



ISD Virtual Learning

**APUSH/Complex**

**Understanding in the DBQ**

**May 8, 2020**



## APUSH

Complex Understanding in the DBQ: May 8, 2020

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

Students will demonstrate a complex understanding of the historical development that is the focus of the DBQ prompt.



# Warm Up

Make sure you are thinking about historical develops, not just the fact they are both about washing machines. I think the most obvious development to consider is the women's movement.

In your notebooks, look at these two ads for washing machines: 1. What is a continuity in the adds? 2. What is a change?



**My Washdays are Holidays Now!**

NEW WONDER-WORKING  
**Inglis**  
**AUTOMATIC WASHER**  
the only automatic to give you 7 rinses  
yet still uses less hot water!

**SUDS-MISER AND THE SEVEN RINSES**—Save as you wash! Use sudsy water again and again. Enjoy most thorough rinsing known and get clothes *clinic clean*, sparkling bright!

**AGIFLOW ACTION**—The *proved* washing principle that washes clothes cleaner by *actual test*.

**GERMICIDAL LAMP**—Floods your wash with sanitizing rays . . . washes freshness into clothes . . . guards family health!

**CYCLE-TONE SIGNAL**—Tells you when washing's done . . . saves steps, ends "standing-by".

. . . and every other feature vital to *fully* automatic washing. Now you can really enjoy the thrill of workless washdays without sacrificing economy and cleanliness.

*For a normal 3-hour family wash.*  
(Manufactured under license from Whirlpool Corp., St. Joseph, Michigan, U.S.A.)

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The Fashion Academy Gold Medal Award for Beauty



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# Lesson Activity: Complex Understanding

Put this information in your notebooks:

In 2020 you can earn TWO points for showing complex understanding.

The first point is one that we have already partially addressed with sourcing.

- To get this point you must explain why or how the document's POV, purpose, historical situation, or audience is relevant to the argument in the prompt.

- This is NOT just restating the sourcing, you MUST explain how or why it matters.



# Lesson Activity: Complex Understanding

The second point has several ways you can earn this point:

Explaining nuance of an issue by analyzing multiple variables.

-Explain both similarities and difference , continuity and change, multiple causes, or cause and effect

-Explain relevant and insightful connections within and across periods

-Confirming the validity of an argument by corroborating multiple perspectives across themes.

-Qualifying or modifying an argument by considering diverse or alternative view or evidence

**This understanding must be part of the argument, not merely a phrase or reference**

# Practice

Now take out all of the work you have done in developing the DBQ this past few days.

Today you are going to do two things:

- 1) Look at the sourcing you have done with the 4 documents, now write the how or why the sourcing matters to the prompt and your thesis.
- 2) Write a paragraph to demonstrate complex understanding. You only have to demonstrate it one of those way but it must be a complete thought.

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

[Conflicts in the early Republic](#)

[Conflicts in the early Republic](#)

# Reflection



This political cartoon is from the 1918 Spanish Flu epidemic. Compare and Contrast this cartoon to what is happening in our world today.



# ISD Virtual Learning

## APUSH: Grading Your DBQ

May 8, 2020



APUSH

DBQ Practice: May 8, 2020

**Objective/Learning Target:**

Students will practice grading their own DBQ according to the College Board Rubric

# Warm Up

Review and revise the body paragraphs you wrote yesterday if necessary.

# Lesson Activity: Writing A DBQ

1. Today we will use the College Board Rubric to grade your own DBQ
2. We will color code each part of your essay with a color that corresponds to a point on the rubric.

[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

[Click Here](#) to Access the Full DBQ Rubric

## Shortened DBQ Rubric

**1 Point** - Contextualization

**1 Point** - Thesis

**1 Point** - *Describes* content from at least TWO Documents

**1 Point** - Uses at least TWO documents to *support an argument*

**1 Point** - Uses an additional TWO documents to *support an argument* (4 Total)

**1 Point** - Explain how ONE document's point of view, purpose, audience or historical situation is relevant to your argument

**1 Point** - Explain how ONE additional document's point of view, purpose, audience or historical situation is relevant to your argument. (TWO Total)

**1 Point** - First piece of outside evidence

**1 Point** - Second piece of outside evidence

**1 Point** - Complexity Point

10 Points Possible

# Practice

Contextualization

Thesis

Using Documents to Support an Argument

Document Analysis (POV, Purpose, Audience,  
Historical Situation)

Outside Evidence

1. Color Code your essay using this key.
2. Grade your essay using the provided rubric
3. If you can, share your essay with a partner and have them peer review it for you.
4. See if your scores match up

# Practice - Sample Color Coded Essay

## Paragraph 1

Before the French and Indian War, American colonists enjoyed a great deal of freedom under the policy of salutary neglect. Although Parliament passed the Navigation Acts, mercantilist laws that taxed trade with other countries, these acts were not enforced and the colonists got to trade as they pleased. This all changed with the French and Indian War, which put the British into a lot of debt and the British government decided that the colonies should help pay for the war. British policies after the French and Indian War created tensions between the British government and the colonists. 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.

# Practice - Sample Color Coded Essay

## Paragraph 2

Unfair taxation after the French and Indian War provoked protests from American colonists. Immediately 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 - Sample Color Coded Essay

## Paragraph 3

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?