

6.5 DBQ Blueprint

Question: Evaluate the struggles experienced by organized labor in improving the conditions of workers from 1875 to 1900.

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.

6.5 DBQ Documents

Question: Evaluate the extent to which American culture and ideologies changed the landscape of the American West from 1868 to 1910.

Document 1: Nat Love, excerpt from *The Life and Adventures of Nat Love*, published 1907.

There were several colored cowboys among them, and good ones too. After breakfast I asked the camp boss for a job as a cowboy. He asked me if I could ride a wild horse. I said "yes sir." [. . .] So he spoke to one of the colored cowboys called Bronko Jim, and told him to go out and rope old Good Eye, saddle him and put me on his back. [. . .] This proved the worst horse to ride I had ever mounted in my life, but I stayed with him and the cowboys were the most surprised outfit you ever saw, as they had taken me for a tenderfoot, pure and simple. After the horse got tired and I dismounted the boss said he would give me a job and pay me \$30.00 per month and more later on.

Document 2: Frederick Jackson Turner, "The Significance of the Frontier in American History," Speech at the World Columbian Exposition, 1893.

So long as free land exists, the opportunity for a competency exists, and economic power secures political power. But the democracy born of free land, strong in selfishness and individualism, intolerant of administrative experience and education, and pressing individual liberty beyond its proper bounds, has its dangers as well as its benefits. A primitive society can hardly be expected to show the intelligent appreciation of the complexity of business interests in a developed society. The continual recurrence of these areas of paper-money agitation is another evidence that the frontier can be isolated and studied as a factor in American history of the highest importance

Document 3: Frank W. Green, "Notes on New York, San Francisco and Old Mexico," published in 1886

There is a great agitation going on in the Pacific slope as to the Chinese labour. Naturally the working men don't "freeze on" John, as he lives on a handful of rice, is a skilful copyist, and controls the shoe and cigar business. The middle classes pretend to sympathise with the Americans, but patronise Chinese labour whenever they think no one is looking. The Government forbids Chinese emigration, but somehow or other can they manage to slip in. I fully sympathise with the white labour, and should vote in favour of keeping cheap Chinese labour out under the circumstances[.]

Analysis Key for 6.5-B DBQ

Question: Evaluate the extent to which American culture and ideologies changed the landscape of the American West from 1868 to 1910.

Document 1: Nat Love, excerpt from *The Life and Adventures of Nat Love*, published 1907.

POV: Nat Love is an exoduster, an African American who left the New South for a better life out west. He would agree with Frederick Jackson Turner on the promise of the West but not necessarily the dominant culture (white people can get the most of the land) part.

PUR: This is a Memoir. Nat Love is recounting his life events to educate or entertain the public about the American West.

CON: 1910: The Old West is closed. The Progressive Era is in full swing and the availability of freight and telegraph equipment can distribute his memoir to every territory/state in the continental U.S.

IA: Anyone who bought his book for a leisurely read.

Document 2: Frederick Jackson Turner, "The Significance of the Frontier in American History," Speech at the World Columbian Exposition, 1893.

POV: Turner is a rich white male with a radical point of view, he wants the U.S. to expand its territory and authority. As such wealthy individuals such as Don Pio de Jesus Pico would agree while poor Americans such as Josefa Segovia would disagree.

PUR: This is a speech to a bunch of most likely White Anglo Saxon Protestants which outlines his famous "Turner thesis:" which states that the driving force of American History is the existence of the frontier and the promise that Americans have of improving it.

CON: 1893, a major economic downturn is about to happen. Additionally, Turner is giving a speech at an event commemorating the 400 year anniversary of Columbus "discovering" America.

IA: Mostly White Anglo Saxon Protestants (WASPs), they will be emboldened by the reinforcement of their dominant culture. This speech would not go over well to American Indians or poor people of color.

Document 3: Frank W. Green, "Notes on New York, San Francisco and Old Mexico," published in 1886

POV: Green is a traveler of leisure. As such Turner would agree. Nat Love, Josefa Segovia and Sitting Bull would disagree.

PUR: This is a publication of travel leisure intended to inform the public of faraway places. In this case to talk about the condition of the working class in San Francisco.

CON: 1886: This is written four years after the Chinese Exclusion Act therefore it has taken effect and directly influences Green's description and perspective of their condition

IA: Anyone who bought his book for a leisurely read.

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.

<ul style="list-style-type: none">● (PERSIA 1) and (PERSIA 2) played the <u>biggest role</u> in...● (PERSIA 1) and (PERSIA 2) affected (event) <u>the most.</u>	<ul style="list-style-type: none">● The <u>most significant</u> factors responsible for (event) were....● While many factors are affected (PERSIA 1-3) <u>were key...</u>
--	--

