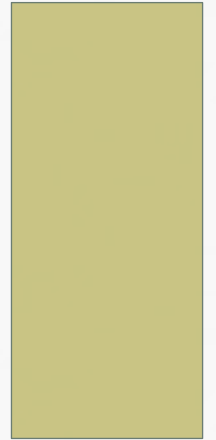


HOW TO THE DBQ



THE DBQ

- Is an argumentative essay. You are given a prompt/topic and you have to write an essay and defend your argument.

WE ARE SCUBA DIVERS NOT
SNORKELERS



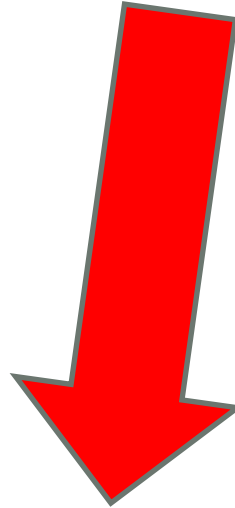
WHAT IS THE DBQ?

- <https://www.youtube.com/watch?v=iAiY0-67jac>

WHAT IS THE DBQ?

- It is a timed writing where you are given a question to answer using SEVEN (7) documents.
- There are SEVEN Items for which you earn points for.

| Section | Question Type | Number of Questions | Timing | Percentage of Total Exam Score |
|---------|-----------------------------------|--|--|--------------------------------|
| I | Part A: Multiple-choice questions | 55 questions | 55 minutes | 40% |
| | Part B: Short-answer questions | 3 questions <ul style="list-style-type: none"> • Required Question 1: periods 3–8 • Required Question 2: periods 3–8 • Choose between <ul style="list-style-type: none"> • Question 3: periods 1–5 OR • Question 4: periods 6–9 | 40 minutes | 20% |
| II | Part A: Document-based question | 1 question: periods 3–8 | 60 minutes (includes a 15-minute reading period) | 25% |
| | Part B: Long essay question | 1 question, chosen from three options on the same theme: <ul style="list-style-type: none"> • periods 1–3 • periods 4–6 • periods 7–9 | 40 minutes | 15% |



THE DBQ RUBRIC

- Points

1. Contextualization
2. Thesis
3. Describes 3 Docs
4. Supports With 6 Docs
5. Explains HIPP of 3
6. Outside Information
7. Complex Understanding

APUSH DBQ RUBRIC

Updated July 2017

Name: _____

DBQ: _____

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.

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 a reference.

THESIS / CLAIM

Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.

The thesis must make a claim that responds to the prompt, rather than merely 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.

DOCUMENTS, EVIDENCE, & ANALYSIS

| | DESCRIBES | SUPPORTS | EXPLAINS |
|----------|-----------|----------|----------|
| Doc ____ | | | |
| Doc ____ | | | |
| Doc ____ | | | |
| Doc ____ | | | |
| Doc ____ | | | |
| Doc ____ | | | |
| Doc ____ | | | |

Accurately **DESCRIBES** the content of at least **THREE** documents to address the topic of the prompt. Quotes are insufficient to earn this point.

SUPPORTS an argument in response to the prompt using at least **SIX** documents. These documents should meet (and exceed) the standard set for the description point.

For at least **THREE** documents, **EXPLAINS** HOW or WHY the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.

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.

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.

The response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:

- Explaining nuance by analyzing multiple variables
- Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

TOTAL POINTS:

/7

YOUR 1ST PARAGRAPH

- Contextualization
 - 4-5 Sentences
- Thesis
 - 1-3 Sentences

CONTEXTUALIZATION

- 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 a reference**
- **3-4 Quality Sentences**
- **Put your THESIS after this!**

AN EXAMPLE

- <https://www.youtube.com/watch?v=iXDnFYu91vY>

CONTEXTUALIZATION

Episode III

REVENGE OF THE SITH

War! The Republic is crumbling under attacks by the ruthless Sith Lord, Count Dooku. There are heroes on both sides. Evil is everywhere.

In a stunning move, the fiendish droid leader, General Grievous, has swept into the Republic capital and kidnapped Chancellor Palpatine, leader of the Galactic Senate.

As the Separatist Droid Army attempts to flee the besieged capital with their valuable hostage, two Jedi Knights lead a desperate mission to rescue the captive Chancellor....

THESIS STATEMENT

- Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
- **The thesis must make a claim that responds to the prompt, rather than merely 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.**

EXAMPLE DBQ QUESTION

- Compare and Contrast the roles of the federal government and the civil rights activists in achieving the goals of the civil rights movement from 1945 through 1968.

SAMPLE THESIS STATEMENT

- Even though the goal of ending segregation and discrimination were the focal points of both the federal government and the civil rights activists their approaches and how they went about achieving this were drastically different.

A BAD THESIS STATEMENT

- The federal government and civil rights activists had their similarities and differences in achieving the goals of the civil rights movement.
- **YOU WILL NOT GET A POINT FOR A THESIS LIKE THIS**

DOCUMENTS, EVIDENCE, & ANALYSIS

| | DESCRIBES | SUPPORTS | EXPLAINS |
|--------|-----------|----------|----------|
| Doc __ | | | |
| Doc __ | | | |
| Doc __ | | | |
| Doc __ | | | |
| Doc __ | | | |
| Doc __ | | | |
| Doc __ | | | |

Accurately DESCRIBES the content of *at least THREE* documents to address the topic of the prompt. *Quotes are insufficient to earn this point.*

SUPPORTS an argument in response to the prompt using *at least SIX* documents. *These documents should meet (and exceed) the standard set for the description point.*

For *at least THREE* documents, EXPLAINS HOW or WHY the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

USING DOCS ON THE DBQ

1. Break down the docs and get the gist of it.
 1. What's it about? How can I use it? Which HIPP can I use
 1. Historical Context, Intended Audience, Purpose, Point of View
2. Place documents in groups to argue your points.
 1. Ex. Docs 4, 6, & 7
3. When using the docs in your writing, place the following at the end of the sentence (Doc 1).

Ex → President Washington was clearly fearful of getting involved in the affairs of other countries (Doc 3).

USING THE DOCS ON THE DBQ

- Just using the document will not assist you in getting points. You need to use the document to analyze and support your thesis.

AN EXAMPLE

President Washington was clearly fearful of getting involved in the affairs of other countries (Doc 3). This precedent supported the ideas of protecting American sovereignty by not getting involved in foreign affairs like the French Revolution. This policy would dominate the United States until the end of World War II.

USING THE DOCS

- You should use one of the HIPP from HIPPO to explain your point with all seven documents.
- By doing that, if you use that HIPP, you should be able to use it to support your argument and therefore getting credit for the document on all three levels.

ALWAYS USE ALL 7 DOCUMENTS

- That way if you make a mistake, you have room where it does not cost you a point and lowers your grade.

OUTSIDE HISTORICAL EVIDENCE

- Must be relevant to the prompt and your argument.
- Cannot be included in the documents provided.
- You must describe the evidence in your argument.

Uses at least one additional piece of specific historical evidence
(beyond that found in the documents) relevant to an argument about the prompt.

*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.*



COMPLEX UNDERSTANDING

- 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.
- The response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference.

COMPLEX UNDERSTANDING

- This could include:
 - Explaining nuance by analyzing multiple variables
 - Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
 - Explaining relevant and insightful connections within and across periods
 - Confirming the validity of an argument by corroborating multiple perspectives across themes
 - Qualifying or modifying an argument by considering diverse or alternative views or evidence

PARAGRAPH FORMATS

1. Contextualization & Thesis
2. Body Paragraph 1 (Argument With Docs)
3. Body Paragraph 1 (Argument With Docs)
4. Body Paragraph 1 (Argument With Docs)
5. Concluding Paragraph
 1. Not a summary → This is where you tie up the loose ends to your writing and address the complexity point if you have not already done so.

QUESTIONS?

NOW

- I am going to give you a DBQ.
- We will work on planning and starting to write one of these as a class.
- You will turn it in to me. I will grade it as a test run (WILL NOT COUNT IN THE GRADE BOOK).
- You have to write it tonight and its due tomorrow.