AP World DBQ Graphic Organizer

Step 1: Know what the question is asking!

The DBQ will assess your ability to analyze and interpret documents, create an argument, and bring it all together. The biggest mistake you can make is not understanding the question, and not answering it fully. Some people joke that "AP" stands for **ANSWER THE PROMPT**! So, what is it asking you to do?

What is it <u>specifically asking</u>?	

Step 2: Understand and Analyze the Documents! (2 points)

In order to write great historical analysis, you MUST have a good understanding your evidence! And your evidence is BOTH Documents and your own brain.
- What is the main point of the document? *How does it connect to the question and to other documents*?
- Quoting will count for nothing. You must describe the content of the documents for one point.
- You must USE the documents to SUPPORT an argument for the next point!

Docs	Summarize the Document	How does this document answer the question? Remember "*This shows…*"
1:		
2:		
3:		
4:		
5:		
6:		
7:		

Step 3: Analyzing the SOURCE of your documents – aka "Sourcing" (1 point)

To earn this point, you have to 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. You have to do this for **3** documents to get the point, so do 4, just in case! (You only need to do ONE of those four options for each of the three documents, not all four.)

- **H**istorical Situation: What is going on in the time period that affects the author or source? Why does it matter?
- **A**udience: Who is this written for? How does that affect how you interpret the document?
- **P**oint of View: How could the author's nationality, class, race, gender, religion, occupation, etc. influence their views? Is this document reliable based on the information from the source or the author?
- **P**urpose: Why is the Author writing it? What is their intent or goal? Is this document reliable?
- Wh**Y**: Why does the analysis of the "HAPP" that you chose matter?

Document Chosen:	**ONE** element of our acronym: H-A-P-P-Y Historical Situation, Audience, Purpose, Point of View (and WHY any of that matters)

Step 4: "Evidence beyond the Documents" (1 Point) (aka Outside Information)

What is some **SPECIFIC, RELEVANT** information that connects to the question?
- This CANNOT already be in the documents! If it is, it just counts as analysis or paraphrasing of the document.
- Think about what you know from class, the text, etc. that would be RELEVANT to the prompt?

Step 5: "Analysis and Reasoning" – Making an argument (1 point)

In order to create an effective argument, you have to explicitly illustrate relationships among historical evidence (aka, documents and the outside information). It's not just grouping docs together, though. Create an argument with **ALL SEVEN DOCUMENTS** (it takes six to get the point, but do all seven so that you don't miss out if you misinterpret one). The argument has to answer the prompt! How can you do this?

- Sometimes one paragraph explains your argument, and other paragraph(s) either contradicts, corroborates (confirms/ supports), or qualifies (make less "absolute"/add reservations to) the argument you made.
- In this chart, you need to make clear: the main idea of the paragraph (a topic sentence?), how it connects to the question, and the documents that would fit in this paragraph.

Argument Part 1 What is the main idea? How does it connect to the question? What docs are you using as support?	
Argument Part 2 What is the main idea? How does it connect to the question? What docs are you using as support?	

Step 6: Thesis Statement (1 Point)

Use your arguments/groups to help you create your thesis. This can be more than one sentence, it just can't be "split" between multiple paragraphs. It has to be all at once in the intro or the conclusion (but… put it in the intro please!)
- Make sure your thesis answers the question that is asked – don't "hijack" the question. ☺
- I should be able to see your "argument" in the thesis statement – both parts!

Step 7: Think about the time period – put the documents in CONTEXT. (Contextualization) (1 Point)

This is typically the first part of your introduction. (Second part is thesis—but that is later in this DBQ Plan)
It sets up the argument. It is multiple sentences long, not just a phrase or a few words. You are "situating the argument" by explaining the broader historical events, developments, or processes immediately relevant to the question.
- Remember to make this broad, and to not connect it to just one document. It's a "big picture" situation.
- What are the "big picture" events/ideas/movements taking place AT THE SAME TIME or RIGHT BEFORE these were published?
- Why is it directly relevant to the question? YOU HAVE TO MAKE THAT CONNECTION!

Contextualization Sentences: In this box, write two-three sentences describing what is going on in the world leading up to the question and your (eventual) thesis. :)	