



Yes, They Can!

World History DBQs For All Secondary Students

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The following matrix examines how the same DBQs (Document Based Questions) that are frequently used to teach advanced placement students can also effectively transform the learning environment for all non-AP World History students. The suggested classroom activities make use of Historical Thinking Skills, Common Core State Standards for English Language Arts, and Thinking Maps. See the Bibliography at the end of this document for more information about these initiatives.

This document can be accessed online at <http://southriverhigh.org/files/2009/02/YesTheyCan.pdf>

World History Topic	DBQ Source	Suggested Classroom Activities
Silk Road	A Silk Road Document Based Question http://www.historycooperative.org/journals/whc/6.1/cohen.html	Provide students with a map of the Silk Road trading network (Suggested source: The Silk Road Project). Using the documents from the DBQ, have them annotate the map with regions that are being connected in each document, as well as the goods or ideas that are being exchanged.
Crusades	http://www.historyteacher.net/GlobalStudies/SUNY-2004/DBQ-Crusades.pdf	This is an excellent DBQ for point-of-view analysis as Christian, Muslim and Jewish viewpoints are represented. If the passages seem a little long for your students, try copying and pasting into a word processing document so you can pare the documents to the essentials lines your students might need.
Mongol Conquest	Mongol Empire Document-Based Question http://teachersites.schoolworld.com/webpages/DCrouse/ap.cfm?subpage=1490329	Use this DBQ to help students analyze non-Mongol view of the Mongols. Students could then classify the effects of Mongol conquest as either positive or negative. Make sure they don't quote the document, but actually summarize the effect they are reading about.
Mongol Leadership	What was the Mongol Leader, Chinggis Great Khan, Really Like? Depends on Whom You Ask! (Taken from " The Mongol Moment " pages 10 – 11) http://worldhistoryforusall.sdsu.edu/eras/era5.php	Evaluate the leadership of Chinggis Khan. Students can categorize the documents as well as identify the authors' point of view. Why would they have a particular bias? Do we have a reason to question the accuracy of any of the documents?

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Black Death	The Plague DBQ 1995 http://thecaveonline.com/APEH/plaguedbq.html	Analyze the responses to the outbreak of the plague. Have the students choose any ten from the 16. Most of these documents are very short but a few may be a little challenging which is why it is good to give them a choice. Have students create tree map in which they categorize their ten documents. Their chart needs to explain how each document answers the question.
Africa in the Post-Classical Period	Document-Based Assessment Activities for Global History Classes DBQ 8: Africa Before European Arrival Note: Your students might benefit from viewing the Benin bronze figures displayed on Tribal African Art: Benin Style	The DBQ focuses on the achievements of various African empires, kingdoms and cities between 1000 – 1500 CE. Students could use a thinking map to summarize the cultural, economic and political achievements that described in the documents.
Exploration	Exploration Document Based Question http://www.lakelandschools.org/webpages/modonnell/news.cfm?subpage=14429	Evaluate the positive and negative effects of exploration. This document is created for using the Internet, but you could easily download the documents to a word processing document. I substituted the map of triangular trade with a diagram of the Columbian exchange. Ask students to explore the idea that certain documents might be used for both effects.
Absolutism	Absolute Monarchs http://www.lakelandschools.org/webpages/modonnell/news.cfm?subpage=14430 <i>"R.P.R." in Document 5 (The Revocation of the Edict of Nantes) stands for Religion prétendue réformée or "the religion called the Reformed", a reference to the French Protestants</i>	Discuss with your students the meaning of "absolutism" and the different methods rulers use to control the actions of their citizenry. The History Learning site on " Absolutism and France " could be used to help generate a list of methods. These different methods then could be the categories you use to classify the actions of Louis XIV, Peter the Great and Charles I in the DBQ. Students could be assigned one or more monarchs to research and then have them

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Enlightenment	Enlightenment DBQ http://www.lakelandschools.org/webpages/modonnell/news.cfm?subpage=14431	jigsaw their information. Students can use the documents in this DBQ to explain what changes in government or society were being suggested by Enlightenment philosophers. How would these be a change from previous thinking? Break the students into seven teams and assign each a document to discuss within their group. Have them report to the class or create a newsprint poster to share.
French Revolution	Document-Based Assessment Activities for Global History Classes DBQ 10: Causes of the French Revolution	There are a lot of French Revolution DBQs on the internet, but this one is best with succinctly dealing with the political, social and economic causes. Have the students create a tree map with these three branches and categorize the causes that they find in the documents. At the base of each branch, ask the students to write a single sentence that summarizes the information they listed. Show the students how to take these summaries and create a thesis paragraph that answers the question and provides the organizing categories (main arguments) for an essay.
Haitian Revolution	Document-Based Question: The Haitian Revolution as a Global Phenomenon http://betterlesson.com/document/167790/haitian-revolution-dbg-doc You need to sign up for an account with <i>BetterLesson</i> in order to download this DBQ, but this only takes a few moments.	This DBQ asks students explain how the Haitian revolution was a global event in terms of its origin, its process, and its legacy. To make this a cooperative activity, assign one of the three topics to different groups. Have each group report its findings to the class. Additional groups could focus on the point of view of the documents or suggest additional documents or types of documents that might be useful for answering the question.

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Imperialism	Document-Based Assessment Activities for Global History Classes DBQ 16: New Imperialism Causes	Cut it the DBQ into strips omitting the questions that follow each document. Have the students categorize the strips as economic, political and social. Generate main ideas from the groups of strips. Great for thesis development practice and teaching the motives for imperialism.
Imperialism	AP European History 2009 Free Response Questions http://apcentral.collegeboard.com/apc/public/repository/ap09_fr_q_european_history.pdf	Lead your students in a discussion on the reasons for 19 th Century Imperialism and then assign them this DBQ. They can then categorize these documents based on the reasons they came up with during the discussion. College Board DBQs are ripe with point-of-view opportunities. You could use some of these documents to supplement the one above.
Imperialism (African Response)	AP World History 2009 Free-Response Questions African responses to the European Scramble for Colonies http://apcentral.collegeboard.com/apc/public/repository/ap09_fr_q_world_history.pdf	This DBQ offers students an excellent opportunity to generate their own categories from the African responses described in the documents. Check out the Scoring Guidelines (particularly #5) for ideas for the various groupings of documents.
Industrial Revolution (Beginning)	Document-Based Assessment Activities for Global History Classes DBQ 12: The Industrial Revolution: Beginnings	Great for thesis development! Students use the documents from this DBQ to answer the question “Why did the Industrial Revolution Begin in England”. I created a three-column graphic organizer for “Geography”, “Innovation and Technology” and “Changes in Agriculture. At the bottom of each column, they have to produce one-sentence summaries which they could then use to produce a thesis paragraph that answers the question.
Industrial Revolution (Effects)	AP European History 2002 Manchester DBQ http://www.collegeboard.com/prod_downloads/ap/students/eur	Identify the issues raised by the growth of cities (like Manchester) and industrialization and how people were reacting to these issues. Pick a few

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	ohistory/euro_hist_frq_02.pdf	of the documents to explore the authors' point-of-view: for example, the French socialist and women's right advocate.
Women in the Industrial Revolution	Women's Work in the Industrial Revolutions http://www.womeninworldhistory.com/sample-17.html See also the AP World History DBQ from 2010 at http://apcentral.collegeboard.com/apc/public/repository/ap10_frq_world_history.pdf (Contains documents from Japan and India)	This DBQ explores the methods used to recruit women into the factories in England, Japan and China, as well as their motives for wanting to work there. This simple DBQ could be used as a class discussion. Students could create their own recruitment posters.
Indentured Servitude	AP World History 2003 Free-Response Questions http://www.collegeboard.com/prod_downloads/ap/students/worldhistory/world_hist_frq_03.pdf	This DBQ explores the causes and consequences of the system of indentured servitude that was used in many areas throughout the world in the aftermath of the anti-slavery movement. It is also helpful to show the patterns of migration in the late 19 th Century. Recruitment methods could be compared to the previous women's DBQ.
Nationalism	Document-Based Assessment Activities for Global History Classes DBQ 15: Nationalism in the Nineteenth Century DBQ: Internal Conflict or Revolutions in World History http://mrsocialstudies.homestead.com/DBQREVOLUTION.pdf	The Nationalism in the 19 th Century DBQ is a good start for discussing nationalism as a force for uniting peoples or toppling empires. However with these seven documents, the focus is on Europe. You could combine with some of the later documents (9 – 11) in the second DBQ to include Latin America. Better yet, ask students to research primary sources they would use from around the world to make this a more global DBQ!
World War I Causes	Document-Based Assessment Activities for Global History Classes DBQ 15: Nationalism in the Nineteenth Century	Introduce the acronym MAIN to your students as you discuss the long term causes of World War I: Militarism, Alliances, Imperialism and Nationalism. The documents in this DBQ can then be cut up, and placed on a MAIN causes tree map or the students could create their own

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		tree maps with summaries of the documents onto newsprint.
World War II	Document-Based Assessment Activities for Global History Classes DBQ 21: World War II: Road to War	Here is an opportunity to integrate the Common Core Curriculum for English/Language Arts! Item W.9-10.1. which asks students to “write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.” Using this DBQ, students could argue for the use of appeasement or collective security as a response to Hitler’s aggression. They must begin with a topic, provide examples from the documents that support or refute their argument, and use the documents as evidence. Ask students to cite the documents by saying things like “William Shirer in his radio broadcast described ...” Why did the authors of these documents think it would or would not work?
Cold War	Cold War DBQ http://www.lakelandschools.org/webpages/modonnell/news.cfm?subpage=16112	This is a truly global DBQ that focuses on how the Cold War between the United States and the Soviet Union affected other nations and/or regions of the world. Students could create a chart in which they summarize how each nation or region was impacted. Another strategy would be to assign students documents from a region and have them jigsaw the information.
European Union	AP European History 2005 Free-Response Question http://apcentral.collegeboard.com/apc/public/repository/_ap05_frq_euro_histor_45551.pdf	In the past, I have actually used this DBQ to teach students about European Union instead of their text. Have students create a flow map of the events leading up to the formation of the European Union. Beneath each event they highlight, they could summarize the various

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Decolonization	Document-Based Assessment Activities for Global History Classes DBQ 23: Decolonization and Revolution: 1945 – 1975	views concerning that step in the process. Up until now we have mostly broken down the process writing a DBQ essay for our world history classes. If your students haven't completed a full-length DBQ essay yet, this might be the best one! Students compare the methods used by leaders of various independence movements. In order to evaluate their methods, they must have with a thesis paragraph that describes what they are going to be talking about, two body paragraphs that focus on a particular method. Use the documents from the DBQ as evidence to support the main idea of each paragraph. As they did in the appeasement essay, remind them not to quote the documents directly but explain how each proves their main idea. Cite the documents by saying things like "Jomo Kenyatta of Kenya explained that ..." Any outside information they can remember about the process of decolonization will make the essay even better.
Human Rights	Human Rights DBQ http://www.lakelandschools.org/webpages/modonnell/news.cfm?subpage=16106	This DBQ could be the starting point for a research project as described in the Common Core English Language Arts Writing Standard W.9-10.7 . All students should read Document 1 (Universal Declaration of Human Rights), but the class could be divided into research teams to study the issues identified in the other documents (South Africa, Cambodia, Tiananmen Square, etc) and create presentations that they present to their classmates. Each team could decide their method of presenting the material.

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Women's Rights	Women and Change DBQ from the August 2001 Regents Exam http://regentsprep.org/regents/global/essays/dbq/womenchange801/index.htm	This is a great opportunity for students to explore change and continuity within a particular topic. This DBQ asks students compare and contrast the role of women in different societies throughout history as well as to discuss the impact of social or political factors on the status of women in those societies. A double-bubble map could be utilized for showing changes within China, Latin America and Africa.
Muslim Nationalism in the 20 th and 21 st Century	AP World History 2005 Free-Response Questions http://apcentral.collegeboard.com/apc/public/repository/_ap05_frq_world_histo_45487.pdf	This DBQ asks student to identify the issue or problems that twentieth-century Muslim leaders in South Asia and North Africa confronted in defining their nationalism. Break the class into teams based on the locations within the documents (Algeria, Egypt, India). After they have had the opportunity to identify issues within their group, integrate the Common Core English Language Arts Writing Standard W.9-10.7 , by giving students the opportunity to research how nationalism is impacting those areas today?

Sample Multiple Choice Items from DBQ Activities:

Dadabhai Naroji, an Indian nationalist, described the effects in imperialism in India in the comment below:

“Europeans (the British) occupy almost all the higher places in each department of government...Native, no matter how fit, are deliberately kept out of the social institutions...”

Which motive for imperialism is BEST reflected in his statement?

- a. Economic
- b. Missionary (Religious)
- c. Political
- d. Geopolitical

Which of the following statements reflects how Rudyard Kipling (author of “The Jungle Book” and “The White Man’s Burden”) would have responded to the Naroji comment?

- a. “I totally agree that the British fail to see that natives can be equal to the British.”
- b. “There will come a time when the Indian and British cultures will merge to create a more civilized culture.”
- c. “There are those in the world whose responsibility is to take civilization to the child-like peoples of the world who should appreciate the efforts of the Europeans.”
- d. “People of India should organize and revolt against British rule.”

Use the following quote from *Manchester in 1844*, written by Leon Faucher after his visit to English factory towns.

The little town of Hyde was at the beginning of the century a little hamlet of only 800 people, on the summit of a barren hill, the soil of which did not yield sufficient food for the inhabitants. The brothers Ashton have peopled and enriched this desert. . . . Mr. T. Ashton employs 1500 work people [in his factories]. The young women are well and decently clothed. . . . The houses inhabited by the work people form long and large streets. Mr. Ashton has built 300 of them, which he lets [rents] for . . . 75 cents per week. . . . Everywhere is to be observed a cleanliness which indicates order and comfort.

[Source: Document-Based Assessment Activities for Global History Classes, page 73]

What does the author believe to be true about the Ashton Brothers’ efforts in Hyde?

- a. They have brought more people to the town and now it does not provide enough food for the residents.
- b. The author disapproves of the rents that the Ashton Brothers charge for their houses.
- c. The author believes that the Ashton Brothers have made great improvements to the standard of living of the residents of Hyde.
- d. The Ashton Brothers do not believe that women should work in the factories.

What can we infer about the Ashton Brothers from the quote above?

- a. They are wealthy industrialists.
- b. They are government reformers.
- c. They are large farm owners.
- d. They are the leaders of a large industrial union.

Bibliography

AP Vertical Teams(R) Guide for History and the Social Sciences (2009)

Available for purchase at <http://store.collegeboard.com/sto/productdetail.do?Itemkey=090083072>

Common Core State Standards for English Language Arts

<http://www.corestandards.org/the-standards/english-language-arts-standards>

Document-Based Assessment Activities for Global History Classes

Available for purchase at <http://walch.com/Document-Based-Assessment-for-Global-History.html>

National Center for History in the Schools (UCLA): Historical Thinking Standards

<http://nchs.ucla.edu/Standards/historical-thinking-standards-1/overview>

Thinking Maps – A Language for Learning

<http://www.mapthemind.com/thinkingmaps/thinkingmaps.html>