

# APUSH Build Your Own DBQ Project

The Goal: The DBQ portion of the AP US History exam is worth roughly 23% of your total score. This project is designed to make sure you know the DBQ format inside and out.

Summary: I will give you the prompt. You will find the documents and explain how they could be used to write a kick-butt DBQ!

Prompt: *During his Farewell Address, President Washington warned his country about being pulled into European affairs. From the end of his presidency until the end of the Era of Good Feelings, to what extent did the United States follow his advice? Use your knowledge of the years 1796-1824 to help address America's relationship with Europe.*

## The specifics, step by step:

Step 1: Copy the prompt at the top of your DBQ. Then write TWO opposing theses in response to the prompt. It should be clear from the thesis what categories of analysis each side would use to support the thesis.

Step 2: Find at least 6 primary and/or secondary source documents related to the prompt.

Step 3: FOR EACH DOCUMENT, provide:

- An MLA citation (author, name of webpage, name of site, accessed date, web address)
- A written explanation of how this document could be used to support one or both of the theses.
- Address one part of CAPP for each document (context, audience, purpose, point of view)

## Keep in mind:

- Your documents **should** be a collection of different types of sources: images, charts/graphs, excerpts from speeches, legislation, pamphlets, newspaper articles, political cartoons, secondary historical scholarship, etc.
- Any excerpts should be short and concise! A document should be no more than 2-3 paragraphs of text. Use ellipses (...) to indicate when you have taken an excerpt from a longer passage.
- Taken together, the documents should be balanced- meaning that both sides could find them useful. This does not mean that EVERY document has to be useful to both sides, but make sure that the collection enables both sides to make a strong case.

<b>Primary sources-</b> from the time period	<b>Secondary sources-</b> looking back on the time
Photos and other images Political cartoons Letters Speeches Works of art, poem, song, novel, etc. Text of legislation Interviews Diary entries Newspaper articles/editorials (from the time period) Autobiographies Graph/chart from the time period Pamphlets/Brochures	Biography Anything written by a historian (history book, scholarly article, etc.) Newspaper article NOT from the time period Graph/chart created after the time period

**Unacceptable sources:** Webpages where the author is not stated, there may be validity questions about the source. Ask me if you have doubts about whether or not a source is acceptable.

## Build Your Own DBQ Project: Grading Rubric

	A	B	C	D	F
Theses (10 pts)	Both theses are strong, defensible, analytical, sophisticated, and specific. The two theses oppose one another. It is clear what categories of analysis will be used in each.	One or both theses may have minor weaknesses, but still clearly take opposing stances and indicate categories of analysis.	One or more thesis may be too vague, or the theses may not clearly oppose one another. Categories of analysis may be unclear.	One or more thesis may be inadequate. Categories of analysis are not evident.	One or more thesis is missing or completely insufficient.
Number & Diversity of Documents (15 pts)	At least 12 relevant, appropriate documents make up a diverse collection of at least 7 different types of sources, both primary and secondary.	At least 10 relevant, appropriate documents make up a diverse collection of at least 5 different types of sources, both primary and secondary.	At least 8 relevant, appropriate documents make up a somewhat diverse collection of at least 4 types of sources.	At least 8 documents. One or more may not be clearly related to the topic. Fewer than 4 different types of sources.	Fewer than 8 documents.
CAPP (10 pts)	Each document is accompanied by an accurate identification of the Context, Audience, Purpose, and Point of View for the source.	Each document is accompanied by an attempt at identifying the Context, Audience, Purpose, and Point of View.	A majority of the documents had a correct identification of the Context, Audience, Purpose, and Point of View.	Only a few documents have a correct identification of the Context, Audience, Purpose, and Point of View.	The project lacks proper identification of the Context, Audience, Purpose, and Point of View.
Written explanation & analysis (15 pts)	For each document, there is an insightful, analytical, and thorough explanation of how it could be used to defend one or both theses. At least 75% of the sources could be useful to both sides.	For each document, there is an analytical and somewhat thorough explanation of how it could be used to defend one or both theses. At least 50% of the sources could be useful to both sides.	A few explanations may be superficial, cursory or may not reflect analytical thinking. OR Fewer than 50% of the documents could be useful to both sides.	Inadequate explanations provided for one or more documents. OR Fewer than 25% of the documents could be useful to both sides.	Minimal or irrelevant explanation is provided on a majority of the documents.

**Formatting Expectations:** Be careful- points will be deducted if your project is not formatted according to these guidelines:

- When possible, **each document should be on the same page as the explanation and the part of CAPP that relates to it.** Remember that your explanations do not need to be double spaced. If you have formatting issues, ask me for help!
- **Correct MLA citation** provided for all documents
- **Typed, 12 pt Arial or Times New Roman font, 1 inch margins, no giant headers.** To adjust the margins, go to “Layout” in your Word toolbar
- **Save project to the V drive OR Print it BEFORE CLASS on the day it is due.** Plan ahead- don't put all your faith in the library printer working smoothly at 7:25 am