DBQ

Imperialism

Ms. Ramos
Alta Loma High School
Is there a right answer to a DBQ?

• No
• Multiple arguments
• Develop your argument (thesis) with evidence (include outside information)
• Use a strong historical argument
I Have the Question, Now What Do I Do? Getting Started

• Read the question thoroughly
• Explore all parts of the question (how many parts)
• Highlight important aspects
• Ask these two questions
  – Do I have an opinion about this subject?
  – What must I discuss in order to write a successful essay? (most
Reading the Documents

Inconsistencies
• Not all documents agree
• Present different view points
• Recognize inconsistencies
  – APPARTS helps you identify the source and differing opinions of the same event or data
Once you decided on your thesis: (documents)

1. Supporting evidence
2. Contradicting evidence - incorporate and acknowledge these
3. Why was that document included?
4. Add more outside info (???)
Thesis Development

• Read question one more time
• Develop an argument you can prove
• Make sure your thesis addresses all pertinent aspects of the question
Write Your Essay

• Get to the point
• Back thesis up with facts, solid evidence not fluff
• 3 or 4 different issues or topic sentences
• Make sure you are addressing the question
• Refer back to the question several times
Citation Style

• May cite documents as (Doc A) or Smith suggests..., or clearly infer a document. Each works equally well.

• Never use long quotes
Show Understanding

- **Bad:** Eisenhower said that he “foresaw certain difficulties” (Doc. C) with Soviet entry into the war against Japan. (simply tells what the document says)

- **Better:** When Eisenhower said that he “foresaw certain difficulties” (Doc. C) with Soviet entry into the war against Japan, he was suggesting it would be good to keep them out. (tells what the document means)

- **Best:** Eisenhower’s statement that there would be “certain difficulties” (Doc. C) with Soviet entry into the war against Japan, shows that a desperate desire to end the war before Soviet entry may have been the real motive for dropping the bomb. (tells the significance of the information in the document)
Consider the source

• **Bad:** Leo Szilard points out that James Byrnes knew that Japan was defeated before the bomb was dropped (Doc. F).

• **Good:** When Leo Szilard says that James Byrnes knew Japan was defeated (Doc. F.) he is stating something that he could not know, and perhaps betraying his own sense of guilt for building the bomb.
Role of Outside Info

• **Critical!** Outside evidence linked to the documents and prompt are required to score higher than a 4.
POV

• Helpful for elevating analysis of documents.
Visual Doc Analysis

• Treat as equally important as other primary sources. Not required. Analyze and connect to the prompt.
• Use APPARTS or other analytical strategies.
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Essay Structure

• Topic sentence at beginning of paragraph

• DO NOT BEGIN PARAGRAPH WITH... “In doc A...”
Prompt

• To what extent was late nineteenth-century and early twentieth-century United States expansionism a continuation of past United States expansionism and to what extent was it a departure? Use the documents and your knowledge of United States history to 1914 to construct your answer.
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Sample Student Thesis

• The expansion that occurred in the late nineteenth century and early twentieth century was both a continuation and departure of past expansion.
Sample Student Thesis

- The United States’ growing navy contributed to new ideas of expansion, but the vision of democracy and freedom spreading still stays true to the continuing American ideals.
Sample Student Thesis

- United States expansionism was a continuation through America’s attempts to gain influence and stay at the top, but a departure in the sense that they no longer stayed on the home front and instead began interfering with foreign powers outside US boundaries.
Sample Student Thesis

• Therefore, while the United States continued to exploit selective methods and ideals of its early expansionism through its new expansionism, it proved to be much more of a departure from than a continuation of its past expansionism.
Sample Student Thesis

- The expansion of the United States at the turn of the century continued in its host of the spirit of Manifest Destiny and economic opportunity, but departed in its truly international nature and militaristic ideals.
A “Dazzling” D.B.Q. Is Like a Tasty Hamburger

“Burger” slides courtesy of Ms. Pojer
The Introductory Paragraph

The “Top Bun” of your essay!

4-6 sentences
The Introductory Paragraph

1. Establish **TIME & PLACE**.

2. Create a clear, **THESIS STATEMENT**.  
   [underline or highlight it!]

3. Allude to the **SUB-TOPICS** or categories you will discuss to support your thesis statement  
   🍔 No “laundry list!”

4. Focus on the question at hand—do NOT begin with a “flowery” sentence!
The “"Meat"” Paragraphs

The “tasty” part of your essay!

8-12 sentences+ per paragraph
The ““Meat”” Paragraphs

1. Identify your sub-topic or category in the first sentence.

2. Include the documents that are relevant to support the ideas in the paragraph.

3. Use most of the documents given.

4. Bring in supportive outside information. This is critical!!
   * o.i.’s = “outside information”

5. Why were these documents selected?
Questions to Ask Yourself About the Documents

1. Attribution → Who is this person?
2. Why might they be significant?
3. What is the point of view (POV) of the author?
4. How reliable and accurate is the source?
5. What is the tone or intent of the document author?
6. What other information does this document call to mind? Use all available clues.

Remember, docs. can be used in a variety of ways!
1. Thomas Paine, in his pamphlet, *Common Sense*, said: “……………….”

2. Joe Smith, a mid-Western delegate to the Republican convention in 1912, agreed with.....

3. The 19th century historian, Frederick Jackson Turner, felt that .................. (Doc. E)

NEVER begin with: In Document 3, ...
The Concluding Paragraph

The “Bottom Bun” of your essay!

It holds it all together!

3-4 sentences
The Concluding” Paragraph

1. Start with a “concluding phrase.”
2. Restate your thesis statement a bit differently.
3. Put your essay answer in a larger historical perspective.
   - End of some trend/movement/idea, etc.
   - Beginning of some trend/movement/idea
   - End of one & beginning of another.
   - Do NOT end on the note that this is the reason we are where we are today!
Put It All Together, And . . .
Ummmmm, Burger!

I Mean, A Perfect Essay!