

Mr. Ott

REPURPOSED AP EUROPEAN HISTORY DBQ

AP[®] European History Practice Exam

SECTION II: Free Response

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time
1 hour, 35 minutes

Number of Questions
2

Percent of Total Score
40%

Writing Instrument
Pen with black or dark blue ink

Reading Period

Time
15 minutes. Use this time to read the questions and plan your answer to Question 1, the document-based question.

Writing Period

Time
1 hour, 20 minutes

Question 1 (DBQ): Mandatory

Question 1 (DBQ)

Suggested Time
45 minutes

Percent of Total Score
25%

Question 2 or 3: Choose One Question

Answer either question 2 or 3

Suggested Time
35 minutes

Percent of Total Score
15%

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name

First letter of your first name

2. Date of birth

Month Day Year

3. Six-digit school code

4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.

No, I do not grant the College Board these rights.

Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question. If you have time, you may also read Questions 2 and 3. Do not begin writing in this booklet until the proctor tells you to do so.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Question 2 or 3 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the long-essay question you answered—Question 2 or 3. For example, if you answered Question 2, apply the label 2. Failure to do so may delay your score.

NOTE: This is an old format DBQ from 2009 reformatted in an effort to conform to the new DBQ format. Document letters have been replaced with numbers and 5 documents (the former Documents 3, 5, 6, 7, 10) have been removed so that there are only seven documents.

EUROPEAN HISTORY
SECTION II
Total Time – 1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested Reading period: 15 minutes

Suggested writing time: 40 minutes

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes reading and planning and 45 minutes writing your answer.

Write your responses on the lined pages that follow the question.

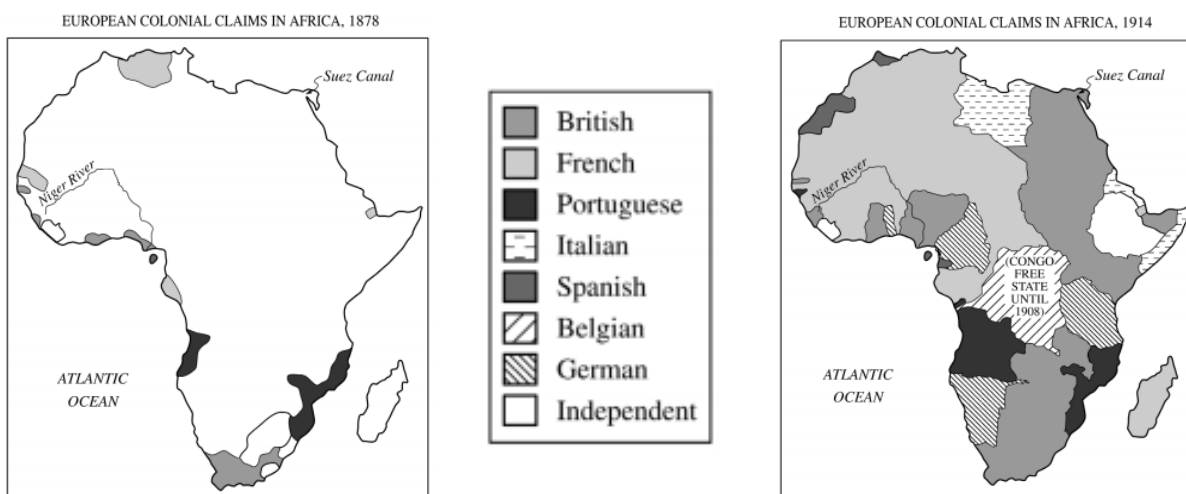
In your response you should do the following:

- State a relevant thesis that directly addresses all parts of the question.
- Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
- Incorporate analysis of all, or all but one, of the documents into your argument.
- Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
- Support your argument with analysis of historical examples outside the documents
- Connect historical phenomena relevant to your argument to broader events or processes.
- Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.

1. Analyze attitudes toward and evaluate the motivations behind the European acquisition of African colonies in the period 1880 to 1914.

Historical Background: The maps below show European expansion in Africa from 1878 to 1914.

NOTE: *I do not expect that the new format DBQs will have historical background, but since these old form DBQs were often based on obscure topics, I have kept the historical background section as it was in the original DBQ.*



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GO ON TO THE NEXT PAGE.

Document 1

Source: Prince Leopold, heir to the throne of Belgium and future king, conversation, 1861.

Surrounded by the sea, Holland, Prussia and France, our frontiers can never be extended in Europe. . . . [But] the universe lies in front of us; steam and electricity have made distances disappear, all the unappropriated lands on the surface of the globe may become the field of our operations and of our resources. . . . Since history teaches that colonies are useful, that they play a great part in that which makes up the power and prosperity of states, let us strive to get one in our turn . . . let us see where there are unoccupied lands . . . where are to be found peoples to civilize, to lead to progress in every sense, meanwhile assuring ourselves . . . the opportunity to prove to the world that Belgians also are an imperial people capable of dominating and enlightening others.

Document 2

Source: Benjamin Disraeli, British prime minister, speech to the House of Commons regarding the Suez Canal, February 1876.

I have never recommended, and I do not recommend now, this purchase either as a financial investment or as a commercial speculation. I have always and do now recommend it to the country as a political transaction, and one which I believe is calculated to strengthen the empire.

Document 3

Source: Joseph Chamberlain, British industrialist, politician, and reformer, speech, 1888.

We have suffered much in this country from depression of trade. We know how many of our fellow-subjects are at this moment unemployed. Is there any man in his senses who believes that the crowded population of these islands [the British Isles] could exist for a single day if we were to be cut adrift from the great dependencies which now look to us for protection and which are the natural markets for our trade? . . . If tomorrow it were possible, as some people apparently desire, to reduce by a stroke of the pen the British Empire to the dimensions of the United Kingdom, half at least of our population would be starved.

Document 4

Source: Archibald Philip Primrose, Lord Rosebery, British politician and foreign secretary, letter to the London Times, 1900.

An Empire such as ours requires as its first condition an imperial race—a race vigorous and industrious and intrepid. Health of mind and body exalt a nation in the competition of the universe. The survival of the fittest is an absolute truth in the conditions of the modern world.

Document 5

Source: Resolution of the German Social Democratic Party Congress, 1900.

World and colonial policy is pursued for the purpose of capitalist exploitation and for displaying military force . . . [I]t corresponds first and foremost to the greedy desire of the bourgeoisie for new opportunities to invest its ever-increasing capital which is no longer content with exploiting the home market, and to the desire for new markets which each country tries to usurp to itself

Document 6

Source: Martial Henri Merlin, governor general of French Equatorial Africa, speech, 1910.

We went to new territories. We went there by virtue of the right of a civilized, fully developed race to occupy territories which have been left fallow by backward peoples who are plunged into barbarism and unable to develop the wealth of their land. What we exercised is a right, and if anyone denies this, you should firmly maintain that it is a right. We are entitled to go out to these peoples and occupy their territories; but, when we exercise this right, we, at the same moment are charged with a duty towards these peoples, and this duty we must never for one instant forget.

Document 7

Source: Louis Bernard, French colonial official, memoir, Paris, 1936.

I found [in Algeria before the First World War] the image of a victorious and conquering France, which allowed me to forget the humiliated France on the other side of the water. I was in a country of empire, an empire in which I participated instead of submitting, as it was in our annexed provinces, Alsace and Lorraine.

END OF DOCUMENTS FOR QUESTION 1

AP EURO DBQ RUBRIC

Updated for the 2016 Exam

Name: _____

DBQ: _____

THESIS & ARGUMENT (TWO POINTS)

POINT?

- 1. THESIS PRESENT** Presents a thesis that makes a historically defensible claim and responds to all parts of the question (does more than re-state).
Must be located in the introduction or conclusion (first or last paragraph).
- 2. THESIS EXCELLENT / THESIS-DRIVEN** Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

DOCUMENT ANALYSIS (TWO POINTS)

	Used	POV / CAP (Any) <i>Context, Audience, Purpose</i>
D__		
D__		
D__		
D__		
D__		
D__		

3. USES the content of *at least SIX* of the documents to support the stated thesis or a relevant argument

4. EXPLAINS the significance of author's POV, context, audience, and/or purpose (CAP) for *at least FOUR* documents.

EVIDENCE & CONTEXT (TWO POINTS)

- 5. CONTEXTUALIZATION** Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. NOTE: *This must be more than a phrase or reference – use multiple sentences.*
- 6. EVIDENCE BEYOND THE DOCUMENTS** Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. *Must be 1) distinct from evidence used to earn other points and 2) more than a mere phrase or reference.*

SYNTHESIS (ONE POINT)

- Extends the argument by explaining the connections between the argument and:
A development in a different historical period, situation, era, or geographical area
OR A course theme and/or approach to history that is not the focus of the essay (political, social, etc.)
OR A different discipline or field of inquiry (such as econ, gov & politics, art history, or anthropology)

NOTES:

TOTAL POINTS:

/7