DBQ: Document Based Question (25% of your AP score)

You will be judged on your ability to formulate a thesis and support it with relevant evidence

You will typically be asked to relate the documents to a historical period or theme

• 55 minutes (15 minute “reading period” 40 minute “writing period”)
• There will always be seven documents (Where suitable, documents will include maps, charts, graphs or pictures) (ONE LEAST document will be a visual)
• You must use at least six of the documents CORRECTLY (so, use 7)
• You MUST bring in outside evidence NOT included in the documents

KEY TO SUCCESS: SPEND GOOD TIME ANNOTATING THE DOCS WITH THE PROMPT IN MIND!!!!

Don’t forget the topic sentences- discussion of documents per paragraph MUST support your topic sentence!

Don’t forget transition sentences
NOTE: All 7 Rubric Points are identified and explained for you in the directions!

- Each point earned independently
- NO double jeopardy
- Unique evidence required for each point
- NO double dipping

WORLD 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)
THESIS Reminders:

• ANSWER THE PROMPT!
• Place in the INTRODUCTION
• Identify which historical thinking skill the prompt is assessing:
  • Comparison
  • Causation
  • Patterns of Continuity and Change Over Time
  • Periodization
• SET the STAGE with CONTEXTUALIZATION: situate your argument in the broader historical developments/events of the prompt (WHAT INFLUENCED your topic/question)

• (Think HORIZONTAL = events/developments that LED up to your event: you are setting the stage)

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What was happening at the time the event happened (or the document written) that might have had an influence?
**THESIS**

**ANSWER THE QUESTION**

(Summarize = what happened)
(Analyze = WHY it happened)

**AVOID thesis killers:**

VERY, MANY, THINGS, STUFF, LOTS, SOMETIMES, ALWAYS

(Your thesis can be one or two sentences but MUST be in the opening paragraph)

• Historically defensible claim
• Answer all parts
Prompt:

1. Using the documents provided and your knowledge of World History, analyze the degree to which communist movements affected women’s struggle for rights in the twentieth century.
Thesis Example that Works:

“Communism furthered the struggle for women’s equality in the 20th century, but not as much as it said it did as shown by how women fought for their own rights, how others fought and viewed women’s rights, and how women were equal in theory, but not in actuality.”
One that doesn’t work:

“Women in some of these countries (Vietnam and China) were given rights, but in most countries they continued to be held back from gaining power (USSR, Cuba, Romania).”
Reminders:

• AFTER analyzing your documents, organize them by paragraphs that focus on a single ARGUMENT that addresses the prompt. (RECOGNIZES HISTORICAL COMPLEXITY)
• FOCUS your paragraph by writing a strong TOPIC SENTENCE
• At least TWO documents should be discussed in terms of how they support the topic sentence for each paragraph
• USE ALL 7 DOCUMENTS
• (If you mess up analysis of ONE, you will still earn the point if you’ve been correct in your analysis of the other 6)
**INTRO with competent THESIS**

Body 1: Communism promotes equality for women
   *Discusses docs 1, 2, 3  CORROBORATION*

Body 2: Reality did not match the promise
   *Discusses docs 4, 5, 6, 7 CONTRADICTION / QUALIFICATION*

- Evidence in body paragraphs also supports argument
- Could still be earned without thesis (must have an argument)
- Argument must be complex
THESIS: *Communism effected women’s rights in political, social, and economic ways*

TOPIC SENTENCE: *The political ways...*

TOPIC SENTENCE: *The social ways...*

TOPIC SENTENCE: *The economic ways...*

- Simple structure is not enough!
A propaganda poster from communist China shows many women pursing countless professional fields. This shows that Communist movements supported the advancement of women’s roles. (Document 5)
“In doc 5, a propaganda poster from communist China shows many women pursing countless professional fields. This shows that Communist movements supported the advancement of women’s roles.”
Reminders:
• ANALYZE for more than 4 Documents
• Can earn the point document sourcing/ explanation of significance of author’s

Historical Context
Audience
Purpose
Point of View

WHY is it important to understand these things in order to understand the document?

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- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.

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**Document 4**

Source: Study published by the National Science Foundation, Washington, D.C., 1961.

**PERCENTAGE OF WOMEN AMONG RESEARCH AND PROFESSIONAL PERSONNEL IN THE SOVIET UNION, 1947–1959**

<table>
<thead>
<tr>
<th></th>
<th>1947</th>
<th>1950</th>
<th>1955</th>
<th>1959</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate degree holders or doctoral candidates</td>
<td>29%</td>
<td>27%</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>Professors</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Associate professors</td>
<td>14%</td>
<td>15%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Senior research associates</td>
<td>31%</td>
<td>30%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>Junior research associates</td>
<td>48%</td>
<td>48%</td>
<td>52%</td>
<td>51%</td>
</tr>
<tr>
<td>All research and professional categories</td>
<td>35%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Doc 4: *“While likely accurate, coming from a US source raises the question of its legitimacy, as the US was locked in the Cold War with the USSR, and may have simply wanted to rally the American people against the Soviet Union.”*
Simply mentioning a piece of context without explaining the significance to the topic is unacceptable.

“Doc 4, written during the Cold War, shows that women in Russia were not equal to men, especially in top jobs.”

You need to mention the WHY
WHY is this context significant?
BECAUSE ......
Source: Fidel Castro, president of Cuba, speech to Federation of Cuban Women, 1974.

In Cuba there remains a certain discrimination against women. It is very real, and the Revolution is fighting it. This discrimination even exists within the Cuban Communist Party, where we have only thirteen percent women, even though the women contribute a great deal to the Revolution and have sacrificed a great deal. They often have higher revolutionary qualifications than men do.

- Castro admits that women didn’t attain equality in communist Cuba: has not ended “discrimination against women”
- Women have high communist credentials
- In spite of these credentials, only 13% of the members of the Communist Party are women
- Never overcame patriarchy
- Castro promises to continue the struggle
HAPP

AUDIENCE =
• Must explain the SIGNIFICANCE of the audience
• Must explain how the audience shapes or informs the content of the document

PURPOSE =
• Must explain the SIGNIFICANCE of the author’s purpose
• Must explain how the author’s purpose shapes or informs the content of the document
NATURALLY..... BECAUSE.....

POINT OF VIEW:
must explain how the author’s point of view shapes or informs the content of the document

WHY did THIS author create THIS document at THIS time and place in THIS way?
POINT OF VIEW (POV) can be determined by considering the following questions=

Who is the author and how does that affect what he/she says? (gender, occupation, ethnicity, etc.)
What do they think and why? What informs their opinion?
What about the background of the author may have influenced his/her outlook as expressed in the document? (examples: gender, class, religion, ethnicity, occupation, age......)
Why is this person saying or writing this piece at this particular time and place?
Why would this person have this particular opinion?

In the absence of an author: consider the characteristics of the intended audience and/or the medium

(eg: official document, sermon, diary,) and/or tone of the document, and/or how the temporal context (eg: writing in a period of stability/instability) may have influenced the author’s opinion.

WHY did THIS author create THIS document at THIS time and place in THIS way?
**Perspective...**

<table>
<thead>
<tr>
<th>View</th>
<th>POINT of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>The man on the island is excited to see a boat</td>
<td>… because he thinks it will save him.</td>
</tr>
<tr>
<td>The man in the boat is excited to see land</td>
<td>… because he thinks it will save him.</td>
</tr>
</tbody>
</table>

**WHY is the man on the boat/island excited?’**

Without the **because** there’s no “point of view”, just “view”
“In the North Vietnamese Constitution, it not only claims democracy, but claims women have complete equality to men, which they did not. It is a government document, so obviously it would glorify Vietnam as a country flooding with equality...”

“The author of document 2 is a government official who cares about women’s rights but many other people in her party didn’t.”

- Does NOT explain how being a government official shapes or informs what is said in the doc.
"This document was written by a military commander during the war. He had a vested interest in the success of the war. He probably approved of the conduct of the government because he doesn't want his "bosses" to hear anything disloyal that would endanger his promotion".

YES:

THE KEY to POV Analysis if the WHY!

NO:

="This document was written by a military commander during the war. Jonathan Sampson, a native American, appears to dislike Anglo Americans."
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- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
CONTEXTUALIZATION (BIG “C”):

- “Big C” contextualization situates the thesis, argument, or parts of the argument to broader events, developments, or processes.
- Best situated in intro or conclusion to differentiate from sourcing (“little c”) context.
- Must be immediately relevant and well explained.
“Big C” Contextualization

- Making connections to and from global processes
- SITUATING the topic of the essay or the argument, into a larger flow of historical events
Examples of possible events, developments, or processes for CONTEXTUALIZATION (Big “C”)

- Marxist ideology, specifically relating to class struggle, stages of historical development, need to radically reform society, inevitability of progress to communism, etc.

- Soviet and other communist countries’ economic and social policies, including collectivization, nationalization, rapid industrialization, economic planning, drastic expansion of educational opportunities, expanding social welfare, guaranteeing employment, etc.

NOTE: To earn the point, these examples must be accurately and explicitly connected to the effects of communism on women’s rights, beyond a mere mention.
“Women’s rights have been a struggle that many females tried to achieve ever since the early beginnings of industrialization. The unfair divide industrialization caused led to a mass usage of Enlightenment or socialist ideals which in some ways supported women’s rights. THESIS …………..”

“While women struggled for freedom throughout the western world, communist revolutions were radically equalizing for females, helping the suffragettes everywhere.”
“In the 20th century, the two world wars gripped the world with bloodshed and fear. Between the wars, the Great Depression saw the world experience the greatest economic collapse in history. These events led many to look to socialism and communist movements as a way to create a better world.”

“During the 20th century, communism was becoming widespread. Because of Marxist ideas, communist movements affected women’s struggle for rights.”

CONTEXTUALIZATION (Big “C”)?

CONTEXT NOT IMMEDIATELY CONNECTED TO WOMEN’S RIGHTS

NOT SPECIFIC
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- **Synthesis**: Extend the argument by explaining the connections between the argument and ONE of the following.
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  - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology)
● Provides an additional example or evidence of an effect of communism on women’s rights.

● Must be explained in a way that further supports or extends the argument.

● Simply mentioning a fact that occurred simultaneously to the topic, without explaining the connection, is not enough.

“An example of communist inspiration to their women was the putting of the first woman in space by the USSR, which must have inspired women nationwide.”
“The documents don’t address how radically different the communist lifestyle is such as how the CCP promotes marrying late and planning families which differs from the Confucian emphasis on families.”

“The Chinese communist government also created propaganda posters to persuade women to become nurses.”

Document 5 already established that communism brought new job opportunities for women. Another iteration of something already in the documents is not acceptable.
D. SYNTHESIS (1 point can be earned for extending the argument in one of the following three ways)

- **Extends the argument** by explaining the connections between the argument and one of the following:
  
  **Different historical period, situation, era, geographical area**
  
  Connecting the effects of communism on women’s rights to other historical periods, situations, eras, or geographical areas. Connections must be relevant, plausible, and explained beyond a mere mention.

- **Different theme**
  
  Connecting the effects of communism on women’s rights to course themes that aren’t the main focus of this question, such as environmental or economic. Connections must be relevant, plausible, and explained beyond a mere mention.

- **Different discipline**
  
  Using insights from a different discipline or field of inquiry to explain the impact of communism on the rights of women, such as comparative government or art history. Connections must be relevant, plausible, and explained beyond a mere mention.

- Must **EXTEND THE ARGUMENT** by considering another:
  
  - Geographic area, historical era, situation, theme or discipline

- Connection must be relevant, plausible, and **explained beyond a mere mention**.
Effect of Communism on Women’s Rights

Outside place

Outside discipline

Outside theme

Outside era

Valid comparison or connection that extends argument
“Women fought for their freedom and equality in all aspects of communist society. But, not all communist societies were able to achieve this goal. Also during the 20th century, women in the United States fought for their liberation from patriarchal society, however they did so through protests and civil rights movements, not solely government activity.”
Positive Synthesis (different region):

Found at end of a body paragraph about Communist governments enacting rapid change for women

- **Doc 1** – *Russian women helped by party after the revolution*
- **Doc 2** - *Communists eliminating veil in name of equality*
- **Doc 3** - *Vietnam granting equality in constitution*

“We can compare these ideas to another part of the world, in the United States. But with the women’s suffrage rights movement in the U.S., many women activists as well as the government came together to change the laws and help women with equal rights.”

CONCLUSION OF ESSAY OR IN A BODY PARAGRAPH
“In the 20th century, women were faced with many issues regarding little rights in the communist society. The story seems quite similar to the patriarchal/strict society of Islam during the early modern era.”
Step 8:
• Write your essay

• Remember: Refer to the authorship of the documents rather than just the document #

YES: "As shown by The Proclamation of the Young Turks in 1908, the Young Turks believed that all ethnic and religious groups should be treated equally (doc 7)."

NO: "In Document 7, The Young Turks believed that all ethnic and religious groups should be treated equally."
Find a Partner or two....