**APUSH – Research and Create an Original DBQ**

**Objective**: Choose any topic from AMERICAN HISTORY, ***research*** the background of the topic, develop a research question, locate primary sources, choose 7 documents and create a document-based question (DBQ) that can be argued and developed into an essay.

**Requirements:**

**\_\_\_\_\_Background Essay-** A two page essay describing the background about your topic. This essay should provide contextual information as well varying historical viewpoints surrounding your topic. At the end of the essay, at the bottom of the page, provide your document-based question.(25 points) (double-spaced, 12 pt. font)

**\_\_\_\_\_Documentation of Research –**You must provide evidence that your research has extended beyond the 7 documents that will be included in your final product. You must submit and annotated bibliography of sources that you located, read and considered for inclusion, BUT WERE NOT INCLUDED in your DBQ. Among this annotated bibliography, you must include any sources you used/consulted as you wrote your background essay. Your annotated bibliography must include at least 20 sources, the majority of which must be primary source documents. Use MLA formatting. (100 points)

**\_\_\_\_\_Question** - The question must be broad enough that it enables the writer to develop an argument that can include at least three assertions or claims. Your question must focus on one of these four historical thinking skills: comparison, causation, periodization or continuity and change over time. (20 points)

* **Historical 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.
* **Patterns of 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 varying lengths, as well as relating these patterns to larger historical processes or themes.
* **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 models of past events.
* **Comparison**
  + Historical thinking involves the ability to describe, compare, and evaluate, in various chronological and geographical contexts, multiple historical developments within one society and one or more development across or between different societies.
  + Historical thinking also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.

**\_\_\_\_\_Documents –** Your DBQ must be based upon 7 documents, 5 of which must be primary source documents. (20 points)

**\_\_\_\_\_Analysis of Documents –** For each of the documents you must complete a document analysis worksheet. (70 points)

**TOTAL POINT VALUE = 235 POINTS**

The project is due on Friday, March 24th. You have four weeks to complete this project. Plan ahead. Consider what you have due in other classes. Consider your spring break plans. DO NOT wait until the last minute to ask me questions. Ten points will be deducted for every day your project is late.