

Hello,

It's time to write our first essay. Exciting, right? The **outline for this essay is due tomorrow at the start of class**. We will take most of class time tomorrow talking about our outlines and how to get the most points from it. I cannot stress the importance of this assignment enough. Figuring out how to write the different types of APWH essays is basically a guarantee that you'll pass the AP Exam. Failing to do so is basically a guarantee of the opposite. **Please give yourself ample time to finish this assignment. It should take about one hour.**

Follow the steps below to make sure you get full points for this assignment, which go into the FRQ section of the gradebook and **counts for 10% of your overall grade**. Just sayin'.

1. Carefully read the info on pages 2 and 3. This tells you how to write in APWH as well as how to write a DBQ. Come back to these two pages as you put together your outline.
2. Read page 4 which is the official APWH DBQ rubric. This is what I and the AP Exam readers will use to grade your DBQs in June. There is no middle ground. You either get the point or you don't and I have to use the info in each box for each point.
3. Pages 5, 6, and 7 is the actual prompt and the documents you will use for the essay. Use these pages to complete the outline sheet on pages 8, 9, and 10. The Guatemala Paper on pages 2 and 3 also provide a good walk-through on completing the outlines.
4. Make sure that the outline is complete. If you're not sure what to put in a certain space, go back to pages 2-4. These will definitely tell you what goes where. If you still can't figure it out, put something there.

I hope you enjoy writing this DBQ as I did creating it.

Your obedient teacher,

H. Brock

## DBQ Rules

### General DBQ rules to know:

DBQ counts for 25% of your AP Score

60 minutes (15 minute "reading period" 45 minute "writing period")

There will always be seven docs

At least one will be a visual doc

You must use at least six of the docs

KEY TO SUCCESS: SPEND GOOD TIME ANNOTATING THE DOCS WITH THE PROMPT IN MIND!!!!

Groups must have more than one doc

Most people mess up on the thesis by not having it answer the prompt

Don't forget the topic sentences

Don't put your name on the paper

### Writing history essays stuff:

- Font = Times New Roman 12pt
- Double Space
- If you hear a pause, put a comma there.
- Read your paper aloud before you submit it.
- Have someone read your paper before you submit it.
- When you first mention someone in the paper, use their first and last name. After that, just use their last name.
  - Example: Herbie Brock is one of the greatest men who ever lived. Brock, a teacher at Rockcastle County High School is probably made of birthday cake because he is so awesome.
- Spell numbers under 100
- Don't use contractions
- Don't use forms of "I". This includes I, you, me, us, we.
- Don't ask direct questions of the reader.
- Don't say "I think". I know this is what you think because your name is at the top of the paper. Rewriting the sentence by removing the "I think" part makes it sound better, right?

## Writing the DBQ

### Paragraph 1:

Must set the stage using contextualization.

Give some background information that would help the reader situate your argument within the **broader historical event/developments** of the prompt. In other words, how would you set up what is going on in the world for the beginning of your essay?

Thesis will be invalid **if it does not answer the question**. This happens all the time!

Thesis must be at least three groups of documents that answer the question in three ways.

i.e. Docs 1, 2, and 3 say X. Docs 4 and 5 say Y. Docs 6 and 7 say Z.

\*Can't have a group of just one doc.

### Paragraphs 2, 3, and 4:

Paragraphs 2, 3, and 4 are about a group of docs that answers the question in a certain way.

Use the table on the Guatemala Paper to help you organize.

\*Pro tip: The Guatemala Paper is your friend.

Each paragraph should have a topic sentence that is basically a third of the thesis regarding those docs and the way they answer the prompt.

e.g. The car is orange as shown in docs 4, 5, and 6.

The following must be done for each doc in each group:

Each doc must be discussed in each group and must focus on how it supports your thesis.

e.g. Doc 5 explains the color of the car as being a shade between red and yellow. The color found directly between the colors red and yellow is orange.

Each doc must be sourced. You can choose from any of the four H.I.P.P items below to earn this point. You don't

have to use all four to get the point.

H.I.P.P.

**Historical Context** – What was going on in the world/region that led to this doc being created? It can't be listed in the doc. MUST EXPLAIN THE SIGNIFICANCE of the context of the doc. Why does it matter?

*e.g. When considering the publishing of the magazine, one must remember that the author was a member of the Communist Chinese government which was very restrictive regarding what materials were distributed at the time. This may have led this document to being more of a view of the Chinese government's idea of what a young woman should believe in China than the actual views of what a young woman in China actually believed.*

**Intended audience** – Who was intended to read this doc? How did that alter or influence the author's creation of the doc? MUST EXPLAIN THE SIGNIFICANCE of the author's intended audience. Why does it matter?

*e.g. The intended audience of this autobiography is that of survivors of the Holocaust as stated in the foreword provided from the excerpt. It is crucial to understand that, though the author may have historical aspirations for his work, he may have been persuaded to exclude facts criticizing members of the Jewish leadership during the time.*

**Purpose** - Why was this document really written? What was the author's underlying reason for writing this document? MUST EXPLAIN THE SIGNIFICANCE of the author's purpose. Why does it matter?

*e.g. It is clear that this letter was written for the sole purpose of persuading the emperor to ban Buddhism from China. Though it may be an effective snapshot of some members of the Scholar Gentry's view of Buddhism in China, it should not be taken as an unbiased view of the impact of the religion in China, especially on that of the peasant class.*

**Point of View** – The author's point of view. This is the situation where the author is coming from and how it informs what she or he is writing. MUST EXPLAIN THE SIGNIFICANCE of the author's POV. Why does it matter?

*e.g. Ibn Batutta was a devout Muslim who was focused on learning about how Islam was practiced around the world. However, being born and raised in Morocco, an almost entirely Sunni Muslim region, and his point of view may have impacted his criticism of Shia Muslims when he encountered them in the Middle East.*

#### Paragraph 5:

Paragraph 5 kills two birds with one stone. (Your writing skill is the stone.)

Bird 1: Conclusion: A simple restating of the thesis statement. Don't fall into the trap of just copying and pasting it from the first paragraph. Don't be that guy.

Bird 2: Outside info: You have to give a **fourth answer** to the prompt that is not found in the docs. This can be vague as long as it answers the question. The good thing about DBQs is that they are so broad, you probably already know something that you can list here.

\*Pro tip: People often forget that they have to explain how the outside info answers the prompt. It can be as simple as the "orange is between red and yellow" example I gave earlier.

\*\*\*\*see and pay close attention to the rubric on the next page. That is the only thing I can use for your score. It is truly your friend.

## AP History DBQ Rubric (7 points)

Reporting Category	Scoring Criteria	Decision Rules		
<b>A THESIS/CLAIM</b> (0–1 pt)	<b>1 pt.</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>		
<b>B CONTEXTUALIZATION</b> (0–1 pt)	<b>1 pt.</b> Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i>		
<b>C EVIDENCE</b> (0–3 pts)	<b>Evidence from the Documents</b>	<i>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i>  <i>To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i>		
	<b>1 pt.</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.		<b>OR</b>	<b>2 pts.</b> Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents.
	<b>Evidence beyond the Documents</b>		<b>1 pt.</b> Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.	<i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i>
<b>D ANALYSIS AND REASONING</b> (0–2 pts)	<b>1 pt.</b> For at least <b>three</b> documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.	<i>To earn this point, the response must explain how or why (rather than simply identifying) the document’s point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i>		
	<b>1 pt.</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<i>A response may demonstrate a complex understanding in a variety of ways, such as:</i> <ul style="list-style-type: none"> <li>• <i>Explaining nuance of an issue by analyzing multiple variables</i></li> <li>• <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</i></li> <li>• <i>Explaining relevant and insightful connections within and across periods</i></li> <li>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i></li> <li>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i></li> </ul> <i>This understanding must be part of the argument, not merely a phrase or reference.</i>		

Name: \_\_\_\_\_

Document Based Question:

Using the documents, analyze the reasons for the collapse of Brad Pitt's relationships.

Historical Background: Brad Pitt is an Oscar Award winning actor and has starred in films such as *Mission: Impossible* and *Risky Business*. He is the most visible member of the Church of Scientology. He has been married twice and divorced once. He is currently married to Angelina Jolie. With Jolie, he has adopted numerous children from foreign countries and had two biological children.

### Document 1

Source: *People Magazine*, June 30, 1997, Vol. 47, No. 25 – *People Magazine* is one of the most trusted and subscribed-to human-interest magazines in the US. Customers either subscribe to have the magazine delivered to their homes or buy the magazines from newsstands or racks in checkout lanes at supermarkets.

Article Title: Paltrow and Pitt are No More

Only yesterday, it seems, Gwyneth Paltrow was madly, passionately, head-over-her-Prada-heels in love with her fiancé, Brad Pitt. Honoring their policy never to be apart for more than two weeks, the 24-year-old actress, based in London while filming *Sliding Doors*, a whimsical comedy-drama due this November, beamed with her betrothed at local clubs. But today, we can report that the two have called it quits.

The reason, says Pitt's friend, John Guagenti, is because the decision was, in fact, more one-sided. "Brad called it off," the source insists. "He changed his mind about a month ago. He got caught up in the frenzy of getting married, but he really didn't want to. He hasn't had a second to think about what's going on."

"He's commitment-shy," surmises another Pitt acquaintance. "He needs to figure out what he wants."

Whatever derailed the momentum toward that all-important walk, everyone interviewed by PEOPLE agreed on one point: There is virtually no possibility that Pitt was putting his charms to work on another. "Brad is not a womanizer," says one friend, "and he doesn't cheat. He always has one girlfriend." At worst he has a tendency to fall in love—one at a time—with his leading ladies.

### Document 2

Source: *TMZ.com*, Friday January 07, 2005 – *TMZ* is America's most popular celebrity gossip website. It's funding comes from advertisements on its website. Often, *TMZ.com* gets "clicks" to its websites by posting headlines on other websites.

Article Title: "Aniston/Pitt: Split"

Hollywood power couple Jennifer Aniston and Brad Pitt have decided to separate, *TMZ* reports exclusively.

"We would like to announce that after seven years together we have decided to formally separate. For those who follow these sorts of things, we would like to explain that our separation is not the result of any of the speculation reported by the tabloid media. We simply have been spending too much time away from each other because of our careers and have grown apart" said Aniston.

In 2002, Aniston told PEOPLE that she and Pitt were looking forward to starting a family: "Absolutely it will happen but probably not for a while. Probably Friends will end, close that chapter, and see where we go."

### Document 3

Source: *Wikipedia*, "Brangelina" <http://en.wikipedia.org/wiki/Brangelina> Saturday, July 16, 2016 - Wikipedia is an online encyclopedia that can be edited by its members.

Pitt and Jolie met on the set of the 2005 film *Mr. & Mrs. Smith* and their association became subject of a much-publicized Hollywood scandal. It was alleged that the couple had started an affair while Pitt was still married to Jennifer Aniston. Pitt and Jolie have separately denied this on several occasions, but admitted that they "fell in love" on the set. In an interview in 2005, Jolie explained, "To be intimate with a married man, when my own father cheated on my mother, is not something I could forgive. I could not look at myself in the morning if I did that. I wouldn't be attracted to a man who would cheat on his wife."

### Document 4

Source: *TheImproper.com*, Tuesday, April 9<sup>th</sup>, 2013 – *TheImproper.com* is a celebrity gossip site like *TMZ*.

Article Title: "The Weekly Hollywood Rumor Mill"

Perhaps most damaging among the rumors was a report that Brad had secretly slipped away and visited ex-wife Jennifer Aniston while she was filming her movie. The two were said also to be texting each other. But reps for both camps denied the rumor, saying simply it never happened.

### Document 5

Source: *US Magazine*, Wednesday May 16, 2007 - *Us Magazine* is one of the most trusted and subscribed-to human-interest magazines in the US. Customers either subscribe to have the magazine delivered to their homes or buy the magazines from newsstands or racks in checkout lanes at supermarkets.

May 16, 2007 Cover:



## Document 6

Source: “*ibtimes.com*” *The International Business Times*, Friday, June 3<sup>rd</sup> 2016 – The International Business Times is an online news magazine focused on business, but also publishes human-interest stories and current events headlines such as this one under their “Media and Culture” page.

Article Title: Proof Angelina Jolie Will Divorce Brad Pitt? Cheating, Flirting, Weight Loss And More

[Excerpt from article]

**1. Jolie’s weight supposedly dropped to 80 pounds.** This story comes by way of [the National Enquirer](#), which means there’s a good chance it’s false. Even though she may not be 80 pounds, [there are other articles](#) claiming Jolie has lost a significant amount of weight because of her stressful marriage to Pitt. Jolie is “pale, gaunt and exhausted” and is “like a shell of her former self ... She’s under 100 pounds — just skin and bones.” The 40-year-old actress is “pushing herself to the absolute limit,” a source told In Touch Weekly Wednesday.

**2. They are living separate lives.** With active careers and six children between them, Pitt and Jolie are [having a hard time making their marriage work](#). “Dedicating their lives to film work, human rights and their children left them little time for each other,” an insider told In Touch Weekly in January.

**3. Pitt is flirting with much-younger women, such as actresses Cara Delevingne and Selena Gomez, both 23.** “Brad thinks Cara’s talents haven’t been explored properly, and he wants to take her under his wing,” [a source told Radar Online](#) Sunday. “He’s hoping she might sign an ongoing deal with his company.” [As for Gomez](#), rumors Pitt cheated on Jolie began after he worked with the former Disney star in his film, “The Big Short.” Although they’re probably not true, “all the rumors about Brad and Selena made [Angie] insane with jealousy,” an insider told Star Magazine.

## Document 7

Source: “*eHarmony.com*’s Relationship Advice Page” Tuesday, June 28<sup>th</sup> 2016- *eHarmony.com* is a paid online dating app and website. Its “Relationship Advice Page” is free for both paying members and non-members of eHarmony.

Article Title: Brad Pitt and Angelina Jolie: eHarmony Advice Looks at a Celebrity Relationship

[Excerpt from article]

*Previous Marriages:*

With a six-month engagement to Gwyneth Paltrow and a five-year marriage to Jennifer Aniston ending in divorce, Brad has had his share of failed long-term relationships. Angelina shares an unfortunate marriage history as she was previously married to Jonny Lee Miller and most recently Billy Bob [Thornton](#) for three years.

With unsuccessful relationships in the past, it’s no wonder why you may be gun-shy about the weight of another wedlock or the possibility of another failure. It can prove challenging to keep your experiences separate and have another “at bat” at traditional commitment. However, previous missteps can just make future successes more likely, as now you are wiser and more mature.

## DBQ Guatemala Paper

- ❖ Read the prompt. What is the question asking you? Circle the key words and write them on the line below.

\_\_\_\_\_

- ❖ Also, write the SPICE (Social, Political, Interaction with Environment, Cultural, Economic) theme(s) that the question is asking you.

SPICE Theme: \_\_\_\_\_

- ❖ Read the documents and **annotate (write on) them. (THIS SHOULD TAKE THE MAJORITY OF YOUR PLANNING TIME!)** Look for patterns amongst the documents that relate to the prompt. Organize them below.

Group #	1	2	3
Similarity			
Doc #s			

- ❖ **Paragraph 1 Part 1 – Contextualization (set the stage)**

Give some background information that would help the reader situate your argument within the **broader historical event/developments** of the prompt. You must state **how** your argument is connected to “developments, processes, or events that happen before, after, or during the timeframe.”

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- ❖ **Paragraph 1 Part 2 – Thesis Statement**

Your thesis is placed at the end of the intro paragraph in one sentence after you have set up the context and it must:

- Completely address the prompt (answer the question) **in three different ways.**

Way 1 Answer: \_\_\_\_\_

Way 1 Docs #s: \_\_\_\_\_

Way 2 Answer: \_\_\_\_\_

Way 2 Docs #s: \_\_\_\_\_

Way 3 Answer: \_\_\_\_\_

Way 3 Docs #s: \_\_\_\_\_

Put your thesis statement in sentence form: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- ❖ **Paragraph 2 – Way 1 (need at least two docs in this group)**

Topic sentence/restatement of way 1:

\_\_\_\_\_  
\_\_\_\_\_



Doc \_\_\_\_ How does it support your thesis? \_\_\_\_\_  
\_\_\_\_\_  
Analysis of SOURCING of the doc – circle one (Historical context, Intended audience, Purpose, POV)  
Example of analysis: \_\_\_\_\_  
\_\_\_\_\_

Doc \_\_\_\_ How does it support your thesis? \_\_\_\_\_  
\_\_\_\_\_  
Analysis of SOURCING of the doc – circle one (Historical context, Intended audience, Purpose, POV)  
Example of analysis: \_\_\_\_\_  
\_\_\_\_\_

Doc \_\_\_\_ How does it support your thesis? \_\_\_\_\_  
\_\_\_\_\_  
Analysis of SOURCING of the doc – circle one (Historical context, Intended audience, Purpose, POV)  
Example of analysis: \_\_\_\_\_  
\_\_\_\_\_

Doc \_\_\_\_ How does it support your thesis? \_\_\_\_\_  
\_\_\_\_\_  
Analysis of SOURCING of the doc – circle one (Historical context, Intended audience, Purpose, POV)  
Example of analysis: \_\_\_\_\_  
\_\_\_\_\_

❖ **Paragraph 3 – Way 2 (need at least two docs in this group)**

Topic sentence/restatement of way 2:

\_\_\_\_\_  
\_\_\_\_\_

Doc \_\_\_\_ How does it support your thesis? \_\_\_\_\_  
\_\_\_\_\_  
Analysis of SOURCING of the doc – circle one (Historical context, Intended audience, Purpose, POV)  
Example of analysis: \_\_\_\_\_  
\_\_\_\_\_

Doc \_\_\_\_ How does it support your thesis? \_\_\_\_\_  
\_\_\_\_\_  
Analysis of doc – circle one (POV, Author’s Purpose, Context, Intended Audience)  
Example of analysis: \_\_\_\_\_  
\_\_\_\_\_

Doc \_\_\_\_ How does it support your thesis? \_\_\_\_\_  
\_\_\_\_\_  
Analysis of SOURCING of the doc – circle one (Historical context, Intended audience, Purpose, POV)  
Example of analysis: \_\_\_\_\_  
\_\_\_\_\_

Doc \_\_\_\_ How does it support your thesis? \_\_\_\_\_

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Analysis of SOURCING of the doc – circle one (Historical context, Intended audience, Purpose, POV)

Example of analysis: \_\_\_\_\_

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❖ **Paragraph 4 – Way 3 (need at least two docs in this group)**

Topic sentence/restatement of way 3:

\_\_\_\_\_  
\_\_\_\_\_

Doc \_\_\_\_ How does it support your thesis? \_\_\_\_\_

\_\_\_\_\_  
Analysis of SOURCING of the doc – circle one (Historical context, Intended audience, Purpose, POV)

Example of analysis: \_\_\_\_\_

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Doc \_\_\_\_ How does it support your thesis? \_\_\_\_\_

\_\_\_\_\_  
Analysis of SOURCING of the doc – circle one (Historical context, Intended audience, Purpose, POV)

Example of analysis: \_\_\_\_\_

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Doc \_\_\_\_ How does it support your thesis? \_\_\_\_\_

\_\_\_\_\_  
Analysis of SOURCING of the doc – circle one (Historical context, Intended audience, Purpose, POV)

Example of analysis: \_\_\_\_\_

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Doc \_\_\_\_ How does it support your thesis? \_\_\_\_\_

\_\_\_\_\_  
Analysis of SOURCING of the doc – circle one (Historical context, Intended audience, Purpose, POV)

Example of analysis: \_\_\_\_\_

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❖ **Paragraph 5 – Conclusion and Outside Info**

**Conclusion:** Restate thesis in a new way: \_\_\_\_\_

**Outside Info:** Provide an example or additional piece of specific evidence *beyond* those found in the documents to support or qualify the argument. Must have something to do with the prompt. This can just be another answer to the question, but it has to come from your knowledge, not from the docs.

Evidence: \_\_\_\_\_

How it relates to the prompt: \_\_\_\_\_

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