



## ISD Virtual Learning

# APUSH DBQ Practice: Using Documents and Outside Evidence to Make an Argument

May 5, 2020



APUSH

DBQ Practice: May 5, 2020

**Objective/Learning Target:**

Students will practice using documents and outside evidence to create an argument

# Warm Up

In your own words, what is a thesis statement? What makes a good thesis statement?

# Lesson Activity: Writing An Outline

1. Today we will use the document analysis you did yesterday to do a quick outline of your DBQ.
2. You will decide how the documents can be used to support an argument and write your thesis
3. You will also decide what pieces of outside evidence you can use to support the documents and your argument.

\*\*\*This step should be completed in just a few minutes on the actual exam. An outline is highly recommended as it gives you a roadmap before you start writing your essay, but it should not take up valuable writing time. No one will be looking at your outline.

[CLICK HERE](#) to access the full Tom Richey DBQ on the Road to American Revolution

Highlighted portions of the following lesson is either a direct quote or summary of Tom Richey's APUSH DBQ resources

Body Paragraph 1 Topic:	Body Paragraph 2 Topic:
Evidence to Support Argument  Doc # _____ Doc # _____	Evidence to Support Argument  Doc # _____ Doc # _____
Audience, Purpose of Point of View for Doc # _____	Audience, Purpose of Point of View for Doc # _____
Outside Evidence	Outside Evidence

<p>Body Paragraph 1 Topic:</p> <p>Unfair Taxation</p>	<p>Body Paragraph 2 Topic:</p> <p>British Troops in the Colonies</p>
<p>Evidence to Support Argument</p> <p>Doc # 1 - Stamp Act</p> <p>Doc #2 - Townshend Acts</p>	<p>Evidence to Support Argument</p> <p>Doc 3 - Boston Massacre</p> <p>Doc 4 - Gage Orders / Concord</p>
<p>Audience, Purpose of Point of View for Doc # 1</p>	<p>Audience, Purpose of Point of View for Doc # 3</p>
<p>Outside Evidence</p> <p>Sugar Act, 1st Continental Congress or Boston Tea Party</p>	<p>Outside Evidence</p> <p>Intolerable Acts (Quartering Act)</p>

# Practice- Writing A Thesis Statement

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.

Thesis Statement:

My Thesis:

- 2-3 Sentences
- A historically defensible claim
- Respond to the prompt, rather than merely restating or rephrasing the prompt.
- Provide a roadmap for your essay. introduce the categories of evidence that will support your claim.

Sample Thesis Statement:

Initially, colonial protests against the British government focused on unfair taxation, but as time went on, it became more about British troops in the colonies after violent incidents involving these British troops.

This thesis uses change and continuity over time to organize the DBQ



# Reflection

What did you find to be the most difficult part of this lesson? How can you improve? What questions can you ask your teacher?



ISD Virtual Learning

# APUSH/Using the Documents in the DBQ

May 5, 2020



## APUSH

Using the Documents for the DBQ: May 5, 2020

### **Objective/Learning Target:**

Students will explain and use two documents to help support the argument in the thesis statement

# Warm Up

In the last lesson you were asked to keep the Introductory paragraph that you wrote. Go ahead and take that out now.

Now, read your thesis statement and give yourself an honest grade. Either one point or no points.

Use the instructions to the write to help in your grading. I have also attached a video that you may find helpful.

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.

[Thesis Video](#)

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[Thesis Video](#)

If you did not give yourself a point then go ahead and rewrite it so that it will qualify to get a point.

# Lesson Activity: Evidence



There are two points available when it comes to evidence in your essay.

You will get ONE POINT if you accurately describe, not just quote, the content from the documents.

You will get ONE POINT if you accurately describe AND use the content in the documents to support an argument in response to the prompt

So, two possible points to earn in this area!!

# Practice

Make sure you have your work from yesterday:

- Analysis

- Intro Paragraph

Now create this attached [chart](#) in our notebook.  
(Make sure you leave room to add TWO  
COLUMNS ON THE RIGHT HAND SIDE IN  
THE NEXT LESSON)

Use the DBQ you have already chosen to work  
with the documents.

Here are the DBQ's for you to reference for  
today as well:

[Conflicts in the early Republic](#)

[Conflicts in the early Republic](#)

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

# Reflection

What are the two most difficult aspects working with the documents?

What can you do to make that easier for you?

