



Social Studies Virtual Learning

DBQ Practice: Complexity

April 23, 2020



AP European History

Lesson: April 23, 2020

Objective/Learning Target: Students will be able to create examples of the **complexity** portion of the DBQ

Warm Up

What are the different ways you can earn the complexity point?

Here is a copy of the [2020 DBQ Rubric](#)- I recommend having it open or printing it out if you are able to use as a reference guide during the exam/during practice

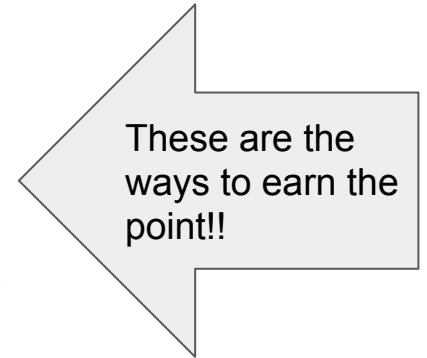
Warm Up

What are the different ways you can earn the complexity point?

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

The response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:

- *Explaining nuance by analyzing multiple variables*
- *Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects*
- *Explaining relevant and insightful connections within and across periods*
- *Confirming the validity of an argument by corroborating multiple perspectives across themes*
- *Qualifying or modifying an argument by considering diverse or alternative views or evidence*



Rubric Strategies

	6 Points	8 Points	10 Points
Thesis	X	X	X
Describe 2 Documents	X	X	X
Use These 2 Documents to Support Argument	X	X	X
Outside Evidence #1	X	X	X
Outside Evidence #2	X	X	X
Sourcing (POV+) for 1 Document	X	X	X
Sourcing (POV+) for 2 Documents		X	X
Contextualization		X	X
Support Argument with 4 Documents			X
Complex Understanding			X

STRATEGY: As you practice for the exam, focus on earning the easiest points first and the more difficult points only if you have the time. This is the benefit of typing because it's easier to go back and add in the more difficult points later. This chart is a starting point for customizing your own personal strategy for test day.

Practice! Let's look at an example....

Open this [Plague DBQ](#) (seemed like a relevant topic given our situation)

Question: **What beliefs and concerns caused the various responses to the plague expressed from the 14th-18th century?**

****take about 10 minutes to read through the documents AND create a prewrite.**

***my example of a BLANK prewrite is on the next slide and an filled prewrite example is on the slide after that

Question: What beliefs and concerns caused the various responses to the plague expressed from the 14th-18th century?

Type of Question: (Continuity/Change over time, causation, comparison)

Potential Groups Before Reading:

Name of groups:	Group 1:	Group 2:
Documents in groups:		
Beyond the doc evidence		

Thesis:

Context:

Complexity:

Question: What beliefs and concerns **caused** the various responses to the plague expressed from the 14th-18th century? (Causation))

	Group 1: Religion/ Supernatural	Group 2: Stop Spread
Dos	1 → POV The artist of doc 1 saw the flagellants as holy men sacrificing themselves to save the world from the wrath of God, as depicted by their gaunt physique, self mutilation, and religious symbols. 5	3 4 → POV The doctor in doc 4 notes the reality of living with the plague, which he is accustomed to being around on a daily basis. He states this very matter-of-factly, with no emotion, because of the strain the plague is causing him and this is the only way to realistically deal with it.
BTD	Persecution of Jewish people	Galen's beliefs of the body

Thesis: The beliefs and concerns the responses to the plague expresses included that it was a **supernatural scourge from God** and that **people wanted to stop the spread**.

Context: Age of faith, Little knowledge of disease, Part of series of 14th cen crises, Little Ice Age

Complexity:(no double dipping!) We will do this on the next slide

Complexity

Ways to earn the point:	Explaining nuance by analyzing multiple variables	Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects (highlighted option applies to this question)	Explaining relevant and insightful connections within and across periods	Confirming the validity of an argument by corroborating multiple perspectives across themes	Qualifying or modifying an argument by considering diverse or alternative views or evidence

These are the easiest ways to earn the complexity point

Complexity

Write potential examples of complexity using the Plague DBQ. Answers on the next slide. **remember- you cannot use the same information for complexity that you used for context/BTD

Ways to earn the point:	Explaining nuance by analyzing multiple variables	Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects (highlighted option applies to this question)	Explaining relevant and insightful connections within and across periods	Confirming the validity of an argument by corroborating multiple perspectives across themes	Qualifying or modifying an argument by considering diverse or alternative views or evidence
Your example:					

Explaining nuance by analyzing multiple variables	Explaining multiple causes, or both causes and effects	Explaining relevant and insightful connections within and across periods	Confirming the validity of an argument by corroborating multiple perspectives across themes	Qualifying or modifying an argument by considering diverse or alternative views or evidence
<p>-3 doctors all show ZERO understanding of disease</p>	<p>-Artistic response awareness of death "Dance of Death" -Impact of plague on decline of feudalism</p>	<p>-Gov responses to disease in 19th century -China/Muslim response to Plague outbreak -discussing the scientific revolution and future discoveries about medicine</p>	<p>-explaining the role and authority of The Church which will naturally lead to people looking to The Church for answers → explain how people will go on to question the church's authority// not look to the church's authority in future pandemics</p>	<p>-an additional cause of reactions could be "greed" or "desire to gain/further one's own agenda"</p>
<p>Send your teacher additional examples if you think of any!</p>				

Take a look at the DBQ we have been working on ([linked here](#)). What examples of complexity can you think of? Complete the [google form](#) below for your teachers to review your incredible ideas!