Lesson Three: Point of View

This lesson includes excerpts from a released 2004 College Board DBQ available at http://www.collegeboard.com/prod_downloads/ap/students/eurohistory/ap04_frg_euro_history.pdf.

Review Questions for Class Discussion
1. What should you do as you read the DBQ prompt?
2. What five elements make up a DBQ body paragraph?
3. What are the three requirements for writing a DBQ document reference statement?

Point of View
Writing a DBQ requires that you be able to analyze and interpret documents in several ways. So far, we have learned how to write document references that summarize the information presented in a document. Additionally, you will need to analyze the documents by grouping them (we will discuss this in our next lesson), add outside information that enhances your analysis of the documents (this is in a later lesson too), and interpret the points of view of the sources of the documents.

What is Point of View? (aka PoV)
Point of view statements require that you consider the factors that would have led the source of a document to say what they said. It’s kind of like historical psychology.
You can use the acronym ‘ACORNPEG’ to help you consider various aspects of a historical source that could affect Point of View. Remember that people tend to support issues that will bring advantages to groups with whom they are affiliated, and may dismiss ideas that would put them at a disadvantage.

**Examples of Good PoV Statements**

**Ex 1.** Because this excerpt was written in Dickinson’s private journal, it can be considered representative of her true feelings regarding the feud.

**Ex 2.** As a professional carpenter, Cooper would have been motivated to support laws controlling the price of lumber, as such laws would positively affect his income.

**Ex 3.** Naturally Wollstonecraft, who wrote about the needs for increased education for females, would pledge her support to a school for young women.

**Ex 4.** Le Fevre’s status as a French nobleman may have affected his opinion regarding the forced labor of the peasantry, as noblemen were the beneficiaries of this free labor.
Lesson Four: Pre-writing and Grouping Documents

Discussion Questions for Review
1. How does Historical writing differ from the writing you do for English class?
2. What are the main components of a DBQ?
3. What are the requirements for a document reference statement?
4. What is PoV and how can ACORNPEG help with it?

Pre-writing
When you take the AP test, the first fifteen minutes of the essay-writing period are called 'mandatory reading time.' During this time you may not actually begin writing your essay; what you are supposed to do is read the documents and pre-write. Though a lot of kids abhor pre-writing, this is actually a good thing. If you take the time to pre-write and plan your essay appropriately, you will be able to write it much more quickly and easily and you will earn a higher score because your essay will be more organized and logical.

After you have read the DBQ prompt, make yourself a chart like this for pre-writing (obviously yours will be longer to accommodate all the documents in the DBQ):

<table>
<thead>
<tr>
<th>Doc</th>
<th>Summary</th>
<th>PoV?</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A few things to remember when pre-writing:
1. Pre-writing is for YOU, so you don’t have to write in complete sentences—just jot down whatever you need to remind yourself of the main idea of the document when you begin to write your essay.

2. You only need PoV for 3-6 documents.

3. You cannot group the documents until you have read and summarized them all.

Grouping Documents
The main objective of writing a DBQ, according to College Board, is to ‘analyze documents by grouping them.’ Sometimes the prompt will suggest groups, which you can use, or else you can create your own. Other times you will need to create your own groupings.

Remember: a group must consist of two or more documents. You must have at least three groups.
Steps to grouping:
- read ALL the documents before you attempt to put them in groups
- determine whether the prompt gives you any grouping hints—if so, watch for those as you read the documents
- write down characteristics of documents as you read them
- group documents

Activity 4.A—Grouping with a ‘Hinty’ Prompt
Prompt: analyze the natures of the shoes in Mary’s closet according to their intended wearing occasion.

Don’t forget: you can’t put the shoes into groups until you have noted the characteristics of ALL the shoes! Also, you should have 3 groups with at least 2 shoes per group.

For each shoe:
- write the name of the shoe (Shoe A, Shoe B, etc.)
- write the acceptable wearing occasions for the shoe
- group the shoe (do this after you have analyzed the wearing occasions for ALL shoes)

Activity 4.B—Grouping with a More Ambiguous Prompt
Prompt: analyze the natures of the following objects. (3 groups with at least 2 items/group.)

Don’t forget: you can’t put the objects into groups until you have noted the characteristics of ALL the objects! Also, you should have 3 groups with at least 2 objects per group.

For each object:
- write the name of the object (Object J, Object K, etc.)
- write down several adjectives that describe the object
- group the object (do this after you have analyzed the attributes of ALL objects)
Notice that there are several acceptable ways in which Activity 4.B could be grouped. DBQs work the same way—usually there are 5-6 different acceptable ways to group them.

**Activity 4.C**  On your own paper, make a chart like this (it should take up all of the front of a sheet of paper). Use the chart to pre-write and group the following DBQ. When you are writing a DBQ, remember that you only have to reference the majority (1/2 + 1) of the documents, so it will be OK if there are 1-2 documents that don’t fit into your grouping.

<table>
<thead>
<tr>
<th>Doc</th>
<th>Summary</th>
<th>PoV? (for 3-6 docs)</th>
<th>Group (3 groups with &gt;2 docs /group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoe F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoe G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoe H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoe I</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(You will have 12 docs, so make twelve rows in addition to the row above.)
Lesson Five: Introductory Paragraphs and Topic Sentences

This lesson includes excerpts from a released 2004 Form B College Board DBQ available at http://www.collegeboard.com/prod_downloads/ap/students/eurohistory/ap04_fra_euro_history_b.pdf.

Discussion Questions for Review
1. What are the main components of a DBQ?
2. What are the requirements for a document reference statement?
3. What is PoV and how can ACORNPEG help with it?
4. How do you group documents for a DBQ?

Introductory Paragraph for a DBQ or FRQ

History introductory paragraphs are written the same way for DBQs and FRQs. They should include four sentences—a broad thesis and three sub-theses. (Don’t worry; this will be explained further in a bit.) Because DBQs/FRQs are timed, and you do not get any points for writing a bunch of ‘introductory stuff,’ it is not a good idea to spend a lot of time writing a flowery, literary introduction paragraph as you would in English class. Write your broad thesis statement and three sub-theses and get right to the body paragraphs.

You cannot write your introductory paragraph until you have gathered evidence, be it from reading DBQ documents or prewriting for your FRQ.

Requirements for Introductory Paragraphs
- **Broad Thesis**: address all of the ‘what it’s asking for’ words used in the prompt, plus any dates mentioned. You will basically just turn the prompt into a statement. This is usually considered bad writing (because it is), but you need to do it to get around some College Board loopholes.
- **Sub-thesis #1**: previews the grouping for first body paragraph and adds analysis by explaining how or why.
- **Sub-thesis #2**: previews the grouping for second body paragraph and adds analysis by explaining how or why.
- **Sub-thesis #3**: previews the grouping for third body paragraph and adds analysis by explaining how or why.

Note: some FRQs will only have two body paragraphs, so you would only need to write two sub-theses. General rule: you need one sub-thesis for each body paragraph.

“Don’ts” for Intro Paragraphs/Thesis Statements
- **DON’T** write only write the broad thesis w/o including the sub-theses. You have to make an argument, and all the broad thesis is doing is re-stating the prompt.
- **DON’T** include specific factual evidence, outside information, or document references in your intro paragraph. Evidence belongs in body paragraphs, not the introduction.
• **DON'T self-reference!** History is not about your opinion or what you think; it is about facts! NEVER, EVERY mention yourself in a History essay. These words are Forbidden Words: I, me, my, you, your, we, our. Every time you use a Forbidden Word in an essay, two points will be deducted from your score.

• **DON'T write more than four sentences.** Remember, you need to get to those body paragraphs as quickly as possible!

• **DON'T use slang or text message abbreviations!** A History essay should be written in formal, academic language.

• **DON'T use present tense verbs!** History was in the past, so use past tense verbs.

**Example of a Good Introductory Paragraph**

**Prompt:** analyze the factors that led to the birth of the Renaissance in Italy in the 14th century.

Several factors led to the birth of the Renaissance period in 14th-century Italy. Italy's thriving money economy was the most prevalent factor, as it provided the money needed to commission new works of art. Italy's favorable location for trade also spurred the Renaissance by making the Italian peninsula a center for cultural interaction through trade. Finally, Italy's proximity to the ruins of the Roman Empire allowed Renaissance artists to have access to the examples of Classical Antiquity.
Lesson Six: DBQ Scoring
& Writing a Basic Core DBQ

Discussion Questions for Review
1. What is PoV and how can ACORNPEG help with it?
2. How do you group documents for a DBQ?
3. What are the three requirements for a thesis statement?
4. What are some thesis statement “don’ts?”

DBQ Scoring
The College Board scores DBQs on a scale between 1-9. 6 of the 9 points form the Basic Core of the DBQ. If your DBQ earns all 6 Basic Core points, then you will be eligible to earn Expanded Core points. However, if you do not earn all 6 Basic Core points, you cannot earn any Expanded Core points.

The following represents the Basic Core section of the rubric that will be used to grade your DBQs in class:

- Broad thesis addresses ALL ‘what-it’s-asking-for’ words and dates
- sub-theses preview body ¶s and add how or why analysis
- Correct document references for majority of documents (1/2 + 1)
- Document references support thesis and are interpreted correctly
- 3+ valid PoV statements
- Correct organization (docs grouped into 3 groups, topic sentences & analysis statements for each body ¶)

Once you have earned your Basic Core points, then you are eligible to earn up to 3 Expanded Core points by doing any of the following:

- Correct document references for all or all but one document
- 4+ valid PoV statements
- Explicit subgrouping in at least one body ¶
- 3+ statements with specific, relevant outside information

We will focus on earning Expanded Core points in a later lesson. The DBQ you will write for this lesson will earn full credit for fulfilling just the Basic Core.
Activity 6A  Use the rubric to score the Sample DBQ on pages 6-8.

**Basic Core:**
- Broad thesis addresses ALL ‘what-it’s-asking-for’ words and dates
- sub-theses preview body ¶s and add how or why analysis
- Correct document references for majority of documents (1/2 + 1)
  ___A ___B ___C ___D ___E ___F ___G ___H ___I ___J
- Document references support thesis and are interpreted correctly
- 3+ valid PoV statements for docs: ____, ____, __
- Correct organization (docs grouped into 3 groups, topic sentences & analysis statements for each body ¶)

**Expanded Core** (these can only be earned if all six basic core boxes are checked):
- Correct document references for all or all but one document
- 4+ valid PoV statements
- Explicit subgrouping in at least one body ¶
- 3+ statements with specific, relevant outside information

**Writing Analysis Statements**
Good body paragraphs require analysis statements, which tie all the evidence together and explain how it reflects on the prompt. An analysis statement can go anywhere in a body paragraph, and a body paragraph may have more than one analysis statement, but it is easiest to put them at the end.

A good analysis statement should answer the following questions:
- What does all the evidence mentioned so far in the body paragraph have in common?
- What does the evidence show about the thesis statement?

**Example of a Strong DBQ Body Paragraph** You will not have to number the sentences in your own DBQs. The numbering is done here to facilitate the practice activities.

{1}The Catholic church responded to the Protestant Reformation with the Counter-reformation, which was composed of several separate elements, including the Council of Trent and the creations of the Roman Inquisition and the Society of Jesus. {2}According to the documents from the Council of Trent,
published in 1564 by P. Manutius, the Church emphasized the fact that both the Bible and the Pope are sources of religious authority (Doc D). {3}Additionally, the Council reaffirmed several other main tenets of Catholicism, such as justification by good works and faith, the legitimacy of all seven sacraments, and the use of the Latin Vulgate Bible as a source of scripture. {4}In the papal bull Licet Ab Initio, Pope Paul III established the Roman Inquisition and charged this group of Catholic officials with rooting out Protestantism and other forms of heresy in Italy. (Doc A) {5}A new missionary monastic order, the Society of Jesus, led by Ignatius of Loyola, was also established to help spread Catholicism, especially to the newly conquered Americas. {6}In his tome Spiritual Exercises, Loyola placed much emphasis on obedience and the praising of various aspects of the Catholic church, such as confessions, relics, and religious orders. (Doc J) {7}It is not surprising that as the founder of a religious order, Loyola would recommend that good Catholics should express their regard for the various groups of monks and nuns endorsed by the Church. {8}Collectively, the actions of the Church during the Counter-reformation asserted the Church’s veracity and authority in spiritual matters and attempted to repair its sullied reputation in response to the attacks of Luther, Calvin, and others.