

This assignment replaces a traditional in-class essay. It will be recorded as a normal essay grade in our 25% writing category. Please answer each item completely and submit this assignment to me **no later than Wednesday, April 13<sup>th</sup> (NO EXCEPTIONS)**. If you are absent on April 13<sup>th</sup>, it is your responsibility to make sure that this assignment gets to me.

You are to complete this assignment on a **separate sheet of paper**. You may choose to type or handwrite this activity. Please **label your work** properly so that I will know exactly which step you are answering.

### Part I. Analyzing the Prompt

With each prompt below, you are to do the following:

1. Diagram how the prompt would be addressed (example below; in this diagram, you must illustrate the parts of the prompt and give one historical example that fits the topic)
2. Write a thesis statement (1-3 sentences that presents a clear argument that addresses the entire prompt and does not simply repeat the prompt)

Diagramming Example:

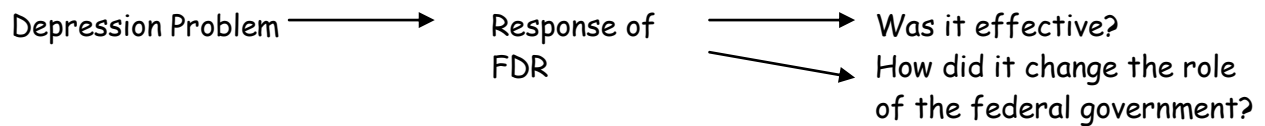
Prompt:

Analyze the **responses** of Franklin Roosevelt's administration to the **problems** of the Great Depression. How effective were these responses? How did they change the role of the federal government?

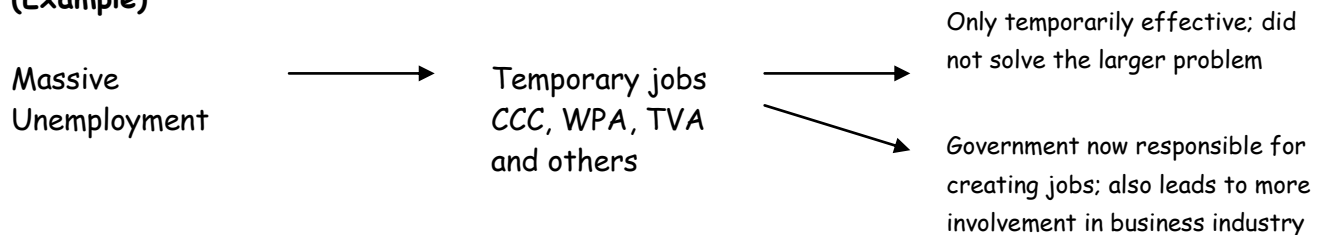
Use the documents and your knowledge of the period 1929 - 1941 to construct your essay.

Diagram:

**NOTE: This is just one example, not necessarily how all diagrams should look. When analyzing a prompt, make a quick diagram that works for you and the topic. All you need to do here is to create something visual to help you plan the essay.**



**(Example)**



Prompts next page...

*Prompts:*

1. 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 these fears? (Source: 2001 AP Exam, DBQ)
2. Describe and account for changes in the American presidency between 1960 and 1975, as symbolized by Kennedy's "Camelot," Johnson's "Great Society," and Nixon's Watergate. In your answer, address the powers of the presidency and the role of the media. (Source: 2003 AP Exam, Form B, FRQ)
3. In what ways did the administration of President Lyndon B. Johnson respond to the political, economic, and social problems of the United States? Assess the effectiveness of these responses. (Source: 2007 AP Exam, Form B, DBQ)
4. Analyze the ways in which the Vietnam War heightened social, political, and economic tensions in the United States. Focus your answer on the period 1964 to 1975. (Source: 2008 AP Exam, DBQ)
5. Analyze the ways in which the events and trends of the 1970s diminished the nation's economic power and international influence, and challenged Americans' confidence in both. (Source: 2009 AP Exam, Form B, FRQ)

**Grading Rubric for Part I:**

10 points for each item

**0 – 5 points** for the diagram (scale of effectiveness; fully illustrates the prompt and uses a historical example that fits the topic)

**0 – 5 points** for the thesis (effectively presents a clear historical argument that fully addresses the topic)

**Part II. Organizing Information and Using Documents Effectively**

*Another important skill for success in writing DBQ essays is the ability to interpret primary sources and use them effectively in your argument. **Remember, you should not simply summarize a document in your essay.** You are to use the historical information from the document to support your overall argument. Your DBQ essay should be organized on the prompt and not the documents. With that being said, it is important that you properly "rip the heart" out of each document so that it helps you with your argument.*

*For this section, it is important that you follow instructions carefully:*

- Step 1.** Re-read Prompt 1 and Prompt 4 above. Make a simple bulleted list of what you would include in your essay to fully address the prompt. I have given an example below to help. **(Grading: 0 – 5 points based on completion & effectiveness)**

Prompt 1 Example:

Major Cold War Fears:

- Threat of communism within
  - Fear of nuclear weapons
- (and so on...)

**Step 2.**

Read each document below. For each document, answer the following questions. These can be answered in bulleted format. Please be sure to label your answers based on the document label below.

- What is the main message of the document?
- Which topic does it fit? (either Prompt 1 or Prompt 4)
- Which sub-topic in the list you created would this document support (or refute)?
- What outside information (i.e. specific historical events/examples) is triggered by the document?

**Grading: 0 – 5 points based on completion and effectiveness of each answer**

Document A

Source: Dwight Eisenhower, press conference, March 1954

*There is too much hysteria. You know, the world is suffering from a multiplicity of fears. We fear men in the Kremlin, we fear what they will do to our friends around them; we are fearing what unwise investigators will do to us here at home as they try to combat subversion or bribery or deceit within. We fear depression; we fear the loss of jobs. All of these, with their impact on the human mind, makes us act almost hysterically, and you find the hysterical reactions.*

Document B

Source: Historical Statistics of the United States, Statistical Abstract of the United States, Department of Commerce.

	1949	1951	1953	1955	1957	1959
Life expectancy at birth, in years	68.0	68.4	68.8	69.6	69.5	69.6
GNP per capita, in 1958 dollars	\$2,172	\$2,495	\$2,507	\$2,650	\$2,642	\$2,688
Total government spending, in billions of dollars	\$40.6	\$45.8	\$76.8	\$68.5	\$76.7	\$92.1
Surplus or (deficit), in billions of dollars	\$1.0	\$7.6	(\$5.3)	(\$3.0)	\$3.2	(\$12.9)
Defense spending as percent of government spending	32.7%	51.1%	68.1%	63.2%	62.9%	57.9%

Document C

Source: *Life* magazine, May 1955.

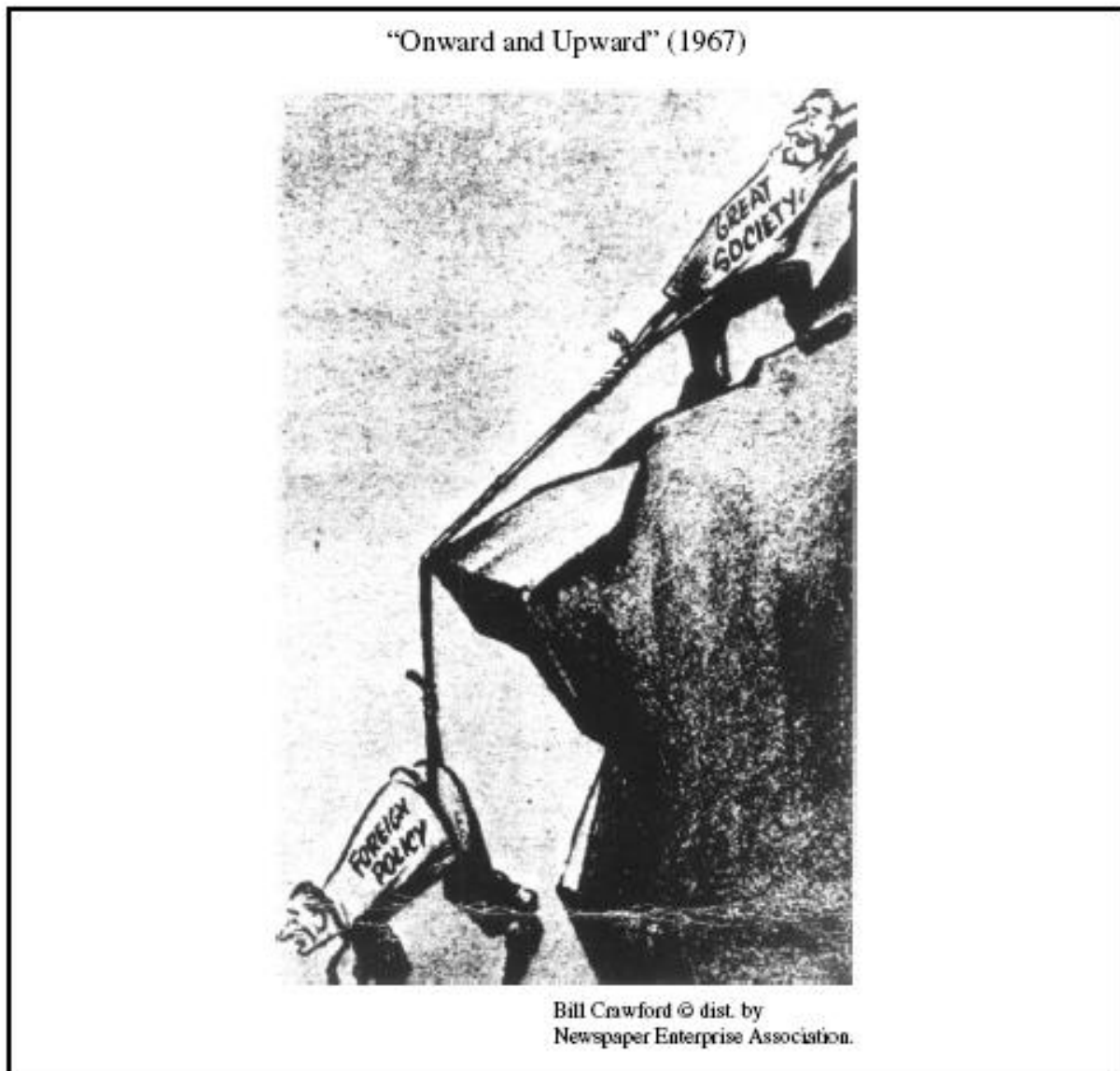


Document D

Source: Martin Luther King, 1967

... it became clear to me that the war was doing far more than devastating the hopes of the poor at home. It was sending their sons and their brothers and their husbands to fight and die in extraordinarily high proportions relative to the rest of the population. We were taking the black young men who had been crippled by our society and sending them eight thousand miles away to guarantee liberties in Southeast Asia which they had not found in southwest Georgia and East Harlem.

Document E



Document F

Source: Richard Nixon, Address to the Nation, 1969

I know it may not be fashionable to speak of patriotism or national destiny these days. But I feel it is appropriate to do so on this occasion. . . .

Let historians not record that when America was the most powerful nation in the world we passed on the other side of the road and allowed the last hopes for peace and freedom of millions of people to be suffocated by the forces of totalitarianism. And so tonight to you, the great silent majority of my fellow Americans, I ask for your support. . . .

Let us be united for peace. Let us also be united against defeat. Because let us understand: North Vietnam cannot defeat or humiliate the United States. Only Americans can do that.