



Social Studies Virtual Learning

DBQ Writing

May 7, 2020



AP European History

Lesson: May 7, 2020

Objective/Learning Target: The student will be able to write an evidence-based paragraph for a DBQ.

As you know, the AP test (next week) is a single, 5-document DBQ. This week, we will work on writing a DBQ using the same skills we've covered over the last month. Each day will cover a different part of the writing, but it will all be based around a single DBQ, going from prewriting to finished product.

These lessons will feel like a review, and they should.

Warm Up

How can you effectively--both evidence provided in the documents as well as evidence from outside of the documents--in a DBQ?

What are some examples of using evidence that are ineffective?

Lesson/Activity

[Here's the rubric for the 2020 DBQ test.](#) The 3rd, 4th, 5th, and 6th boxes all reference the use of evidence. **That's 7/10 points available.**

Today we will practice writing an evidence-based paragraph for the [DBQ we have been working on all week](#): *Analyze the extent to which Otto von Bismarck's government represented a change in the nature of conservative ideology.*

Lesson/Activity

The argument I will be supporting today is the thesis that I used in yesterday's lesson:

In this changing landscape, Otto von Bismarck's government--though traditionally conservative in many ways--saw the need to adapt to modern issues.

Please reference yesterday's lesson for the complete introduction paragraph.

Lesson/Activity

To make sure that you are “checking all of the boxes” so-to-speak, I suggest using the PEEL paragraph format.

P - Point (or the “mini-thesis” of your paragraph--use your buckets from prewriting to form your point)

E - Evidence (the description of the evidence you are using, both from the documents and outside of the documents)

E - Explanation (explain how the evidence you’ve used proves your point)

L - Link (tie this paragraph with the rest of your essay--usually linking to the next paragraph)

Lesson/Activity

When writing a complex paragraph with multiple pieces of evidence, you simply repeat the “Evidence, Explanation” steps until you have covered all of your evidence--either from the documents or beyond the documents.

For those of you that struggle with writing, make evidence a single sentence and explanation a single sentence. For those of you that are comfortable writing, these can be more fluid--use a longer explanation when necessary and a shorter explanation when you feel like that will suffice.

The following slide will show my example for body paragraph I (or the first bucket from Monday’s lesson).

Lesson/Activity: PEEL Format Body Paragraph I

Certain aspects of Bismarck's government held with traditionally conservative ideals. Document 1 demonstrates some of Bismarck's attacks against German Catholics (specifically the Jesuits). This type of religious bickering between Catholic and Protestant betrays a more traditional conservative ideology. The Thirty Years' War, centered in modern-day Germany, demonstrated a similar--though admittedly more overt--style of religious and political conservatism. Ferdinand II, an absolutist ruler that would be considered a traditional conservative, sought to consolidate his political authority and fight against religious plurality in a single motion. Likewise, document 2 shows an intolerance for voices that are deemed too radically different. Traditional conservatism held a preference for absolutism and authoritarianism, and even a parliamentary government with a constitution (like Germany) can show a traditionally conservative bend by suppressing opposing ideals. While some aspects of Bismarck's government were traditionally conservative, many of them flew in the face of traditional conservatism.

Lesson/Activity

Let's break down the paragraph into its components:

Point

Evidence

Explanation

Link

Lesson/Activity: PEEL Format Body Paragraph I

Certain aspects of Bismarck's government held with traditionally conservative ideals. Document 1 demonstrates some of Bismarck's attacks against German Catholics (specifically the Jesuits). This type of religious bickering between Catholic and Protestant betrays a more traditional conservative ideology. The Thirty Years' War, centered in modern-day Germany, demonstrated a similar--though admittedly more overt--style of religious and political conservatism. Ferdinand II, an absolutist ruler that would be considered a traditional conservative, sought to consolidate his political authority and fight against religious plurality in a single motion. Likewise, document 2 shows an intolerance for voices that are too radically different.

Traditional conservatism held a preference for absolutism and authoritarianism, and even a parliamentary government with a constitution (like Germany) can show a traditionally conservative bend by suppressing opposing ideals--in this case that opposing ideal was socialism. While some aspects of Bismarck's government were traditionally conservative, many of them flew in the face of traditional conservatism.

Lesson/Activity

The POV points are easy enough. When you are working on the second “E” in a PEEL format, include some of the CHAPPY chart information to help explain “HOW or WHY the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.” The sentences highlighted in orange show an addition to paragraph I that would address document 2’s POV.

Likewise, document 2 shows an intolerance for voices that are too radically different. Traditional conservatism held a preference for absolutism and authoritarianism, and even a parliamentary government with a constitution (like Germany) can show a traditionally conservative bend by suppressing opposing ideals--in this case that opposing ideal was socialism. Granted, this document is from a member of the SPD who are professed opponents of Bismarck’s government. It is possible that the author’s position makes him more critical of Bismarck than is justified, but also puts in a place to be openly critical of Bismarck’s policies.

Practice

Use this format to write the body paragraphs of your essay. If you are using the same format that I have laid out over the past several days, you only need to write body paragraphs II and III.

Tomorrow we will write a conclusion, check for the complexity point, and assess our work.