DBQ’s in World History

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**What is a DBQ?**

- DBQ stands for document based question.
- A DBQ is an essay that you create using documents in the DBQ and your own knowledge.
- The documents in a DBQ might be a picture, newspaper article, photograph, political cartoon, charts, writings from history etc.
- The documents are usually primary source documents which let you get closer to the topic by letting you examine history like a historian.
Why should I use a DBQ?

- It covers just about every part in the reading section of common core, like reading for information (main idea), analyzing text, giving textual evidence to support analysis, etc.
- It covers the writing sections of common core, like write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Instead of reading a textbook or listening to other people tell you what to think, you get to decide what you think.
How I Incorporate Them

- Timed Essays: Traditional 5 paragraph essay.
- Timed Writings: This is done in a flip classroom instructional method. Students read and annotate a series of documents the night before, then when they return, I give them 5 minutes to write a thesis statement, analyze the point of view of the documents, or explain what additional document they wish they would have had. All parts emphasized on the AP DBQ exam.
DBQ Requirements/Strengths/Weaknesses

- **Thesis**
  - Students try to use the question prompt as their thesis.

- **Using all documents**
  - Usually not a problem, but using historical terminology, names, dates, places, etc. is.

- **POV**
  - All over the place depending on the essay topic. They usually just say “they are biased” without actually saying why.

- **Using Add Doc**
  - I find this to be the easiest thing for my students to grasp.
### Scoring Guide for AP World History

**Document-Based Question**

<table>
<thead>
<tr>
<th>Basic Core: Competence</th>
<th>Points</th>
<th>Historical Thinking Skills Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Has acceptable thesis.</strong></td>
<td>1</td>
<td>- Argumentation</td>
</tr>
<tr>
<td>- Depending on the topic of the question:</td>
<td></td>
<td>- Historical Causation</td>
</tr>
<tr>
<td>- Comparison</td>
<td></td>
<td>- Patterns of Continuity and Change Over Time</td>
</tr>
<tr>
<td><strong>2. Addresses all of the documents and demonstrates understanding of all or all but one.</strong></td>
<td>1</td>
<td>- Use of Historical Evidence</td>
</tr>
<tr>
<td><strong>3. Supports thesis with appropriate evidence from all or all but one document.</strong></td>
<td>2</td>
<td>- Argumentation</td>
</tr>
<tr>
<td>- Depending on the topic of the question:</td>
<td></td>
<td>- Historical Causation</td>
</tr>
<tr>
<td>- Comparison</td>
<td></td>
<td>- Patterns of Continuity and Change Over Time</td>
</tr>
<tr>
<td>[Supports thesis with appropriate evidence from all but two documents.]</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td><strong>4. Analyzes point of view in at least two documents</strong></td>
<td>1</td>
<td>- Use of Historical Evidence</td>
</tr>
<tr>
<td><strong>5. Analyzes documents by grouping them in two or three ways, depending on the question.</strong></td>
<td>1</td>
<td>- Argumentation</td>
</tr>
<tr>
<td>- Use of Historical Evidence</td>
<td></td>
<td>- Depending on the topic of the question:</td>
</tr>
<tr>
<td>- Historical Causation</td>
<td></td>
<td>- Patterns of Continuity and Change Over Time</td>
</tr>
<tr>
<td><strong>6. Identifies and explains the need for one type of appropriate additional document or source.</strong></td>
<td>1</td>
<td>- Argumentation</td>
</tr>
<tr>
<td>- Use of Historical Evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>7</td>
<td>Essay as a whole:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Synthesis</td>
</tr>
</tbody>
</table>
### Expanded Core: Excellence

Expands beyond basic core of 1–7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area.

**Examples:**
- Has a clear, analytical, and comprehensive thesis.
- Shows careful and insightful analysis of the documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in most or all documents.
- Analyzes the documents in additional ways, groupings, comparisons, syntheses.
- Brings in relevant “outside” historical content.
- Explains why additional types of document(s) or sources are needed.

<table>
<thead>
<tr>
<th>Expanded Core: Excellence</th>
<th>Points</th>
<th>Historical Thinking Skills Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-2</td>
<td>Same skills as noted in basic core</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other historical thinking skills may be demonstrated depending on the question and the documents</td>
</tr>
</tbody>
</table>

**Score/Averages**

- 9=100
- 8=95
- 7=90
- 6=85
- 5=80
- 4=75
- 3=70
- 2=65
- 1=60

**Subtotal** 2

**Total** 9
What do you do?

- Do you have an AP program? Are you interested in starting one?
- What grade are most of your students? What trends do you notice because of their grade?
- How do you go about teaching the DBQ essay? How do you score it?
- What problems/trends do you see your students doing?
Open Questions?

☐ What questions do you have for me?