



# ISD Virtual Learning

## APUSH DBQ Practice: Writing Body

### Paragraphs

May 7, 2020



APUSH

DBQ Practice: May 7, 2020

**Objective/Learning Target:**

Students will practice writing body paragraphs for a DBQ

# Warm Up

Review and revise your introductory paragraph from yesterday's lesson if needed.

# Lesson Activity: Writing A DBQ

1. Today you will write at least two body paragraphs.
2. You will include documents analysis, a discussion on purpose, audience or POV of at least two documents and include outside evidence that supports your argument

[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

# Practice

## Body Paragraph #1: Unfair Taxation

- Topic Sentence:
- Explain the content of two documents:
- Explain how those documents support your thesis:
- Add related outside evidence that will support your thesis:
- Try to discuss the purpose, audience or point of view of one of the document's authors (not always possible)

\*These five parts of a DBQ essay do not have to be done in any particular order.

## Body Paragraph #1: Unfair Taxation

Unfair taxation after the French and Indian War provoked protests from American colonists. Immediate after the war, Parliament passed the Sugar Act, which taxed imported sugar. While there had been tax before the French and Indian War, this tax had not been collected. Parliament also passed the Stamp Act, which infuriated colonists, such as a group of colonists in North Carolina who burned a man in effigy to protest his support for the Stamp Act (Doc 1). Colonists were extremely upset by the Stamp Act because it was a direct tax on the colonists without their consent. They shouted, “No taxation without representation” while boycotting British goods and threatening tax collectors. Parliament repealed the Stamp Act but passed the Townshend Acts, which taxed imported paper, paint, lead, glass, and tea (Doc 2).

# Practice

## Body Paragraph #2: British Soldiers in the Colonies

- Topic Sentence:
- Explain the content of two documents:
- Explain how those documents support your thesis:
- Add related outside evidence that will support your thesis:
- Try to discuss the purpose, audience or point of view of one of the document's authors (not always possible)

\*These five parts of a DBQ essay do not have to be done in any particular order.

## Body Paragraph #2: British Soldiers in the Colonies

British troops in the colonies also provoked tensions and led to the American Revolution. In Boston, a group of protestors was fired upon by British soldiers in what is known as the Boston Massacre. In an engraving by Paul Revere, the British soldiers who were involved were lined up in a row and their commander was raising his sword, commanding them to fire upon an innocent and unarmed crowd (Doc 3). Revere, who was a member of the Sons of Liberty - an organization that was dedicated to resisting British policies - cast the situation in the worst possible light for the British. Reports show that the colonists were unruly and provoked the soldiers by threatening them. British troops in the colonies became more controversial under the Intolerable Acts, which included a stricter Quartering Act that allowed the royal governor to place troops in any building he saw fit. The Intolerable Acts also closed the Boston Port and placed Massachusetts under martial law. In 1775, the British general, Thomas Gage, ordered his men to go to Concord to confiscate weapons from an arsenal there (Doc 4). These ordered led to the Battles of Lexington and Concord, which began the American Revolutionary War.

# 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: DBQ**

**Contextualization**

May 7, 2020



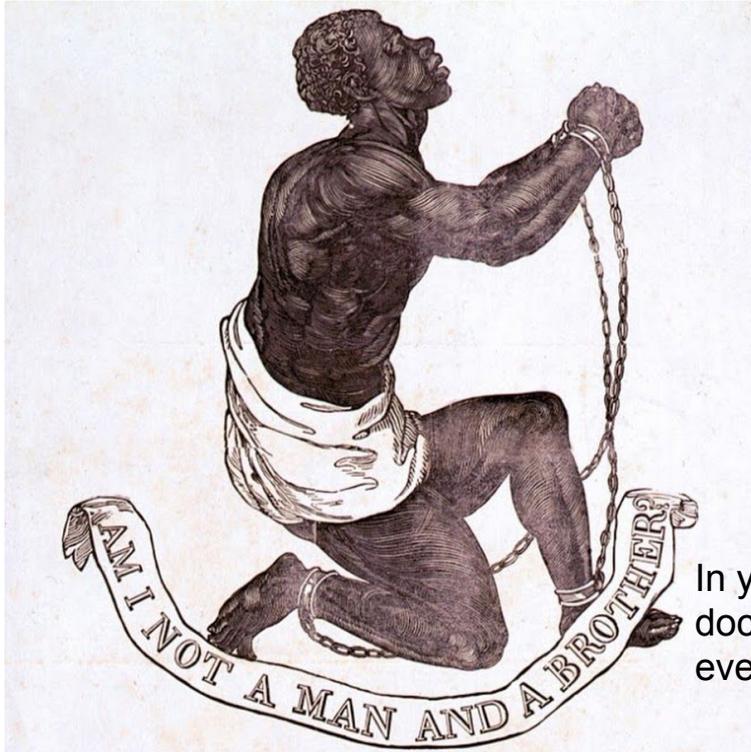
APUSH

DBQ Contextualization: May 7, 2020

**Objective/Learning Target:**

Students will be able to describe a broader historical context relevant to the prompt of the document based question.

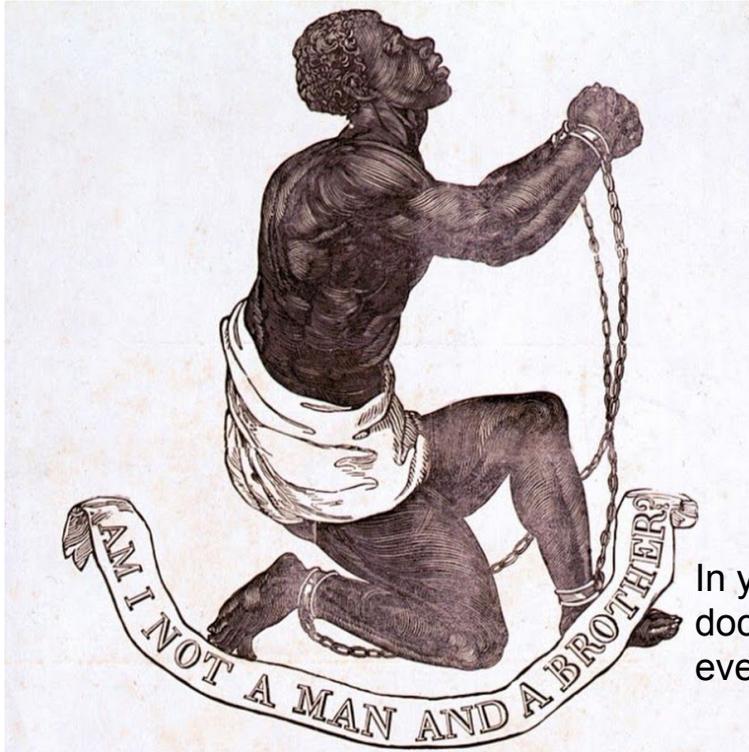
# Warm Up



In your notebook, make some connections between these two documents. 1. How are these events connected? 2. How did one event in the image on the left lead to the image on the right?

# Warm Up

In order to answer these questions you have to know the image on the left is about abolition and the image on the right is the civil rights movement. Once you know that you should be able to make those connections.



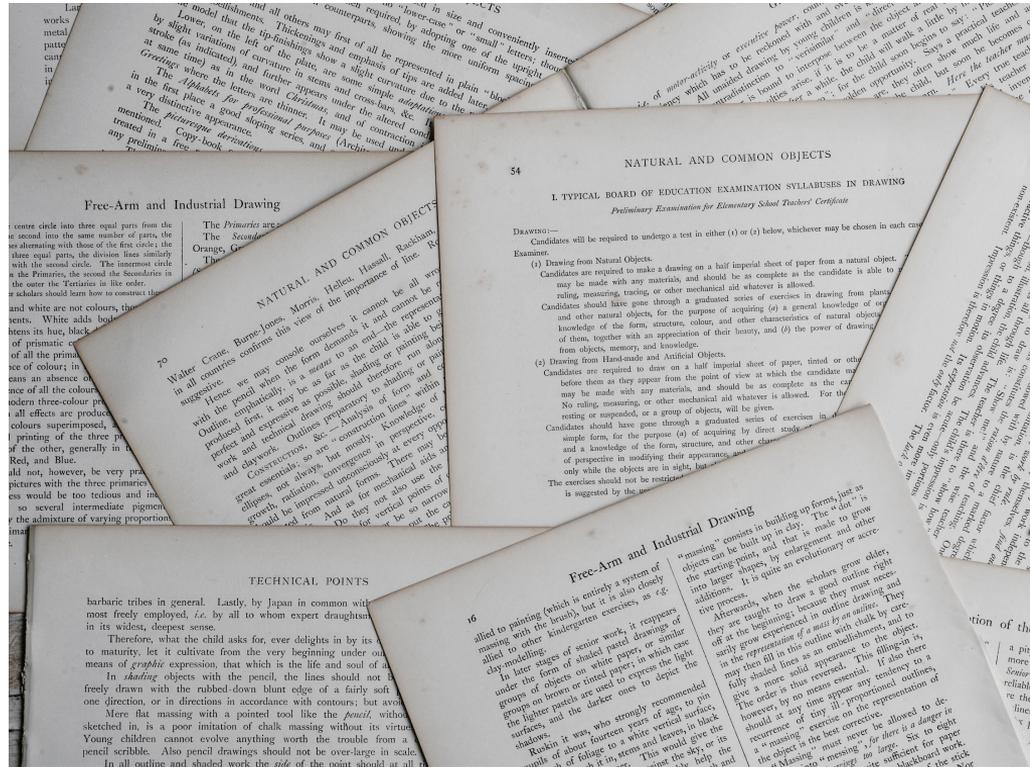
In your notebook, make some connections between these two documents. 1. How are these events connected? 2. How did one event in the image on the left lead to the image on the right?

# Lesson Activity-Use of Documents

This year the test is only the DBQ. You will have 5 documents and you must correctly use 4 of the 5 documents in your essay.

This should be easy. You have been practicing this all week!!!

Just remember that you must use 4 in order to get that point.



# Lesson Activity: Contextualization

Click [here](#) to watch this video and get more information:

**Ensuring Your Students Earn the  
Contextualization Point on the  
DBQ**



It would be a great idea to put this information in your notebooks for future reference.

You can earn ONE point for contextualization. To earn this point you must relate the topic in the prompt to broader historical events, developments, or processes that occur before, during, or after the time frame of the question.

You also must explain your thinking clearly and explicitly. It cannot just be a phrase or quick reference.

# Practice

Go ahead and take out your work from the last few days:

-document analysis

-Intro Paragraph

-Documents Chart, Part One

-Documents Chart, Part Two

Go ahead and look at the [chart](#),

Now, using this information, write a paragraph that will earn you the Contextualization Point.

Keep all of your work together

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

Analyze this current political cartoon. What other historical event, movement, etc. can you connect this with?

