

# INTRODUCTION TO THE

*D.B.Q.*

DOCUMENT-BASED QUESTION

## Homework

DBQ Analysis - due Wed at end of class

\*No written homework this week  
Read and take notes on 4.3 to "Help from Europe" - due Mon, Oct 28

## Today's Objectives:

- 1 Compare and contrast primary and secondary sources.
- 2 Discuss the difference between TDAs and DBQs.
- 3 Analyze the peanut butter (documents) and add the jelly (my knowledge)



PRIMARY

*Source*

vs.

SECONDARY

*Source*

# PRIMARY *Source*

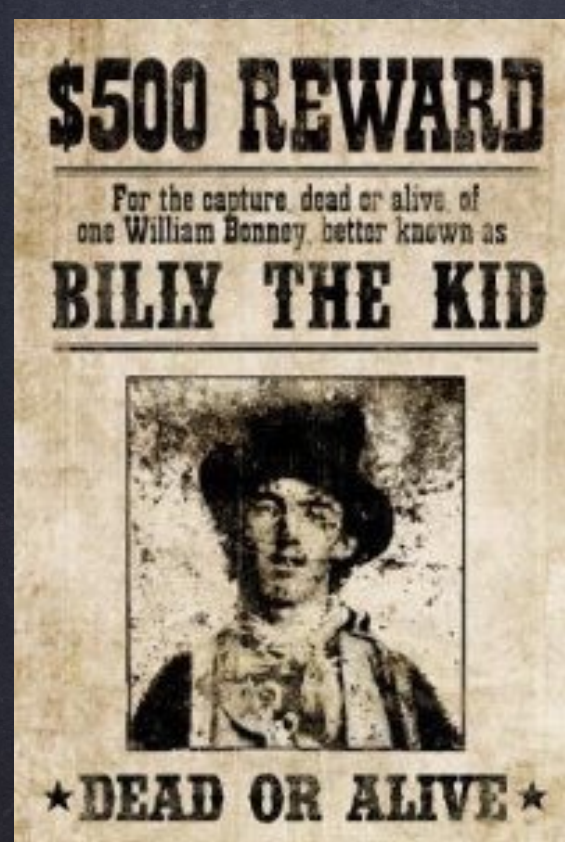
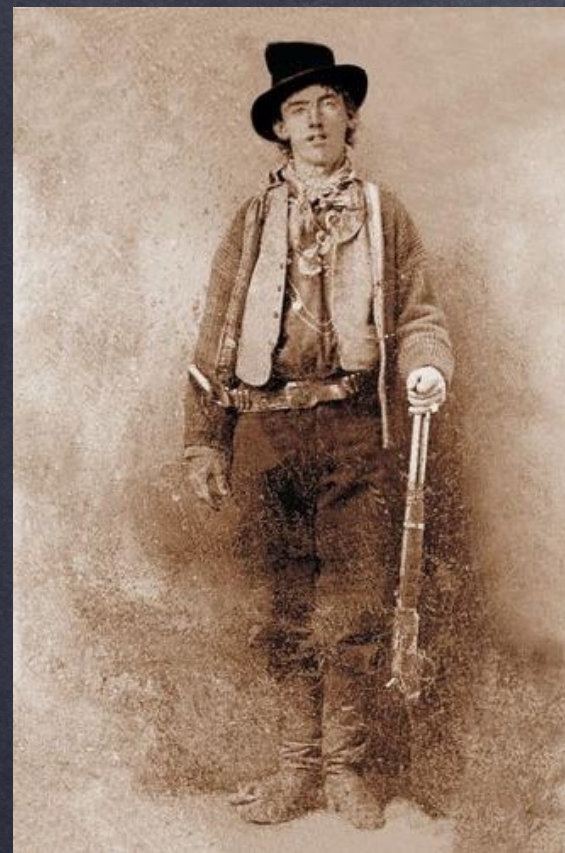
vs.

# SECONDARY *Source*

Materials directly related to a topic by time or participation.

## Examples:

- Letters
- Speeches
- Diaries
- Newspaper articles
- Oral history reviews
- Documents
- Photographs
- Artifacts



# PRIMARY *Source*

vs.

# SECONDARY *Source*

Materials directly related to a topic by time or participation.

Works of synthesis and interpretation based upon primary sources and the work of other authors.

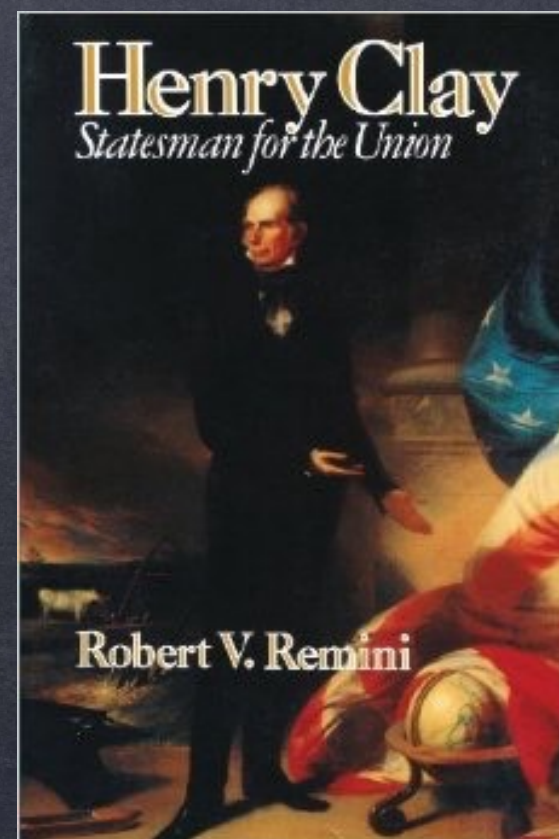
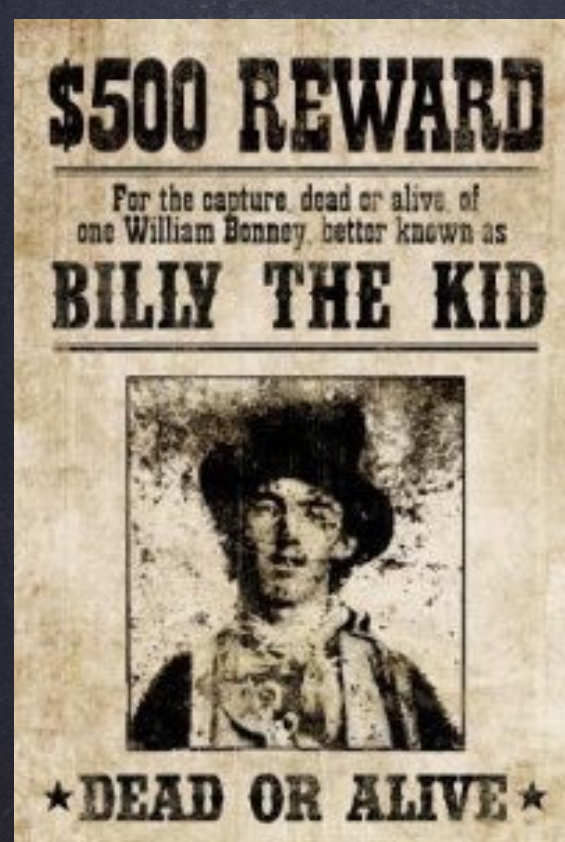
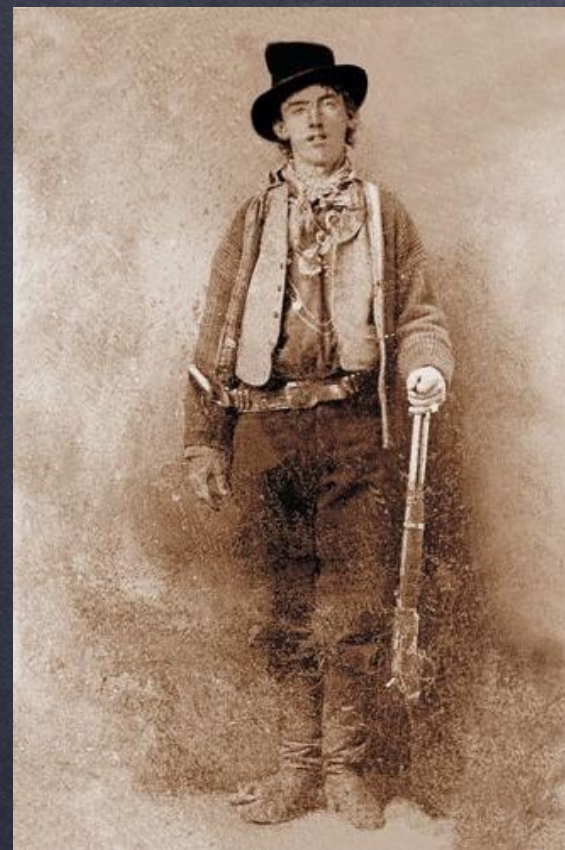
## Examples:

- Letters
- Speeches
- Diaries
- Newspaper articles
- Oral history reviews
- Documents
- Photographs
- Artifacts

Authors of secondary sources their interpretations and narratives based on primary sources and take advantage of other historians by using other secondary sources.

## Examples:

- Textbooks
- Non-Fiction Historical Books



## Jefferson's Head versus Heart Letter

to Mr. Conway  
Paris Oct. 12. 1796. (145)

Madam

Having performed the last sad office of handing you into your carriage at the Pavillon de S<sup>t</sup> Denis, and seen the wheels get actually into motion, I turned on my heel & walked, more dead than alive, to the opposite door, where my own was awaiting me. Mr. Danquerulle was missing, he was sought for, found, & dragged down stairs. We were crammed into this carriage, like recruits for the Bastille, & not having enough to give orders to the coachman, he presumed Paris our destination, drove off. After a considerable interval, silence was broke with a "je suis vrai-ment affligé de depart de ces bons gens." This was the signal for a mutual conversation. We began immediately to talk of Mr and Mrs Conway, of their goodness, their amability, & tho we spoke of nothing else, we seemed hardly to have entered into matter when the coachman announced the rue S<sup>t</sup> Denis, & that we were opposite Mr Danquerulle's, he insisted on descending there & traversing a short passage to his lodgings. I was carried home. Seated by my fire side, solitary & sad, the following dialogue took place between my Head & my Heart.

Head. Well friend, you seem to be in a pretty trim.

Heart. I am indeed the most wretched of all earthly beings. overwhelmed with grief, every fibre of my frame distended beyond it's natural powers to bear, I would willingly meet whatever catastrophe should leave me no more to feel or to fear.

Head. These are the eternal consequences of your warmth & precipitation. this is one of the scrapes into which you are ever leading us. you confess your follies indeed: but still you hug & cherish them, & no reformation can be hoped, who- there is no re-  
sistance.

4235

Heart. 23-82

PRIMARY *or* SECONDARY?

## Jefferson's Head versus Heart Letter

to Mr. Conway  
Paris Oct. 12. 1786. (145)

Madam

Having performed the last sad office of handing you into your carriage at the Pavillon de S<sup>t</sup> Denis, and seen the wheels get actually into motion, I turned on my heel & walked, more dead than alive, to the opposite door, where my own was awaiting me. Mr. Danquerelle was missing, he was sought for, found, & dragged down stairs. We were crammed into this carriage, like recruits for the Bastille, & not having enough to give orders to the coachman, he presumed Paris our destination, & drove off. After a considerable interval, silence was broke with a "je suis vrai-ment effrayé de ce que ces bons gens" this was the signal for a mutual confession. We began immediately to tell of Mr. and Mrs. Conway, of their goodness, their amability, & that we were poor of nothing else, we seemed hardly to have entered into matter when the coachman turned round the corner of the S<sup>t</sup> Denis, & that we were opposite Mr. Danquerelle's, he insisted on descending, & in a few short passages to his lodgings. I was carried home. Seated by my fire, & solitary & sad, the following dialogue took place between my Head & my Heart.

Head. Well friend, you seem to be in a pretty trim.

Heart. I am indeed the most wretched of all earthly beings, overwhelmed with grief, every fibre of my frame distended beyond it's natural powers to bear, I would willingly meet whatever catastrophe should leave me no more to feel or to fear.

Head. These are the eternal consequences of your warmth & precipitation, this is one of the scrapes into which you are ever leading us, you confess your follies indeed: but still you hug & cherish them, & no reformation can be hoped, who there is no reformation.

4235 Heart 1786  
23-82

PRIMARY *or* SECONDARY?

**Transcript of President George  
Washington's Farewell Address (1796)**

Friends and Fellow Citizens:

The period for a new election of a citizen to administer the executive government of the United States being not far distant, and the time actually arrived when your thoughts must be employed in designating the person who is to be clothed with that important trust, it appears to me proper, especially as it may conduce to a more distinct expression of the public voice, that I should not apprise you of the resolution I have formed, to decline being considered among the number of those out of whom a choice is to be made.

PRIMARY *or* SECONDARY?

**Transcript of President George  
Washington's Farewell Address (1796)**

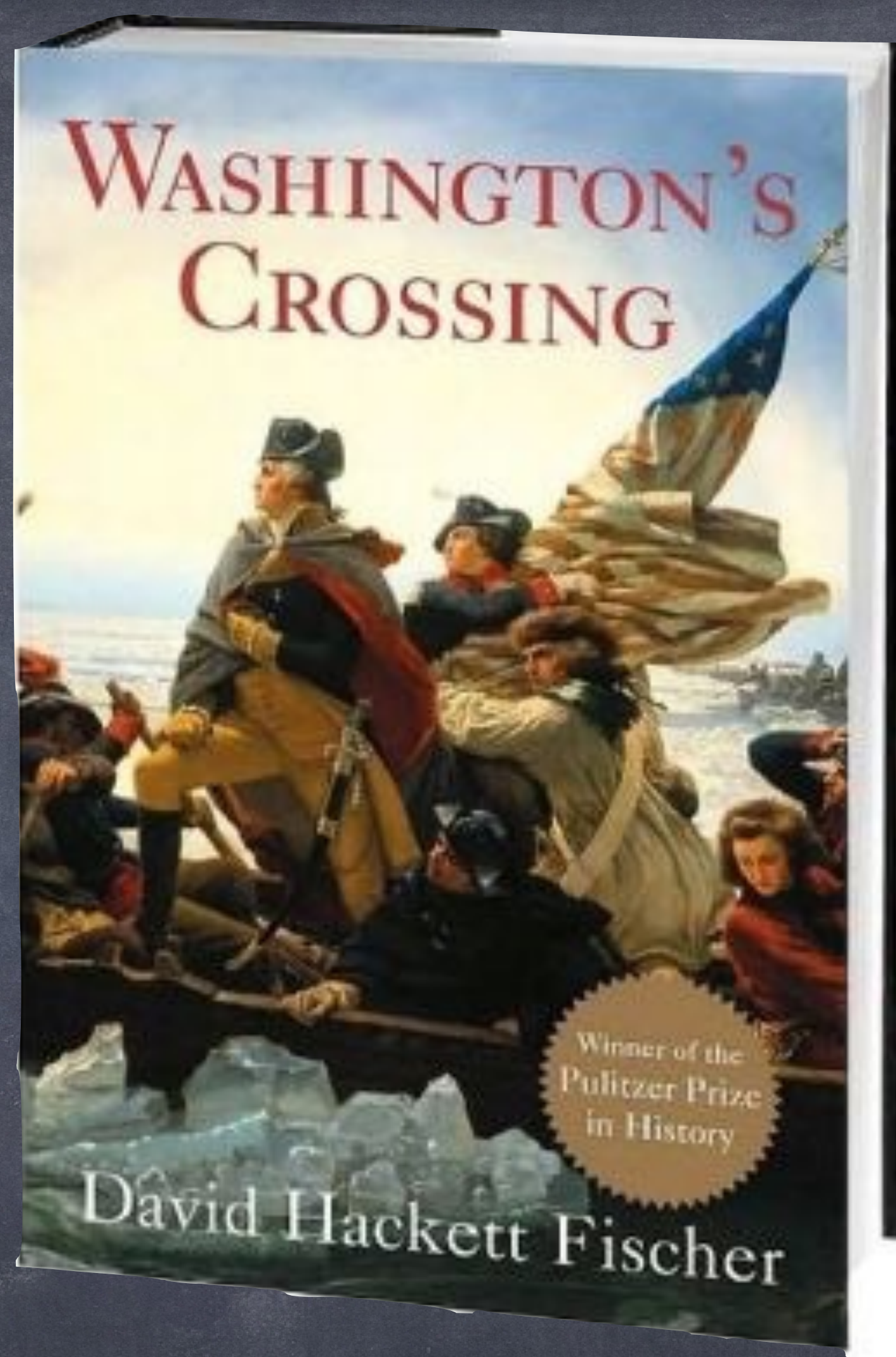
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**PRIMARY**

**PRIMARY *or* SECONDARY?**





PRIMARY *or* SECONDARY?

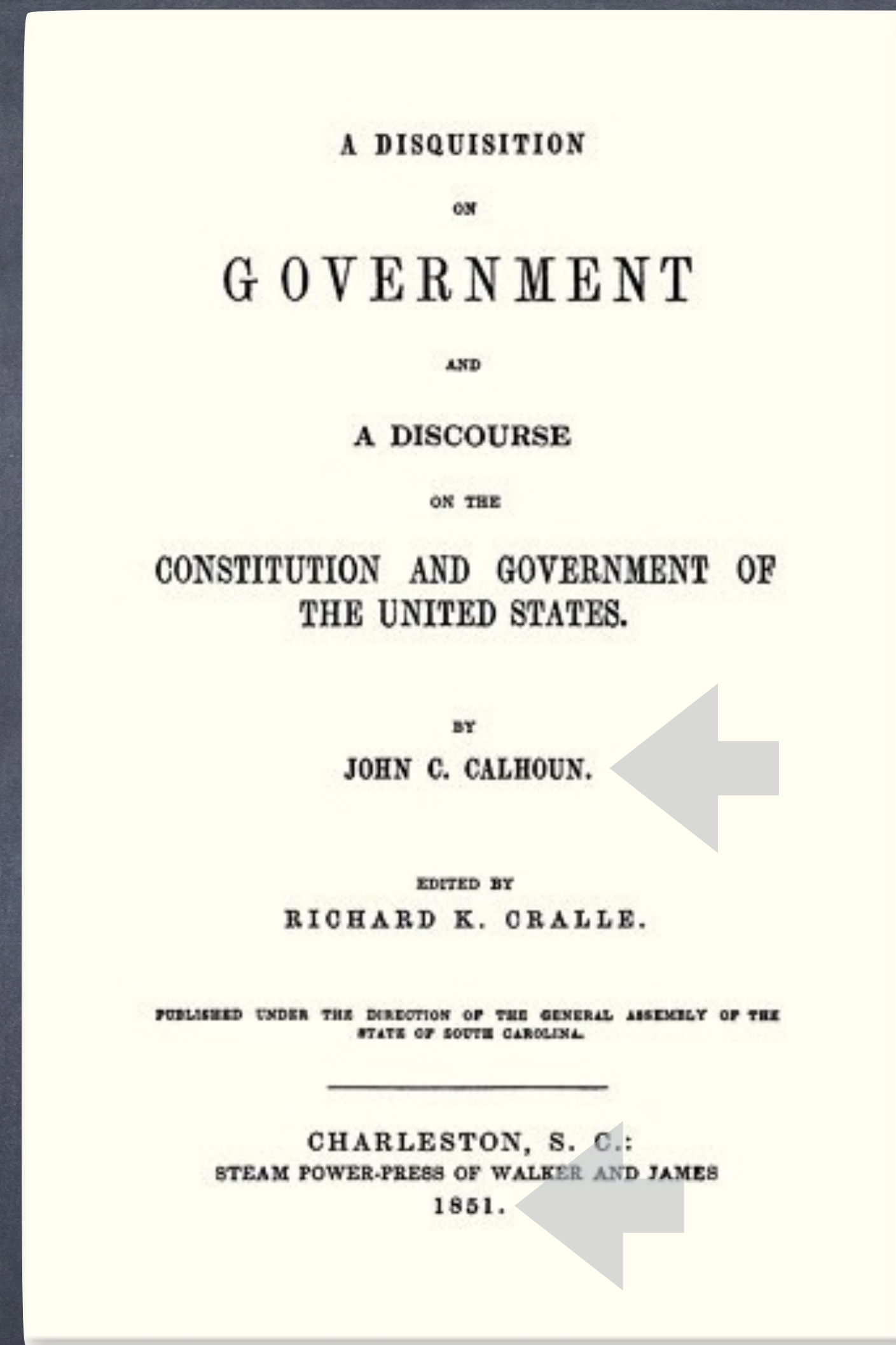
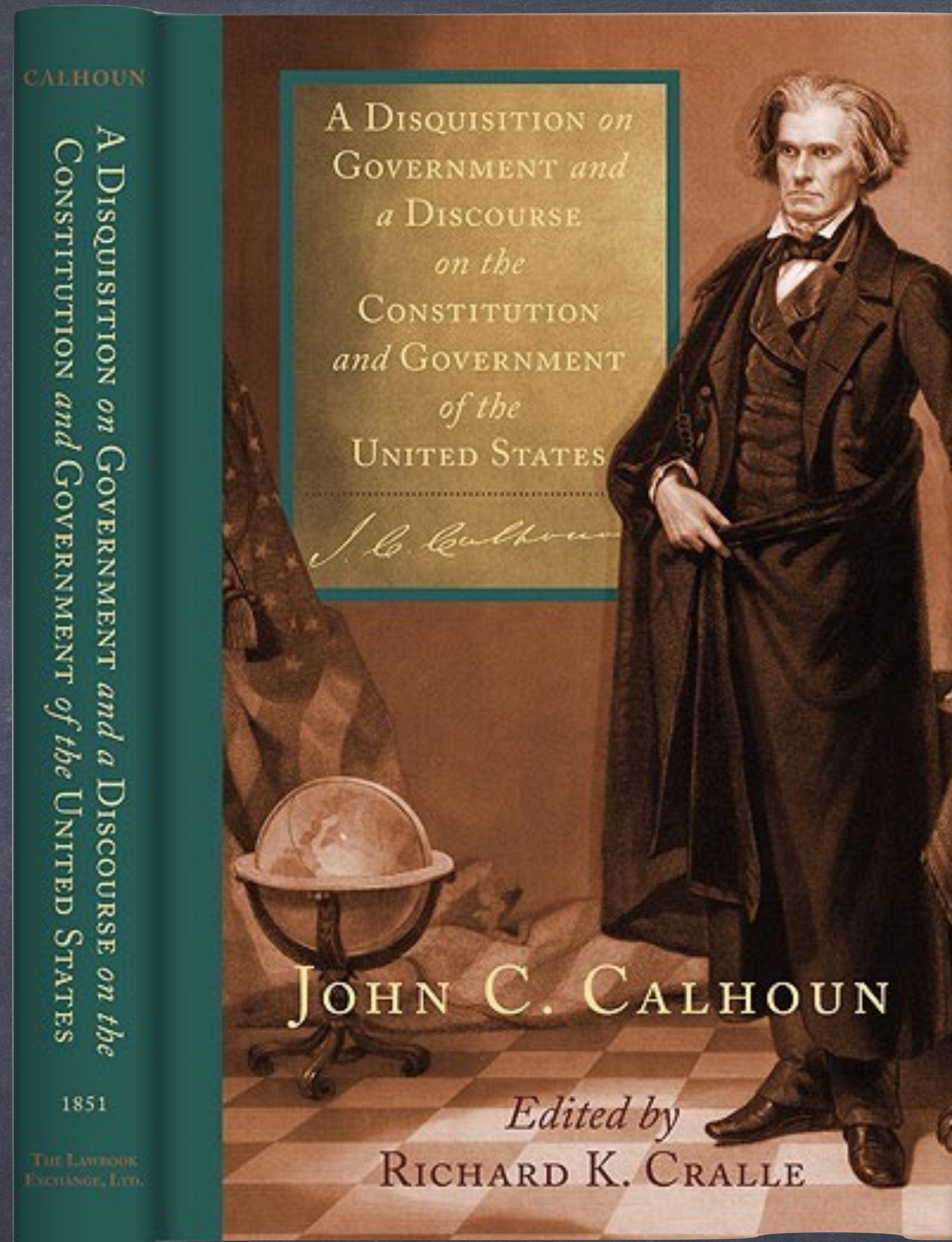
# WASHINGTON'S CROSSING

SECONDARY

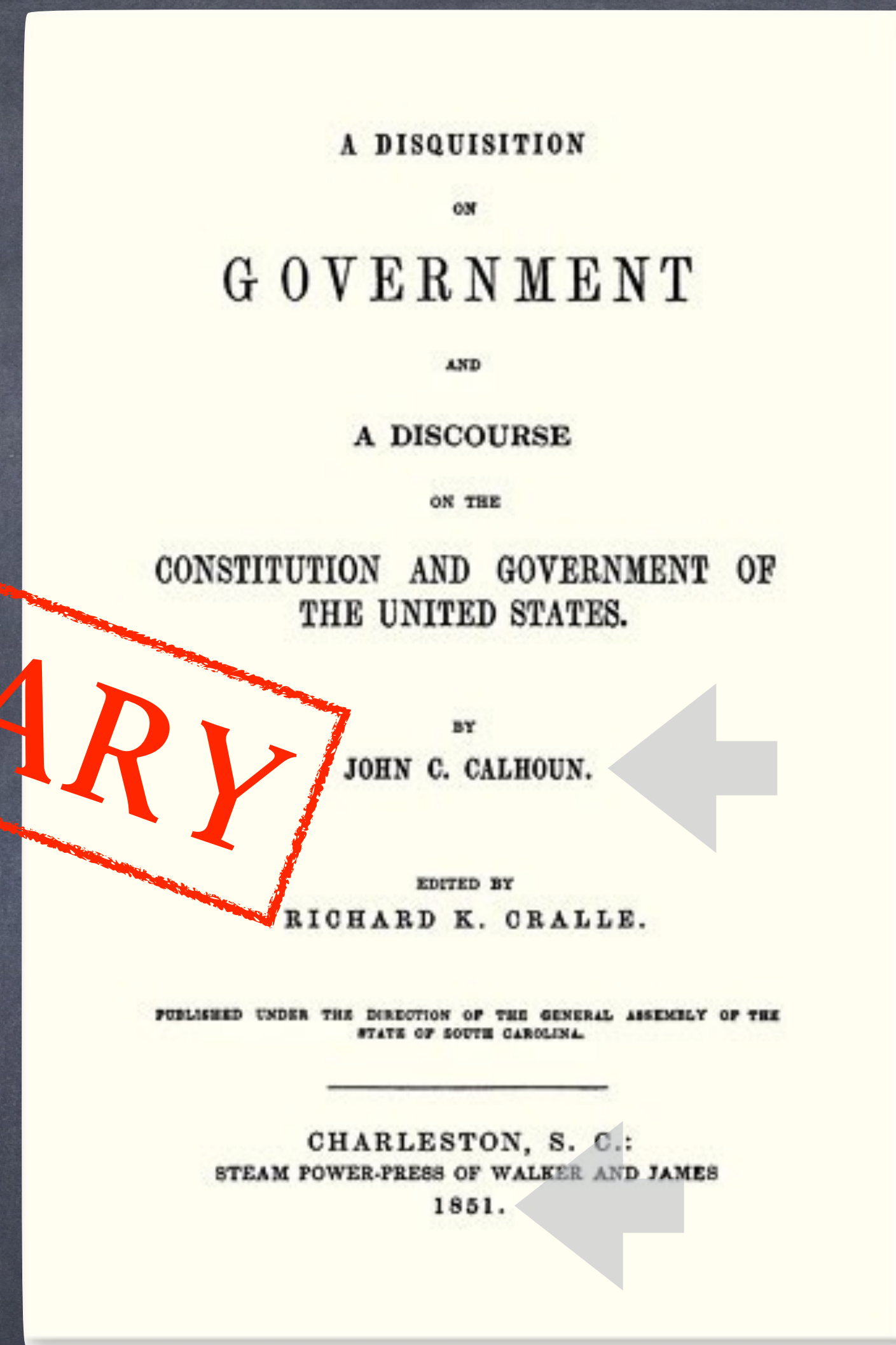
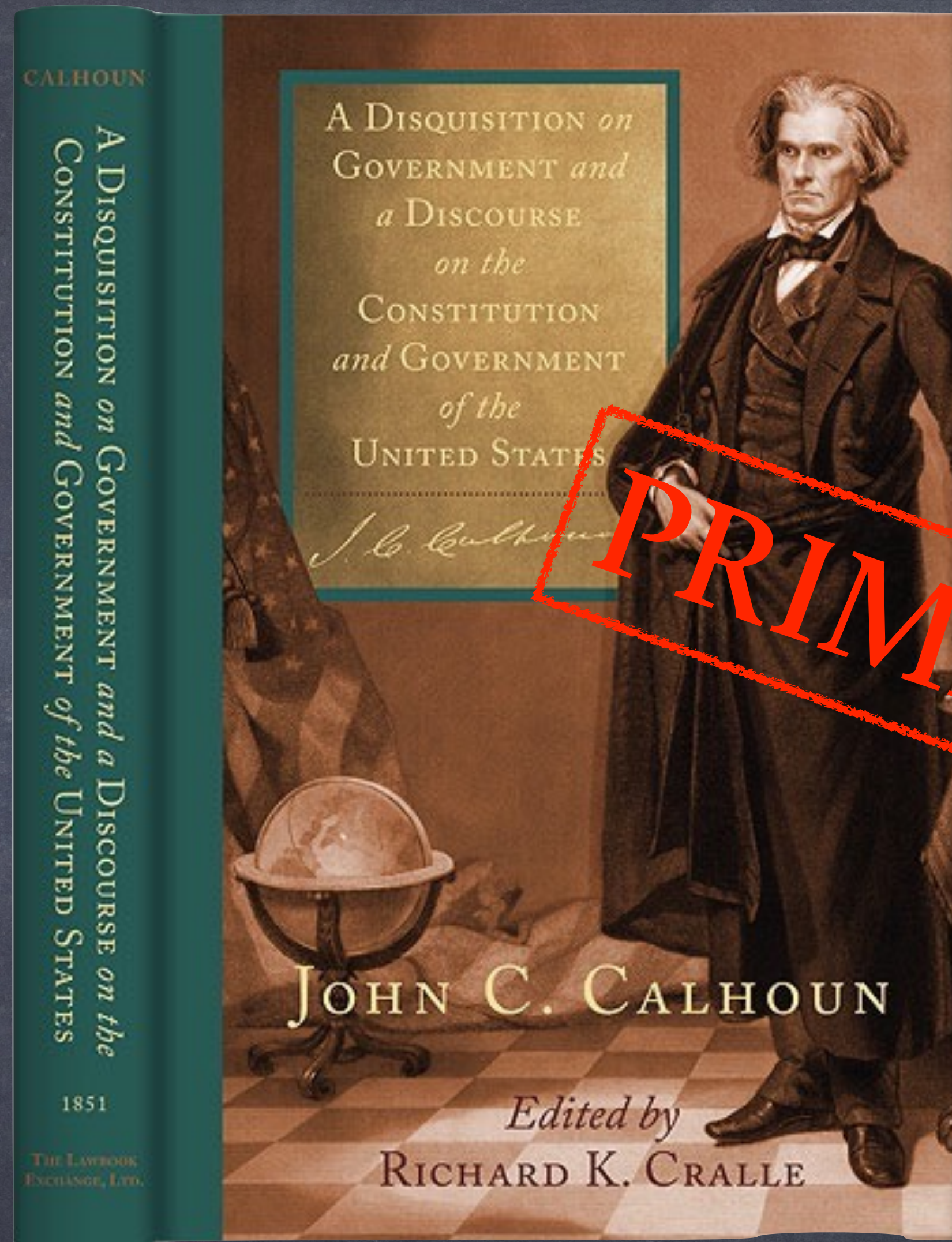
Winner of the  
Pulitzer Prize  
in History

David Hackett Fischer

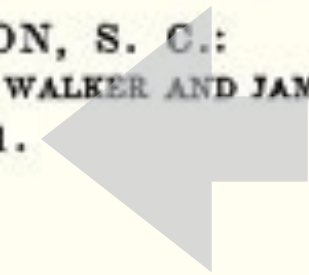
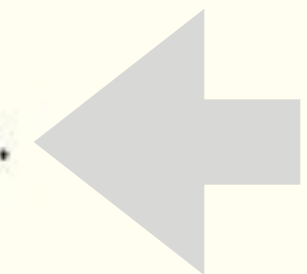
PRIMARY *or* SECONDARY?



PRIMARY *or* SECONDARY?



PRIMARY



PRIMARY *or* SECONDARY?

# TEXT-DEPENDENT *Analysis*

vs.

# DOCUMENT-BASED *Question*

- Can only be answered by referring back to the text being read.
- Requires you to “read closely to determine what the text says explicitly and to make logical inferences from it.”
- Requires you to cite pertinent evidence from the text when responding orally or when writing an answer to questions about the text.
- Answering the question requires no prior knowledge about the text.

- An essay or series of short-answer questions that is constructed by students using one’s own knowledge combined with support from several provided sources.
- Requires you to use the documents to guide your response, but you are not allowed to cite information from the source.

**Letter to Her Daughter from the New White House**

by Abigail Adams

*John and Abigail Adams were the first presidential couple to live in the White House. In the letter, First Lady Adams describes the White House as unfinished and the city of Washington, D.C., as still in development.*

Washington, 21 November 1800

My Dear Child:

I arrived here on Sunday last, and without meeting with any accident worth noticing, except losing ourselves when we left Baltimore and going eight or nine miles on the Frederick road, by which means we were obliged to go the other eight through woods, where we wandered two hours without finding a guide or the path. Fortunately, a straggling man came up with us, and we engaged him as a guide to extricate us out of our difficulty; but woods are all you can see from Baltimore until you reach the city, which is only so in name. Here and there is a small cot, without a glass window, interspersed amongst the forests, through which you travel miles without seeing any human being.

**Question:**

*In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.*

Example DBQ:

**UNITED STATES HISTORY**

**SECTION II**

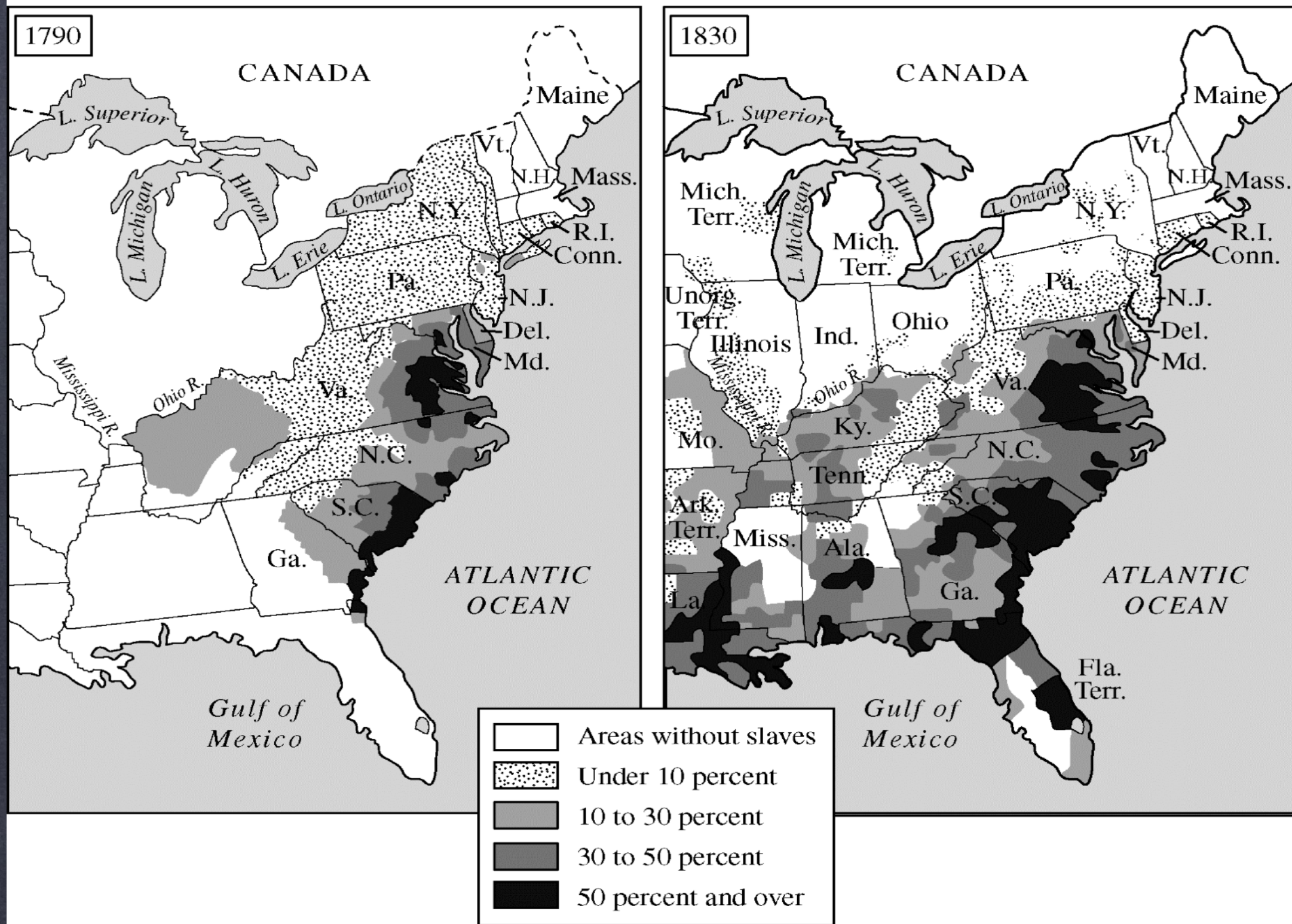
**Part A**

**(Suggested writing time—45 minutes)**

**Percent of Section II score—45**

**Directions:** The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-J and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

1. From 1775 to 1830, many African Americans gained freedom from slavery, yet during the same period the institution of slavery expanded. Explain why BOTH of those changes took place. Analyze the ways that BOTH free African Americans and enslaved African Americans responded to the challenges confronting them.



# TYPES OF Resources

## Document A

Source: Lord Dunmore's Proclamation, Virginia, 1775.

I do require every Person capable of bearing Arms, to [resort] to His MAJESTY'S STANDARD, or be looked upon as Traitors to His MAJESTY'S Crown and Government. . . . And I do hereby further declare all indentured Servants, Negroes, or others, ([belonging] to Rebels,) free that are able and willing to bear Arms, they joining His MAJESTY'S Troops as soon as may be, for the more speedily reducing this Colony to a proper Sense of their Duty, . . .

## Document B

Source: Paul Cuffe's Petition, Massachusetts, 1780.

. . . by Reason of long bondage and hard Slavery we have been deprived of enjoying the profits of our labor or the advantage of inheriting estates from our parents as our neighbors the white people do . . . & yet . . . we are not allowed the privilege of freemen of the State having no vote or influence in the election of those that tax us . . . yet many of our Color (as is well known) have cheerfully entered the field of battle in the defense of the Common cause and that (as we conceive) against a similar exertion of power (in regard to taxation) too well known to need a recital in this place.

- Quotes
- Transcripts
- Documents
- Political Cartoons
- Graphs and Charts
- Essays
- Maps



# THE TWO PARTS OF THE *D.B.Q.*

## PEANUT BUTTER

= THE DOCUMENTS

- You must use the documents.
- It is **NOT** a question about the documents. It **IS** a historical question that requires you to incorporate the documents into your answer.

## JELLY

= YOUR KNOWLEDGE

- What you learned in class / your knowledge
- You **MUST** have jelly!



**Better Together.**



## ANALYZING DOCUMENTS

Ask yourself...

- What might this document be about?
- What do I know about this document?

Write everything you know about it

D.A.R.

DOCUMENT ANALYSIS &  
MAKING CONNECTIONS

## Homework

DBQ Analysis - due Wed at end of class

\*No written homework this week

Read and take notes on 4.3 to “Help from Europe” - due Mon, Oct 28

## Today's To-Do List:

1

Finish analyzing ALL of the documents and make connections between them.

2

Eliminate any information that does not answer the prompt.

3

Determine which FOUR documents I will use to answer the required prompt.



- A* PROCLAMATION OF 1763
- B* TEA ACT OF 1773
- C* QUARTERING ACTS OF 1765 & 1774
- D* BOSTON TEA PARTY
- E* BOSTON MASSACRE
- F* GW TAX QUOTE
- G* STAMP ACT of 1765
- H* JH GOVERNMENT QUOTE

MAKING

*Connections*

SUGGESTED

*Prompts*

*Willingness to Fight*

List the documents that support this theme.

*Unfair Taxes & Acts*

List the documents that support this theme.

*Violation of Natural Rights*

List the documents that support this theme.

??

List the documents that support this theme.

D.B.A.

WRITING FINAL RESPONSES

## Homework

Read and take notes on 4.3 to “Help from Europe” - due Mon, Oct 28

## Today's To-Do List:

1

Complete both sides of the the Document Analysis worksheet by using the documents (Peanut Butter) to guide your response/analysis (Jelly).

2

Submit your Document Analysis worksheet to the teacher before the end of class.



# PEANUT BUTTER

List each of your selected documents into a box.

- These should form the blocks of your response.
- Make sure they're in a logical order to answer the prompt.

Document \_\_\_\_:



Document \_\_\_\_:



Document \_\_\_\_:



Document \_\_\_\_:

Name: \_\_\_\_\_ Period: \_\_\_\_\_

## DOCUMENT ANALYSIS WORKSHEET

REQUIRED PROMPT: Explain how increased British control led to revolution in colonial America.

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# JELLY

Use the lines between each of the boxes to explain how the topics of these documents increased British control and led us to revolution in colonial America.

- DO NOT quote the documents
- Use your knowledge from class
- In your own words!