

# Exam #2 Review



# DBQ Strategies

- DON'T JUST REVIEW CONTENT
- Review how to write the DBQ
  - Examine the rubric – know how to earn the various points
  - Review the sample DBQ essay's online and read the AP Commentary
  - Watch the Tom Richey DBQ videos (even if they are about APUSH it is the same task so the advice still holds)

# Material From Unit 3

- **State Building** (Louis XIII, Cardinal Richelieu, 80 Years War, Building centralized cohesive states)
- **The English Civil War and Glorious Revolution** (Causes, events of, outcomes, James I – James II, English Bill of Rights)
- **Continuities and Changes of Economic Practice** (Agricultural revolution, enclosure, cottage industry and putting out system)
- **Mercantilism**
- **Dutch Golden Age**
- **Balance of Power** (Dutch war, War of Spanish Succession)
- **Absolutist Approaches to Power** (Peter the Great, Louis XIV)
- **Comparing Absolutism and Constitutionalism**

# Material From Unit 4

- **Context of the Scientific Revolution and Enlightenment** (role of ancient Greek/Roman thinking, Aristotle-Ptolemy)
- **The Scientific Revolution** (Scientific thinkers like Copernicus, Bacon, Descartes, Galileo, Newton, Harvey)
- **The Enlightenment** (Impact of new ideas on society, Voltaire, Diderot, Locke, Rousseau, coffeehouses, women's rights, Adam Smith, deism)
- **18<sup>th</sup> Century Society and Demographics** (changing population trends, growth of cities)
- **18<sup>th</sup> Century Culture and Arts** (Increasing literacy and education, growth of literature)
- **Enlightened and Other Approaches to Power** (Eastern Enlightened Absolutism)
- **Causation in the Age of Sci. Rev. and Enlightenment**

# Your Essay

- In the introduction include both **CONTEXTUALIZATION** and a **THESIS**
  - **CONTEXT** – a brief (2-3 sentence) overview of the issue in question, but try to include specifics
  - **THESIS** – a one to two sentence thesis that takes a position on the question asked. Include a brief rationale for your position and a brief overview of what you plan to discuss in your paper
- **START BODY PARAGRAPHS WITH ARGUMENTS**
- **DO NOT WRITE A DOCUMENT BY DOCUMENT PAPER**
- **USE DOCUMENTS TO SUPPORT YOUR ARGUMENTS**

# **DBQ Response Guidelines**





**WHEN YOU HAVE TO DO A DBQ**

**BUT THEN REALIZE YOUR TEACHER IS GOING  
OVER HOW TO EARN EVERY POINT**

# Directions

**In your response, you should do the following:**

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt



# Point 1: Develop a Thesis...

- Your historically based opinion that addresses all aspects of the question
- ANSWER THE QUESTION!
- Have specific reason(s) for why you have your answer
- **MUST MAKE A CLAIM** on the question

## Point 2: Contextualization

- In 2-3 sentences in the introduction put the question into its historical context
- Talk about events/ideas/influences from either before or after the topic of the prompt
- **My Pro Tip:** do this *twice* – once in the intro and once in the conclusion

# Point 3: Accurately Describe 3 Documents

- **NO QUOTES**
- **NO QUOTES**
- **NO QUOTES**
- Do describe the documents in your own words
- Do this for at least **THREE** documents

## Point 4: Use SIX documents to support an argument

- Have arguments that support your thesis
- USE the documents to support your arguments (as evidence)
- You can also use them as part of a counter-claim that you disagree with
- Do this with **SIX** documents

## Point 5: Include Relevant Knowledge Beyond the Documents

- You need to know something
- It needs to be relevant to the prompt/thesis
- It needs to be part of an argument

# Point 6: Source **THREE** Documents

- For **THREE** documents, while using them as part of an argument you need to discuss **ONE** of the following is relevant to your argument:
  - The author's **POINT OF VIEW**
  - The author's **PURPOSE IN CREATING THE SOURCE**
  - The author's **HISTORICAL CONTEXT/SITUATION**
  - The author's **AUDIENCE**

# Point 7: The Bonus Point

- Throughout the essay the quality of your response will show a “Complex Understanding”
- This point is not really earned by doing a specific task
- It is awarded more holistically for the overall quality of the essay
- This could include – having counter claims, examining multiple factors and perspectives, considering multiple variables and points of view