Social Studies Virtual Learning

Period 3 Review: Interpreting Primary Documents/DBQ Prewriting Practice on the Industrial Revolution

April 24, 2020

AP European History
Lesson: April 24, 2020

Objective/Learning Target: The student will be able to analyze and sort primary documents from Period 3 (1815-1914).
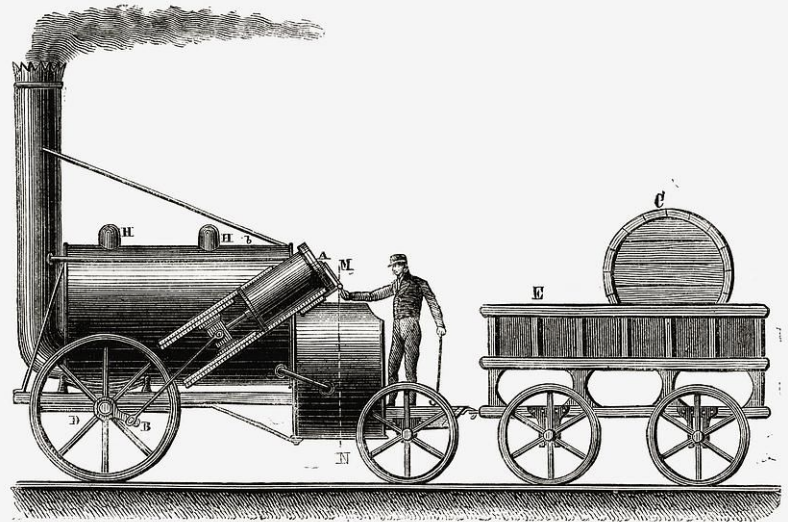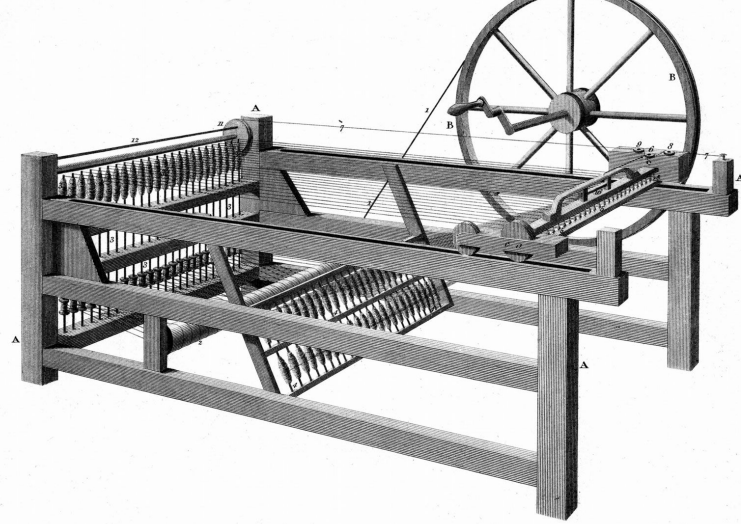
Warm Up

Refresh yourself on some of the following Period 3 concepts:

What were some of the causes of the Industrial Revolution?

Why did it begin in England?

What are some of the impacts of the Industrial Revolution? How did it impact children and families?

Lesson/Activity

Watch this video (Crash Course covering the Industrial Revolution)

When you've finished watching the video (and you've looked through your notes/flashcards on the French Revolution and the Reign of Terror), look at these documents that might form a DBQ.
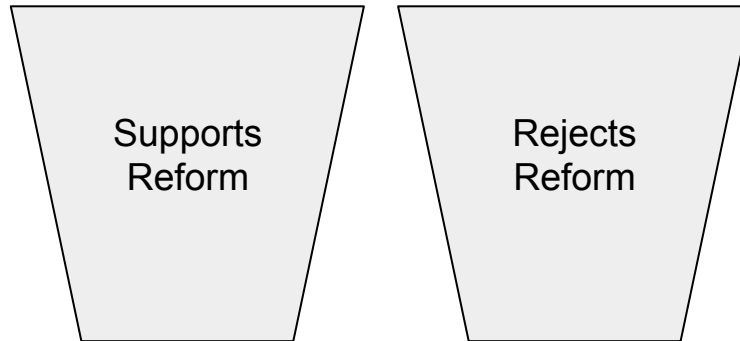
First look at the prompt: "Examine the working conditions of children during the Industrial Revolution, and support or reject the calls for reform within the factory systems of Europe."

Then browse the documents.

Practice

Using those documents, go through the prewriting steps covered last week:

1. What categories/buckets should we sort the documents into? (The prompt gives us two categories right off the bat.)
2. Read and sort the documents.
3. Create a thesis.

Supports Reform

Rejects Reform

Practice

When you've finished sorting the documents, pick a few of them (I recommend doing as many as you can for the practice) and analyze them with a [CHAPPY Chart](#).

4. Analyze the documents and think about how the author's POV might affect what they are saying. In this DBQ, the source information can be limited at times, but there are a few documents where sourcing can really help (compare documents 10 and 11, for example).
5. For as many documents as possible, determine how the POV of the author, the type of document (speech, memoir, testimony, etc.), or the time period of the document (doc 6 is 1780 while doc 5 is 1876, for instance) affects the content of the document.