

## AP US History Document Based Question

Between 1800-1896, farmers and workers claimed that the government and the courts overwhelmingly favored big business and the rich. To what extent were they correct in their judgment of the situation?

### Document A

"Facts and figures were heaped together and published to prove to President Grant that, should gold rise in this country about harvest time, grain, the price of which, being fixed in Liverpool, was independent of currency fluctuations, would be worth so much the more and would at once be hurried abroad; but that to secure this blessing Government must not sell any gold. . . . The President seems to have been persuaded that a rise in gold while the crops were moving would advantage the country. At any rate, orders were given early in September to sell only gold sufficient to buy bonds for the sinking fund. The conspirators redoubled their purchases. The price of gold rose till, two days before Black Friday, it stood at 140 1/2. Grant had been duped into doing the bidding of the conspirators. . . . At this time the ring was believed to hold in gold and in contracts to deliver the same, over \$100,000,000. . . . To prevent being mobbed the pair encircled their opera house with armed toughs and fled thither. There was no civil process or other molestation was likely to reach them. Presently certain of "the thieves' judges," as they were called, came to their relief by issuing injunctions stopping all transactions connected with the conspiracy which would have been disadvantageous for the conspirators." E. Benjamin Andrews, *Black Friday*, Pg.134.

### Document B

"The railroads of the United States are creatures of State legislation. There has been no governmental supervision of railway construction. New lines have everywhere been authorized with the utmost freedom by the various States and Territories, and leases, purchases and consolidations have been easily arranged in which State lines have been altogether disregarded. The railroad system has been almost potent agency for the practical unification of our country by quietly obliterating territorial divisions, while threading the land with a network of iron rails along which interstate commerce moves without rest. . . . This universal reliance upon competition as the safeguard of the public has had two noticeable results: first, it has tended to entrench railroad managers in the belief that the public was protected sufficiently thereby, and that carriers by rail, like carriers by sea, were entitled to fix rates at will, subject only to the control of competitive conditions. . . . In the second place, in its practical working, competition bred discrimination. The evils of unjust discrimination in railway methods cannot be too vividly portrayed. As time went on they became more and more pronounced, until they were too great to be endured. Legislative investigations were demanded. . . ." Interstate Commerce Act, April 5, 1887.

### Document C

"The remedy proposed (to regulate railroad rates) was the forbidding of unjust discrimination under pains and penalties. That was the essence of the Interstate Commerce law. In other words, the result was prohibited while the cause was left in full operation. It was thought that free and unrestricted competition must be maintained as an essential principle of the American railway system. . . . Of course discriminations in railway rates are necessary; for example, the rate upon silk and upon sand should not be the same, and the question is often a doubtful one whether a particular discrimination is or is not unjust. The determination of this question, is the matter which has chiefly occupied the attention of the Commission since the passage of the law. . . ." Senator Shelby M. Cullom of Illinois, 1887.

# Ap Document Based Questions

**Kenneth Pearl, L L C Lishing**



## Ap Document Based Questions:

**DBQ Practice: The colonial era** Michael Hutchison, Kerry Gordonson, 2010      **Document-Based Assessment**

**Activities** Marc Pioch, Jodene Smith, 2020-03-02 Today's students need to know how to evaluate sources and use evidence to support their conclusions. This K-12 resource for teachers provides instructional support as well as a variety of learning opportunities for students. Through the activities in this book, students will ask and answer compelling questions, analyze primary sources, approach learning through an inquiry lens, and hone their historical thinking skills. The lessons teach skills and strategies for analyzing historical documents, partnered with document-based assessments. Graphic organizer templates help students structure their analyses. This resource, written by Marc Pioch and Jodene Smith, prepares students for standardized tests and engages students with inquiry. The scaffolded approach to teaching analysis skills can be applied across grades K-12.

Teaching With Text-Based Questions Kevin Thomas Smith, 2014-03-14 Help your students navigate complex texts in history, social studies, and English language arts. This book shows you how to use a key tool: text-based questions to build students' literacy and critical thinking skills and meet the Common Core State Standards. You'll learn how to ask text-based questions about different types of nonfiction and visual texts, including primary and secondary sources, maps, charts, and paintings. You'll also get ideas for teaching students to examine point of view, write analytical responses, compare texts, cite textual evidence, and pose their own high-level questions. The book is filled with examples that you can use immediately or modify as needed. Each chapter ends with a reflection section to help you adapt the ideas to your own classroom.

What's Inside: Helpful information on teaching different types of nonfiction texts, including literary nonfiction, informational texts, primary and secondary sources, and visual texts. Ideas for locating primary sources. Questions students should ask about every text. Techniques for soliciting higher-order questions from students. Ways to get students to think critically about the relationships between texts. Strategies to help students integrate information from different types of sources, a skill that will help students respond to performance tasks on the PARCC and SBAC assessments and DBQs on AP exams. Tips for teaching students to write good responses to text-based questions, including how to cite sources and incorporate point of view. Ideas for using rubrics and peer grading to evaluate students' responses. Connections to the informational reading standards of the Common Core State Standards for English Language Arts for grades 3-12 and of the Common Core State Standards for Literacy in History, Social Studies, Science, and Technical Subjects.

*Teaching with DBQs* Kevin Thomas Smith, 2018-03-09 Help your students navigate complex texts in history and social studies. This book shows you how to use document-based questions or DBQs to build student literacy and critical thinking skills while meeting rigorous state standards and preparing students for AP exams. DBQs can be implemented year-round and can be adjusted to meet your instructional needs. With the helpful advice in this book, you'll learn how to use DBQs to teach nonfiction and visual texts, including primary and secondary sources, maps, and paintings. You'll also get ideas for teaching students to examine different

points of view and write analytical responses Topics include Using the SOAPSETone Speaker Occasion Audience Purpose Subject Evidence and Tone technique to to analyze visual and nonvisual texts Teaching students to distinguish between primary and secondary sources Working with multiple texts and learning to recognize the relationships between them Formulating DBQs to suit different types of assessment including short answer questions multiple choice questions and in class essay prompts Evaluating student responses and providing constructive feedback *A History of Western Society Since 1300 for AP®* John McKay,Clare Haru Crowston,Merry E. Wiesner-Hanks,Joe Perry,2016-12-16 This market leading AP Euro text has been long praised by instructors and students alike for its readability and attention to everyday life Now this twelfth edition also addresses unique aspects of the AP history redesigns A new part structure and Thinking Like a Historian feature combine with the respected primary source program expanded chapters devoted to the lives of ordinary people and the best and latest scholarship to make history interesting and memorable to students With an emphasis on AP concepts themes and skills the new AP features help students master the content concepts and skills required to conquer the AP exam

*DBQ Practice Social Studies School Service,2003* *A History of Western Society Since 1300 for the AP® Course* John P. McKay,Clare Haru Crowston,Merry E. Wiesner-Hanks,Joe Perry,2020-01-10 McKays A History of Western Society 13e is the same European History book that AP students and teachers know and love with easy readability a multitude of primary sources and attention to everyday life And now a new wrap around Teachers Edition offers ideas and strategies to help students perfect their skills and master the content This edition also includes new AP style questions in every chapter and time period *ARCO AP United States History* John W. Crum,1996 The number one book in the AP U S History market Created by an experienced AP instructor and longtime grader of the actual test this superior reference features four full length practice exams with answers year by year review of U S history from 1607 to the present in depth coverage of all essay question types and an article by article review of the U S Constitution and major Supreme Court cases **History of Western Society Since 1300 for Advanced Placement** John P. McKay,Bennett D. Hill,John Buckler,Clare Haru Crowston,Merry E. Wiesner-Hanks,Joe Perry,2010-10-13 A History of Western Society continues to capture the attention of AP European history students because it recreates the lives of ordinary people and makes history memorable Brought to you by the highly regarded editors at Bedford St Martins every element of the text has been rethought reconsidered and revised to bring the original vision to a new generation of students The tenth edition continues to tie social history to the broad sweep of politics and culture heightening its attention to daily life and strengthening the treatment of European exploration With a dynamic new design new special features on visual evidence and a robust companion reader A History of Western Society helps AP students master the concepts and content of European history **Freedom on My Mind: A History of African Americans, With Documents, Updated for the AP® Course** Alysha Butler,Rachel Williams-Giordano,Deborah Gray White,Mia Bay,Waldo Martin, Jr.,2025-02-20 Stop looking you ve found the best option for AP African American Studies

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**APUSH Writing Guide** Stampede Learning Systems,2018-02-28 Sixty percent of the Advanced Placement U S History APUSH exam requires a written response This creates a great opportunity for those who are proficient in writing to ensure they can pass the test However it may seem daunting to understand how to gain proficiency in the technical form of writing that is expected for the AP exam Additionally a tremendous amount of information is covered in a U S history course These facts can add up to big challenges as you work through your AP class and prepare for the exam This writing guide gives you a to the point breakdown of the types of essay questions that appear on the APUSH exam We help you learn solid writing techniques to use in your responses to the Document Based Questions DBQ and Long Essay Questions LEQ on the APUSH test This guide includes A description of SAQ LEQ and DBQ writing prompts including similarities and differences and a rundown of what AP readers are looking for when they read your responses Summaries of the events trends and people that are essential to know for the exam Exercises to help reinforce your understanding of key dates and events and how they relate to the exam question Step by step guidance in how to analyze DBQ documents systematically and Practice questions with sample answers that can be used as a model or to compare your answers to after you complete them

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*Primary Sources in the Advanced Placement U.S. History Classroom* Sarah Wondolowski,2008

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**AP United States History Preparation Guide** Paul Soifer, Abraham Hoffman, 1993-08 A guide to taking the Advanced Placement AP exam describing the exam its format its subject matter and its grading It analyzes exam areas discusses texts references and methods of study and provides an overview of United States history from 1492 to the present with three practice tests

*5 Steps to a 5 AP World History 2017 / Cross-Platform Prep Course* Peggy J. Martin, 2016-08-05 A proven 5 step study guide for today s digital learners preparing for the AP World History exam The wildly popular test prep guide updated and enhanced for today s digital learners AP World History Cross Platform Prep Course 2017 provides a proven strategy for achieving high scores on this demanding Advanced Placement exam as well as access to the whole course in print online and on mobile devices This logical and easy to follow instructional guide introduces an effective 5 step study plan to help students build the skills knowledge and test taking confidence they need to reach their full potential The book helps students master both multiple choice and free response questions and offers comprehensive answer explanations and sample responses Written by an AP world history teacher this insider s guide reflects the latest course syllabus and includes 4 full length practice exams plus the most up to date scoring information With the Cross Platform edition of this title students can personalize an AP World History study plan with daily goals utilize analytics to track their progress access flash cards and games for study on the go and practice answering AP level questions online or on their smartphones The 5 Steps to a 5 AP World History 2017 effective 5 step plan breaks down test preparation into stages 1 Set Up Your Study Program 2 Determine Your Test Readiness 3 Develop Strategies for Success 4 Develop the Knowledge You Need to Score High 5 Build Your Test Taking Confidence 4 full length practice exams The 5 Steps to a 5 series has prepared millions of students for success

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