

## Directions for Students

Each essay question is meant to be used with the included documents. As you are analyzing each document, pay attention to the point of view and type of source being presented. Make sure to take the following steps:

- Thoroughly read the document-based question. Brainstorm what you already know about this topic. How would you approach this question if no primary documents were available to you?
- Carefully read each document, underlining the key passages, words, and phrases that connect to the document-based question. It is OK to take notes in the margins! Answer the questions after each document.
- Generate a thesis that uses your prior knowledge and the information from the documents to effectively answer the question.
- Create a concise outline that organizes your gathered information.
- Write a detailed, organized essay that proves your thesis sentence to be true. The essay should be well organized and use both the information that you already knew and new information from the documents.



## DBQ Scoring Rubric

<b>5</b>	Contains a strong, well-developed thesis which clearly addresses the nature of the question. Presents an effective analysis of both sides of the item in question; treatment may be uneven (the better essays try to devote about equal coverage to both sides). Supports thesis with substantial and relevant information. Is clearly organized and well-written. May contain minor errors. Uses a substantial number of documents. Includes significant outside information in the response.
<b>4</b>	Contains a thesis which addresses the topic of the question (limited development). Has limited analysis and exhibits limited understanding of complexity. Is mostly descriptive. Deals with only one aspect of the question in some depth or deals with both aspects in a more general way. Supports thesis with some information. Shows evidence of acceptable organization and writing; language errors do not interfere with comprehension. May contain factual errors which do not seriously detract from the quality or argument of the essay. Uses some documents effectively. Supports thesis with some outside information.
<b>3</b>	Presents a limited, confused, and/or poorly developed thesis. Contains little or no analysis. Deals with one aspect of the question in a general way or deals with both aspects in a superficial way with simplistic explanation. Has minimal or irrelevant supporting information. Uses confusing organization and writing; organization and language errors interfere with comprehension. May contain major factual or interpretive errors. Quotes or briefly cites documents. Contains little outside information, or information that shows only general comprehension.
<b>2</b>	Contains a very limited and/or poorly developed attempt to create a thesis. Exhibits inadequate or inaccurate understanding of the question. Contains no supporting information, or only irrelevant information. Is poorly organized or written, inhibiting understanding. May simply paraphrase or restate the question. Contains numerous errors, both major and minor. Exhibits little understanding of documents. Offers inappropriate or very little outside information.
<b>1</b>	Contains no thesis and little attempt to answer the question. Exhibits little to no understanding of the question (analysis is absent). Is not organized; lacks effort. Exhibits little to no understanding of documents, or ignores them completely. Offers inappropriate or no outside information. Fails to address the task or is illegible.

