



Lesson Two: Analyzing the Prompt & Writing Document References



This lesson includes excerpts from the 2007 released College Board DBQ:
http://apcentral.collegeboard.com/apc/public/repository/ap07_world_hist_fra.pdf

DBQ Prompts

All pre-AP World History DBQs have a cover page which looks like this:

Directions: The following question is based on the accompanying Documents 1-8. The documents have been edited for the purpose of this exercise.

This question is designed to test your ability to work with and understand historical documents.

Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Refers to six or more documents.
- Analyzes the documents by grouping them appropriately. Does not simply summarize the documents individually.
- Takes into account the sources of the documents and the authors' points of view.

You may refer to historical information not mentioned in the documents.

1. Using the documents, analyze Han and Roman attitudes toward technology.

Instructions—they are always the same, so after today, we never have to read them again.

Prompt—always has a #1 next to it. Read it thoroughly before you do ANYTHING else. Then go back, read it again, and underline the tasks it addresses. This helps to be sure

you address all the tasks, and can also help in grouping your information into paragraphs.

1. Using the documents, analyze Han and Roman attitudes toward technology.

Activity 2.A—Prompt Word Definitions *WRITE ANSWERS ON YOUR OWN PAPER!*

Here are some common task words that appear in AP essay prompts. Define each one.

1. Analyze
2. Compare
3. Contrast
4. Discuss
5. Evaluate

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In **English class**, most emphasis is placed on the use of language itself. You are supposed to be descriptive and elaborative, and sometimes redundancy is OK if it enhances the syntax of the piece. Writing can be personal and based on feelings and emotion in some situations.

In **History class**, emphasis is on using **specific factual evidence** to prove your thesis. You must organize your argument in a concise and logically ordered way, and redundancy is discouraged due to time constraints. Writing is never personal and always based on facts, with attention paid to the sources of the evidence.

Essay Types

There are two kinds of essays you will need to know how to write for in pre-AP World History—the DBQ and the FRQ. Together, these essays make up half of your score on the AP Test, so it's important to know how to write them.

Both are structured the same way, with a thesis statement serving as an introduction, then two-four logically ordered body paragraphs. The main difference between the two is the source of the evidence.

DBQ (Document-Based Question)— documents are provided for you, & you use **specific factual evidence** from these documents plus facts you have learned in class to prove your thesis. We will start off spending about 90 minutes writing each DBQ, but by second semester you should be able to pre-write and write a full DBQ in 60 minutes.

FRQ (Free Response Question)—no documents are provided, so you must use **specific factual evidence** from your own brain to prove your thesis. There are two kinds of FRQs that we will write in class—Compare & Contrast (like the sample FRQ) and Change and Continuity Over Time (CCOT). We will start off spending about 50 minutes writing each FRQ, but by second semester you should be able to pre-write and write a full FRQ in 35 minutes.

Essay Type	Time	Evidence Source	Citations required?
DBQ	60 minutes	docs provided + your brain	yes
Free Response	35 minutes	your brain	no

Specific Factual Evidence

Regardless of what type of paper you are writing, **you must prove your thesis using specific factual evidence**. Imagine that you are on a jury for a murder trial, & you hear the following statements:

Lawyer 1: In my opinion, he didn't do it.

Lawyer 2: He's innocent 'cause he wasn't there.

Lawyer 3: My client is innocent because he had a valid alibi—he was out of state during the time of the murder.

Lawyer 4: My client is innocent & should be exculpated because he had a valid alibi—at the exact time of the murder, he was in another state, Ohio. These receipts, dated October 4, the date on which the murder occurred, provide incontrovertible evidence that he was not at the scene of the crime. Furthermore, these three eyewitnesses—Mr. Python, Mr. Blackadder, & Mr. Gilliam— can testify to the fact that my client was indeed in Ohio on October 4, & not in Texas where the murder occurred.

Discussion Question: which lawyer would you be most likely to believe, and why?

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Reading Documents and Prewriting—each DBQ has between 8-13 short excerpts of documents. Usually they are primary source documents, but occasionally there are secondary sources as well. Most will be written documents, but often there are visual documents thrown in, such as maps, paintings, and charts.

Your first goal is to read each document quickly, get the gist of it, and jot down the main idea on your pre-writing sheet. Historical people often spoke very formally and used archaic language. Don't worry if you don't understand every word of every document. Just jot down the main idea and move on.

Writing Document References—references to documents are going to provide the bulk of your evidence that proves your thesis in a DBQ. Basically you are just going to write sentences that summarize or paraphrase how the documents reflect on the prompt.

Three things to remember about document references:

- NEVER, EVER, EVER DIRECTLY QUOTE A DOCUMENT. ALWAYS PARAPHRASE—SUMMARIZE WHAT IS STATED IN THE DOCUMENT IN YOUR OWN WORDS.**
- SINCE YOU ARE NOT DIRECTLY QUOTING, DO NOT USE QUOTATION MARKS.**
- "DOUBLE ATTRIBUTE" EACH DOCUMENT REFERENCE SENTENCE. REFERENCE THE SOURCE BY NAME WITHIN THE SENTENCE, THEN END THE SENTENCE WITH A PARENTHETICAL CITATION OF THE SOURCE LETTER OR #.**

Example of a perfect document reference sentence:

Document A

Source: Han government official, writing to local officials concerning flood prevention, early second century B.C.E.

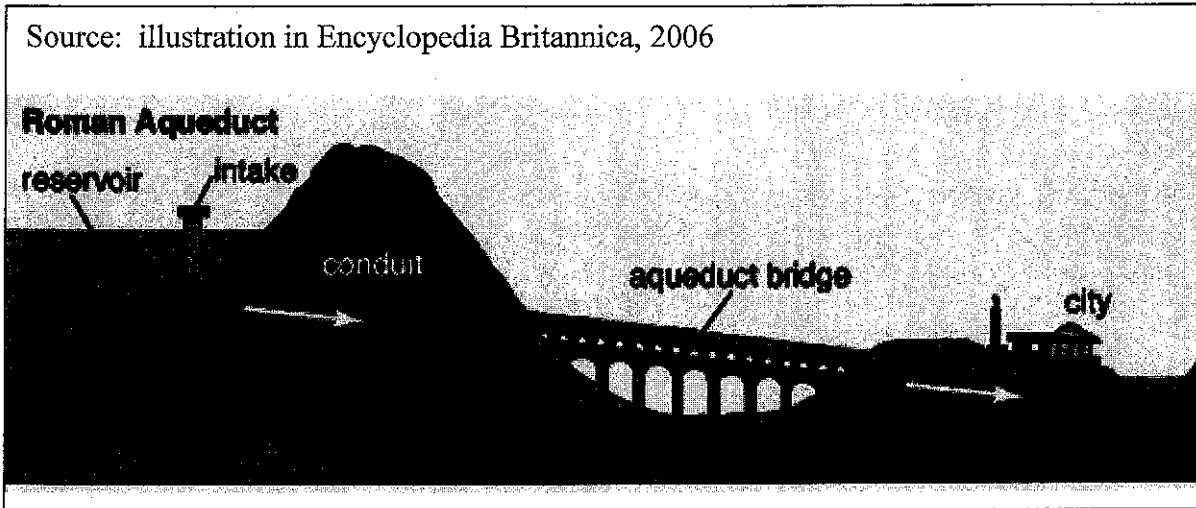
I request that you establish water conservation offices in each district and staff them with people who are experienced in the ways of water. There should be one high official and one deputy with just enough workers to meet the need.

For the area on both sides of each river select one person as chief hydraulic engineer. Order inspections of the waterways, the walls of the cities and their suburbs, the dikes and rivers, canals and pools, and government buildings and cottages, and supply enough workers to those who are to carry out the repair work in each district.

Perfect document reference sentence: *A Han government official instructed his employees to carefully maintain and inspect local technology for preventing floods, displaying the idea that technology could be employed to prevent natural disasters. (Doc A)*

How to Write a Document Reference for a Visual Document: first say what kind of visual document the source is, then describe what is shown.

Document B



Visual document reference sentence: *An illustration from a modern edition of the Encyclopedia Britannica depicts an aqueduct bringing water to a city, indicating that the Romans used technology to make city life possible. (Doc B)*

Activity 2.B—Evaluating Document References Determine whether each of the following document references fulfills all of the requirements. If not, rewrite the document reference to make it correct. **WRITE ANSWERS ON YOUR OWN PAPER!**

For each document:

- Write the name of the document on your paper. (Doc B, Doc C, etc.)
- Answer the following questions for each document:
 - Is this a valid document reference? If no, why?
 - If no, rewrite the reference correctly.

Document C

Source: Huan Guan, Han government official, first century BCE

In earlier times workers were allowed to do both iron work and salt-boiling as long as they reported the work and paid a tax. Tools manufactured by individual families to do this were well-made. Today the iron tools that workers are required to use are produced by the state using the labor of criminals; these tools are often crude and not very functional.

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6. Restate your thesis (using different words!) as a conclusion. This does not earn you any rubric points, so it is optional; however, it gives your essay a nice, finished feeling and unless you have completely run out of time you should definitely do this.

7. Final Compare/Contrast FRQ Checklist So, when you're done, you should have:

- a thesis paragraph which addresses prompt, previews body paragraphs, and makes an argument
- a similarities paragraph with a topic sentence, 3-5 similarities, and an analysis statement
- a differences paragraph with a topic sentence, 3-5 similarities, and an analysis statement
- a conclusion which restates your thesis in different words

Activity 6A: *on your own paper, do the prewriting for the following prompt.*

Prompt: compare and contrast the philosophies of any two of the following Enlightenment philosophers: Hobbes Locke Rousseau Voltaire.

Activity 6B: using the prewrite you did for Activity 6A, write the thesis paragraph and either of the two body paragraphs for the essay. (So you will have a thesis paragraph + 1 body paragraph.)

Enrichment Lesson: Point of View

This lesson includes excerpts from the 2004 College Board Released DBQ:
http://www.collegeboard.com/prod_downloads/ap/students/eurohistory/ap04_fra_euro_history.pdf

Review Questions for Class Discussion

1. What should you do as you read the DBQ prompt?
2. What five elements make up a DBQ body paragraph?
3. What are the three requirements for writing a DBQ document reference statement?

Point of View

Writing a DBQ requires that you be able to analyze and interpret documents in several ways. So far, we have learned how to write document references that summarize the information presented in a document. Additionally, you will need to analyze the documents by grouping them (we will discuss this in our next lesson), add outside information that enhances your analysis of the documents (this is in a later lesson too), and interpret the points of view of the sources of the documents.

What is Point of View? (aka PoV)

Point of view statements require that you consider the factors that would have led the source of a document to say what they said. It's kind of like historical psychology.

ACORNPEG

You can use the acronym 'ACORNPEG' to help you consider various aspects of a historical source that could affect Point of View. Remember that people tend to support issues that will bring advantages to groups with whom they are affiliated, and may dismiss ideas that would put them at a disadvantage.

Audience

Class

Occupation

Religion

Nationality

Political Affiliation

Education

Gender

Examples of Good PoV Statements

Ex 1. Because this excerpt was written in Dickinson's private journal, it can be considered representative of her true feelings regarding the feud.

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Ex 2. *As a professional carpenter, Cooper would have been motivated to support laws controlling the price of lumber, as such laws would positively affect his income.*

Ex 3. *Naturally Wollstonecraft, who wrote about the needs for increased education for females, would pledge her support to a school for young women.*

Ex 4. *Le Fevre's status as a French nobleman may have affected his opinion regarding the forced labor of the peasantry, as noblemen were the beneficiaries of this free labor.*

Examples of Weak PoV Statements

Ex 5. *Joan of Arc was French.*

Problem: the statement does not explain how being French may have affected Joan of Arc's PoV.

Ex 6. *The priest who wrote this statement was biased.*

Problem: the statement does not explain why the priest was biased. NEVER simply say that a source was biased, because all historical sources are biased; explain how and why the source became biased.

Ex 7. *Since Pepys was writing in his personal diary, he was telling the truth.*

Problem: no historical figure can tell 'the truth' because all people are biased by their own personal affiliations. A person writing in a diary can only express his/her own true feelings, or what he/she perceived as the truth.

Other Info Regarding PoV

There are some sources that do not lend themselves to PoV statements. In a DBQ, you will need to reference 7-12 documents, and you will only need to write PoV statements for 3-6 of them. When you are writing a DBQ, be sure to only write PoV statements in reference to documents for which you can write a strong PoV statement.

Also remember that it is practically impossible to write good PoV statements for most charts, graphs, and maps. Don't even bother trying to write PoV for those. You MAY be able to

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write a PoV statement for paintings and drawings, depending on the information that is given to you in the DBQ about the artist.

Activity 3.A Use ACORNPEG to consider how PoV may affect the following statements from contemporary people.

For each document:

- write the name of the document (Doc A, Doc B, etc.)
- list the ACORNPEG factors that may have affected PoV.
- for each ACORNPEG factor that you listed, explain HOW it may have affected PoV.
- Remember: you will not be able to fill out every part of ACORNPEG for every document. Just use what you are given.

Document A

Source: Irina Dunn, paper written for Women's Studies course at University of Sydney

A woman needs a man like a fish needs a bicycle.

Document B

Source: Billy Bob Sparks, high school dropout and owner of a successful motorcycle shop, private letter to his son

I ain't never needed to use no algebra, science, or English grammar to live my life and earn a living. Boy, what you need to do is find a job and work hard. Experience is the best teacher.

Document C

Source: Senator Melinda Throstlebottom, Texas Republican, speech made at the Republican Citizens' Meeting

President Obama has ruined the economy of this country by implementing a socialist medical system. Clearly he is a communist.

Document D

Source: Josh Compton, seventeen-year-old Texan, comment to a friend overheard in reference to the menu at a restaurant in South America

Look at this junk: tongue? Intestine soup? NO WAY. Give me a Big Mac and some fries any day over this stuff. Gross.

Document E

Source: Father Murray Gemstone, Catholic priest, published letter to the Pope

I see no reason why Catholic priests should not be allowed to marry. Protestant preachers are often married and have no trouble carrying out their occupational duties. Marriage would provide clergymen with a Godly outlet for certain natural inclinations. As stated in 1 Corinthians 7:9: "But if they cannot contain, let them marry: for it is better to marry than to burn." However, I will continue to follow the laws set forth by the Vatican, as you are God's representative on Earth and know more than a humble priest such as I.

Document F

Source: Jennifer Tinajer, high school student, private diary entry

Bobby Cumberbund is SO FINE. I don't know why he goes out with that skanky hag Bridget Murchison. She is really ugly. Also I heard she has a toenail fungus. I wouldn't be surprised. Dirty bimbo.

Some PoV 'Formulas' Here are a few 'stems' to help you write good PoV statements in case you get stuck. You don't HAVE to use these if you can phrase it on your own, but they are helpful in a pinch. USE THEM WITH CAUTION! It doesn't matter if you use a formula correctly if you are presenting wrong information.

Audience

Published works: If an author knows something is going to be published, that will affect what he or she says. For example, if the author lives in some kind of oppressive monarchy, and is writing publicly about the monarch, naturally he/she will try to say nicer things about the monarch than he/she would if speaking candidly.

Formula: As (author) knew that (his/her) opinions on (subject) would be published, this may have influenced (him/her) to take a more (whatever kind of stance author took) stance.

Also, depending on the situation, the author of a published work might be considered an authority on whatever subject. For example, imagine a group of priests whose job it was to find and execute witches published a book on how to tell if someone was a witch. The people of the time period would consider their work to be an authoritative source.

Formula: Since (author) was considered to be an expert in the field of (author's field), his audience would have considered him an authority and would have taken (whatever the document says) to be correct information.

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Private diary, journal, or anonymous medium: if an author thinks that no one else will see what she writes, or that no one will know who wrote it, then it is more likely that she will express her true feelings. (CAUTION: never say that the author is expressing 'the truth.' Always say 'her actual feelings on the subject' or 'spoke candidly.'

Formula: Naturally, since (author) was writing in a (private journal), (he/she) would be more likely to express (his/her) true feelings on the subject.

Formula: It is important to take into account the fact that this statement was made anonymously, and as such, the author would be more likely to speak candidly on the subject.

Letters: pay attention to whom the letter is addressed. Letters to a friend will usually be candid. Letters from parents to children will often be influenced by the parent's need to impart good morals or tips for success to the child. Letters from children to parents are likely to be affected by the child's need to have parents believe they are

well-behaved or not to worry about them. Public letters might be meant to stir people up about some disputed subject.

Formula: Since this is a letter from a child to his parents, it is important to consider that (child) may have been trying to prevent his parents from worrying about him while he was at (wherever he was).

Formula: As this was a (whatever kind of published letter it is), (author) may have been selectively presenting (whatever evidence) to back up (whatever author's agenda is).

Official speech or public address: these will almost always be affected by whatever the speaker is trying to promote. For example, a government trying to promote agriculture might put out a report explaining the benefits of eating vegetables. A leader trying to promote a war might give a speech vilifying the enemy.

Formula: When interpreting this document, one must be aware that (speaker) was trying to promote (whatever they're promoting), which may have led (him/her) to emphasize (whatever evidence they emphasized).

Class, Occupation, Nationality, Gender: These will affect what kinds of policies people promote. People tend to support things that would benefit their group, and oppose things that would hurt their group.

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Formula: Of course, as (author) was a member of the (class), it is not surprising that (he/she) would (support/oppose) (whatever), as that would (benefit/hurt) (him/her) by (however it would benefit or hurt the author).

Formula: Considering that (author) was a/an (occupation), (he/she) may have (supported/opposed) (policy) because it would (benefit/hurt) (him/her) and other (people of that occupation) by (however it would benefit/hurt them).

Religion or Political: take into account the central tenets of the author's religion or political beliefs and consider how that might affect PoV. For example, Catholics believe in the moral authority of the pope, so a Catholic would be more likely to support whatever the pope says than would a Protestant. Democrats tend to support government participation in people's lives, so would be more likely to approve of a state-run healthcare system.

Formula: It is important to take into account that, since author was a (religion/political affiliation), (he/she) would be more likely to (support/oppose) (whatever it is) because it would (benefit/hurt) (him/her) by (however it would benefit/hurt him/her).

Education: this will affect the level of 'expert knowledge' a source has about a topic, and can also be affiliated with class, occupation, or gender. For example, most women and peasants in Medieval Europe would not know how to read; most priests would.

Formula: Naturally, since (source) was highly educated in comparison to most other (people from whatever time period or place), he would have been considered a reliable source of information by contemporaries.

Formula: As most (group source belongs to) were (illiterate/minimally educated), (source) may not have had much background information on the topic, which could have influenced (his/her) opinion in (whatever way it would influence his/her opinion).

Activity 3.B The documents below are taken from a DBQ with the following prompt: Analyze attitudes toward and responses to 'the poor' in Europe between the years 1450 and 1700.

For each document:

- write the name of the document (Doc G, Doc H, etc)
- determine if the PoV statement is valid or invalid
- if the PoV statement is invalid, re-write it correctly

Document G

Source: town council resolution, Dijon, France, 1482

In order to care for the poor begging creatures and the poor children who go shrieking at night throughout the city, we will rent at the city's cost a barn or other place to put them for the night and care for them as well as possible.

PoV statement G: *It is important to consider that this resolution was made by a town council, which may have been more concerned with keeping the town quiet and peaceful at night for its residents than with the welfare of the apparently noisy homeless people.*

Document H

Source: Emperor Charles V, imperial decree for the Netherlands, 1531

Experience shows that if begging for alms (charity) is permitted to everyone indiscriminately, many errors and abuses will result, for they will fall into idleness, which is the beginning of all evils. They and their children will abandon their trade or occupation for a wicked and contemptible life and condemn their daughters to poverty, unhappiness, and all manner of wickedness, and vice. Above all, those who are poor and sick, and other indigents unable to earn a living, should receive food and sustenance, to the glory of God, our Savior, and according to His will.

PoV statement H: *Charles V's position as emperor and his need to preserve order and enforce the laws in the Netherlands may have influenced his emphasis on the prevention of idleness and wickedness in this imperial decree.*

Document I

Source: Town council, meeting minutes, Rouen, France, 1542

Those who are unwilling to work should indeed be expelled from the city, but those who are simply unable to find work should not be treated thus. Instead, they should be put to work on sites in the city in exchange for food until such time as they succeed in finding work in their trades.

Before expelling the poor from the city we must consider whether our defensive capacity would not suffer from such a measure. After all, it is the people, and not the judges and the councilors who will fight if the need arises.

PoV statement I: *Since this information was included in the meeting minutes of the Rouen town council, it must be true.*