

# Writing the DBQ

# AP Exam – FRQ Section

## Composed of:

DBQ (45 minutes)

LEQ(40 minutes)

PLUS - “Reading” time (15 minutes)

Recommended: DBQ – 10 Min. / LEQ – 5 Min.

Do LEQ read and plan FIRST

Do DBQ read and plan SECOND

# DBQ “Reading Time”

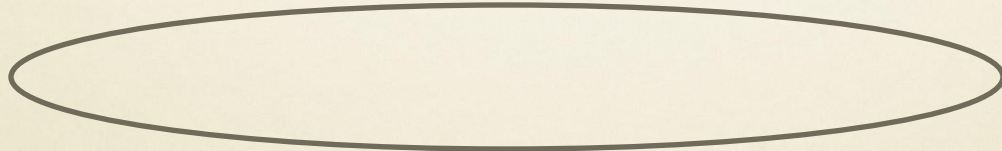
1. **Read and break down the DBQ Question**
2. Brainstorm SFI's and create PRELIMINARY categories
3. Read the documents
4. Create FINAL categories, assign documents to categories, write thesis statement

# Question Breakdown

1. Compare and contrast views of United States overseas expansion in the late nineteenth and early twentieth centuries. Evaluate how understandings of national identity, at the time, shaped these views.

Time Period –

Task –



What Historical Skill is targeted?

Historical Context –

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NOW PICK A SIDE

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# Related Outside Information



Don't forget me!



List SFI's that will eventually make it into your categories as part of your discussion and analysis. List RED FLAG items you MUST discuss then separately list other items that are from other time periods, other parts of the world or less directly related.

# Creating Categories

Create Categories (Main Points) based on the side you picked

Try to create three categories

Avoid using the “built in” categories if there are any

Categories should CLEARLY support the side you picked

After creating preliminary categories, read (skim) the documents

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# Document Reading

- Sourcing (Title, Author, Date) – What can you infer from this?
- Underline or note key terms, ideas, etc.
- Determine POV (Where do they agree or disagree with your assertion?)

## Document 4

Source: Jane Addams, social reformer, "Democracy or Militarism," speech given in Chicago, 1899.

Some of us were beginning to hope that . . . we were ready to accept the peace ideal . . . to recognize that . . . the man who irrigates a plain [is] greater than he who lays it waste. Then came the Spanish war, with its gilt and lace and tinsel, and again the moral issues are confused with exhibitions of brutality. For ten years I have lived in a neighborhood which is by no means criminal, and yet during last October and November we were startled by seven murders within a radius of ten blocks. A little investigation of details and motives . . . made it not in the least difficult to trace the murders back to the influence of the war. . . . The newspapers, the theatrical posters, the street conversations for weeks had to do with war and bloodshed. The little children on the street played at war, . . . killing Spaniards. The humane instinct . . . gives way, and the barbaric instinct asserts itself.

# Document Breakdown

- After reading the documents, do you need to adjust your categories or even change the side you picked?
- Remember, you will use your analysis of the documents to support your main points!

# DBQ “Reading Time”

1. Read and break down the DBQ Question
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# Example DBQ

1. Compare and contrast views of United States overseas expansion in the late nineteenth and early twentieth centuries. Evaluate how understandings of national identity, at the time, shaped these views.

## Thesis:

*Although many in the press and business world ardently supported American expansionism, of greater historical significance were the views of opponents in Americans society, including the championing of democratic ideals, rejection of violence and militarism, and fears about overextension of Americas government and resources.*



# For Each Document

**Identify it** – Say what it is! (Think - Title, Author, Date)

- Examples: *The political cartoon ... In the excerpt ...*

**Verb it-** Say what it is *doing!*

- Examples: (asserts, explains, states, demonstrates, etc.)  
*In the excerpt from \_\_\_\_\_ the author explains...*

**Explain it** – What is the Main Idea in relation to your argument?

- Example:

*In the excerpt from The Impending Crisis of the South, Hinton Helper asserts that the institution of slavery was harmful to the economy of the South.*

# Citing sources in a DBQ

- DO NOT SAY “According to Doc 1...” or anything along those lines!!!

- Refer to the document by title or author:

*“A toast given by Naval Officer Stephen Decatur following the War of 1812 illustrates growing nationalist sentiments”*

- At the end of your sentence, give a parenthetical reference (Doc 1)

Source: Jane Addams, social reformer, "Democracy or Militarism," speech given in Chicago, 1899.

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*In a speech delivered by Jane Addams in 1899 she asserted the view that increased militarism and glorification of the Spanish American War led to increased violence in American communities.*

One of the more passionate appeals in opposition to American expansion during this time was the rejection of violence and militarism. Many prominent individuals from both religious and secular arenas were vocal with their disgust at the brutality associated with the Spanish American War. These voices included organizations like the Anti-Imperialism League and important figures such as future President Grover Cleveland and industrialist Andrew Carnegie. Congressional Investigations revealed the extent of the horrors and shocked many Americans. In a speech delivered by Jane Addams in 1899 she asserted the view that increased militarism and glorification of the Spanish American War led to increased violence in American communities. (Doc 1) Addams' intended audience was most likely comprised mainly of middle class women deeply involved with the Progressive Era reform movements. These were women already mobilized to make change in American society and political policy. Their influence therefore could be instrumental in shaping public opinion and they would likely be responsive to an argument which identified how violence abroad could lead to violence at home. This argument clearly illustrates the nature of opposition to violence and militarism as negative for American life. These sentiments were in many ways similar to those of Gulf War opponents in the 1990's. Many decried the coverage by American media as desensitizing. They also feared public celebrations and parades following the war would lead to glorification of the combat experience and promote violence as the solution to international conflict.



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# Essay Structure:

For multiple documents in a paragraph, repeat the Green (if necessary) and Pink sections. Purple (contextualization) only once in the essay.

Aim to create a Four to Five paragraph Essay (depending on 2 or 3 main points):

- Intro Paragraph
  - Thesis statement with three main points – last sentence
- Two to Three Body Paragraphs
  - One for each main point
  - Analyze at least one document in support of each point
- Conclusion Paragraph
  - Good spot for Counterargument with a document AND contextualization
  - Restate thesis

# In summary: Strategies for writing the DBQ Essay

Before you Read	While you Read	As you Write
<ol style="list-style-type: none"><li>1. <b>Recall</b> what you know about the time period.</li><li>2. <b>Read</b> the source information for each document.</li><li>3. <b>Recognize</b> the possible opinions that could be compared and contrasted.</li></ol>	<p>Annotate:</p> <ul style="list-style-type: none"><li>• Words, phrases, and/or visual cues that <b>help you place the document into a group that helps you answer the question</b></li><li>• Words, phrases, and/or visual cues that <b>help you activate background knowledge.</b></li><li>• Words, phrases, and/or visual cues that <b>help you understand the document's bias.</b></li></ul>	<ol style="list-style-type: none"><li>1. Have a clear thesis statement</li><li>2. Group documents and compare the groups</li><li>3. Don't shy away from complexity!</li></ol>