**Instructions:** Use this model to help organize your DBQ essay. The model is just a suggestion on how a DBQ is potentially organized (there is no one way to organize a DBQ). Use the checklist to make sure you have all of your required pieces. As you complete those in your essay, circle the appropriate area.

**Checklist:**

1. Thesis Statement (with claims) **X C1 C2 C3**
2. Contextualization **X1 X2** X3
3. Evidence (docs) **1 2 3 4 5 6** 7
4. Evidence (Beyond Docs) **X1** X2 X3
5. Extended Analysis (Docs) **1 2 3** 4 5 6 7
6. Complex Understanding **X1** X2 X3

(List of Five)

**Paragraph 1**

* Topic Introduction (This information should be a statement about information from the prompt).
* Topic Background (This information should define information from the prompt).
* **Contextualization 1.** (Context information should be 2-3 sentencesexplaining how your argument fits in the context of broader historical events, developments, or processes from the period defined in the prompt).
* **Complex Understanding 1.** (this should some statement OTP that precedes the period defined in the prompt) – or pick another topic from the “List of Five” to make a case) – must be 2-3 sentences.
* **Thesis Statement.** (The Thesis Statement is 2-3 sentences and addresses all parts of from the prompt. The statement should include three sub-topics that address the prompt: **A**, **B**, and **C**). If there is a counter argument, then it should also be in the Thesis Statement.

**Paragraph 2**

* **Sub-Topic – A.** Sentence (this should define and introduce the first sub-topic as it relates to your thesis).
* **Document 2 (SA).** Use this document to support your Thesis Statement/argument. The response must accurately describe—rather than simply quote—the context from the document.
* **Document 2 EA).** Analysis **(POV)** – Addresses Sub-Topic A (2-3 sentences).
* **Outside Information 1 (EBD)**. (Outside information is an example or an additional piece of evidence beyond those found in the documents to support or qualify the thesis).
* **Document 4 (SA).** Use this document to support your Thesis statement/argument. The response must accurately describe—rather than simply quote—the context from the document.
* **Document 4 (EA).** Analysis **(HC)** – Addresses Sub-Topic A (2-3 sentences).
* **Complex Understanding 2.** (this should some statement OTP that precedes the period defined in the prompt) – or pick from the “List of Five” to make a case) – must be 2-3 sentences.

**Paragraph 3**

* **Sub-Topic – B.** Sentence (this should define and introduce the second sub-topic as it relates to your thesis).
* **Document 1 (SA).** Use this document to support your Thesis Statement/argument. The response must accurately describe—rather than simply quote—the context from the document.
* **Document 1 (EA).** Analysis **(POV)** – Addresses Sub-Topic B (2-3 sentences).
* **Document 5 (SA).** Use this document to support your Thesis Statement/argument. The response must accurately describe—rather than simply quote—the context from the document.
* **Document 5 (EA).** Analysis **(Audience)** – Addresses Sub-Topic B (2-3 sentences).
* **Outside Information 2 (EBD)**. (Outside Information is an example or an additional piece of evidence beyond those found in the documents to support or qualify the thesis).
* **Document 3 (SA).** Use this document to support your Thesis Statement/argument. The response must accurately describe—rather than simply quote—the context from the document.
* **Document 3 (EA).** Analysis **(Purpose)** – Addresses Sub-Topic B (2-3 sentences).

**Paragraph 4**

* **Sub-Topic – C.** Sentence (this should define and introduce the third sub-topic as it relates to your thesis).
* **Document 6 (SA).** Use this document to support your Thesis Statement/argument. The response must accurately describe—rather than simply quote—the context from the document.
* **Document 6 (EA).** Analysis **(HC)** – Addresses Sub-Topic C (2-3 sentences).
* **Outside Information 3 (EBD)**. (Outside information is an example or an additional piece of evidence beyond those found in the documents to support or qualify the thesis).
* **Document 7 (SA).** Use this document to support your Thesis Statement/argument. The response must accurately describe—rather than simply quote—the context from the document.
* **Document 7 (EA).** Analysis **(Purpose)** – Addresses Sub-Topic C (2-3 sentences).

**Paragraph 5 (Optional Paragraph). You can include two contextualization pieces in some other paragraph, or make a paragraph contextualization)**

* **Contextualization 2.** (Context information should be 2-3 sentencesexplaining how your argument fits in the context of broader historical events, developments, or processes from the period defined in the prompt).
* **Contextualization 3.** (Context information should be 2-3 sentencesexplaining how your argument fits in the context of broader historical events, developments, or processes from the period defined in the prompt).

**Paragraph 6**

* **Complex Understanding 3.** (this should some statement OTP that precedes the period defined in the prompt – or pick from the “List of Five” to make a case) – must be 2-3 sentences.
* **Conclusion.** (restate the thesis).

**Thesis –**

* Make a historically defensible claim that responds to ALL parts of the question.
* Do not simply re-state the question.
* This sentence should be 2-3 sentences and underlined in the essay.

**Contextualization –**

* Use knowledge not found in the documents to explain how your argument fits in the context of broader historical events, developments, or processes.
* To earn credit, each “Contextualization” pieces must go beyond a phrase or a reference and should consist of multiple sentences or a full paragraph.
* Write “Context 1”, “Context 2”, “Context 3” etc. in the margin to identify this part of the essay.
* You must have TWO or more separate “Contextualization” pieces to earn a point.

**Evidence beyond the Documents –**

* Provide an example or an additional piece of evidence beyond those found in the documents to support or qualify the thesis.
* To earn credit, “Evidence” pieces must be different from evidence used to earn other points in this essay and must go beyond a phrase or a reference.
* Write “E1”, “E2”, “E3” etc. in the margin to identify this part of the essay.
* You must have TWO or more separate “Evidence” pieces to earn a point.

**Analysis –**

* Extend the argument by explaining the connections between the thesis and one of the following.
* The “Analysis” pieces must go beyond a phrase or a reference.
* For at least three documents, explain how or why the document’s point-of-view, purpose, historical situation, and/or audience is relevant to an argument.
* Pick one or more of the following “List of Five” to incorporate into the essay to respond to the “Analysis” part of the essay:

1. Explaining nuance of an issue analyzing multiple variable.
2. Explaining both similarity and difference, explaining both continuity and change, explaining multiple causes, or explaining both cause and effect.
3. Explaining relevant and insightful connections within and across periods.
4. Confirming the validity of an argument by corroborating multiple perspectives across themes.
5. Qualifying or modifying an argument by considering diverse or alternative views or evidence.

* You must have TWO or more separate “Analysis” pieces to earn a point from the “List of Five”.