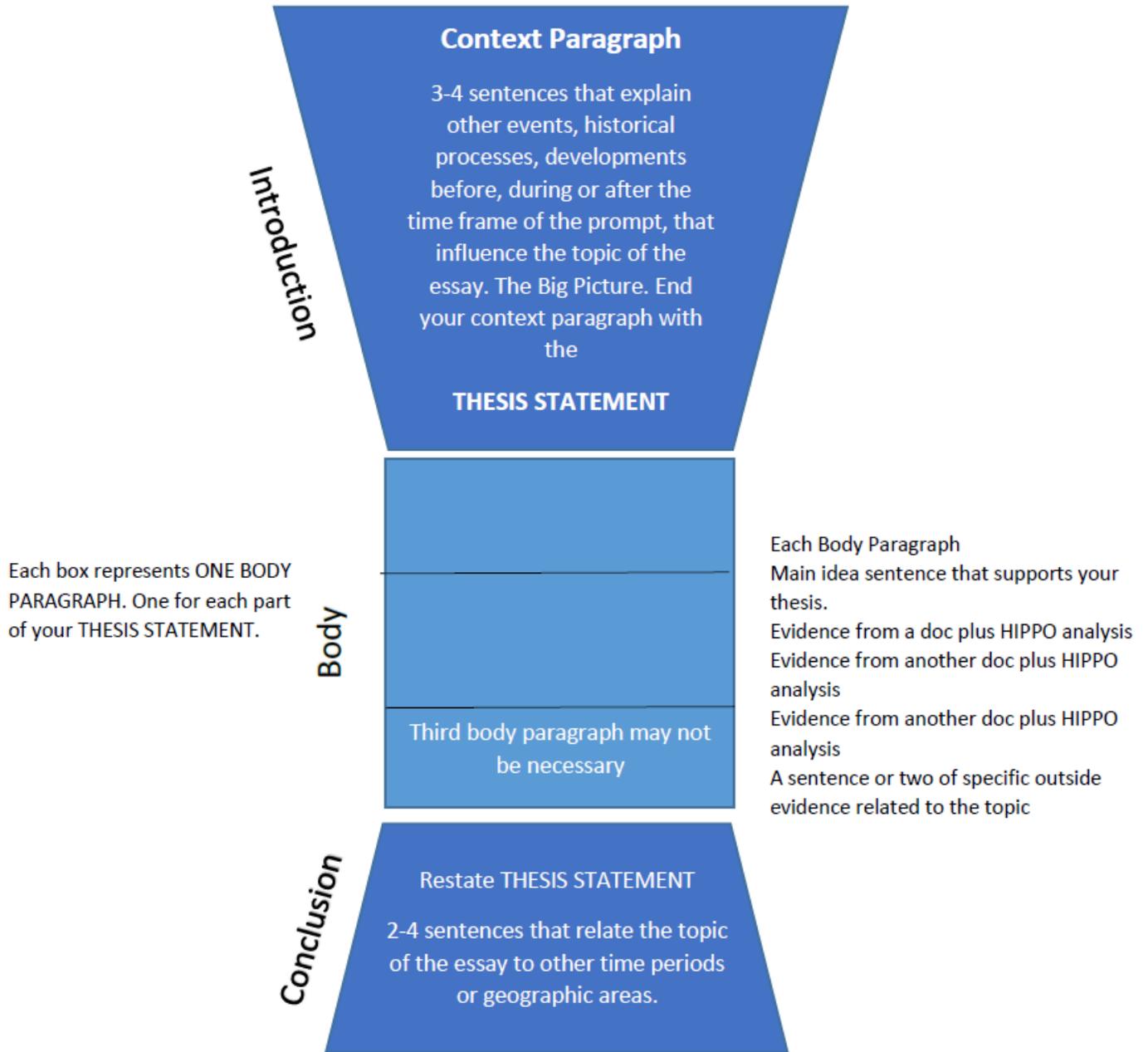


APWH Documents Based Question (DBQ) Guidelines



Paragraph 1 (Context)

Contextualization (1 Point) and Thesis Statement (1 Point)

- Three to four sentences that set up time, place, and context. Must include dates, region(s). Context means analysis of broader historical events and/or processes relevant to the question. Demonstrates understanding of the broader context of the question. Relates the topic of the prompt to historical events and/or processes that occur before, during, or continue after the time frame of the question. Demonstrates understanding of the broader context of the question. Think about the opening scrolling of a Star Wars movie. It sets up the big picture for the particular movie. That is what you are doing with context. The last sentence or two of your Context paragraph is your THESIS STATEMENT:
- Thesis statement must contain 2-3 organizing categories, based on the documents, that answer the question.
- Use the prompt as a guide for your categories.
- Your categories/body paragraphs are how you will prove your point—they are the elements of your argument. Everything that you write must support your argument.

CATEGORY/BODY PARAGRAPHS

Evidence/Documents/Analysis/Reasoning (1-5 Points). Must use a minimum of 6 documents. You should try to use all of them. Use steps 1-7 below for EACH body paragraph (the categories of your thesis statement).

1. Topic sentence that introduces the topic of your body paragraph.
2. Evidence/Document: Connect it: Link what the document is proving to your position
 - Write a sentence describing the piece of the topic that the document proves without mentioning it
3. Evidence/Document: Name it: State author's name and type of document
 - Ashoka, in his edicts, ... Gandhi's speech... The Treaty of Versailles...
 - DO NOT WRITE Document 1 says/shows... / DO NOT QUOTE
4. Evidence/Document: Analyze it: Use HIPPO. Elaborate on ONE of the following : Historical Context, Audience, Point of view, Purpose
 - Historical Context--What events, trends surrounded this document (map, chart)
 - ... proves the larger story of... ... fits with.... ... illustrates how...
 - Intended Audience--Who is the intended primary audience? Who else would hear or see it?
 - (Audience's name), a man/woman/group who...
 - ... but certainly would also have read/heard...
 - Point of View--What kind of author wrote this document? Adjectives to describe him/her/them?
 - (Author's name), a man/woman/group who...
 - Purpose--What is the author trying to accomplish? Why?
 - POSITIVE--Promote Outline Introduce Encourage Compliment Celebrate
 - NEGATIVE--Expose Outrage Justify Insult Urge Disagree Question
 - (action verb)..... because....
5. Evidence/Document: Cite it: Include a parenthetical citation of document number
 - ...end of sentence that references the document (Doc. #).
6. Outside evidence: Include another 1-2 APWH nouns (people, laws, events, etc.) not referenced in the documents to support each document or category. You should have one sentence of this in each body paragraph.
7. Analysis/Reasoning: show that you understand the historical development that is the focus of the prompt by doing ONE of the following:
 - Explaining nuance of an issue by analyzing multiple variables
 - Explaining relevant and insightful connections within and across periods
 - Confirming the validity of an argument by corroborating multiple perspectives across themes
 - Qualifying or modifying an argument by considering diverse or alternative views or evidence

Conclusion paragraph

Restate thesis.

Discuss the same topic in a different time period or region in world history.