



# Social Studies Virtual Learning

## DBQ Prewriting

May 5, 2020



# AP European History

## Lesson: May 5, 2020

**Objective/Learning Target:** The student will be able to effectively analyze and source documents in the prewriting step of a document-based question.

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

What items are important to keep in mind when analyzing a primary document?

What are some ways that we can determine bias in historical documents?

[Watch this video](#) on writing DBQs.

# Warm Up

What items are important to keep in mind when analyzing a primary document?

***Who wrote the document?*** (What was their background? What did they believe?

The author's point-of-view--or POV--is important to determine bias.)

***What does it say?*** (What is the actual content of the doc?)

***When was it created?*** (What is the historical context behind the document? What else was happening in the world at that time?)

***Where was it written?*** (If it pertains to Thirty Years' War, was it written in Sweden or France? If it pertains to WWI, was it written in Great Britain or Germany? This can help us determine the author's POV as well.)

***Why was it written?*** (Is it a personal memoir or a public speech? Is it a newspaper article or a government document? The purpose of a document can help us determine what/how much bias might be present.)

A visual organizer like this [CHAPPY Chart](#) can be useful when looking at primary documents.

# Warm Up

What are some ways that we can determine bias in historical documents?

Bias can be intentional or unintentional. Documents can be extremely biased or almost entirely unbiased. Determining the POV of the author as well as the purpose of the document are two of the most valuable ways to determine bias.

# Lesson/Activity

Today we will practice the sourcing part of a DBQ. The full DBQ is available [here](#).

We're going to analyze some of the documents using a [CHAPPY chart](#) format.

# Lesson/Activity: Doc 1 Analysis

|          |                                                                                                                                                                                                                                                                                                                                                                         |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C</b> | <b><u>Content—Summarize the document</u></b> <ul style="list-style-type: none"><li>• These laws turn religious schools into state schools and expel the Jesuits (a strict Catholic order)</li><li>• They also consolidate conservative authority by banning liberal opposition that might “overthrow existing political or social order”</li></ul>                      |
| <b>H</b> | <b><u>Historical Context</u></b> <ul style="list-style-type: none"><li>• Germany was newly unified, and was wary of any outside influence (such as the Pope in Rome)</li></ul>                                                                                                                                                                                          |
| <b>A</b> | <b><u>Audience</u></b> <ul style="list-style-type: none"><li>• This was a German law, so all German citizens would be part of the intended audience</li></ul>                                                                                                                                                                                                           |
| <b>P</b> | <b><u>Purpose</u></b> <ul style="list-style-type: none"><li>• This was a part of Bismarck’s “kulturkampf” against German Catholics</li><li>• Rather than simply creating anti-Catholic laws, the lawmakers try to straddle the line between liberalism (separating religion from government service) while calling religious orders dangerous to social order</li></ul> |
| <b>P</b> | <b><u>Point of View</u></b> <ul style="list-style-type: none"><li>• “Legislation passed by Bismarck’s government, 1869 - 1878,” Author was therefore a German legislator in the Reichstag</li><li>• Whoever wrote these restrictions against German Catholics would have likely been a conservative Protestant</li></ul>                                                |
| <b>Y</b> | <b><u>‘Y’ is The Document Significant?</u></b> <ul style="list-style-type: none"><li>• This is important to the prompt because it shows how Bismarck’s conservatism has a tendency to embrace liberalism when it is politically advantageous--such as separating religion from schooling or government service</li></ul>                                                |



# Lesson/Activity

Once I've laid out some of the source information for my documents, I can use that to help explain HOW or WHY the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

For doc 1, I might say that these laws could be partly explained by their historical situation--it is understandable that Bismarck could be more concerned about subversion by religious or liberal groups in the early years of German Unification.

I might say that the POV affects the document as well: a Protestant conservative in Bismarck's government would have viewed Catholics (especially Jesuits) as well as liberal groups like socialists and communists as a threat to Germany. The verbiage of the laws needs to sound unbiased, so those groups need to be described as threats to "overthrow" the German government.

# Practice

Look through the remaining four documents and draw up a quick CHAPPY chart for each. What in the sourcing of those other documents helps you explain the argument that it is making?

Tomorrow we will write our introduction paragraph by formulating a thesis and brainstorming appropriate historical context.