Names:

Introduction to the Document-Based Question (DBQ)

Think of the DBQ as a mini-research paper or a mini-investigation. It is a chance to show you, like a professional historian or detective, can read the documents/narratives, question your sources, understand the backgrounds and motivations of the writers, and produce a strong argument and support that argument with evidence. Your essay can receive a maximum of 7 points.

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Unit 4 DBQ-Comparing American vs. Muslim Slavery

Suggested reading and writing time: 1 hour
It is suggested that you spend 15 minutes reading the documents and 45 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.
- **Contextualization:** Describes the broader historical context relevant to the prompt
- **Analysis and Reasoning (Argument Development):** Develop and support a cohesive argument directly responding to the prompt that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's intended purpose, historical situation/context of the document, and/or audience is relevant to an argument for at **least six documents.**
- **Use of the Documents:** Utilize the **content of all of the documents** to support the stated thesis or a relevant argument. Do not describe or quote documents-use information to develop and support your reasoning by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide examples or additional pieces of specific evidence beyond those found in the documents to support or qualify the argument. (Use throughout essay-causes, effects, substantiation, etc.)

PROMPT:

1. Using the following documents, develop an argument that analyzes to **what extent or degree the two slavery systems-**one in the Americas and one in the Muslim states- **were different from 1450-1900**. What reasons would account for this analysis?

Assignment:

Part 1-Reading and planning
1. Read all the documents and summarize each (15 minutes). Try to categorize and situate the document within the question. How does each document contribute to your argument? How can you utilize the evidence to support an argument?

***Mark up the docs ***

2. Organize /group the documents. Then develop and craft a defensible argument/thesis that accurately answers the question. **You must use and cite ALL the docs e.g (Doc 1) or (1).

3. Big <u>C</u> Context situating your argument in the larger processes or events of the time period (Contextualization)

3. What outside evidence, information, or content is necessary to answer the question? For each document add outside information to strengthen your argument. This can be causation, effect, support, etc.

4. For each at least 6 documents source the document in one of the following ways. (UNDERLINE/LABEL this in your essay!)
  1. Small <u>c</u> context referencing specific context of the document being discussed.
  2. Intended audience
  3. Intended author's purpose
  4. POV

SEE blue handout I gave you for the DBQ on Buddhism.

These should be incorporated into your writing as support and analysis and must EXTEND your argument.

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Part II- Write an essay including (see instructions and DBQ Rubric):
A. Introduction-Context and Thesis

B. At least 3-4 body paragraphs answering the question/making a claim and supporting the claim. Each topic sentence should be a claim connecting to your thesis. The next sentences should explain your claim before you jump into evidence and support. Use transition words to connect your ideas and increase fluency of your writing. ***Make sure you cite your docs e.g. (Doc 1) after using it and never say, "In doc. 1…" Instead use author and attribute e.g. "Joe Smith, a white and English, sugar plantation owner in Brazil…"

C. Conclusion-Recap of your thesis and add synthesis.

You can work in groups of up to 4 people.

Use the checklist/instructions and the DBQ rubric to make sure you are completing the assigned tasks.

*DO NOT QUOTE or simply summarize the documents. Utilize them to craft an argument that is well supported.

HAVE FUN☺