**Create Your Own DBQ Assignment**

For this assignment you will be creating your own DBQ and writing an essay to answer the question that your documents and question addresses. You may choose one of the options below or create your own question **ON THE TOPICS WE HAVE ALREADY COVERED.** Please do not create a question on future topics. This assignment will be worth more than the previous DBQ and you will be graded on the quality of your documents, pictures and sample essay.

**You will be required to:**

**1.** Choose your question from the list; be sure to include background information on the entire topic

**2.** Compile a set of between 4 and 7 relevant documents

**3.** Minimum 2 documents must be primary sources: maps, charts artifacts, pictures, coins, carvings, architecture, letters, government, documents, oral accounts, diaries, personal papers (logs or journals)

**4.** Minimum 2 documents must be secondary sources. These are created after the fact. They may include: Histories: descriptive, narrative, argumentative; Biographies, Textbooks, provide summaries and POV for each document

**5.** Compose a sample answer to its question**. Answers should be 2-4 pages double spaced.**

**Possible essay topics for your take home DBQ:**

**Unit 1**

**1.** To what extent did tolerance increase in the colonies from 1630 to 1770?

**2.** Analyze the effect of the French and Indian War and its aftermath on the relationship between Great Britain and the British colonies. Confine your response to the period from 1754 to 1776.

**3.** 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 development occur?

**4.** Compare the ways in which TWO of the following reflected tensions in colonial society: Bacon’s Rebellion (1676), Salem Witch Trials (1692) the Paxton Boys/ Rebellion (1763)**.**

**Unit 2**

**1.** Was the American Revolution simply a revolt of citizens unwilling to pay taxes, or was it driven by the principles and the desire for independence?

**2.** Analyze the political, diplomatic, and military reasons for the United States victory in the Revolutionary War. Confine your answer to the period 1775-1783.

**3.** “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.

**4.** To what extent was the US Constitution a radical departure from the Articles of Confederation?

**5.** Analyze the contributions of TWO of the following in helping establish a stable government after the adoption of the Constitution. John Adams, Thomas Jefferson, George Washington.

**Unit 3**

**1.** Historians have traditionally labeled the period after the War of 1812 the “Era of Good Feelings.” Evaluate the accuracy of this label, considering the emergence of nationalism and sectionalism. Use the documents and your knowledge of the period 1815-1825 to construct your answer.

**2.** The Jacksonian Period (1824-1848) has been celebrated as the era of the “common man.” To what extent did the period live up to its characterization? Consider TWO of the following in your response: Economic Development, Politics, Reform Movements.

**3.** In what ways did developments in transportation bring about economic and social change in the United States in the period 1820-1860?

**4.** How did changes due to the Market Revolution in the 1830s impact the social climate of the US in the 1840s?

**5.** Analyze how western expansion contributed to growing sectional tensions between the North and the South. Confine your answer to the period from 1800 to 1850.

**Unit 4**

**1.** Historians disagree about whether or not the Civil War was “inevitable”. Using your knowledge of the period 1820- 1860, assess whether or not the Civil War could have been averted.

**2.** Assess the moral arguments and political actions of those opposed to the spread of slavery in the context of TWO of the following. Missouri Compromise, Mexican War, Compromise of 1850, Kansas-Nebraska-Act.

**3.** Booker T. Washington and W. E. B. DuBois offered different strategies for dealing with the problems of poverty and discrimination faced by black Americans at the end of the 19th and beginning of the 20th centuries. Using your knowledge of the period 1877-1915, assess the appropriateness of each of these strategies in the historical context in which each was developed.

**4.** Following Reconstruction, many southern leaders promoted the idea of a “New South.” To what extent was this “New South” a reality by the time of World War I? In your answer be sure to address two of the following: Economic Development, Politics, Race Relations.

**Unit 5**

**1.** Analyze the ways in which technology, government policy, and economic conditions changed American agriculture in the period 1865-1900. In your answer be sure to evaluate farmers’ responses to these changes.

**2.** Identify and analyze the factors that changed the American city in the 2nd half of the 19th century.