

**WRITING SKILLS PACKET**



**AP US History  
Plano Senior High School**



## **Historical Thinking Skills**

There are several broad historical thinking skills that are assessed in the AP Exam.

**Historical Argumentation:** Historical thinking involves the ability to define and frame a question about the past and to address that question by constructing an argument. A plausible and persuasive argument requires a clear, comprehensive and analytical thesis, supported by relevant historical evidence—not simply evidence that supports a preferred or preconceived position. Additionally, argumentation involves the capacity to describe, analyze and evaluate the arguments of others in light of available evidence.

**Translation:** You need to be able to create solid arguments that are supported by evidence.

**Use of Relevant Historical Evidence:** Historical thinking involves the ability to identify, describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions and other primary sources), with respect to content, authorship, purpose, format and audience. It involves the capacity to extract useful information, make supportable inferences and draw appropriate conclusions from historical evidence while also understanding such evidence in its context, recognizing its limitations and assessing the points of view that it reflects.

**Translation:** You need to be able to analyze sources and use them to draw and support conclusions.

**Contextualization:** Historical thinking involves the ability to connect historical developments to specific circumstances in time and place, and to broader regional, national or global processes.

**Translation:** You need to be able to explain how an event/idea fits into a given time period.

**Interpretation:** Historical thinking involves the ability to describe, analyze, evaluate and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view and frames of reference.

**Translation:** You need to be able to understand how/why sources differ in how they assess a historical event/idea.

**Synthesis:** Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

**Translation:** You need to be able to look at multiple sources and draw conclusions about an event/time period. You also need to be able to explain how a given topic fits into the broader scope of US history.

**The “Big Four”:** The following historical thinking skills will serve as the basis for the Long Essays on the AP Exam.

**Causation:** Historical thinking involves the ability to identify, analyze and evaluate multiple cause-and-effect relationships in a historical context, distinguishing between the long-term and proximate.

**Translation:** You need to be able to explain cause and effect relationships, both short and long term.

**Continuity and Change Over Time:** Historical thinking involves the ability to recognize, analyze and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as relating these patterns to larger historical processes or themes.

**Translation:** You need to be able to explain how and how much a given subject has evolved over time.

**Comparison:** Historical thinking involves the ability to describe, compare and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare and evaluate multiple perspectives on a given historical experience.

**Translation:** You need to be able to explain how similar/how different historical subjects are.

**Periodization:** Historical thinking involves the ability to describe, analyze, evaluate and construct models of historical periodization that historians use to categorize events into discrete blocks and to identify turning points, recognizing that the choice of specific dates favors one narrative, region or group over another narrative, region or group; therefore, changing the periodization can change a historical narrative. Moreover, the particular circumstances and contexts in which individual historians work and write shape their interpretations and modeling of past events.

**Translation:** You need to be able to identify turning points in history and be able to explain how much things were different/same before and after those turning points. You also need to be able to explain how people, ideas, and events, can define a given time period.

## Tackling a Short Answer Question

The Short Answer Question (SAQ) is the most straightforward writing assessment on the AP Exam. There are some things to remember when tackling a SAQ:

- There will always be three tasks to perform and three points to be earned.
- The SAQ will always target particular historical thinking skills (see above).
- While there are some SAQs that give a simple task/question, students will often be required to respond to primary source texts, secondary source texts, or other stimuli such as charts, graphs, tables, maps, or images.
- SAQs DO NOT require students to develop and support a thesis statement.
- SAQs DO require that responses be in complete sentences. Simply providing a bulleted list is not enough.

When responding to a SAQ, you should always...

- Read the question carefully. Make sure you are clear about what task you are being asked to do and make sure you are clear about the parameters of the task (e.g. the time frame, the people/groups involved, etc.)
- Read and quickly annotate primary and secondary excerpts.
- Discern the audience, point of view, purpose, or context for visual sources.
- DO NOT quote from the documents.
- Label the responses, (a), (b), and (c) to make it easier for the reader to score and give credit.
- Do the tasks in order (within each question), there usually is a natural progression of ideas.
- **Be specific.** Specific examples will make your answer stand out and be more convincing to your reader.
- Get to the point.
- Stay within the box, responses outside the box will not be read.
  - The bad news is that you only have 23 lines to use for your response.
  - The good news is that you have 23 lines for your response. Use them.
- While you can address the SAQs in whatever order you want, make sure you put each response in the correct box.



## Tackling the Long Essays

There are four kinds of Long Essay Questions:

**Causation:** Essay prompts will ask students to explain causes **AND** effects of a given phenomenon or explain the origins of a historical development.

- *Explain the major political and economic causes and consequences for the growth of big business in American society from 1870 to 1900.*
  - An effective essay would be able to explain several causes of the rise of big business and explain the outcomes associated with them.
  - The thesis of this essay would assert what the overall most important cause or the overall most important effect of the rise of big business was and would develop that idea over the course of the essay.

**Periodization:** There are two kinds of periodization questions. Some essay prompts will ask students to explain the extent to which a certain event was a turning point in history. In doing so, students will have to be able to explain what was going on before the turning point **AND** after the turning point and be able to explain what was similar **AND** what was different. In essence, students will need to explain just how different (or similar) things were before and after that turning point.

- *Evaluate the extent to which the Spanish-American War was a turning point in foreign policy in the United States.*
  - An effective essay would explain similarities and differences before and after the war and would explain whether things were more different or more similar.
  - The thesis of this essay would assert just how different (or similar) things were overall – how much of a turning point was it?



The Periodization essay tends to focus on the time periods immediately before and after the turning point to assess how much changed as a result of the issue in the prompt.

Other periodization questions may ask the extent to which certain characteristics may define a given time period. In this case, students need to compare the time period in question to **EITHER** the time period before **OR** after in order to explain how valid that characterization may be.

- *The Jacksonian Period (1824-1848) has been celebrated as the era of the “common man.” To what extent did the period live up to its characterization? Consider TWO of the following in your response.*

*Economic Development*

*Politics*

*Reform Movements*

- An effective essay would explain how valid those characterizations are by comparing the Jacksonian Era to either the period before or after it.
- The thesis of this essay would address the extent to which the era represented the “common man.”

**Continuity and Change Over Time:** Essay prompts will ask students to look at a historical development over the course of a given time period and assess **BOTH** continuities (similarities) **AND** changes.

- *Evaluate the extent of change and continuity in the lives of African Americans in the South during the period 1865 to 1905.*
  - An effective essay would be able to explain **BOTH** continuities **AND** changes in the lives of African Americans over the course of this period. An essay could be arranged either by topic, showing continuities and changes in each, or with paragraphs on continuities and changes.
  - The thesis of this essay would assert whether there was more continuity or more change in the lives of African Americans, and be able to explain why that was the case over the course of the essay.



Unlike the Periodization essay, the CCOT essay covers a broader spectrum of time and may look at more disparate time periods. While the essay is focused on how things were at the beginning and end of the period, students should be able to explain how events between these bookends led to continuities and changes.

**Comparison:** Essay prompts will ask students to look at two historical developments (or regions, groups, etc.) and address **BOTH** similarities **AND** differences.

- *Compare and contrast the New England colonies with the colonies in the Chesapeake. Be sure to address two of the three characteristics in your answer: political, economic, and social patterns.*
  - An effective essay would be able to explain similarities and differences. In essence a Comparison essay requires that you both compare and contrast.
  - The thesis of this essay would assert whether the New England and Chesapeake colonies were more similar or more different from each other.

## **Getting Your Essay Started**

First and foremost, students need to realize one simple truth:

**IT IS IMPOSSIBLE TO WRITE A GOOD ESSAY ON A TOPIC ABOUT WHICH YOU KNOW NOTHING.** While this lesson will address writing style, every rubric requires that you integrate specific, detailed information into your essay; there is no substitute for actually knowing the content.

The first thing that must be addressed is how to tackle the question.

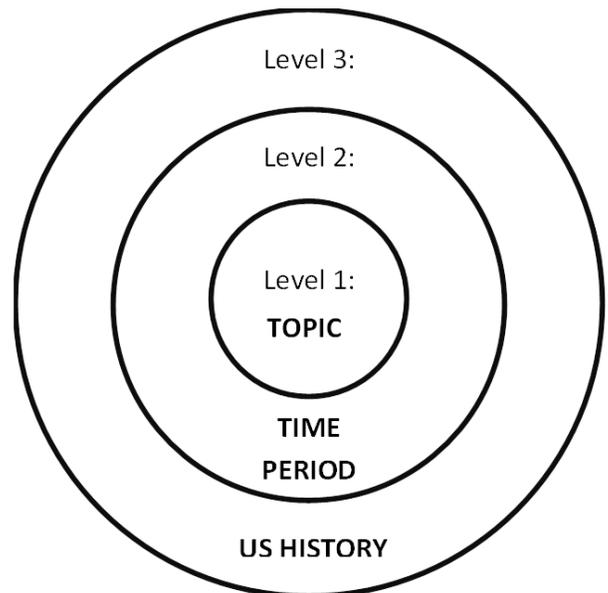
**1. Read the question or prompt carefully and break it down.** Answering the question will be the central focus of your essay. Read the question **three** times and be able to paraphrase what the question is asking and what type of question (Causation, Periodization, Continuity and Change Over Time, or Comparison) it is.

Once you have established what the question is asking you to do,

- Look for a time period, points asked for, etc. Make sure you are aware of the entire question.
- Look for words in the question that need defining. Often, how you define key terms in the question shapes how you answer the question.
- Look for ways to answer the question in a sophisticated manner; not with a simple yes or no, or right or wrong. While it is more comfortable to stick with black and white, as historians we must learn to dwell in the gray. Look for multiple points of view.
- Look for ways to expand your answer beyond the scope of the question.

**2. Brainstorm on paper everything that comes to mind regarding the topic at hand.** You need to brainstorm a bull's eye:

- Start with Level 1: What do you know about this particular topic in this particular time period/place?
- Next, Level 2: What do you know about the time period and the time period directly preceding it? Where did this topic come from? What else is going on in this period? How do the events of this time period influence the topic at hand? How does the topic at hand influence or reflect the time period? In short, how does the topic addressed in the question fit into the **context** of the time period?
- Finally, Level 3: How does this topic fit into the broader scheme of US history? Where have we seen this topic before? In a different time period or place that what is asked about in the question? When have we seen this topic before? When will we see it again?



**3. Organize your Level 1 information into two to three categories that you can develop into body paragraphs. Establish connections between your Level 1, 2, and 3 information.**



## Crafting a Thesis

Crafting a thesis is the first step in historical argumentation, and we will practice this skill regularly over the course of the year. In many ways, your thesis is the lynchpin of your essay. As you are confronted with a question or prompt, your thesis is, in the most basic sense, your answer. However, your thesis does more than that.

First, it is important that you use your thesis statement to establish your **argument**. You want to make sure that you take a stand that you will defend over the course of the essay, rather than setting up a narrative about all that you know about the topic or simply saying that you agree or disagree with the prompt or that “there were similarities and differences.”

Second, your thesis provides you an opportunity to acknowledge the complexity of the question. For example, prompts will often ask you to “support, modify, or refute” a position stated in the prompt. While “support” and “refute” can be loosely translated as “agree” or “disagree,” you must remember that neither of these options is absolute. You should be able to acknowledge that while you have a strong argument to make, there is more than one side to any argument. Good writers anticipate and deflect counterarguments by offering an occasional **concession**, even though they are taking one side of the argument.

To “modify” a contention could mean many things. It could refer to the idea that there may be more than one equally valid perspective on an issue, or it could be an opportunity to offer a counterintuitive argument. It could also offer an opportunity to pursue a substitute line of argument.

The essay prompts will address one of the historical thinking skills from the class. Look at the following examples:

### Causation

*Some historians have argued that the American Revolution created a distinct political identity in the United States, transforming what it meant to be an American. Support, modify, or refute this contention using specific evidence.*

A sophisticated student would not only address the extent to which the American Revolution had a transformative effect on American identity, but would also address *why* that was the case. It could also set forth the idea that very little changed in the wake of the Revolutionary War. To “modify” this question, a student might argue that the end of the War of 1812, for example, had a more transformative effect and be able to explain why.

*Though many of the ruling elites remained in place after the war, the American Revolution helped establish a unique American political identity by putting the ideas of the Enlightenment into practice.*

### Continuity and Change Over Time

*Evaluate the extent to which increasing integration of the United States into the world economy contributed to maintaining continuity as well as fostering change in United States society from 1945 to the present.*

With this prompt, a good argument could address whether there was more continuity or more change over the course of this period. The thesis may also put forth an argument about what really was the driving force behind this change, or whether these changes were positive or negative for American society.

*While America strove to maintain its place as the manufacturing center of the world, increasing integration into the world economy led to a shift away from traditional industries in the post-World War II era.*

### Comparison

*Compare the debates that took place over American expansionism in the 1840’s with those that took place in the 1890’s, analyzing the similarities and differences in the debates of the two eras.*

In the Comparison question above, a sophisticated student would assert in his/her thesis, for example, that while the two time periods reflect some differences, they are more similar than different. The thesis might also hint at what made them similar.

*While technological advances widened the scope of American expansion in the 1890s, there were remarkable similarities between the debates over expansion in the 1840s and 1890s.*

### **Periodization**

*Some historians have argued that the policy of containment after the Second World War marked a turning point in United States foreign policy. Support, modify, or refute this contention using specific evidence.*

In the Periodization prompt above, a sophisticated student would go beyond simply stating that containment was or was not a turning point in foreign policy. A sophisticated student would assert an argument about *why* containment reflected such a turning point, or would address the issue of *to what extent* it was a turning point that differed from earlier foreign policies in their thesis.

*Despite a long history of remaining focused on issues in the Western hemisphere, the military and diplomatic demands of the Cold War, and the resulting policy of containment, marked a drastic turning point in American foreign policy.*

The key thing to remember is that, once you have established an argument in your thesis, you must channel your evidence and analysis back to that argument. Every essay rubric requires that students support their stated thesis using specific evidence, clearly and consistently stating how the evidence supports the thesis, and establishing clear linkages between the evidence and the thesis. The development of your argument is what will propel your essay into the higher scores on the rubrics.

## Writing the Introductory Paragraph

The essays on the AP exam are about both content and process. The expectation is that students, as historians, can explain not only a given topic, but also how that topic fits into the broader scheme of US history. Your introductory paragraph will establish the structure for both of these goals.

Establishing structure is an essential element of your essay. You want the reader to know what your answer to the question is and how you plan to support it. To that end, you will be required to write your introductory paragraph like this: **T-E-L**

1. **Thesis statement** - A critical factor present in the opening paragraph is the THESIS. Exam readers appreciate reading the thesis sentence at the very beginning of the essay because it helps them focus on your argument. Simply put, the thesis statement does two things:
  - a. Serves as the student's answer to the question.
  - b. Acknowledges that the student is aware of the complexity of the question.
2. **Expansion** – This is where you put the question at hand into historical context by explaining why this question is arising in this period. Look at the Level 2 information from your brainstorm. How does this topic fit into the broader historical context of the time period? Take two to three sentences to explain how the topic at hand fits into the time period being addressed. This might also be an opportunity to explain any key ideas contained in the prompt or your thesis.
3. **List** – Finally, you will give a quick listing of the main organizational points that will be used to structure and present the data used to defend the thesis. In your Level 1 brainstorm, you fleshed out some categories of information or some key points – list them here so the reader knows where you are going. **DO NOT DO THIS IN YOUR THESIS!**

By the time the reader has finished reading your introductory paragraph, the reader should know your argument (your answer to the question), the key ideas essential to understanding the stated topic and its place in historical context, and how you will support your argument. Your argument is critical: students that state an argument and include judgment and analysis to build their interpretation into their essay will certainly earn a higher rank than those that build a narrative composition that recites only facts.

Students should stay away from absolutes (never, always, and completely). Remember, historians dwell in the “gray areas” of history. Hence, students should think of issues in terms of a scale of 0-10 when providing analysis of historical issues. Anybody can answer “true or false.” Good students of history address “how true” or “how false.”



## Putting Together Your Essay

**Body Paragraphs:** The number, order, and nature of these paragraphs will be determined by the organizational list in the introductory paragraph. Generally, students should expect three body paragraphs unless the essay guides the student to do less or more. When in doubt, ALWAYS, ALWAYS, ALWAYS **ANSWER THE QUESTION!!!** If the question asks you for two paragraphs, do what it says.

**Body paragraphs should be arranged in descending order of importance.** Hit the reader with the strongest argument or most prominent facet of the argument first. The only exception to this rule would be in the case where you were going to address topics **chronologically**. Even then, you would be well-served to be sure to get your strongest point down on paper first.

**Body paragraphs should have clear and relevant topic sentences that follow the organizational list from the Introductory Paragraph.** A topic sentence does two things: it tells what the whole paragraph is going to be about, and it links the paragraph back to the thesis. For example, assume that you are writing an essay in which your thesis is that the Chesapeake and New England colonial regions had developed differently by 1750, and that you were going to use differences in geography as one of your body paragraphs.

**Bad TS:** *Geography is important.*

**Bad TS:** *New England and the Chesapeake developed differently for many reasons.*

**Good TS:** *Geographical differences contributed significant differences in development between the two regions.*

**Body paragraphs should include specific, detailed information that is linked to your argument.** It is imperative that students support their assertions with relevant information by unleashing an avalanche of names, dates, people, bills, pieces of literature, and ideas that are germane to the essay. This is what separates thoughtful essays from random musings and pontification. While the use of evidence is very important, students should not simply laundry list or data dump information without taking into consideration the element of judgment and analysis. You should consistently address the questions of “why?” and “so what?” Don't just tell a story and spit out tons of details... present those details within the context of a thesis.

**The vocabulary and narrative style of the essay should be addressed carefully.** While your reader will acknowledge that your essay is a rough draft, written under time constraints, one of our goals is to make you a better writer. The verbs used in an essay are a critical element in presenting a more sophisticated and descriptive essay. In conjunction with their adjectives and other descriptive tools, the students should strive to go beyond the more mundane verbs. To that end, do not use the verbs SHOW, FEEL, or BELIEVE when another stronger verb will work. Note the choice of verb tense. Past tense should be used for past action. The choice of verb reveals judgment and analysis as well as the relevance and merit of the information.

**Students must avoid the use of first person in an expository essay.** It is understood that the thoughts and ideas within the essay are theirs or those sources cited. First person will only undermine your effectiveness as a writer.

**There is no “perfect length.”** Please don't ask how long your essay should be. Handwriting, word choice, sentence structure and other factors play a large role in determining the length of the essay, even though they may not influence how much substance is actually there. Do a thorough job and include both evidence and analysis to support your thesis.

**Use your conclusion wisely.** Your conclusion offers you one last chance to earn a point for synthesis by allowing you to broaden your argument to address how the issues addressed in your essay apply to different time periods, geographic areas, or a different category of analysis. Whereas your introductory paragraph attempts to

put the essay in the broader context of the time period, this is your opportunity to put your topic into the broader narrative of US history. Look back at your Level 3 brainstorm. If the prompt asks you to address two categories of analysis (e.g. it specifies “economic” and “social”), can you integrate an appropriate additional category of analysis? Can you connect the topic of the question to other historical periods, geographical areas, contexts, or circumstances? Be sure to cite specific examples as you explain how this topic relates to broader historical concerns. Whatever you do, avoid the temptation to leave the reader with a simplistic truism like “and that’s why America is the way it is today.”

## Writing to a Document

One of the most important skills that you will need as a historian is the ability to analyze a document and use it to support a thesis or argument. This is one component of the skill of **interpretation**.

### **Analyzing a document**

When confronted with a historical document, the first thing you should be able to do is summarize what it says. Take a minute to paraphrase the document in one sentence. This, however, is not analysis. This is summarizing. To analyze a document, you should be able to address the following:

- **Source** – What do you know about the source? Is it a person? Government agency? Organization? From what perspective is the document written?
- **Historical Context** – What is going on in this time period? How does this document influenced by the time period? Is this document responding to issues in this period?
- **Intended Audience** – For whom is this document written? How does the audience influence the message put forth in the document?
- **Purpose** – What is the author/creator of this document trying to achieve? What impact is the author/creator trying to have on the intended audience?
- **Point of View** – Do not write this off as just “bias.” This is the culmination of all of the components above. Why is **this** author putting for **this** message at **this** time? Differentiate between the document’s “point” (what the document says and how it says it) and the document’s “point of view” (why the document says what it does the way it does).
- **Significance** – What does this document say? Why is this document important? What does it reveal about the time period?

### **Integrating a document into your writing**

Now that you’ve analyzed the document, it’s time to do something with it. Your goal as a historian is to make connections between the document and the historical topic at hand. The document, by itself, is pretty useless until you make it relevant.

- **Look back at your topic.**
  - If there is an essay prompt associated with this document, how does this document fit with the prompt? How would you use this to make an argument? Does this document fit with any parts of your brainstorm?
  - If you are reading this document in class, what topic is your teacher trying to present? How does this document fit into this context? What does it reveal about the topic? In short, why do you think your teacher had you read/analyze this?
- **Summarize the document and make a connection.** Be able to summarize the main point of the document and explain how it fits into your argument/discussion of the topic?
- **Integrate one of the analytical elements into your discussion, and explain why it’s significant.**
  - You need to be able to explain how historical context, intended audience, author’s purpose, or author’s point of view influenced the document and how it reflects the broader topic or time period.
  - Simply saying “the intended audience was Americans” is not enough. You need to explain why that is significant to the document and its development.
- **Do not quote the documents.** Anyone can quote the document. You need to provide analysis.
- **Cite the document by name.**

For example, let’s assume that you are analyzing *The Declaration of Independence* as a source in a discussion about the origins of the American Revolution.

Bad document usage would look like this: “Document 1 explains why Americans wanted to be free.”

Good document usage would include a summary like this: “*The Declaration of Independence* outlines the myriad reasons why the colonies wanted to break away from the British empire.” After summarizing, good usage would integrate **ONE** of these:

- **Historical Context:** “The *Declaration* was written in the summer of 1776, more than a year after the first significant battles at Lexington and Concord and after the rejection of the Olive Branch Petition, which was intended to stave off full-out war between the colonies and Britain.”
  - **Note:** this is why you need to study and brainstorm. It’s hard to have historical context if you don’t know history
- **Intended Audience:** “The *Declaration* was written in very global terms in order to appeal to a worldwide audience – especially France – in the hopes that other nations would be willing to trade with the colonies and provide military or financial aid.”
- **Purpose:** “The *Declaration* was intended to not only appeal to Enlightenment thought to justify American rebellion against Britain, it was intended to explain to the rest of the world why the colonies should rebel and why other nations should aid them.”
  - **Note:** by now you have noticed, there will be some overlap between some of these elements of analysis.
- **Point of View:** “Thomas Jefferson wrote the *Declaration* after being tasked with the job by the Second Continental Congress, which had voted to declare independence from Britain after significant debate. A lawyer and delegate from Virginia, Jefferson integrated Enlightenment thought into the document to enhance its universal appeal.”

In the wake of this, you would want to explain why this document is significant to the topic or argument at hand. Remember the concept of “it says, I say, so:”

- **It says:** Summarize the main idea of the document, as it pertains to the topic at hand.
- **I say:** Provide some analysis of the document and its meaning. This is where you would integrate one of the HIPP elements. You could also explain how this document pertains to other documents in your essay.
- **So...** Explain why the document is relevant to your thesis.

## Writing the DBQ

The most important thing to remember when responding to a Document Based Question (DBQ) is this: in spite of all the extra materials involved, **IT IS AN ESSAY**. You should prepare to write a DBQ the same way that you would prepare to write any free response essay. Therefore, the first steps that you should take to tackle the question and begin your essay are the same:

- 1. Read the question and break it down into its component parts.**
- 2. Brainstorm on paper everything (the whole bull's eye) that comes to mind regarding the topic at hand.**
- 3. Organize your Level 1 information into two to three categories that you can develop into body paragraphs. Establish connections between your Level 1, 2, and 3 information.**

**NOTE:** YOU SHOULD NOT HAVE LOOKED AT THE DOCUMENTS YET! While the essay does require you to integrate the documents into your response, it is essential that you take the time to brainstorm outside information that will contextualize the documents and the time period. Don't let the documents completely dictate your response to the question. Essays that simply "connect the docs" will not fulfill the goals of the essay.

### **4. Read the documents:**

- Read the document quickly yet carefully and look for its major point. Underline, circle or identify major points, or jot them down in your notes for your essay.
- Follow the steps put forth in the Writing to a Document handout.
- Keep in mind that sources differ in reliability, degree of information (implied vs. stated), and direct application to the topic. The top scores are given to those essays that demonstrate JUDGEMENT and ANALYSIS of the documents.
- One of the most important things that you can do is think of outside information that would be relevant to this document. Does this document address things that are in your brainstorm? Does it jog your memory about things that you missed? You must be able to put this document in the context of the time period.

### **5. Identify the documents in your chart for use to support your body paragraphs.**

- You must use **ALL** or **ALL BUT ONE** of the documents. Clearly, you will want to emphasize those that are relevant to the defense of your thesis, but you could use a document to explain an exception or make a concession.

### **6. Begin writing:**

- TEL introductory paragraph, good topic sentences, and outside information are still required.
- Refer to the guidelines for writing a good Long Essay. They all still apply here.

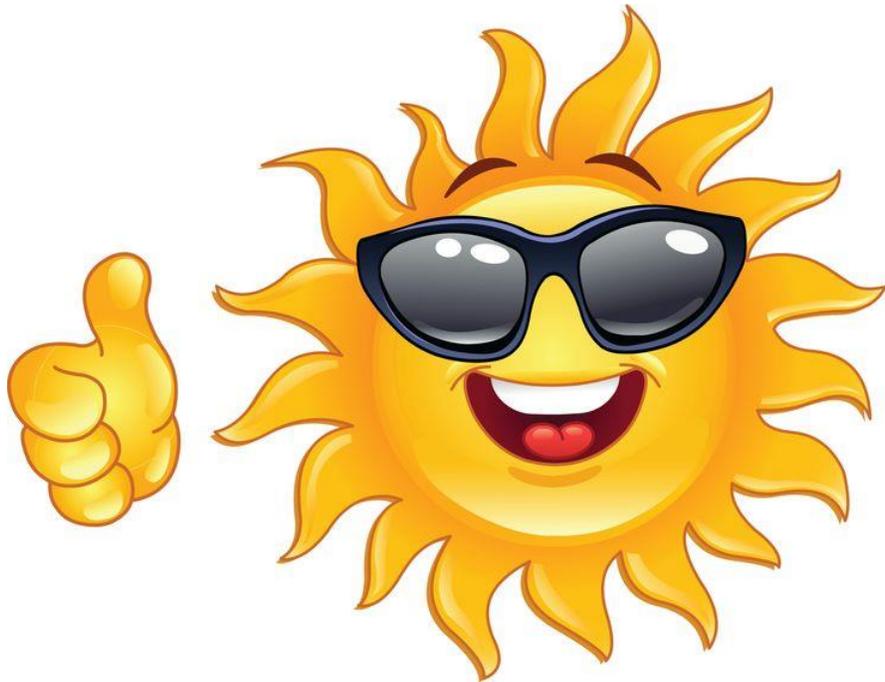
### **7. Use the documents in a sophisticated manner**

The key thing to remember here is that the essay is not ABOUT the documents. It is an essay about the **HISTORICAL SUBJECT** that uses the documents to support your thesis. This is very important! The AP US history DBQ requires that you have a blend of outside information and document usage to support your case. **YOU MUST HAVE BOTH ELEMENTS IN YOUR ESSAY!**

When writing your essay, **DO NOT QUOTE THE DOCUMENTS**; refer to them in context by name NOT BY "DOC. 1." Although you may put (doc. 1) in parentheses at the end of your sentence, that alone is may not be counted as good document usage.

- Paraphrase the documents to support your major points in your essay, do not rewrite the documents or simply list what each one is about. You must use the documents rather than let the documents dictate your essay.

- Indicate to the reader that you understand the source and use phrases that demonstrate awareness of the credibility and subtext of each document. You **must** be able to address one of the following for each of the documents:
  - Author's purpose
  - Intended audience
  - Author's point of view
  - Historical context
- Make sure that you use the documents overtly to support your argument. Simply citing the document is not enough.
- As with the Long Essay, your conclusion should address where the topic at hand fits into the broader scope of US history. One additional way to achieve synthesis in the DBQ is to be able to recognize and effectively account for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument
  - Beyond discussing the documents individually, be able to explain why they are different from each other and why those differences are important to the topic.



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**Sample Student Response 3A**

**Thesis:**

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**Targeted Thinking Skill:**

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**Using Evidence:**

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**Synthesis:**

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**Sample Student Response 3B**

**Thesis:**

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**Targeted Thinking Skill:**

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**Using Evidence:**

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**Synthesis:**

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**Sample Student Response 3C**

**Thesis:**

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**Targeted Thinking Skill:**

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**Using Evidence:**

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**Synthesis:**

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**III. Bones Tell of Harsh Md life in 1600s: Tales Emerge from Cemetery in Calvert Co.**

1. What did archaeologists NOT find when excavating graves at the Calvert County plantation?
2. Based on the physical evidence of bones, what conclusions did anthropologists and archaeologists come up with?

**IV. Support or refute two arguments from articles using the physical evidence recovered from the Calvert Co. plantation.**

Author	Argument about lives of Maryland Settlers	Support or Refute?	Why? Remember, this must be based on physical evidence.





## **They're Getting a Better Idea of What Early Marylanders Were Like**

By Earl Arnett, *The Baltimore Sun*, July 16, 1977

"We probably know more about the Romans than the Seventeenth Century settlers in Maryland," Burton K. Kummerow said. This statement neatly summarized his dilemma as the new coordinator of research and site interpretation for the St. Mary's City Commission.

For the past 11 years, this state commission has worked to develop a major historical park at the St. Mary's City site, where about 140 settlers arrived by ship in 1634 to establish a new English colony on the Chesapeake. Who were they? How did they react to the New World? How did they live and what did they think and feel?

It has taken historians, archaeologists and other specialists a long time to obtain any accurate picture of 17th century America, which has been obscured by the colonial period. The hope for St. Mary's City is that this site, when developed, will finally cut through the mythologies and give the public something that resembles the realities. '

Fortunately, the site of Maryland's first capital has retained much of its original appearance. The original Jamestown, founded in Virginia in 1607, fell into the James River. Plymouth, begun in 1620, and Boston, started in 1630, have been absorbed into the 20th century eastern megalopolis.

But when you approach St. Mary's City from the river, what you see is not so different from the first visions of those apprehensive Englishmen on the Ark and the Dove. There are breaks in the treeline, and the forest itself is shorter and more cluttered than the original virgin timber, but otherwise the water and the landscape have remained much the same during the past 343 years.

What begins to emerge from all the research and digging by members of the commission staff is the outline of a frontier environment not so different from those which developed later in the American West. The first Marylanders were a rather raw lot involved in a serious struggle for survival.

"The Maryland settlers were not like the Jamestown gentry," Mr. Kummerow continued. "Only five or six like Leonard Calvert and Thomas Cornwallis came from well-known English families, and none of them were really wealthy. The rest were ordinary people and indentured servants. And an ordinary person in the 17<sup>th</sup> century was really ordinary.

"By our standards, they were illiterate, dirty and uncouth, not far removed from the medieval peasant. It's probably true that their descendants would not allow their ancestors into their living room."

"The artist's visions of this century are usually slightly quaint versions of colonial Williamsburg," added Garry Wheeler Stone, the commission archaeologist. "but everything on the Chesapeake in the 17th century was a universal barn gray. There was no paint. A substantial farm had brick in the fireplaces. The poor planters had wood, clay and plaster fireplaces. Few buildings had foundations. An enormous percentage were simply built on wooden pilings or poles.

"There were very few material possessions. What did an indentured servant have after his term of six years expired? A room 15 by 20, probably with no privy or chamber pot, a couple of pots, forks, and knives, and a skillet. Certainly not all the things you see in museums. Only somewhere in the 18<sup>th</sup> century do people start using things in a much more modern way."

The excavation at St. John's, the house built in 1638 by John Lewger, Secretary of Maryland, illustrates his point. It was one of the most important structures in early St. Mary's City. It was once the

Governor's residence; the General Assembly met here, and it was used as a tavern and government office until the early 1700s, when it was pulled down or collapsed.

It's not a large house, about 50 feet by 20 feet. The foundations were made of natural stone, and the chimneys were brick. No one knows exactly what it looked like, but it was basically a two-story frame house with two major rooms on each floor and a cellar. In comparison to the rude structures most people lived in, it was a palace. Some 300,000 artifacts were recovered from this site — pipe stems, beads, pottery, ironware, buttons — the refuse from which archaeologists must attempt to reconstruct the patterns of daily life.

It had to have been a tough life. About 75 percent of the males were dead by the age of 40. The women lived even shorter lives, because the dangers of disease were complicated by childbirth. All the immigrants went through a period of "seasoning," six months to a year, during which they would encounter malaria. About one in three died during seasoning. The others lived to continue the struggle, which included battles against timber wolves that attacked the sheep and goats.

Most settlers were probably unchurched. There were a few Jesuits for the Catholics, some radical dissenters, and Quakers. The ordinary man, probably an Anglican, had no clergyman to rely upon. Burial in a field, garden or orchard must have been short and sweet.

So it's not surprising to learn that strong drink played an important social role among the early settlers. Ale, beer and cider were consumed in large amounts, and when an English ship arrived with brandy, wine and strong English beer, the entire Chesapeake probably got drunk.

"Life was so incredibly fragile," Mr. Kummerow said. "People honestly did not know if they were going to survive from day to day."

The colony almost didn't survive. In the 1640s, the population went down to about 100. But friendly Indians and the European demand for tobacco helped keep the settlers afloat, despite an unfavorable birth rate. When the English Civil War ended by 1660, new waves of immigrants arrived to boost population to around 290,000 by 1700.

Idealism, including the desire for religious freedom and toleration, certainly did play a role with these early settlers. But such factors have probably been exaggerated over the centuries. These were rough and ready souls, frontier men and women who risked great hardship to better themselves. And the result, for better or for worse, is the state of Maryland.

## "Investigating Artifacts" Handout

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The Place: Patuxent Point MD, the oldest colonial cemetery in Maryland

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The Time: 1658-1685

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The People: Deceased former occupants of a 300-year-old Calvert County plantation

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"When archaeologists excavated 18 graves at a Calvert County plantation a few years ago, they had no diaries, no headstones, no letters, and no church records: There was nothing to tell the stories of those long vanished colonists. But by studying the wear and tear and the shapes and sizes of bones, Dr. Ubelaker, an anthropologist at the Smithsonian Institution, has produced snapshots of life on a mid-17th century settlement" (*The Baltimore Sun*, June 25, 1993).

Before you read about Dr. Ubelaker's findings and his conclusions, examine some of the evidence he uncovered and see what conclusions you can draw. What picture of life in the 17th-century Chesapeake region can you put together from the following pieces of evidence? How did the natural environment and the cultural values and attitudes of different European, African American, and native peoples in the Chesapeake colonies contribute to the development of distinct regional group identities, institutions, and intergroup relationships in the 17<sup>th</sup> century?

### Evidence

- Bodies buried in rough wooden coffins.
- Bodies put to rest in shrouds secured with brass pins.
- Circular wear marks on the front of the front teeth; stains on teeth quite evident.
- Osteoporosis quite widespread.
- Average age of death for men: 31; for women: 36
- The remains of a young black male were found buried in a cluster with those of whites. He was buried with his pipe - the only person found buried with a personal possession. He was also the only black person found.
- All persons, except for one, were buried with their heads to the west and their feet to the east.
- One woman, aged 26-32, with the remains of a baby found in her pelvic area, was buried with her head to the east and her feet to the west.
- Two persons had tiny grooves worn at the bottom of their front teeth.
- Eight of the 19 persons found were children 14 and under.
- Among the 11 colonists age 15 and older, 5 were women.
- No one died of trauma; i.e., no one was shot, stabbed, or hit over the head.

## **Bones tell of harsh Md. life in 1600s**

### **Tales emerge from cemetery in Calvert Co.**

June 25, 1993 | By Douglas Birch, Staff Writer

WASHINGTON -- When archaeologists excavated 18 graves at a 3-century-old Calvert County plantation a few years ago, they had no headstones, no diaries, no letters and no church records. Nothing to tell the stories of those long-vanished colonists.

Now Douglas H. Ubelaker, an anthropologist at the Smithsonian Institution, has made the bones talk.

By studying wear and tear and the shapes and sizes of the bones, Dr. Ubelaker has produced grim snapshots of life on a mid-17th century Maryland settlement: of shoulders strained by heavy lifting and hauling, of clay pipes puffed habitually through clenched teeth, of bones made brittle by disease, of malnutrition and early death.

"The general picture I have is that, particularly for adults, it was a very hard life," said Dr. Ubelaker, the curator of physical anthropology at the Smithsonian's National Museum of Natural History.

Dr. Ubelaker, 46, has seen a lot of untimely death. As the FBI's top bone consultant, he has handled close to 500 forensic cases -- identifying remains, helping determine the cause of death and matching wounds to weapons. He recently spent two weeks outside Waco, Texas, helping recover and study the scorched skeletons of some of the 86 people thought to have died in the fire at the Branch Davidian cult compound. (He declined to talk about the case.) Dr. Ubelaker's passion is archaeology, and last year he was asked to study the remains found at Patuxent Point.

The contents of those graves represent an important chunk of history. Scientists have studied fewer than 125 skeletons of American colonists from the 1600s, said Douglas Owsley, also a Smithsonian anthropologist. And the 19 remains at Patuxent Point, the oldest Colonial cemetery excavated in Maryland, are among the best preserved.

Julie King, an archaeologist with the Jefferson Patterson Park and Museum of St. Leonard, approached Dr. Ubelaker, who said he was quick to accept the scholarly challenge.

"I like taking the tools of science and trying to squeeze as much as I can out of the bones," he said.

The plantation probably was occupied from 1658 to 1685, Dr. King said. Most of the remains found at the cemetery, which was excavated in 1988 and 1989 to make way for homes, are thought to predate the remains in three lead coffins in St. Mary's City.

Those expensive coffins, opened last November, are thought to contain the skeletons of Colonial Gov. Philip Calvert, who died in 1682, and members of his family.

The Patuxent Point colonists were people of modest means -- some were buried in rough wooden coffins, others in simple shrouds secured by brass pins. "They were sort of their [the Calverts'] poor country cousins," Dr. Ubelaker said.

In a 104-page preliminary report completed this month, he detailed the "harsh life" of the colonists, most of whom are thought to have been indentured servants from England.

#### ***Osteoporosis widespread***

The upper bodies of the men showed the strains of heavy physical labor. Many of the colonists -- men, women and even a 13-year-old child -- smoked clay pipes habitually, leaving tobacco stains and circular wear marks on their teeth. About a third of the colonists had suffered broken bones.

Osteoporosis, a bone disease marked by decreasing density and increasing brittleness, was widespread, posing a puzzle for archaeologists. Today, osteoporosis is a disease of aging. But the colonists buried at Patuxent Point died very young - the average age for the men was 31. For women, it was 36.

Dr. Ubelaker suspects the bone disease may have been triggered by periods of starvation.

If so, he wrote in his report, that hunger could have "produced apathy, lethargy, memory loss and behavioral problems, especially among the young." Famine, he wrote, "may have affected the agricultural and domestic activities and potentially jeopardized the settlement."

The plantation was part of Hodgkin's Neck, a 100-acre tract of land acquired by Capt. John Odber in 1658. A plantation house -- perhaps for relatively wealthy tenant farmers renting land from the captain -- was built at the point, not far from the cemetery. For unknown reasons, Dr. King said, the site was abandoned about 1685.

Captain Odber, meanwhile, died in 1667 on the Eastern Shore, killed by Native Americans.

### ***Miniature portraits***

None of the names of the colonists who lived at Patuxent Point is known. But Dr. Ubelaker's research has yielded miniature portraits of many of them. In a few cases, he and Dr. King have dug up evidence of concern and cruelty.

A 5-foot-9-inch black teen-ager, clay pipe in hand, already showed the scars of a hard life of pulling, pushing or shoveling. But the muscular young man -- the only black person found buried at Patuxent Point -- apparently was treated with some measure of equality.

His remains were found in a cluster with those of three whites. He was thought to have been an indentured servant, rather than a slave. He was the only one buried with a personal possession -- his pipe. None of the others had anything but clothing. Not even buttons were found.

"As far as we could tell, he was treated in the same way as others there," Dr. Ubelaker said.

At least two colonists may have been former textile workers. Dr. Ubelaker noted that a brass token found at the Patuxent site can be traced to Ilminster, a textile-producing town in western England that suffered hard times in the 17th century. A large number of Ilminster's workers emigrated to the Chesapeake Bay region.

The two had tiny grooves worn in their teeth, apparently where they often held needles or thread. One was a 5-foot-7-inch, pipe-smoking man with bad teeth and a hefty frame. The other was an ill-fated mother buried with her infant.

### ***Buried facing west***

The supposed seamstress, believed to have been between 26 and 32 years old, appears to have been denied a Christian burial.

The remains of what may have been her near-term fetus, or a newborn baby, were found in her pelvic region. Their grave was 40 feet away from the others. And unlike the rest of the colonists, she was buried with her head to the east and her feet to the west.

By Christian tradition, Dr. King said, the dead were buried with their heads to the west and feet to the east -- permitting them to rise up and face the morning sun on Judgment Day, when the dead are resurrected.

"People don't just do these things," Dr. King said. "There's usually some embedded meaning in them."

She has a possible explanation. In the 17th century, she said, pregnant women were considered tainted by sin. After giving birth, they had to undergo a ritual called "churching" to be accepted back into society.

"One author said that a woman who died in childbed before being 'churched' would be refused Christian burial," Dr. King said.

Perhaps, she said, that's what happened to the young woman in the lonely grave.

There are a few other puzzles. Eight of the 19 remains were of children age 14 and under. But children were thought to be rare in Colonial Maryland. Indentured servants were not permitted to have children.

Relatively few women lived in the American Colonies in the 1600s. But among the 11 colonists 15 and older, five were women.

Dr. Ubelaker and Dr. King caution that the people buried at Patuxent Point may not have been a representative sample of those who lived and worked there.

After serving the period of their indenture, servants who survived would leave. "A lot of people at the site lived there, then left and never got buried there," Dr. King said.

She said there are no plans to reburial the remains and hopes they will stay in the state's archives to help future scholars decipher Maryland's past.

### ***Felled by disease?***

Dr. Ubelaker couldn't pinpoint the cause of death of any of the 19. But the remains show that no one died of trauma: No one was shot, stabbed or hit over the head.

Further tests are scheduled for the bones, including one to determine lead levels.

In most cases, Dr. Ubelaker said, the cause of death was probably infectious disease such as smallpox, malaria or cholera. (No one can say, he said, because a fatal illness usually doesn't linger long enough to affect bone growth.)

He speculated that in 17th-century England, children were plentiful and may have had to stand in line when food was doled out in poor households. In the Colonies, by contrast, children were scarce, and perhaps treasured.

Can 300-year-old bones really tell us how much people once loved their children?

Dr. Ubelaker said he tries not to forget that he is studying the skeletons of people who had thoughts and feelings like our own.

"I never divorce myself from the notion that these are people, and we have to remain sensitive to the human condition they represent," he said.

## **The American Pageant, 12<sup>th</sup> Edition (excerpt) Bailey, Kennedy, Cohen,**

### **England Plants the Jamestown Seedling**

In 1606, two years after peace with Spain, the hand of destiny beckoned toward Virginia. A joint-stock company, known as the Virginia Company of London, received a charter from King James I of England for a settlement in the New World. The main attraction was the promise of gold, combined with a strong desire to find a passage through America to the Indies. Like most joint-stock companies of the day, the Virginia Company was intended to endure for only a few years, after which its stockholders hoped to liquidate it for a profit. This arrangement put severe pressure on the luckless colonists, who were threatened with abandonment in the wilderness if they did not quickly strike it rich on the company's behalf. Few of the investors thought in terms of long-term colonization. Apparently no one even faintly suspected that the seeds of a mighty nation were being planted.

The charter of the Virginia Company is a significant document in American history. It guaranteed to the overseas settlers the same rights of Englishmen that they would have enjoyed if they had stayed at home. This precious boon was gradually extended to subsequent English colonies, helping to reinforce the colonists' sense that even on the far shores of the Atlantic, they remained comfortably within the embrace of traditional English institutions. But ironically, a century and a half later, their insistence on the "rights of Englishmen" fed the hot resentment of the colonists against an increasingly meddlesome mother country and nourished their appetite for independence.

Setting sail in late 1606, the Virginia Company's three ships landed near the mouth of Chesapeake Bay, where Indians attacked them. Pushing on up the bay, the tiny band of colonists eventually chose a location on the wooded and malarial banks of the James River, named in honor of King James I. The site was easy to defend, but it was mosquito-infested and devastatingly unhealthful. There, on May 24, 1607, about a hundred English settlers, all of them men, disembarked. They called the place Jamestown.

The early years of Jamestown proved a nightmare for all concerned—except the buzzards. Forty would-be colonists perished during the initial voyage in 1606–1607. Another expedition in 1609 lost its leaders and many of its precious supplies in a shipwreck off Bermuda. Once ashore in Virginia, the settlers died by the dozens from disease, malnutrition, and starvation. Ironically, the woods rustled with game and the rivers flopped with fish, but the greenhorn settlers, many of them self-styled "gentlemen" unaccustomed to fending for themselves, wasted valuable time grubbing for nonexistent gold when they should have been gathering provisions.

Virginia was saved from utter collapse at the start largely by the leadership and resourcefulness of an intrepid young adventurer, Captain John Smith. Taking over in 1608, he whipped the gold-hungry colonists into line with the rule, "He who shall not work shall not eat." He had been kidnapped in December 1607 and subjected to a mock execution by the Indian chieftain Powhatan, whose daughter Pocahontas had "saved" Smith by dramatically interposing her head between his and the war clubs of his captors. The symbolism of this ritual was apparently intended to impress Smith with Powhatan's power and with the Indians' desire for peaceful relations with the Virginians. Pocahontas became an intermediary between the Indians and the settlers, helping to preserve a shaky peace and to provide needed foodstuffs.

Still, the colonists died in droves, and living skeletons were driven to desperate acts. They were reduced to eating "dogges, Catts, Ratts, and Myce" and even to digging up corpses for food. One hungry man killed, salted, and ate his wife, for which misbehavior he was executed. Of the four hundred settlers who managed to make it to Virginia by 1609, only sixty survived the "starving time" winter of 1609–1610...

### **Maryland: Catholic Haven**

Maryland—the second plantation colony but the fourth English colony to be planted—was founded in 1634 by Lord Baltimore, of a prominent English Catholic family. He embarked upon the venture partly to reap financial profits and partly to create a refuge for his fellow Catholics. Protestant England was still persecuting Roman Catholics; among numerous discriminations, a couple seeking wedlock could not be legally married by a Catholic priest.

Absentee proprietor Lord Baltimore hoped that the two hundred settlers who founded Maryland at St. Marys, on Chesapeake Bay, would be the vanguard of a vast new feudal domain. Huge estates were to be awarded to his largely Catholic relatives, and gracious manor houses, modeled on those of England's aristocracy, were intended to arise amidst the fertile forests. As in Virginia, colonists proved willing to come only if offered the opportunity to acquire land of their own. Soon they were dispersed around the Chesapeake region on modest farms, and the haughty land barons, mostly

Catholic, were surrounded by resentful backcountry planters, mostly Protestant. Resentment flared into open rebellion near the end of the century, and the Baltimore family for a time lost its proprietary rights.

Despite these tensions Maryland prospered. Like Virginia, it blossomed forth in acres of tobacco. Also like Virginia, it depended for labor in its early years mainly on white indentured servants—penniless persons who bound themselves to work for a number of years to pay their passage. In both colonies it was only in the later years of the seventeenth century that black slaves began to be imported in large numbers.

Lord Baltimore, a canny soul, permitted unusual freedom of worship at the outset. He hoped that he would thus purchase toleration for his own fellow worshipers. But the heavy tide of Protestants threatened to submerge the Catholics and place severe restrictions on them, as in England. Faced with disaster, the Catholics of Maryland threw their support behind the famed Act of Toleration, which was passed in 1649 by the local representative assembly.

Maryland's new religious statute guaranteed toleration to all Christians. But, less liberally, it decreed the death penalty for those, like Jews and atheists, who denied the divinity of Jesus. The law thus sanctioned less toleration than had previously existed in the settlement, but it did extend a temporary cloak of protection to the uneasy Catholic minority. One result was that when the colonial era ended, Maryland probably sheltered more Roman Catholics than any other English-speaking colony in the New World.

## Structuring the Class

The new curriculum framework makes some adjustments to the recommended amount of time that allotted to different time periods. This may require some “tweaking” of how you allocate your class time over the course of the year. To that end, this should be used as a rough guide to setting up your class calendar.

1. **Start with your calendar.** The first step in determining how much time you will spend on each time period is determining how much time you actually have. Start with your school’s calendar. Look at where you start, when your breaks are, when you have days without students, when you have to give up class time for standardized testing, etc. Map out as much of the calendar as possible.
2. **Count your days.** Once you have mapped out your calendar, count out how many days you to work with. I usually start at the beginning of the year and stop a couple of days before the AP exam, reserving those days for review. This will establish your baseline number of teaching days.
3. **Look at the Curriculum Framework.** In terms of time, the Curriculum Framework looks like this:

Period	Date Range	Curriculum Time		Exam Time	
		Percentage	Days	Percentage	Days
1	1491-1607	5		5	
2	1607-1754	10		45	
3	1754-1800	12			
4	1800-1848	10			
5	1844-1877	13			
6	1865-1898	13		45	
7	1890-1945	17			
8	1945-1980	15			
9	1980-Present	5			

Now, put it together. Take the number of days that you have and multiply that number by the percentages in the table above and fill in the results in the corresponding space for “days.”

4. **Mark your curriculum time out on your calendar.** While these are not set in stone, they should serve as a rough guideline for how to allocate your time. You have the freedom to adjust things as needed to fit your calendar and curricular needs.
5. **Set some hard and fast goals.** While you have some flexibility, you should set some goals to make sure that your students are ready for the test.
  - Count out the number of days for period 1. Mark that space on your calendar and write “Jamestown is established.”
  - From there, count forward the number of days until you get to the end of period 5. Mark this space on your calendar and write “Reconstruction is over.”

- From there, count forward the number of days until you get to the end of unit 8. Mark this space on your calendar and write “Reagan is president.”
6. **From there, embrace the idea of “backward design.”** The new curriculum framework is built around the idea of large enduring understandings. Use those understandings as guiding principles to guide you as you make choices of the course of the year. You have flexibility to choose what kinds of detailed examples you include to support those enduring understandings as you move forward. The Thematic Objectives would also be a good source of guidance while making choices about content.

## Fall 2016 Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
15	16	17	18	19
22	23	24	25	26
29	30	31	September 1	2
September 5 - Labor Day Holiday	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
October 3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31	November 1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24 - Thanksgiving	25
28	29	30	December 1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
<b>December 19 - January 1: Winter Break</b>				

## Spring 2017 Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
January 2	3	4	5	6
9	10	11	12	13
<b>16 - MLK Day</b>	17	18	19	20
23	24	25	26	27
30	31	February 1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	March 1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
April 3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
<b>May 1 - AP Exams Begin</b>	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
<b>29 - Memorial Day</b>	30	31	1	2
5	6	7	8	9

## Fall 2016 Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
15	16	17	18	19
22 - First Day of School	23	24	25	26
29	30	31	September 1	2
September 5 - Labor Day Holiday	6	7	8	9
12	13	14	15 - End of Unit I	16
19	20	21	22	23
26	27	28	29	30
October 3	4	5	6	7
10 - Parent Conf. Day	11	12	13 - End of Unit II	14 - End of 1GP
17	18	19	20	21
24	25	26	27	28
31	November 1	2	3	4
7	8	9	10	11
14 - End of Unit III	15	16	17	18
21-25 Happy Thanksgiving				
28	29	30	December 1	2
5	6	7	8	9
12 - End of Unit IV	13 - Finals	14 - Finals	15 - Finals	16 - Finals
December 19 - January 1: Winter Break				

## Spring 2017 Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
January 2	3	4	5	6
9	10	11	12	13
16 - MLK Day	17	18	19	20
23	24	25	26	27
30	31	February 1	2	3
6	7 - End Unit V	8	9	10
13	14	15	16	17
20 - PD Day	21	22	23	24
27	28	March 1	2	3
March 6-10: Have a fun Spring Break!				
13	14	15 - End Unit VI	16	17
20	21 - End of 3GP	22	23	24
27	28	29	30	31
April 3	4	5	6	7
10	11	12	13	14 - Spring Holiday (bad weather)
17 - Teacher Work Day (bad weather)	18	19	20	21
24 - End Unit VII	25	26	27	28
May 1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29 - Memorial Day	30 - Finals	31 - Finals	1 - Finals	2 - Finals
10 - Teacher Work Day (Floater)	11	12	13	14

## Tackling the Long Essay

Using the information in the Writing Handbook, address the following prompt:

**Analyze the origins and outcomes of the intense cultural conflicts of the 1920s. In your response, focus on TWO of the following:**

**Immigration**

**Prohibition**

**Religion**

1. **Read the question and break it down.** What kind of question is this? What are the key elements in the question?

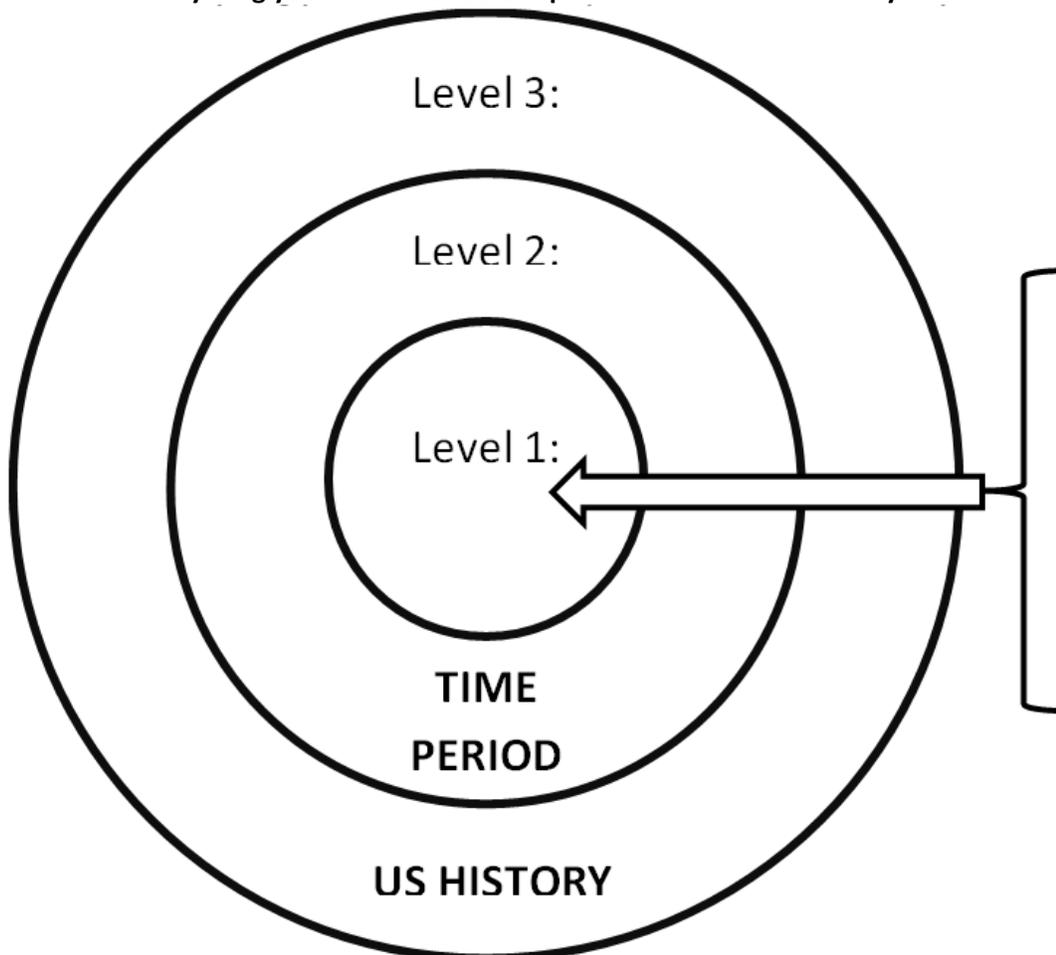
Type of question:

What is it asking about?

What time period?

Where?

2. **Brainstorm everything you know about the topic.** Use the whole “bull’s eye.”



**3. Organize your Level 1 information into two to three categories that you can develop into body paragraphs. Establish connections between your Level 1, Level 2, and Level 3 information.**

**4. Write your thesis and your T-E-L introductory paragraph.**

5. Write your body paragraphs, making sure to begin with a solid topic sentence. Remember, you need to be able to describe BOTH origins AND outcomes of these conflicts. You should also explain WHY those origins/outcomes occurred.

**6. Write your conclusion, including your Synthesis information.**

## Tackling the Long Essay

Using the information in the Writing Handbook, address the following prompt:

**In what ways and to what extent does the decade of the 1920s deserve its reputation as the first “modern” decade?**

1. **Read the question and break it down.** What kind of question is this? What are the key elements in the question?

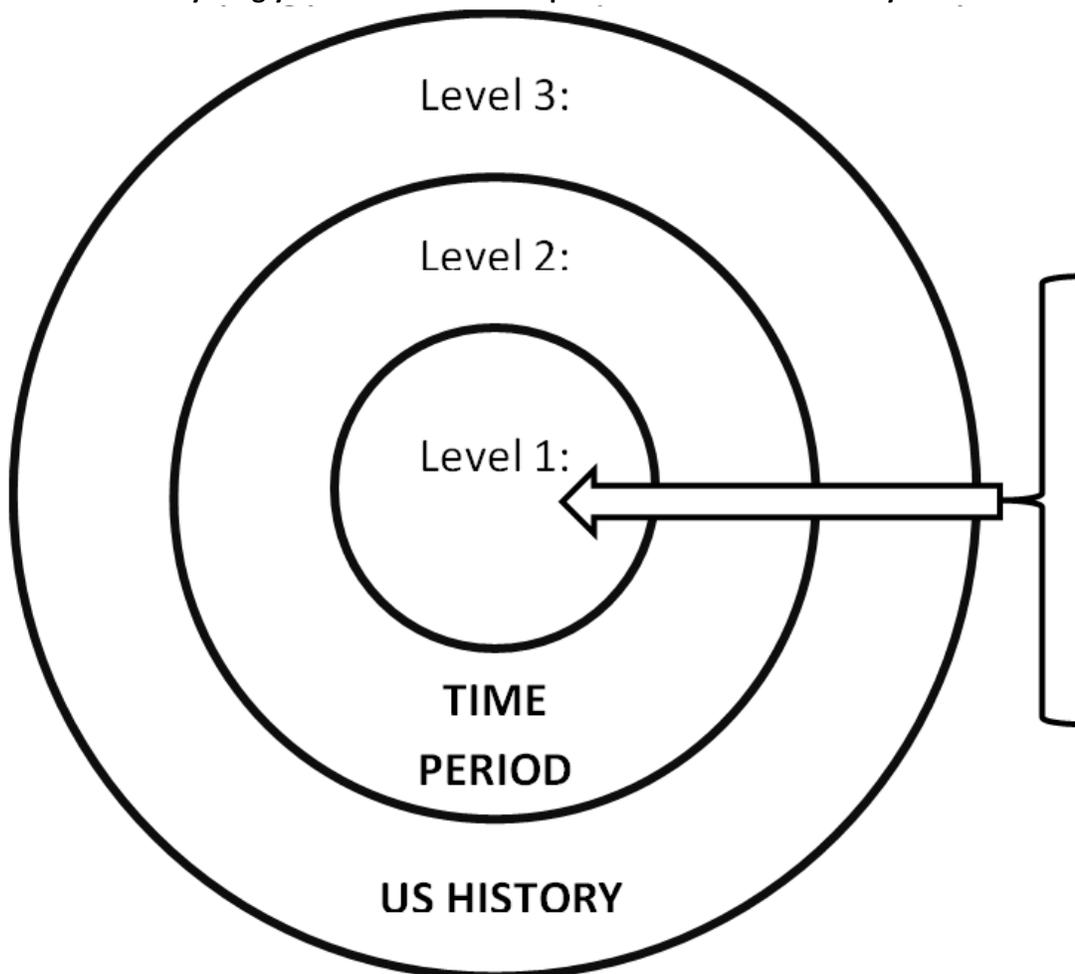
Type of question:

What is it asking about?

What time period?

Where?

2. **Brainstorm everything you know about the topic.** Use the whole “bull’s eye.”



**3. Organize your Level 1 information into two to three categories that you can develop into body paragraphs. Establish connections between your Level 1, Level 2, and Level 3 information.**

**4. Write your thesis and your T-E-L introductory paragraph.**

5. Write your body paragraphs, making sure to begin with a solid topic sentence. Remember, you need to be able to explain how the decade was different from and similar to EITHER the preceding decade OR the following decade. You should also explain the EXTENT to which they were different (more similar? more different?).

**6. Write your conclusion, including your Synthesis information.**

## Tackling the DBQ

After reviewing the Writing Skills Packet, apply those skills to the following prompt:

**How did the Cold War inspire fears and changes in American society, and how effectively did the administration of President Dwight D. Eisenhower address these issues?**

**1. Read the question and break it down.** What kind of question is this? What are the key elements in the question?

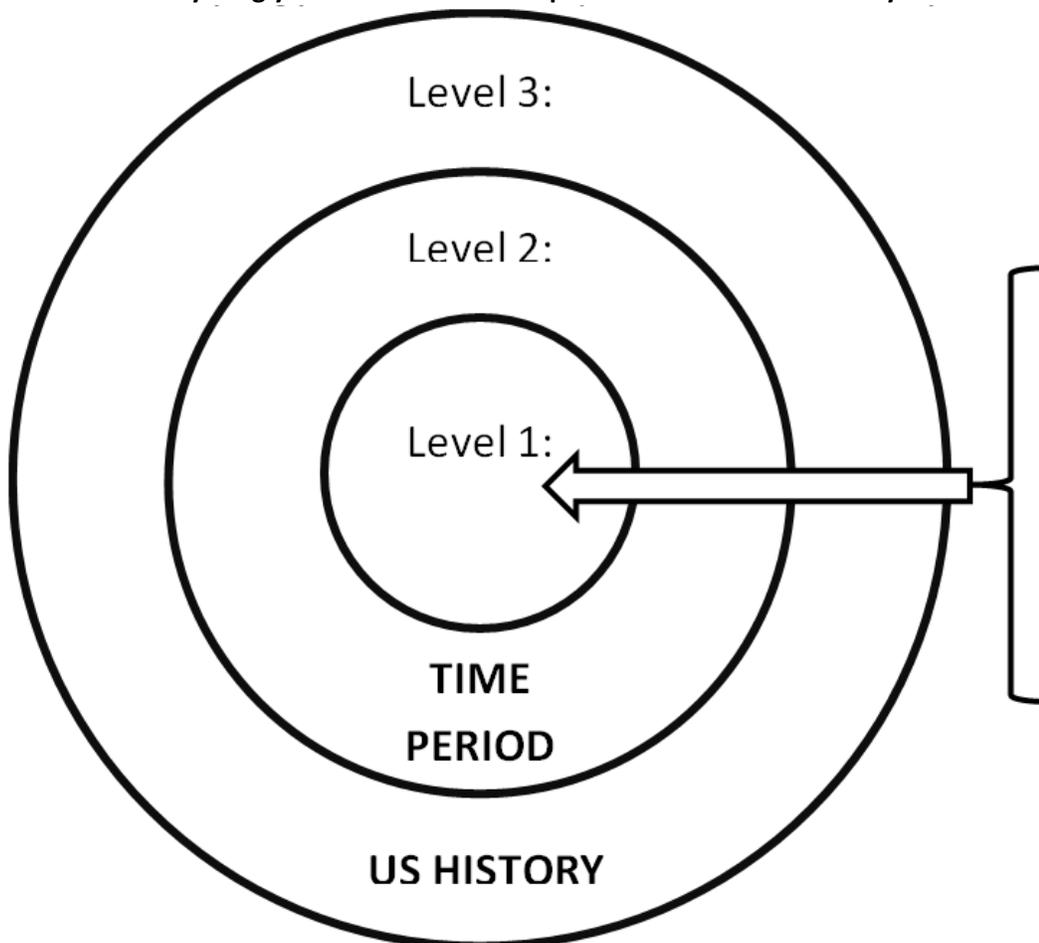
Type of question:

What is it asking about?

What time period?

Where?

**2. Brainstorm everything you know about the topic.** Use the whole "bull's eye."



3. **Organize your Level 1 information into two to three categories that you can develop into body paragraphs. Establish connections between your Level 1, Level 2, and Level 3 information.**

4. **Analyze the documents.** Read each of the documents, do a SHIPPS analysis of each, and be able to summarize what each of them says on your own paper. You may not be able to determine an answer for every part of the SHIPPS analysis – that’s ok. Get as many as you can. Document 1 is done here as an example.

Doc.	Summary	SHIPPS	How can this document be applied to the question?
1	Eisenhower essentially lists fears of the American people, including: the Soviets, communists in the U.S. and the investigations to find them, and economic recession.	<p><b>S-</b> Eisenhower was elected President in 1952. He had been Supreme Allied commander in WWII.</p> <p><b>H-</b> This document comes a year after the end of the Korean War, the year that McCarthy was censured by the Senate, at the height of the Cold War</p> <p><b>I-</b> Literally, the American people</p> <p><b>P-</b> Trying to calm the fears of the American people.</p> <p><b>P-</b> As President, Eisenhower’s job is to maintain calm and reassure the American people that he has it under control. He is also trying to distance himself from McCarthy, a fellow Republican.</p> <p><b>S-</b> Much like G.W. Bush in the wake of 9/11, Eisenhower is trying to curb American fear and make sure that society and the economy keep moving along.</p>	This can be used to provide some background to introduce fears of the American people. It can also be used to introduce Ike’s efforts to assuage those fears.





**8. Write your conclusion, including your Synthesis information.**