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.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Consequences</th>
<th>Consequences</th>
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<tbody>
<tr>
<td>☐ Revival of indentured labor to decline of slave labor—Docs 2, 3, 4, 6.</td>
<td>☐ Working/living conditions of indentured laborers—Docs 1, 5, 7, 8.</td>
<td>☐ Characterizing indentured laborers as “other” or subservient—Docs 1, 2, 5, 7, 8.</td>
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<tr>
<td>☐ Imperial facilitation of the movement of labor—Docs 1, 2, 3, 4, 5, 6, 8, 9.</td>
<td>☐ Demographic/cultural shifts due to migration—Docs 3, 4, 5, 6, 9.</td>
<td>☐ Characterizing gender distinctions within the labor force—Docs 5, 6, 7.</td>
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<tr>
<td>☐ Situating indentured labor in demands of global economy—Docs 2, 3, 4, 5, 6, 7.</td>
<td>☐ Comparing/contrasting slavery with indentured labor—Docs 1, 3, 5, 6, 7, 8.</td>
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</table>

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