



# Social Studies Virtual Learning

## DBQ Prewriting

April 15, 2020



# AP European History

Lesson: April 15, 2020

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

# Warm Up

What items are important to keep in mind when analyzing a primary document?

What items are important to keep in mind when analyzing a secondary document?

What are some ways that we can determine bias in historical documents?

[Watch this video](#) on writing DBQs.

# Warm Up

What items are important to keep in mind when analyzing a primary document?

***Who wrote the document?*** (What was their background? What did they believe?

The author's point-of-view--or POV--is important to determine bias.)

***What does it say?*** (What is the actual content of the doc?)

***When was it created?*** (What is the historical context behind the document? What else was happening in the world at that time?)

***Where was it written?*** (If it pertains to Thirty Years' War, was it written in Sweden or France? If it pertains to WWI, was it written in Great Britain or Germany? This can help us determine the author's POV as well.)

***Why was it written?*** (Is it a personal memoir or a public speech? Is it a newspaper article or a government document? The purpose of a document can help us determine what/how much bias might be present.)

**A visual organizer like this [CHAPPY Chart](#) can be useful when looking at primary documents.**

# Warm Up

What items are important to keep in mind when analyzing a secondary document?

Analyzing a secondary document (like a textbook) is much like analyzing a primary document. When looking at a description of British colonization of India, does that excerpt come from Britain? How might that affect the content of the passage?

What are some ways that we can determine bias in historical documents?

Bias can be intentional or unintentional. Documents can be extremely biased or almost entirely unbiased. Determining the POV of the author as well as the purpose of the document are two of the most valuable ways to determine bias.

# Lesson/Activity

Today we will practice the prewriting part of a DBQ. The full DBQ is available [here](#).

First, examine the prompt. For this essay, the prompt is: “Evaluate whether the Renaissance was influenced primarily by Christian or by secular ideals.” This is located on p. 2 of the document.

What categories are given by the prompt?

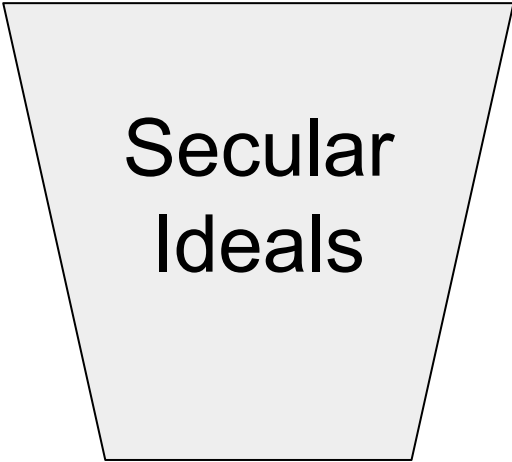
# Lesson/Activity

The prompt gives you two categories: Christian ideals and secular ideals.

These categories need to inform the way that you read and analyze the documents.  
Think about turning these ideas into “buckets.”



**Christian  
Ideals**



**Secular  
Ideals**

# Lesson/Activity

Look at how I sorted the documents. Do you agree or disagree? Why?



**Christian Ideals**

**Documents:**

**1, 2, 5**



**Secular Ideals**

**Documents:**

**3, 4**



# Lesson/Activity

For the **Beyond the Docs** point, is there any additional outside evidence not mentioned in the documents that we could use to support either of these arguments?  
(potential answers on the next slide)

## Christian Ideals

Documents:

1, 2, 5

Beyond  
the docs :  
evidence :

## Secular Ideals

Documents:

3, 4

Beyond  
the docs :  
evidence :

# Lesson/Activity

For the **Beyond the Docs** point, is there any additional outside evidence not mentioned in the documents that we could use to support either of these arguments?  
(potential answers on the next slide)

## Christian Ideals

Documents:

1, 2, 5

Beyond  
the docs  
evidence

: Erasmus

## Secular Ideals

Documents:

3, 4

Beyond :  
the docs  
evidence

Michelangelo's  
David

# Practice

Using the [documents provided](#) (and considering outside evidence, as practiced in the lesson from 4/9), create an outline of your essay that looks something like this:

## Example

- I. Introduction
  - A. Context
  - B. Thesis
- II. Body Paragraph I (Bucket 1)
  - A. Evidence from documents
- III. Body Paragraph II (Bucket 2)
  - A. Evidence from documents
- IV. Body Paragraph III (either your third bucket if you have one OR complexity )
  - A. Evidence
- V. Conclusion

Try it on your own first,  
then you can compare  
with my example on the  
next slide.

# Example Answer

## Example

- I. Introduction
  - A. Context
  - B. Thesis
- II. Body Paragraph I
  - A. Evidence
- III. Body Paragraph II
  - A. Evidence
- IV. Body Paragraph III
  - A. Evidence
- V. Conclusion

## My Rough Draft (just one example there are other ways!)

- I. **Introduction**
  - A. Context: Differentiate between Humanism & Christian Humanism or role of printing press (etc.)
  - B. Thesis: Depends on geography
    - 1. Northern Renaissance=more religious
    - 2. Italian Renaissance=more secular
- II. **Body I: Religious influence**
  - A. Docs 1, 2, 5
  - B. Beyond the Docs→ Erasmus
- III. **Body II: Secular influence**
  - A. Docs 3, 4
  - B. Beyond the Docs→ Michelangelo's David
- IV. Complexity
  - A. (we are focusing on this next week :)
- V. Conclusion (restate thesis)