

Skill Review... 2020 Version

Know the Skills – Target the Points!	10 Possible Points	Skill Review Slides (Page Numbers)
Thesis - Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. Does not simply restate the prompt.	1	3-5
Contextualization - Describes a broader historical context relevant to the prompt. Is not just a brief mention. Shoot for 2-3 sentences PLUS a linkage statement explain how the context relates to the topic of the essay. Do not support thesis in your contextualization.	1	6-8
Uses the content of at least two documents to address the topic of the prompt. This is the description step (Describing two documents and explaining how they relate to the topic of the essay)	1	9 & 13
Supports an argument in response to the prompt using two documents. This is an extension of your description. It can be covered with step 3 Therefore statement, but try to close the loop as part of your two-three sentence description.	1	9 & 13
Supports an argument in response to the prompt using at least four documents. If you complete steps 1 & 3 of your document strategy for at least 4 documents you can earn this point.	1	12 & 15
HIPP For one document , explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument. Don't forget to close the loop! This is step 2 of your 3-step strategy.	1	10-11 & 14
HIPP For a second document , explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument. Don't forget to close the loop! This is step 2 of your 3-step strategy.	1	10-11 & 14
Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. This cannot just be a brief mention. Explain the evidence AND close the loop!	1	16
Uses a second additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. Explain the evidence AND close the loop!	1	16
Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. If you make insightful connections as you write, be sure to drop them in!	1	17-20

Be Strategic... Have a Plan of Action...

You will have only 45 minutes to write this essay. You do not need to go after all ten points... and don't put pressure on yourself by expecting that you will have to do so in order to pass. My recommendation is that you target 6 points... strategically choosing the skills you have excelled at during the year. For my 2020 students, I can generalize this recommendation:

1. Thesis (1 point)
2. Two documents – three step approach (4 points)
3. Two pieces of outside evidence (2 points)

Other steps can then be added if time allows.



Tips on Thesis Writing



YOU ARE A YOUNG HISTORIAN! YOU ARE DEVELOPING AND DEFENDING YOUR HISTORICAL ARGUMENT IN RESPONSE TO A PROMPT. On the DBQ essay, the thesis can earn one of ten points. This point and process is essential to a successful essay, and you should begin your planning with development of a complex thesis. You can consider how the documents answer the question, but don't neglect YOUR analysis. Documents might provide another view to your own, and explaining that is adding complexity!

TIPS

- **No Absolutes!** Do not say things like “all, none, always, never...” Absolutes are NOT historically defensible claims. *History is GRAY.* There is always an opposing view!
- **ATFP!** (Address The Full Prompt) Many students fail essays because they are not answering the question! Identify the skill, qualifiers, eras, and categories. Use all of the lingo of the prompt in your thesis, but don't simply restate the prompt.
- **SLOW DOWN** in preparation and ensure you are addressing the entire prompt. Many students score low because they jump in without proper processing and planning their argument. Using the lingo of the prompt, including all topics and categories, and **targeting the skill are essential!**
- **Identify parameters** of prompt and stay within it.
- **FIRST or LAST PARAGRAPH!** *The thesis should not appear in the second paragraph, for example.*
- **BOTH SIDES!** Targeting the skill includes addressing both sides of the skill. Target both sides even if the prompt only addresses one side
The thesis formula will help you do this!

Although X (what there was less of), Y (what there is more of) because...

Comparison – similarities AND differences and what there was more of

Causation – causes AND effects and which was greatest or more significant

CCOT – continuities AND changes and which there was more of

Tips and Thesis formula adapted from strategies developed by Mr. Matt Cone, Plano Senior High School and Dr. John P. Irish, Carroll High School.



More on Thesis Writing



Thesis statements must have some meat to them. You should not rely on generic categories... gone are the days of “political, economic, and social” as generic categories. Instead, have categories that clearly relate to the prompt and topic. If you are using generic categories... follow it up with a “because” statement.

For example: Although the American Revolution was caused by social issues because the Patriots resented the way the British military looked down on them, the war was caused by political and economic issues to a greater extent as many colonists desired more freedom to live and work as they pleased. A thesis of “Although the American Revolution was caused by social issues, it was caused by political and economic issues to a greater extent,” will most likely NOT be adequate.

Thesis statements should not include quotes or topics from the documents. When you develop your argument on the DBQ essay... you are NOT searching the documents for the “answer to the question.” It is important to understand how documents address the prompt/topic, but you are NOT finding answers in them. Develop your argument by blending what you know and what you read... remembering YOU are the young historian.

The Importance of Defending an Argument

Once you develop an argument and state your thesis, it is important that you **remain focused on defending that argument** as you write their essay. If you do not keep in mind your purpose... you may end up storytelling instead of analyzing history and defending an argument. For the DBQ, you may end up summarizing documents instead of analyzing them and using them to defend an argument. Many bright students tell beautiful stories on the essay test and score very low. **Your purpose is to defend an argument** that clearly addresses the prompt and illustrates historical analysis.

Over-simplification is a common pitfall. Practice defending arguments with evidence and explanations of how or why. Avoiding absolutes can also help you avoid an over-simplified essay. Always consider alternative views... there is always another side to the story... there is always another POV. The X-Y strategy in the thesis formula can help. Also, addressing both sides of the skill even if the prompt only asks for one can help you avoid over-simplification.

Don't forget to **close the loop!** Connect back to the X and Y throughout the body paragraphs.



Contextualization Tips

Your teacher/reader is looking for evidence that you understand what is going on in the era or why a topic is historically significant to U.S. history *...and can relate that knowledge to the overall topic in your essay!*



- It can appear anywhere in the essay.
- It can include evidence and connections from other eras, but they must explicitly link it to the topic/era of the essay.
- Needs to include at least ONE piece of specific evidence. If they cannot identify something specific it is okay to focus on developments... *[Do NOT include that evidence anywhere else in the essay... not in the thesis... not in the body paragraphs.]*
- Practicing this skill with both local and broad context is recommended, however if you stay broad... that's okay.
- As with most analysis... **EXPLAINING HOW OR WHY IS IMPORTANT!**
- Rarely is there a length requirement; however, try for at least three sentences.
- Add a sentence clearly explaining how your context relates to the topic of the essay. Readers won't infer!

Contextualization Strategy

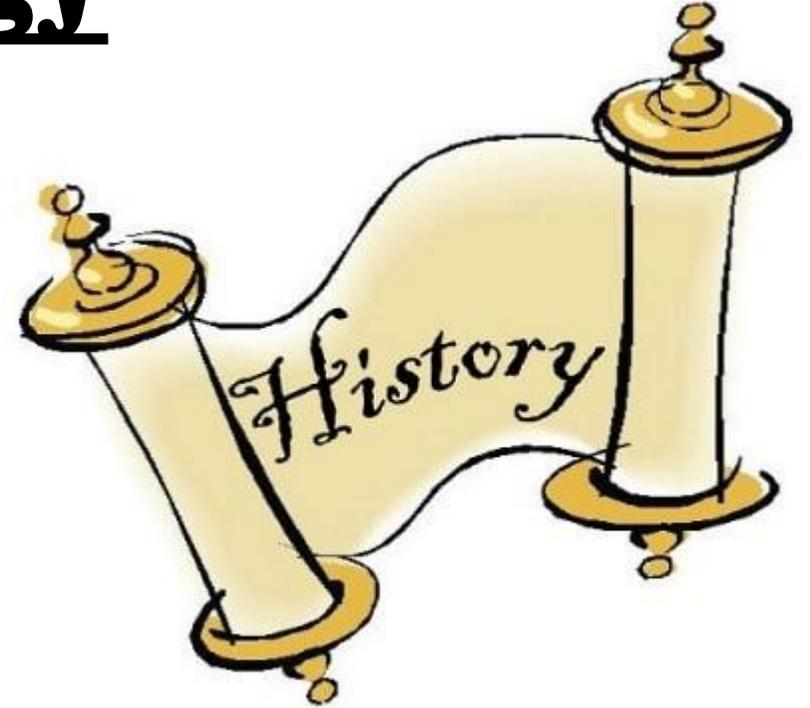
If you are struggling to “set the scene” by explaining the historical context of the essay topic, here is a question to consider:

What do you need to know in order to understand the historical significance of this topic? “Brain-dump” who, what, when, where, why, how. You might also begin your contextualization with...

In order to understand the historical significance of (topic), one must consider...

Remember that chronological framing is not enough, but is a good start. You need to show understanding of the topic in the big picture.

Also ask yourself, “Why is College Board asking this question? What do they want me to understand or know about history?”



What happens in contextualization...

Stays in contextualization!

One frequent weakness I've seen is double-dipping and contextualization crossovers that are inappropriate. One contextualization tip is include at least one piece of specific historical evidence

BUT... *and this is important...* do **not** repeat that evidence in the thesis or in the body paragraphs.

Set the scene... *contextualization...* and then **let it be**. Don't connect back to it, don't use it to defend a thesis, and don't use the evidence or development again in body paragraphs or in document analysis.



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Describing Documents - Tips

In the Document Based Question for APUSH, students can earn two of ten points by showing they essentially understand at least two of the five documents. In addition to showing that they understand what they are seeing or reading, they should also be able to explain how it relates to the topic of the essay as well as use it in some way. If you are using the three step document strategy, combining steps one and three will help students ensure they earn these points.

Example: In the political cartoon, “Ograbme,” a merchant is trying to sell his goods despite the embargo that had been placed on trade. This relates to the topic of Market Revolution, because the economic expansion in that revolution could not occur until the embargo was lifted. The end of the War of 1812 led to the end of such policies and the economy grew rapidly.

Remember that the readers already know the documents inside and out... go beyond simple descriptions and quotes!

TRY TO GO BEYOND THE OBVIOUS!



OGRABME, or. The American Snapping-turtle.

614 for the Proprietor, by D. Longworth, 11 Park.

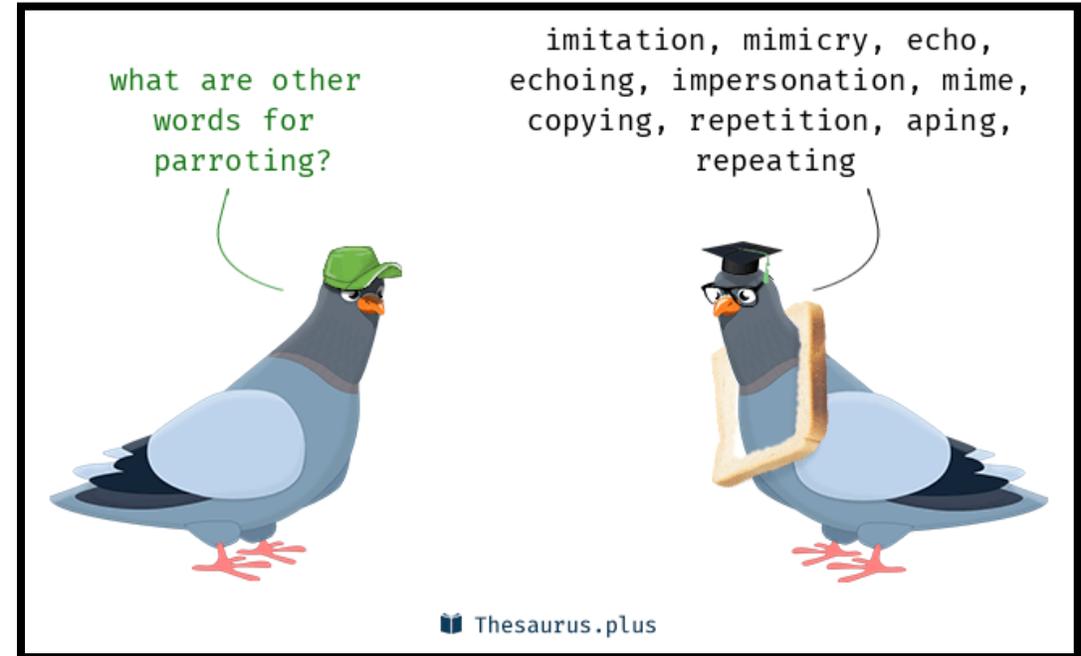
Even though you only need two... go for three... Many bright and talented students are overconfident in their ability to understand documents.

HIPPING TIPS

On the DBQ essay for APUSH, students can earn two of ten points by successfully analyzing **h**istorical situation, **i**ntended audience, **p**urpose, or **p**oint of view for at least two of the five documents.

- “use the lingo!”
If you are analyzing point of view...
say, “the author’s point of view was...”
- HIPP three if you can...
students are often overconfident in their understanding of the document. A third HIPP can act as an insurance policy should one fall short.
- It is important that you **do NOT parrot the document**. ***Go Beyond the Obvious.***
- Quoting is a sign of weakness... unless you are briefly quoting in order to prove their analysis of the HIPP.
- **It is not enough to HIPP well... they must also explain how their analysis of the document relates to their argument... closing the loop! This means a typical HIPP is at least two sentences.**
- Stay within the parameters of the prompt even if documents written in other eras.

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HIPPING STRATEGY

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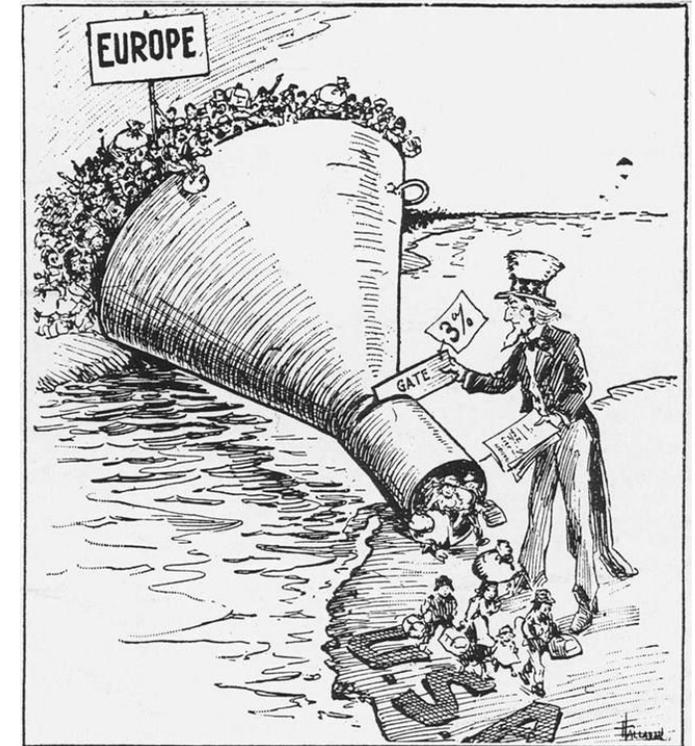
REMEMBER THE HIPP POINTS ARE NEVER EASY POINTS TO EARN, SO BE THOROUGH IN YOUR EXPLANATIONS.

One HIPP strategy to ensure thorough analysis is a **three step process** of:

1. Choosing ONE of the HIPP and describing your analysis of it.
2. Adding a sentence explaining how or why you “figured it out,” such as “This is evident because...”
3. Closing the loop! “This is relevant to the argument because...”

Example:

The historical situation of the political cartoon includes the quota acts of the 1920s which limited immigration from places such as Italy. This is evident because the number of Europeans at the wide end of the funnel is much greater than the number actually emerging from the narrow end of the funnel where “3%” is applied. This limitation is relevant to the argument that immigration policies in the early twentieth century were very different from immigration policies in the later twentieth century, because such quotas were removed in the 1960s.



Using four of five documents in a DBQ essay

You can earn one of ten points on the APUSH DBQ essay if you **successfully use four of the five documents to defend your thesis/argument**. If you are using the three step strategy, this point is in step three. Practicing this skill involves **first understanding the document and how it relates to their topic, and then using the document as a piece of evidence to defend their thesis or argument**. Your argument may be present as a body paragraph topic sentence, or it may be evident in a “closing the loop” statement at the end of the paragraph.

One of my concerns about this point is that students often spend a great deal of their time on this step... much more time than on other parts of the directions/rubric. If you are not confident that you truly understand *and* can apply all (or almost all) of the documents to your argument, I encourage you to spend your time targeting other parts of the directions/rubric. Also, for your dyslexic students without extended time... you may want to focus on fewer than four.

It is good practice to use all three document steps for at least three documents, in my opinion... and you may want to remind yourself that excellence does not require perfection. 😊 Be strategic with time... be aware of the rubric.

“Excellence does not require perfection.”

- Henry James

Three Step Document Strategy

Step 1

Step 1: Describe the document... GO BEYOND THE OBVIOUS AND DON'T QUOTE.

You can say “Document 1...” or use the name of the document. **Then... explain how it relates to the main topic of your essay, Do this for at least three documents, unless you are targeting the use of four documents point.**

“Document #___ shows/explains...”

(Identify the number of the document you are describing and **describe it GBO (go beyond the obvious and don't simply quote.)**)

“This document relates to _____ because...”

(Identify the main **topic** of your essay.) (Explain how or why it relates.)

“This supports the argument because...”

(this is a new addition... there is a point available for closing the loop with your descriptions!)

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Three Step Document Strategy

Step 2

Step 2: Use the HIPP strategy to analyze the documents. Choose three to thoroughly source, even though you only need two according to the rubric. Remember you only need *one* of the HIPP.* Make sure you also explain how you came to your conclusion, showing the reader how or why you came to your conclusion or how you analyzed the document.

Then... explain how or why the HIPP relates to your argument/thesis. (CLOSE THE LOOP)

GO BEYOND THE OBVIOUS and explain how or why it is relevant to the argument. **Tip: USE THE LINGO!**

“The _____ of document #____ was.... because...”
(purpose/POV/audience/context) (Identify doc.) (Describe HIPP.) (Explain how/why the HIPP is evident.)

“This is relevant to the argument that ... _____ because...”
(Identify X or Y from your thesis or other relevant argument connected to it.) (Explain how or why the HIPP relates to your argument/thesis... closing the loop)

*H: Historical Situation, I: Intended Audience, P: Purpose, P: Point of View

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Three Step Document Strategy

Step 3

Step 3: Apply your analysis to your essay. *How does each document support your thesis or support an opposing view?*

To get this point you must use *at least four* of the five documents AS EVIDENCE to support your X or Y. If you are going for this point, I recommend using all five documents in case you don't get credit for one.

“Therefore, document #__ supports the argument that ...

(Identify doc.)

because.....”

(State your X or Y from your thesis.)

(Explain how or why it supports the argument.)

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Tips on using Outside Evidence in a DBQ essay

On the DBQ essay for APUSH, you can earn two of ten points by using historical evidence NOT found in any of the five documents in order to defend your thesis/argument. There are a few strategies that can help you earn these points, and I encourage all students to try to include outside evidence in their essays. For the 2020 DBQ... they only need TWO! But the key is... it cannot be found in the documents. *Many of you will do better aiming for these two points than aiming for HIPing points. Know your strengths!*

- The pieces of evidence MUST **fall within the parameters of the prompt.**
- They **should not be brief comments or passing references.**
- You should **thoroughly explain how or why the evidence supports your argument.**
- As you write, **include specific evidence any time you think of something.**
For example, you may be reading a document about the Declaration of Independence and it brings to mind Common Sense. Drop in any connection you may make even if just a passing reference... then if you have time later... elaborate on the connection.
- If you make an **inference from a document** that leads to a specific piece of evidence, that is sometimes enough.



Tips on Complexity

The “unicorn” point is a site to see! If you are aiming for a **truly complex essay**, remember what the teacher/reader is looking for. They are looking for evidence that the you **understand deeply... understand nuances of documents and topics...** can write a **sophisticated essay...** and are clearly one of the most talented writers among peers.

Synthesis is no longer part of the rubric, but it is a skill that can reveal deeper understanding and higher level analysis. The ping-pong approach is a tool you may use to go back and forth between two eras/topics in order to reveal a deeper understanding of the historical significance of a topic.

Other tips for increasing complexity:

- Group documents thematically AND explaining why you are organizing them in that way..
- Explaining THOROUGHLY connections among documents (corroborations, contradictions, qualifications)
- Making connections to other eras/topics along the way.

If these steps don't come naturally, I would focus your attention on other parts of the rubric.

Not everyone can or will earn this point, and that is okay. Strategically target as many points/parts of the essay as you can and do not to stress out if they are not able to hit every target.

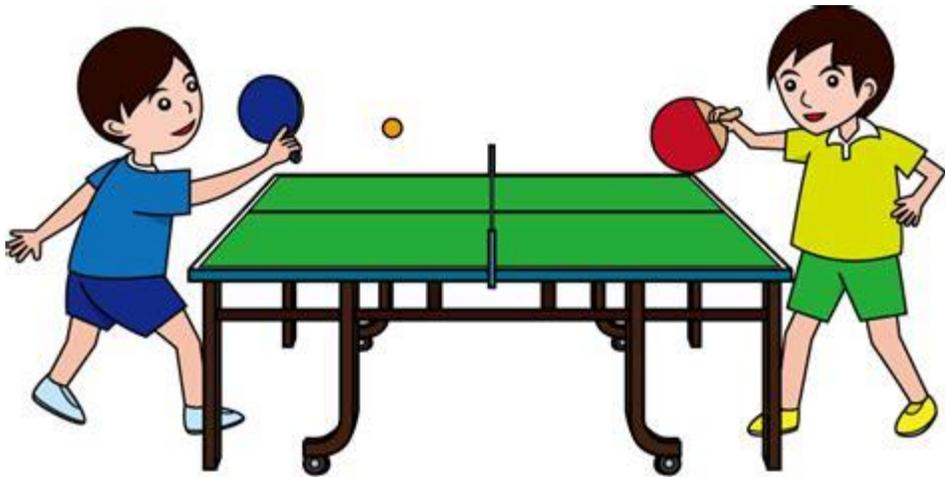
As you write, if you something insightful comes to mind... drop it in! Don't stifle your own connections!



Ping-Pong Complexity

*The complexity point is hard to earn... you have to clearly show depth of knowledge and analysis throughout the essay. Make sure your essay is nuanced or refined! One way to target that is to **ping pong**. This should happen along the way... not just in a conclusion, FYI.*

Identify a key concept from your essay and then connect it to a similar or different concept from another era or geographic region. Define the concept, making sure it is relevant to your topic and thesis, and then shift across the table and do the same for the topic you're connecting to.



Example:

The Nullification Crisis during the Era of the Common Man was a significant event in the development of the United States. It brought the nation dangerously close to civil war. Later the nation did go to war following the election of Abraham Lincoln in 1860. In the Era of the Common Man, war nearly occurred over the tariff of abominations. Later in 1860 the same state that threatened to secede over the tariff did secede following Lincoln's election.

Adding Complexity via Thematic Groups

There is no point for grouping, however if you are able to group a couple documents together **AND explain why you are connecting them...** that can add complexity. One strategy is to group thematically. The chart below was developed by Mr. Michael Hjort, Rouse High School. It is a useful resource if trying to analyze documents thematically.

Naming your DBQ Groups by APUSH Theme		
<u>American and National Identity</u> <ul style="list-style-type: none"> • Gender • Class • Racial and Ethnic Identities • National and Regional Identities • Nationalism and Patriotism • Assimilation 	<u>Politics and Power</u> <ul style="list-style-type: none"> • Role of State in Society • Political Process • Role of Political Parties • Struggles over/for Freedom • Federalism • Liberty • Citizenship • Authority and Power 	<u>Work, Exchange, and Technology</u> <ul style="list-style-type: none"> • Agriculture and Manufacturing • Commerce and Trade • Technology and Innovations • Labor Systems • Transportation • Land Distribution
<u>American & Regional Culture</u> <ul style="list-style-type: none"> • Ideas • Religion and Philosophy • Art and Literature • Cultural Values • Science • Morality and Moral Values 	<u>Migration and Settlement</u> <ul style="list-style-type: none"> • Movement to, from, within the U.S. • Nativism • Immigrant group impact on society • Assimilation 	<u>Geography and The Environment</u> <ul style="list-style-type: none"> • Climate, Environment, and Geography • Natural Resources • Exchanges: plants, disease, and animals.
<u>Social Structures</u> <ul style="list-style-type: none"> • Patriarchal • Matriarchal • Upper, Middle, Lower class • Social Networks • Social Organizations • Change in Social Structure 		<u>America in the World</u> <ul style="list-style-type: none"> • Competition for Resources • Foreign Policy and Diplomacy • Expansionism and Imperialism • Global Conflicts (World Wars) • Military and Economic

For example...

Documents 2 and 4 are similar, because they both illustrate the significant impact of internal **migration** on the American Indian population. One illustrates the reduction of their population, and the other illustrates the effects of the Reservation System. Both show results of Americans moving westward.

Final Note on Complexity

*If you are aiming for the unicorn point (complexity), include your insights along the way. Remember to earn this point, **you must use at least two of the strategies and complexity must be present throughout... not just tacked on the end.***

Top Three COMPLEXITY Strategies (based on what I have seen as a reader):

Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect. This needs to be throughout your essay and not just in a conclusion.

Explain relevant and insightful connections within and across periods. (*ping-pong... along the way*)

Explain how documents support or contradict each other. This could include the strategy of grouping documents rather than having them in separate paragraphs... just be sure to explain WHY you are grouping them.