

AP US ACADEMIES



TODAY'S REVIEW

- Overview of Exam and Exam Day
- **DBQ Planning Guide**
- Period 3 Recap
- Practice DBQ
- Potential Period 3 Topics

OVERVIEW

- DBQ Essay
- **45 minutes to read and respond**
- 5 minutes to submit

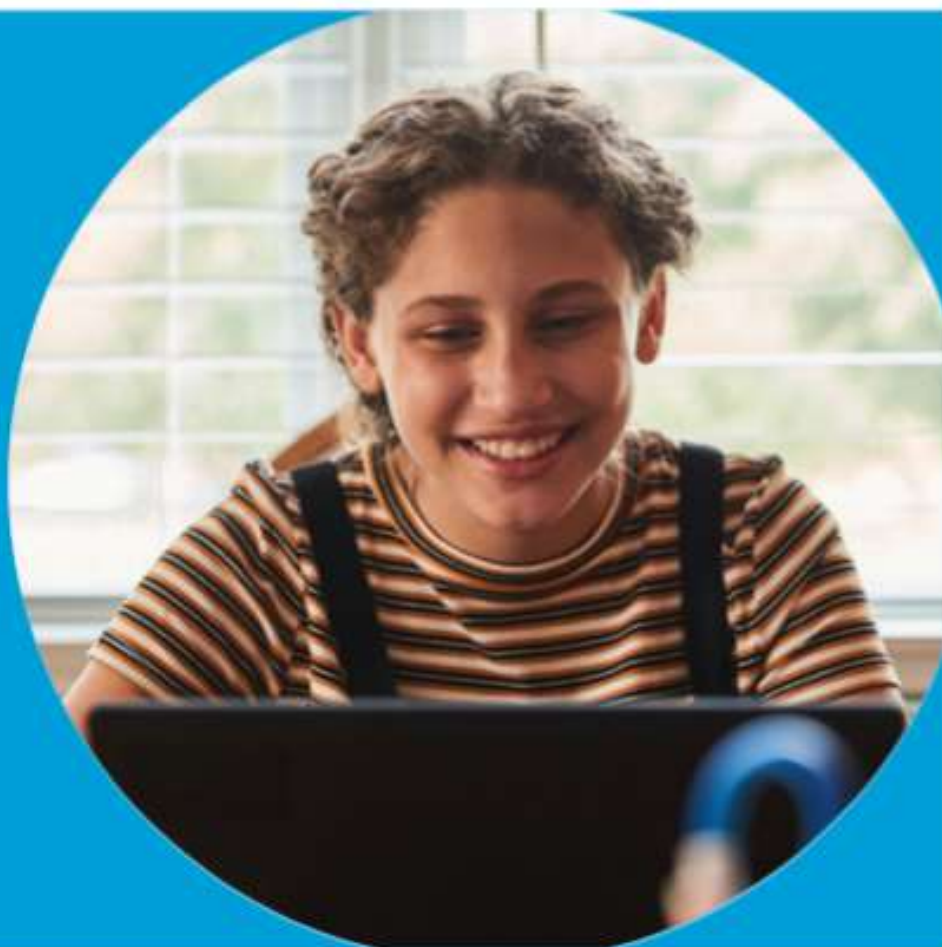
FORMAT

- 5 Documents (4 will be text based)
- Units 3 – 7
- Rubric = 10 points



AP[®]

2020 AP[®] Testing Guide

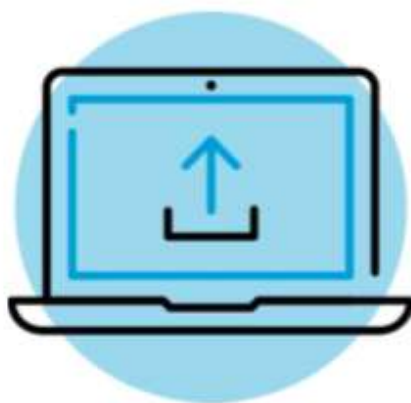


April 2020

The exam questions are viewed by students in a web browser, like Chrome. Students type or write their responses outside that browser. They then choose from three options to submit responses:



**Copy and paste
a typed response.**



Attach a typed response.



**Attach one or more photos
of a handwritten response.**

Pages 12-14 go over each option

MONDAY, MAY 4th

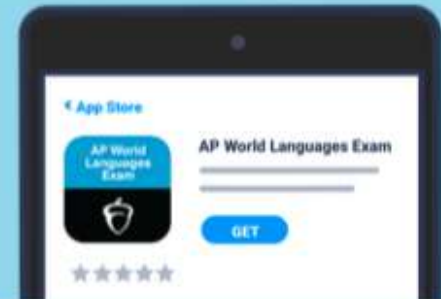
Demo Exam – very important!

Use the AP 2020 Exam Demo to Practice and Test Your Tech



Practice submitting responses with the exam demo.

From May 4, you can access an AP 2020 Exam Demo at cb.org/apdemo. It will allow you to practice the different ways to submit your responses. If you can't connect to this demo from your planned testing device, you'll not be able to access the real exam on test day. Update your browser (see tips on slide 51). Then try again. If you still can't access the Demo, ask for your AP coordinator's help to contact your school's tech experts for assistance.



World language students can practice with their exam app.

Beginning the week of May 11, if you're taking world language exams, download the AP World Languages Exam App. Before your exam, use the app's practice mode to become familiar with its features, test your technology's compatibility, and check the quality of sound in your intended exam location. After you practice using the app, you must close it on your device before testing.

Look for Your Exam Confirmation and E-Ticket Emails



May 4

- You'll receive an exam confirmation email on May 4 with your AP ID and a list of the exams you're registered for.
- In the meantime, you can check which exams you're registered for in My AP.
- If you're not listed as registered for an AP Exam, you weren't part of the exam registrations we received from your school, and it's too late to generate an e-ticket for you to test this year. There is nothing we can do about this. You can take a CLEP exam for credit on a college campus, or you can take this AP exam in May 2021.



Two Days Before Each Exam

Two days before each exam, you'll receive an email with your personalized e-ticket and AP ID.

Remember, you'll need to click your e-ticket containing your AP ID to access your exam.

Exam Day

One-Question Exams
(English and History exams)

Timing	Online Exam	Word Processing Application or Paper
30 minutes before your local start time	Check-In <ul style="list-style-type: none">• Use e-ticket to check in to exam• Complete identity information• Wait for exam to begin automatically	
45 minutes	Question Appears <ul style="list-style-type: none">• Read question	Develop Response
5 minutes	Submit Response <ul style="list-style-type: none">• Exam is completed	

TEST TAKING TIPS

- ☐ Be prepared. Have all your study guides and resources with you – print them or have them up on other devices.
- ☐ Find a neat, organized, and quiet work space
- ☐ Don't stress. Practice DBQ planning and be confident. Don't waste time

TEST TAKING TIPS

- Know what you need to do – study the Rubric



DBQ PLANNING GUIDE

PRINT AND PRACTICE!

RECENT AP DBQS

- 2019 – Progressive Era. *Evaluate the extent to which the Progressive movement fostered political change in the United States from 1890 to 1920.*
- 2018 – Imperialism. *Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period 1865 to 1910.*
- 2017 – Revolutionary War

□ Evaluate the extent of change in ideas about American independence from 1763 to 1783.

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PROMPT

What is the question asking?
Don't forget the time period

1763 - 1783

Change in ideas about American independence.
Did ideas change? Were there different ideas? Did ideas stay the same?

Source: Teapot, made in England between 1766 and 1770, inscribed on one side with “No Stamp Act” and on the other with “America, Liberty Restored.”



Smithsonian Institution, National Museum of American History, Home and Community Life

DOCUMENT WORK

	MAIN IDEA	Outside Info	H or I or P or P
Document 1	<p>Against Stamp Act</p> <p>Against taxes</p>	<p>Raise \$ after French & Indian War</p> <p>Tea Act, others</p>	<p>Purpose: propaganda?</p> <p>Express discontent</p>
Document 2			
Document 3			

Document 2 Source: The Virginia House of Burgesses, The Virginia Resolves, 1769.

It is the Opinion of this Committee, that the sole Right of imposing Taxes on the Inhabitants of this his Majesty's Colony and Dominion of Virginia, is now, and ever hath been, legally and constitutionally vested in the House of Burgesses, lawfully convened according to the ancient and established Practice, with the Consent of the Council, and of his Majesty, the King of Great-Britain, or his Governor, for the Time being.

It is the Opinion of this Committee, that it is the undoubted Privilege of the Inhabitants of this Colony, to petition their Sovereign for Redress of Grievances; and that it is lawful and expedient to procure the Concurrence of his Majesty's other Colonies, in dutiful Addresses, praying the royal Interposition in Favour of the Violated Rights of America....

It is the Opinion of this Committee, that an humble, dutiful, and loyal Address, be presented to his Majesty, to assure him of our inviolable Attachment to his sacred Person and Government; and to beseech his royal Interposition, as the Father of all his people, however remote from the Seat of his Empire, to quiet the Minds of his loyal Subjects of this Colony, and to avert from them, those Dangers and Miseries which will ensue, from the seizing and carrying beyond Sea, any Person residing in America, suspected of any Crime whatsoever, to be tried in any other Manner, than by the ancient and long established Course of Proceeding.

DOCUMENT WORK

	MAIN IDEA	Outside Info	H or I or P or P
Document 1	<p>Against Stamp Act</p> <p>Against taxes</p>	<p>Raise \$ after French & Indian War</p> <p>Tea Act, others</p>	<p>Purpose: propaganda?</p> <p>Express discontent</p>
Document 2	<p>VA - taxes are not constitutional, left up to the House of Burgesses</p>	<p>House of Burg - rep. assembly</p> <p>Passes laws</p>	<p>Purpose - petition. Express disapproval</p> <p>H: 1769 war over, taxes passed to raise money</p>
Document 3			

DOCUMENT 3 Source: Samuel Adams, The Rights of the Colonists, 1772.

All men have a right to remain in a state of nature as long as they please; and in case of intolerable oppression, civil or religious, to leave the society they belong to, and enter into another. When men enter into society, it is by voluntary consent; and they have a right to demand and insist upon the performance of such conditions and previous limitations as form an equitable original compact....

The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but only to have the law of nature for his rule

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Document 3	<p>Consent of governed</p> <p>Political freedom</p>	<p>Enlightenment</p>	<p>POV: Sam Adams, Sons of Liberty</p>

DOCUMENT 4 Source: Quaker leaders, address to the Pennsylvania colonial assembly, January 1775.

Having considered, with real sorrow, the unhappy contest between the legislature of Great Britain and the people of these colonies, and the animosities consequent therein, we have by repeated public advices and private admonitions, used our endeavors to dissuade the members of our religious society from joining with the public resolutions promoted and entered into by some of the people, which as we apprehended, and so we now find, have increased contention, and produced great discord and confusion....

We are therefore incited by a sincere concern for the peace and welfare of our country, publicly to declare against every usurpation of power and authority in opposition to the laws and government, and against all combinations, insurrections, conspiracies, and illegal assemblies; and as we are restrained from them by the conscientious discharge of our duty to Almighty God, “by whom kings reign and princes decree justice,” we hope . . . to maintain . . . the fidelity we owe to the King and his government, as by law established; earnestly desiring the restoration of that harmony and concord which have heretofore united the people of these provinces.

Against revolution?
Concerned, wants peace

DOCUMENT 5: Source: Janet Schaw, Journal of a Lady of Quality, June 1775. Schaw was a Scot visiting her brother, a merchant, in Wilmington, North Carolina.

At present the martial law stands thus: An officer or committeeman enters a plantation with his posse. The alternative is proposed. Agree to join us [the Patriots] and your persons and properties are safe . . . if you refuse, we are directly to cut up your corn, shoot your pigs, burn your houses, seize your Negroes and perhaps tar and feather yourself. Not to choose the first requires more courage than they are possessed of, and I believe this method has seldom failed with the lower sort.

Against revolution?
Concerned, wants peace

Join the Patriots or else
Violent

Patriots - break
away

Opp. Loyalists

HC: start to see
a divide
between Loy
and Pat

Purpose: join
the cause

Ideas about colonial independence changed greatly from 1763 to 1783, as at first.... but then...

- ❑ Ideas about colonial independence changed greatly from 1763 to 1783, as at first colonists simply expressed disapproval of policies but then ideas changed from disapproval to the need for rebellion.

Protest/disapproval

- Boycotts
- Boston Tea Party
- Sons of Liberty

Rebellion

- militia
- storing weapons

10 points:

- ❑ Thesis (1 point)
- ❑ Context (1 point)
- ❑ Evidence:
 - ▣ 4 documents (3 points)
 - ▣ 2 pieces of outside information (2 points)
- ❑ Analysis:
 - ▣ HIPP for two documents (2 points)
 - ▣ Complex understanding (1 point)

PROMPT

What is the question asking?
Don't forget the time period

DOCUMENT WORK

	MAIN IDEA	Outside Info	H <u>e</u> l <u>p</u> P <u>e</u> P
Document 1			
Document 2			
Document 3			
Document 4			
Document 5			

DOCUMENT GROUPING

Group 1:	Group 2:
Category:	Category:
Topic Sentence:	Topic Sentence:

THESIS

your claim/your argument that you will defend:

CONTEXTUALIZATION

IDEAS: two or three vocabulary terms, events, time periods that relate to the prompt

- 1.
- 2.
- 3.

CONNECT TO YOUR ARGUMENT:

EVIDENCE BEYOND THE DOCUMENTS

Include at least two pieces of outside information from your chart. **Name, Explain, Connect!**

RELATED TOPICS:



- ❑ Changing ideas about independence

- ❑ Evaluate causes of independence movement
 - Economic causes: taxes? free trade?
 - Political causes: consent of governed? No taxation without representation?

- ❑ Extent of change brought by independence
 - Were goals achieved? Whose life was changed?

POTENTIAL PERIOD 3 IDEAS



- ❑ Government and Power – ideas about who has power, how power has changed, success of the new government
 - ▣ Articles of Confederation, Constitution, Bill of Rights
- ❑ Political, Economic, Social Differences in the New Republic – political parties, sectionalism, debates over bank and constitutional power
- ❑ Foreign Policy – what shaped foreign policy, how did foreign policy change, opinions about alliances

☐ **Evaluate the extent of change in United States foreign policy in the period 1783 to 1828.**

□ Evaluate the extent of change in United States foreign policy in the period 1783 to 1828.

- Proclamation of Neutrality (Washington)
- Farewell Address
- Differing opinions by Fed/Dem-Rep on who to support
- War of 1812 - British agitation
- Monroe Doctrine



Questions?

Samples?

