

## *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!”
  - **H**istorical **C**ontext: What is going on in the time period that affects the author or source? Why does it matter?
  - **A**udience: Who is this written for? How does that affect how you interpret the document?
  - **P**oint of **V**iew: 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?
  - **P**urpose: Why is the Author writing it? What is their intent or goal? Is this document reliable?
  - **W**h**Y**: 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:		
2:		
3:		
4:		
5:		
6:		
7:		

## 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?

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## Step 3: Argumentation

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.

<b>Argument 1</b> What is the main idea, why/how are these grouped together? What docs are you using as support?	
<b>Argument 2</b> What is the main idea, why/how are these grouped together? What docs are you using as support?	
<b>Arg. 3 (As Needed)</b> What is the main idea, why/how are these grouped together? What docs are you using as support?	

**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.

**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!**