Social Studies Virtual Learning

DBQ Prewriting

April 22, 2020

AP European History
Lesson: April 22, 2020

Objective/Learning Target: The student will be able to effectively source documents in the prewriting step of a document-based question.

Warm Up

How does an author's bias affect what they say?

What other aspects of sourcing a document can affect a document?

Watch this video on sourcing documents in a DBQ.

Warm Up

How does an author's bias affect what they say? <mark>Bias can is frequently easy to detect. Look at these two Super Bowl headlines from Feb. 2020:</mark>

San Francisco 49ers lose the Super Bowl in a heartbreaker

At a final score of 31-20, the Chiefs win their second title in franchise history

C.J. PETERSON / Feb. 2, 2020 7:27 p.m. / NEWS / SPORTS

'Like it's a dream': Kansas City goes wild as Chiefs close out Super Bowl victory

BY LUKE NOZICKA, STEVE VOCKRODT, KAITLYN SCHWERS, AND JOYCE SMITH

FEBRUARY 02, 2020 04:30 PM, UPDATED FEBRUARY 02, 2020 11:56 PM

Warm Up

How does an author's bias affect what they say? It's pretty easy to predict how those stories will sound, right? One will be about how the 49ers lost the game, while another will be about the Chiefs' huge comeback. It's pretty easy to guess which headline came from San Francisco and which came from Kansas City. If you understand the context, the content can give away bias.

The flip side is also usually true. If I were to rephrase the question (how might bias affect content) and ask how a Kansas City journalist's coverage of the Super Bowl would differ from a San Francisco journalist's coverage, you would also likely have been able to predict a similar difference.

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Warm Up

What other aspects of sourcing a document can affect a document? A lot of other aspects can affect a document.

Purpose (why it was written): If I create an informative paper on all of the presidential candidates, it will sound different than if I write a paper trying to convince you to vote for the candidate that I support.

Historical situation (context/when it was written): A paper about capitalism will sound different in the context of the "Roaring 20s" than it will in the context of the Great Depression.

Audience (who it was written for): A description of the coronavirus will sound different when the intended audience is medical professionals than it will if the intended audience is the general public.

Lesson/Activity

Today we will practice sourcing documents in a DBQ. We are using the same [DBQ we began last week](). The College Board's description of sourcing a documents is: "[to] explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument."

It is important to note that simply identifying POV/purpose/context/etc. is not enough to get credit for this, you have to explain *how that is relevant to the document's argument*.

Lesson/Activity

For each of the documents in the DBQ, create a short/abbreviated CHAPPY Chart. I did Document 1 as an example.

Content: A religious poem about God choosing Jesus as the savior
Historical Context: The extremely early edge of the Italian Renaissance
Audience: Literate Italians--the document says that it is "vernacular poetry" meaning that it was in Italian rather than Latin (he did that for his girlfriend who didn't know Latin)
Purpose: To glorify God/celebrate Christianity
POV: Petrarch is considered the father of Renaissance Humanism, his education was mostly religious though he is credited for re-discovering the Classical works of Cicero
'Y' It Is Significant: It shows the significance of vernacular literature in the Renaissance as well as the Christian foundation of even the more secular Italian Renaissance

Lesson/Activity

Now we need to use some of the sourcing info to help explain *why* the document says what it says. In our sorting activity last week we determined that document 1 supports a religious view of the Renaissance. Next to each category I placed some sourcing material I could use in my essay.

Historical Context: The extremely early edge of the Italian Renaissance--Petrarch's exposure to non-religious literature was extremely limited as he was among the first to dig back into the Classics

Audience: Literate Italians--the document says that it is "vernacular poetry" meaning that it was in Italian rather than Latin (he did that for his girlfriend who didn't know Latin)--Petrarch was trying to bring his poetry to a wider audience

Purpose: To glorify God/celebrate Christianity--demonstrates that one of the "fathers" of the Renaissance was deeply religious

POV: Petrarch is considered the father of Renaissance Humanism, his education was mostly religious though he is credited for re-discovering the Classical works of Cicero--similar response to "purpose"

Lesson/Activity

To make that useable in an essay, in my paragraph where I use document 1 to demonstrate the religious nature of the Renaissance, I might include a sentence like:

"While Petrarch represents the more secular Italian Renaissance, his education at Avignon was deeply religious which can be seen in the religious nature of his poem."

I could also use source material for this document in the secular paragraph as well:

"While the Italian Renaissance was more secular than the Northern Renaissance, Petrarch does not necessarily demonstrate that difference as his position at the early edge of the Renaissance means that his exposure to the secular Classics was more limited than those that come after him."

Practice

For each of the remaining documents, create a brief CHAPPY Chart and see if you can find effective ways to "explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument."