

## AP World History-2003 Document-Based Question

*Analyze the main features, including causes and consequence, of the system of indentured servitude that developed as part of global economic changes in the nineteenth and into the twentieth century.*

**1. Thesis provides controlling idea and organizational categories.** \_\_\_\_\_ of 1 point

- ☐ Thesis must explicitly address the features, causes, and consequences of the system of indentured servitude.
- ☐ Thesis need not be stated at the beginning of the essay and may not be split. The thesis is explicitly stated in the introduction and conclusion of the essay.
  - The timeframe is explicit
  - The thesis may appear as one sentence or as multiple sentences. A thesis that is split among multiple paragraphs, or merely restates the prompt, is unacceptable.

**2. Understands the basic meaning of documents. (May misinterpret one document.)** \_\_\_\_\_ of 1 point

- ☐ Student addresses all nine documents in the essay.
  - Students must demonstrate understanding of the basic meaning of at least eight documents.
  - Listing the documents separately or as a group does not adequately demonstrate an understanding of basic meaning.
  - Doc.2 often misinterpreted, POV is planters; not Sir George Grey or British colonial administrators

**3. Supports thesis with appropriate evidence from all or all but one document.** \_\_\_\_\_ of 2 points

- ☐ Evidence drawn from eight or more documents and addresses the question. **(2 Points)**
- ☐ Evidence drawn from seven documents and addresses the question. **(1 point)**

**4. Analyzes point of view in at least two documents.** \_\_\_\_\_ of 1 point

- ☐ Student correctly analyzes point of view in at least two documents.
  - Point of view explains why this particular person might have this particular opinion or what particular feature informs the author's point of view.
  - Students must move beyond mere description of that individual by considering and explaining the tone, the characteristics of the author, the intended audience, and/or how the intended outcome may have influenced the author's opinion.
  - Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.

**5. Analyzes documents by grouping them three ways.** \_\_\_\_\_ of 1 point

- ☐ Student explicitly addresses the questions by grouping the documents in at least three ways.

Causes	Consequences	Consequences
<input type="checkbox"/> Revival of indentured labor to decline of slave labor--Docs 2, 3, 4, 6.	<input type="checkbox"/> Working/living conditions of indentured laborers--Docs 1, 5, 7, 8.	<input type="checkbox"/> Characterizing indentured laborers as "other" or subservient-Docs 1, 2, 5, 7, 8.
<input type="checkbox"/> Imperial facilitation of the movement of labor--Docs 1, 2, 3, 4, 5, 6, 8, 9.	<input type="checkbox"/> Demographic/cultural shifts due to migration--Docs 3, 4, 5, 6, 9.	<input type="checkbox"/> Characterizing gender distinctions within the labor force – Docs. 5, 6, 7.
<input type="checkbox"/> Situating indentured labor in demands of global economy—Docs 2, 3, 4, 5, 6, 7.	<input type="checkbox"/> Comparing/contrasting slavery with indentured labor—Docs. 1,3,5,6,7, 8	

**6. Identifies and explains the need for two types of appropriate additional documents and sources.** \_\_\_\_\_ of 1 point

- ☐ Identifies appropriate additional types of documents and sources and explains how the documents will contribute to an analysis of indentured servitude and/or the causes and consequences of indentured servitude.

**Some potential additional types of document:**

- Documents by women--to explore whether there are similarities or differences in the experience of indentured servants according to gender.
- Documents by workers--to explore the attitudes of those classes who might be most affected and pressured to seek out economic opportunities via indentured servitude.
- Documents regarding the economic effects of indentured servitude to help explain the positive/negative attitudes.

Score \_\_\_\_\_ of 9 (nine) points