**Mastering the DBQ**

**DOCS: 1 2 3 4 5 6 7 8 9 10**

1. Read and Analyze the Prompt.
   1. Identify what you must cover in the essay.
   2. What is the historical content that you must cover?
   3. What are the action words?
      1. COMPARE and CONTRAST?
      2. Discuss CHANGE and CONTINUITY?
      3. Analyze and explain VARIOUS RESPONSES?
2. Brainstorm what you already know.
   1. Take a few minutes to think about what you know:
      1. What do you know about the historical content? (If nothing, then that is OK).
      2. What era or time period is being covered? What do you know about that?
3. Read and take margin notes for all documents.
   1. Do this before you plan.
4. Plan your paragraphs.
   1. Try to fit all of the documents into at least 3 groupings (4 would be even better).

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1. Cover all parts of the prompt in the THESIS.
   1. If it is a **compare and contrast** question, then your thesis must contain:
      1. Specific SIMILARITIES
      2. Specific DIFFERENCES
   2. If it is a **change and continuity** question, then your thesis must contain:
      1. Specific CHANGE.
      2. Specific CONTINUITY
   3. If it asks to discuss or analyze attitudes, responses, actions, or something in the PLURAL then your thesis must contain:
      1. MORE THAN ONE attitude, response, action, etc.
   4. If the thesis provides categories to discuss, such as CULTURAL and ECONOMIC, then your thesis must contain:
      1. Specific information in the CULTURAL category.
      2. Specific information in the ECONOMIC category.

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| Intro ¶ |  |
| Background info. |  |
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| Background info. |  |
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| Background info. |  |
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| Thesis:   * Answers the question. * Provides specific info for each category asked for by the prompt. |  |
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Writing Body Paragraphs

* Document groupings should drive paragraph organization.
* Select one cluster of documents that go together.
* TOPIC SENTENCE
  + Write a sentence that explains why these documents go together.
* EVIDENCE
  + For each document, explain how something specific from the document relates to what is being asked in the prompt.
* POV and ADDITIONAL DOCUMENT
  + After using the docs to answer the prompt, use the last third of the paragraph to discuss POV.
  + For each POV discussion, request an additional document to either support or refute the POV.

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| Body ¶ |  |
| Topic sentence that summarizes entire ¶. |  |
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| Evidence sentence that cites a doc at end. Explain how this is related to the prompt. |  |
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| POV sentence that explains what was said to who or when it was said using “because.” |  |
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| Request additional doc to corroborate or refute it explaining why it would be appropriate. |  |
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**POINT OF VIEW**

There are 3 important parts to P.O.V.

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| **1. Why?**  Use BECAUSE or some other analysis word to explain WHY the document shows POV.  EXAMPLE:  “Because the author is the Chinese Emperor whose power is based on Confucian values … ” |
| **2. Impact?**  Use HEDGING LANGUAGE to explain how the cause identified above impacts or shapes what was said in the document.  EXAMPLE:  “it is possible that the Emperor is exaggerating the negative aspects of Buddhism in order to protect his power.” |
| **3. Hedging Language**  Hedging language shows that we do not know for sure if the information in a source is fully trustworthy.   * it is possible that * maybe * exaggerate * it could be that * it is potentially true that * possibly * it is likely that * the author could have embellished * may only be providing part of the information |

Use the guidelines above to write three POV sentences from three different documents.