APUSH DBQ Project Information

The DBQ Project is a class culminating activity and is your effort to create an A.P. U.S. History style document based question and all of the related support materials given to AP readers. Each group will also have to write an essay answering their question and make what they have learned accessible to the rest of the class. Choose your partners and topic wisely, since this project will require a sustained commitment over an extended period of time. All group work must be neat, typed, and the combined effort of everyone in the group. Be aware that I have very high expectations for each group. The goal is to create a product of such high quality that new AP US History teachers would not be able to distinguish it from an actual College Board DBQ.

The Question—in some ways this is the most important aspect of the project since everything else flows from it.

- Create a question that interests you, that has ample documentary support available, and that you feel able to write on.
- The question should be written exactly as the College Board would write it. Start by using their directions and imitating their style as much as is appropriate. Good questions are open-ended and allow the respondent to answer them in a variety of ways. Think about:
  - Time Period- Can’t be exclusively from Period 1 or 9
  - Topic- See the list of questions used in previous years
  - How to integrate the Thinking Skills and Thematic Learning objectives either implicitly or explicitly
  - Question Stem

Due:______May 16____________

The Documents—This is the research component of the project and probably the most time consuming. After getting your feet wet looking at some documents, you should step back and decide what documents or what kind of documents you want; then go find them. Do not simply use whatever documents you can find, otherwise your project will be disjointed and much harder to complete. Documents should suggest several main points that can be used in an essay. Documents on AP exams are never randomly placed and usually provide differing opinions; your documents should do the same. Make sure to use the same formatting and citation that the College Board uses.

- Your DBQ should have 7 documents:
  - 4 text documents (e.g. speeches, poems, letters, laws, testimony, book/magazine/newspaper excerpts, diary/journal entries, lyrics, etc.)
  - 1 political cartoon (from the time period, not something you create)
  - 1 other graphic (e.g. a painting, sketch, map, poster, photograph, etc.)
  - 1 research-based document. The research-based document must be a map, chart, table, graph, etc. created by your group from raw data
  - Make sure that all documents are legible and well copied. If you have trouble finding appropriate documents, see myself or Mrs. Pierce in the Library. (She is your biggest asset!)
Curriculum Framework Alignment — This section will ask you to align your essay to the College Board’s 1) Learning Objectives, 2) Historical Thinking Skills, and 3) Key Concepts. These can be found on my website. Use the template to format correctly.

Scoring Notes — This is rubric area where you will discuss what a scored 7 rubric essay would include in each area. Examples of Acceptable and Unacceptable writing will be given.

Document Summaries — Each document must be analyzed for the following:
- “Key Points” – major points that the document makes
- Point of View- What is the author’s point of view and why does this matter/apply
- Purpose- For purpose was this document created and why does it matter/apply
- Historical Context- Where does this document fit in the context of history and why does this matter/apply
- Audience – Who was the target audience for this document and why does this matter/apply

Rationale — Groups must provide a detailed explanation of:
- Why each document was selected
- How each individual document was a better choice than the other documents that were examined but not included
- Groups must also explain why they chose to arrange the documents in the order they did.

Bibliography — The bibliography should include full bibliographic citations (the original source information and where you found it) for each document as well as clear directions on how each document can be found by the instructor. The bibliography should be in document order, not alphabetical order. You may use the following website for the correct formatting:
http://library.osu.edu/sites/guides/mlagd.php

The Essay — Your group’s essay will be graded on the standard College Board 7 point rubric. I expect it to be very well written and demonstrate a thorough understanding of the subject. Make sure that you include all of the documents in your essay. Your essay should not exceed five pages typed, double spaced in length.

Group Responsibilities — Groups must keep a record/log of each meeting in and out of class: attendance, length, location, what was accomplished. A written explanation of everyone’s individual responsibilities for the project must also be included. All members need to do a fair share of the work.

Presentation/Powerpoint — Each group will prepare a 3-5 minute presentation to teach the class what it would need to know about their topic. Groups will use a Powerpoint to teach their paper.
DBQ Project Due Dates

The Question:  
____May 16____

The Complete DBQ
Document Analysis  
Document Rationale
Bibliography

Powerpoint Presentation  
____June 9 and 12____
DBQ Project Rubric

Question (15 points)
  Quality
  Directions
  Format/Wordings

Documents (35 points – 5 pts/document)
  Mix/Balance
  Quality
  Order/Grouping
  Appropriate Length
  Relevance to Question
  Student Created Statistic

Curriculum Framework Development (10 points)

Scoring Notes (50 points)

Document Summaries: (50 points)

Document Rationale: why each doc. chosen and the doc. order (20 points)

Document Bibliography: original and current source information (10 points)

Power Point Presentation (25 points)
  Completeness
  Attractiveness
  Educational Value

Group Log (10 points)

Total Score (225 points)

Essay (100 points)

Topic ________________________________  Period ____
  1. _________________________________
  2. _________________________________
  3. _________________________________
  4. _________________________________
Types of DBQ Questions (For DBQ Project)

Key Phrases:

- What and/or In what ways...
  - Explain the reasons for.........
- How?
- Why?
- Analyze the reasons/changes/etc.
- To what extent...
- Assess the validity of this statement.
- Evaluate the effectiveness/accuracy/etc.
Some Possible DBQ Topics for 2017

- The Impact of European Exploration on Native Societies in North America
- The Rise of a Slave Culture in the Colonial South
- Tensions and Rebellions in Colonial Society in the 17th and/or 18th Centuries
- The Impact of Religion and/or the Changes in Religion in Colonial Society
- Factors Leading To the Revolutionary War (1763–1776)
- The Compromises, Ratification Debate, and/or Impact of the U.S. Constitution
- The Domestic Policies, Foreign Policies, and/or Political Legacies of Washington, Adams, and/or Jefferson’s Presidencies
- Louisiana Purchase and/or Lewis and Clark
- War of 1812: Causes, Impact, Significance
- The Rulings and Impact of the Marshall Court and/or the Burger & Warren Courts
- Re-emergence of the Two Party System
- States Rights and Controversies in the Age of Jackson
- Market Revolution: economic growth and changes; its impact on Antebellum society
- Changes in Antebellum Society (impact of industrialization, technology, urbanization)
- Antebellum South: Slave life and culture, Free society, economics of slavery
- Growth of Sectionalism in Antebellum America
- The Causes and/or Impact of the Mexican War
- Native Americans (Reconstruction–1920s)
- Causes/Impact of Industry and Technology during the Gilded Age and Progressive Era
- Urbanization and City Life, excluding immigration (1870s–1910s)
- Intellectual, Cultural, and Reform Movements (Gilded Age)
- The New South: industry, agriculture, women, race relations (Gilded Age–WWII)
- The Rise of Conservationism and/or the Environmental Movement
- The Causes and/or Impact of World War I
- Great Depression: Causes, Impact (social, economic, cultural)—not New Deal
- The Causes and/or Impact of World War II; the “home front” during WWII
- 1950s Society: culture, economics, politics (by Itself or Compared to the 1920s)
- Minority Movements (e.g. Latinos, Native Americans, etc.), 1960s-1990s
- The Rise of the “New Conservatism” 1968–2008 and/or Regan Revolution
- Economic Changes and Their Impact on Government, Business and Workers 1960s–present
- Pre-Civil War Compromises: Constitution and antebellum compromises
- Civil Liberties During Wartime (Quasi–war, Civil War, WWI, WWII, and/or War on Terror)
- Reconstruction and the Civil Rights Movement of the 1950s/1960s
- Change in the role and office of the Presidency or the federal government (post WWII)
- Changes in 20th Century US foreign policy: imperialism to isolationism to interventionism
- Causes and Consequences of Internal Migration (1900–1950 or 1950–present)
- Changes in the Status of Women (1860–1920), (1920–1970) and/or (post-World War II)
- Immigrants and American Attitudes (1820–1860), (1880–1924) and/or (1965–2000)
Power Point Guidelines

• Be prepared to take 3-5 minutes discussing your DBQ with the class utilizing the Power Point and review handout to help.

• Presentation should be rehearsed and used to *educate/teach* the class. Don’t talk at them, instead teach them how you framed your question and what a great response would look like.

• Use bright colors that will show up (Not yellow or white) and big enough font so that students can see.

• Slides should include the following:
  o Your Question
    ▪ Reason for choosing it
  o Thesis Statement
    ▪ How did you answer the question in your essay?
  o List of Outside Info/Critical Nouns
    ▪ Show the whole list
    ▪ Hi-Lite 10 items that HAVE to be used when answering
  o Choose 4 documents:
    ▪ 1 per slide
    ▪ 2 print
    ▪ 2 Visual (cartoon, painting, graph etc)
    ▪ Present your Basic HIPP Analysis and rationale for each
  o Contextualization
  o Synthesis