2020 APUSH & APEURO Exam info

Test Date and Time :
APUSH: Friday, May 15 at 2:00 pm Eastern
Euro: Thursday, May 13 at 2:00 pm Eastern
Format: DBQ with Five Documents and modified rubric

Key Points
- You will need to download and enter responses (typed or hand written) on the same device
- To view documents, I recommend getting a second monitor to extend your desktop. This way you can view and potentially annotate documents on one screen. The second monitor can be a television. I will produce a set of instructions for how to do this on Windows and Apple laptops. You will need a device with some sort of HDMI input. (I'm reaching out to Trevor Packer for feedback on legality of this)
- More on exam security.
- **Your teachers will get a copy of your response-CMS Will decide if FORMAL score.**
- Be sure you have a quiet place to take the exam. You will want 45 minutes to concentrate. Make sure you've eaten, gone to the bathroom and have something to drink. This location should also be close to your router to prevent potential connection issues.
- Even though this is open everything, be sure you are studying now. **You will not have time to look up information AND produce a DBQ in 45 minutes.**
- Practice document analysis. Pick random documents out of your textbook and HIPP them. Look for old released test questions and practice (APUSH link), AP Euro Link. You'll need to increase your speed on analysis if you are going to complete the entire essay.
- Practice your intro paragraph. Grab any essay question and write a quick contextualization and thesis. There are two points available in that first paragraph. If you can get those, you'll be well on your way to passing in the first few minutes of writing.

DBQ Specific Info
- You will have a 5 minute period to upload your question after the 45 minute writing period.
- **The DBQ :**
- **APUSH can cover periods 3-7-- 1754-1945.**
- **Euro all periods are fair game-- 1450-1914.**

Bold: Minimum bar to clear
Italics: Pretty easy to get
Tough stuff: 4 docs, complexity
Screenshots of rubric
Explanations of the rubric from AP Euro (starts at 1:23)
Thesis- 1 point, same as original rubric
- Do at end of intro paragraph and rewrite in conclusion

Context- 1 point, no change
- First thing in the first paragraph of your essay
- What's happening adjacent or directly before the event you will discuss in your essay

Evidence- 5 points
- **1 pt- Content of 2 documents**
  - Just demonstrate that you know what the documents mean
- *1 pt- 2 documents to support argument*
- 1 pt- 4 documents to support argument
  - Basically, are the documents weaved together to make an argument
  - Think of how you use textual support in an English class
  - NEVER, EVER, EVER, EVER USE QUOTES IN AN AP HISTORY ESSAY
- **1 pt- 1 piece of outside info relevant to argument related to prompt**
- *1 pt- 2 pieces outside evidence*
  - ACE all outside evidence
  - Try to include 3 if you have time

- Outside evidence should be the first thing you write down when planning. Write down everything you know about the prompt. Cross stuff out as it comes up in documents and use what's left in your essay.

Analysis
- **1 pt- sourcing one doc (HIPP)**
- *1 pt- sourcing two docs (HIPP)*
    - The only change here is the number of times you have to HIPP a document
    - You have HIPP two documents. You don't have to do the same HIPP skill for both (i.e. you can do historical situation for document one and author's point of view for document three)
    - Remember, you only need to use **one** HIPP skill to source a document
        - H=Historical situation (easiest one to get)
        - I=Intended audience (harder than it seems, try to avoid)
        - P=Author's purpose (essentially, why did they write this document)
        - P=Author's point of view (Use this only if you know who author is)
- 1 pt- Complexity, no change
    - Well written, nuanced paragraph
    - Can include docs
    - Don't sweat this one- if you get it, you get it. It's the cherry on top of your essay sundae.

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10 points total from rubric

Another way to view rubric:

Title	Points	Description
Context	1 point	Describe a broader historical context relevant to the prompt. **Set the story/setting/time-period**
Thesis	1 point	Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning. Can be in INTROCUCTION or CONCLUSION **(PUT IT IN BOTH PLACES)**
2 Document Explained	1 point	**Support an argument in response to the prompt using at least 4 documents**. (use 4 documents--- two you have to explain… two simply state why/how they support your argument. Cite them as (Doc1), (Doc 2)- you DO NOT need to restate document or quote document… cite it (Doc 2) then explain why/how it supports your argument.
2 Documents explained AND connected to thesis	1 point	
4 Documents explained AND connected to thesis	1 point	
Use 1 outside evidence to support argument	1 point	Use at least 2 additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt ***this is just including IDs/terms from the period (Flappers, Boston Tea Party—specific facts)**
Use SECOND outside evidence to support argument	1 point	
HIPP one document and connect back to thesis	1 point	For at least 2 documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument **(for 2 documents go into greater detail explaining how they relate/support your thesis/topic)**
HIPP SECOND document and connect back to thesis	1 point	
Complexity point	1 point	Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

HIPP-O

When explaining 2 of your documents discuss/use one of these HIPP skills to explain how that document fits into your broader argument/thesis….. so you need to explain 2 out of your 4 documents…. Cite the other two and reference how they support your argument/thesis.

Historical Context

Where and when was the source created? What was going on at the time?
What has just happened?
Is the document a reaction to some event? How does this source represent the period?

Intended Audience

To whom is the piece directed?
One person, a small group, a large group? A certain person or certain people?
How might this affect the reliability or accuracy of the source?

Purpose

Why was the source produced?
What was the author trying to accomplish? Did he/she have ulterior motives?

Point-of-View

What is the main idea?
What point is the author trying to make? How does the author's background or position impact the message?
(Race, class, gender, age, region, occupation, values, motives)

Organization

How does your analysis of the document fit into your argument?
Does it provide a counter-argument? What Outside info does it support?