

**AP® UNITED STATES HISTORY****Total Time—45 minutes****Question 1 (Document-Based Question)****Suggested reading and writing time: 45 minutes**

**It is suggested that you spend 15 minutes reading the documents and 30 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 4 documents.
- Use at least 2 additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least 2 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.

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1. Evaluate the extent of change in ideas about the roles of women in the United States from 1776 to 1920.

### Document 1

Source: Abigail Adams, letter to her husband, John Adams, 1776.

I long to hear that you have declared an independency -- and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.

That your Sex are Naturally Tyrannical is a Truth so thoroughly established as to admit of no dispute, but such of you as wish to be happy willingly give up the harsh title of Master for the more tender and endearing one of Friend. Why then, not put it out of the power of the vicious and the lawless to use us with cruelty and indignity with impunity. Men of Sense in all Ages abhor those customs which treat us only as the vassals of your Sex. Regard us then as Beings placed by providence under your protection and in imitation of the Supreme Being make use of that power only for our happiness.

### Document 2

Source: *Factory Tracts. Factory Life as it Is*, published by the Lowell Female Labor Reform Association, 1845.

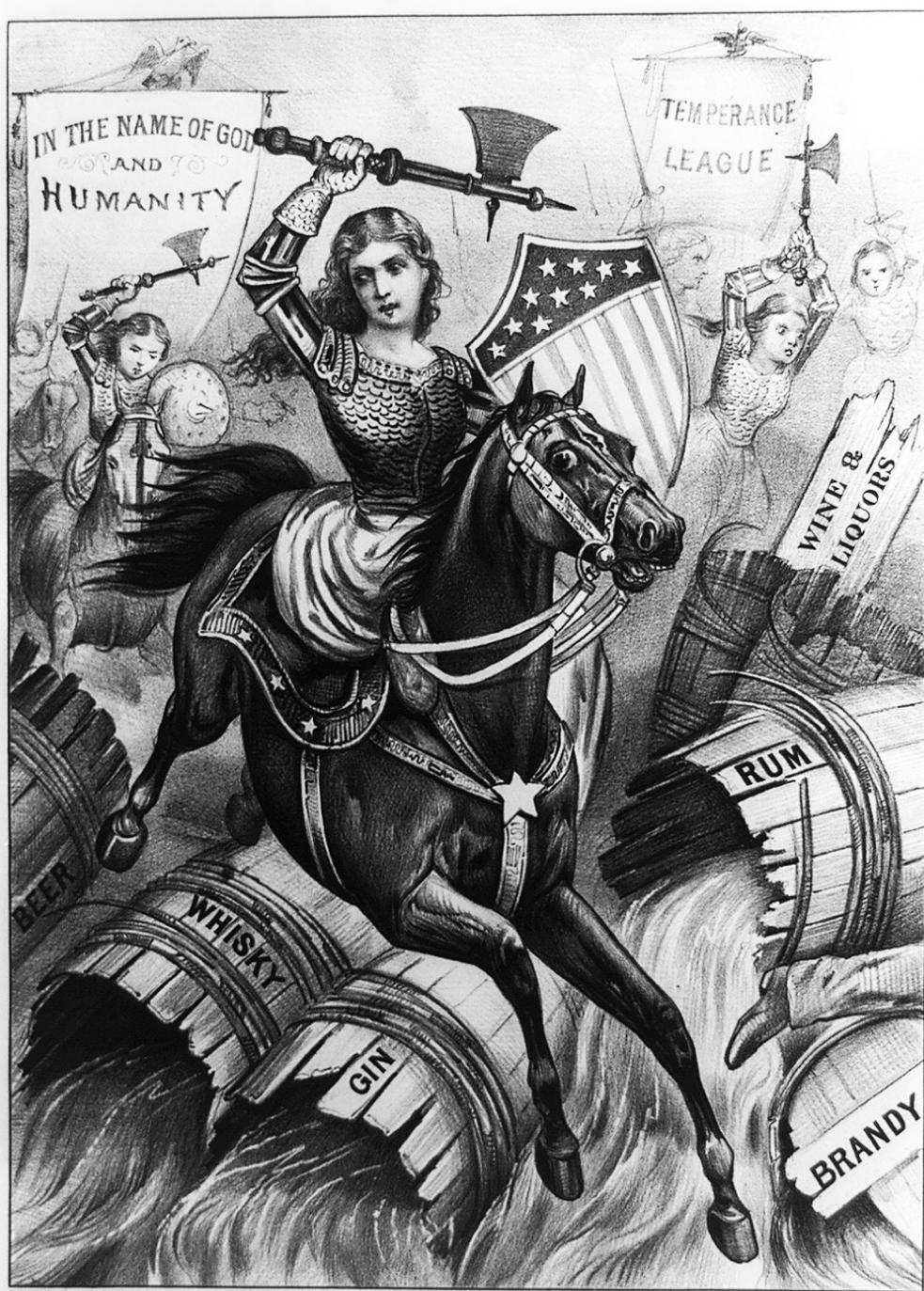
Much has been written and spoken in woman's behalf, especially in America; and yet a large class of females are, and have been, destined to a state of servitude as degrading as unceasing toil can make it. I refer to the female operatives of New England—the free states of our union—the states where no colored slave can breathe the balmy air, and exist as such;—but yet there are those, a host of them, too, who are in fact nothing more nor less than slaves in every sense of the word! Slaves to a system of labor which requires them to toil from five until seven o'clock, with one hour only to attend to the wants of nature, allowed—slaves to the will and requirements of the “powers that be,” however they may infringe on the rights or conflict with the feelings of the operative—slaves to ignorance—and how can it be otherwise? What time has the operative to bestow on moral, religious or intellectual culture? How can our country look for aught but ignorance and vice, under the existing state of things? When the whole system is exhausted by unremitting labor during twelve and thirteen hours per day, can any reasonable being expect that the mind will retain its vigor and energy? Impossible! Common sense will each every one the utter impossibility of improving the mind under these circumstances, however great the desire may be for knowledge.

. . . Have we not cause to question the sincerity of those who, while they talk benevolence in the parlor, compel their help to labor for a mean, paltry pittance in the kitchen? And while they manifest great concern for the souls of the heathen in distant lands, care nothing for the bodies and intellects of those within their own precincts? Shall we esteem men honest in their pretensions to piety and benevolence, who compel their help to labor on the Sabbath day or lose their situation?

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Document 3

Source: Currier & Ives, "Woman's Holy War: Grand Charge on the Enemy's Works," 1874.



PUBLISHED BY CURRIER & IVES, REFERRED ACCORDING TO ACT OF CONGRESS IN THE YEAR 1866 BY ORDER & SEAL OF THE OFFICE OF THE LIBRARIAN OF CONGRESS AT WASHINGTON. 125 NASSAU ST. N.Y.

WOMAN'S HOLY WAR.  
Grand Charge on the Enemy's Works.

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**Document 4**

Source: Jane Addams, “One Menace to the Century’s Progress,” speech delivered to the Sunset Club, 1901.

In the dawn of the Nineteenth Century, everybody was anticipating a new century of human fellowship. We thought, or, rather, they thought, perhaps—I won’t put myself back there so far as the dawn, although I do belong pretty well back—they thought that because they had formulated the doctrine of human rights, because they had expressed the hope of human solidarity, and, most of all, because they had gotten up a political apparatus for democratic life, that all human ills were cured. Now, certainly, the men who formulated these hopes, if they were living at this moment, would be disappointed in the outcome of democracy. . . .

Now, what came to pass during the hundred years? If I were to sum up in a sentence what I considered the greatest possible menace, I should say lack of faith in the people, lack of faith in all kinds of people, lack of faith that the people contain in themselves a dynamic power which only needs to be used in order to make the world better.

**Document 5**

Source: Report of Congresswoman Jeannette Rankin’s vote on the Declaration of War Against Germany, *Washington Times*, 1917.

Her appearance was of a woman on the verge of a nervous breakdown. She clutched at her throat repeatedly. Her hands were alternately wrapped around each other. She sat upright, then dropped forward in her seat. Occasionally she threw back her head and looked fixedly at the white lights shining through the stained glass ceiling of the house of representatives. She stroked her head tiredly. . . . Slowly Miss Rankin arose to her feet. . . . Every eye in the chamber was fixed upon her. There was no sound. As she came fully to a standing posture Miss Rankin threw back her head and looked straight ahead. Her hands groped for the back of the seat before her; they found it, and she gripped it hurriedly, nervously. ‘I want to stand by my country, but I cannot vote for war,’ she said. . . . A score of men called upon Miss Rankin to answer ‘aye’ or ‘no,’ not understanding that she intended to vote ‘no’ without actually using the word.

**END OF DOCUMENTS FOR QUESTION 1.**

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

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

RUBRIC FOR THE 2020 EXAM				POINTS	
<b>CONTEXTUALIZATION</b>					
<b>DESCRIBES A BROADER HISTORICAL CONTEXT RELEVANT TO THE PROMPT.</b> 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.				<input type="text"/>	
<b>THESIS/CLAIM</b>					
<b>RESPONDS TO THE PROMPT WITH A HISTORICALLY DEFENSIBLE THESIS/CLAIM THAT ESTABLISHES A LINE OF REASONING.</b> 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.				<input type="text"/>	
<b>DOCUMENTS, EVIDENCE, &amp; ANALYSIS</b>					
	<b>DESCRIBES</b>	<b>SUPPORTS</b>	<b>EXPLAINS</b>	Accurately <b>DESCRIBES</b> the content of at least TWO documents to address the topic of the prompt. Quotes are insufficient to earn this point.	<input type="text"/>
<b>Doc</b> ___					
<b>Doc</b> ___				<b>SUPPORTS</b> an argument in response to the prompt using at least TWO (1 Pt) or FOUR (2 Pts) documents. These documents should meet (and exceed) the standard set for the description point.	<b>/ 2</b>
<b>Doc</b> ___					
<b>Doc</b> ___				For ONE or TWO documents, <b>EXPLAINS</b> HOW or WHY the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.	<b>/ 2</b>
<b>Doc</b> ___					
<b>TOTAL</b>					<b>/ 2</b>
<b>USES SPECIFIC HISTORICAL EVIDENCE BEYOND WHAT IS FOUND IN THE DOCUMENTS RELEVANT TO AN ARGUMENT ABOUT THE PROMPT. (ONE PER EXAMPLE—UP TO TWO POINTS)</b> The response must describe the evidence and must use more than a phrase or reference. <i>This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i>				<b>/ 2</b>	
<b>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.</b> The response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include: <ul style="list-style-type: none"> <li>• Explaining nuance by analyzing multiple variables</li> <li>• Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects</li> <li>• Explaining relevant and insightful connections within and across periods</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence</li> </ul>				<input type="text"/>	
<b>TOTAL POINTS EARNED:</b>				<b>/10</b>	