









AP WORLD HISTORY

The Five Writing Stages of the DBQ Essay

-  1. Thesis Statement
-  2. Author's Point of View
-  3. Grouping Historical Documents
-  4. Translating Historical Documents
-  5. Additional Historical Documents
-  DBQ Peer Editing Rainbow: 5 Stages

Created by James Korycinski
EME 6936 Interactive Media







SKIP





AP WORLD HISTORY

The Five Writing Stages of the DBQ Essay

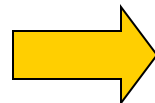
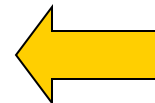
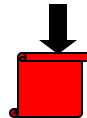
-  1. Thesis Statement
-  2. Author's Point of View
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-  5. Additional Historical Documents
-  DBQ Peer Editing Rainbow: 5 Stages





Thesis Statement

- The thesis statement is the most important writing phase of the DBQ Essay. It sets up the organization for the essay.
- When writing a thesis statement be sure to include all parts of the question into the thesis statement. Set up the main themes of the essay with overall details. A thesis sentence may be more than one sentence.
- Writing a solid conclusion to your DBQ is also crucial because graders have the option to count the conclusion as the thesis statement.



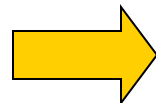
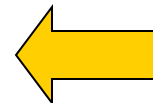
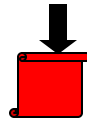


Thesis Statement Practice Prompt #1

Choose the thesis statement that best addresses the following DBQ essay prompt: "For the period 1876-1908, analyze how the Ottoman government viewed ethnic and religious groups within its empire."

Thesis statement A: "There were many ways in which the Ottoman government viewed ethnic and religious groups."

Thesis statement B: "Government officials in the Ottoman Empire were able to send out the message that all people in the empire were equal regardless of religion or ethnicity, yet an underlying reality was that the Turks and their version of Islam were superior."



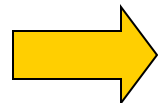
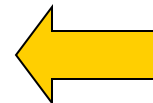
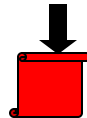


Thesis Statement Practice Prompt #2

Choose the thesis statement that best addresses the following DBQ essay prompt:
"Choose one of the following areas and analyze the changes and continuities in social structure that occurred between 1914 and the present. In your analysis be sure to mention the reasons for the changes and continuities. Areas: Russia or China"

Thesis statement A: "Social structure in both China and Russia changed most dramatically from 1914 to the present because of the role of Communism. The plight of lower class workers, however, remained the same in China and Russia."

Thesis statement B: "Three aspects of society changed dramatically in Russia between 1914 and the present: gender roles, work patterns, and class structure. An important continuity would be the plight of the working class."





Thesis Statement Practice Prompt #3

Choose the thesis statement that best addresses the following DBQ essay prompt:
“Compare and contrast the use of technology and the dynamics of trade in two of the following regions for the periods mentioned.”

China during the Qin and Han Dynasties (3rd century B.C.E. to 3rd century C.E.)

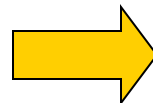
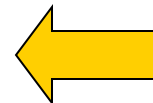
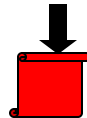
The Mediterranean during the Roman Empire (1st century B.C.E. to 4th century C.E.)

Mesoamerica during the Maya Empire (4th century C.E. to 11th century C.E.)

South America during the Inca Empire (13th century C.E. to 16th century C.E.)

Thesis statement A: “The greatest similarity between the Han and the Roman Empires involved trade since both were linked by the Silk Road and both used the structures of empire to support transportation systems. The greatest difference was in the area of technology since the Roman advances were in architectural technology and the Chinese advances were in aspects such as paper that would appeal to the new scholarly officials.”

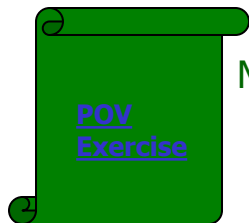
Thesis statement B: “In Maya culture the elites used elaborate astronomical observatories and highly complex calendars, and in Inca society the government elites used a complex method of knot tying called Quipu to keep records.”





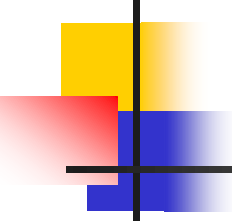
Author's Point of View

- According to AP World History DBQ guidelines, the author's point of view must be discussed within a DBQ essay at least twice.
- When discussing the author's point of view, it is best to quote and/or translate why the author is biased toward a particular issue or why they have the views they have.
- The purpose of the following exercise is to show that all documents are not equal and that every author has their own unique point of view.



Martin County Tigers vs. Southfork Bulldogs P.O.V. Exercise





P.O.V. Exercise: Homecoming Football Game Martin County Tigers vs. Southfork Bulldogs

The annual Martin County Tigers vs. Southfork Bulldogs Homecoming Football Game was played Friday night. Due to family commitments, I was unable to attend the game. The game was decided when Lyle Dankenbring caught a touchdown pass on the last play of the game, giving the Tigers a 14-10 victory. Monday morning when I arrived at school, “everyone” was talking about the “catch” and the victory. What I want to know is what REALLY happened and just how great of a play this catch actually was. Throughout the day I spoke to the several people in an attempt to obtain the truth. As you read each point of view ask yourself, “what is the validity of each person’s (or author’s) point of view and what is their expertise in the area of high school football. Are they biased?”





Wide Receiver



Lyle Dankenbring, Martin County wide receiver who caught the winning pass:

"Did you see that catch?! I mean it was great! Man I knew I had it! That d-back was nothing! I ran right by him and just reached out and pulled it in. Focus, real focus! We're number 1!"

Where does this person's (or author's) point of view come from? Is he biased?





Cheerleader



Morgan Naylor, Martin County Cheerleader Captain:

“It was a totally awesome catch! We won the game and, like totally disgraced that other team. I knew we would win after our half-time show, and we did! We rock! Go Tigers! Those Southfork guys had no chance. And you should have seen those Southfork girls! Their cheers were sloppy and screechy. No wonder we won! We’re number 1!

Where does this person’s (or author’s) point of view come from? Is she biased?



Defensive Back



Demetrius Johnson, Southfork Defensive back who covered Dankenbring:

"We were robbed. That guy never caught the ball, he was lying there on the ground and the ball fell in his hands. He pushed me and the ref never saw nothing. Martin County is nothing but a bunch of cheats!"

Where does this person's (or author's) point of view come from? Is he biased?



Coach



Juan Kalb, Offensive Coach, Martin County High School:

"Great catch! Unbelievable! Lyle has heart and no quit in him. When it mattered I knew he would come through. He's tough, a real gamer! I had the team focused. We were ready to play. Never a doubt!

Where does this person's (or author's) point of view come from? Is he biased?





Referee



Owen Dyson, Football Referee, excerpt from his game report to the Florida High School Activities Association:

“It was a clean and simple catch resulting in a touchdown. No penalty was involved.”

Where does this person’s (or author’s) point of view come from? Is he biased?





Grouping Historical Documents

- According to AP World History DBQ guidelines, the grouping of historical documents must be done within a DBQ essay at least twice.
- When grouping historical documents, they must be placed or “translated” into proper groupings. In other words, the grouping of documents must make sense and present at least two sides of an issue or argument.
- Historical documents can be organized into main groups, groups within main groups, and cross groupings.





Main Groups

DBQ Essay: Muslim and Christian views toward merchants and trade from the origins of Christianity and Islam until 1500.

Documents 1, 3, 4, and 6 support Christian views towards merchants and trade. For example, in document 1.....





Groups within Groups

DBQ Essay: Muslim and Christian views toward merchants and trade from the origins of Christianity and Islam until 1500.

Documents 1 and 6 support Christian views towards merchants and trade when it comes to the original views Christians had towards merchants and trade. For example, in document 1.....





Cross Groupings

DBQ Essay: Muslim and Christian views toward merchants and trade from the origins of Christianity and Islam until 1500.

Documents 1 and 5 support Christian and Muslim views against merchants and trade. For example, in document 1.....





Translating Historical Documents

- According to AP World History DBQ guidelines, the translation of historical documents must be discussed throughout the entire DBQ essay.
- Translations of all but one of the given historical documents within a DBQ essay prompt are required.
- When translating historical documents, it is best to not only translate the meaning of the historical documents, but to also translate how the documents fit into unique groupings and support those groupings.





Translation Example

DBQ Essay: Muslim and Christian views toward merchants and trade from the origins of Christianity and Islam until 1500.

Document 1 supports Christian views against trade. For example, when Jesus says that “It is easier for a camel to go through the eye of a needle than for a rich man to get into heaven”, he is saying that there is no way that a rich man will get into heaven because there is no way that a camel can fit through the eye of a needle. This document supports the original view of Christians toward merchants and trade because Jesus is the founder of Christianity.



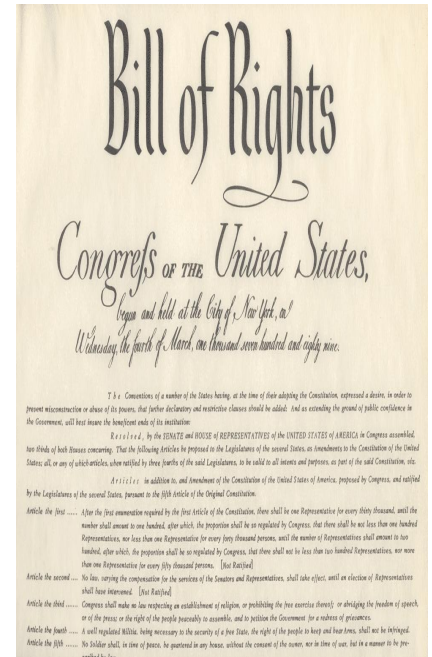
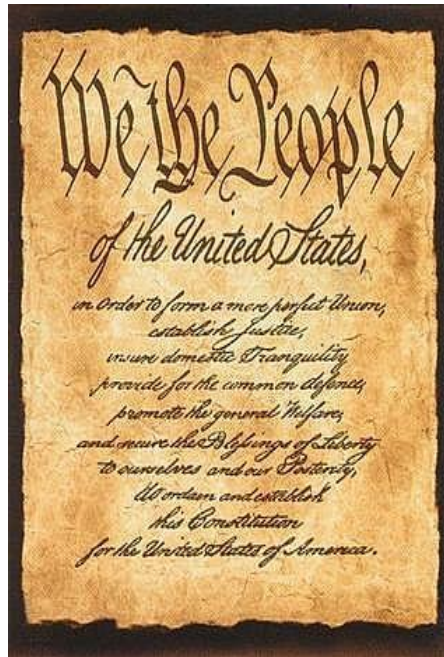


Additional Historical Documents

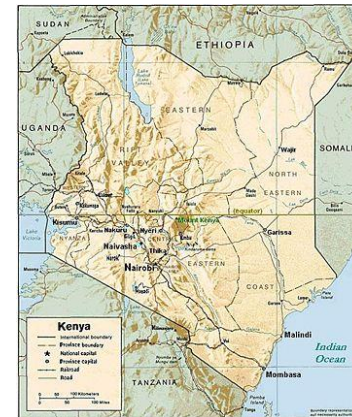
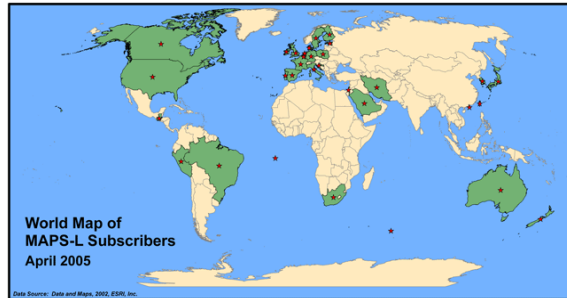
- According to AP World History DBQ guidelines, an additional historical document must be discussed within a DBQ essay at least once.
- When discussing the additional historical document, it is best to argue how the additional historical document will help support the argument of the essay.
- Additional historical documents used could be any historical document and does not have to necessarily exist. Some examples of historical documents that could be used include government documents, treaties between nations, maps, ship manifests or logs, trade documents, letters to Kings/Queens, etc.



Government Documents and Treaties between Nations



Maps



Ship Manifests or Logs

Czar

VIEW ORIGINAL MANIFEST

Associated Passenger	Date of Arrival	Port of Departure	Line #	Page #	0768
Pekurovsky, Itzko	Apr 14, 1913	Libau	-	previous	next
				Original page	

Manifest for Czar

Sailing from Libau

Name	Gender	Age	Married	Ethnicity	Place of Residence
0001. Badalantz, Awetis	M	30	M	Russia	Maraga, Russia
0002. Pawlutz, Czeslaw	M	19	S	Russia	Milkowitz, Russia
0003. Kasakewitz, Dmitry	M	38	M	Russia	Turjakowa, Russia
0004. Racinow, Reise	F	42	M	Russia	Reshitza, Russia
0005. Rabinow, Frsim	F	16	S	Russia	Reshitza, Russia
0006. Rabinow, Wulf	M	13	S	Russia	Reshitza, Russia
0007. Rabinow, Boruch	M	8	S	Russia	Reshitza, Russia
0008. Rabinow, Fanie	F	11	S	Russia	Reshitza, Russia
0009. Badalantz, Sarkis	M	40	M	Persia	Maraga, Persia
0010. Kasarjantz, Tatus	M	20	S	Persia	Maraga, Persia
0011. Andrukaitis, Iwan	M	43	M	Russia	Serce, Russia
0012. Andrukaitis, Paulina	F	49	M	Russia	Serce, Russia
0013. Andrukaitis, Leoxadia	F	3	S	Russia	Serce, Russia
0014. Kirliuk, Cecilia	F	24	M	Russia	Charkowka, Russia
0015. Kirliuk, Marina	F	3	S	Russia	Charkowka, Russia
0016. Suchodolokaja, Marjarina	F	25	M	Polish	
0017. Suchodolany, Edward	M	6	S	Polish	
0018. Suchodolskaja, Alina	F	5	S	Polish	
0019. Suchodolskaja, Eugenia	F	3	S	Polish	
0020. Pekurovsky, Itzko	M	17	S	Russia	Chmiky, Russia
0021. Gertzfeld, Schmul	M	42	M	Russia	Tulezin, Russia
0022. Matulewicz, Bronislava	F	21	S	Russia	Mackow, Russia
0023. Lewin, Chane	F	29	M	Russia	Wolkowsky, Russia
0024. Lewin, Jankel	M	10	S	Russia	Wolkowsky, Russia
0025. Lewin, Isak	M	2	S	Russia	Wolkowsky, Russia
0026. Lewin, Reweca	F	8	S	Russia	Wolkowsky, Russia
0027. Lewin, Cijene	F	7	S	Russia	Wolkowsky, Russia
0028. Lewin, Zelde	F	5	S	Russia	Wolkowsky, Russia
0029. Lewin, Schifre	F	3	S	Russia	Wolkowsky, Russia
0030. Remen, Sara	F	20	S	Russia	Wolkowsky, Russia

Associated Passenger	Date of Arrival	Port of Departure	Line #	Page #	10
Pekurovsky, Itzko	Apr 14, 1913	Libau	-	previous	next
				Original page	



AN ACT to Regulate the Carriage of Passengers in Merchant Vessels.

[Sec. 1.] Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That if the master of any vessel, owned in whole or in part by a citizen of the United States of America, or by a citizen of any foreign country, shall take on board such vessel, at any foreign port or place, a greater number of passengers than in the following proportion, to the space occupied by them and appropriated for their use, and required by law or other goods, not being the personal baggage of such passengers, that is to say, on the lower-deck or platform on a vessel for every section clear superficial feet of deck, if such vessel is not to pass within the tropics during such voyage, one passenger for every twenty such clear superficial feet of deck, and on the upper deck (if any), one passenger for every thirty such superficial feet, in all cases, with intent to bring such passengers to the United States of America, and shall leave such port or place with the same, and bring the same, or any number thereof, within the jurisdiction of the United States, or if any such master of a vessel shall take on board of his vessel at any port or place within the jurisdiction of the United States a greater number of passengers than the proportion aforesaid admit, with intent to carry the same to any foreign port or place, every such master shall be deemed guilty of a misdemeanor, and, upon conviction thereof before any circuit or district court of the United States aforesaid, shall, for each passenger taken on board beyond the above proportion, be fined in the sum of fifty dollars, and may also be imprisoned for any term not exceeding one year: Provided, That this Act shall not be construed to permit any ship or vessel to carry more than two passengers for the tonnage of such ship or vessel.

[Sec. 2.] And be it further enacted, That if the passengers so taken on board of such vessel, and brought into or transported from the United States aforesaid, which exceed the number limited by the last section to the number of twenty in the whole, such vessel shall be forfeited to the United States aforesaid, and be prosecuted and distributed as forfeitures are, under the Act to regulate duties on imports and tonnage.

[Sec. 3.] And be it further enacted, That if any such vessel as aforesaid shall have more than two tiers of berths, or, in case, in such vessel, the interval between the floor and the deck or platform beneath shall not be at least six inches, and the berths well constructed, or in case the dimensions of such berths shall not be at least six feet in length, and at least eighteen inches in width, for each passenger as aforesaid, then the master of said vessel, and the owner thereof, severally, shall forfeit and pay the sum of five dollars for each and every passenger on board of said vessel on each voyage, to be recovered by the United States as aforesaid, in any circuit or district court of the United States where such vessel shall arrive, or from which she sails.

[Sec. 4.] And be it further enacted, That, for the purpose of this Act, it shall in all cases be construed that, the children, being under the age of eight years, shall be equal to one passenger, and that children under the age of one year shall be included in the computation of the number of passengers.

[Sec. 5.] And be it further enacted, That the amount of the several penalties imposed by this Act shall be levied on the vessel or vessels violating its provisions; and such vessel may be libeled and sold therein in the district court of the United States aforesaid in which such vessel shall arrive.

Approved, February 22, 1847.

AN ACT to Amend an Act entitled "An Act to Regulate the Carriage of Passengers in Merchant Vessels," and to determine the time when said Act shall be in force.

[Sec. 1.] Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Act to regulate the carriage of passengers in merchant vessels, approved the twenty-second day of February, eighteen hundred and forty-seven, shall, in regard to all vessels arriving from ports on this side of the Cape of Good Hope and there, take effect and be in force from and after the thirty-first day of May next ensuing; and in regard to all vessels arriving from places beyond said Cape, on and after the thirtieth day of October next ensuing.

[Sec. 2.] And be it further enacted, That so much of said Act as authorizes shipowners to estimate two children of eight years of age and under, as one passenger, in the assignment of room, is hereby repealed.

Approved, March 3, 1847.



DBQ ESSAY

PEER EDITING RAINBOW

Highlight thesis statement in **RED**

Highlight groupings in **BLUE**

Highlight translations in **YELLOW**

Highlight points of view in **GREEN**

Highlight additional documents in **ORANGE**

Examples

DBQ Rubric Rainbow

DBQ Rubric	Points
1. Has an acceptable thesis	1
2. Analyzes documents by grouping them in two or three ways, depending on the question.	1
3. Understands the basic meaning or translating of documents.	1
4. Analyzes point of view in at least two documents.	1
5. Identifies and explains the need for one type of appropriate additional document or source.	1
Subtotal	5

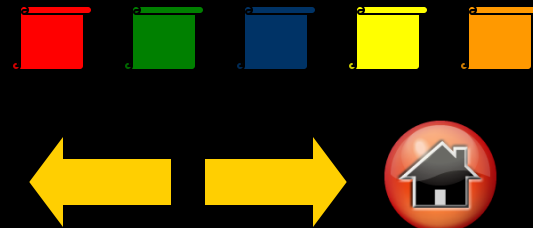
DBQ Essay Rainbow

DBQ #1: Christian and Muslim Views Toward Merchants and Trade

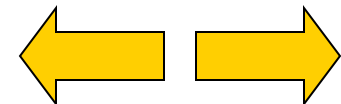
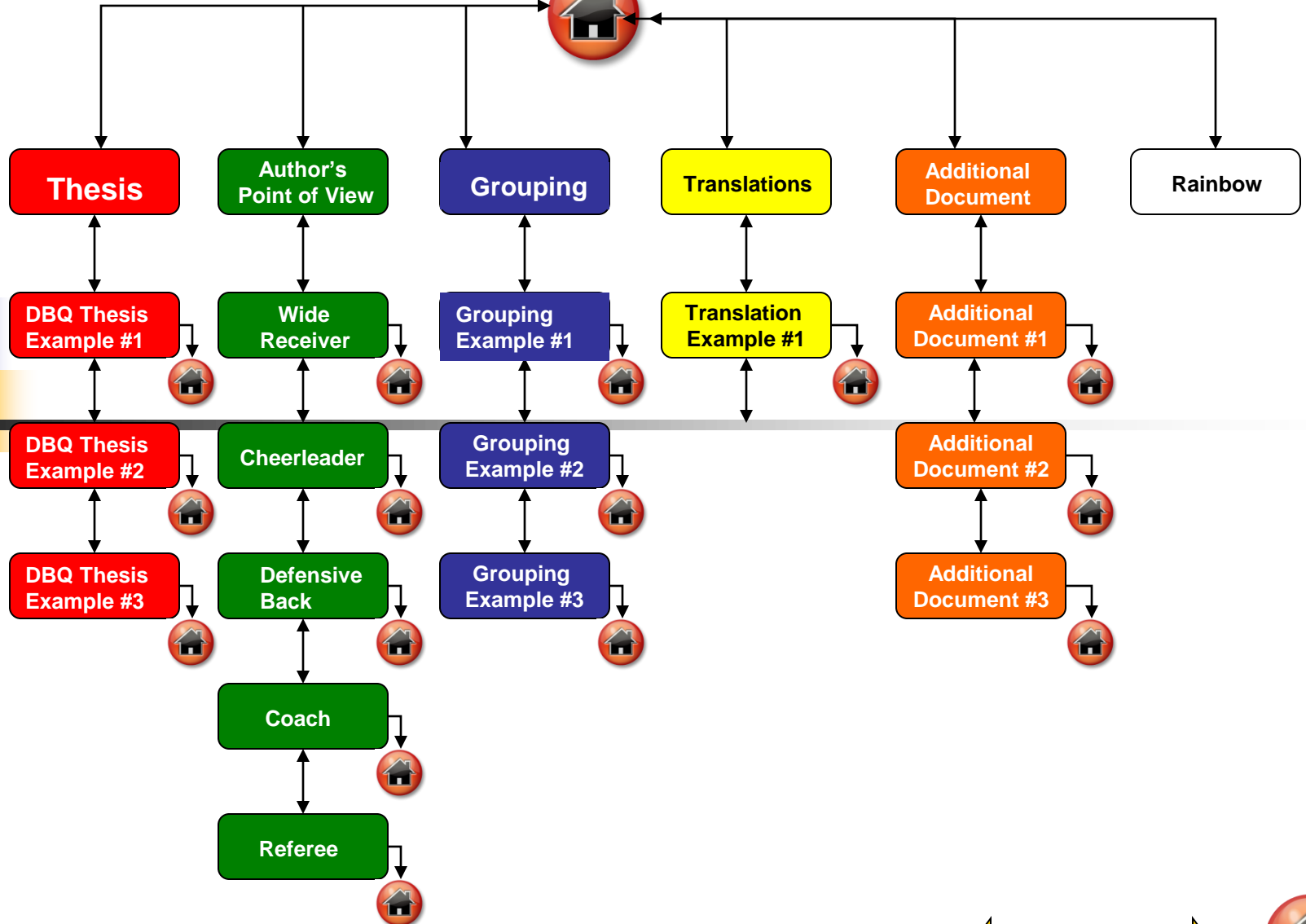
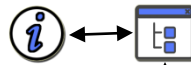
From the origins of religion until 1500, Christian and Muslim views toward merchants and trade varied. During the time of Jesus, Christian views were against merchants and trade, but these views slowly changed over time and eventually supported merchants and trade. On the other hand, Muslim views (from the time of Mohammad) supported merchants and trade, but these views also slowly changed over time to eventually not support merchants and trade.

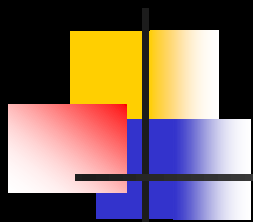
Documents 1, 3, 4, and 6 support Christian views towards merchants and trade. For example, document 1 represents Christianity because it is a direct quote from Jesus. When Jesus says "It will be easier to fit a camel through the eye of a needle than for a rich man to get into the kingdom of heaven" he means that there is no chance for a rich man (merchant or trader) to get into the kingdom of heaven. The point of view in document 1 is biased because the author is Matthew, the author of one of the four gospels and who is therefore one of the utmost authorities on Christianity. An example of an additional document that would make the argument of Christian views and Christian bias more clear would be the entire gospel of Matthew. This would strengthen the argument of the Christian side because it would define Christian views and bias more clearly.

After your DBQ is written, it will be peer edited according to the "DBQ Essay Peer Editing Rainbow".



SITE MAP

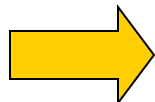




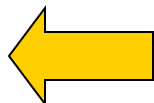
Information



HOME



NEXT: Go To Next Screen



BACK: Return to Previous Screen



YOU ARE HERE



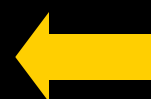
SITE MAP



INFORMATION



WRITING STAGES



HELPFUL WEBSITES:

<http://www.collegeboard.com>

<http://www.sascurriculumpathways.com>