

AP US HISTORY DBQ ACTIVITY SHEET (redesign 2014-2015)

1. Read the directions carefully
2. Read the question carefully
3. Reread the question and
 - a. figure out what kind of question it is (HC; CCOT; CC; Pd/TAP): _____
 - b. which historical thinking skill is addressed in the question (same as above)?

 - c. which theme is addressed in the question (BAGPIPE)? _____
 - d. What dates or time period does the question include?
From _____ to _____
 - e. What geographic areas are involved? _____
 - f. What terms in the question require explicit or implicit definitions?
Define Them _____
4. Brainstorm: In the spaces below list any information that comes to mind after reading the question. Remember that DBQ's require information (Outside) that is not part of the question.

5. Make a Chart: Create a chart to organize the question, then plug in your potential answers. The number of columns and rows depends on the question.

5. Using the information you have gathered, write a *Thesis statement*, which answers the question (Black/White; Gray-area).

Thesis Statement _____

6. Analyze the documents

Document A

H	
I	
P	
P	
O	

Document B

H	
I	
P	
P	

O	

Document C

H	
I	
P	
P	
O	

Document D

H	
I	
P	
P	
O	

Document E

H	
I	

P	
P	
O	

Document F

H	
I	
P	
P	
O	

Document G

H	
I	
P	
P	
O	

7. Plug the documents into your chart. You will need to also address H, I, P or P in the essay for each doc.
8. Contextualization (Connect it to the BROADER historical period by situating it or to one of the BAGPIPEs)-

For example in an essay on the American Revolution, the broader context might be Politics and Power.

9. Synthesis (Connect it to an OTHER historical period) -
Note it does not have to be forward in time; it can also be backward. For example, in an essay on the American Revolution, then another context might be the southerners on the eve of the Civil War.
-
-
-

8. Write your essay.

Writing Notes:

How do I reference documents in the DBQ?

The most unsophisticated way to reference a document in a DBQ essay is to do the following, “According to ‘Document 1’ blah, blah, blah.” “Document 1 says this, document 2 says this . . . etc.” Instead, you should show the reader that you understand the documents and use them effectively within the argument of your paper. **DO NOT quote** the documents. In order to get full credit (3 points) for document usage on the DBQ, you must be HIPP and you must use ALL or ALL BUT ONE document. Document usage in the DBQ will include (at least one of the levels of analysis must be employed):

H: Historical Context

I: Intended Audience

P: Purpose

P: Point of View

Here is what it would look like: “The historical context of the Clayton Antitrust Act was passed under Wilson’s administration when progressives were desperately seeking help in enforcing anti-trust legislation under a relatively inefficient Sherman Antitrust Act. The purpose was to give some enforcement power over anti-trust legislation to the federal government.”

More examples:

Student Sentence Format Example (Setting/Historical Context)

Script (HC) Example: The [1. Name of document] from [2. date] in/at [3. location], relates to the [3. Name of time period], because/by [4. How it relates to time period]. It also earlier/later influenced [5. Relate to other time periods/events].

Example: The 1. Declaration of Independence from 2. 1776 in 3. Philadelphia, Pennsylvania relates to the 3. American Revolution time period by 4. declaring the American colonists intentions to be independent from England. It also later influenced 5. President Lincoln's anti-slavery sentiments during the Civil War period.

Student Sentence Format Example (Audience)

Script (Intended Audience) Example: The intended audience of this document was for a/the [1. private/public/specific audience]. The intent was to make the [2. Name of what/who was to conform and why].

Example: The intended audience of this document was for the 1. public. The intent was to make the 2. public aware of Standard Oil Company's practices of monopolizing the oil industry and of their power over the U.S. government.

Student Sentence Format Example (Author's Purpose)

Script (Purpose) Example: The purpose for the document was to [1. Why was the document created]. The document was created/written at that time to/because [2. Why was the document created/written at that time?].

Example: The purpose for the document was to 1. inform the public about the electoral vote in the 1992 election between presidents Bush and Clinton. The document was created at that time to 2. depict the state by state results of that electoral vote, and show how close the electoral voting was in that election.

Sample Directions:

Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes reading and planning and 45 minutes writing your answer.

Write your responses on the lined pages that follow the question.

In your response you should do the following.

- *State a relevant thesis that directly addresses all parts of the question.*
- *Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.*
- *Incorporate analysis of all, or all but one, of the documents into your argument.*

- *Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.*
- *Support your argument with analysis of historical examples outside the documents.*
- *Connect historical phenomena relevant to your argument to broader events or processes.*
- *Synthesize the elements above into a persuasive essay.*