

Writing Essays for the AP World History Exam

Document Based

Question

Document Based Question

- Know the rubric
- Quickly tackle the documents to look for categories to form your thesis
- Draft your thesis and note your groups
- Draft your issue sentences (list the possible documents that relate to this issue)
- Find your evidence (from the documents)
- Make a quick list of the documents or devise a manner to determine when you have used all of the documents
- Tackle your documents again for POV (a 3rd time)
- Finish your outline, THEN write your essay

Rubric

- You can score 9 points on the DBQ.
- You can score 7 points on the Core.
- In you earn all 7 points on the core, you might be able to earn 2 bonus points.
- Don't worry about the expanded core as it will be there if you follow the steps to writing the DBQ

BASIC CORE Competence	Points
1. Has acceptable thesis.	1
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1
3. Supports thesis with appropriate evidence from all or all but one document.	2
(Supports thesis with appropriate evidence from all but two documents.)	(1)
4. Analyzes point of view in at least two documents.	1
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1
6. Identifies and explains the need for one type of appropriate additional document or source.	1
Subtotal	7




Thesis

- If you don't have a thesis or you have a really bad one it could cost you THREE points.

BASIC CORE	
Competence	Points
1. Has acceptable thesis.	1
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1
3. Supports thesis with appropriate evidence from all or all but one document. (Supports thesis with appropriate evidence from all but two documents.)	2 (1)
4. Analyzes point of view in at least two documents.	1
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1
6. Identifies and explains the need for one type of appropriate additional document or source.	1
Subtotal	7

**BASIC CORE
Competence**

Points

- 1. Has acceptable thesis. **1**
- 2. Addresses all of the documents and demonstrates understanding of all or all but one. **1** 
- 3. Supports thesis with appropriate evidence from all or all but one document. **2** 
(Supports thesis with appropriate evidence from all but two documents.) **(1)**
- 4. Analyzes point of view in at least two documents. **1**
- 5. Analyzes documents by grouping them in two or three ways, depending on the question. **1** 
- 6. Identifies and explains the need for one type of appropriate additional document or source. **1**

Subtotal

7

Using Documents

- **EVERY DOCUMENT** must be mentioned at least **ONE** time in your essay.
- You cannot “double-dip” for document points (besides mentioning them). You must use documents more than once for it to count more than once.
- Understanding means you interpret it correctly (discuss/analyze it).
- You then use the document as evidence.
- To get points for grouping, you only need to put it in a group.

Specific question:

Based on the following documents, analyze factors that shaped the modern Olympic movement from 1892 to 2002. Identify and explain what additional type of document(s) or sources would help you assess these factors.

Historical Background: The Olympic Games were athletic competitions held in Greece approximately every four years from 776 B.C.E. to 393 C.E. After several years of planning, the first modern Olympic Games were held in Athens in 1896.

Start with thesis...

If it includes dates, they are important – You must make your points inside the time frame. You can mention events outside the time frame but these will not get points.

Should include the dates in the thesis statement

Factors: Identify the time period or region or even the issue and you might have some clues.

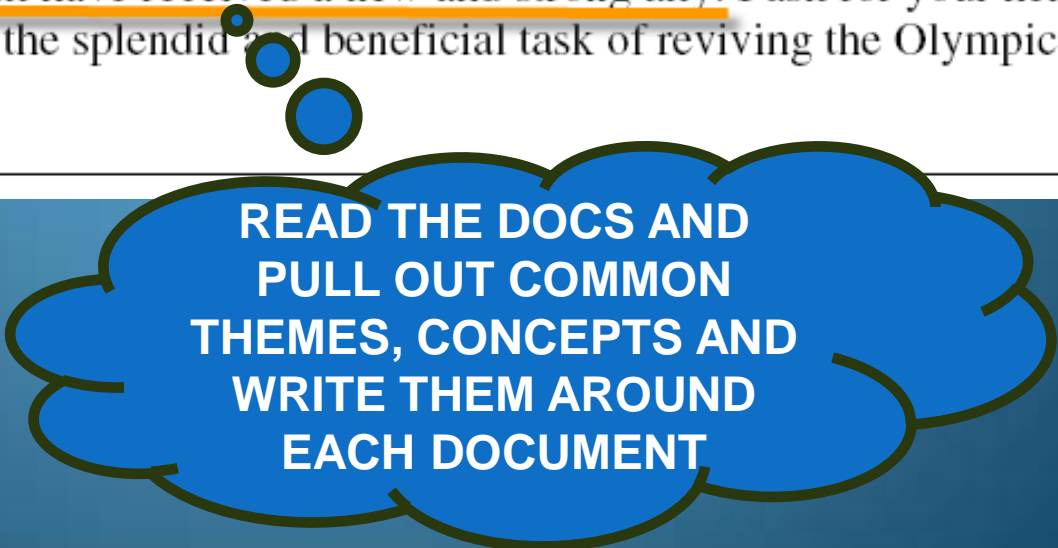
Start with systems (Social, Political, Economic, Cultural, Educational, and even Technology, Intellectual or Religious issues) then narrow down the issues within this system.

Attack the Documents and look for factors...that is your question and will guide your thesis...

Document 1

Source: Pierre de Coubertin, founder of the modern Olympic movement, speech to the Athletic Society of France, Paris, 1892.

There are those who are called “utopians” because they speak of the disappearance of war, but there are others who speak of the reduction of the chances of war, and I do not see that as utopian. Through the Olympics let us export our oarsmen, our runners, and our fencers into other lands. That is the true free trade of the future; and the day it is introduced into Europe, the cause of peace will have received a new and strong ally. I ask for your help so that together we may attempt the splendid and beneficial task of reviving the Olympic Games.



**READ THE DOCS AND
PULL OUT COMMON
THEMES, CONCEPTS AND
WRITE THEM AROUND
EACH DOCUMENT**

Attack the documents and look for issues and factors and common themes. That will shape your thesis. Fine tune the issues and factors by creating narrow categories

Document 1

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Factors, factors?
PEACE or
nationalism???

Another

Document 5

Source: Ryotaro Azuma, mayor of Tokyo, and chairman of the committee that organized the 1964 games held in Japan, magazine interview, 1972.

It was a national crusade for Japan to host the Olympic Games. After the Second World War, we were still struggling under a defeated-enemy syndrome in the eyes of most of the world. Without the magic of the Olympics we might not have gotten what we needed to rise as a world trade power. I'd ha think of the situation in Tokyo today if not for the Olympic Games.

Factors...factors...
Nationalism or the
economy!! Notice you might
be able to use document in
several categories

Continue identifying factors & issues

Document 7

Source: *Japan Economic Journal*, newspaper editorial, Japan, 1988.

Nine corporations from around the world have been selected as top sponsors for this year's Olympics in Seoul, South Korea, but Korean companies are not on the list. Korea failed to avail itself of an opportunity to display its industrial and economic power to a worldwide television audience. Regardless of who takes home the medals, corporations from the United States, Japan, and some other countries stand to make a lot of gold at the Seoul Olympics.

Oh... this is also about making money
– economics – earnings, profits,
etc...2 documents make a group.

Thesis

Think of your thesis in three parts...

1. Answer the question that is asked in one sentences (this is your argument and what you assert).
2. Indicate the grouping and categories that you will use to address the question. You will have more groups than just 3 – more later.
3. Define your categories as to what you will address in each group (especially if it is a very broad category) by narrowing the category using words like type (of profits) methods (of earnings)
4. Leave space around thesis so that as you write you can place new phrases or alter the thesis based on what you proved

Thesis

The initial goal of the modern Olympics planned in 1892 was to promote world peace, but from 1892 to 2002 issues such as corporate profit, the rise of nationalism and feminism, as well as cold war issues that required the demonstration of political and military power influenced the individual and overall goals of late 19th and 20th century Olympics.

One sentence and preferably at the end of the 1st paragraph.

Improve this to get points

There are many various factors that have shaped the modern Olympic movement from 1892 to 2002. The original goal was to create an international community through sports competition. Much like the Ancient games between Greek city-states, the games were made to promote unity. However, as time passed many worldwide events such as the Cold War and women suffrage altered the goals of the Olympics. Political views and movement began to shape the Olympics. In addition, economic gains and pursuits became an important aspect of the Olympics. The participation of nations during the 20th Century involved nationalism as well as social, political and economic reasons for forming and participating in the Olympics.

This also need tweaking

Many different factors shape the modern Olympic games. Based on the given documents, nationalism is a strong factor behind the games. The Olympics are also used as a chance for the host country to show off their power. Other factors include feminism and hopes of creating peace. All of these factors contribute to the competitive nature of the increasingly grand Olympic games.

More Thesis Information

- These are historical **INFORMATIVE** essays and the only thing that matters is if you use evidence to support your argument.
- You must make an assertion then prove your assertion

Application

The initial goal of the modern Olympics planned in 1892 was to promote world peace, but from 1892 to 2002 issues such as corporate profit, the rise of nationalism and feminism, as well as cold war issues that required the demonstration of political and military power influenced the individual and overall goals of late 19th and 20th century Olympics.

Group 1
concept
Sentence

Evidence from
Docs and
when possible
POV

Group 2
concept
Sentence

Evidence from
Docs and
when possible
POV

Group 3
concept
Sentence

Evidence from
Docs and
when possible
POV

Conclusion and if you have not done additional document do it
NOW!!

Application

The initial goal of the modern Olympics planned in 1892 was to promote world peace, but from 1892 to 2002 issues such as corporate profit, the rise of nationalism and feminism, as well as cold war issues that required the demonstration of political and military power influenced the individual and overall goals of late 19th and 20th century Olympics.

One of the factors that shaped the Olympics was the rise of nationalism.

Evidence from Docs and when possible POV

Nationalism created a new role of women and the Olympics created an environment where this role could be promoted

Evidence from Docs and when possible POV

Nationalism sometimes dictated the demonstration of political and military power.

Evidence from Docs and when possible POV

Conclusion and if you have not done additional document do it NOW!!

Point of View must be analysis and not just a statement

WHO/WHAT says it...

WHAT does he/she say (this could be used as evidence to support your thesis)

WHY does he/she say it (this is the POV and this is where you get POV points.

BASIC CORE Competence	Points
1. Has acceptable thesis.	1
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1
3. Supports thesis with appropriate evidence from all or all but one document.	2
(Supports thesis with appropriate evidence from all but two documents.)	(1)
4. Analyzes point of view in <u>at least</u> two documents.	1
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1
6. Identifies and explains the need for one type of appropriate additional document or source.	1
Subtotal	7

Examples

This was what Pierre de Coubertin, the founder of the modern Olympic movement, thought in 1892. He believed that the Olympics would bring about a “reduction of the chances of war” and that the games would greatly help “the cause of peace” (Document 1). He believed this because as the founder, he wanted to instill in everyone a sense of unity so that the games would be revived. This peaceful philosophy is shared by the author of Document 6. The Soviet Union’s Olympic Organizing Committee believed that the 1980 Olympics was shaped by the “peaceful foreign policy” that the Soviet Union followed. The USSR believed this because in 1980, the Cold War had just come to a close and they were eager to rejoin the world in a peaceful manner.

Point of View

“the cause of peace” (Document 1). He believed this because as the founder, he wanted to instill in everyone a sense of unity so that the games would be revived. This peaceful philosophy is shared by the author of Document



This is a POV.

No point for this because incorrect

6. The Soviet Union's Olympic Organizing Committee believed that the 1980 Olympics was shaped by the "peaceful foreign policy" that the Soviet Union followed. The USSR believed this because in 1980, the Cold War had just come to a close and they were eager to rejoin the world in a peaceful manner.

This is incorrect. The Cold War did not end in 1980.

You don't have to do POV for every document

Attempt to do POVs for **EVERY** document...Yes, every document.

Do enough correctly and you get into the expanded core!!!!

Example of Point of View

Another perception of sport was that it reflected cultural traits. In a speech in South Africa, an African delegate stressed international ideas by comparing what sports Africans liked to their inability to unite politically. He says that Africans like cricket because they enjoy personal excellence while they disliked Rugby because it required union. This delegate would stress the importance of union in sports because he wants to stress it in politics. Since this is a public speech he might be trying to encourage Africans to unify more as a people. His perception may be altered because he wants to gain support for a united African association (doc. 4).

Example of Point of View

Willy Brandt, Chancellor of West Germany expressed great support for the ECC. Brandt stressed the importance of the ECC and how it might lead to lasting peace in Europe. According to Brandt, the ECC would be as significant to Europe as the Marshall Plan was; however, since Brandt made these comments at Harvard University, he might have chosen the American Marshall Plan to highlight so that he could better connect with the American audience (doc. 9).

Another example

Reverend Sydney Turner expressed support for reorganizing juvenile justice facilities to institutions that stressed building skills over punishment. He argues that juvenile offenders who have the opportunity to experience farm work and gardening would be in a position to embrace nature. This, he argued would discourage young criminals from a life of crime. The fact that Turner was a reverend might have influenced his approach to rehabilitation over punishment. Also, his religious affiliation might also explain his belief that exposure to nature – a product of God – might put more faith in nature than another person. In addition to being a reverend, Turner also is in charge of the Reformatory School, so he has experience with offenders and would have had more opportunities to interact with them and think about ways to reform them (doc. 7).

Hints for POV

- Consider the following about each person
 - Title, position, or job (economic motives, political motives, etc.)
 - Male/female
 - Country or religion of the person (in favor of country or historically doesn't like people from a different country; supports or dislikes a religious group)
 - Date the statement was made (around a war)
- Consider the type of document and why it was created...
 - Political speech, diary entry, newspaper article (what type of paper)
 - Maps, graphs, charts – who created it and why???
 - Pictures, paintings – who paid for it?

Allows for another voice to be heard

- The additional document...
- Something that might change the outcome of your argument
- This is simple, if you do it right...you are really saying whose voice is NOT heard and what their voice would add to the discussion.
 - Women
 - Poor
 - Those who “lost”
 - Workers
 - Ethnic Groups
 - Look for obvious omissions

Where can I put the additional document?

- Officially, anywhere, but just like POV, about ½ of the “additional documents” are wrong, so I say include one per group – REMEMBER TO SAY WHY – ANALYSIS

Political,
including
nationalism

Feminism

Economics

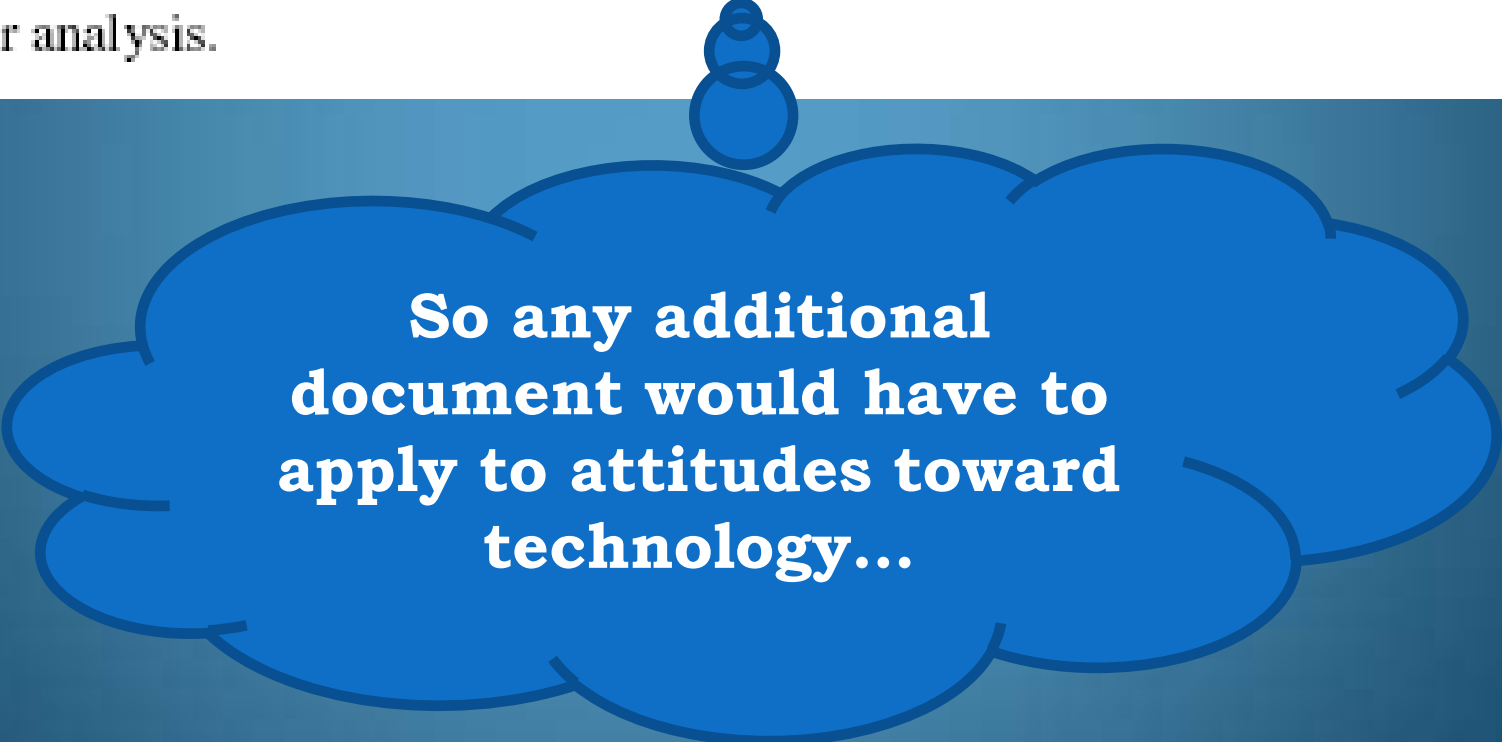
Another one

An additional document from a German Nazi would be useful in seeing how Hitler's regime thought of hosting the Olympics because while there is a document from the 1936 games, ~~there~~ it isn't from the host country's point of view. Also, a document from the average citizen's point of view would be helpful in seeing how the majority of the world viewed the Olympics.

Relate the factors to the Olympics

Another prompt

Using the documents, analyze Han and Roman attitudes toward technology. Identify one additional type of document and explain briefly how it would help your analysis.



So any additional document would have to apply to attitudes toward technology...

Does this count?

An additional document from
the officials in response to the author of Doc 1 would
be helpful in determining better the Chinese value of technology.

Why does only one of these count?

Before beginning, it must be stated that every single document provided is written by somebody in the upper class, giving no insight into how the lower classes or peasants felt about technology. This provides a very limited view point into the different attitudes, as the upper class was not the majority. Plus, there are no documents from women, leaving the reader to guess what women felt about ^{the} technology they used, how it helped them, or was all technology geared toward helping men in those patriarchal societies? A document from either of these sources would provide great insight into the attitudes toward technology in each nation.

Notice what counts here

Additional documents from a laborer's point of view would be helpful on the account of the Hans or Romans, because every document is written by elites or government officials. Also, a woman's point of view on a document would help represent whether or not household tools were invented to help women with their jobs. Both the Han and Roman societies had a clear appreciation for technological advancements, ~~even~~ despite the difference in areas where the technological attention was focused.

Another example

Using the documents, analyze the social and economic effects of the global flow of silver from the mid-sixteenth century to the early eighteenth century. Explain how another type of document would help you analyze the effects of the flow of silver bullion in this period.

Historical Background: Spanish colonial America and Tokugawa Japan led the world in silver production from 1500 to 1750. In the early 1570's, the Ming Chinese government required that all domestic taxes and trade fees be paid in silver.

All this counts...

economic problems ^{and a weak government unable to stop the Manchu invaders} Additional documents that could be
useful would be documents from Ming peasants, to show
their aspect on the restriction of taxes and sales to only
be conducted in silver, in addition to their reactions to the
economic problems (inflation) caused by the huge amount of silver
that flowed to China. Also documents that could be useful
would be the affects that ^{huge} silver mining caused in Japan in order to
compare the effects of the production between Japan and Spain.

Expanded Core

- Forget about it...
- You are going to provide POV for each document and at least 3 additional documents (one per group) – your Expanded Core is met!!!

BASIC CORE		EXPANDED CORE	
Competence	Points	Excellence	Points
1. Has acceptable thesis.	1	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: <ul style="list-style-type: none"> • 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. 	0–2
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1		
3. Supports thesis with appropriate evidence from all or all but one document.	2		
(Supports thesis with appropriate evidence from all but two documents.)	(1)		
4. Analyzes point of view in at least two documents.	1		
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1		
6. Identifies and explains the need for one type of appropriate additional document or source.	1		
Subtotal	7	Subtotal	2

Notice that they usually give the rubric..

Part A

(Suggested writing time—40 minutes)

Percent of Section II score—33 1/3

Directions: The following question is based on the accompanying Documents 1-10. (The documents have been edited for the purpose of this exercise.) Write your answer on the lined pages of the Section II free-response booklet.

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.
- Uses all of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account the sources of the documents and analyzes the authors' points of view.
- Identifies and explains the need for at least one additional type of document.

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