**The Magnificent Seven** - Each of your DBQ essays will be assessed for the following seven historical thinking and writing skills: **I have written my commentary on each essay point in BOLD.**

**#1 Thesis:** *Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.*

**An example of an historically defensible claim would be any of the reasons that students struggle or succeed in AP World History, any of the similarities or differences in industrialization between Japan and Russia, and any of the continuities and changes in labor systems in the given time period. This is why I am teaching you to plan your DBQ based on the historical thinking skill established in the DBQ Essay prompt. Additionally, "establishing a line of reasoning" means that you give more than just a list of historical claims.  You suggest an explanation, or an answer to "why," within your thesis.  For example, "One similarity between industrialization in Russia and Japan was the high level of government influence in industry due to both nations altering and reforming their respective governments."**

**#2 Contextualization:***Describes a broader historical context relevant to the prompt.*

**You'll hear me refer to this as "Big C."  You can attempt this in any paragraph of the essay, but it best fits in the introductory paragraph prior to the thesis.  So, if you're writing an essay about the American and French Revolutions, and you contextualize these revolutions with information regarding the Age of Enlightenment, new political theories, limited governments, natural rights, etc. then you will be providing broader historical developments/processes surrounding the American and French Revolutions. Think "zoom out," and "why are we answering this question?"  Consider the beginning of a Star Wars movie. The scroll is an example of "Big C" contextualization.**

**#3 Use of the Documents:** *Uses the content of at least three documents to address the topic of the prompt.*

**In essence, you are expected to *extrapolate*or *lift*evidence from the given documents in the body paragraphs of your DBQ essay.  However, I instruct you to use all seven given documents.  Using three documents is not good enough for a DBQ essay, as you will lose points in other parts of the rubric.**

**#4 Use of the Documents:***Supports an argument in response to the prompt using at least six documents.*

**This is a high bar point that demands that you utilize the documents to support an argument.  This goes beyond just lifting evidence or summarizing the documents.  You must demonstrate exactly how the evidence from the document supports your argument/thesis.**

**#5 Outside Evidence:***Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.*

**This is your opportunity to show what you know outside of the given documents. You are expected to provide an additional piece of specific evidence beyond the given documents that will qualify your argument. So for example, if you're writing about reasons why the Allied Powers were successful in World War II and you have the following sources: A. a statistical chart of the number of deployed Allied troops in the European and Pacific Theaters, B. a photo of RAF counter strikes against German pilots in the Battle of Britain, and C. a source from Joseph Stalin describing the success of the Red Army at the Battle of Stalingrad, then you could corroborate your claim by writing about something specific that is outside of the documents, such as the use of the atomic bomb at the end of World War II.**

**#6 Sourcing the Documents:** *For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.*

 **For author's *point of view* consider the author's relationship to the subject (e.g. a feminist speaking about women's suffrage, a Cavs fan watching the NBA Finals against the Warriors, a slave's memoir of plantation slavery, etc.). For *author's purpose* consider the intent behind the speech, document, photograph, painting, etc. (e.g. A letter from Christopher Columbus to King Ferdinand and Queen Isabella requesting additional financing for his voyages to the Caribbean, a television commercial for a "must-have" product motivating consumers to make a purchase, a piece of propaganda encouraging men to join the army during World War I, etc.). *Historical context* as it relates to sourcing the documents - you will hear me refer this as "Little C." Consider the historical time period, historical setting, historical events, historical trends surrounding the author and the document (e.g. Karl Marx's *Communist Manifesto* published in 1848 during the Industrial Revolution in Europe that was characterized by worker strikes and discontent for the poor conditions and wages established by business owners through the practice of industrial capitalism). Lastly, consider the author's *intended audience* by whom was expected to read/see/hear the document (e.g. a personal diary only to be read by the author, a newspaper article for an entire community to read, a speech by a feminist to Parliament, a text message to your best friend, etc.). Think about it, you're attempting to answer WHY the author wrote/spoke what they wrote/spoke in as many ways as you possibly can. Think H.I.P.P. (Historical context, Intended audience, Point of view, Purpose of the author).**

**#7 Argument Development:** *Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question*.

 **By *complex argument* it is expected that your essay will develop an argument that is thoroughly supported by given sources and your own knowledge of World or European history throughout the entirety of the DBQ essay. A claim or thesis is empty, but an argument is full. Full of what? An argument is full of evidence - be it evidence from given documents or evidence based on your own knowledge of world or European history and its relationship to the given essay prompt. This is also an opportunity for you to utilize your document grouping/bucketing from your plan sheet. Group documents that relate to each other by contradiction (e.g. a Japanese survivor's testimony and an American G.I.'s testimony on the use of the atomic bomb). Group documents that relate to each other by corroboration (e.g. a Nazi Party member's testimony and a Nazi soldier's testimony of the Holocaust). Group documents by qualification/modification (any like/similar documents that "qualifies" your thesis). However, this point isn't awarded for grouping/bucketing, but for your ability to develop and support a *complex* argument throughout the essay. Topical statements, specific vocabulary, tying your paragraphs back to the thesis are things to keep in mind while developing your historical argument. This point can also be earned by explaining relevant and insightful connections across and within time periods. What you may recall as the "synthesis point" from years past can also be used to earn this point.**

**You can organize your essay in the following manner:**

**Introduction (Thesis) Paragraph**

-Set the "Big C" or context for your essay in the beginning of the introductory paragraph; aka zoom out.

-Zoom in to establish the thesis (your historically defensible claims).

-Open your writing up, so as not to cram too many claims or points into a single sentence.

-Include a statement(s) of explanation within the sentences that make up your thesis.

**Body Paragraphs (2 or more body paragraphs)**

-Topical Statement must be present to explicitly state the claim or point (the label on the lid of the jar)

-Documents need to be referenced (minimum of two per body paragraph, ideally three)

-Use attribution (e.g. Siddhartha Guatama stated in his sermon on the Four Noble Truths... BAD e.g. Document 5 preached the Four Noble Truths)

-Cite documents in parentheses e.g. (doc. #2) or (2)

-Extrapolate (or lift) historical evidence from the primary source

-Direct quotation, but keep quotes short

-Paraphrase

-Summary

-Discuss the historical evidence and relate it to the topical statement

-Source the documents via H.I.P.P.O. (see above)

-Suggest outside evidence (see above)

-Utilize transitions to show how documents are related to each other.

**Conclusion w/Restatement of Thesis and Synthesis**

-Restate the thesis

-Extend your argument by connecting/synthesizing it with a different event, situation, trend, time period, theme, discipline, etc. (see above)