

DBQ			
	Rubric	Must Do’s	Should NOT Do’s
1	Thesis	<ul style="list-style-type: none"> <li>Focus on the Question (bull’s eye, the “what,” “where,” and “when”)</li> <li>Be in 1<sup>st</sup> or last Paragraph</li> <li>Address all “PERSIA” topics/categories in the question. (aka “Answer the Question!”)</li> <li><b>“While, Although, Despite, In spite of”</b></li> <li>“Road Map” / Preview Body Paragraph Topics (<i>How will you prove/support your thesis?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>“Thesis Killer” Words (very, many, things, lots, stuff, ways)</li> <li>Only 1-sentence ¶. (Expand to outline/preview/forecast your argument in later ¶s)</li> </ul>
2	Doc Meaning	<ul style="list-style-type: none"> <li><i>Attempt</i> to understand <b>all</b> documents. (cannot ignore or leave out any document)</li> </ul>	<ul style="list-style-type: none"> <li>No sentence should discuss “the doc” in the nominative clause.                             <ul style="list-style-type: none"> <li>“Doc #2 says ...” (summarization of doc)</li> <li>Sentences that begin w/ the word “Doc # ...”</li> </ul> </li> <li>Discussing doc’s in numerical order.</li> <li>Long quotations (2-3, max 5 words)</li> </ul>
		<ul style="list-style-type: none"> <li><i>Correctly interpret all but one</i> document</li> </ul>	
3	Evidence	<ul style="list-style-type: none"> <li>Supports thesis w/ specific evidence (a unique word, <u>short</u> phrase, or characteristic in/of each document) from <b>all or all but 1</b> doc..</li> </ul>	
4	POV (Context Analysis)	<ul style="list-style-type: none"> <li>Analyzes POV in <u>at least 2</u> (preferably 3) docs.                             <ul style="list-style-type: none"> <li>“SOAPSTone” Author’s motive, intended audience,</li> <li><u>How</u> does this characteristic <u>change one’s interpretation</u> of this doc?</li> <li>Why did <i>THIS</i> person create <i>THIS</i> doc at <i>THIS</i> time?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>“bias” (without connection to characteristic) e.g. “Doc #2 author’s is biased because he is British.”</li> </ul>
5	Grouping (Content Analysis)	<ul style="list-style-type: none"> <li>Group doc’s by a shared characteristic                             <ul style="list-style-type: none"> <li>≥3 Groups, organized around ¶ Topic Sentence, e.g. “Gov’t authorities used their power to their own advantage.” (Doc’s 2, 7, 4)</li> </ul> </li> <li>Each Paragraph must discuss ≥2 documents</li> </ul>	
6	Add’l Doc/Info	<ul style="list-style-type: none"> <li>Identify additional doc/info.</li> <li>Explain the need for the additional doc/info. <u>What conclusion could you make</u> w/ additional info?</li> <li>Ask for 2<sup>nd</sup> Add’l Doc (easy possible 8<sup>th</sup> point)</li> </ul>	<ul style="list-style-type: none"> <li>“It would be nice to have a doc from ...” (<i>why</i> would it ‘be nice?’)</li> <li>“because none of the doc’s are from a peasant/woman” is NOT enough.</li> </ul>

**Ideal Body Paragraph Template**

- Topic Sentence (what characteristic do these doc’s share, and how does that support the thesis?)
- Evidence Doc #1 (what text from doc #1 supports this paragraph’s topic/thesis?) POV/Analysis of doc #1
- Evidence Doc #2 (what text from doc #2 supports this paragraph’s topic/thesis?) POV/Analysis of doc #2
- Evidence Doc #3 (what text from doc #3 supports this paragraph’s topic/thesis?) POV/Analysis of doc #3
- How these doc’s relate/compare to each other. (The fullest understanding of any particular document emerges only when that document is viewed within the wider context of all the documents.)
- Additional Doc (be sure to relate how/why this doc would be useful in answering question) What info do none of the doc’s contain that relates to the question & this paragraph’s topic sentence?
- Conclusion / Transition to next Paragraph.

Continuity & Change Over Time (CCOT)			
	Rubric	Must Do's	Should NOT Do's
1	Thesis	<ul style="list-style-type: none"> <li>• Be in 1<sup>st</sup> or last Paragraph</li> <li>• Answer the Question (What, Where, When)</li> <li>• Include 1 Cont. and 1 Change (often part of above)</li> <li>• “While/Although/Despite (<i>A</i> continued), (<i>B</i> changed).”</li> <li>• Include Beginning &amp; Ending Dates of Question</li> </ul>	<ul style="list-style-type: none"> <li>• Thesis “Killer” Words (very, many, things, lots, stuff, ways)</li> <li>• (A + B) both (continued &amp; changed)</li> </ul>
2	Addresses Parts of Question	<ul style="list-style-type: none"> <li>• Discuss 2 continuities (3 if possible)</li> <li>• Discuss 2 changes (3 if possible)</li> <li>• Include beginning of the time period of the question in your answer. (Changed <i>from</i> what?)</li> </ul>	<ul style="list-style-type: none"> <li>• only changes (no cont's)</li> <li>• only continuities (no changes)</li> </ul>
3	Evidence	<ul style="list-style-type: none"> <li>• Give <u>6</u> specific <u>examples</u> of evidence (for 2 pts)</li> <li>• Give <u>3</u> specific examples of evidence (for 1 pt)</li> <li>• Give <u>dates</u> where possible (“Must Know Dates”)</li> <li>• Examples should explain <i>how</i> change happened, <i>how</i> early <i>became</i> middle and then <i>became</i> late. Use active/transitive verbs and adverbs (<i>evolved, morphed, developed, slowly, quickly, intermittently</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• “snapshots”</li> <li>• “then vs. now” comparisons (first it was like this, then it ended up as that.)</li> </ul>
4	Global Context	<ul style="list-style-type: none"> <li>• Contextualize events “inside” the question to the larger world historical context “outside” the question. (“zoom out”)</li> </ul>	
5	Analysis of Change/Cont	<ul style="list-style-type: none"> <li>• Explains reason(s) for a change or continuity. <b>WHY?</b>  <i>because led to caused by due to</i>  <i>affected impacted came from in order to</i></li> </ul>	

Comparative			
	Description	Must Do's	Should NOT Do's
1	Thesis	<ul style="list-style-type: none"> <li>• Be in 1<sup>st</sup> or last Paragraph</li> <li>• Answer the Question (What, Where, When)</li> <li>• Include 1 Sim &amp; 1 Diff (usually part of above)</li> <li>• “While/Although/Despite (<i>A</i> was sim), (<i>B</i> was diff).”</li> </ul>	<ul style="list-style-type: none"> <li>• (A + B) were (similar &amp; different)</li> </ul>
2	Addresses Parts of Question	<ul style="list-style-type: none"> <li>• Discuss 2 similarities (3 if possible)</li> <li>• Discuss 2 differences (3 if possible)</li> </ul>	
3	Evidence	<ul style="list-style-type: none"> <li>• Give 6 specific examples of evidence (for 2 pts)</li> <li>• Give 3 specific examples of evidence (for 1 pt)</li> </ul>	
4	Direct Comparison	<ul style="list-style-type: none"> <li>• Makes at least 1 relevant, direct comparison (“Cue” words: also, as well, both, shared, in addition, like, similarly, too, however, on the other hand, conversely, differently, disagree, in contrast, either, neither, in opposition to, unlike, in contrast to, while)</li> <li>• Put a comma between <i>this &amp; that, here &amp; there.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Parallel/Indirect Comp's (“This happened here. [Period] That happened there.”)</li> </ul>
5	Analysis of Sim/Diff	<ul style="list-style-type: none"> <li>• Explains reason(s) for a similarity/difference <b>WHY?</b>  <i>because led to caused by due to</i>  <i>affected impacted came from in order to</i></li> </ul>	