

\*\*\*Staple this packet to the back of your essay\*\*\*

**FIRST TIME DOCUMENT-BASED QUESTION (DBQ) ASSIGNMENT  
AP UNITED STATES HISTORY  
INSTRUCTIONS AND GRADING RUBRIC**

Instructions:

For this assignment, you will respond to a DBQ essay on a separate sheet of paper (as if it was conducted in class). **Do not type this assignment.**

The normal procedures for document-based question essays include:

- 15 minute mandatory reading/planning period
- 45 minutes of suggested writing time
- Usually 6-8 substantial paragraphs, beginning with a clear introduction and thesis
- Inclusion of most (if not all) the documents **and substantial outside information.**

For this assignment, you may choose to spend more time as it is your first experience writing an essay of this kind. **However, do not spend more than one hour and fifteen minutes writing.** The way to avoid spending more time than necessary is to effectively plan your essay.

We will use a modified rubric for this DBQ. All future DBQ assignments will be graded on the AP rubric. The actual DBQ question with its corresponding documents will be distributed in class.

Rubric/Steps to Success:      ***This detailed rubric is designed to help you write an effective essay now, and effective essays later!***

(Rubric created 7/06 by MBroach; some items used from "How to do a DBQ" by Dr. Tony Miller of the Bolles School, used with permission)

	Step 1.	<p>Read the question carefully. Determine what you are being asked to do. Make a preliminary answer. I have broken down the question below to give you an idea of what to think about:</p> <p><u><i>To what extent did the <b>American Revolution</b> fundamentally change <b>American society</b>? In your answer, be sure to address the political, social, and economic effects of the Revolution in the period from <b>1775 to 1800</b>?</i></u></p> <p>“To what extent” – this style of prompt requires you to make a decision on how much one thing affected another (in this case, how much did the Revolution change American society). As one teacher told me, “to what extent” prompts require the student to place the argument somewhere between “not at all” and “completely or totally.” Obviously you must cover both sides of the argument (yes the Revolution changed society or no it did not), but <b>you must make your own point of view on this debate clear</b> – and without using the first person (“I” or “me”).</p> <p>“American Revolution” – this is the cause Political, social, economic changes to American society – these are the effects You must tell what changes were made and how they were caused by the Revolution</p> <p>“1775 to 1800” – the inclusion of a specific time period is a very important HINT. Make a list of important events that you know of from that period. Ask: <u>why am I asked to stop at 1800?</u> Why is this important? <b>NOTE: Even though we may have not covered all the way to 1800 in class, you should be reading ahead.</b></p>
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	Step 2.	Try to re-call what you know of the time period and make a brief list of notes. This will help in including outside information.
	Step 3.	Read the documents. <b>From Dr. Miller:</b> Get an idea of what each is about. Look at the author and the date. Underline or circle key words, phrases, author and date. What is the context of each? Are the documents selected trying to "trigger" other information? If so, what? Look for "invisible elephants." How do the documents inter-relate? Rip the <b>heart out of each</b> . Summarize each in one line in your own words in the margins.
<p>_____ Essay Outline Satisfactory?</p> <p>Unsatisfactory: -1 to -4 of percentage score</p> <p><b>Steps 1 – 4 are normally completed in 15 minutes or less.</b></p>	Step 4.	<p>Make an outline of how you plan to answer the <u>essay question</u>. Remember, <b>you are answering the QUESTION using the documents and outside information as evidence for your argument. YOU ARE NOT PROVIDING A SUMMARY OF THE DOCUMENTS.</b></p> <p>Here is an example of what a good essay contains, if it helps you write your essay better. You do not have to model your essay exactly like this, but this model may be helpful. <u>THINK OF A CHECKLIST!</u> <b>You will turn-in your outline, this time only.</b></p> <p><u>Para. 1:</u> Introduction / Clear Thesis (description below) <u>Para. 2:</u> Supporting argument Topic sentence (like a "mini-thesis") Supporting evidence – historical facts, etc. from the documents and outside information (make a list for your outline) Analysis – how the evidence relates to the thesis/main idea – cause-and-effect, change over time, etc. Transition – how to move on to the next sub-argument</p> <p><u>Following paragraphs:</u> follow same model as Para. 2 <u>Last Para.:</u> Conclusion – wrap-up the argument, close the argument, do not simply repeat what has already been said.</p> <p><b>One suggestion: organize by sub-topics on Revolutionary change: slavery, women, politics, etc... (your essay does not have to have specific paragraphs for just political, social, economic change – you can organize by main categories of change)</b></p>
Thesis statement included on holistic rubric	Step 5.	<p><b>Write a great thesis. Basically, the instructions are the same as our previous essay assignment.</b></p> <p>Your thesis should examine the extent to which the Revolution changed American society – politically, economically, socially from 1775 to 1800. In other words, <u>what were the major ways that the American way of life changed because of this event?</u> Were they big changes, little changes, major changes? Make a decision. <b>Again, hit me over the head with a good, compelling argument. MAKE ME WANT TO READ YOUR ESSAY ...</b> as if I had a choice! 😊</p>
<p>Items assessed by AP rubric:</p> <p><b>Level / amount of substantial evidence (specific facts)</b></p>	Step 6.	<p>Write supporting paragraphs, based on these good tips (some from Broach, some from Dr. Miller): Remember (from the last essay assignment): topic sentences, evidence, analysis, transition...</p> <ul style="list-style-type: none"> <li>• <b>Do NOT merely paraphrase the documents!</b> This is the cardinal sin. Evaluate the evidence and <u>use</u> it to prove your thesis. Ask what it means. Rearrange by topics, subjects or chronology. Avoid excessive (any?) quotations.</li> </ul>

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<p><b>Substantial / specific document information and outside information used</b></p> <p><b>Effective analysis included in each paragraph</b></p> <p><b>Most documents used effectively</b></p>		<ul style="list-style-type: none"> <li>You <u>must</u> use <b>outside information</b> either to interpret the documents or to place them in context or to supplement information in the documents. Failure to include outside information automatically places your essay in the lowest categories. A "laundry list" stands out to the reader, but so does a thoughtful essay.</li> <li>If an opinion expressed in the documents is questionable, then criticize it. Sources are real, but they are not necessarily reliable or 100% accurate. Again, who is the author? What do you know about the author? Why might the author hold the view expressed in the document? When was the document produced?</li> <li>Do any of the documents contradict each other or widely held beliefs about an event or person? If so account for the discrepancy in your essay.</li> <li>You should use all of the documents. The exception to this rule is <u>UNLESS</u> you cannot figure out what one means. Leave it out if you cannot figure it out. Be positive you understand each document. Be careful with statistics, graphs, tables and charts. Carefully scrutinize pictorial evidence.</li> <li>Refer to the documents by title, letter (Document A) or both if this makes you feel more comfortable. Do <u>NOT</u> merely list or summarize. Again, the most important notion is to use the information to support your thesis as you would use any factual evidence in a good historical essay.</li> <li>Use transitions at the end of each paragraph or at the beginning of the next.</li> </ul> <p><b>Outside Information</b> = any historical fact, or piece of information, not found in the documents.</p>
	<p>Step 7.</p>	<p>Finally, re-read your essay. Make minor changes if necessary, but avoid looking disorganized.</p> <p>Rest. Eat something. Turn-in to Mr. Broach. Be positive, do not turn in your work reluctantly. This is a learning experience, and you are learning – believe it or not!</p>

**See next page for actual AP rubric. Since this is your first DBQ essay, a modified scoring translation will be used, as follows:**

**9 or 8 = 100    7 = 94; 6 = 88; 5 = 82; 4 = 76; 3 = 70; 2 = 64; 1 = 58; 0 = 0**

**The normal translation for all future essays is:**

**9 = 100; 8 = 94; 7 = 88; 6 = 82; 5 = 76; 4 = 70; 3 = 64; 2 = 58; 1 = 52; 0 = 0**

**AP® UNITED STATES HISTORY  
SCORING GUIDELINES****Question 1—Document-Based Question**

To what extent did the American Revolution fundamentally change American society? In your answer, be sure to address the political, social, and economic effects of the Revolution in the period from 1775 to 1800.

**The 8—9 Essay**

- Contains a well-developed thesis that examines the extent to which the American Revolution fundamentally changed the political, social, and economic aspects of American society from 1775 to 1800.
- Supports the thesis with an effective analysis of the political, social and economic effects of the American Revolution on American society from 1775 to 1800.
  - Examines all three effects (political, economic, social); may be imbalanced.
  - References to the political, social, and economic effects may be implicit.
- Effectively uses a substantial number of documents.
- Supports the thesis with substantial and relevant outside information.
- May contain minor errors.
- Is clearly organized and well written.

**The 5—7 Essay**

- Contains a thesis that addresses the extent to which the American Revolution fundamentally changed the political, social, and economic aspects of American society between 1775 and 1800.
- Has some limited analysis of the political, social, and economic effects of the American Revolution on American society from 1775 to 1800.
  - May only address two of the three effects or may be imbalanced.
  - References to the political, social, and economic effects may be implicit.
- Effectively uses some documents.
- Supports thesis with some relevant outside information.
- May have errors that do not seriously detract from the quality of the essay.
- Shows acceptable organization and writing; language errors do not interfere with the comprehension of the essay.

**The 2-4 Essay**

- Contains a limited or undeveloped thesis.
- Deals with the question in a general, simplistic, or superficial manner.
- Merely paraphrases, quotes, or briefly cites documents.
- Contains little outside information, or information that is inaccurate or irrelevant.
- May contain major errors.
- May be poorly organized and/or poorly written.

**The 0—1 Essay**

- Lacks a thesis or simply restates the question.
- Exhibits inadequate or incorrect understanding of the question.
- Has little or no understanding of the documents or ignores them completely.
- May contain substantial factual errors.
- Is poorly organized and/or poorly written.

**The — Essay**

- Is blank or completely off task.

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