**Writing a Document Based Question** Due Jan. 8th

Section A: Answering the DBQ questions

1. For each document, carefully read the document-based question/s. Consider what you already know about the topic. How would you answer the question if you had no documents to examine?
2. Now, read each document carefully, underlining key phrases and words that address the document-based question.
3. Based on your own knowledge and on the information provided in the document, answer the question that follows each document.
4. DBQ answers MUST be in complete sentences.

**Section B:** Identify two ways women supported revolutionary efforts through political activism. Use specific details to explain how women organized themselves and their efforts.

Writing an Introduction

* Look at the Historical Context and the question.

Example:

The Revolutionary period:

Politically active female colonists

The ladies association of Philadelphia

The cause of American independence

You may wish to start your thesis with something like, “Based on the documents it is clear that……”

When writing your thesis make sure you answer the prompt by identifying TWO ways women supported political activism (SPECIFICALLY).

Writing the Body

* You MUST use at least ½ of the documents PLUS one more.
* SUMMARIZE the information from the documents and put them in your own words and ADD outside information if you wish, don’t just copy directly from the documents.
* You MUST properly cite the documents
  + Mention the title or author of the document first
  + After the sentence, show the document number

Examples:

Keohane states, “….” (Doc. 1).

It is not necessary to cite outside information.

* You MUST write a paragraph for each topic (WAY women supported political activism) discussed.

**IMPORTANT!!** Here are the most common mistakes you should avoid.

1. **restating** the content of the document is NOT the same as analysis.
2. After you have stated the content **explain** how it answers prompt / relates to your thesis …….

* For example, ….This means that, therefore it is clear that…. therefore this shows that, this tells us that…. This is useful because…..

POV/Reliability

Identifying the source of the document in the essay does NOT constitute **POV**

Make a comment on how the POV is affected by the authors position on society, the type of document he reliability of the source or the tone / intent of the author.

**Check the website for examples of acceptable POV analysis.**

Writing the Conclusion

* Restate the thesis statement in the first sentence.
* Summarize the body paragraphs using examples.

Scoring Guidelines

All of the questions in Part A are worth **two points.** You are being graded on your ability to understand the document and extract information from it in a clear and concise manner. **For further guidance on how to complete these questions go to:** <http://regentsprep.org/Regents/global/examoverview/shortanswer.cfmThe>

DBQ Long Answer will be graded using the rubric below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Historical Knowledge and Understanding | The student understands the meaning of all the documents and uses relevant outside supporting details (evidence) to support her thesis  (10) | The student understands the meaning of the documents (may misinterpret one) and uses outside supporting details (evidence) to support her thesis  (8) | The student understands the meaning of the documents (may misinterpret two) and uses adequate outside supporting details (evidence) to support her thesis  (6) | The student misunderstands the meaning of many the documents (and uses rarely uses adequate outside supporting details (evidence) to support her thesis  (6) | Little evidence of historical understanding and knowledge. (2) |
| Critical Thought and Argumentation (5 marks) | Uses and applies critical thinking skills with a high degree of clarity, effectiveness, and recognition of  different perspectives (5) | Uses and applies critical thinking skills with some degree of clarity, effectiveness and recognition of  different perspectives. (4) | Uses and applies critical thinking skills with an adequate degree of clarity and effectiveness (3) | Uses limited critical thinking skills; presents facts without arguing; writing lacks clarity. (2) | Shows little or no critical thought (1) |
| Point of View / Reliability | Analyzes point of view or the reliability of a document. Point of view explains why this particular person might have this particular opinion or what particular feature informs the authors point of view. The student must move beyond mere description by identifying a plausible tone, the characteristics of the author, the intended audience, and/or how the intended outcome may have influenced the authors opinion. (5/4) | | Analyzes point of view in one document. Point of view explains why this the author, said what he said and who the intended audience was. | Student provides only a description of the POV and attribution. AND/OR has made a mistake with one POV. | Student has totally misinterpreted the POV. |
| Focus (2 marks) | Knowledge shown is focused, sustained, detailed and relevant to the question. (2) | Knowledge shown is generally focused and relevant to the question (1.5) | Knowledge shown is limited and/or of marginal relevance to the question (1) | Knowledge shown is only partially focused and relevant to the question. (.5) | Response shows little or no understanding of the question. (0) |
| Communication and Clarity (2 marks) | Very few or no mechanical errors, varied sentence structure with a high degree of clarity. (2) | Limited errors that have little or no effect on clarity; varied sentence structures with clarity. (1.5) | Some mechanical errors that have minor effects on overall communication and clarity. (1) | Many mechanical errors: spelling, grammar, sentence structure and word choice. Clarity is limited. (.5) | Mechanical errors are numerous and greatly effect overall communication and clarity. (0) |
| Structure and Organization (2 marks) | Clear and specific thesis, logically developed paragraphs, clear transitions, and effective conclusion. (2) | Focused thesis, accurate paragraphing, good flow and conclusion (1.5) | Vague thesis, adequate paragraphing, some development and attempted conclusion. (1) | Attempted structure, but problems with introduction, paragraphing and conclusion. (.5) | No clear evidence of structure. (0) |