APUSH Writing Bootcamp

*DBQ

Essay writing for APUSH

Section	Question Type	# of Questions	Timing	Percentage of Exam Score
I	Part A: Multiple Choice questions	55 questions	55 minutes	40%
	Part B: Short answer questions	4 questions	50 minutes	20%
		BREAK		
II	Part A: Document-based question	1 question	55 minutes	25%
	Part B: Long essay question	1 questions (chosen from 2)	35 minutes	15%

FIRST, THE NEW DBQ RUBRIC 2018...

I. Contextualization (0-1 Point)

B CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	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.

Contextualization (0-1 point)

- EVERY ESSAY STARTS WITH THE PHRASE:
  - "IN THE BROAD CONTEXT OF THE QUESTION,…"
- Give background to the event
- Lead in to your thesis (3-4 sentences)
- Answer the question: What's the big picture that sets the scene for your essay?
- Think Star Wars scroll.

II. Thesis (0-1 Point)

Reporting Category	Scoring Criteria	Decision Rules
A THESIS/CLAIM (0–1 pt)	**1 pt.** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	*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.*

Thesis (0-1 point)

- Located in intro paragraph
- Establish line of reasoning
- Address all parts of prompt
- Don't just restate prompt
- Restate in conclusion

III. Evidence (0-3 Points)

C EVIDENCE (0–3 pts)	Evidence from the Documents		To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.
	1 pt.	**OR** **2 pts.**	To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.
	Uses the content of at least **three** documents to address the **topic** of the prompt.	Supports an **argument** in response to the prompt using at least **six** documents.	
	Evidence beyond the Documents		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.
	1 pt. Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.		

Evidence (0-3 points)

- **1 point**: Use 3 documents to address ***topic*** of prompt
  - NO QUOTING!!! EVER!!!
  - Simply describe the content
- **2 points**: Use 6 documents to support an ***argument*** in response to prompt
  - Always tie back to topic sentence in paragraph.
    - Topic sentence ties back to thesis
  - Can't just summarize documents

Evidence (0-3 points)

- **1 point**: Analysis of outside examples to support thesis/argument
  - Plausible analysis of historical examples outside of documents
  - Must help support stated thesis

IV. Analysis and Reasoning (0-2 Points)

D ANALYSIS AND REASONING (0–2 pts)	**1 pt.** For at least **three** documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.	To earn this point, the response must explain how or why (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.
	1 pt. 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.	A response may demonstrate a complex understanding in a variety of ways, such as: • 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 This understanding must be part of the argument, not merely a phrase or reference.

Analysis and Reasoning (0-2 Points)

- **1 point** (HIPP Point)
  - Historical Context* (Mandatory)
  - Then, 1 of the following:
    - Intended Audience
    - Point of View (Author's)
    - Purpose (Author's)
  - For at least 3 Documents

Document Analysis (0-2 points)

- **<u>1 point</u>**- Complex Understanding (try for two of these!)
  - Explain nuance of issue by discussing multiple angles
    - Look at "gray areas" of history (<u>*Example: The 50s were a time of economic prosperity for whites living in suburbia, but not necessarily for African-Americans living in urban areas of the country*</u>.)
    - Show you think outside the box
  - Make counterclaims
    - Point out irregularities (<u>*Example: Jefferson as strict and loose constructionist*</u>)
  - Make connections within and across time periods
    - Connect back to thesis
    - Spend 3-4 sentences here
  - Bring in multiple course themes
    - If political essay, spend time on economics
  - Address multiple points of view throughout the essay (<u>*Example: Zinn vs. Schweikart*</u>)

DBQ vs. LEQ Rubric 2018

- Both the DBQ and LEQ Rubrics are similar in terms of the skills the rubric is evaluating.

- The difference:
  - The DBQ has documents and the LEQ doesn't.
  - The LEQ rubric focuses more on the type of question being asked.

Strategies

- To ensure outside information- read question first, then make a list of things you know about that time period
  - Take your stance NOW, modify after seeing documents if you need to
- Documents must drive essay
  - Analyze each one
  - Figure out where it fits your thesis
  - Know where they're going before you start writing!!!
- Remember, AP recommends 15 minutes of planning and 45 minutes of writing- take advantage of this!!!
  - Try not to go over time! LEQ is not separate section