

QUICK SOURCING – RESISTANCE TO GLOBAL INSTITUTIONS

Preparation

- Download Primary Sources—Resistance to Global Institutions
- 3x5 note cards or cut up paper

Purpose

This sourcing collection, along with the Quick-Sourcing Tool, gives you an opportunity to practice a quicker kind of sourcing than you do in the sourcing practice progression. The tool and the process for using it—specifically designed for unpacking document collections—will help you be successful on both the SAQ and DBQ portions of the AP® World History: Modern exam.

Process

If you are unfamiliar with the Quick-Sourcing Tool or the process for using it, we recommend reviewing the Quick-Sourcing Introduction activity in Lesson 1.4.

The Quick-Sourcing Tool can be used any time you encounter a set of sources and are trying to respond to a prompt or question, as opposed to the deeper analysis you do when using the HAPPY tool that is part of the sourcing progression.

First, take out or download the sourcing collection and review the guiding question that appears on the first page. Then, take out or download the Quick-Sourcing Tool and review the directions. For Part 1, you'll write a quick summary of each source in terms of how it relates to the guiding question (we recommend using one note card or scrap of paper for each source).

For Part 2, which uses the first four letters of the acronym from the HAPPY tool, you only have to respond to one of these four questions. This will get you a partial point on the AP® World History: Modern exam. You should always include the historical significance or “why” (the “Y” in “HAPPY”) for any of the four questions you choose to respond to.

In Part 3, you'll gather the evidence you found in each document and add it to your note cards so you can include it in a response later. Once each document is analyzed, look at your note cards and try to categorize the cards. There might be a group of documents that support the claim you want to make in your response, and another group that will help you consider counterclaims, for example.

To wrap up, try to respond to the guiding question.

Question/Prompt: _____

<p>Individual Sources</p> <p><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></p>	<p>Sourcing Collection</p> <p><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></p>
<p>Part 1</p> <p>Summarize—What does this document say about the topic of the prompt?</p>	<p>Which documents are best for helping you respond to the question/prompt with evidence?</p> <p>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?</p>

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Name: Date:

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>
<p>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.</p> <ol style="list-style-type: none"> Historical context—Compare when the document 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? 	
<p>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></p>	