

The background of the slide is a stylized, wavy American flag with the stars and stripes. The text is overlaid on this background.

DBQ 3-Step Strategy Review with the NEW Rubric

Fight Fiercely!

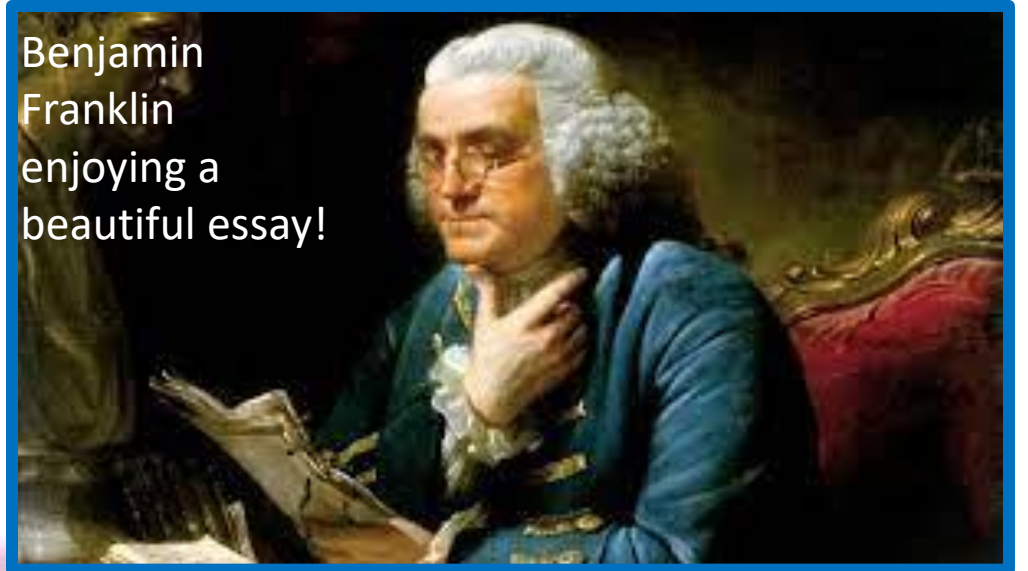
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FFAPUSH.com

DBQ Time!

I can't wait to read your beautiful essays!



Benjamin Franklin enjoying a beautiful essay!

Goals/Agenda:

Review the slavery thread, review the DBQ rubric changes, introduce the three-step strategy, practice thesis and contextualization, examine and discuss student samples from the practice DBQ, review the significance of the 13th, 14th, and 15th Amendments.



DBQ Rubric What's Changed?

DOCUMENT BASED QUESTION (DBQ) Rubric, 7 possible points

<p>THESIS/CLAIM (1 point)</p> <p>Responds to the prompt with a historically <u>defensible</u> thesis/claim that establishes a line of reasoning.</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. ATFP!</i></p>	◇
<p>CONTEXTUALIZATION (1 point)</p> <p>Describes a broader historical context <u>relevant to the prompt</u>.</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference. Clearly link your contextualization to the topic of the essay!</i></p>	◇
<p>EVIDENCE (3 points)</p> <p><u>Using Evidence FROM the Documents:</u></p> <p>Uses the content of at least <u>three</u> documents to address the topic of the prompt.</p> <p><i>To earn one point, the response must <u>accurately describe</u> — rather than simply quote — the content from at least three of the documents. Make sure you explain its relevance to the topic of your essay!</i></p> <p>Supports an argument in response to the prompt using at least <u>SIX</u> documents.</p> <p><i>To earn two points, the response must <u>accurately describe</u> — rather than simply quote — the content from at least six documents. In addition, the response must <u>use the content of the documents to support an argument</u> in response to the prompt. Close the loop!</i></p> <p><u>Evidence Beyond the Documents:</u></p> <p>Uses at least <u>ONE</u> additional piece of the specific historical evidence (<u>beyond</u> that found in the documents) <u>relevant to an argument</u> about the prompt.</p> <p><i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>	◇ ◇ ◇
<p>ANALYSIS AND REASONING (3 points)</p> <p>For at least <u>three</u> documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is <u>relevant to an argument</u>. HIPP at least three!</p> <p><i>To earn this point, the response must <u>explain how or why</u> (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i></p> <p>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.</p> <p><i>A response may demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect Explaining 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 views or evidence <p>This understanding must be part of the argument, not merely a phrase or reference.</p> <p><i>start with your complex thesis using the formula and back it up in the body paragraphs using evidence from the documents!</i></p>	◇ ◇ ◇

THESIS → SAME

CONTEXTUALIZATION → SAME

STEP 1/DESCRIPTION → SAME

STEP 3/DOCS AS EVIDENCE → FOUR INSTEAD OF SIX

EBD → SAME

STEP 2/HIPP → TWO INSTEAD OF THREE

UNICORN → SLIGHTLY DIFFERENT WORDING BUT ESSENTIALLY THE SAME WITH NEW OPTIONS INCLUDING USING ALL SEVEN DOCUMENTS TO DEFEND ARGUMENT OR HIPPING FOUR DOCS

DOCUMENT BASED QUESTION (DBQ) Rubric, 7 possible points

<p>THESIS/CLAIM (1 point)</p> <p>Responds to the prompt with a historically <u>defensible</u> thesis/claim that establishes a line of reasoning.</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. ATFP!</i></p>
<p>CONTEXTUALIZATION (1 point)</p> <p>Describes a broader historical context <u>relevant to the prompt</u>.</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference. Clearly link your contextualization to the topic of the essay!</i></p>
<p>EVIDENCE (3 points)</p> <p><u>Using Evidence FROM the Documents:</u></p> <p>Uses the content of at least <u>three</u> documents to address the topic of the prompt.</p> <p><i>To earn one point, the response must <u>accurately describe</u> — rather than simply quote — the content from at least three of the documents. Make sure you explain its relevance to the topic of your essay!</i></p> <p>Supports an argument in response to the prompt using at least <u>four</u> documents.</p> <p><i>To earn two points, the response must <u>accurately describe</u> — rather than simply quote — the content from at least four documents. In addition, the response must <u>use the content of the documents to support an argument</u> in response to the prompt. Close the loop!</i></p> <p><u>Evidence Beyond the Documents:</u></p> <p>Uses at least <u>ONE</u> additional piece of the specific historical evidence (<u>beyond</u> that found in the documents) <u>relevant to an argument</u> about the prompt.</p> <p><i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>
<p>ANALYSIS AND REASONING (3 points)</p> <p>For at least <u>two</u> documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is <u>relevant to an argument</u>. HIPP at least three!</p> <p><i>To earn this point, the response must <u>explain how or why</u> (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i></p> <p>Demonstrates a complex understanding of the historical development that is the focus of the prompt, through sophisticated argumentation and/or effective use of evidence.</p> <p>A response may demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining <u>multiple themes or perspectives</u> to explore complexity or nuance. Explaining <u>multiple causes or effects, multiple similarities or differences, or multiple continuities or changes.</u> Explaining <u>both cause and effect, both similarity and difference, or both continuity and change.</u> Address both sides of the skill! Explaining relevant and <u>insightful connections</u> within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. Ping-Pong! <p>A response may demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> Effectively using <u>seven documents</u> to support an argument that responds to the prompt. Explaining <u>multiple causes or effects, multiple similarities or differences, or multiple continuities or changes.</u> Address both sides of the skill! Explaining relevant and <u>insightful connections</u> within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. Ping-Pong! Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of <u>different perspectives</u> relevant to the prompt. <p>This complex understanding must be part of the argument and may be demonstrated in any part of the response. While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</p>

A thread on Slavery in America, 1503-1865

Review some of the main events in the Slavery thread of American history. Those most likely to be tested are emphasized in bold and/or red.

1503: Spanish and Portuguese begin replacing Native American slaves with African slaves in South America
1610: Dutch bring slaves to North America

1619: First African slaves arrive in Jamestown

1641: **Body of Liberties**, Massachusetts becomes the first colony to recognize slavery as legal
1651: Rhode Island declares an enslaved person must be freed after 10 years of service
1662: **Slave Codes** define slavery in racial terms and slaves as "chattel" (property)
1663: A Virginia court decides a child born to an enslaved mother is also a slave

1676: Bacon's Rebellion, Virginia revolt of indentured servants leads to increase demand for permanent labor source, slavery

1688: **A Minute Against Slavery** Mennonites in Pennsylvania protest slavery
1712: **New York City Slave Revolt**, 12 whites killed, 21 blacks executed
1739: **Stono Rebellion**; South Carolina Slave Revolt, led by "Jemmy" 20 whites killed, 44 blacks executed, some tried to escape to Florida but were captured and sold to West Indies
1740: **Negro Act (South Carolina)** Response to Stono Rebellion, laws restricting slave assembly, education and movement, 10-year moratorium against importing African slaves, established penalties against slaveholders' harsh treatment of slaves, required legislative approval for manumissions (freeing one's slaves), which slaveholders had previously been able to arrange privately.
1750: Georgia is the final colony to legalize slavery
1773: **Patrick Henry**: "Would anyone believe I am the master of slaves of my own purchase? I am drawn along by the general inconvenience of living here without them. I will not, I cannot justify it. However culpable my conduct... I believe a time will come when an opportunity will be offered to abolish this lamentable evil."

1774: The American Association (nonimportation/boycott agreement) included ban on slave imports, and it included a clause stating, "after which we will wholly discontinue the slave trade ..."

1754: John Woolman (b. New Jersey 1720; d. York, England 1772) addresses his fellow Quakers in *Some Consideration of the Keeping of Negroes* and exerts great influence in leading the **Society of Friends** to recognize the evil of slavery.

1776: Declaration of Independence signed, "all men are created equal," and the slavery clause condemning the King for slavery is removed in order to achieve unity

1780s: 1st antislavery society created in Philadelphia; Society of Friends; Ben Franklin

1787: Northwest Ordinance bans slavery in new territories ceded by colonies, and Rhode Island outlaws the slave trade

1789: Constitution ratified with Slavery compromise (20 year limit on importation of slaves, slavery allowed to continue in Southern states) and the 3/5 Compromising allowing Southern states to count 3/5 of their slave population for representation (apportionment) in the House of Representatives

1791: Slave revolt in **Haiti** begins independence movement, many slaves move to America, **Toussaint L'Overture** creates new independent society and inspires slave revolts, and abolition movements in America

1794: American Convention for Promoting the Abolition of Slavery founded, a national organization joining several regional and state organizations; Free blacks form the **first independent black churches** in America (St. Thomas African Episcopal Church and Bethel Church) in protest of segregation and as acts of self-determination; Congress enacts the federal **Slave Trade Act of 1794** prohibiting American vessels to transport slaves to any foreign country from American ports.

1800: **Gabriel Prosser** rebellion (thwarted)

Review the events on the timeline. Three events are highlighted. Think of how things changed or stayed the same before and after each of those three. Also think about other events you would mark as turning points.

1804: slavery eliminated from last northern state.
1807: the legal termination of the slave trade, enforced by the Royal Navy.
1817: **American Colonization Society** founded Liberia and transports 15,000 slaves over the next 40 years

1820: Missouri Compromise allows expansion of slavery into Missouri and draws a line defining future free and slave territories

1820s: newly independent Republics of Central & So. America declared their slaves free.
1821: **Nat Turner's Rebellion**
1831: **William Lloyd Garrison** begins publishing *The Liberator* (publishing ends after 13th Amendment)
1833: slavery abolished throughout the British Empire.

1830s: Second Great Awakening inspires "Lane Rebels" (**Theodore Weld & Lyman Beecher**)

1835: Law preventing postmasters from delivering **abolitionist mailings** in south
1836: **Gag Resolution**, antislavery appeals silenced (repealed 8 years later) & **Angelina Grimke** writes *An Appeal to the Christian Women of the South*
1839: **Theodore Weld** publishes *American Slavery As It Is*
1844: slavery abolished in the French colonies.
1845: **Texas annexed**, another slave state, and the *Narrative of the Life of Frederick Douglass, an American slave* published; autobiography
1846: **Mexican American War** begins, Whig Party protests
1848: **Mexican American War** ends, Treaty of Guadalupe Hidalgo = Mexican Cession

1850: Compromise of 1850 brings California in as free state, ends slave trade in D.C., implements new fugitive slave law, and allows for popular sovereignty to decide slave/free status for remaining territory gained in the Mexican Cession

1852: *Uncle Tom's Cabin* published; **Harriet Beecher Stowe**

1854: Kansas-Nebraska Act allows for popular sovereignty to determine free/slave status of Nebraska and Kansas Territories, leads to Bleeding Kansas (and overrides Missouri Compromise as Kansas is above the line)

1857: Dred Scott vs Sandford Supreme Court ruling declares Missouri Compromise unconstitutional and that slaves are property, not citizens, and therefore cannot sue; calls into question any "free" territory since even if living in a free territory a slave is still a slave

1859: **John Brown** executed after Raid at Harper's Ferry, attempt to lead armed slave rebellion
1861: serfs of Russia were emancipated.

1863: Emancipation Proclamation (freeing slaves in Confederate states) & preventing foreign alliance with Confederacy

1865: 13th Amendment ratified; officially ending slavery in the U.S.

HISTORICAL ARGUMENTATION & CCOT... *The End of Slavery*

Purpose: In this activity, students will review the slavery thread provided near the end of the last unit, analyze the Thirteenth Amendment, and practice document analysis. The activity begins with a 1926 poem in order to focus students' attention on the "failures" of Reconstruction as well as link the end of slavery to the Civil Rights thread.

Key Concept 5.3: The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

II. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

- A) The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.
- B) The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.
- C) Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.
- D) Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South.
- E) Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments *eventually* became the basis for court decisions upholding civil rights in the 20th century.

"A Dream Deferred,"

Langston Hughes, 1926

What happens to a dream deferred?

**Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?**

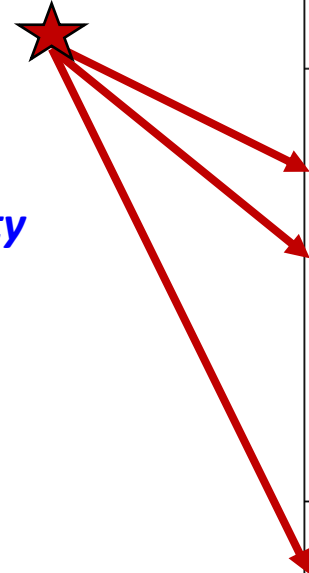
**Maybe it just sags
like a heavy load.**

Or does it explode?

**Read the poem.
What is the historical situation?
What dream has been deferred?
What does the author mean by "does it explode?"**

The rubric for the DBQ question has seven points. Three points are all about documents.

Strategies for Thesis, Contextualization, Evidence, and Complexity are the same as LEQ... (the other 4 points). However, there are a few special options for complexity on the DBQ that you don't see on LEQ.



DOCUMENT BASED QUESTION (DBQ) Rubric, 7 possible points	
THESIS/CLAIM (1 point) Responds to the prompt with a historically <u>defensible</u> thesis/claim that establishes a line of reasoning. <i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. ATFP!</i>	
CONTEXTUALIZATION (1 point) Describes a broader historical context <u>relevant to the prompt</u>. <i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference. Clearly link your contextualization to the topic of the essay!</i>	
EVIDENCE (3 points) Using Evidence FROM the Documents: Uses the content of at least <u>three</u> documents to address the topic of the prompt. <i>To earn one point, the response must <u>accurately describe</u>— rather than simply quote — <u>the content</u> from at least three of the documents. Make sure you explain its relevance to the topic of your essay!</i> Supports an argument in response to the prompt using at least <u>four</u> documents. <i>To earn two points, the response must <u>accurately describe</u>— rather than simply quote — <u>the content</u> from at least four documents. In addition, the response must <u>use the content of the documents to support an argument</u> in response to the prompt. Close the loop!</i> Evidence Beyond the Documents: Uses at least <u>ONE</u> additional piece of the specific historical evidence (<u>beyond</u> that found in the documents) <u>relevant to an argument</u> about the prompt. <i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i>	
ANALYSIS AND REASONING (2 points) For at least <u>two</u> documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is <u>relevant to an argument</u>. HIPP at least three! <i>To earn this point, the response must <u>explain how or why</u> (rather than simply identifying) <u>the document's point of view, purpose, historical situation, or audience is relevant to an argument</u> about the prompt for each of the three documents sourced.</i> Demonstrates a complex understanding of the historical development that is the focus of the prompt, through sophisticated argumentation and/or effective use of evidence. <i>A response may demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</i> <ul style="list-style-type: none">• Explaining multiple themes or perspectives to explore complexity or nuance.• Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes.• Explaining both cause and effect, both similarity and difference, or both continuity and change. Address both sides of the skill!• Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. Ping-Pong! <i>A response may demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</i> <ul style="list-style-type: none">• Effectively using seven documents to support an argument that responds to the prompt.• Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt. (HIPPing)• Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. <i>This complex understanding must be part of the argument and may be demonstrated in any part of the response. While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</i>	

How to Reference the Documents in the DBQ Body Paragraphs

Most students fail to earn the document analysis points on the DBQ because they simply string together facts they pull from documents which results in story-telling. Never lose sight of your purpose: defending an argument/thesis!

Using documents as evidence requires showing understanding of the content and then applying that understanding to the defense of your argument. Ask yourself questions such as, "How does this document address my prompt?" and "What is this document saying?"

DO NOT quote the documents. Go Beyond the Obvious! GBO!

It is okay to have separate paragraph for each document, or you may group them.

You *cannot* group them in order to *generalize* any one step, however.

If you do group them, add a couple of sentences explaining how they corroborate or contradict each other. This will help you get the complex analysis point.

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 every document, unless you are not targeting the use of six documents point.*

"Document # ___ shows/explains.... This document relates to _____ because..."
(Identify the number of the document you are describing and describe it GBO.) (Identify the main topic of your essay.) (Explain how or why it relates.)

Step 2: Use the HIPP strategy to analyze the documents. Choose 4 to thoroughly source, even though you only need three according to the rubric. Remember you only need *one* of the HIPP.*
Then... explain how or why the HIPP relates to your argument/thesis. (CLOSE THE LOOP)
GO BEYOND THE OBVIOUS, explain how it is evident (show the reader how you came to your analysis) 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)

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 six* of the seven documents AS EVIDENCE to support your X or Y. I recommend you use all seven in case you don't get credit for one.
Start with step 1 (description and explanation of how it relates to the topic), and then **CLOSE THE LOOP.**
If the document is one of the four you HIPped, then start with steps one and two, and then close the loop.

"Therefore, document # ___ supports the argument that ... because...."
(Identify doc.) (State your X or Y from your thesis.) (Explain how or why it supports the argument.)

You can interrupt the steps at anytime to add EBD (Evidence Beyond the Documents) or ping-pong (complexity/connecting to a different era).

I recommend separating EBD and ping-pong into their own paragraphs, BUT remember your essay is a rough draft!

There are more sophisticated ways to write, so consider this strategy a steppingstone... and remember it is a strategy to target points!

Step 1
(description point)

Step 2
(HIPP point)

Step 3
(docs as evidence point)

3-Steps and Template also available on original DBQ page.

NOTE: The prompt for the activity has been simplified to reflect more realistic AP prompt.

HISTORICAL ARGUMENTATION & CCOT... *The End of Slavery*

THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT)

This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

Do you understand the theme?

Step #1 Read the question or prompt carefully:

Read the question three times and be able to paraphrase the question and know the essential task demanded by it. Answering the question will be the central focus of your essay, and you want to be sure to **ATFP: Address The Full Prompt.**

Prompt: To what extent did the Civil War Amendments (13th, 14th, 15th) [redacted] foster change in United States identity [redacted]?

Step #2 Brainstorm on paper everything that comes to mind regarding the topic at hand. Aim for at least 3 specific things.

What do you know about the topic? What is the era/context? Think about what each Amendment did, and think about what stayed the same before and after and what changed before and after. Put this down on paper to get your brain generating ideas and content before writing the essay. Once you have ample information, make sure you have at least one reason or evidence to address all three of the categories provided in the prompt.

13th - ended slavery, 14th - civil rights, 15th - voting rights, Union victory in Civil War

Step #3 Clarify your thesis/view and identify an opposing view. Make sure your thesis ATFP! Don't restate the prompt! Include EXTENT!

Step #4 Write your introductory paragraph. USE THE FORMULA!

Student Sample Contextualization with simple thesis:

The Civil War ended with the Union victory and the Confederate surrender. Then the process of Reconstruction began. The Civil War Amendments fostered change in United States identity to a small extent because racism and sectionalism continued.

Student Sample Contextualization with complex thesis:

During the Antebellum Era, the abolition movement grew determined to end slavery. This relates to the topic of Civil War Amendments, because the 13th Amendment abolished slavery. Although the Civil War Amendments maintained continuity in American identity because they failed to truly reform the social structure of the South, they fostered change to a greater extent because slavery ended, civil rights were guaranteed, and black men were given the right to vote.

What is the skill being tested?

What is the topic?

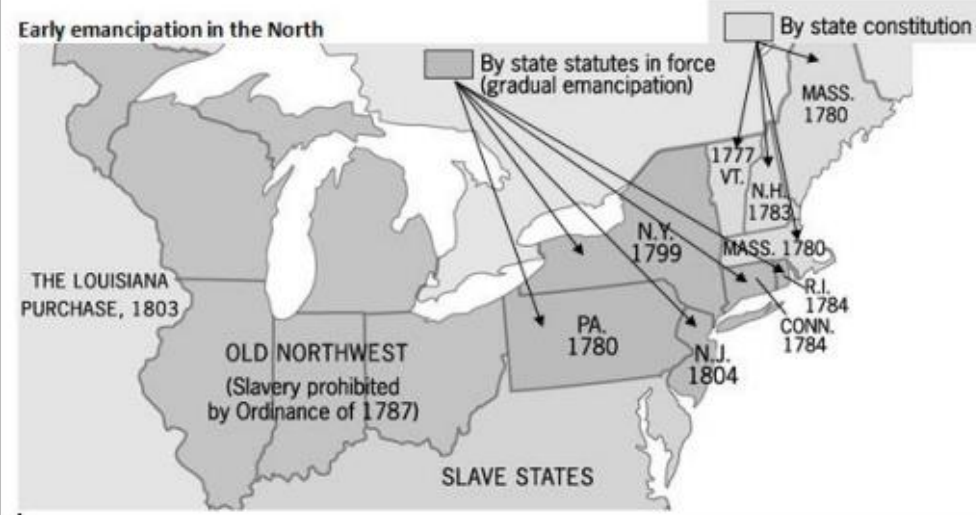
What's the prelude?

Complex Formula:
Although X, Y b/c...

Simple Formula:
Restate the prompt, take a stand on the qualifier, and provide a line of reasoning.

Use the model/example to introduce the strategy and review the rubric.

Analyzing Documents and Defending Your Thesis



Abraham Lincoln's Gettysburg Address, Gettysburg, Pennsylvania November 19, 1863

"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth. "

Student Sample for Doc #1:

The map of early emancipation (Doc. 1) shows the early division between North and South over slavery. This relates to the issue of slavery as Northern states emancipated slaves shortly after American independence while the South remained slave states.

The historical situation of the map included the American Revolution which resulted in the 13 colonies becoming 13 states faced with the question of whether to continue slavery. The war is relevant to the argument that the Civil War Amendments fostered change in American identity, because ending slavery and guaranteeing civil rights moved the nation closer to the ideals set forth in the Revolution.

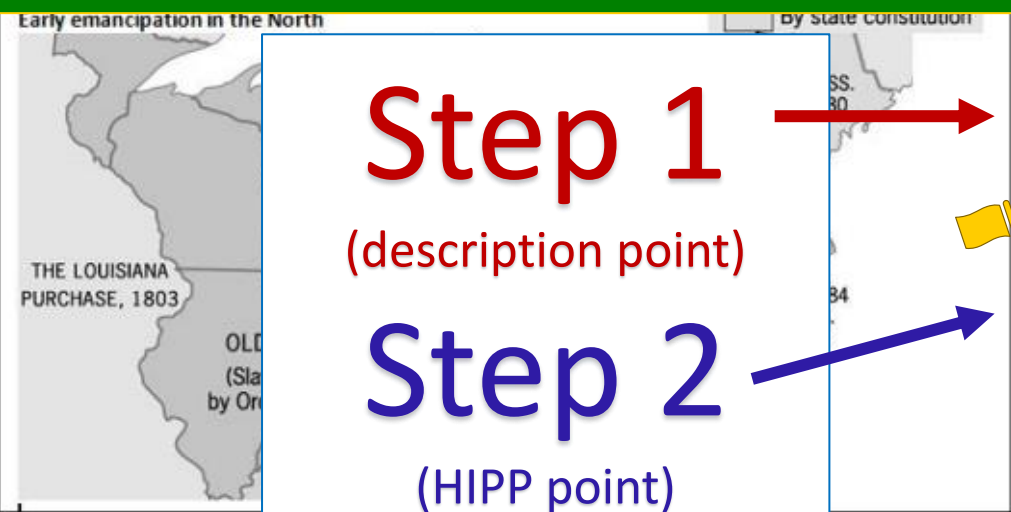
One of those ideals was the concept of natural rights which was included in the Declaration of Independence. Those rights were not to be violated by government, yet the rights of African Americans were violated with slavery. When the 13th Amendment ended slavery, change happened for identity as slaves were no longer property but people. (EBD)

Therefore, the Civil Rights Amendments changed American identity as chattel slavery ended in the entire nation instead of it just ending in the North after the Revolution.

Remember: maps, graphs, charts, etc. only leave you ONE HIPP option: Historical Situation!

Your Thesis

Use the lingo of the HIPP you choose to wave the flag: Hello! I'm hiping!



Step 1

(description point)

Step 2

(HIPP point)

Step 3

(docs as evidence point)

Abraham Lincoln's Gettysburg Address, 1863

"Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, so conceived and so dedicated, can long endure. We are here gathered to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. But in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth."

Student Sample for Doc #1:

The map of early emancipation (Doc. 1) shows the early division between North and South over slavery. This relates to the issue of slavery as Northern states emancipated slaves shortly after American independence while the South remained slave states.

The historical situation of the map included the American Revolution which resulted in the 13 colonies becoming 13 states faced with the question of whether to continue slavery. The war is relevant to the argument that the Civil War Amendments fostered change in American identity, because ending slavery and guaranteeing civil rights moved the nation closer to the ideals set forth in the Revolution.

One of those ideals was the concept of natural rights which was included in the Declaration of Independence. Those rights were not to be violated by government, yet the rights of African Americans were violated with slavery. When the 13th Amendment ended slavery, change happened for identity as slaves were no longer property but people. (EBD)

Therefore, the Civil Rights Amendments changed American identity as chattel slavery ended in the entire nation instead of it just ending in the North after the Revolution.

Abraham Lincoln's Gettysburg Address, Gettysburg, Pennsylvania November 19, 1863

"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth. "

Student Sample:

Document #2 is Lincoln's Gettysburg Address. This speech describes the founding of America with the ideal that all men are created equal. This relates to the topic of the Civil War Amendments, because the Amendments sought to include African Americans in that concept.

The historical situation of the address was the Union victory in the Battle of Gettysburg. That victory marked a turning point in favor of the Union and the eventual end of slavery which supports the argument that the Amendments changed identity because they followed through with the ideas Lincoln set forth in this speech.

The Amendments were not enough to truly include African Americans in this concept of all men are created equal. In the following eras, Jim Crow laws were passed that violated the rights of Blacks and forced them into continued subjugation. It wasn't until the Civil Rights Movement that the change in American identity truly included everyone when the government started protecting voting rights and ended segregation. The Civil Rights movement actually fostered more change in identity than the Civil War Amendments did. **Therefore, the Amendments fostered change to a small extent because it would take a long time before identity reached the ideal expressed in the speech.**

Abraham Lincoln's Gettysburg Address, Gettysburg, Pennsylvania November 19, 1863

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Step 1

Step 2

Step 3 Ping Pong

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Analyzing Documents and *Defending Your Thesis*

General Gordon Granger, General Order No. 3, June 19, 1865
Galveston, TX

"The people of Texas are informed that in accordance with a Proclamation from the Executive of the United States [1863], all slaves are free. This involves an absolute equality of rights and rights of property between former masters and slaves, and the connection heretofore existing between them becomes that between employer and free laborer."

(This day became the "Juneteenth" holiday)

Student Sample:

The Civil War Amendments fostered change in identity to a large extent as it ended slavery with the 13th. General Order No. 3 also expresses this change in the Emancipation Proclamation which stated slavery was over in places like Texas.

Therefore, the order supports the argument that the Amendments fostered change, because it describes how slaves are now free laborers. Freedom is an important part of American identity. (Doc. 3)

Evidence... now choose one piece of historical evidence NOT found in the documents that you could use to defend your X or Y. Write one body paragraph with at least four sentences defending your argument with this single piece of outside evidence. (On the DBQ, you can earn a point for having a piece of outside evidence in your body paragraphs)

Student Sample for EBD:

One piece of evidence not found in the documents that also supports the argument that the Civil War Amendments changed American identity to a small extent was the Compromise of 1877. This compromise ended Reconstruction and after the military was removed from the South the nation was once again whole but also once again treating Blacks in the South as slaves. The 15th Amendment guaranteed suffrage for black men. But, after that compromise voting rights were taken away. Therefore, the Amendments fostered little change.

Analyzing Documents and *Defending Your Thesis*

Step 1

With topic sentence

Step 3

Student Sample:

The Civil War Amendments fostered change in identity to a large extent as it ended slavery with the 13th. General Order No. 3 also expresses this change in the Emancipation Proclamation which stated slavery was over in places like Texas.

Therefore, the order supports the argument that the Amendments fostered change, because it describes how slaves are now free laborers. Freedom is an important part of American identity. (Doc. 3)

Use evidence from the documents that you could use to defend your X or Y. Write one body paragraph with at least four sentences defending your argument with this single piece of outside evidence. (On the DBQ, you can earn a point for having a piece of outside evidence in your body paragraphs)

Student Sample for EBD:

One piece of evidence not found in the documents that also supports the argument that the Civil War Amendments changed American identity to a small extent was the Compromise of 1877. This compromise ended Reconstruction and after the military was removed from the South the nation was once again whole but also once again treating Blacks in the South as slaves. The 15th Amendment guaranteed suffrage for black men. But, after that compromise voting rights were taken away. Therefore, the Amendments fostered little change.

**Raise the FLAG to let the reader know your intention!
Don't let your EBD be confused with historical context/situation by separating it into its own paragraph AND use the lingo to wave your flag!**