

# BONUS Period 7 Blueprint

**Question:** Evaluate the factors most responsible for shaping American culture from 1919 to 1929.

**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**

**Question:** Evaluate the factors most responsible for shaping American culture from 1919 to 1929.

**Document 1:** Billy Sunday, "The Booze Sermon," c. 1920.

The saloon is a liar. It promises good cheer and sends sorrow. It promises health and causes disease. It promises prosperity and sends adversity. It promises happiness and sends misery. Yes, it sends the husband home with a lie on his lips to his wife; and the boy home with a lie on his lips to his mother; and it causes the employee to lie to his employer. It degrades. It is God's worst enemy and the devil's best friend. . It spares neither youth nor old age. It is waiting with a dirty blanket for the baby to crawl into the world. It lies in wait for the unborn.

**Document 2:** Marcus Garvey, "The Negro's Greatest Enemy," *Current History*, September 1923.

Looking forward a century or two, we can see an economic and political death struggle for the survival of the different race groups. Many of our present-day national centres will have become overcrowded with vast surplus populations. The fight for bread and position will be keen and severe. The weaker and unprepared group is bound to go under. That is why [ . . . ] we are fighting for the founding of a negro nation in Africa, so that there will be no clash between black and white and that each race will have a separate existence and civilization all its own without courting suspicion and hatred or eyeing each other with jealousy and rivalry within the borders of the same country..

**Document 3:** Oliver S. Powell, "Monthly Review of the Agricultural and Business Conditions in the Ninth Federal Reserve District," May 28, 1928.

City member banks have experienced a very rapid liquidation of commercial loans during the five weeks ending May 16, which has enabled them to meet withdrawals of country bank balances and other withdrawals and to reduce borrowings at this bank. Total withdrawals of net demand deposits from the spring peak reached on March 7 to the low point of May 2 amounted to 21 million dollars and the withdrawals of time deposits this spring were 6 million dollars. making a total deposit reduction of 27 million dollars.

### **Analysis Key for BONUS PERIOD 7 THE 1920'S DBQ**

**Question:** Evaluate the factors most responsible for shaping American culture from 1919 to 1929.

**Document 1:** Billy Sunday, "The Booze Sermon," c. 1920.

**POV:** Billy Sunday was a religious fundamentalist. As such William Jennings Bryan would agree because he was also a religious fundamentalist. Conversely, more scientifically minded people such as Clarence Darrow would disagree.

**PUR:** It is a sermon intended to use religious imagery to condemn the dangers of alcohol.

**CON:** 1920: The 18th Amendment and Volstead Act are in place. Prohibition is in place.

**IA:** Members of Sunday's congregation, mostly religious fundamentalists.

**Document 2:** Marcus Garvey, "The Negro's Greatest Enemy," *Current History*, September 1923.

**POV:** Marcus Garvey is an African American intellectual. As such WEB Du Bois and Langston Hughes would agree. Warren G. Harding, on the other hand, would disagree.

**PUR:** An editorial piece intended to outline and justify the Back to Africa Movement.

**CON:** 1923: There is a resurgence of the KKK which has caused many African Americans to leave the South for other places. The Great Migration (where African Americans are moved to the North) was a form of this. The Back to Africa Movement was also another example for people who can afford it.

**IA:** Current History is a political op-ed publication. Therefore Garvey is most likely explaining the Back to Africa Movement.

**Document 3:** Oliver S. Powell, "Monthly Review of the Agricultural and Business Conditions in the Ninth Federal Reserve District," May 28, 1928.

**POV:** This man is an economist who is objectively analyzing the economic trends of the late 1920s. Someone who would have a different POV would be anyone who supports Coolidge Prosperity.

**PUR:** This is a monthly report intended to show the status of the Ninth Federal Reserve District (specifically the agricultural sector).

**CON:** 1928: In the agricultural sector, the Farmer's Depression has been going on for 10 years. The Stock Market crash is about to happen (1929).

**IA:** Members of the Federal Government who will take this information and make policies from it.

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