AP WORLD HISTORY
The Five Writing Stages of the DBQ Essay

1. Thesis Statement
2. Author’s Point of View
3. Grouping Historical Documents
4. Translating Historical Documents
5. Additional Historical Documents

DBQ Peer Editing Rainbow: 5 Stages

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1. Thesis Statement
2. Author’s Point of View
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5. Additional Historical Documents

DBQ Peer Editing Rainbow: 5 Stages
The thesis statement is the most important writing phase of the DBQ Essay. It sets up the organization for the essay. When writing a thesis statement be sure to include all parts of the question into the thesis statement. Set up the main themes of the essay with overall details. A thesis sentence may be more than one sentence. Writing a solid conclusion to your DBQ is also crucial because graders have the option to count the conclusion as the thesis statement.
Thesis Statement Practice Prompt #1

Choose the thesis statement that best addresses the following DBQ essay prompt: “For the period 1876-1908, analyze how the Ottoman government viewed ethnic and religious groups within its empire.”

Thesis statement A: “There were many ways in which the Ottoman government viewed ethnic and religious groups.”

Thesis statement B: “Government officials in the Ottoman Empire were able to send out the message that all people in the empire were equal regardless of religion or ethnicity, yet an underlying reality was that the Turks and their version of Islam were superior.”
Thesis Statement Practice Prompt #2

Choose the thesis statement that best addresses the following DBQ essay prompt: “Choose one of the following areas and analyze the changes and continuities in social structure that occurred between 1914 and the present. In your analysis be sure to mention the reasons for the changes and continuities. Areas: Russia or China

Thesis statement A: “Social structure in both China and Russia changed most dramatically from 1914 to the present because of the role of Communism. The plight of lower class workers, however, remained the same in China and Russia.”

Thesis statement B: “Three aspects of society changed dramatically in Russia between 1914 and the present: gender roles, work patterns, and class structure. An important continuity would be the plight of the working class.”
Thesis Statement Practice Prompt #3

Choose the thesis statement that best addresses the following DBQ essay prompt: “Compare and contrast the use of technology and the dynamics of trade in two of the following regions for the periods mentioned.”

China during the Qin and Han Dynasties (3rd century B.C.E. to 3rd century C.E.)
The Mediterranean during the Roman Empire (1st century B.C.E. to 4th century C.E.)
Mesoamerica during the Maya Empire (4th century C.E. to 11th century C.E.)
South America during the Inca Empire (13th century C.E. to 16th century C.E.)

Thesis statement A: “The greatest similarity between the Han and the Roman Empires involved trade since both were linked by the Silk Road and both used the structures of empire to support transportation systems. The greatest difference was in the area of technology since the Roman advances were in architectural technology and the Chinese advances were in aspects such as paper that would appeal to the new scholarly officials.”

Thesis statement B: “In Maya culture the elites used elaborate astronomical observatories and highly complex calendars, and in Inca society the government elites used a complex method of knot tying called Quipu to keep records.”
According to AP World History DBQ guidelines, the author’s point of view must be discussed within a DBQ essay at least twice. When discussing the author’s point of view, it is best to quote and/or translate why the author is biased toward a particular issue or why they have the views they have. The purpose of the following exercise is to show that all documents are not equal and that every author has their own unique point of view.

Martin County Tigers vs. Southfork Bulldogs P.O.V. Exercise
P.O.V. Exercise: Homecoming Football Game
Martin County Tigers vs. Southfork Bulldogs

The annual Martin County Tigers vs. Southfork Bulldogs Homecoming Football Game was played Friday night. Due to family commitments, I was unable to attend the game. The game was decided when Lyle Dankenbring caught a touchdown pass on the last play of the game, giving the Tigers a 14-10 victory. Monday morning when I arrived at school, “everyone” was talking about the “catch” and the victory. What I want to know is what REALLY happened and just how great of a play this catch actually was. Throughout the day I spoke to the several people in an attempt to obtain the truth. As you read each point of view ask yourself, “what is the validity of each person’s (or author’s) point of view and what is their expertise in the area of high school football. Are they biased?
Wide Receiver

Lyle Dankenbring, Martin County wide receiver who caught the winning pass:

“Did you see that catch?! I mean it was great! Man I knew I had it! That d-back was nothing! I ran right by him and just reached out and pulled it in. Focus, real focus! We’re number 1!

Where does this person’s (or author’s) point of view come from? Is he biased?
Cheerleader

Morgan Naylor, Martin County Cheerleader Captain:

“It was a totally awesome catch! We won the game and, like totally disgraced that other team. I knew we would win after our half-time show, and we did! We rock! Go Tigers! Those Southfork guys had no chance. And you should have seen those Southfork girls! Their cheers were sloppy and screechy. No wonder we won! We’re number 1!

Where does this person’s (or author’s) point of view come from? Is she biased?
Defensive Back

Demetrius Johnson, Southfork Defensive back who covered Dankenbring:

“We were robbed. That guy never caught the ball, he was lying there on the ground and the ball fell in his hands. He pushed me and the ref never saw nothing. Martin County is nothing but a bunch of cheats!

Where does this person’s (or author’s) point of view come from? Is he biased?
Coach

Juan Kalb, Offensive Coach, Martin County High School:

"Great catch! Unbelievable! Lyle has heart and no quit in him. When it mattered I knew he would come through. He’s tough, a real gamer! I had the team focused. We were ready to play. Never a doubt!

Where does this person’s (or author’s) point of view come from? Is he biased?
Referee

Owen Dyson, Football Referee, excerpt from his game report to the Florida High School Activities Association:

“It was a clean and simple catch resulting in a touchdown. No penalty was involved.”

Where does this person’s (or author’s) point of view come from? Is he biased?
Grouping Historical Documents

- According to AP World History DBQ guidelines, the grouping of historical documents must be done within a DBQ essay at least twice.
- When grouping historical documents, they must be placed or “translated” into proper groupings. In other words, the grouping of documents must make sense and present at least two sides of an issue or argument.
- Historical documents can be organized into main groups, groups within main groups, and cross groupings.
DBQ Essay: Muslim and Christian views toward merchants and trade from the origins of Christianity and Islam until 1500.

Documents 1, 3, 4, and 6 support Christian views towards merchants and trade. For example, in document 1........
DBQ Essay: Muslim and Christian views toward merchants and trade from the origins of Christianity and Islam until 1500.

Documents 1 and 6 support Christian views towards merchants and trade when it comes to the original views Christians had towards merchants and trade. For example, in document 1........
Cross Groupings

DBQ Essay: Muslim and Christian views toward merchants and trade from the origins of Christianity and Islam until 1500.

Documents 1 and 5 support Christian and Muslim views against merchants and trade. For example, in document 1........
According to AP World History DBQ guidelines, the translation of historical documents must be discussed throughout the entire DBQ essay. Translations of all but one of the given historical documents within a DBQ essay prompt are required. When translating historical documents, it is best to not only translate the meaning of the historical documents, but to also translate how the documents fit into unique groupings and support those groupings.
Translation Example

DBQ Essay: Muslim and Christian views toward merchants and trade from the origins of Christianity and Islam until 1500.

Document 1 supports Christian views against trade. For example, when Jesus says that “It is easier for a camel to go through the eye of a needle than for a rich man to get into heaven”, he is saying that there is no way that a rich man will get into heaven because there is no way that a camel can fit through the eye of a needle. This document supports the original view of Christians toward merchants and trade because Jesus in the founder of Christianity.
According to AP World History DBQ guidelines, an additional historical document must be discussed within a DBQ essay at least once. When discussing the additional historical document, it is best to argue how the additional historical document will help support the argument of the essay. Additional historical documents used could be any historical document and does not have to necessarily exist. Some examples of historical documents that could be used include government documents, treaties between nations, maps, ship manifests or logs, trade documents, letters to Kings/Queens, etc.
Government Documents and Treaties between Nations
Maps
Ship Manifests or Logs
After your DBQ is written, it will be peer edited according to the “DBQ Essay Peer Editing Rainbow”.

DBQ Essay Rainbow

Examples

DBQ Rubric Rainbow

DBQ Rubric

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DBQ #1: Christian and Muslim Views Toward Merchants and Trade

From the origins of religion until 1500, Christian and Muslim views toward merchants and trade varied. During the time of Jesus, Christian views were against merchants and trade, but these views slowly changed over time and eventually supported merchants and trade. On the other hand, Muslim views (from the time of Muhammad) supported merchants and trade, but these views also slowly changed over time to eventually not support merchants and trade.

Documents 1, 3, 4, and 6 support Christian views toward merchants and trade. For example, document 1 implies Christianity because it is a direct quote from Jesus. When Jesus says “it will be easier to fit a camel through the eye of a needle than for a rich man to get into the kingdom of heaven” he means that there is no chance for a rich man (merchant or trade) to get into the kingdom of heaven. The point of view in document 1 is biased because the author is Matthew, the author of one of the four gospels and who is therefore one of the utmost authorities on Christianity. An example of an additional document that would make the argument of Christian views and Christian bias more clear would be the entire gospel of Matthew. This would strengthen the argument of the Christian side because it would define Christian views and bias more clearly.