

QUICK SOURCING – INTRODUCTION

Preparation

- Download Primary Sources—Belief Systems
- 3x5 note cards or cut up paper

Purpose

Throughout the WHP AP course, you'll encounter a variety of primary source collections that give you multiple chances to practice applying your sourcing skills. While the WHP AP course has a practice progression devoted entirely to sourcing, those activities are detailed and ask you to engage in thorough sourcing related to historical context, audience, purpose, point of view, and overall significance for a specific document. That kind of in-depth sourcing is a vital skill, but in certain situations, you'll need to be able to source more quickly. To meet this need, you'll use the WHP AP Quick-Sourcing Tool for the sourcing collections. The Quick-Sourcing Tool and the process for using it—specifically designed for unpacking document collections—is introduced here and will help you be successful on both the SAQ and DBQ portions of the AP® World History: Modern exam.

Process

This activity introduces you to the Quick-Sourcing Tool and the first sourcing collection in the course. You can use the same Quick Sourcing process any time you encounter a sourcing collection and want to quickly look at the set of sources in response to a prompt or question, as opposed to the deeper analysis you will do when using the HAPPY tool that is part of the sourcing progression.

First, take out or download Primary Sources—Belief Systems. Each collection has a guiding question that aligns to topics and themes found in the AP® CED. You can find this question on the first page of each source in the collection. You'll be doing the prewriting work needed to respond to the question, and you'll use a tool to help you critically examine the sources in light of that goal. Download or take out the Quick-Sourcing Tool and read through the directions. The left side, Individual Sources, gives you a process for discovering what each individual document means and how it relates to the guiding question. The right side of the table, Sourcing Collection, has you thinking about the sourcing collection as a set, and has you consider how you might group or bucket each document as a strategy for supporting your claims with evidence.

Next, your teacher will model how to examine each of the documents in the sourcing collection. Take out note cards so you can record information about each source as you work through the tool. Then, look at the first document in the collection, and as a class, in Part 1 of the tool write a quick summary of the source in terms of how it relates to the guiding question. Then, move on to Part 2, which uses the first four letters of the acronym from the HAPPY tool. Note that you only have to respond to **one** of these four questions as part of your sourcing work to get a partial point on the AP® World History: Modern exam. You should include the historical significance or “why” (the “Y” in “HAPPY”) for any of the four questions you choose to respond to. Finally, for Part 3, gather the evidence you found in each document and add it to your note card so you can include it in a response later without having to go back to the document. Once you've quickly analyzed each document, you're ready to move to the Sourcing Collection side of the table. Look at your note cards and try to sort the cards into categories. There might be a group of documents that support the claim you want to make in your response, and there might be some that will help you consider counterclaims, for example. Try to find some groupings that help you respond to the question.

Once you've finished sourcing and grouping the documents, your teacher may have you answer the guiding question in small groups. Over time, this process will get faster and easier, and you likely won't even need the tool anymore!

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Name:

Date:

Directions: Use the questions below to help you analyze and sort through the sources. After you examine the sources individually, it’s helpful to consider how you might group them in ways that help you support your argument. You may find yourself moving back and forth between the Individual Sources and Sourcing Collection sections as you work to understand how they can both individually and collectively help you respond to the prompt.

Question/Prompt: _____

Individual Sources	Sourcing Collection
<i>Use note cards to record information about each document. This will help you keep track of the supporting ideas and evidence you have identified in each source, and will allow you to sort and group the cards as you work to create your response.</i>	<i>Think about how you might group different documents in a way that helps you support your claims and think about or refute counterclaims.</i>
<div>Part 1 Summarize—What does this document say about the topic of the prompt?</div>	<div>Which documents are best for helping you respond to the question/prompt with evidence?</div>

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Individual Sources <i>Use note cards to record information about each document. This will help you keep track of the supporting ideas and evidence you have identified in each source, and will allow you to sort and group the cards as you work to create your response.</i>	Sourcing Collection <i>Think about how you might group different documents in a way that helps you support your claims and think about or refute counterclaims.</i>
Part 2 HAPP —Pick one of these to answer for each document. For each question, also state WHY this is important or significant for responding to the prompt. <ol style="list-style-type: none"> Historical context—Compare when the document was created to the date of what is being studied. What was going on during either of these times that might have influenced the creation of this document? Audience—For whom do you think the document was created? How might this information help you better understand the document? POV—Who is the author and what do you know about them? Is there any information on the author's CORNPEG (class, occupation, religion, nationality, political affiliation, education, gender), or other characteristics that might help you better understand their point of view or why they created the document? Purpose—Why do you think the author created this document at this time and in this place? What evidence will you use from the document to help you respond to the question? 	Can you group the documents in a way that will help you answer the question? Do any of them seem to support, extend, or challenge the argument you hope to make?
Part 3 <i>Gather the evidence you found in each document and add it to your note card so you can include it in a response later without having to go back to the document.</i>	