

Advanced Placement United States History DBQ's

The American People: *Creating a Nation and a Society*, Seventh Edition.

Chapter 1: DBQ: *Writing Workshop – Introduction to Writing Document Based Questions*: Students will work on reading primary source documents, taking positions on issues, developing thesis statements, understanding historical perspectives in objective analysis, learning to make inferences, organizing evidence and finally, writing conclusions.

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Chapter 3: DBQ: Although New England and the Chesapeake region were both settled largely by people of English origin, by 1700 the regions had evolved into two distinct societies. Why did this difference in settlement occur? Use the documents and your knowledge of the colonial period up to 1700 to develop your answer. [Source: 1993 AP Exam]

Chapter 4: DBQ: Was American society, as evidenced by Wethersfield, Connecticut, becoming more “democratic” in the period from the 1750's to the 1780's? Discuss the references to property distribution, social structure, politics and religion. [Source: 1976 AP Exam]

Chapter 5: DBQ: In what ways did the French and Indian War (1754-1763) alter the political, economic and ideological relations between Britain and its colonies? Use the documents and your knowledge of the period 1740-1766 in constructing your response. [Source: 2004 AP Exam]

Chapter 6: DBQ: To what extent is it accurate to call the American Revolution a "civil war"? [Source: <http://historyteacher.net/USProjects/DBQ3.htm>]

Chapter 7: DBQ: From 1781 to 1789 the Articles of Confederation provided the United States with an effective government. Using the documents and your knowledge of the period, evaluate this statement. [Source: 1985 AP Exam]

Chapter 8: DBQ: The debate over the Alien and Sedition Acts of 1789 revealed bitter controversies on a number of issues. Discuss the issues involved and explain why these controversies developed. [Source: 1977 AP Exam]

Chapter 9: DBQ: The decision of the Jackson administration to remove the Cherokee Indians to lands west of the Mississippi River in the 1830's was more of a reformulation of the national policy that had been in effect since the 1790's than a change in that policy. Assess the validity of this generalization with reference to moral, political, constitutional, and practical concerns that shaped national Indian policy between 1789 and the mid 1830's. [Source: 1980 AP Exam]

Chapter 10: DBQ: Many factors influenced the development of the Industrial Revolution in America in the period between 1790 and 1825. What role did the government play during this early period of growth? [Source: <http://historyteacher.net/USProjects/dbq21.htm>]

Chapter 11: DBQ: By the 1840's many northern Americans had come to see slavery as an evil, while many southerners defended the institution as a positive good. What arguments did each side marshal in support of its case? Use the documents and your knowledge of the period from 1830-1860 to compose your answer. [Source: American Pageant, page A112]

Chapter 12: DBQ: Reform movements in the United States sought to expand democratic ideals. Assess the validity of this statement with specific reference to the years 1825-1850. Use the following documents and your knowledge of the period 1825-1850 in constructing your response. [Source: 2002 AP Exam]

Chapter 13: DBQ: Identify the factors that led to westward migration after 1820. How did the rising importance of the West influence the social, economic and political trends of the rest of the country in the antebellum period? [Source: http://historyteacher.net/USProjects/DBQs2002/DBQ2002_WestwardMigration.htm]

Chapter 14: DBQ: John Brown's raid on the federal armory at Harper's Ferry, Virginia, in October 1859, involved only a handful of abolitionists, freed no slaves, and was over in two days. Although many Northerners condemned the raid, by 1863 John Brown had become a hero and martyr in the North. To what extent and in what ways do the views about John Brown expressed in the documents illustrate changing North-South relations between 1859-1863? [Source: 1982 AP Exam]

Chapter 15: DBQ: In a letter to newspaperman Horace Greeley on August 22, 1862, Abraham Lincoln explained, "if I could save the Union without freeing any slave, I would do it; and if I could save it by freeing all of the slaves, I would do it; and if I could do it by freeing some and leaving others, I would also do that." Six months later, however, Lincoln issued the Emancipation Proclamation, making the abolition of slavery, as well as the preservation of the Union, a war aim. Discuss the relationship between Lincoln's goals of preserving the Union and freeing the slaves. Use the documents and your knowledge of the period from 1861-1865 to compose your answer. [Source: American Pageant, page A114]

Chapter 16: DBQ: Which branch of government, the executive or legislative, was more responsible for returning the South to active participation in the Union in the post-Civil War period? Use the documents and your knowledge of the time period 1865 to 1880. [Source: <http://www.mury.k12.ut.us/MHS/apus/dbq/2003/group10.htm>]

Chapter 17: DBQ: Documents A-H reveal some of the problems that many farmers in the late 19th century (1880-1900) saw as threats to their way of life. Using the documents and knowledge of the period, (a) explain the reasons for agrarian discontent and (b) evaluate the validity of the farmers' complaints. [Source: 1983 AP Exam]

Chapter 18: DBQ: What factors encouraged unionization and what factors led to the ultimate lack of success of the union movement during the period 1877 – 1900? [Source: <http://historyteacher.net/USProjects/DBQs2000/ChuckBallingall-LaborMovement.htm>]

Chapter 19: DBQ: To what extent and for what reasons did the policies of the federal government from 1865 to 1900 violate the principles of laissez-faire, which advocated minimal governmental intervention in the economy? Consider with specific reference to the following three areas of policy: railroad land grants, control of interstate commerce, and anti-trust activities. [Source: 1979 AP Exam]

Chapter 20: DBQ: To what extent was the 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? Use the documents and your knowledge of United States history to 1914 to construct your answer. [Source: 1994 AP Exam]

Chapter 21: DBQ: Progressives sought to restore economic competition, make government more efficient, and stem the tide of socialism. To what extent were progressives successful in achieving these goals? [Source: <http://historyteacher.net/USProjects/DBQs2000/Mercado-Progressivism.htm>]

Chapter 22: DBQ: It was the strength of the opposition forces, both liberal and conservative, rather than the ineptitude and stubbornness of President Wilson that led to the Senate defeat of the Treaty of Versailles. Using the documents and your knowledge of the period 1917-1921, assess the validity of this statement. [Source: 1991 AP Exam]

Chapter 23: DBQ: The 1920's were a period of tension between new and changing attitudes on the one hand and traditional values and nostalgia on the other. What led to the tension between old and new and in what ways was the tension manifested? [Source: 1986 AP Exam]

Chapter 24: DBQ: To what extent did the goals of American foreign policy change in the years 1930-1941? For what reasons did these goals change? Use these documents and your knowledge of the period 1930-1941 to compose your answer. [Source: American Pageant, page A124]

Chapter 25: DBQ: 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. [Source: 1988 AP Exam]

Chapter 26: DBQ: Historians tend to portray the 1950's as a decade of prosperity, conformity, and consensus, and the 1960's as a decade of turbulence, protest, and disillusionment. Do you agree or disagree with this view? In answering this question, address to what extent these two decades differed from each other politically and socially. Use these documents and your knowledge of the period 1950-1970 to compose your answer. [Source: American Pageant, page A127]

Chapter 27: DBQ: What were the Cold War fears of the American people in the aftermath of the Second World War? How successfully did the administration of President Dwight D. Eisenhower address those fears? Use the documents and your knowledge of the years 1948-1961 to construct your response. [Source: 2001 AP Exam]

Chapter 28: DBQ: Did the attitudes and policies of the United States government regarding the war in Viet Nam (1965-1975) reflect the attitudes of the American people during the time of the war? Why or why not? Include present-day opinions and facts about the war in assessing this question as well as the documents. [Source: <http://historyteacher.net/USProjects/DBQs2001/Vietnam-Tomlin.htm>]

Chapter 29: DBQ: "The Watergate affair proved to be the culminating event that ended the dominance of the executive branch, and led to 'increased level of cynicism about politics'". [Source: [Watergate DBQ](#)]

Chapter 30: DBQ: In the years 1964-2000, what factors contributed to the resurgence of conservatism in American politics and government? Use these documents and your knowledge of the period 1964-2000 to compose your answer. [Source: American Pageant, page A130]

Chapter 31: DBQ: Students will review previous DBQ's and form peer review panels to shape strong thesis statements, form persuasive and informative arguments, gather outside evidence, read and use primary source documents and more in order to prepare them for the DBQ section of the AP Exam.