



ISD Virtual Learning

APUSH: Causes of the American Revolution DBQ, Annotating Documents

May 4, 2020



APUSH

DBQ Practice: May 4, 2020

Objective/Learning Target:

Students will practice annotating documents that are part
of a DBQ prompt

Warm Up

What do you think is the most difficult thing to do when writing a DBQ?

What are your strengths? What do you still need to work on?

Lesson Activity: Writing A DBQ

- Over the next week, you will be writing an entire Document Based Question Essay (DBQ) using the new 2020 guidelines. Each day you will be adding a new piece to your DBQ
- These resources are either direct copies or adaptations of Tom Richey's APUSH DBQ Prep materials found [HERE](#) in their entirety. It is a great resource.
- Each APUSH lesson posted online has two parts. This week, one lesson will focus on more in depth targeted writing practice and another will ask you to apply what you learn while writing a full length DBQ.

The 2020 Online APUSH Exam- There is only ONE DBQ, That is the entire test!

Exam Format

	OLD FORMAT	NEW FORMAT
Format	Pen-and-paper	Online only (you can type or write by hand)
Time	15 minutes to read + 45 minutes to write	45 minutes to read and write + 5 minutes to upload response
Documents	7 documents	5 documents
Rubric	0-7 point scale	0-10 point scale

How to Prepare

1. **TIMING.** With exactly 45 minutes and no additional reading period, there is no time to waste on test day. As you practice, read the documents quickly and pay attention to how you are managing your time. At first, you may write too much or too little on the Annotation Guide and Prewriting Worksheet, but with time you can become more efficient in using these resources.
2. **ONLINE FORMAT.** You can use almost any device to take the real AP® Exam, but try to avoid using a phone or tablet if you can. You can also use a computer, paper, and typing your final response on a computer before you submit it.
3. **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.

Lesson Activity: Looking Over the Rubric

Here is a link to the detailed [2020 Rubric](#)

Here is a simplified version of the 10 Point rubric.

Thesis

Describe 2 Documents

Use These 2 Documents to Support Argument

Outside Evidence #1

Outside Evidence #2

Sourcing (POV+) for 1 Document

Sourcing (POV+) for 2 Documents

Contextualization

Support Argument with 4 Documents

Complex Understanding

Lesson Activity: Analyzing the Prompt

When analyzing the prompt you need to think of three things very quickly.

1. How can I rephrase this prompt in my own words? What does it really mean?
2. What is the prompt asking me to do? What historical thinking skills should I use? (Comparison, Causation or Change and Continuity over Time)
3. What time period is this prompt focused on?

1. Evaluate the relative importance of different causes for the rising tensions between the American colonists and the British government in the period 1754-1776.

Lesson Activity: Analyzing the Prompt

1. Evaluate the relative importance of different causes for the rising tensions between the American colonists and the British government in the period 1754-1776.

1. How can I rephrase this prompt in my own words?

- What were the most important causes of the American Revolution?

2. What is the prompt asking me to do?

- This is a causation essay. Since it also asks for the “relative importance” of the causes, this requires us to make an argument about which causes we think were more important and which were less important.

3. What time period is this prompt focused on?

- 1754-176, It is asking about the years leading up to the American Revolution. Your essay should not be talking about the American Revolution itself, but instead the causes of it.

Practice: Tom Richey Annotation Guide

When you are first annotating documents you should be taking note of three things:

1. QUICKLY Summarize the Content
2. What argument will the document support?
3. Can you analyze this document's purpose, audience, historical situation or the author's point of view?

You do not have use to the exact method of analyzing document that follows on the next page. However, the thinking should be similar.

Practice: Tom Richey Annotation Guide

DOC 1	
Briefly summarize the document in your own words in a single sentence (or sentence fragment).	
What argument could this document be used to support?	POV+ / HIPPA Analysis (For 2 Docs) <i>This may be the FIRST thing you do.</i>

Document 1

Source: From the *North Carolina Gazette*, November 20, 1765.

On Saturday the 19th of last Month, about Seven of the Clock in the Evening, near Five Hundred People assembled together in this Town, and exhibited the Effigy* of a certain Honorable Gentleman; and after letting it hang by the Neck for some Time, near the Court House, they made a large Bonfire with a Number of Tar Barrels, &c. and committed it to the Flames.—The Reason assigned for the People's Dislike to that Gentleman, was, from being informed of his having several Times expressed himself much in Favour of the STAMP-DUTY....

And, On Thursday, 31st of the same Month, in the Evening, a great Number of People again assembled, and produced an Effigy of Liberty, which they put into a Coffin, and marched in solemn Procession with it to the Church-Yard, a Drum in Mourning beating before them, and the Town Bell, muffled, ringing a doleful Knell at the same Time:—But before they committed the Body to the Ground, they thought it advisable to feel its Pulse; and when finding some Remains of Life, they returned back to a Bonfire ready prepared, placed the Effigy before it in a large Two-arm'd Chair, and concluded the Evening with great Rejoicings, on finding that LIBERTY had still an Existence in the Colonies.

** a roughly made model of a particular person, made in order to be damaged or destroyed as a protest or expression of anger*

Practice: Tom Richey Annotation Guide

DOC 1

Briefly summarize the document in your own words in a single sentence (or sentence fragment).

Protesters in NC burned a man in effigy for supporting the Stamp Act

What argument could this document be used to support?

Unfair Taxation / Economic Meddling

POV+ / HIPPA Analysis
(For 2 Docs)

This may be the FIRST thing you do.

A newspaper, informs public on local events, Not overtly biases, did call the gentleman burned in effigy "honorable"

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Practice: Tom Richey Annotation Guide

DOC 2	
Briefly summarize the document in your own words in a single sentence (or sentence fragment).	
What argument could this document be used to support?	POV+ / HIPPA Analysis (For 2 Docs) <i>This may be the FIRST thing you do.</i>

Document 2

Source: British Parliament, An Act for Granting Certain Duties in the British Colonies and Plantations in America, November 20, 1767.

WHEREAS it is expedient that a revenue should be raised in your Majesty's dominions in America, for making a more certain and adequate provision for defraying the charge of the administration of justice, and the support of civil government, in such provinces where it shall be found necessary; and towards further defraying the expenses of defending, protecting, and securing, the said dominions; we, your Majesty's most dutiful and loyal subjects, the commons of Great Britain, in parliament assembled, have therefore resolved to give and grant unto your Majesty the several rates and duties herein after mentioned....

For every hundred weight of green glass, one shilling and two pence.

For every hundred weight of red lead, two shillings.

For every hundred weight of painters colours, two shillings.

For every pound weight avoirdupois of tea, three pence.

For every ream of paper, usually called or known by the name of Atlas Fine, twelve shillings.

Practice: Tom Richey Annotation Guide

DOC 2	
<p>Briefly summarize the document in your own words in a single sentence (or sentence fragment).</p> <p>The Townshend Acts put import taxes on paper, paint, lead, etc.</p>	
<p>What argument could this document be used to support?</p> <p>Control of Trade / Economic Meddling</p>	<p>POV+ / HIPPA Analysis (For 2 Docs) <i>This may be the FIRST thing you do.</i></p>

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Practice: Tom Richey Annotation Guide

DOC 3

Briefly summarize the document in your own words in a single sentence (or sentence fragment).

What argument could this document be used to support?

POV+ / HIPPA Analysis
(For 2 Docs)
This may be the FIRST thing you do.

Document 3

Source: Engraving by Paul Revere, March 1770.



Practice: Tom Richey Annotation Guide

DOC 3

Briefly summarize the document in your own words in a single sentence (or sentence fragment).

British soldiers in a line firing on a defenseless crowd

What argument could this document be used to support?

Negative effects of British troops in the Colonies

POV+ / HIPP Analysis
(For 2 Docs)
This may be the FIRST thing you do.

Boston Massacre
Paul Revere part of the Sons of Liberty, Meant to make people feel anger and give their support
May have made British look worse than they were

Document 3

Source: Engraving by Paul Revere, March 1770.



Practice: Tom Richey Annotation Guide

DOC 4	
Briefly summarize the document in your own words in a single sentence (or sentence fragment).	
What argument could this document be used to support?	POV+ / HIPPA Analysis (For 2 Docs) <i>This may be the FIRST thing you do.</i>

Document 4

Source: Gen. Thomas Gage, Orders to Lieut. Colonel Smith, April 18, 1775.

Having received intelligence, that a quantity of Ammunition, Provisions, Artillery, Tents and small Arms, have been collected at Concord, for the Avowed Purpose of raising and supporting a Rebellion against His Majesty, you will March with a Corps of Grenadiers and Light Infantry, put under your Command, with the utmost expedition and Secrecy to Concord, where you will seize and destroy all Artillery, Ammunition, Provisions, Tents, Small Arms, and all Military Stores whatever. But you will take care that the Soldiers do not plunder the Inhabitants, or hurt private property.

You have a Draught of Concord, on which is marked the Houses, Barns, &c, which contain the above military Stores... The Powder and flower must be shook out of the Barrels into the River, the Tents burnt, Pork or Beef destroyed in the best way you can devise. And the Men may put Balls of lead in their pockets, throwing them by degrees into Ponds, Ditches &c., but no Quantity together, so that they may be recovered afterwards. If you meet any Brass Artillery, you will order their muzzles to be beat in so as to render them useless.

Practice: Tom Richey Annotation Guide

DOC 4

Briefly summarize the document in your own words in a single sentence (or sentence fragment).

British general orders supplies at Concord destroyed to prevent rebellion.

What argument could this document be used to support?

Actions of British Troops/
Suspension of Representative
Gov

POV+ / HIPP Analysis
(For 2 Docs)
*This may be the FIRST
thing you do.*

Written by a British
General, Official
Orders meant to be
carried out to the letter
Lexington and
Concord (will lead to
the first battle of the
Rev War)

Document 4

Source: Gen. Thomas Gage, Orders to Lieut. Colonel Smith, April 18, 1775.

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Practice: Tom Richey Annotation Guide

Document 5

DOC 5	
Briefly summarize the document in your own words in a single sentence (or sentence fragment).	
What argument could this document be used to support?	POV+ / HIPPA Analysis (For 2 Docs) <i>This may be the FIRST thing you do.</i>

Source: Excerpts from the Declaration of Independence, adopted by the Second Continental Congress on July 4, 1776.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

Practice: Tom Richey Annotation Guide

Document 5

DOC 5

Briefly summarize the document in your own words in a single sentence (or sentence fragment).

Declaration of Independence - grievances against King George III

What argument could this document be used to support?

Troops in colonies / unfair taxation / control of trade / suspension of representative gov

POV+ / HIPPA Analysis
(For 2 Docs)
This may be the FIRST thing you do.

Jefferson the primary author
Over a year after the war began
Influence of *Common Sense*

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Reflection

What DBQ Points do you think are going to be the easiest to get and should be your first priority?

How do you like to analyze documents quickly? You do not have to use Tom Richey's strategy but you should have a plan of attack. Can you do this in 10 or so minutes?



ISD Virtual Learning

APUSH: DBQ-Thesis Writing

May 4, 2020



APUSH

DBQ Practice/Thesis Statement: May 4, 2020

Objective/Learning Target:

Students will understand how to write, and practice creating a thesis statement and working with documents.

Warm Up

Contextualization: In your notebooks answer these questions about contextualization:

1. What is the historical context of this famous painting?
2. What is the Point of View of the people in the painting and how does that connect to the historical context of this event.



Warm Up

Contextualization: In your notebooks answer these questions about contextualization:

1. What is the historical context of this famous painting?
2. What is the Point of View of the people in the painting and how does that connect to the historical context of this event.



To answer these questions you have to know what event this famous painting is depicting. (We have reviewed it the past few weeks and it is right after the Revolution).

Lesson Activity: Thesis Statement



This might be great information to write in your notebooks so you can reference it past you prepare for the test.

How to write a Thesis Statement:

- Thesis must make a claim that responds to the prompt rather than restating or rephrasing
- It must address all parts of the prompt (ex: compare and contrast)
- it must consist of one or more sentences located in the introduction or conclusion.

Lesson Activity: Thesis Statement

These are two examples of how to structure your Thesis statement if you need a place to start.

The Thesis Statement

- MAGIC (& required) FORMULA:

X. However, A, B, and C. Therefore, Y.

X = the strongest point **against** your argument

A, B, & C = the 3 strongest points **for** your argument

Y = the position you will be taking (your stand on the prompt)

- Prompt: Assess the validity of the following statement, "Teaching is the most important profession in the world and everyone should consider it as a possible career choice."

These are both helpful formulas.

"Road Map" Thesis Formula

- X. However, because of A, B, C, Y.

- X = strongest argument or position against your position

- A = First point of argument (category)

- B = Second point of argument (category)

- C = Third point of argument (category)

- Y = Your position (argument)

Lesson Activity: Thesis Statement

Strong Thesis Example

THESIS FORMULA

Example Prompt:

The American Revolution was, politically and economically speaking, a conservative movement. Support, modify, or refute this statement with specific historical evidence.

Example Thesis:

The American Revolution ostensibly abolished hereditary monarchy and facilitated a movement away from the centralized mercantilist policies of Great Britain. However, the call for revolution was initiated and maintained by the colonial elite who sought to preserve the status quo by restricting suffrage and fostering a climate conducive to capitalist business. Therefore, the American Revolution was both politically and economically speaking a conservative movement.

Weak Thesis Example

Weak Thesis Examples

- Use this checklist:
 - Does the thesis take a position or does it "fence-sit"?
 - Does the thesis offer an interpretation of the question?
 - Does the thesis offer specific organizing or controlling ideas for an essay?
- Simple Thesis:
 - "Domestic and foreign affairs shaped American politics."
- Complex-simple thesis:
 - "In some respects, foreign affairs shaped American politics more than domestic affairs during the 1790s."
- Simple-split thesis:
 - "In some respects, foreign affairs shaped American politics more than domestic affairs during the 1790s. A number of issues from wars overseas to relations with other countries caused this."

Practice: Analysis and Thesis Writing

Now you will choose between these two questions.

[Conflicts in the early Republic](#)

After you choose, you will do the following in your notebook: (Keep in mind that these have more than 5 documents)

[Conflicts in the early Republic](#)

1. Using HAPPY or HIPPO, analyze the documents:-Time yourself so you do this quickly.
2. Write your intro paragraph and Thesis statement. (Contextualize the time period in the prompt with the Thesis at the end)

**KEEP YOUR WORK, YOU WILL USE IT IN
THE NEXT LESSON**

Reflection

You were asked to time yourself when analyzing the documents and writing your thesis statement:

How long did this process take you?

Don't forget that on May 15th you will have 45 minutes to complete the entire essay.

You will get faster as we practice.

**“We are what
we repeatedly
do. Excellence,
then, is
not an act,
but a habit.”**

Aristotle