

Name: _____

Period: _____

AP World DBQ Plan

Step 1: Understand and Analyze the Documents!

In order to write great historical analysis, you MUST have a good understanding your evidence!

- What is the main point of the document? How does it connect to the question and to other documents?
- Source the documents. Remember “HAPPY!”
 - Historical Context: What is going on in the time period that affects the author or source? Why does it matter?
 - Audience: Who is this written for? How does that affect how you interpret the document?
 - Point of View: How could the author’s nationality, class, race, gender, religion, occupation, etc. influence their views? Is this document reliable based on the information from the source or the author?
 - Purpose: Why is the Author writing it? What is their intent or goal? Is this document reliable?
 - WhY: Why does the analysis of the “HAPP” that you chose matter?

Document	What is the significance of the document? How does this document answer the question/connect to others?	Pick ONE “Sourcing” Element to Analyze. (Remember... HAPPY! Don’t forget the WHY!)
1:		
2:		
3:		
4:		
5:		
6:		
7:		

Step 2: Outside Information

What is some **SPECIFIC, RELEVANT** information that connects to the question?

- This CANNOT already be in the documents!
- Think about what you know from class, the text, etc. that would be RELEVANT to the question at hand?

Step 3: Argumentation

In order to create an effective argument, you have to explicitly illustrate relationships among historical evidence. This means linking “like” documents together into paragraphs. It’s not just grouping docs together, though. You have to create an argument with ALL SEVEN DOCUMENTS! How can you do this?

- Sometimes one paragraph explains your argument, and other paragraph(s) either contradicts, corroborates (confirms/supports), or qualifies (make less “absolute”/add reservations to) the argument you made.
- In this chart, you need to make clear: the main idea of the paragraph (a topic sentence?), how it connects to the question, and the documents that would fit in this paragraph.

Argument 1 What is the main idea, why/how are these grouped together? What docs are you using as support?	
Argument 2 What is the main idea, why/how are these grouped together? What docs are you using as support?	
Arg. 3 (As Needed) What is the main idea, why/how are these grouped together? What docs are you using as support?	

Step 4: Thesis Statement - Use your arguments/groups to help you create your thesis.

- Make sure your thesis answers the question that is asked – don't "hijack" the question. ☺
- I should be able to see your "arguments" in the thesis statement.

Step 5: Contextualization - This is typically your introduction.

- It sets up the argument. It is multiple sentences long, not just a phrase or a few words. You are "situating the argument" by explaining the broader historical events, developments, or processes immediately relevant to the question.
- Remember to make this broad, and to not connect it to just one document. It's a "big picture" situation.
 - What are the main events/ideas/ movements that take place AT THE SAME TIME these were published?
 - What are the "big picture" events during this time?
 - Why is it directly relevant to the question? **YOU HAVE TO MAKE THAT CONNECTION!**

Step 6: Synthesis – This is typically in your conclusion.

- You must **EXTEND** the argument **BEYOND** this time period, geographic region, or historical theme to another time period, geographic region, or historical theme.
- You must **EXPLAIN** how it connects to the other time, place, or theme.
 - What are the main events/ideas/movements that take place BEFORE/AFTER this topic?
 - Are there relevant events/ideas/movements happening in a DIFFERENT PART OF THE WORLD (a part that is not addressed by this question)?
 - Is there a different historical THEME that could be relevant here? (This one is hard to get, careful!)

