

DOCUMENT BASED QUESTION (DBQ)

25% of your overall test score

55 minutes

(15 reading/planning & 40 minutes writing)

FROM THE COURSE DESCRIPTION

Document-Based Question

The document-based question measures students' ability to analyze and synthesize historical data and to assess verbal, quantitative, or visual materials as historical evidence. As with the long essay, responses to the document-based question will be judged on students' ability to formulate a thesis and support it with relevant evidence.

The documents in the document-based question are not confined to a single format, may vary in length, and are chosen to illustrate interactions and complexities within the material. Where suitable, the documents could include maps, charts, graphs, or pictures, as well as written materials. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents.

The document-based question will typically require students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, outside knowledge beyond the specific focus of the question is important and must be incorporated into students' essays to earn the highest scores.

- **7 DOCUMENTS**

At least one document will be a visual (chart, graph, map, art, etc.).

- **ADDITIONAL EVIDENCE**

- **THESIS- RESPONDS TO ALL PARTS OF THE PROMPT**

- **SYNTHESIS**

Student needs to connect or expand the argument to a different time, space, theme, or discipline.

- **SOURCING THE DOCS**

Student must source (historical context, intended audience, purpose, point of view) at least 4 docs

ADDITIONAL DOCUMENTS

- ★ OK—what kinds of things are documents?
- ★ Letters and diaries
- ★ Accounting, sales, and tax records
- ★ Newspapers, magazines, books
- ★ Government documents



**AP World History DBQ
MUST DO! & MUST NEVER DO!**

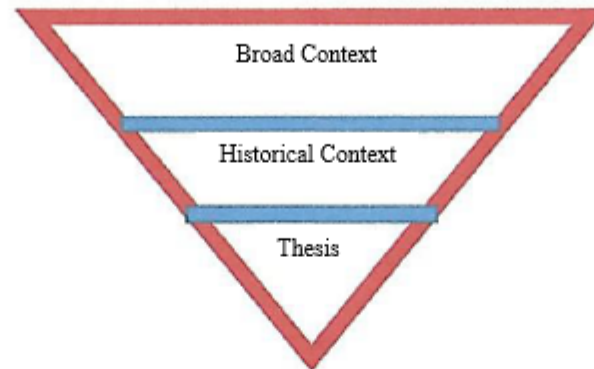
		AP World History DBQ MUST DO! & MUST NEVER DO!			
	Points	Thesis		Argument Development	
Thesis and Argument Development	2	DO! <ul style="list-style-type: none"> • 1-2 sentences • Intro AND Conclusion • Rule of 3 • "Historically Defensible" 	NEVER DO! <ul style="list-style-type: none"> • Write a thesis that is more than 2 sentences. • Write a thesis that is pieced together from multiple places in the essay. • Write a thesis that is overly general. Remember to Define Your Terms (DYT) 	DO! <ul style="list-style-type: none"> • Organize your documents in a meaningful way – look for relationships (corroboration, contradiction, qualification, etc.) 	NEVER DO! <ul style="list-style-type: none"> • List facts with little to no explanation. • Simply repeat or list the documents in order. • Fail to connect the evidence of your essay to your thesis or argument.
Document Analysis	2	Content		Analysis	
		DO! <ul style="list-style-type: none"> • Provide evidence from all documents. • Evidence should be <u>short</u>, use key words, phrases. • Explain your evidence and link it to your thesis argument. 	NEVER DO! <ul style="list-style-type: none"> • "Double-dip" on your evidence. • Merely quote or paraphrase a document with no connection to your thesis argument. 	DO! <ul style="list-style-type: none"> • Analyze at least 6 documents • #1 Explain why a document "says" what it "says" AND #2 how it shapes or informs what is expressed in the document. 	NEVER DO! <ul style="list-style-type: none"> • Double-dip on document analysis. • Half-hearted analysis, doing #1 without #2.
Using Evidence Beyond the Documents	2	Contextualization		Evidence Beyond the Documents	
		DO! <ul style="list-style-type: none"> • Situate it in your introduction to avoid confusing it with document analysis. • Go GLOBAL with your context, focus on GLOBAL trends. 	NEVER DO! <ul style="list-style-type: none"> • Fail to connect the context (WHC) with your argument or thesis. 	DO! <ul style="list-style-type: none"> • Use your outside evidence to <u>support</u> or <u>qualify</u> your argument or thesis. • Incorporate this into your body section. 	NEVER DO! <ul style="list-style-type: none"> • Provide inaccurate evidence. • Fail to make your evidence relevant to your argument or thesis.
Synthesis	1	DO! <ul style="list-style-type: none"> • Include it in your conclusion paragraph. • <u>Extend the argument</u> consider: geographic area, historical era, situation, theme or discipline 		NEVER DO! <ul style="list-style-type: none"> • Fail to connect your synthesis to your thesis and argument. 	

How to Format a DBQ Response

It's perhaps easiest to think of your very first paragraph as a **funnel**.

Start your paragraph with a broad contextual setup and you end the introductory paragraph narrow your scope and end with your thesis statement.

Here's a visual!



Here's a breakdown of the introduction:

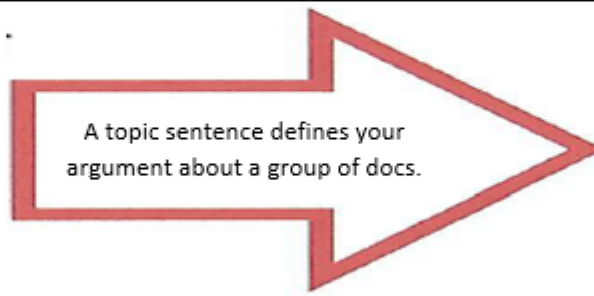
1st Prompt Context – time period, region, prompt topic – When? Where? What?

2nd Contextualization – Give some background information that situates your argument within a broader **World Historical Context (WHC)**, i.e. *what relevant global setting (an event, trend, process, etc.) could you discuss to enhance your reader's understanding of the topic and your argument?*

3rd Thesis Statement – specifically address all parts of the prompt, and observe the "Rule of 3" in your argumentation.

When setting up your body paragraphs it is very important that you establish your argument for each body paragraph with a clearly written topic sentence.

Paragraph – Topic Sentence = 1st Thesis Point
Paragraph – Topic Sentence = 2nd Thesis Point
Paragraph – Topic Sentence = 3rd Thesis Point



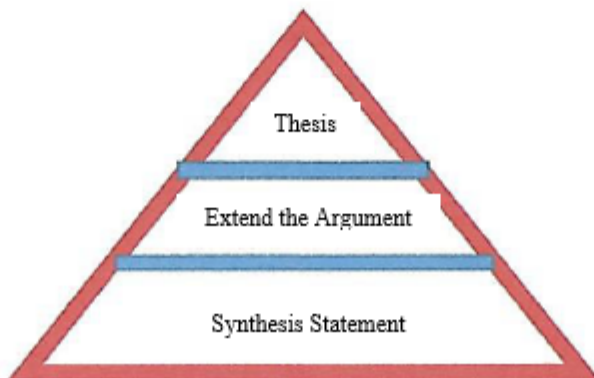
Here are some possible grouping arguments you topic sentences might state:

1. **Contradiction** – documents that are different.
2. **Collaboration** – documents that are similar.
3. **Change** – documents that demonstrate change.
4. **Continuity** – documents that demonstrate a lack of change.

When concluding your DBQ essay think of your conclusion paragraph as a **pyramid**.

Start your conclusion paragraph by restating your thesis statement. Then extend your argument, remind your reader of what broader context it fits into. Lastly, provide a **synthesis statement** as a final justification of your thesis argument or as a different way of understanding it.

Here's a visual!



Here's a breakdown of the conclusion:

1st Restate/Rephrase your thesis. Think of this like your insurance policy in case your first thesis attempt is bogus.

2nd Extend the Argument: What was the significance of these events in a wider context?

3rd Synthesis Statement: Link your discussion to a similar historical issue or development in a **different** period, situation or region, course theme, or discipline.

THE DBQ RUBRIC: HOW YOUR ESSAY WILL BE SCORED

AP History Document-Based Question Rubric with Scoring Notes		
A. Thesis and Argument Development 2 Points	Targeted Skill: Argumentation 1 Point Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. <i>(Neither the Intro or Conclusion is limited to a single paragraph).</i>	Score
	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.	
B. Document Analysis 2 Points	Targeted Skill: Analyzing Evidence: content and Sourcing and Argumentation 1 Point Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument.	Score
	1 Point Explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.	
C. Using Evidence Beyond the Documents 2 Points	Targeted Skill: Contextualization and Argumentation Contextualization: 1 Point Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. <i>(Use knowledge from outside the documents to situate the argument in broader historical events, developments, or processes. Requires an explanation).</i>	Score
	Evidence Beyond the Documents: 1 Point Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. <i>(Example must be different from the evidence. Needs to reference an additional piece of evidence and explanation for evidence support of the argument).</i>	
D. Synthesis 1 Point	Targeted Skill: Synthesis 1 Point Extends the argument by explaining the connection between the argument and ONE of the following: <ol style="list-style-type: none"> A development in a different historical period, situation, era, or geographical area. A course theme and/or approach to history that is not the focus of the essay (political, economic, social, cultural, or intellectual history). A different discipline or field of inquiry (economics, government and politics, art history, or anthropology). 	Score
Notes	On Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate. On Clarity: These essays should be considered first drafts and thus may contain grammatical errors.	