

An ap u.s. history

[History](#)



An AP U. S. History Document-Based Question (DBQ) Packet What is a DBQ? {Material borrowed from Collegboard. com} The AP U. S. History test consists of a multiple-choice section and an essay section. There are three essays to answer on the test, one of which is the DBQ. The DBQ an essay question that requires you to answer the question using the sources provided. You are given a mandatory 15-minute reading period at the beginning of the free-response section, and most of that time is to be spent analyzing the documents and planning your answer to the DBQ. It's recommended that you spend 45 minutes writing the DBQ essay. What kind of documents are in the DBQ? Although confined to no single format, the documents contained in the DBQ rarely features familiar classic documents like the Emancipation Proclamation or Declaration of Independence, though the documents' authors may be major historical figures. The documents vary in length and format, and are chosen to illustrate interactions and complexities within the material. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents. When appropriate, the DBQ will include charts, graphs, cartoons, and pictures, as well as written materials. This gives you the chance to showcase your ability to assess the value of a variety of documents. What is the purpose of the DBQ? The DBQ usually requires that you relate the documents to a historical period or theme and show your knowledge of major periods and issues. For this reason, outside knowledge is very important and must be incorporated into the student's essay if the highest scores are to be earned. To earn a high score it's also very important that you incorporate the information you learned in your AP U. S. History class. The emphasis of the DBQ will be on <https://assignbuster.com/an-ap-us-history/>

analysis and synthesis, not historical narrative. Your DBQ essay will be judged on thesis, argument, and supporting evidence. The DBQ tests your ability to analyze and synthesize historical data, and assess verbal, quantitative, or pictorial materials as historical evidence. 2006 AP UNITED STATES HISTORY FREE-RESPONSE QUESTIONS UNITED STATES HISTORY SECTION II Part A (Suggested Writing Time – 45 minutes) Percent of Section II score – 45 Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-J and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period. “ Discuss the changing ideals of American womanhood between the American Revolution (1770’s) and the outbreak of the Civil War. What factors fostered the emergence of ‘ republican motherhood’ and the ‘ cult of domesticity’? Assess the extent to which these ideals influenced the lives of women during this period. In your answer be sure to consider issues of race and class. ” Use the documents and your knowledge of the time period in constructing your response. Document A Source: Letter written by a Philadelphia woman, 1776. I will tell you what I have done . . . I have retrenched every superfluous expense in my table and family; tea I have not drunk since last Christmas, nor bought a new cap or gown . . . [I] have learned to knit, and am now making stockings of American wool for my servants, and this way do I throw in my mite to the public good. I know this, that as free I can die but once, but as a slave I shall not be worthy of life. Document B Source: Benjamin Rush, Thoughts Upon Female Education, 1787. The equal share that every citizen has in the liberty, and the possible share he may have in the government of

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our country, make it necessary that our ladies should be qualified to a certain degree by a peculiar and suitable education, to concur in instructing their sons in the principle of liberty and government. [pic] [pic] **Remember that writing the DBQ is an acquired skill that takes practice. Do not get discouraged if you do not get it right away. The goal is to learn how to answer a DBQ question by May. How do you answer a DBQ? STEP ONE: THE QUESTION 1. Read the question carefully a. Read the question more than once b. Circle the tasks demanded of you c. Also circle the terms that are unique to the question d. Ask yourself what is it that you have to prove? e. Pay special attention to economic, political, and social issues that need to be included **KEY WORDS to watch out for: Analyze Analyze the extent Discuss Assess Assess the validity of that statement . . . Evaluate Explain To What Extent How Describe Compare and Contrast STEP TWO: THE DOCUMENTS 1. Read the documents quickly, but very carefully. Note similarities and differences between the document authors and topic. What is the tension between the documents? Is there bias? Look for the point of view of the author of each document. Look for the tone of each document. (Is there sarcasm? disdain? admiration?) Look very carefully at the date of each document. Look for change over time in the documents. Look for possible solutions in the documents. **Remember that the documents are not necessarily facts. Many times the documents simply express an opinion or perception. 2. Use at least half + one of the documents, or more if possible. Reference author's you are citing (e. g. ...“ In the letter by Abraham Lincoln”) Cite every document used, e. g., (Doc. A), (Doc. F) 3. Do not make a laundry list of the documents. It is not necessary to use the sources in a chronological order either. 4. Do not explain the documents—that is not your

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task! Assume the reader of the exam knows the documents inside and out. You have to use your sources to reinforce your main points and outside information. Do not quote more than a line of the document. If you want to use more than one line of the document, paraphrase. 5. Do not make a document say something it doesn't really say. **But what if there is a document that does not fit your organization of the sources or your overall argument? Take a breath and close your eyes for a few seconds. Then look at your ideas and the sources again. Be creative and try to make it work. If it still doesn't fit, than do not worry at all. Any AP grader would appreciate it when students are able to point out sources that are unique to the historical discussion at hand because it demonstrates your understanding of the COMPLEXITY of American history. Trust me when I say that they probably do this on purpose. STEP THREE: OUTSIDE INFORMATION BRAINSTORM!!! Make a list (outline) of outside information (as if you were writing a standard essay). Use a grid or chart to organize your information. The AP United States History 2006 DBQ Question: Discuss the changing ideals of American womanhood between the American Revolution (1770's) and the outbreak of the Civil War. What factors fostered the emergence of " republican motherhood" and the " cult of domesticity"? Assess the extent to which these ideals influenced the lives of women during this period. In your answer be sure to consider issues of race and class. Use the documents and your knowledge of the time period in constructing your response. The Potential Outside Information List: (alphabetic order) " Ar'n't I a woman . . . " " Remember the ladies . . . " "Turning out" (1830's early strikes) Abolitionist movement Academy movement Adams, Abigail American Anti-Slavery Society Anthony, Susan B. Beecher, Catherine/Hartford Female Seminary <https://assignbuster.com/an-ap-us-history/>

Bloomer, Amelia Camp followers Chandler, Elizabeth Child, Lydia Maria Child
Water Army Crandall, Prudence Cult of true womanhood Daughters of Liberty
Declarations of Sentiments Dix, Dorothea Douglass, Frederick Female
missionary societies Female Moral Reform Society Garrison, William Lloyd
Godey's Lady's Book Greater equality on the frontier Grimke sisters Home
manufacturing Immigrant women Lee, Mother Ann London Anti-Slavery
Conference Lowell girls Lowell/Waltham factory system Lyon, Mary/Mount
Holyoke Martha Washington societies Mormons Mott, Lucretia Mount Holyoke
Oberlin College Oneida Phelps, Elizabeth Philadelphia Young Ladies Academy
Pitcher, Molly Polygamy Putting-Out System Sampson, Deborah Second
Great Awakening Sedgewick, Catherine Seneca Falls Convention Separate
spheres Shakers Slave auctions Sojourner Turner Stanton, Elizabeth Cady
Stone, Lucy Stowe, Harriet Beecher/Uncle Tom's Cabin Temperance
movement The Dial Transcendentalism (and there is still more . . .) STEP
FOUR: THESIS STATEMENT The thesis must not simply a restatement of the
question. Historical works are wonderfully flexible. It is okay to say that both
factors are responsible, or that both reasons are true, but that there is more
to the picture. Using a three-pronged approach is most efficient. Bring three
arguments to the forefront, use three groupings of the sources, or focus on
three point-of-views. Your thesis must be clear! If your thesis is a mystery to
you, than it will be a mystery to the reader as well. Make your life easier and
construct a thesis that includes most if not all of the documents. It is better
to be " practical" than " right. " STEP FIVE: THE ESSAY Your essay should be
an analysis of the documents and their content. You are demonstrating
analysis if you are doing the following: a. The essay contains a thesis which
divides your answer into categories. b. The documents are used as evidence
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to support your thesis. c. Frequent reference is made to the terms of the question. d. Be certain that your answer is always focused directly on the question. Do not drift away from the question at hand. Do not ramble. Be certain that, if the question allows, you exploit all of the following in writing your answer: a. Point of View (POV) is both indicated and discussed from several angles. b. Validity (VAL) of the documents is noted. c. Change Over Time (COT) is recognized and discussed (if this occurs in the documents) An adequate introduction is provided to give a frame of reference. ANSWER THE QUESTION THAT IS ASKED AND ADDRESS EACH PART OF THE QUESTION. Remember that there is no one right answer on the DBQ. EVIDENCE: Cite specific evidence from the documents but avoid long quotations. Include specific examples to support generalizations or to make distinctions. Use a separate paragraph for each topic, issue, or argument. Integrate information from the documents and outside knowledge in responding to the questions. Do not ramble. Do not misspell words that are supplied in the documents. HAVE ALL PARTS OF THE QUESTION BEEN ANSWERED??? A conclusion exists which summarizes the evidence and restates the thesis just in case the reader did not get it in the beginning. What do AP Graders have to say about the DBQ? {Source: Collegboard. com} Frank Warren, a history professor at Queens College and a former Chief Faculty Consultant for AP U. S. History, offers the following suggestions for writing a good response to a document-based question (DBQ) or free-response essay question. Write More Often AP students need to write, and to write often. This practice is an excellent way to develop the skill of casting a thesis statement and marshalling evidence in support of a valid generalization. Define Your Terms Where Necessary Look especially at terms like liberal or conservative, radical or progressive. Be <https://assignbuster.com/an-ap-us-history/>

prepared to define other central terms, such as major change, that may appear to be obvious but can be ambiguous. Start with a Clearly Stated Thesis Some good essay writers begin with a thesis statement, back it up with supporting evidence from documents and outside knowledge, and, if time permits, restate the thesis at the end. Other writers analyze the material and build up logically to their thesis statement. On an AP Exam, you should use whichever method you feel most comfortable with. In any case, exam day is probably not a good time to experiment with a new, unfamiliar method of writing. Organize Your Response Carefully In addition to having a strong thesis, it is a good idea to have a guiding organizational principle—a stated agenda for making your point. Try to integrate your outside information into your response. Your exam shouldn't read as if you threw in a few tidbits of outside information at the end. Make Sure Thesis Matches Assessment & Knowledge Many good essay writers demonstrate a sense of complexity in the documents, showing that most of the evidence may point in one direction but that part of the evidence points in a different direction. It is better, however, to support a clear, simple thesis than to create artificially a complexity that you can't support using the documents or outside knowledge. Almost every essay—including the DBQ—is designed to allow the student to agree or disagree with the statement. Your ultimate goal should be to present a well-argued and well-supported thesis, not merely to give the people scoring the essay what you think they want. Build an Argument The best essays—in terms of arguing their case—are those that marshal the positive arguments in favor of their position but that also refute or answer possible rival theses. Even if you think a statement is completely true, it is better to confront and negate the evidence that seems to refute it than to <https://assignbuster.com/an-ap-us-history/>

ignore the counterevidence completely. Integrate the Documents and Your Analysis Don't merely explain what is stated in the documents. Rather, use the documents as part of an integrated essay in support of your thesis. Don't Quote Large Portions of the Documents The readers of the essays are already familiar with the documents. You can quote a short passage or two if necessary, to make your point, but don't waste time or space reciting them. Choose Your Essays Wisely Select the questions you are best prepared to answer. The questions that invite the easiest generalizations are not always the ones you should answer. As you read through the questions and make your choices, ask yourself for which of the questions are you best prepared to support your thesis.