

Argumentation & Document Interpretation & Synthesis...*practice*

From the 2015 College Board Revised APUSH Framework:

Students will be able to..

ANALYZE EVIDENCE...

1. Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.
2. Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.

INTERPRET DOCUMENTS...

1. Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.
2. Analyze diverse historical interpretations.

SYNTHESIZE...

1. Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.
2. Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.

This skill will be tested on the DBQ as well as the SAQ section. At least one of your short answer question sets will have two viewpoints/documents. The DBQ will have seven documents.

From the 2015 Revised DBQ Rubric:

Argument Development – 1 Point:

Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

Argumentation & Document Interpretation & Synthesis...*practice*

Document A

Excerpt: *A People's History of the United States*, Howard Zinn, 1980

Some historians think those first blacks in Virginia were considered as servants, like the white indentured servants brought from Europe. But the strong probability is that, even if they were listed as "servants" (a more familiar category to the English); they were viewed as being different from white servants, were treated differently, and in fact were slaves. In any case, slavery developed quickly into a regular institution, into the normal labor relation of blacks to whites in the New World. With it developed that special racial feeling—whether hatred, or contempt, or pity, or patronization—that accompanied the inferior position of blacks in America for the next 350 years—that combination of inferior status and derogatory thought we call racism. Everything in the experience of the first white settlers acted as a pressure for the enslavement of blacks.

Document B

Excerpt: *History of Slavery in America*

The main source of labor was indentured servants on southern plantations, and when the first Blacks arrived, they were just that. It was a temporary status that ended with freedom. Some of those first Black servants became free and even owned their own slaves later on. The reason for this change in servant to slave was the burgeoning tobacco business made it all possible. Tobacco, unknown to Europe until the mid-16th century, required huge Southern plantations, and slave labor of a magnitude never before seen was established to work the fields. A resultant slave trade across the Atlantic Ocean -- the notorious "Middle Passage" -- forcibly brought at least 12 million Africans to what is now the United States. Around 80 percent (7 million) were exported in the 18th century. Over time the system created a caste that was nearly impossible to break out of, legally or culturally.

Directions: Read the two passages and consider historiography, context, authorship, audience, purpose and point of view. Then, answer the short answer questions in complete sentences. Label your answers a.-b.-c. Remember you must go BEYOND THE OBVIOUS and incorporate your outside knowledge in your analysis. Do not quote the documents and do not simply describe them.

- a. Briefly explain ONE way viewpoint A differs from viewpoint B.
- b. Briefly explain ONE specific piece of outside information (evidence independent from document) that would support viewpoint A.
- c. Briefly explain ONE specific piece of outside information (evidence independent from document) that would support viewpoint B.

Argumentation & Document Interpretation & Synthesis... *SAMPLE*

Document A

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Document B

Excerpt: *History of Slavery in America*

The main source of labor was indentured servants on southern plantations, and when the first Blacks arrived, they were just that. It was a temporary status that ended with freedom. Some of those first Black servants became free and even owned their own slaves later on. The reason for this change in servant to slave was the burgeoning tobacco business made it all possible. Tobacco, unknown to Europe until the mid-16th century, required huge Southern plantations, and slave labor of a magnitude never before seen was established to work the fields. A resultant slave trade across the Atlantic Ocean -- the notorious "Middle Passage" -- forcibly brought at least 12 million Africans to what is now the United States. Around 80 percent (7 million) were exported in the 18th century. Over time the system created a caste that was nearly impossible to break out of, legally or culturally.

- a. *The two viewpoints on the development of slavery differ in their analysis of intensity. Zinn's view is that servanthood in early American history was just as demeaning as slavery. Viewpoint B's view is softer, and sees early servitude as temporary.*
- b. *The House of Burgesses which was created in the 17th century and provided representation for colonial matters to settlers of Virginia did not represent African Americans. Even though some were servants, they were treated as inferior. This supports viewpoint A.*
- c. *The majority of labor in Southern colonies during the 1600s was provided by indentured servitude. It was not until Bacon's Rebellion that plantations turned more to slavery. This supports the view that early servitude was less harsh than the slave system that developed.*

Did this student go beyond the obvious?

ATFP?

Include specific evidence?

Complete sentences?