How to do a DBQ

Features of Exam	Current Exam	Revised Exam Format
Multiple-Choice Section	70 questions	55 questions
	55 minutes	55 minutes
	50% weight	40% weight
Short Answer	none	4 question sets
		50 minutes
		20% weight
DBQ	Up to 10 documents Bringing in "outside" knowledge beyond documents is one of several ways to earn points in expanded core	7 documents Requires bringing in "additional evidence' beyond documents
	50 minutes (including 10 minute reading period)	55 minutes (including reading period)
	16.7% weight	25% weight
Long Essay(s)	One CCOT question One Comparison question	Students select one of two questions; both questions are same skill (Comp, CCOT, Causation, or Periodization)
	40 minutes each	35 minutes
	16.7% weight each	15% weight

Thesis Statement

- Use your arguments/groups to help you create your thesis
  - Make sure your thesis answers the question that is asked → don't "hijack" the question
  - I should be able to see your arguments in the thesis statement
- Thesis must respond to ALL parts of the prompt
- Prompt language specificity
  - Analyze changes and continuities in…
  - Analyze at least one change and at least one continuity in...

Thesis (1 point)

- Makes historically defensible claim that responds to all parts of the question.
- Thesis may be one or multiple sentences
- Thesis may be located either in the introduction or conclusion, but not split between the two.
- Thesis must be discrete, meaning it cannot be pieced together from multiple places.
- The thesis cannot be counted for credit in any other portion of the rubric.

Contextualization

- This is typically your introduction
  - It sets up the argument. It is multiple sentences long, not just a phrase or a few words. You are "setting up the argument" by explaining the broader historical events, developments, or processes immediately relevant to the question
  - Remember to make this broad, and to not connect it to just one document. It's a big picture situation
    - What are the main events/ideas/movements that take place at the same time these were published?
    - What are the "big picture" events during this time?
    - Why is it directly relevant to the question? YOU HAVE TO MAKE THAT CONNECTION

Argumentation (Body Paragraphs)

- In order to create an effective argument you have to explicitly illustrate relationships among historical evidence. This means linking "like" documents together into paragraphs. It's not just grouping docs together, though. You have to create an argument with ALL SEVEN DOCUMENTS!!!
  - Sometimes one paragraph explains your argument, and other paragraphs) either contradicts, corroborates (confirms/supports),, or qualifies (make less "absolute"/add reservations to) the argument you made

Argument Development (1 point)

- Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence, such as contradiction, corroboration, and/or qualification.

Primary source Analysis (Body Paragraphs)

- In order to write great historical analysis, you MUST have a good understanding your evidence
  - What is the main point of the document?
  - How does it connect to the question and to other documents
  - Source the Documents
  - Remember HAPPY
- Sourcing the Docs
  - Student must source at least 4 docs

H → Historical Context

- What are the immediate historical events that shaped/triggered this document?
- What is the environment of ideas, attitude, emotions behind the creation of this document?

The crusades started this document

He seems happy

A → Audience

- For whom (specifically, generally…) was the document intended?
- What details in this document help you identify the audience?

The document was sent to his wife

He calls her his beloved and dearest

P → Point of View (POV)

- Who (specifically, generally…) wrote/produced the document?
- What details reflect the author's POV (Look at profession, race, gender, class location, etc)

A French crusader

It was a French male on the battleground

P → Purpose

- Why was this document created? What is its goal?
- What elements in the document help you to determine its purpose?

To tell his wife that he's ok

He says he rich and unharmed

Y → Significant

- What is the impact of this document during the time period or today?
- How does the document impact/shape/reflect popular arguments on the subject?
- Why is this document worth studying?

It shows us the perspectives of a crusader

Outside Information (paragraph 4)

- What is some SPECIFIC, RELEVANT information that connects to the question?
  - This CANNOT already be in the documents!
  - THis about what you know from class, the text, etc. that would be RELEVANT to the question at hand

Evidence Beyond the Documents (1 point)
- Provides an example or an additional piece of evidence, beyond those found in the documents to support or qualify the argument regarding the impact of communism on women's rights

Synthesis (paragraph 5)

- This is typically in your conclusion (as your conclusion)
  - You must EXTEND the argument BEYOND this time period, geographic region, or historical theme to another time period, geographic region or historical theme
  - You must EXPLAIN how it connects to the other time, place or theme
    - What are the main events/ideas/movements that take place **before/after** this topic
    - Are there relevant events/ideas/movements happening in a **Different part of the world** (a part that is not addressed by this question?
    - Is there a different historical **theme** that could be relevant here?

Example

Prompt:
1. Using the documents provided and your knowledge of World History, analyze the degree to which communist movements affected women's struggle for rights in the twentieth century

Thesis that works

"Communism furthered the struggle for women's equality in the 20th century, but not as much as it said it did as shown by how women fought for their own rights, how others fought and viewed women's rights, and how women were equal in theory, but not in actuality."

Thesis that DOES NOT WORK

"Women in some of these countries (Vietnam and China) were given rights, but in most countries they continued to be held back from gaining power (USSR, Cuba, Romania)."

Not related to communism

Argumentation (This works!!!!!!!!!!!!!!)

INTRO with competent THESIS

Body 1: Communism promotes equality for women

　　Discusses docs, *CORROBORATION*

Body 2: Reality did not match the promise

　　Discusses docs *CONTRADICTION / QUALIFICATION*

- Evidence in body paragraphs also supports argument
- Could still be earned without thesis (must have an argument)
- Argument must be **complex**

Doc 3: Communist North Vietnamese Constitution of 1960

- Communist North Vietnam promising full equality for women
- Constitution declares:
  - Equal pay
  - Paid maternity leave
  - Access to maternity care, child-care, and education

Doc 4: Study published by the National Science Foundation, Washington, D.C. 1961

- Majority of data shows women not equal to men in USSR
  - PHD's
  - Professors
  - Associate Professors
  - Senior Researchers
- Women close to parity in Junior Research category

NOT A GOOD ARGUMENT

THESIS: Communism effected women's rights in political, social, and economic ways

TOPIC SENTENCE: The political ways….

TOPIC SENTENCE: The social ways…

TOPIC SENTENCE: The economic ways…

- Simple structure is not enough!

Utilizing Docs as Evidence

B. DOCUMENT ANALYSIS (2 points)

Utilizing docs as evidence (1 point)

- Utilizes or deploys the content from at least *six* documents to support the stated thesis or a relevant argument.
- Cannot earn the point for merely quoting or paraphrasing the documents with no connection to the thesis or an argument.

Example of utilizing a document

"In doc 5, a propaganda poster from communist China shows many women pursuing countless professional fields. This shows that Communist movements supported the advancement of women's roles."

Example of NOT utilizing a document correctly

"Document 5 shows the communist government of China promoting a lot of industrial growth. The images show growth in many high-tech industries, such as manufacturing, aerospace, medicine, and science."

Not related to women's rights

Sourcing → HAPPY

Sourcing POV

(Document 3)

"In the North Vietnamese Constitution, it not only claims democracy, but claims women have complete equality to men, which they did not. It is a government document, so obviously it would glorify Vietnam as a country flooding with equality…"

Sourcing: NON-EXAMPLE POV

"The author of document 2 is a government official who cares about women's rights but many other people in her party didn't."

- Does NOT explain how being a government official shapes or informs what is said in the doc.

Sourcing: Audience/Purpose

"Document 6 is Cuban communist leader, Fidel Castro, speaking to a women's organization. It is likely that he is trying to persuade more women to join the communist party."

"The Chinese propaganda poster in doc 5 supports advancement of women… This poster, made to gather support for the communist revolution, was published to appeal to the wants and needs of the women."

Sourcing: Context (1)

"In doc 3, … This shows that a communist government officially legislated the equality of women. This would have been something like a slap in the face to the USA who fought to limit the spread of communism in Vietnam, only to fail and see them enforce feminist laws that the U.S. had not."

Sourcing: Context (2)

Doc 4: "While likely accurate, coming from a US source raises the question of its legitimacy, as the US was locked in the Cold War with the USSR, and may have simply wanted to rally the American people against the Soviet Union."

Sourcing: NON-Example Context

Simply mentioning a piece of context without explaining the significance to the topic is unacceptable.

"Doc 4, written during the Cold War, shows that women in Russia were not equal to men, especially in top jobs."