

THE DBQ

AP WORLD
HISTORY

About the DBQ

- You are required to answer one Document Based Question on the exam. You have 60 minutes to do so.
- This section is 25% of your total exam score.
- You are a historian who has already done your research (the documents). Now you:
 - Will make a claim.
 - Prove the claim using the documents and outside historical knowledge.
- The documents could include text, photos, illustrations, maps, charts, etc.
- Don't forget to incorporate outside historical knowledge to earn the highest score.

DBQ Rubric

- The DBQ is scored out of 7 points.
- Thesis (1 point)
- Context (1 point)
- Evidence (3 points)
- Analysis and Reasoning (2 points)

DBQ Organization

- Introduction
 - Context
 - Explicit thesis that addresses prompt and makes an argument.
- Paragraph 1: Topic X (based on document corroboration)
 - Topic Sentence
 - Use documents as evidence
 - Analyze H, I, P, or P for as many documents as possible.
 - Cite outside evidence (not in the documents) tied to that paragraph's topic to support your thesis.
 - Commentary that connects evidence to thesis/T.S.
 - Commentary that extends further to get “complex understanding” point.
- Paragraph 2: Topic Y
 - Repeat above for documents that fit in this topic.
- Paragraph 3: Topic Z (may not be necessary, depending on the prompt)
Repeat above
- Conclusion
 - Close with restatement of thesis
 - Demonstrate complex understanding (if not done earlier).

DBQ: Introduction

- Must have an introduction
- Include context (see below)
- The LAST sentence(s) of the introduction will be the thesis.

DBQ Rubric: Contextualization

- Most logical place is the first three or four sentences of your essay.
- Must situate the argument by explaining the broader historical events or developments immediately relevant to the question
- What is going on? What's important to keep in mind? How does the narrower topic in the prompt connect to larger historical processes?

DBQ Rubric: Thesis/Claim

- Must address prompt (make a historically defensible claim). Respond to “the phrase”.
 - In order to receive the “Thesis/claim” point, a student must clearly address the prompt and state a claim
- Must include place/time as stated in prompt (if given)
- Must include a blueprint (2 or 3 categories of analysis that will serve as topics for body paragraphs).

Thesis Statement

Your main claim/argument.

- Put it at the end of your introduction
- Can be one sentence or multiple sentences
- Must **Address Prompt** (make a historically defensible claim). Can you prove it?
- Must include place/time as stated in prompt (if given)
- Must be specific
 - State categories of analysis specifically.
 - DO NOT just generically restate the prompt.
- Don't forget
 - Subject Precise Opinion Blueprint

DBQ Rubric: Evidence

- All 7 documents should be used and included as evidence.
- When addressing a document
 - Very briefly identify the source of document.
 - Paraphrase or summarize the portion of the document that proves your thesis (or that offers a counterclaim which you will refute).

Cite documents parenthetically at the end of the statement.

- Tokugawa felt that . . . (Doc 1).
- The graph reveals an increase in cotton production after the introduction of machines (Doc 4).
- DO NOT begin with “In Document 8...”

DBQ Rubric: Evidence beyond the Documents

- Must have at least one instance of outside evidence
- Goal: try to have outside evidence in every body paragraph:
 - Provide an example or additional piece of evidence found beyond those in the documents to support or qualify the document.

Think about:

- How can I connect a document to something in history that I know?
- Or...What is something I know about, but is not addressed in any document, that I can use to help prove my thesis?

DBQ RUBRIC: Analysis and Reasoning

- Getting HIPP
 - Explaining how or why a document's point of view, purpose, historical situation, and/or audience is relevant to an argument for at least 3 documents (should do for at least 5 documents).
- Complex Understanding
 - Think deeply and make connections as part of your argument.

Significance of Historical Context, Intended Audience, Point of View, or Purpose

Get HIPP

Must address one (either H, I, P, or P) for at least three documents (do five as mistakes are common).

- After you cite a document you must demonstrate critical thought about the source of the document.
- How does the context, audience, point of view, or purpose affect...
 - Something (the tone, an opinion, word choice, etc.) within the document?
 - Do not use the word bias(ed).
- Connect a HIPP category to something in the document. Think deeply.

HIPP EXAMPLE: Historical Situation

How what is happening when and where the document was produced affects what is in the document.

“The economies of Eastern Europe collapsed in the 1970’s, just before the letter was written. The author’s economic hardship likely led to the frustrations expressed within the letter.”

HIPP EXAMPLE: Intended Audience

How the audience the source is trying to reach affects what is in the document.

“Her audience was male communist party members which is why she compared women’s rights to worker rights, to help them understand that women’s equality was fundamental to their beliefs.”

HIPP EXAMPLE: Point of View

How the author's position (factory worker, aristocrat, emperor, serf, slave, etc.) affects what they are saying (content) .

Can use the following format:

- (The speaker) felt that _____ because as a (identification), he/she _____.
- Example: *Aika felt that the factory managers were exploiting her and other young workers because as a worker herself, she saw firsthand the abusive factory conditions created.*

HIPP EXAMPLE: Purpose

How the reason why a document was created affects its content or reliability.

- Persuade, inform, argue, educate, etc.

“The poster shows a happy, healthy industrial worker flourishing, but this Soviet propaganda poster’s intent was to persuade and actual workers might feel differently about their jobs.”

Complex Understanding

- Complex Understanding
 - Think deeply and make connections.
 - Focusing on a historical thinking skill throughout the essay (comparison, ccot, causation).
 - Explaining relevant connections to another time period and/or region.
 - Incorporating a counterclaim within your argument.

Note: There are more ways to get this point.
See the rubric.