

**DBQ ANALYSIS SKILLS FOR THE AP EXAM
BASED ON WORLD WAR I
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1) Lesson Plan Summary:

After teaching the Advanced Placement course for 3 terms, I have come to realize that there are two major problems still facing the students who actually do read the text and do pay attention in class. The first problem that these students face when they encounter the ever dreaded DBQ is that they seem to neglect to supply outside along with their analysis of the documents. This problem will be addressed in the next lesson. However, in this lesson, I intend to focus on the same dilemma that I have seen in my AP Literature course for the last 13 years which is that students do not address their attention to the work or document in front of them. And I have come to the conclusion that most of the problem lies with us since they do not know what to do with that poem or that document which is in front of them because no matter how much we have talked about it, they still do not know what to do.

This is where the Analysis Worksheet helps to solve a very perplexing problem since it provides scaffolding strategies for all the students in the class so that at least they can all start to write something down on their essays. The National Archives and Records Administration provides 8 different examples of worksheets depending upon the source that the student or teacher is working with. A teacher can access these worksheets at: www.archives.gov/education/lessons/index.html. This site cannot be saved to your computer; however, you can print out all of the worksheets that you want. There is a separate worksheet for the following sources: written document, artifact, cartoon, map, motion picture, photograph, poster, and sound recording.

2) Lesson Procedures:

Although I normally like for my AP students to do their worksheets at home, with the diversity of sources being as they are, it only makes sense that we would view maps, cartoons, motion pictures, photographs, posters, and artifacts as a class. Also, after discussing a number of items, a quiz grade could always be obtained by just collecting one worksheet where there was no discussion. Depending on the class, some copies of photographs or others sources could be duplicated, and the students could benefit from working in a controlled Kagan small group environment. However, the main point of whatever strategy the teacher decides to chose, the point of the plan is to hone the student's skills in working with primary sources so that they become fluent in addressing a historical artifact as if it were a person with a story to tell.

As I was working on the DBQ, I surfed into some very useful sites that would be extremely advantageous to a teacher or student needing a variety of primary sources. My favorite site is: www.teacheroz.com/wwi.htm . I have enclosed the first 2 pages from this site so that you can see for yourself what it contains. When I was researching my DBQ, many of the documents that I quoted from were found at: www.vlib.us/amdocs/ . What I also liked about this site is that I could easily change the nature of my DBQ by simply reworking some of the quotes from some of the different documents.

Grade Level:

Advanced Placement and Highly motivated Honor's U.S. History

Materials Needed:

Transparencies, Analysis Worksheets, Access to a computer

Objectives:

Themes of History: American Identity, Culture, Globalization, Religion, and War & Diplomacy.

3) Final Assessment

The World War I DBQ