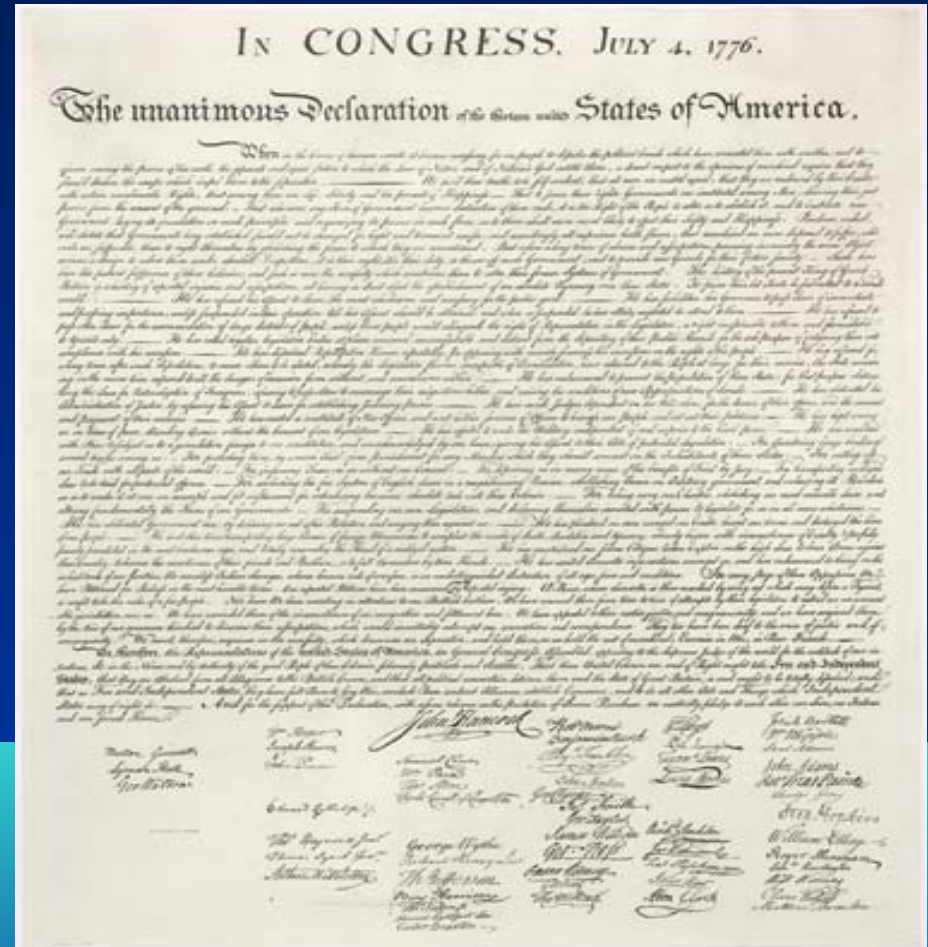


Lesson 3

- Using Documents in the DBQ
- Thanks to Keith Wood, Honors English and AP U.S. History Teacher, Murray High School, Murray Utah. Edited slightly for VCHS use.




Document-based questions (DBQs) require you to do several things well.

- You must understand the prompt and come up with an “answer” that will be your thesis.
- You must come up with a list of PEPS (People Events, Places, Significance) for the time period.
- You must use all of the documents that are provided.
- You must write a clearly organized and well-written essay.



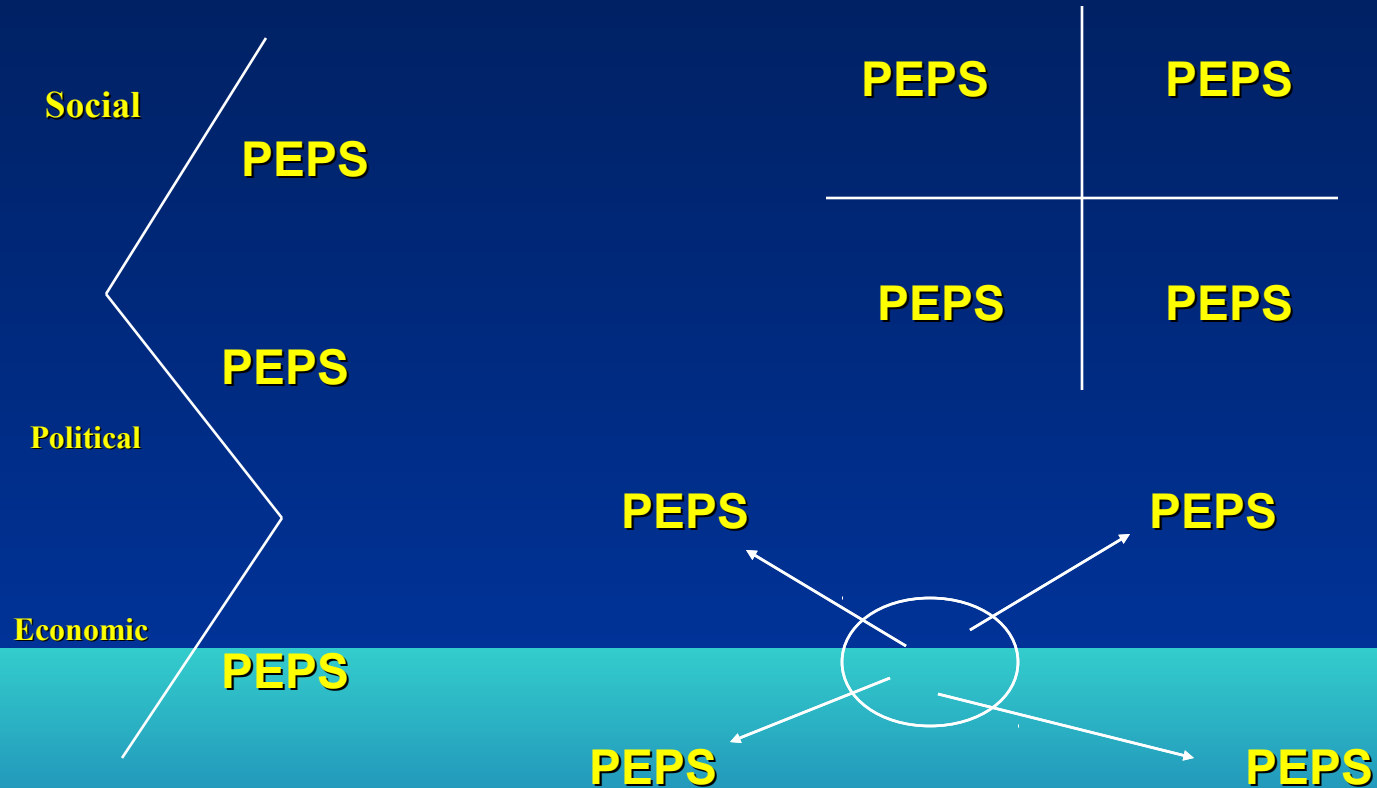
General information about the documents

- All of the documents will be relevant to the topic.
 - Plan on using all of the documents provided.
 - Sometimes the date or the author in the source notation may be significant.
 - The documents are generally presented chronologically.
 - Pay special attention to cartoons, charts, & graphs.
- 

Tip #1

- Read the prompt thoroughly several times. Make sure you fully understand the whole prompt.
- Identify the time period you are dealing with.
- Brainstorm
 - write down all of the relevant information (PEPS) you can think of BEFORE reading the documents.
- Sketch an outline of how your essay will be structured. . .

Outlines do not have to be formal, just sketch a structure



Tip #1 Summary

- You have quickly done some very important preparation for the essay.
 - You have carefully read the prompt several times.
 - You have “answered” the prompt, decided your thesis direction.
 - You have quickly jotted down some PEPS that you can use to support your thinking.
 - Organized this information.
- Now you are ready to deal with the documents.

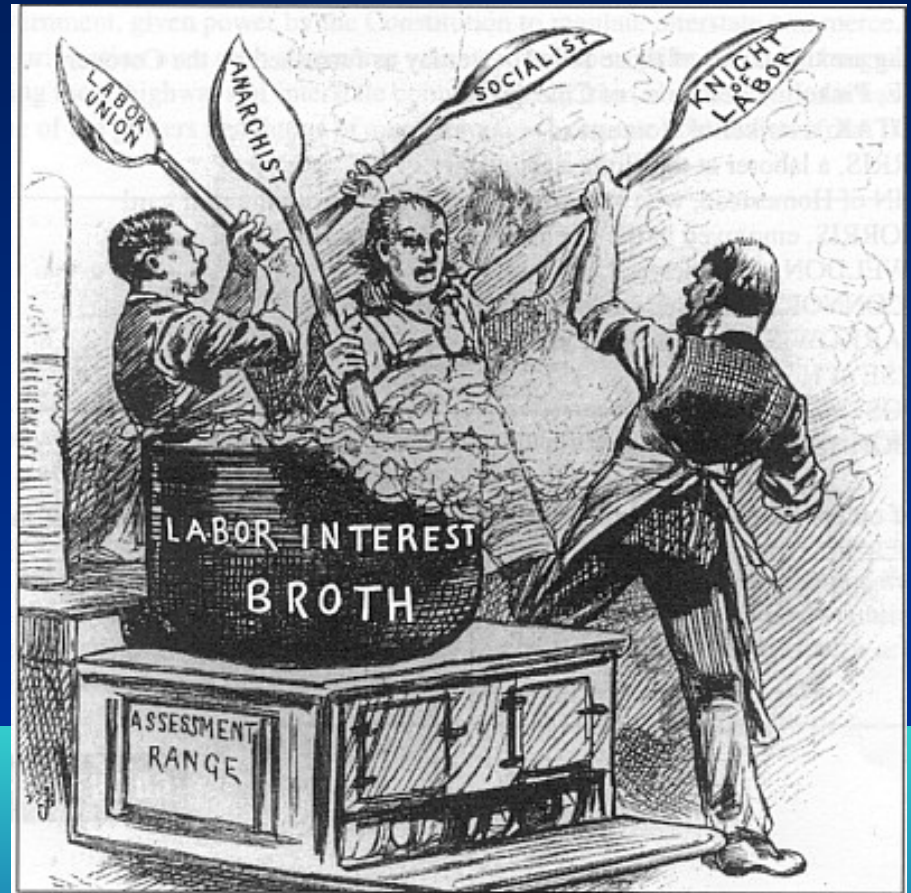
Tip # 2

- Quickly read all of the documents.
- As you go, indicate where on your essay “outline” they will go.
- Remember to consider the dates in the source material.
- Underline any unusual phrases.
- Jot down any quick summary thoughts about the documents as you read.



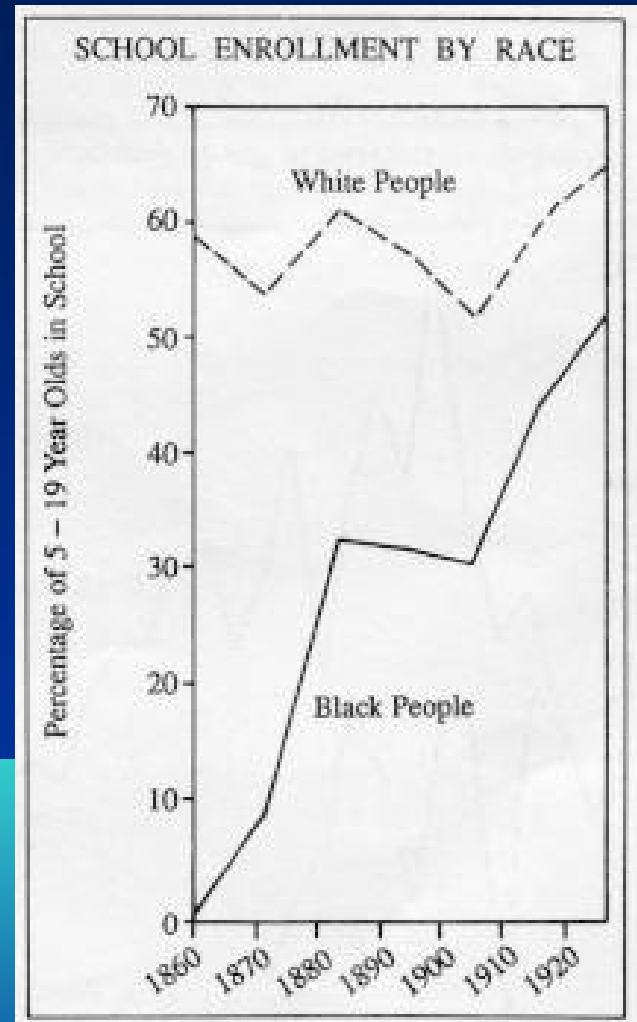
Tip #2 (continued)

- Look carefully at political cartoons.
- Pay attention to any small print.
- Jot down a quick summary of what the cartoon is trying to tell you.



Tip #2 (continued)

- Graphs and charts are important, look at them carefully.
- Note the dates.
- Notice that they frequently show change over time.
- Jot down a quick summary of what they indicate.



Tip #2 (continued)



- Notice dates, especially on pictures.
- The picture on the left is dated 1915; the picture on the right is dated 1919.
- What had changed for working women in those years? Why?

Tip # 2 (continued)

- Look very carefully at data presented in charts.
- Look for
 - trends,
 - for changes over time,
 - for sudden changes.
- Summarize what the chart tells you in a quick sentence.

VOTING IN SELECTED STATES IN THE 1968 ELECTION
(with voting totals for all states)

CANDIDATES FOR PRESIDENT AND VICE PRESIDENT
Democratic-Hubert H. Humphrey; Edmund Muskie
Republican-Richard M. Nixon; Spiro T. Agnew
American Independent Party George C. Wallace; Curtis LeMay

(in thousands)

Electoral Vote

State	Dem	Rep	AIP	D	R	AIP
Alabama	197	147	691			10
Arkansas	188	191	241			6
California	3,244	3,468	487		40	
Florida	677	887	624		14	
Georgia	344	380	536			12
Illinois	2,040	2,175	391		26	
Indiana	807	1,068	243		13	
Kentucky	398	462	193		9	
Louisiana	310	258	550			10
Maryland	538	518	179	10		
Mass.	1,469	767	87	14		
Michigan	1,593	1,371	332	21		
Miss.	151	89	415			7
Missouri	791	812	206		12	
New Jersey	1,264	1,325	262		17	
New York	3,378	3,008	359	43		
N. C.	464	627	496		12	1
Ohio	1,701	1,791	467		26	
Oklahoma	302	450	192		8	
Penn.	2,259	2,090	379	29		
S. C.	197	254	215		8	
Tenn.	351	473	425		11	
Texas	1,267	1,228	584	25		
Virginia	442	590	322		12	
Wisconsin	749	810	128		12	
Totals of all 50 states	31,275	31,785	9,906	191	301	46

Having read the documents. . .

- Go back and add the documents to your essay outline.
- Remember, you must use outside information AND the documents to respond to the essay prompt.
- Make sure that you have both—outside information and documents—to support each point of your essay.



Tip #2 Summary

- You have now spent about 15 minutes
 - Reading the prompt,
 - Brainstorming and listing relevant information,
 - Planning a basic structure for your response,
 - Putting your information onto the essay structure,
 - Reading the documents,
 - Adding the documents to your essay outline.



Tip #3: Writing the essay

- Refer to the document, NEVER quote them at length—no more than a quick phrase or three or four words!
- Don't *explain* the document. Simply *refer* to it to support your thesis.
- Refer to the author of the document: “In Lincoln’s letter” or “Horace Mann makes the point” or “in the Nast cartoon.”
- Cite every document by using its letter, e.g. (A). You don’t need to say (doc. A).

This document appeared in the 1999 DBQ. Notice the source note.

Document A

Source: Pennsylvania Gazette, 1754



The most significant thing about this document is the date, 1754, in the source note.

- This document was intended to bring to mind the following:
 - The 1754 meeting of the London Board of Trade,
 - Benjamin Franklin, printer from Philadelphia and colonial agent,
 - Franklin's Albany Plan of Union,
 - The Albany Plan of Union's provisions for a colonial legislature,
 - The ultimate failure of the colonies to accept the Albany Plan of Union in 1754.

This document might be used like this:

An excellent indication that the colonies were unwilling to act together in a unified way is their failure to accept Franklin's plan for a colonial legislature as put forth in his 1754 Albany Plan of Union. The cartoon expresses Franklin's contention that the colonies must act together or "die" (A). Yet very few of the colonial assemblies were willing to accept this contention.



Here is a text passage from a recent DBQ and a sample essay reference:

Document I

Source: Elizabeth Cady Stanton, Seneca Falls Declaration, August 2, 1848.

... But we are assembled to protest against a form of government, existing without the consent of the governed--to declare our right to be free as man is free, to be represented in the government which we are taxed to support, to have such disgraceful laws as give man the power to chastise and imprison his wife. ... And, strange as it may seem to many, we now demand our right to vote according to the declaration of the government under which we live.

One of the most significant attempts to extend democratic ideals throughout society was that organized by the women's movement in the late 1840s. Meeting at Seneca Falls, NY, a group of women brought together by Lucy Stone, Lucretia Mott, and Elizabeth Cady Stanton demanded their right to vote and their right to be represented in the government (I). These are the most fundamental and basic of rights in a genuinely democratic society.

Lesson 3 Summary

- Understand the prompt—the time period and any terms that need defining.
- Produce a brainstormed list of relevant and useful fact FIRST, before reading the documents.
- Organize how you will use both the outside information and the documents.
- Use all of the documents without quoting them and citing them as you go.
- Write a clear and well-organized essay that demonstrates an understanding of the prompt.

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