

APUSH DBQ  
American Identity During the  
American Revolution

*Breaking Down the DBQ*

Example below. **(DO NOT COPY)**

American international involvement from 1945 to 1970 was responsible for the escalation of the Cold War.

Assess the validity of the statement.

# Analyze the Question!

- Underline key phrases that must be addressed in the thesis and essay.
  - Look for:
    - Who/What
    - Where
    - When
- Circle the directive word or phrase:
  - Examples
    - Analyze
    - Compare
    - Describe
    - Assess the validity

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was responsible for the escalation of the Cold War.

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# Another Example

Using the accompanying documents AND your knowledge of the time period, analyze the extent to which the Vietnam War was the cause of the social and political upheaval of the 1960s.

**Copy this prompt** for STEP 1 in your packet. Analyze the question by underlining the key phrases.

To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution? Use the documents and your knowledge of the period 1750-1776 to answer the question.

- **“TO WHAT EXTENT”** means “to what degree” or “how much” and is an evaluation or judgment directive.
- You will **NEVER EVER** write “all” or “none” or any word that means completely one way when you answer a “to what extent” question.

- To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution? Use the documents and your knowledge of the period 1750-1776 to answer the question.

- For STEP 2, brainstorm outside information and categorize the information. **Do NOT read the docs yet!**

Political	Social	Economic

NOTE: “Political”, “Social”, & “Economic” are broad generic categories. They are not always appropriate but they will often work.



- To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution? Use the documents and your knowledge of the period 1750-1776 to answer the question.

Political	Social	Economic
[ ]	[ ]	[ ]
[ ]	[ ]	[ ]
[ ]	[ ]	[ ]
[ ]	[ ]	[ ]
[ ]	[ ]	[ ]

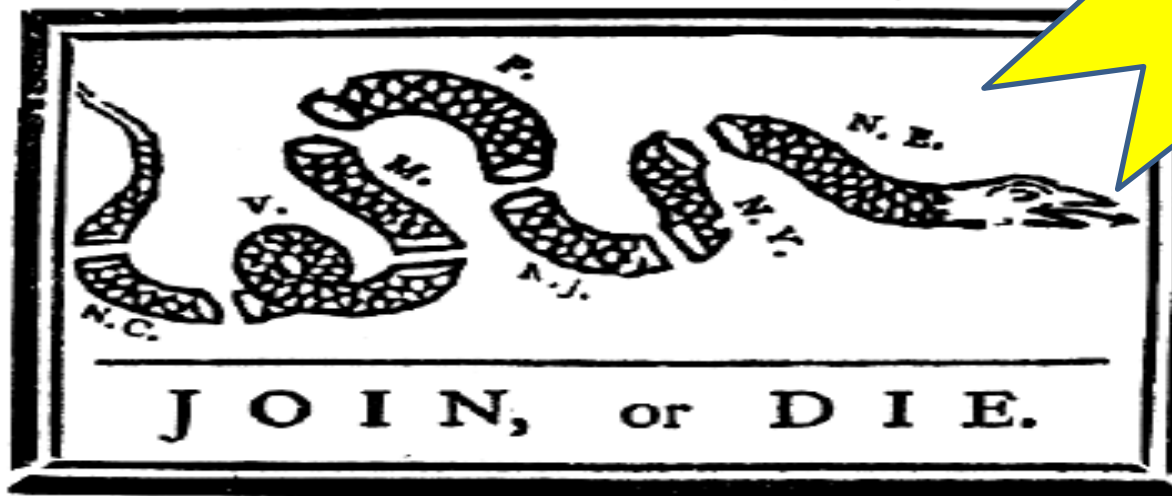
Political	Social	Economic
<ul style="list-style-type: none"><li>•Continental Congress</li><li>•French &amp; Indian War</li><li>•Intolerable Acts</li><li>•Declaration of Independence</li><li>•<i>Common Sense</i></li></ul>	<ul style="list-style-type: none"><li>•Women supported boycotts</li><li>•Sons of Liberty</li><li>•Patriots/Loyalists</li><li>•Committees of correspondence</li></ul>	<ul style="list-style-type: none"><li>•Tax protests</li><li>•Opposition to mercantilism</li></ul>

- Let's **read** the documents
  - *What is it?*
  - *Why it's important in terms of question*
  - *Outside information*
- **Underline key phrases** in the docs that say something about the question.
- Be thinking about **which** of your 3 **categories** each **doc will fit under.**

- **Document A** – Notice the date (1754) and source first.
- What is it?
  - **Political cartoon from Benjamin Franklin**
- Why it's important in terms of the DBQ question?
  - **It shows some people were trying to persuade colonists to unite for self-defense rather than remain independent colonies.**
- Outside information from document.
  - **French and Indian War**
  - **Join together to help the British**

Document A

Source: Pennsylvania Gazette, 1754



**Political**

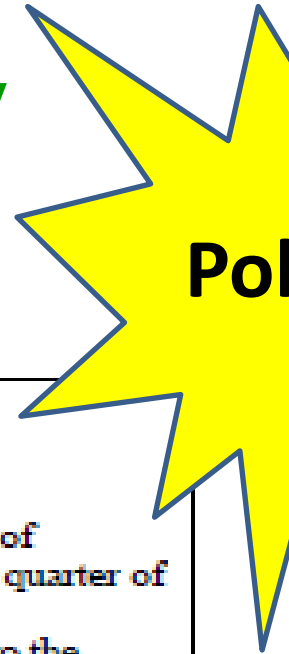
- **Document B** – This one is over 10 years after the last document
- What is it?
  - **Speech from member of Parliament (in England)**
- Why it's important in terms of the DBQ question?
  - **Geography, distance from Britain, will prevent colonists from maintaining a British identity. BUT...they hold onto some British legal traditions (last sentence). This means they will develop their own identity but will be influenced by Britain, like a child becomes their own person but is influenced in some ways by a parent's beliefs.**
- Outside information from document.
  - **Edmund Burke- member of Parliament, supporter of Am Rev**
  - **Parliament- lawmaking body of England**
  - **England and colonies separated by Atlantic Ocean**

#### **Document B**

Source: Edmund Burke, "Notes for Speech in Parliament, 3 February 1766".

Govern America [?] as you govern an English town which happens not to be represented in Parliament [?] Are Gentlemen really serious when they propose this? Is there a single Trait of Resemblance between those few Towns, and a great and growing people spread over a vast quarter of the globe, separated from us by a mighty Ocean?

... The eternal Barriers of Nature forbid that the colonies should be blended or coalesce into the Mass . . . of this Kingdom. We have nothing therefore for it, but to let them carry across the ocean into the woods and deserts of America the images of the British constitution.



- **Document C** – We may not know who the speaker was (he will sign the Declaration of Independence in 1776) but we can see he’s probably writing to a relative.
- What is it?
  - **Possibly a letter (to a friend, relative?) by Richard Henry Lee**
- Why it’s important in terms of the DBQ question?
  - **It shows an American identity has developed and people are united against British tyranny.**
    - **“to ruin both Countries”** means the government is going to hurt both Britain AND America – notice Lee refers to the 13 colonies as a single country here.
    - **“the Body of People”** – Lee is referring to all colonists as one group of people, implying they share something in common.
    - **“America is now most firmly united”** – again showing the idea that the colonists are not separate peoples but one united country, America.

- Outside information from document.
  - Colonies under British control in 1774. “Ministry” in the document refers to British government
  - The Association goes into effect in September that year. It was an intercolonial agreement to stop all trading with England until Parliament repealed the Intolerable Acts.

## Document C

Source: Richard Henry Lee to Arthur Lee, 24 February, 1774.

The wicked violence of [the] Ministry is so clearly expressed, as a determination to ruin both Countries unless a powerful and timely call is made to the People. A very small corrupted Junto in New York excepted, all the Colonies are united and as firmly resolved to defend their liberties *ad infinitum* against any attempt that may attempt to take them away. The most effectual measures are everywhere taken to secure a sacred observance of the Association — Manufactures go rapidly on and the means of repelling force by force are universally adopting.



Social

- **Document D** – Notice the date and source.
  - Ooops – did you think the date this was written was 1707-1788? 😊
- What is it?
  - **Letter from Mather Byles to Nathaniel Emmons**
- Why it's important in terms of the DBQ question?
  - **Not all colonists had developed an American identity and supported independence by 1776**
- Outside information from document.
  - **Byles seems to be loyal to the British government. What's another name for a Tory?**
    - **LOYALIST**

### Document D

Source: Mather Byles, Cotton Mather's grandson, to Nathaniel Emmons, Arthur Eaton, *The Famous Mather Byles: The Noted Boston Tory Preacher, Poet and*

They call me a brainless Tory; but tell me, my young friend, which is better, to be three thousand miles away, or by three thousand tyrants not a mile away. I tell you, my was just as much humbug in politics seventy years ago as there is today.



**Social**

- Document E
- What is it?
  - **Declaration from the 2<sup>nd</sup> Continental Congress**
- Why it's important in terms of the DBQ question?
  - **There is a sense of American identity**
    - **“United Colonies of N. America”**
    - **“taking up arms”**
    - **“being with one mind”**

#### Document E

Source: Declaration for the Causes of Taking up Arms, Continental Congress, 6 July 1775.

A Declaration by the Representative of the United Colonies of North America, now met in Congress at Philadelphia, setting forth the causes and necessity of their taking up arms.

... the arms we have been compelled by our enemies to assume, we will, in defiance of every hazard, with unabating firmness and perseverance, employ for the preservation of our liberties; being with one mind resolved to die freemen, rather than live [like] slaves.

Lest this declaration should disquiet the minds of our friends and fellow-subjects in any part of the Empire, we assure them that we mean not to dissolve that union which has so long and so happily subsisted between us, and which we sincerely wish to see restored. . . We have not raised armies with ambitious designs of separating from Great Britain, and establishing independent states.



- Document E –
- Why it's important in terms of the DBQ question?
  - **BUT America isn't ready to declare independence, thus the Am identity isn't fully developed (like you guys- you want more freedom at home but not ready to move out yet!)**
    - **“we mean not to dissolve that union”**
    - **“we sincerely wish to be restored”**
    - **“we have not yet raised armies with ambitious designs of separating from Great Britain”**
- Outside information from document.
  - **Look at the date. It's one year before the Declaration but AFTER fighting has already begun. (Lexington and Concord, Battle at Bunker Hill)**
  - **1<sup>st</sup> Continental Congress. First time reps from each colony meet together**

## Document E

Source: Declaration for the Causes of Taking up Arms, Continental Congress, 1776

A Declaration by the Representative of the United Colonies of North America in General Congress assembled at Philadelphia, setting forth the causes and necessity of their taking up arms against Great Britain

... the arms we have been compelled by our enemies to assume, we will, in defence of our just rights, employ with unabating firmness and perseverance, for the preservation of our liberties, and with one mind resolved to die freemen, rather than live [like] slaves.

Lest this declaration should disquiet the minds of our friends and fellow-subjects in any part of the Empire, we assure them that we mean not to dissolve that union which has so long and so happily subsisted between us, and which we sincerely wish to see restored. . . . We have not raised armies with ambitious designs of separating from Great Britain, and establishing independent states.



**Political**

- **Document F** –
- What is it?
  - **A historical report by Peter Oliver in 1781, so after fighting is done**
    - **Oliver refers to England as “a parent” and refers to the leaders of the Revolution as “abandoned Demagogues” and the majority of the colonists who supported the Revolution were not like their leaders BUT INSTEAD weak and naïve (ie-stupid followers)**

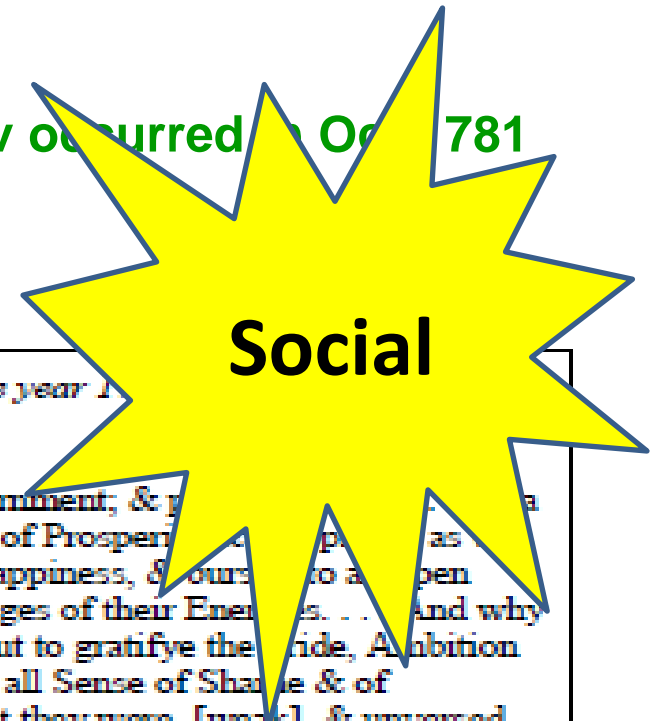
A political leader who seeks support by appealing to popular desires and prejudices rather than by using rational argument.

## Document F

Source: *The Origin and Progress of the American Revolution to the year 1776*, a history by Peter Oliver of Massachusetts, 1781

We [saw] a Set of Men . . . under the Auspices of the english Government; & protected by it . . . for a long Series of Years . . . rising, by easy Gradations, to such a State of Prosperity & Happiness as was almost enviable, but we [saw] them also run mad with too much Happiness, & burst into an open Rebellion against that Parent, who protected them against the Ravages of their Enemies. . . . And why [was] the sudden Transition made, from Obedience to Rebellion, but to gratifye the Pride, Ambition & Resentment, of a few abandoned Demagogues, who were lost to all Sense of Shame & of Humanity? The generality of the People were not of this Stamp; but they were [weak], & unversed in the Arts of Deception.

- Document F –
- Why it's important in terms of the DBQ question?
  - **Although most Americans supported the Revolution there were some who remained loyal to Britain, thus American unity was never 100%.**
    - **Americans can be divided into three groups:**
      - Patriots
      - Loyalists (Tories)
      - Neutrals
- Outside information from document.
  - **Battle of Yorktown, final battle of Am Rev occurred in Oct 1781**
  - **British lost!**



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 in the Arts of Deception.

Source: Contributors of Donations for the Relief of Boston, 1774 and 1775, *Collections*, Massachusetts Historical Society

Connecticut	
Windham	a small flock of sheep
Groton	40 bushels of grain
Farmington	300-400 bushels of Indian corn and rye
Glastonbury	"subscription for the relief of the poor"
Wethersfield	248 1/2 bushels of rye, 390 bushels of Indian corn
Hartford	1,400 bushels of grain
Middletown	600 bushels of grain
Middle Hampton	600 bushels of grain

Massachusetts	
Wrentham	31 bushels of grain
Peppswell	40 bushels of grain
Charlestown	1 barrel of flour
Roxbury	1 barrel of flour

New Jersey	
Providence	several necessities

Committees of several	benefactions"
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North Carolina	
Cape Fear	pop with provisions
Wilmington	2,000

South Carolina	shipload of rice
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**Economic**

- Doc. G –
- What is it?
  - **List of contributors of donations for the relief of Boston**
- Why it's important in terms of the DBQ question?
  - **Shows Americans (at least 5 colonies) were united in helping the people of Boston.**
- Outside information from document.
  - **The Coercive Acts (aka- Intolerable Acts) was punishment for the Boston Tea Party- a TAX protest**
  - **It closed down Boston harbor so people could not export or import. People in Boston starving.**

- Document H –
- What is it?
  - **Narrative essay excerpt from *Letters from an American Farmer***
  - **Composed during the 1770s, so it reflects perceptions of who Americans were on the eve of the Revolution**
- Why it's important in terms of the DBQ question?
  - **Although Americans originated from Europe, they are not European anymore and have taken on a new identity- American.**
- Outside info
  - **Frenchman but lived in the colonies/US for some time**
  - **Wrote about life on American frontier and emergence of American identity**

### Document H

Source: Hector St. John Crèvecoeur, *Letters from an American Farmer*, 1770's, published, 1781.

What then is the American, this new man? He is either an European, hence that strange mixture of blood which you will find out to you a family whose grandfather was an Englishman, or whose father married a French woman. . . . He is an American, who leaving behind his European prejudices and manners, receives new ones from the new mode of life he has embraced. . . . He becomes an American by being received in the broad lap of our great *Alma Mater*. Here individuals of all nations are melted into a new race of men, whose labours and posterity will one day cause great changes in the world. . . . This great metamorphosis has a double effect, it extinguishes all his European prejudices, he forgets that mechanism of subordination, that servility of disposition which poverty had taught him.



**Social**

## Political

- Continental Congress
- French & Indian War
- Intolerable Acts
- Declaration of Independence
- Common Sense
- DOCS: A, B, E

## Social

- Women supported boycotts
- Sons of Liberty
- Patriots/Loyalists
- Committees of correspondence
- DOCS: C, D, F, H

## Economic

- Tax protests
- Opposition to mercantilism
- DOCS: G

- Now we need to reorganize our list of outside information to create a balanced essay.
- What problem do you see?
- Economic is weak and Political and Social are overloaded.
- Is there anything under **Political** that could be moved over to **Economic**?

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- Yes, the “**Intolerable Acts**” can be moved to **Economic** since they were a punishment for a tax protest and put people out of work.

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- We can also list specific tax protests or forms of protests to enhance the Economic category.
- Since we have Intolerable Acts and Doc. G we should probably include the Boston Tea Party.
- Before the Boston Tea Party colonists had boycotted British goods to protest taxes so we'll include that too.

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- What can we delete from Political and Social since we have to write this under a time limit?
- It's your choice but think about what may tie in with some of your docs easily and delete some that do not.
- The Continental Congress was mentioned in Doc. E so it's not outside information now. DELETE
- Committees of correspondence can probably go – too narrow.
- We could move women's support of boycotts over to Economic since we have boycotts under the Economic category. It's up to you.
- NUMBER your outside info in the order in which it should be discussed in each paragraph. Chronologically is best.

Political	Social	Economic
<ul style="list-style-type: none"> <li>• French &amp; Indian War <span style="border: 1px solid black; padding: 2px;">1</span></li> <li>• Declaration of Independence <span style="border: 1px solid black; padding: 2px;">3</span></li> <li>• <i>Common Sense</i> <span style="border: 1px solid black; padding: 2px;">2</span></li> <li>• <u>DOCS: A, B, E</u></li> </ul>	<ul style="list-style-type: none"> <li>• Women supported boycotts <span style="border: 1px solid black; padding: 2px;">3</span></li> <li>• Sons of Liberty <span style="border: 1px solid black; padding: 2px;">2</span></li> <li>• Patriots/Loyalists <span style="border: 1px solid black; padding: 2px;">1</span></li> </ul> <div style="border: 1px solid black; height: 40px; width: 100%; margin: 10px 0;"></div> <ul style="list-style-type: none"> <li>• <u>DOCS: C, D, F, H</u></li> </ul>	<ul style="list-style-type: none"> <li>• Tax protests <span style="border: 1px solid black; padding: 2px;">3</span></li> <li>• <b>Boston Tea Party</b></li> <li>• <b>Boycotts of British goods</b> <span style="border: 1px solid black; padding: 2px;">2</span></li> <li>• Opposition to mercantilism <span style="border: 1px solid black; padding: 2px;">1</span></li> <li>• Intolerable Acts <span style="border: 1px solid black; padding: 2px;">4</span></li> <li>• <u>DOCS: G</u></li> </ul>

Political	Social	Economic
<ul style="list-style-type: none"> <li>•French &amp; Indian War - 1</li> <li>•Declaration of Independence - 3</li> <li>•<u>Common Sense</u> - 2</li> <li>•<u>DOCS: A, B, E</u></li> </ul>	<ul style="list-style-type: none"> <li>•Women supported boycotts -3</li> <li>•Sons of Liberty - 2</li> <li>•Patriots/Loyalists -1</li> <li>•<u>DOCS: C, D, F, H</u></li> </ul>	<ul style="list-style-type: none"> <li>•Tax protests <ul style="list-style-type: none"> <li>•Boston Tea Party - 3</li> <li>•Boycotts of British goods – 2</li> </ul> </li> <li>•Opposition to mercantilism – 1</li> <li>•Intolerable Acts - 4</li> <li>•<u>DOCS: G</u></li> </ul>

Now it's time to learn how to write a thesis. A "thesis" is the answer to the question supported by evidence – your three categories!

- First, reread the question.
- Remember “to what extent” means “how much” but also means “not all” or “not 100%”. You can **NOT** say “all colonists were Americans by 1776”. Use some of the phrases you underlined in the thesis.

- To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution? Use the documents and your knowledge of the period 1750-1776 to answer the question.

The Thesis Formula: X. However, A, B, and C. Therefore, Y.  
**‘X’ represents the strongest point against your argument.**  
**‘A, B, and C’ represent the three strongest points for your argument.**  
**‘Y’ represents the position you will be taking – in other words, your stand on the prompt.**

- To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution? Use the documents and your knowledge of the period 1750-1776 to answer the question.

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The Thesis Formula: **X. However, A, B, and C. Therefore, Y.**  
**Teaching is an emotionally satisfying profession.**  
**However, teachers rank consistently at the bottom of the pay scale, often work at home without just compensation, and receive a lack of respect in our society.**  
**Therefore, teaching is clearly not the most important profession and would be an unwise career choice.**

The Thesis Formula: X. However, A, B, and C. Therefore, Y.  
‘X’ represents the strongest point against your argument.  
‘A, B, and C’ represent the three strongest points for your argument.  
‘Y’ represents the position you will be taking – in other words, your stand on the prompt.

Now determine your “X” statement for the prompt:

- To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution? Use the documents and your knowledge of the period 1750-1776 to answer the question.

Now write a summary  
**STATEMENT** for each of your  
three categories.

Then develop a thesis  
statement using the formula.



A better thesis will give hints about specific topics covered in the essay.

**“American colonists mainly originated from England and considered themselves subjects of the English empire. However, acts from the Continental Congress began to question British authority, people of differing cultures freely mixed and the British government increased their taxation policies after the French and Indian War. Therefore, between 1750-1776 colonists increasingly moved away from being loyal to England and developed a unique American identity.”**

# How do I start?

- DEFINE THE PROPER NOUNS
- Linear, Fact-Based, Analytical (HOW & WHY)
- Clarify the time period, define necessary terms, add 2 or 3 three sentences BEFORE the thesis that clarify the time period., demonstrate understanding of the promot

- If you have facts, the proper nouns, correct and have enough of them that is the how,
- BUT knowing a lot of facts is not analysis. – This is just a C
- Why is it relevant – interpretation, opinion, why is it significant, cause or effect,
- DON'T JUST DESCRIBE ANALYZE
- Emphasize the value of a concluding paragraph.

- Warrents – The general, hypothetical logical statements that serve as bridges between the claim and the data,

# Introduction

- Introduce the problem or topic
- Introduce our claim or thesis, perhaps with accompanying qualifiers that limit the scope of the argument.
- Warrant: the connection between the first reason and the claim. Bridge between claim and data.
  - Evidence 1, Evidence, 2, Evidence, 3

# Warm-Up – 9/19

Orbit gum is one of the most popular gums in America! Analyze the factors that make ORBIT gum a fashionable gum in America!

*Write 3 reasons why Orbit Gum is so popular! For example, Orbit Gum is amazing because....*



# Reason #1 –

Orbit is the best because it **TASTES** great!

- **Evidence #1 (HOW)**

- Survey says 80% of Ivy students LOVE ORBIT.

- **Warrant: (WHY)**

- People trust surveys.

- The more people you survey the stronger the results.

- Ivy students always tell the truth so you know its TRUTH!

- **Warrant: The logical statements that connect the evidence to the claim.**

Reason #1 –

Orbit is the best because it **TASTES** great!

- **Evidence #2 (HOW)**

- Orbit tastes good because its organic etc.

- **Warrant: (WHY)**

- Real is better than Fake

- Real = Healthy, and healthy = better taste

- **Warrant: The logical statements that connect the evidence to the claim.**



## Reason #2 –

Orbit is the BEST because it blows the biggest bubbles!

- **Evidence #3 (HOW)**

- Surveys 20 friends and they all blew bigger bubbles than other gums.

- **Warrant: (WHY)**

- People trust surveys, and students at IVY
- BIG is always BETTER
- One purpose of GUM is to blow bubbles

- **Warrant: The logical statements that connect the evidence to the claim.**

Reason #3 – Orbit is the best gum because it stays soft and flexible (pliable)

- **Evidence #4 (HOW)**

- I've been chewing gum for years, and my jaw hurts after a while. BUT when I chew ORBIT it does not happen. YAY 😊

- **Warrant: (WHY)**

- If people experience pain while chewing gum it won't be the best.

- **Warrant: The logical statements that connect the evidence to the claim.**

## Beginning Sentences

**IDENTIFY & DEFINE** the **PROPER NOUNS** (Orbit, French & Indian War, George Washington)

- **Orbit** is one of the most purchased products in America.
- It is a **gum**, a type of **elastic** material humans put in their mouth for the sake of enjoyment by the process of **chewing**.
- **Chewing** is when you **put your teeth** together and **grind** the material (Doc. B)

# Introduce Factors (Leave Evidence OUT)

- Unlike its competitors, Orbit has an explosive flavor. The bigger the flavor the better.
- It is made with natural ingredients, which many customers like. Health drives many customer to purchase.
- Orbit also has great texture. A soft and pliable gum allows for longer enjoyment.

## END WITH THESIS

**–Orbit is the best gum  
in the universe  
because of its taste,  
ingredients and  
texture.**

Orbit is one of the most purchased products in America. It is a gum, a type of elastic material humans put in their mouth for the sake of enjoyment by the process of chewing. Unlike its competitors, Orbit has an explosive flavor. The bigger the flavor the better. It is made with natural ingredients, which many customers like. Health drives many customer to purchase. Orbit also has great texture. A soft and pliable gum allows for longer enjoyment. **Orbit is the best gum in the universe because of its taste, ingredients and texture.**

- Analyze (What, How, Why, Evidence) the following items:
  - British government policies against colonists from 1763-1776

# Identify and DEFINE

- After the British defeated the French and their Indian allies in 1763, Britain enacted policies that opposed the colonists.
- The French and Indian War was a costly war that put the British Empire in a great debt.
- Since the British fought on behalf of the colonists, they believed that the colonists should pay their fair share of the war cost.



# Introduce the Factors (Reasons)

- Britain's solution was to tax the colonists. Although the taxes were very meager, colonists were enraged because it was enacted without their consent. *They believed it infringed on their natural rights.*
- They prevented the colonies from moving West, so as to avoid any future conflicts with Indians.
- The British also implemented mercantilism into the colonies, a system in which colonies provide the "mother country" with raw goods in exchange for manufactured goods. This angered the colonies because they could not trade with other nations and grow their economy.

# THESIS

- Colonists inability to expand west, taxation without representation, and mercantilism played a major role in causing rebellion among the colonies.

# Homework

- Read & Annotate the Reading Packet. (Underline/Highlight/Circle/NOTES)
- **Read & Annotate the American Revolution DBQ - TUESDAY**
- Complete Short Answer #1 For HW