

This is a non-historical prompt and with fictitious documents that I created to allow my students to experience the DBQ process in a less intimidating way. Considering that the storyline is fiction, I was only concerned with how they analyzed the given documents in support of their thesis, I didn't have them concern themselves with another outside piece of evidence, contextual analysis, or synthesis.

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)

Prompt: Asher and Melissa broke up last week after having dated for just over a year. Both appear heartbroken and both are claiming that the breakup was not their fault. Analyze the causes of their breakup to form a conclusion about which of them, if either, was more at fault in causing the relationship to fail.

Document 1

Source: Conversation between Melissa's mom and her friend, Gale.

"I'll be honest, I never really liked Asher a whole lot. I mean, he's a handsome and charming kid so I don't blame Melissa for liking him, but he's just a typical teenage guy. I tried to tell Melissa when they first started dating that Asher wasn't mature enough to handle a serious relationship, but she was just too smitten with him to listen to me. I saw him at his basketball games making eyes at one of the cheerleaders. It was plain to see, but Melissa promised me they've just been friends since 4th grade and it wasn't like that. Yeah, right."

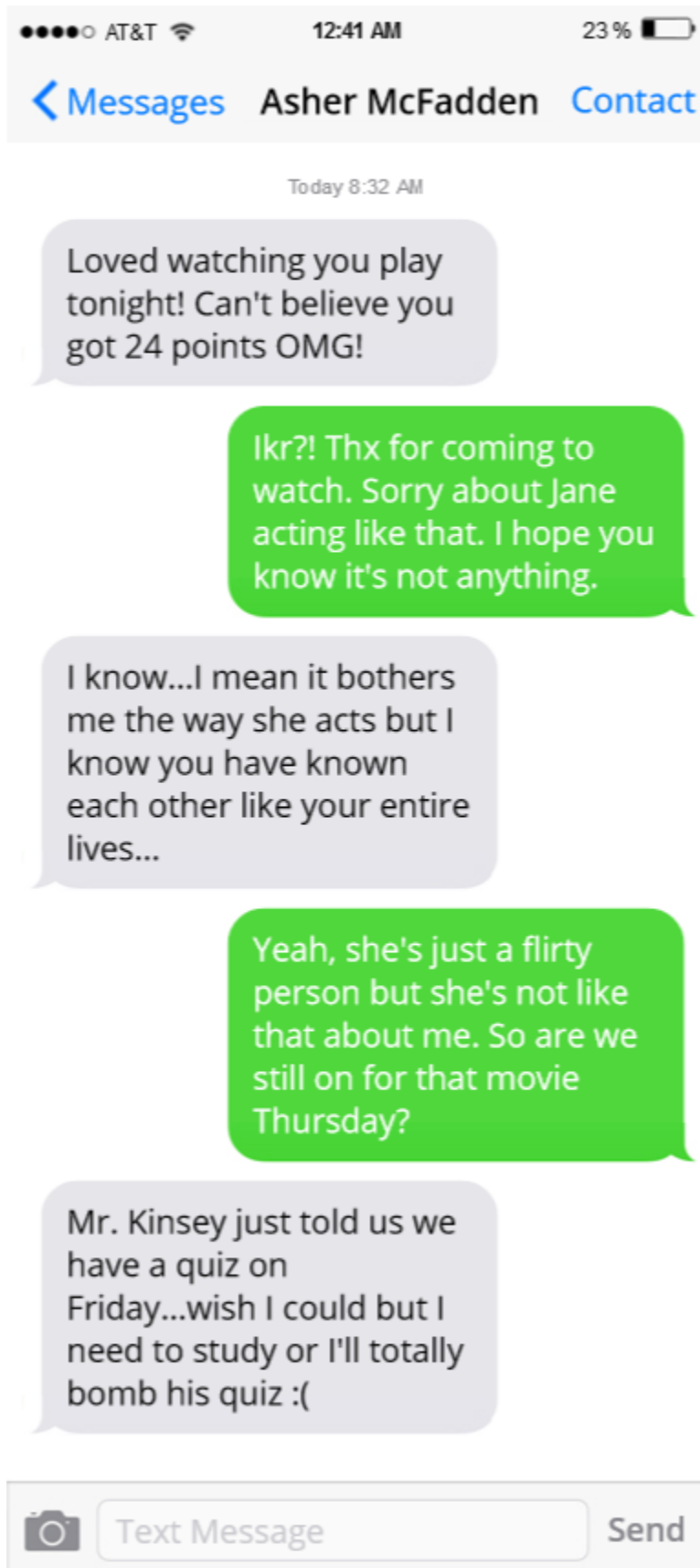
Document 2

Source: Conversation between Asher's older sister, Andrea, and their step-father.

"I loved Melissa, she's such a sweet girl, but I saw this breakup coming a mile away. They're just a bit too different to have lasted, in my opinion. I mean, Ash is such a spontaneous, fun-loving, goofball, and Melissa is so serious, really dedicated to staying in the top 10% of her class, trying to get some major scholarships, and all that. Ash always told me she kind of made him feel like a loser because she would laugh at his report card. He'd try his hardest but would always make some B's and C's. I don't know if he ever told her this, but I think that hurt his feelings. And he's not unintelligent, he's just not the best student. He's not a great test taker. He's better at building stuff and problem-solving. He totally fixed my car like a week ago."

Document 3

Source: Text conversation between Asher and Melissa 3 weeks prior to breakup



Document 4

Source: Sandy Grove Independent School District

Report Card – Melissa Johnston – Semester 1 Avg.

Pre-AP Geometry - 93

Band - 100

AP World History - 90

AP English II - 94

AP Spanish II - 97

AP Chemistry - 95

Volleyball – 100

Class Rank: 2

Report Card – Melissa Johnston – Semester 2 Avg.

Pre-AP Geometry - 90

Band - 100

AP World History - 84

AP English II - 90

AP Spanish II - 92

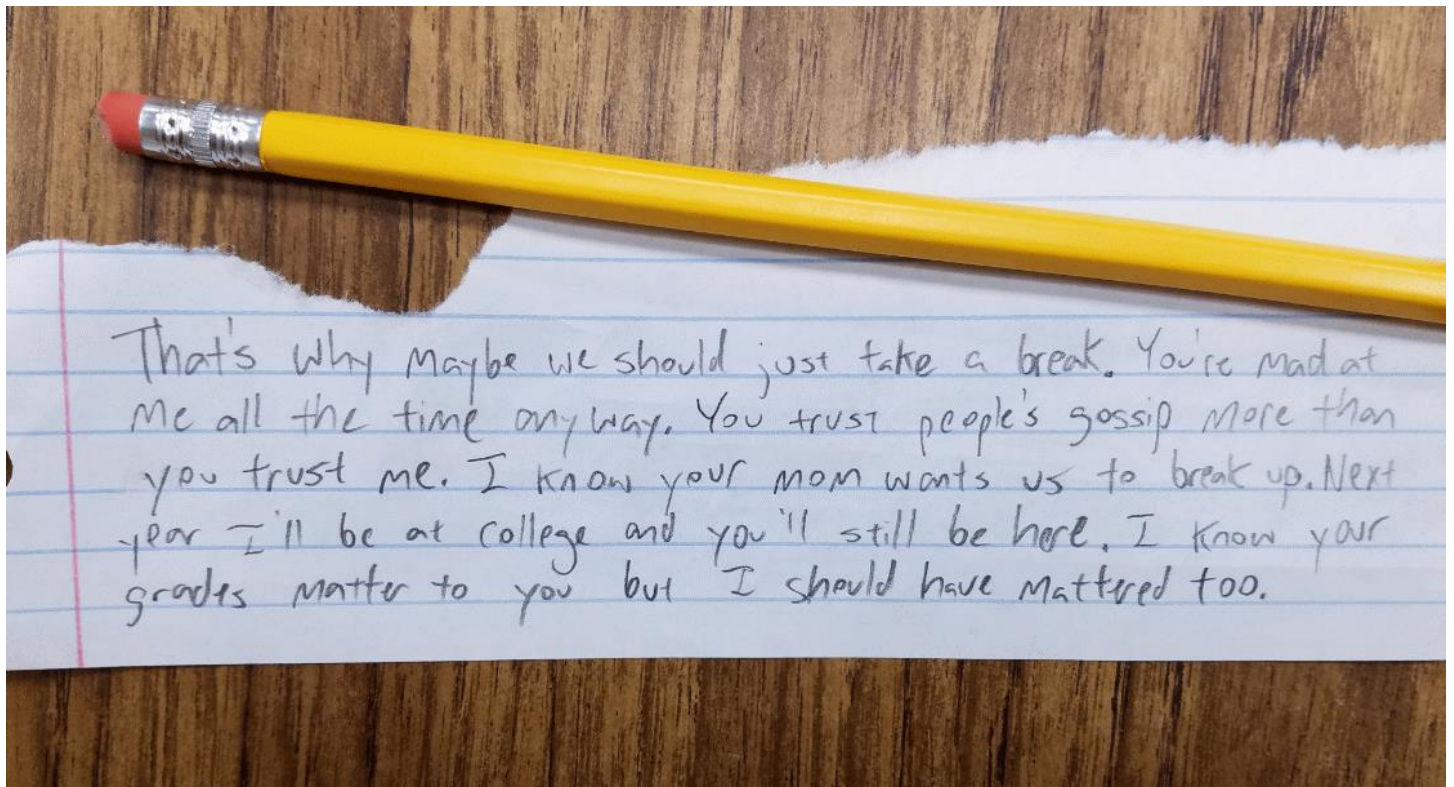
AP Chemistry - 88

Volleyball – 100

Class Rank: 7

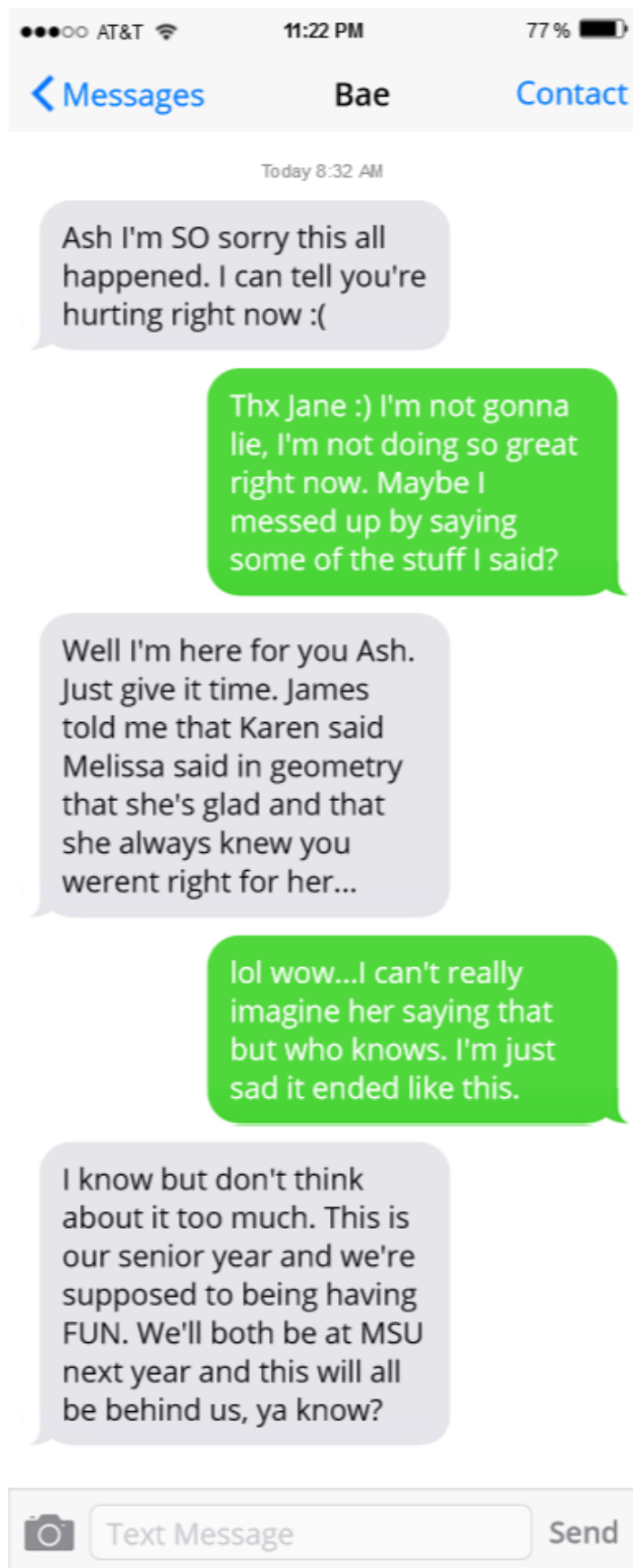
Document 5

Source: Note passed from Asher to Melissa during passing period at the vending machine.



Document 6

Source: Text conversation between Asher and Jane the day after his breakup with Melissa



Document 7

Source: Conversation between Jim Saunders, Asher's varsity basketball coach, and Mr. Dobbs, band director.

“It was a pretty big distraction because as one of our senior team leaders, I needed Asher's head in the game, and I could really tell the last month or so that it wasn't. He wasn't his usual, confident, carefree self. It showed in his performance on the court. I'd see his girlfriend show up in the bleachers and from that point on Asher just seemed not himself. He'd get all uptight. The few games she wasn't there, totally different person. He could be himself. Funny thing, though. I also noticed that at the games when his girlfriend didn't show up, he always hung around after the game with one of the cheerleaders, Jane so-and-so. Didn't look to me like she was just his friend. That probably had something to do with their breakup, if I had to guess. I'm just glad it's over so that Asher can get his mind right and lead us to another district championship.”

Questions for follow up discussion:

Was there ample evidence to argue that they both were at fault in causing the breakup, or that neither was at fault?

What additional piece of evidence could be brought into play to make it absolutely clear if one or the other was more at fault?

This was obviously a fictitious high school drama, but what elements or aspects of history could this somewhat relate to?

What is the most