

# ***DBQ Writing***

Document Based Question

## ***What is the DBQ?***

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- This question is based on a bunch of documents (usually around 8-10) that cover one topic, usually in or around a particular period of time
  - Trade practices before/during the Age of Exploration
  - Technology in Rome and Han China

# ***What kind of documents are there?***

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- Maps
- Photographs
- Letters
- Laws
- Journal entries
- etc

# ***Purpose***

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- Work through the documents to determine
  - How they relate to each other
  - What changes can be seen over time
  - How the author's background/position may have influenced his writing (**POV**)

## ***Format***

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- Before the start of the essay portion of the exam, you have 10 minutes to read the documents for the DBQ
- In order to do well on the DBQ, you need to know EXACTLY what to do with those 10 minutes
- So – what do the directions mean?

## ***What do the directions mean?***

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- Step 1: **Create a relevant thesis** and **support** that thesis with the documents
  - Did you answer the question that was asked?
  - Make sure your thesis DIRECTLY addresses the questions posed and accurately describes the contents of your essay
  - Be sure that the documents can be used to support your arguments

## ***What do the directions mean?***

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- Step 2: **Analyze** the documents
  - Your analysis must acknowledge the source of the documents and the author's point of view
  - This means you must demonstrate that you understand WHO wrote each document and WHEN it was written

# ***What does it mean to analyze the documents?***

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- You should be able to explain the following:
  - What was the **CONTEXT** in which the document was authored? What else was going on around the author at the time this was written?
  - How does this author's **PERSPECTIVE** affect what he/she wrote and why? What is the author's position in society? How does this impact what the author writes?
  - How does the **CONTENT** and **TONE** of the document relate to that of other documents?
  - When was it written? Who was the intended audience and what was the author trying to express?

## ***What do the directions mean?***

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- Step 3: Group the documents in at least TWO different ways – preferably **THREE** different ways
  - Your groups are the sub-topics of your thesis – the focus of your body paragraphs

## ***What do the directions mean?***

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- Step 4: **Identify** and **explain** at least one, but preferably two, additional types of documents or points of view that are **NOT** represented in the documents and how they would add to your argument
  - What types of documents offer information that is not already present?
  - What points of view are missing that would make your argument stronger – groups typically not represented are women, working class and peasants
  - Why is this additional document or point of view important?

## ***How is the DBQ scored?***

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- Look at your handout
- Basic core (points 1-7)
  - You MUST earn points 1 thru 7 in order to earn expanded points
- Expanded Core (points 8-9)
  - Notice that several of the items in the expanded core are simply more detailed versions of the basic core

## ***The Documents***

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- Effectively “working” the documents (not just reading them) is almost as important as writing the DBQ itself
- The more time you spend planning, the less time you spend writing and the EASIER the writing will be

# ***The Documents***

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- Is 10 minutes really enough time?
  - If you are not finished at the end of 10 minutes, keep working the documents
  - The actual writing of the documents will take LESS time if you are well prepared when you begin
  - If you plan well, you can write the DBQ in 20 minutes or so

## ***How to “work” the documents***

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- When the reading period begins, open to Part A (the DBQ).
  - Circle the total number of documents you have to read
  - Scan the directions
  - Then get to the question

# ***How to “work” the documents***

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- Step 1: Process the question
  - What are you being asked to do? Read the question CAREFULLY!!!
  - Underline important stuff – time period, culture, location
  - Circle what you are supposed to analyze and the actions you need to take – compare/contrast, etc
  - Let’s look at an example

# ***How to “work” the documents***

## ***Step 1 continued***

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- Here is an example:
  - Using the documents, compare and contrast the attitudes toward women found in various cultures from about 1800 BCE until the early 200’ s CE. Are there any indications of change over time? What kinds of additional document(s) would be most helpful in furthering your analysis?

# ***How to “work” the documents***

## ***Step 1 continued***

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- Based on the question, what do you know the documents are about?
  - Attitudes TOWARD women in VARIOUS cultures during VARIOUS periods
- What are you being asked to do?
  - COMPARE and CONTRAST the attitudes and look for any CHANGES OVER TIME
- What could an additional document do?
  - CLARIFY how existing attitudes affected women's daily lives

## ***How to “work” the documents***

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- Step 2 – Build a framework
  - Use the question to create a framework for processing the documents
  - For example, create a chart to fill in as you work through the documents for compare/contrast
  - Sketch out a timeline for changes over time

# ***How to “work” the documents***

## ***Step 2 continued***

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- For the question we looked at, the framework could be
  - Similarities in attitude toward women
  - differences in attitude toward women
- **This should take about 2-3 minutes to plan your chart/diagram etc**

## ***How to “work” the documents***

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- Step 3 – Work the documents
  - Not READ but WORK
  - Read each document – and SUMMARIZE and ANALYZE it in relationship to the framework you came up with in Step 2
  - Circle the source – make note of the writer and time period or other relevant information

# ***How to “work” the documents***

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- Step 4 – frame them and group them
  - Once you’ve worked the documents OR as you go along, fill in your framework from Step 2 from what you’ve read
  - **1 document is NOT a group!!! Try to have THREE documents per group when at all possible!!!**
  - Put them together – group them in THREE different ways
    - How does grouping correlate to the basic and expanded core rubric points? A LOT!!!!

## ***How to “work” the documents***

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- Step 5 – Analyze and Add
  - You must analyze at least TWO documents for point of view
    - I suggest a minimum of FOUR times
  - You must answer the additional document part of the question

## ***What is POV***

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- Point of view – who wrote the document and when was it written? How did the author's position in society affect his thoughts?
  - \_\_\_ thought \_\_\_ BECAUSE \_\_\_
  - You **MUST** have the **BECAUSE** part in order for it to be **POV!!!!**

# ***What is POV?***

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- Authorial Point of View
  - you show awareness that the gender, occupation, class, religion, nationality, political position or ethnic identity of the author could influence his/her views.
  - Example:
    - *Balthasar Rusow, a Lutheran pastor, was naturally upset by the celebration of a Saint's Day since Lutherans don't venerate saints*

## ***What is POV?***

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- Reliability and accuracy of each source mentioned
  - You examine a source for its reliability and accuracy by questioning if the author of the document would be in a position to be accurate
  - Example:
    - *Niccolo Macchiavelli's book on the political tactics of a Renaissance prince was probably accurate as he observed the behavior of the prince, Cesare Borgia for many years.*

# ***What is POV?***

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- Tone or intent of the author
  - You examine the text of a document to determine its tone (satire, irony, indirect commentary, etc) or the intent of the author. This is especially useful for visual documents
  - Example
    - *In his great sculpture of David, Michelangelo wanted to convey the confidence, and even arrogance, of Renaissance Florence at the peak of its cultural influence in 16<sup>th</sup> century Europe.*

## ***Additional document - ??***

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- What kind of document would help further your analysis – help you to better answer the question?

## ***How to “work” the documents***

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- Step 6 – organize the documents
  - Which documents are you going to use and where?
    - In each group
    - For point of view
  - In WHAP, you must use ALL of the documents so make sure you do not leave one out!!!

# ***How to reference the documents in your essay***

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- **Baldassare Castiglione, in *The Handbook of the Courtier*, said: “ .....**”
- **In document 5, Erasmus of Rotterdam, a northern Christian humanist, agreed with.....**
- **The 19c historian, Jacob Burkhardt, felt that ..... (Doc. 9)**
  - **As a reader, I strongly see that most readers prefer this method but ALL methods are acceptable!!**

## ***Last but not least – DBQ Thesis***

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- To have an effective thesis, you must answer the question
- The thesis should tell me what I will read in each body paragraph and should provide the framework for your essay
  - Give ‘em what they want
  - Show ‘em where you got it
  - Help ‘em get there

## ***Suggestions***

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- The 10 minutes prereading time is a set thing but spend an additional 10 minutes working through the documents
  - By doing so, you should easily be able to write your DBQ in approx. 20 minutes
- Be sure to leave yourself adequate time to get to the other 2 questions b/c all 3 questions count equally (unlike in AP Euro)