

# 6.1 Assignment

## Part 1: Carefully Review the 2020 DBQ Rubric

			Description	Tips & Recommendations
<b>A</b>	1 Point	Thesis/Claim	To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.	1 Complex Sentence Use this writing structure <b><i>"Although X, Because A and B, therefore Y."</i></b> <b>X= Counterargument</b> <b>A, B = Specific Historical Evidence</b> <b>Y= Your argument</b>
	1 Point	Contextualization	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.	3-4 Sentences Focus on the context <b>before</b> the given time period. Make sure the context is relevant to your prompt and your response.
<b>C</b>	1 Point	Evidence from Docs (All 5)	To earn three points, the response must accurately describe—rather than simply quote—the content from at least four documents. In addition, the response must use the content of the documents to support an argument in response to the prompt	Don't quote the docs! The readers already know what the docs say. Use all 5 docs, in case you interpret one wrong. Use the docs to argue.
	1 Point			
	1 Point			
	1 Point	Evidence Beyond Docs ( 3 Outside Evidence)	To earn these two points, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.	Name the outside evidence. Explain the outside evidence Show how it connects to your argument.
	1 Point			
<b>D</b>	1 Point	Analysis & Reasoning (Sourcing 3 Docs)	To earn these two points, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the documents sourced.	Source 3 documents. <b>Historical Situation:</b> <i>What is the larger historical context?</i> <b>Audience:</b> <i>To whom is this doc written for?</i> <b>Purpose:</b> <i>What was this doc intended to do/did do?</i> <b>Point of View:</b> <i>Why did he/she say this and why did he/she say it this way?</i>
	1 Point			
	1 Point	Corroborate, Qualify, Modify Argument (Throughout)	A response may demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining nuance of an issue by analyzing multiple variables</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</li> <li>Explaining relevant and insightful connections within and across periods</li> <li>Confirming the validity of an argument by corroborating multiple perspectives across themes</li> <li>Qualifying or modifying an argument by considering diverse or alternative views or evidence</li> </ul>	

## Part 2: Review the Rubric & Paraphrase Your Understanding

Directions:

1. Go back to the rubric.
2. In your own words, list what you have to do to earn full points for each section.

<b>A</b>	1 Point	Thesis/Claim	In my own words, what I have to do to earn this point is...
<b>B</b>	1 Point	Contextualization	In my own words, what I have to do to earn this point is...
<b>C</b>	1 Point	Evidence from Docs (At Least 4)	In my own words, what I have to do to earn this point is...
	1 Point		
	1 Point		
	1 Point	Evidence Beyond Docs (At Least 2)	In my own words, what I have to do to earn this point is...
	1 Point		
<b>D</b>	1 Point	Analysis & Reasoning (Sourcing 2 Docs)	In my own words, what I have to do to earn this point is...
	1 Point		
	1 Point	Corroborate, Qualify, Modify Argument (Throughout)	In my own words, what I have to do to earn this point is...

## Part 3: Read the Prompt & Docs

Read the Prompt Carefully		
<b>To what extent did ideas about American Independence change from 1763-1783?</b>		
Historical Thinking Skill	Category	Time Period
<i>What is the historical thinking skill the prompt is asking you to engage in?</i>	What are the categories you are being asked to think and write about?	What is the time period you are being asked to think and write about?
<i>Compare, Change, Causation</i>	<i>Compare what? What kind of change? Causation between what?</i>	

## Part 4: Carefully Read Each Doc

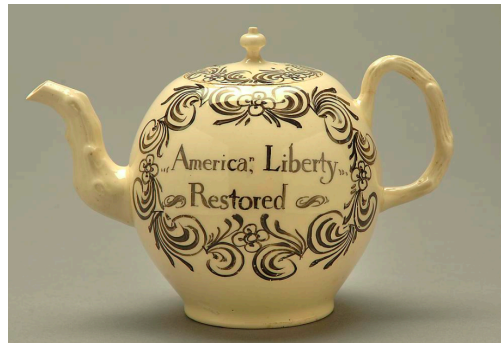
### Doc 1

Source: Teapot. 1766-1767.

Side 1



Side 2



#### Summarize Main Idea

*If I only had this document, how could I use this to answer the question?*

#### Outside Evidence

As I read this document, what do I know that is outside of this doc that could help me write my essay?

#### Source

**Historical Situation:** *What is the larger historical context?*

**Audience:** *To whom is this doc written for?*

**Purpose:** *What was this doc intended to do/did do?*

**Point of View:** *Why did he/she say this and why did he/she say it this way?*

## Doc 2

### Source: The Virginia Resolves of 1769

*Resolved*, That 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 establish Practice, with the Consent of the Council, and of his Majesty, the King of *Great-Britain*, or his Governor, for the Time being.

*Resolved*, That 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*.

*Resolved*, That it is the Opinion of this Committee, that all Trials for Treason, Misprison of Treason, or for any Felony or Crime whatsoever, committed and done in this his Majesty's said Colony and Dominion, by any Person or Persons, residing in this Colony, suspected of any Crime whatsoever, committed therein, and sending such Person, or Persons, to Places beyond the Sea, to be tried, is highly derogatory of the Rights of *British* Subjects; as thereby the inestimable Privilege of being tried by a Jury from the Vicinage, as well as the Liberty of summoning and producing Witnesses on such Trial, will be taken away from the Party accused.

*Resolved*, That 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

Summarize Main Idea	Outside Evidence	Source
<i>If I only had this document, how could I use this to answer the question?</i>	As I read this document, what do I know that is outside of this doc that could help me write my essay?	<b>Historical Situation:</b> <i>What is the larger historical context?</i> <b>Audience:</b> <i>To whom is this doc written for?</i> <b>Purpose:</b> <i>What was this doc intended to do/did do?</i> <b>Point of View:</b> <i>Why did he/she say this and why did he/she say it this way?</i>

## Doc 3

**Source: Samuel Adams. The Rights of Colonists as Men. Nov. 20 1772**

### **I. Natural Rights of the Colonists as Men.**

Among the natural rights of the Colonists are these: First, a right to life; Secondly, to liberty; Thirdly, to property; together with the right to support and defend them in the best manner they can. These are evident branches of, rather than deductions from, the duty of self-preservation, commonly called the first law of nature.

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.

Every natural right not expressly given up, or, from the nature of a social compact, necessarily ceded, remains.

All positive and civil laws should conform, as far as possible, to the law of natural reason and equity.

As neither reason requires nor religion permits the contrary, every man living in or out of a state of civil society has a right peaceably and quietly to worship God according to the dictates of his conscience.

"Just and true liberty, equal and impartial liberty," in matters spiritual and temporal, is a thing that all men are clearly entitled to by the eternal and immutable laws of God and nature, as well as by the law of nations and all well-grounded municipal laws, which must have their foundation in the former.

In regard to religion, mutual toleration in the different professions thereof is what all good and candid minds in all ages have ever practised, and, both by precept and example, inculcated on mankind. And it is now generally agreed among Christians that this spirit of toleration, in the fullest extent consistent with the being of civil society, is the chief characteristic mark of the Church. Insomuch that Mr. Locke has asserted and proved, beyond the possibility of contradiction on any solid ground, that such toleration ought to be extended to all whose doctrines are not subversive of society. The only sects which he thinks ought to be, and which by all wise laws are excluded from such toleration, are those who teach doctrines subversive of the civil government under which they live. The Roman Catholics or Papists are excluded by reason of such doctrines as these, that princes excommunicated may be deposed, and those that they call heretics may be destroyed without mercy; besides their recognizing the Pope in so absolute a manner, in subversion of government, by introducing, as far as possible into the states under whose protection they enjoy life, liberty, and property, that solecism in politics, imperium in imperio, leading directly to the worst anarchy and confusion, civil discord, war, and bloodshed.

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## Doc 4

**Source: Charles Inglis. The Cost of Revolution. 1776**

I think it no difficult matter to point out many advantages which will certainly attend our reconciliation and connection with Great-Britain, on a firm, constitutional plan. I shall select a few of these; and that their importance may be more clearly discerned, I shall afterwards point out some of the evils which inevitably must attend our separating from Britain, and declaring for independency. On each article I shall study brevity.

1. By a reconciliation with Britain, a period would be put to the present calamitous war, by which so many lives have been lost, and so many more must be lost, if it continues. This alone is an advantage devoutly to be wished for. This author says- "*The blood of the slain, the weeping voice of nature cries, 'Tis time to part.*" I think they cry just the reverse. The blood of the slain, the weeping voice of nature cries-*It is time to be reconciled*; it is time to lay aside those animosities which have pushed on Britons to shed the blood of Britons; it is high time that those who are connected by the endearing ties of religion, kindred and country, should resume their former friendship, and be united in the bond of mutual affection, as their interests are inseparably united.
2. By a Reconciliation with Great-Britain, Peace - that fairest offspring and gift of Heaven - will be restored. In one respect Peace is like health; we do not sufficiently know its value but by its absence. What uneasiness and anxiety, what evils, has this short interruption of peace with the parent-state, brought on the whole British empire! Let every man only consult his feelings - I except my antagonist - and it will require no great force of rhetoric to convince him, that a removal of those evils, and a restoration of peace, would be a singular advantage and blessing.
3. Agriculture, commerce, and industry would resume their wonted vigor. At present, they languish and droop, both here and in Britain; and must continue to do so, while this unhappy contest remains unsettled.

These advantages are not imaginary but real. They are such as we have already experienced; and such as we may derive from a connection with Great Britain for ages to come. Each of these might easily be enlarged on, and others added to them; but I only mean to suggest a few hints to the reader.

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## Doc 5

### Source: Quaker Address to Pennsylvania Assembly. 1775

From our past experience of the clemency of the king and his royal ancestors, we have grounds to hope and believe that decent and respectful addresses from those who are vested with legal authority, representing the prevailing dissatisfactions and the cause of them, would avail toward obtaining relief, ascertaining and establishing the just rights of the people, and restoring the public tranquillity; and we deeply lament that contrary modes of proceeding have been pursued, which have involved the colonies in confusion, appear likely to produce violence and bloodshed, and threaten the subversion of the constitutional government, and of that liberty of conscience for the enjoyment of which our ancestors were induced to encounter the manifold dangers and difficulties of crossing the seas and of settling in the wilderness.

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," 4 we hope, through his assistance and favor, to be enabled to maintain our testimony against any requisitions which may be made of us, inconsistent with our religious principles, and 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, and been attended by the divine blessing on their labors.

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