

# Cheat Sheet

## APUSH Document Analysis and LEQ/DBQ Skill Questions

<p style="text-align: center;"><b>H</b></p> <p style="text-align: center;"><b>Historical Context:</b></p> <p>What's happening at the time? When/where was the source created? How might the timing affect the content? Does the context affect the reliability of the source?</p> <ul style="list-style-type: none"> <li>Ex: a speech after 9-11 might be angrier or more conciliatory than a speech given prior.</li> </ul>	<p style="text-align: center;"><b>I</b></p> <p style="text-align: center;"><b>Intended Audience</b></p> <p>To whom is the document directed? Does the audience affect the tone or content?</p> <ul style="list-style-type: none"> <li>Ex: a text to your parents would probably use different language than a text to your BFF. You might soften your language, enhance some details and leave others out.</li> </ul>	<p style="text-align: center;"><b>P</b></p> <p style="text-align: center;"><b>Point-of-View</b></p> <p>What is the author's relationship to the event? How does this affect the author's understanding of that event? What clues does the author give us that reflect his position in society or perspective, and how reliable is this author as a reporter of history?</p> <ul style="list-style-type: none"> <li>Ex: a republican and a democrat will provide different POV's about an election</li> </ul>	<b>Document Skills/Points</b>
<p style="text-align: center;"><b>P</b></p> <p style="text-align: center;"><b>Purpose</b></p> <p>Why did the author create this source? Is there a goal here—Possible verbs: <b>Convince, persuade, change, admonish, reprimand, inform, protest.</b></p>	<p style="text-align: center;"><b>O</b></p> <p style="text-align: center;"><b>Outside Information -</b></p> <p><b>a.k.a. evidence beyond the documents.</b> Give an example of evidence not found in this document that would refute or support the point of the document. Do this in other places as well. Sprinkle this throughout your essay liberally.</p>	<p style="text-align: center;"><b>Evidence:</b></p> <p>Sprinkle liberally throughout essay. Evidence can be factual or argumentative. Evidence supports your argument.</p> <ul style="list-style-type: none"> <li>Ex: What evidence do you have that a storm passed while you were sleeping? I know the storm happened because ...</li> </ul>	
<p style="text-align: center;"><b>Comparison</b></p> <p>Asks you to focus on multiple perspectives. Similarities and Differences. Why did an event or development affect groups differently? What are some different interpretations of these events? CB wants sophisticated comparisons: "on the one hand... while on the other..."</p>	<p style="text-align: center;"><b>Contextualization</b></p> <p>Asks you to pull the focus back from the event. Zoom Out. What was happening in other places, the country, the world? What was happening at the time the event occurred? How does this relate to larger processes? Must include information not found in the prompt or documents. (1<sup>st</sup> paragraph). Think of this as the opening credits in the Star Wars movies.</p>	<p style="text-align: center;"><b>Causation</b></p> <p>Why? What were the reasons for the event? Short and Long-term effects? Rank causation, most important or significant? Most significant effect? What are the immediate effects, but also long-term processes and changes. Sprinkle liberally throughout essay. <b>Verbs:</b> <i>began, created, lead to, made, precipitated, provoked, engendered, secured, etc.</i></p>	<b>General Skills/Points</b>
<p style="text-align: center;"><b>Continuity and Change Over Time</b></p> <p>What changed and what stayed the same? Why? Recognize patterns and consistencies as well as shifts and changes and explain them. I.D. areas of continuity even during periods of profound change. <b>Change Verbs:</b> <i>changed, differed, increased, decreased, shifted, replaced, varied, expanded, ,</i> <b>Continuity verbs;</b> <i>prolonged, endured, continued, remained the same, endured, lingered, upheld.</i></p>	<p style="text-align: center;"><b>Periodization</b></p> <p>Understand how and why people organize history. What are the common characteristics of a period? Recognize repeating models of periodization. What does how we identify a historical period say about our perspective—how does it show our biases? Identify turning points in history: why and how are they significant?</p> <ul style="list-style-type: none"> <li>Ex: modern US history before and after 9-11. How might Iraq characterize 9-11 as a turning point differently?</li> </ul> <p><i>To what extent was X a turning point in the period between A and B?</i></p>	<p style="text-align: center;"><b>Synthesis</b></p> <p><b>*This will never be its own skill in a prompt.</b></p> <p><i>"Same in kind, but different in time."</i> <i>Making connections to other time periods, contexts, and places – including the present. Make a connection between different themes: how did economic changes affect society for example, and how did the cultural reflect these changes: How was the peace following WWI different from WWII and why? Were the roots of this problem in another time period? Everyone has a side. Who you are affects how you see an event. (Last Paragraph)</i></p>	

**Analyze:** For every skill, the implicit word is analyze. For every point you make try to see the causes, effects, understand that history doesn't happen in a vacuum. You must explain why. This is the underlying skill for all historical work. Key word: Because. Analysis shows you can evaluate the relative importance of multiple factors. Recognize and account for contradictory evidence, and disparate explanations.