

Document Analysis



EUROPEAN HISTORY SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

It is suggested that you spend 15 minutes reading the documents and 40 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

Document Sourcing

- Authors Point of View: Who is the author? What relationship to these events did they have? What types of bias might the author have? Why might this matter? (consider social class, gender, nationality, occupation, religion etc.)
- Authors Purpose: Why was this document created? Is it informative? Persuasive? The type of document might help you e.g. speech vs. newspaper article etc.
- Historical Context: How does this document fit into the time period it was created? How might this help historians to interpret this document?
- Audience: Who did the author think would read/see this document? Consider public vs. private statements and how distant the author was from events discussed in the document

Sourcing the Documents

Please do the following for each document:

- Carefully read each document
- For each document, on a separate piece of paper you can turn in, write out the sourcing info
- Be prepared to discuss your ideas about each document with the class



Using the Documents in the DBQ

- Use and mention specific documents in your response
- DON'T just summarize them – use them to further your argument; tie them to the prompt in some way
- Also, DON'T just quote them; there is no need to use quotes, but if you do make a point with the quote
- Cite the source by naming the author and/or document number to ensure the grader knows what you are up to

Writing/Outlining Task

Based on your examination of the documents complete the following:

- ***Write a thesis*** for the prompt
- ***Outline*** several body paragraphs that address the prompt including specific references to the documents
- ***Write out*** a complete conclusion

The Prompt: Compare and Contrast the impact of European exploration on both Europe and the Americas.

