Mr. Winchell APUSH 10/6/15 Digital Agenda!

Hey guys/girls,

So sorry to miss teaching you all today! Today, you will be working on your writing assessment for the first half of Period 4 of the APUSH Curriculum. Ms. Grey has the documents themselves, but I wanted to give you some explanation first.

**Do Now:**

Teacher will show Tom Richey’s Jefferson vs. Hamilton review video at bit.ly/donow106 and students will fill out their chart on the two perspectives of government.

**Document Analysis: (45 Minutes)**

Go to the course website for APUSH Period 4 and download ‘Synthesis, Thesis, Contextualization.’ Read pages 3-7 to review and learn good tips on integrating these 3 important aspects of your DBQ!

Teacher will pas out the document packet with prompt on front.

Write the essay prompt on a blank sheet of paper.

Utilize HIPP on your own blank sheet of paper to analyze each of the documents in the document set.

H(Historical Context)

I(Intended Audience)

P(Author’s Point of View)

P(Purpose of piece)

**DBQ Outlining Exercise (55 minutes):**

Go to the course website and download ‘DBQ Outlining Exercise.’

Review page 2 to see how we recommend you cite documents and integrate documents into your writing.

Review page 3-4 to see how to outline a DBQ. Do the same using your HIPP for a DBQ essay.

**Remember: The topics of your paragraph don’t necessarily have to match the sample because the prompt is different, but use that format as a blueprint.**

**Reminder! Federalists believe in a stronger national government, and therefore LOOSE interpretation of the Constitution (so the gov could have more power) and the Democratic Republicans believe in a weaker national government and therefore a STRIC interpretation of the Constitution. Use your Chapter 7 reading and the documents to interpret how closely the two Democratic Republican presidents followed their ideology on Constitutional interpretation.**