

**CONTEXT AND THESIS (Introduction)**

<b>0 / 1</b>	<b>Contextualization</b>	N/A
<b>1 / 1</b>	<b>Thesis</b>	A historically defensible thesis is presented that includes a line of reasoning and previews two points.

**THE DOCUMENTS**

	<b>DESCRIBES</b>	<b>SUPPORTS</b>	<b>EXPLAINS</b>	
<b>1</b>				<p><b>FOUR</b> documents are accurately described</p> <p><b>ONE</b> document is used to support an argument.</p> <p><b>NO</b> documents are explained using POV, Situation, or Purpose.</p> <p>Training students to describe at least <b>FOUR</b> documents is a good idea to make sure that the description point is earned.</p>
<b>2</b>	<b>X</b>	<b>X</b>		
<b>3</b>	<b>X</b>			
<b>4</b>				
<b>5</b>				
<b>6</b>	<b>X</b>			
<b>7</b>	<b>X</b>			
	<b>4 / 3</b>	<b>1 / 6</b>	<b>0 / 3</b>	

**OUTSIDE EVIDENCE AND COMPLEX UNDERSTANDING**

<b>1 / 1</b>	<b>Outside Evidence</b>	Proclamation Line of 1763	The Proclamation Line of 1763 is described adequately and used effectively to support an argument.
<b>0 / 1</b>	<b>Complex Understanding</b>	N/A	

<b>3 / 7</b>	<b>TOTAL SCORE</b>	This essay presents an acceptable thesis, accurately describes four documents, and presents an appropriate piece of outside evidence, earning enough points to preserve the possibility of passing the exam.
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