

Name: _____

College Prep World History 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:	Negative	
2: Soseph's Testimony	Negative - illness - death - injuries (broken bones) ripped stem - children digging	Purpose: To create change for better working conditions
3: Andrew Ure	Positive: - kids have fun - children survived - no trace of emigration	POV: Not present on a daily basis, so he cannot see all that happens
4: The working man's Companion	Positive - better built buildings - cheap housing - comforts that are available	Purpose: To show how industrialization helped people's lives
5: Mr. Dale	Positives: - children are fed and clothed - educated - better living conditions - looked healthy - lots of tourism - less kids died of employment	Purpose: Writing to give hope for search of a better life
6: Leon	Positive - Employment increased (1,500) - observed clean and healthy people - saw nothing bad	Purpose: Let interested workers or owners learn about the town
7: Conditions of working class	Negative - town not well serving - workers not given enough (time, pay, etc) - poor road conditions	Purpose: To inform people of the poor working conditions

8:
Chart
British
iron
production

Positive:
- Iron production increased exponentially
- More money
- More railroads (transportation)

Purpose: To inform the public about the increase of Britain's industrial sectors

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?

Conclusion

Negative effects:

- pollution
- Alcoholism
- Gambling
- Abuse
- Divorce Rates go up

Positive:

cheaper goods

Factory owners
managers
working class
poor

Development of social classes based on \$


people move to cities in masses

leisure time

Step 3: Argumentation

Evaluate the positive and negative effects of the IR. 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 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.

<p>Argument 1</p> <p>What is the main idea, why/how are these grouped together? What docs are you using as support?</p>	<p>Positive effects</p> <p>3, 4, 5, 6, 8</p> <ul style="list-style-type: none"> • Clothed and healthy people (3, 5, 6) • Increased employment (3, 5, 6, 8) • Better goods/comforts + transportation (4, 5, 6, 8)
<p>Argument 2</p> <p>What is the main idea, why/how are these grouped together? What docs are you using as support?</p>	<p>Negative effects</p> <p>Docs 1, 2, 7</p> <ul style="list-style-type: none"> - Dangerous environment (1, 2, 7) - Lack of education (1) - Long hours/slums (1, 2, 7)
<p>Arg. 3 (As Needed)</p> <p>What is the main idea, why/how are these grouped together? What docs are you using as support?</p>	

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.

Intro 10
Last sentence

The IR contained positive effects such as _____, _____, and _____. However, the IR had many negative effects like _____, _____, and _____.

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!

Intro 2-3 sentences

- What is the IR? How did it start? Where?