Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least FOUR documents.
- Use at least TWO additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least TWO documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2020 Modified DBQ Essay Prompt

1. Analyze African actions and reactions in response to the European Scramble for Africa

Historical Background: In the three decades after the Berlin Conference on Africa (1884-1885), European powers occupied and colonized areas in Africa, a process later termed the Scramble for Africa.
Document 1

Source: Ethiopian painting of the Battle of Adowa, in which the Ethiopians were victorious over Italian troops, 1896.

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Document 2

Source: Ndansi Kumalo, African veteran of the Ndebele Rebellion against British advances in southern Africa, 1896.

So we surrendered to the White people and were told to go back to our homes and live our usual lives and attend to our crops. We were treated like slaves. They came and were overbearing. We were ordered to carry their clothes and bundles. They harmed our wives and our daughters. How the rebellion started I do not know; there was no organization, it was like a fire that suddenly flames up. I had an old gun. They—the White men—fought us with big guns, machine guns, and rifles. Many of our people were killed in this fight; I saw four of my cousins shot. We made many charges but each time we were defeated. But for the White men’s machine guns, it would have been different.
Document 3

Source: Yaa Asantewa, Ashanti queen mother, speech to chiefs, West Africa, 1900.

Now I have seen that some of you fear to go forward and fight for our King. If it were in the brave days of old, chiefs would not sit down to see their King taken away without firing a shot. No White man could have dared to speak to chiefs of the Ashanti in the way the British governor spoke to you chiefs this morning. Is it true that the bravery of the Ashanti is no more? I cannot believe it. Yea, it cannot be! I must say this; if you the men of Ashanti will not go forward, then we will. We the women will. I shall call upon my fellow women. We will fight the White men. We will fight until the last of us falls on the battlefields.

Document 4

Source: Samuel Maherero, a leader of the Herero people, letter to another African leader, German South-West Africa, 1904.

All our obedience and patience with the Germans is of little avail, for each day they shoot someone dead for no reason at all. Hence I appeal to you my Brother, not to hold aloof from the uprising, but to make your voice heard so that all Africa may take up arms against the Germans. Let us die fighting rather than die as a result of maltreatment, imprisonment, or some other calamity. Tell all the chiefs down there to rise and do battle.

Document 5

Source: Mojimba, African chief, describing a battle in 1877 on the Congo River against British and African mercenaries, as told to a German Catholic missionary in 1907.

And still those bangs went on; the long sticks spat fire, pieces of iron whistled around us, fell into the water with a hissing sound, and our brothers continued to fall. We ran into our village and they ran after us. We fled into the forest and flung ourselves on the ground. When we returned that evening our eyes beheld fearful things: our brothers, dead, bleeding, our village plundered and burned, and the river full of dead bodies.

You call us wicked men, but you White men are much more wicked! You think because you have guns you can take away our land and our possessions. You have sickness in your heads for this is not justice.
2020 AP HISTORY MODIFIED DBQ RUBRIC
(For the 2020 AP History Exams only)

A. Thesis (1 Point)

1. **Thesis**  Presents a thesis that makes a historically defensible claim and responds
to all parts of the questions (does more than re-state). Est. a line of reasoning.
   * Must be located in Intro or Conclusion paragraph

B. Contextualization (1 Point)

2. **Contextualization**  Situates the argument by explaining the broader historical
events, developments, or processes immediately relevant to the task that occur before, during, or continue after the time frame of the question.
   * Must use several sentences at a minimum
   * This should be part of your intro paragraph

C. Evidence - Use of Documents and Outside Information (5 Points)

3. **Uses the content of AT LEAST 4 Docs**
   a. Describe at least 2 docs = 1 point
   b. Use docs to support your argument
      * Uses 2 or 3 docs = 1 point
      * Uses 4 or 5 docs = 2 points

4. **Uses 2 pieces of Outside Information**
   Provides TWO examples or additional pieces of specific evidence beyond those found in the documents to support or clarify the argument
   * One point per OI (do one per paragraph)
   * Must be more than a passing description/reference
   * Must be completely separate from the documents AND contextualization

D. Reasoning and Complexity (3 Points)

5. **Sourcing** for AT LEAST 2 Docs  EXPLAINS (how and why) the significance of the authors POV, context, audience, and/or purpose (CAP) for at least 2 documents (1pt per sourcing)

6. **Complexity**  Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

TOTAL POINTS (10 POSSIBLE)  / 10

AP World History: Modern, AP European History, and AP US History
Mr. LeVan, SHS Social Studies