

BONUS PER 7 DBQ SHORT GAME

Question: Evaluate the key factors responsible for bringing reform to American culture and politics from 1890 to 1920.

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.

BONUS Period 7 DBQ: The Progressive Era

Question: Evaluate the key factors responsible for bringing reform to American culture and politics from 1890 to 1920.

Document 1: Upton Sinclair, "Attack on the Meat Packers," 1906.

. . . And then there was the condemned meat industry, with its endless horrors. The people of Chicago saw the government inspectors in Packingtown, and they all took that to mean that they were protected from diseased meat; they did not understand that these hundred and sixty-three inspectors had been appointed at the request of the packers, and that they were paid by the United States government to certify that all the diseased meat was kept in the state. They had no authority beyond that; for the inspection of meat to be sold in the city and state the whole force in Packingtown consisted of three henchmen of the local political machine!

Document 2: John Muir, "Petition and Map from John Muir Protesting Reduction of the Size of Yosemite National Park," January 2, 1893.

As shown in the accompanying map all the territory outside of the blue lines is to be taken out of the Yosemite National Park Reservation, which would

First: endanger [. . .] the headwaters of the San Joaquin River, a river on whose water the irrigation of the whole San Joaquin Valley is dependent.

Secondly: [. . .] it will denude the watersheds between the branches of the Tuolumne River and Merced River of the most valuable timber, destroy forests which in their magnificent growth form an attraction to visitors not only from the State of California, but from all over the United States. [. . .]

Thirdly: The taking over of the Reservation [. . .] will hand over to private ownership most valuable reservoir sites which ought to be zealously guarded for the benefit of the state at large

Fourthly: The exemption of [the territory] will endanger the watershed of the tributaries of the Tuolumne River as it passes through the Grand Cañon of the Tuolumne River finally through Hetch-Hetchy Valley, a valley which in grandeur & uniqueness is in many respects the peer of Yosemite and will in future form one of the principle attractions of the Sierra Nevada of California.

Analysis Key for BONUS PERIOD 7 PROGRESSIVE ERA DBQ

Question: Evaluate the success of social reform movements in the United States between 1820 to 1848.

Document 1: Upton Sinclair, “Attack on the Meat Packers,” 1906.

POV: Upton Sinclair is a muckraker and social reformer. As such Joseph A. Riis would have a similar Point of View. Teddy Roosevelt would have a more moderate and different point of view.

PUR: A critique of the Roosevelt Administration’s handling of the Meat Packing Industry. Sinclair emphasizes that it needs more oversight and enforcement.

CON: 1906: This was published the same year that Roosevelt passed the Pure Food and Drug Act. Textual evidence suggests it’s already in effect and corrupt individuals are taking advantage of it.

IA: Politicians, specifically Theodore Roosevelt because he enforces policy. These two were famously at odds with each other.

Document 2: John Muir, “Petition and Map from John Muir Protesting Reduction of the Size of Yosemite National Park,” January 2, 1893.

POV: John Muir is a naturalist who advocates for treating the environment with respect. As such Gifford Pinchot would have a similar point of view in that they both promote preservation (leaving nature untouched). Conversely, Theodore Roosevelt, while an admirer, would have a different point of view because he promotes conservationism (regulating natural resources so they can be used for industry while also protecting the environment).

PUR: To stop the downsizing of Yosemite National Park which will most likely be used for industrial use, since Muir emphasizes preservation (leaving nature untouched).

CON: 1893: This is during the beginning of the Progressive Era. Environmental advocacy groups like the Sierra Club are already founded but regulatory agencies like the U.S. Forest Service is about 12 years away (1905).

IA: Government officials because they have the power to protect the legal status of Yosemite National Park.

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>
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