

Contextualization & Synthesis... *Revolution*

From the 2015 Revised Framework:

Contextualization involves the ability to **connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes**. Proficient students will be able to situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

Synthesis involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and **other historical contexts, periods, themes, or disciplines**. Proficient students will make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

From the 2015 Revised Rubric for the DBQ:

CONTEXTUALIZATION: 1 point - Situates the argument by **explaining the broader historical events, developments, or processes** immediately relevant to the question.

SYNTHESIS: 1 point - **Extends the argument by explaining the connections between the argument** and ONE of the following:

- a) A development in a **different historical period**, situation, era, or geographical area.
- b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

From the 2015 Revised Content Outline:

Key Concept 3.2: The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

- I. The ideals that inspired **the revolutionary cause** reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.
 - A) **Enlightenment ideas** and philosophy inspired many American political thinkers to emphasize **individual talent** over **hereditary privilege**, while **religion** strengthened Americans' view of themselves as a people blessed with **liberty**.
 - B) The colonists' belief in the **superiority of republican forms of government** based on the **natural rights** of the people found expression in **Thomas Paine's Common Sense** and the **Declaration of Independence**. The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.
 - C) During and after the **American Revolution**, an increased awareness of inequalities in society motivated some individuals and groups to call for the **abolition of slavery** and greater **political democracy** in the new **state and national governments**.
 - D) In response to **women's participation in the American Revolution**, **Enlightenment ideas**, and **women's appeals for expanded roles**, an ideal of **"republican motherhood"** gained popularity. It called on women to teach **republican values** within the family and granted women a new importance in **American political culture**.
 - E) The **American Revolution** and the ideals set forth in the **Declaration of Independence** reverberated in **France, Haiti, and Latin America**, inspiring future independence movements.

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

Directions:

Contextualize and synthesize each underlined explicit term for Key Concept 3.2 I. (see excerpt above)

Use the basic strategy you learned in unit 1 (Local-Broad-Other) and write your analysis in complete sentences.

Be ready to analyze each of these in detail on the unit 2 test!

Contextualization & Synthesis...

