DBQ Blueprint

Question:

PARAGRAPH 1: PART 1: **CONTEXTUALIZATION:**. When you start your DBQ/LEQ, **always open with contextualization** in which **you describe the historical setting** of the question. **Make sure to define all of the terms you will use in your argument.** This way you make sure your reader knows you know what you're talking about.

Proving context: In this situation, you are providing ***four sentences*** to explain that you understand the topic expressed in the prompt. To prove your understanding, you need ***at least two specific pieces of evidence*** to earn the point.

HINT: Many prompts throw out technical academic terms in their description. One of the easiest ways to earn context is to define those terms with specific evidence.

OPENING SENTENCE: (Start date event **OR** Description of the concept addressed in prompt)

Support Sentence: Piece of **specific evidence** to either prove your understanding of the event you mentioned **OR** a ***specific piece of evidence*** explaining that you understand the concept you described in your opening sentence.

IMPACT OF CONTEXT SENTENCE: (End date event **OR** explanation of why the concept in the prompt is important)

Support Sentence: Piece of **specific evidence** to either prove your understanding of the event you mentioned **OR** a ***specific piece of evidence*** that you will use to prove the concept in the prompt was important.

CLOSE YOUR OPENING PARAGRAPH WITH YOUR THESIS.

The Ten Commandments of APUSH Historical Writing

1. **NEVER GIVE UP!** If you are given a prompt which intimidates you, take a deep breath and slowly count to ten. You jumpstart your critical thinking centers in your brain when you do that. If you can't answer the prompt directly, write around it. You may be surprised by how many points you can score. If you write nothing, you score nothing. At the end of the APUSH test, all those little points can end in something big!

2. **Your Voice:** Never, NEVER, **NEVER** refer to your argument in the first person as in "I think the French colonized the New World better." Instead, always make your argument in the **third person** such as "The French colonized the New World better because…" or "The Constitution was a turning point in American politics due to its effects on…" **Also, avoid slang and non-academic language.** Yes, the New Deal could be viewed as a "med pack" to help the economy "respawn" but save that kind of talk for your friends. Also, avoid swear words when describing a concept such as "a scalawag is a piece of '$#!T" and "filler terms" such as "and stuff/things/etc." when describing several concepts.

3. **Prove Everything:** Add **Always be specific** with your evidence and avoid generalities wherever possible. Instead of simply saying, "The Chesapeake Bay colonies took advantage of the climate by planting crops…" expand by saying, "The Chesapeake Bay colonies used the warmer climate of the region to plant tobacco…"

4. **Spelling/Grammar:** We have over 515 years of history to cover spanning many cultures in the APUSH curriculum. Naturally, you may come across a term you may not fully know how to spell, like Queen Liliuokalani, the last queen of Hawaii. **When in doubt spell it out phonetically (the way it sounds).** That is the best way to convey your evidence to your reader. **Remember:** The purpose of this test is to serve as a "first draft." It's okay to have some errors in spelling so long as your reader can reasonably tell what it is.

5. **Identifying Historical Figures: NEVER** refer to historical figures by their first name. Always refer to them by their last names. Never call Abraham Lincoln "Abe." You don't know him, you've never met him and you don't share fashion advice. Always refer to him as "Lincoln" or "President Lincoln." **THE ONLY TWO EXCEPTIONS:**

    a. Historical figures with the same last name such as Franklin Roosevelt and Theodore Roosevelt. Then you refer to them by their full name.

    b. Non-Western Cultural figures such as Mao Zedong, Ho Chi Minh and Kim Il Sung. In this case, the full name is required Not including a historical figure's full name in that case may run the risk of the following statement: "The U.S. went to war in Vietnam because they wanted to fight a Ho."

DBQ Survival Guide
Part 5: Designing Your Thesis

Don't let the word "thesis" intimidate you! It's a big fancy word that makes academicians feel smart and impress their significant others on dates. When you write your thesis, you need to plug it in the first paragraph because it serves two important purposes.

Purpose 1: A Thesis is a roadmap for the rest of your paper.
You wouldn't get in your car and drive without knowing where you're going and how to get there. You might end up in some rough neighborhoods if you did. A thesis does the same thing.

Instead of going from the Boston Tea Party to the awesome music of Hamilton: The Musical to that one time a moose bit your sister, a thesis is a road map for the two to three historical categories you want to talk about.

Suppose you are writing about the American Revolution. Since Political, Economic and Social trends are involved every war throughout History, organize your thesis so that you talk about at least two of those trends from the most important to the least.

Purpose 2: A Thesis provides ground for an argument.
Do you hate it when you send someone a thoughtful text which you hope will lead to a conversation and that person only responds with "K"? When you write a bad thesis, you're the one responding with "K." A thesis needs to have enough depth to allow a discussion. The best way of writing a good thesis is to use superlatives ("absolute" words).

Saying "Political differences led to the American Revolution" is a bad thesis because no one can argue with that. It's no different than texting "K." Instead saying, "Political differences were the biggest cause to the American Revolution" gives grounds for an argument because people can counter that statement with economic and social trends.

Thesis Builder 2000:
When making your thesis, you need to have **superlatives** (the biggest/most) in your statement.

It is not enough to say "The American Revolution affected Politics and Economics." Every historical event affects all the PERSIA factors.

Instead you make an argument using the following phrases.

● (PERSIA 1) and (PERSIA 2) played the **biggest role** in…	● The **most significant** factors responsible for (event) were….
● (PERSIA 1) and (PERSIA 2) affected (event) **the most.**	● While many factors are affected (PERSIA 1-3) **were key…**

PARAGRAPH ##: Complex Historical Understanding Follow the listed prompts to connect your argument to another point in history and use your analysis (PERSIA) to prove how they are similar OR different. (3 Points)

Hint: The easiest way to do this is to connect your argument to some concept of modern day life. Have these issues/problems described in the prompt been solved? How so?

Reiterate Thesis:

Specific event OUTSIDE context of question (geographical, chronological, or both):

Use PERSIA to explain how these two concepts are connected:

How to use POV/PUR/CON/IA

NO MATTER WHICH POV/PUR/CON/IA TOOL YOU USE, YOUR GOAL IS ALWAYS THE SAME: **EXPLAINING WHY A DOCUMENT SAYS WHAT IT IS SAYING.**

<u>Analysis</u>	<u>Difficulty</u>	<u>How to use it:</u>	<u>Example</u>
Purpose	Easiest	Using purpose as an analytical tool answers the most basic question surrounding every historical document: why does it exist? If you can explain why the document exists, you can get the point. **Using a PERSIA factor in your description is always a plus.**	"The **purpose** of this ship's manifest is to provide an accurate account of passengers and cargo on a ship heading for the New World. It was used to keep economic issues in order.
Point of View	Easy	**If the document is written by a single person**, Point of View can be an easy way of analyzing a document. **POV does not apply to documents like maps or ships manifests.** The best way of proving Point of View is by picking a person from the same time period who would have an **opposite** point of view than the document's author and **explaining** why they would have a different point of view. Identify privilege where appropriate. POV criteria can include **race (white v. person of color), gender (male v. female v. LGBTQ+), socioeconomic status (rich v. poor) or political philosophy (conservative[1] v. liberal[2] v. radical[3])**	As **a rich, white conservative male,** John Winthrop would have a different point of view than Anne Hutchinson because his socioeconomic status, race and gender all give him authority. In fact, Hutchinson was banished from Massachusetts Bay Colony for speaking out partially because of her gender.
Intended Audience	Medium	Do you talk differently around your friends than you do with your parents? Of course you do! The same is the case with historical documents. The best way of proving intended audience (just like POV) is **to provide a different audience to show how the document would be written differently if they read it.**	The intended audience of this abolitionist (anti-slavery) cartoon is Northern audiences because Southerners would react violently to its message.
Context	Hard	Context is the hardest analysis tool because it requires you to remember major dates. **In other words, why is a document important if it is written before/after a**	This pro-independence letter was written before the Declaration of Independence in

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[1] Conservative: Promoting the status quo or keeping things the way they are because they've worked well until this point.

[2] Liberal: Promoting subtle changes to match the current needs of society.

[3] Radical: Getting rid of entire systems because they don't work and replacing them with new ones that do.

| | | **major event?** | 1776. Therefore, it was not mainstream. |