**Essay Reference Tables for DBQ**

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| HIPP-O  **Analyzing Primary Source Documents & incorporating them into your DBQ essay** | |
| **H** | ***Historical Context***  The [name of doc] from [time/place/author] relates to the [era] because… (Document A) **or**  The [name of doc] was created in [year] when [context- what was going on?] (Document A). |
| **I** | ***Intended Audience***  The intended audience of [name of doc, written by/created by] was [state audience]. It was intended to [intent]. (Document A) |
| **P** | ***Purpose***  *(Persuade, compliment, discredit, disagree, warn, encourage, promote, urge, apologize, question, outrage, solicit, clarify, demand, outline, hint, oppose, inspire, expose, intensify, reflect, argue, assert, compromise, connect, illustrate, introduce, offer, predict, suggest, compliment, establish, justify, qualify, distinguish, propose, honor, contrast, question)*  The purpose/intent for [name of doc] was to [why was the doc created]. [Name of doc] was created/written at that time to/because [why doc was written. (Document A) |
| **P** | ***Point-of-View***  *(Who, explain the influence, main idea)*  The point of view/perspective of [creator] was that of a [describe type of person] during the [era/time pd./ situation]. (Document A) |
| **O** | ***Organization/ use in argument (sO what?)***  Use this to seamlessly incorporate your doc into the text of the essay every single time. |

**Incorporating doc analysis (HIPP) into your essay:**

\*Always lead up to your doc- don’t just randomly shove it in there.

\*If you mention a person/speaker/author when referring to a document’s author or subject, you MUST discuss who that person is!

1. Answer the question- lead up to the doc, establish context.
2. HIPP analysis
3. O- relevance- This reveals that…. Therefore……

**\*At least 3 pieces of significant outside information- Names, dates, legislation, reforms, events**

**Format of DBQ essay:**

I. Intro

a. Historical Context/ Contextualization (2-4 sentences establishing the time period- lead up to the thesis statement)

b. Thesis statement

II. Body paragraphs

a. Topic sentence

b. Supporting information- doc analysis & outside info

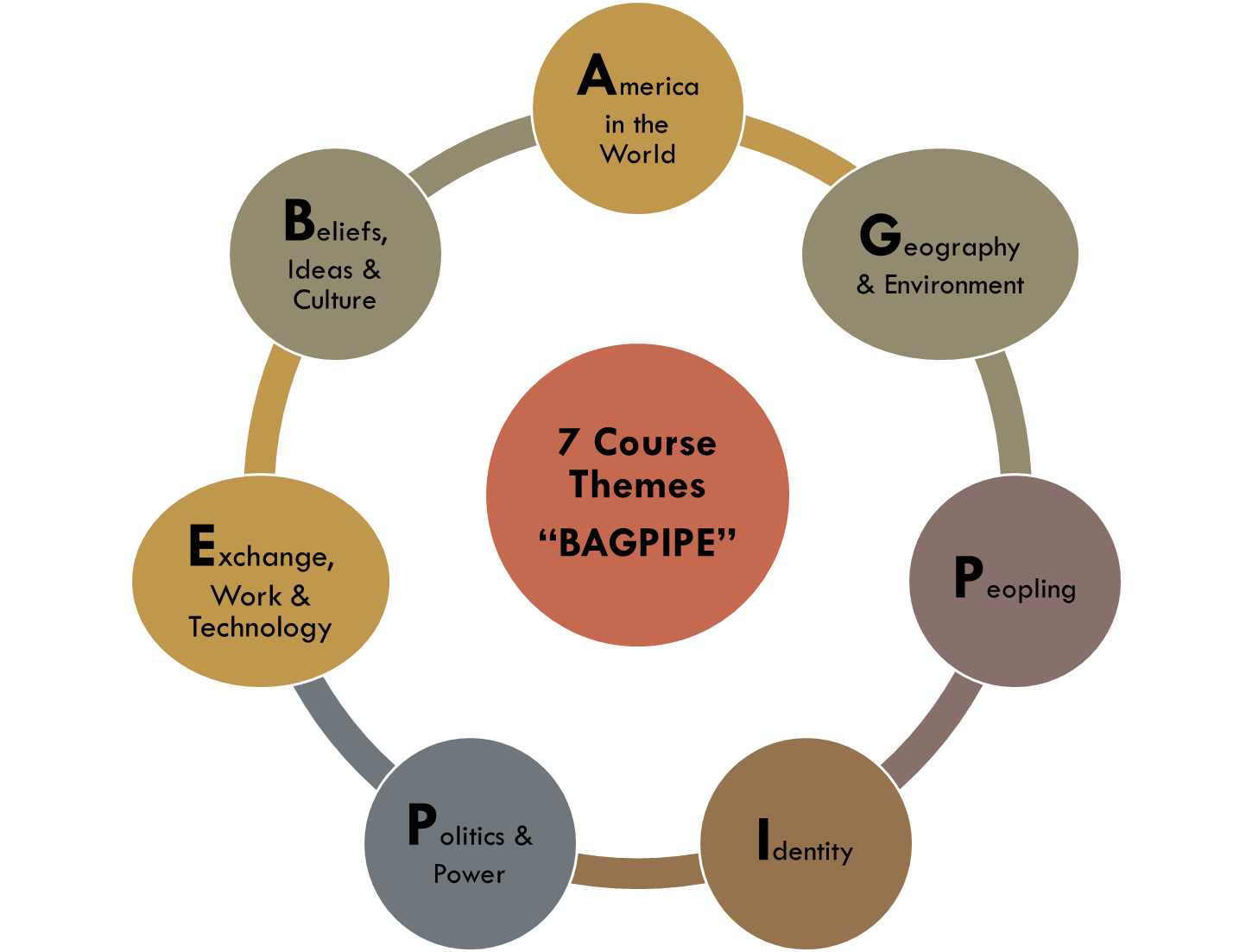
c. Summary sentence- analysis- link it back to the Q with the “why”

III. Synthesis (extend or modify the statement; provide counter argument; link to a larger historical time pd, geogr area, context or event; significantly references additional primary or secondary sources)

1. Conclusion

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| **Historical Thinking Skills/ Types of Essay Questions**  *What type of question is it?* | | |
| **I. Chronological Reasoning** | **Historical Causation**  How and why did something happen? | This led to… Immediately causing…; A proximate cause of…; The deep-rooted causes…; …which spurred…; Underneath it all was…; A change took place between… and … because…; The underlying causes of… had been…; If it were not for…; Consequently, …; The main/only reason… happened is because…; This stemmed from…; This sparked… |
| **Continuity and Change over Time**  What is similar and what is different over time? | Dating back to…; As seen as far back as…; Though it evolved into…, it still…; One thing that remained constant was…; …still persisted in the form of…; Eventually…; Over time…; This all changed when… |
| **Periodization**  What time period/era does this fit in to? Turning points. | The real turning point of… was…; …can be considered the beginning/end of…; …can be classified in the …era because…; The …era/period was one of …; The true beginning of… was…; …was a time of….; … and … serve as the bookends of the period because… |
| **II. Comparison & Contextualization** | **Comparison**  What are the similarities and differences? | Similarly, …; Likewise…; In a similar way,…; Much like…; … can be grouped with…; … shares a common … with …; … would agree/disagree with…;  Although…; Even though…; Despite…; In contrast,…; Contrary to…; On the other hand,…’ To a lesser extent,…; |
| **Contextualization**  Why did it matter/happen at that given time in history? | ONLY IN DBQ  This makes sense because nationally/internationally at the time…; The theme of … is seen…; … was a time of… because…; … serves as a great example of…; The larger story of…; This fits into…; … is representative of…; … exemplifies the larger/emerging trend of… |
| **III. In all DBQs- Synthesis** | **Synthesis**  So what? Why does it matter? | Another region where we see the theme of … is …; The people of the … also faced a similar problem of…; While… was a major cause of… another major influence was …; An additional way…; While… was occurring, others were…; Despite…., it can also be argued… |

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| **DBQ Checklist** | ***Did you?*** | | | BD21301_ |
| **Thesis** (1 point) | State a thesis that directly answers all parts of the question and does more than just restate the question? | | |  |
| **Analysis of Documents**  (3 points)  HIPP + link the doc to your argument/thesis- what is the relevance?? | Doc 1- H. Cont./ Intended Aud/ Purp/ POV & relevance to the Q/th stmt | | |  |
| Doc 2- H. Cont./ Intended Aud/ Purp/ POV & relevance to the Q/th stmt | | |  |
| Doc 3 H. Cont./ Intended Aud/ Purp/ POV & relevance to the Q/th stmt | | |  |
| Doc 4 H. Cont./ Intended Aud/ Purp/ POV & relevance to the Q/th stmt | | |  |
| Doc 5 H. Cont./ Intended Aud/ Purp/ POV & relevance to the Q/th stmt | | |  |
| Doc 6 H. Cont./ Intended Aud/ Purp/ POV & relevance to the Q/th stmt | | |  |
| Doc 7 H. Cont./ Intended Aud/ Purp/ POV & relevance to the Q/th stmt | | |  |
| **Outside Information** (1 point) | Offer plausible analysis of historical examples beyond the documents to support the thesis and your argument- 3 pieces of outside info.? | | |  |
| **Contextualization**  (1 point)  *(****1st part of intro****)* | Accurately and explicitly work the essay into the larger story of the United States *within* this time period? | | |  |
| **Synthesis** (1 point)  *(a separate paragr before the concl.)* | Appropriately extend or modify the stated thesis or argument? **OR** | Recognize and effectively account for disparate sometimes contradictory evidence from primary sources and/or secondary sources in crafting a coherent argument? **OR** | Appropriately connects the topic of the question to *other* historical periods, geographic areas, contexts or circumstances. |  |





Consider using these as your categories