"Create a DBQ and Written Response"

Objective:
Students create a DBQ, based on their "Next Verse" topic, and will use this to write an effective essay, while gaining a deeper understanding of how primary sources are connected to deeper issues in American history.

Materials:
Some Suggested Links for American History Primary Documents:
http://memory.loc.gov/ammem/index.html
http://avalon.law.yale.edu/default.asp
http://www.smithsoniansource.org/tea/viewdetails.aspx
http://theomahaproject.org/   (click on "Teaching Modules for Documents")
http://www.law.ou.edu/hist/

The Lesson:
- Brainstorm and create a list of significant historical events from your assigned time period.

- Pick **one specific issue from your assigned time period**, and **create 3 - 4 historical questions** related to that issue.

- Explain why these questions are important in fostering a better understanding of this historical period.

- Narrow your questions and **pick one to be your DBQ**, which should sound like a thesis statement: not too general, yet not too specific, so it is left open to multiple interpretations by the student who would provide a written response to your chosen DBQ.

- Select eight (8) primary documents / sources that (1) illustrate some aspect of the issue, (2) add insight or outside information to the issue, and (3) encourage multiple interpretations in answering the DBQ.

- Correctly cite the source of the documents: *Use Chicago style citations URL-
http://citationmachine.net/index2.php?start=&reqstyleid=10&newstyle=10&stylebox=10

- The documents which you select should include, but are not limited to: one visual source (photo, map, etc.) one printed material source (newspaper article, etc.), one personal document (diary entry, personal correspondence, receipts, etc.), one political document (a bill, a law, etc.), or public records (census, government records, etc.). You shall not use more than three (3) of the same type of document.

- The documents must be directly related to the question, and able to be used in some way to answer the question, just as you would on an AP Exam DBQ. The selected documents do not include all the information needed to answer the question—the DBQ responder is required to provide outside information.

Think of your chosen primary documents as clues for the responder who is answering the DBQ.

To Be Submitted--Typed / MLA Format:

1. Students submit DBQ in the traditional AP U.S. DBQ format. Use their analytical jargon as well in your prompt. *(Ex: Assess the validity of the statement…; To what extent…; Compare and Contrast; Analyze the extent; How much; Discuss; Describe; Explain; Apply; etc.)*

2. (2 - 3) historical background paragraphs, providing context of issues surrounding chosen DBQ.

3. Summary of major points of each document, and an inference as to how the document is linked to the DBQ. *This is an Annotated Bibliography.*

4. List of all potential external information that could be used to answer the DBQ.

Submit final DBQ to my ANGEL drop box by _____ . *Do your best work!*

"Create a DBQ and Written Response" Rubric—(1) Test Grade

DBQ and Written Response Requirements:	Exemplary 4 pts.	Adequate 3 pts.	Miminal 2 pts.	Attempted 1 pt.	Points Rec'd:
	—Has *excelled* in all aspects of this project: **Primary Sources:** —Mastery of document analysis —All DBQ sources scanned and cited, and are visually appealing —In-depth critical analysis as to how document is linked to DBQ: ***Annotated Bib*** **Historical ¶s:** —Abundant quantity and accuracy of historical facts, with in-depth context **DBQ:** —Is persuasive, original, analytical —In-depth list of external DBQ info	—Has done *good* work in all aspects of this project: **Primary Sources:** —Accurate analysis of documents **Historical ¶s:** —Several historical facts, and has included relevant context **DBQ:** —Good, but could be more in-depth	—Has done *some* work on this project: **Primary Sources:** —Minimal analysis of documents **Historical ¶s:** —Some historical facts, and some relevant context **DBQ:** —Minimal work done	—*Little to no* work has been completed on one or more aspects of this project.	
DBQ in Traditional AP U.S. Format	**4**	**3**	**2**	**1**	
2-3 Historical Bkgrd. ¶s	**4**	**3**	**2**	**1**	
Annotated Bib	**4**	**3**	**2**	**1**	
List of External DBQ Info	**4**	**3**	**2**	**1**	
Comments:					**Total Points:** _____ / 12

NOTE: DBQ's, or Document Based Questions, are a standard assessment tool used in AP Social Studies classes. This lesson gets students to think about DBQ's by having them generate their own based on the material contained with the songs.