



Hello  
&  
Happy Spring Break

I Miss You All!

4/8/20

# Today's Agenda

- Overview of APUSH 4<sup>th</sup> Quarter
- How can I improve my Final Grade
  - Improvement Opportunities & Process
- AP Testing From Home (The Basics)
  - How & When
  - Structure of the Exam
  - Modified Rubric
- Discussion about times for future Zoom sessions



# Overview of APUSH 4<sup>th</sup> Quarter

- We have 5 weeks until the AP Exam (May 15<sup>th</sup>)
- I will offer weekly (Wednesday) Zoom sessions
- These sessions will break down as follows:

<b>COVID-19 Closure Week</b>	<b>Tentative Topic</b>	<b>Day &amp; Time</b>
<b>Week 5</b> (4/13 – 4/17)	America Moves Toward WWII	Wednesday 4/15 @ 2:30
<b>Week 6</b> (4/20 – 4/24)	Pearl Harbor and Japanese Internment	Wednesday 4/22 @ 2:30
<b>Week 7</b> (4/27 – 5/1)	DBQ Practice	Wednesday 4/29 @ 2:30
<b>Week 8</b> (5/4 – 5/8)	America at War (Home and Abroad)	Wednesday 5/7 @ 2:30
<b>Week 9</b> (5/11 – 5/15)	Last Check-In Before the Exam	Wednesday 5/13 @ 2:30

# How Can I Improve My Final Grade?

Bullard APUSH (Mr. Allen's Class)

[HOME](#)

[UPDATES 4/8/20](#)

[MAJOR UPDATES 4/3/20](#)


[F.A.Q](#)

[AGENDA](#)

[DOCUMENTS](#)



## DOCUMENTS

 [AP Exam Prep Assignments  
\(Optional Points\)](#)

[Video & Audio Links](#)

[PowerPoints](#)

[College Board Tutorial Links](#)

[Review Materials](#)

[2020 Modified DBQ Rubric](#)

After clicking on the “AP Exam Prep Assignments” we will see all assignments that will earn you points.



[Home](#) / [Documents](#) / [AP Exam Prep Assignments \(Optional Points\)](#)

## AP Exam Prep Assignments (Optional Points)

[Guided Reading: Chapter 24](#)

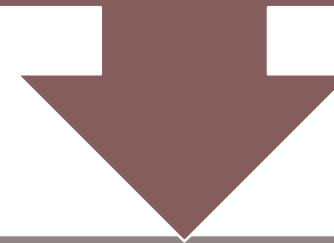
[FDR's Four Freedoms \(State of the Union Address\)](#)

**think happy  
thoughts**

**Let's talk  
about grades:**



You can still improve your Spring Semester Grade!



You have the option of completing up to 4 extra-credit assignments and/or completing 6 make-up assignments.

Extra-Credit Assignments must be submitted by Thursday, 5/14/20 (the day before your exam).

Make-Up Assignments must be submitted by Tuesday, May 26<sup>th</sup>.

# How & When Do I Submit These Assignments?

## ◦ How?

- You may email a word doc or image of the assignment to [jeff.allen@fresnounified.org](mailto:jeff.allen@fresnounified.org)

## ◦ When?

- Extra-Credit may be submitted anytime on or before Thursday, 5/14/20.
- Make-up assignments may be submitted anytime on or before Tuesday, May 26<sup>th</sup> .

# AP Testing From Home (The Basics)

## ◦ When?

- Friday, May 15<sup>th</sup> at 11:00am

## ◦ How?

- You may use any digital device
- In late April, College Board will provide AP students and educators with information on how to access the testing system on test day, and video demonstrations so that students can familiarize themselves with the system.

**NOTE:** This information will be sent to the email you used to create your AP account (this is the same email you used to “join” your AP class sections last fall).

Don't get too excited about open book/open note.

## AP Exam Security

Like many college-level exams, this year's AP Exams will be [open book/open note](#). However, students may not consult with any other individuals during the testing period (with the exception of students working on the AP Computer Science Principles Create performance task). We will take the necessary steps to protect the integrity of each exam administration, as we do every year.

We are confident the vast majority of AP students will follow the rules for taking the exams. For the small number of students who may try to gain an unfair advantage, we have a comprehensive and strict set of protocols in place to prevent and detect cheating. We are keeping some of these protocols confidential to maximize their effectiveness. Others are listed here.

# Structure of the Exam

CollegeBoard AP Sign in

## AP Coronavirus Updates

Home / Educators / Taking the Exams / AP Exam Schedule

### AP Exam Schedule 2020

#### AP Exams 2020 by Local Start Times

Below are the primary exam dates. [Makeup exam dates](#) can be found below [Information](#).

Question name	Modified Document-Based Question (DBQ)
Question description	<p>This question presents students with 5 historical sources, 1 of which will be a non-text-based source. This question assesses students' ability to:</p> <ul style="list-style-type: none"><li>• Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.</li><li>• Describe a broader historical context relevant to the prompt.</li><li>• Support an argument in response to the prompt using at least 4 documents.</li><li>• Use at least 2 additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</li><li>• For at least 2 documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.</li><li>• Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.</li></ul>



# What could the DBQ Cover?

## High Lights:

- 5 Documents
- Can come from Units 3-7
- Revised 10pt Rubric

<b>Corresponding free-response question (FRQ) type in the course and exam description binder</b>	Modified Document-Based Question (DBQ). The prompt for the 2020 modified DBQ may be derived from any of Units 3–7, and will include 5 documents (instead of 7). <a href="#">The rubric</a> will be lightly modified to match the reduced number of documents, awarding 1 point for using 2 documents and an additional point for using 4 documents. An additional point will be awarded for effectively incorporating a second piece of outside knowledge into the argument. Students can earn up to 2 points for sourcing (1 point for each document).
<b>Units eligible for 2020 exam</b>	Units 3-7 (Students may choose to, but do not need to, provide content knowledge from units 1 and/or 2 for context)
<b>Units not included in 2020 exam</b>	Units 1-2 (although students may choose to provide content knowledge from units 1 and/or 2 for context), 8–9

# What are periods 3-7?

## APUSH Course Units

Unit 1: Period 1: 1491–1607

Unit 2: Period 2: 1607–1754

Unit 3: Period 3: 1754–1800

Unit 4: Period 4: 1800–1848

Unit 5: Period 5: 1844–1877

Unit 6: Period 6: 1865–1898

Unit 7: Period 7: 1890–1945

Unit 8: Period 8: 1945–1980

Unit 9: Period 9: 1980–Present

## Units That may be covered on the DBQ

Unit 3: Period 3: 1754–1800

Unit 4: Period 4: 1800–1848

Unit 5: Period 5: 1844–1877

Unit 6: Period 6: 1865–1898

Unit 7: Period 7: 1890–1945

# 2020 Modified DBQ (10pt) Rubric

## AP History Rubrics

### AP History Modified DBQ Rubric (10 points) 2020 Exam Administration

No Change to these scoring  
criteria in 2020

Reporting Category	Scoring Criteria	Decision Rules
<b>A. THESIS/CLAIM (0–1 pt)</b>	<b>1 pt.</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>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.</i>
<b>B. CONTEXTUALIZATION (0–1 pt)</b>	<b>1 pt.</b> Describes a broader historical context relevant to the prompt.	<i>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.</i>

Change for 2020 only

### C. EVIDENCE (0–5 pts)

For 2020 only, this intermediate point will be awarded for students who can support an argument with fewer documents than in a typical exam year.

#### Evidence from the Documents

**1 pt.**

Uses the content of at least two documents to address the topic of the prompt.

**AND 1 pt.**

Supports an argument in response to the prompt using two documents.

*To earn one point, the response must accurately describe—rather than simply quote—the content from at least two of the documents.*

*To earn two points, the response must accurately describe—rather than simply quote—the content from at least two documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.*

**AND 1 pt.**

Supports an argument in response to the prompt using at least **four** documents

*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.*

#### Evidence Beyond the Documents

**1 pt.**

Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.

*To earn this point, 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.*

**AND 1 pt.**

Describes a second piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.

For 2020 only, this point will be awarded for students who use a second piece of outside evidence in their response.

Reporting Category	Scoring Criteria	Decision Rules
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**D. ANALYSIS AND REASONING (0–3 pts)**

**1 pt.**

For **one** document, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.

*To earn this point, 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.*

**AND 1 pt.**

For a **second** document, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.

**Change for 2020 only**

For 2020 only, one point will be awarded for students who provide sourcing for ONE document relevant to an argument (rather than for three of seven documents as is required in a typical exam year), and a second point will be awarded for providing sourcing for a second document.



**1 pt.**

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

*A response may demonstrate a complex understanding in a variety of ways, such as:*

- *Explaining nuance of an issue by analyzing multiple variables*
- *Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect*
- *Explaining relevant and insightful connections within and across periods*
- *Confirming the validity of an argument by corroborating multiple perspectives across themes*
- *Qualifying or modifying an argument by considering diverse or alternative views or evidence*

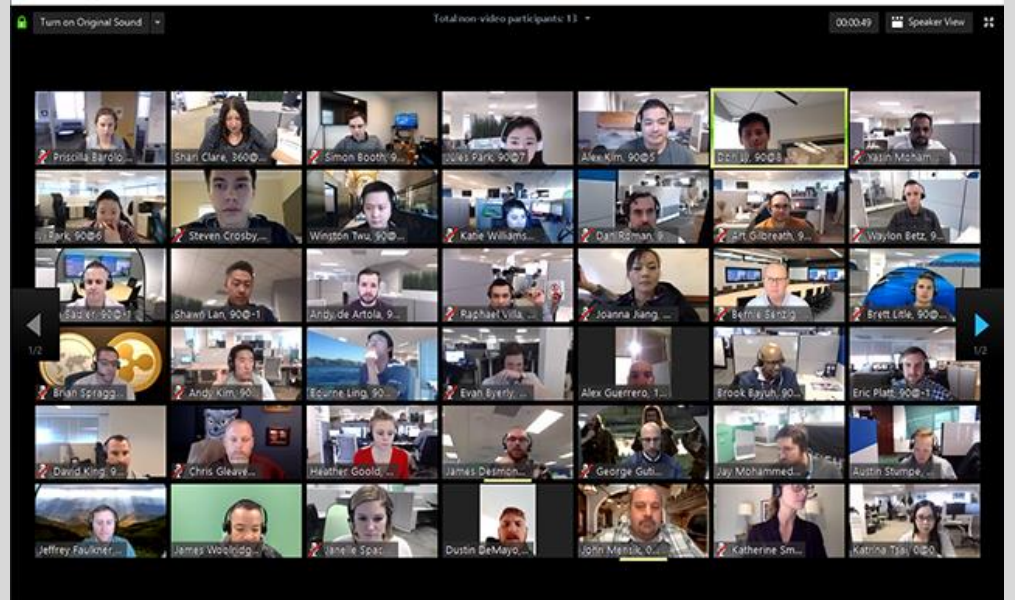
*This understanding must be part of the argument, not merely a phrase or reference.*

# Now let's look at the simplified version

2020 Modified DBQ Grading Rubric

Category	Scoring Criteria	Points
Contextualization	Describes a broader historical context relevant to the prompt	/1
Thesis	Responds to the prompt with a historically defensible claim that establishes a line of reasoning	/1
Evidence	[ ]1 [ ]2 [ ]3 [ ]4 [ ]5 <i>check off documents used</i>	
	Uses content from at least <b>TWO</b> documents to address the topic of the prompt	/1
	Supports an argument in response to the prompt using at least <b>TWO</b> docs	/1
	Supports an argument in response to the prompt using at least <b>FOUR</b> docs	/1
Evidence Beyond the Docs (Outside Evidence)	Uses as least one additional piece of specific historical evidence (beyond that found in the docs) relevant to an argument about the prompt.	/1
	Uses a <b>second</b> piece of specific evidence (beyond that found in the docs) relevant to an argument about the prompt.	/1
Analysis and Reasoning	[ ]1 [ ]2 [ ]3 [ ]4 [ ]5 <i>check off documents HIPP'ed</i>	
	For <b>at least one</b> document, explains how or why the document's historical situation, intended audience, purpose, and/or author's point of view is relevant to an argument (HIPP)	/1
	For a <b>second</b> document, explains how or why the document's historical situation, intended audience, purpose, and/or author's point of view is relevant to an argument (HIPP)	/1
	Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	/1
Total Score		/10

A Special Thanks to Ms. Sanders for creating this rubric. Thanks!



Where do we ZOOM from here?

Wednesdays

2:30 to 3:30





## Next Steps:

- Please review the new rubric thoroughly (as soon as this Zoom session ends)!
- If you haven't already done so, please read chapter 24.  
**Note:** This is one of the optional assignments that has the potential to raise your grade.
- Continue to visit my website for updated information and additional AP Exam Prep assignments.
- **Continue to prepare for the exam!  
We're in the final stretch!**