**Instructions:** Use this essay 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 each separate required piece in your essay, circle the appropriate area.

**Checklist:**

1. **Thesis Statement** (with claims) **X C1 C2** C3
2. **Contextualization**  **CTX1** CTX2
3. **Evidence** (documents)

**-** Document Content (describe at least 2 docs) **1 2 3 4** **5**

**-** Support Argument (at least 2 or 4 docs) **1 2 3 4 5**

**-** Evidence Beyond Documents (at least 2docs) **EBD1 EBD2**

1. **Analysis & Reasoning**
* Explanation (at least 2) **1 2 3** 4 5
* Complex Understanding (HA) **CU1**

**Paragraph 1**

* Topic Introduction (This information should be a statement about 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 broader context of historical events, developments, or processes from the period (or outside the period) defined in the prompt. **(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. **(2-3 sentences)**

**Paragraph 2**

* **Sub-Topic – A.** Sentence (this should define and introduce the first sub-topic as it relates to your thesis).
* **Document 4 (describe).** Describe the document. The response must accurately describe—rather than simply quote—the context from the document. **(1-2 sentences)**
* **Document 4 (support).** Use this document to support your Thesis Statement/argument. The response must accurately support your Thesis and relate to the prompt. **(2-3 sentences)**
* **Document 4 (explain).** Analysis **(POV, HS, Audience, Purpose)** – Addresses Sub-Topic A. **(1-2 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 2 (describe).** Describe the document. The response must accurately describe—rather than simply quote—the context from the document. **(1-2 sentences)**
* **Document 2 (support).** Use this document to support your Thesis Statement/argument. The response must accurately support your Thesis and relate to the prompt. **(2-3 sentences)**
* **Document 2 (explain).** Analysis **(POV, HS, Audience, Purpose)** – Addresses Sub-Topic A. **(1-2 sentences)**

**Paragraph 3**

* **Sub-Topic – B.** Sentence (this should define and introduce the second sub-topic as it relates to your thesis).
* **Document 5 (describe).** Describe the document. The response must accurately describe—rather than simply quote—the context from the document. **(1-2 sentences)**
* **Document 5 (support).** Use this document to support your Thesis Statement/argument. The response must accurately support your Thesis and relate to the prompt. **(2-3 sentences)**
* **Document 5 (explain).** Analysis **(POV, HS, Audience, Purpose)** – Addresses Sub-Topic A. **(1-2 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). **(2-3 sentences)**
* **Document 1 (describe).** Describe the document. The response must accurately describe—rather than simply quote—the context from the document. **(1-2 sentences)**
* **Document 1 (support).** Use this document to support your Thesis Statement/argument. The response must accurately support your Thesis and relate to the prompt. **(2-3 sentences)**
* **Document 1 (explain).** Analysis **(POV, HS, Audience, Purpose)** – Addresses Sub-Topic A. **(1-2 sentences)**
* **Document 3 (describe).** Describe the document. The response must accurately describe—rather than simply quote—the context from the document. **(1-2 sentences)**
* **Document 3 (support).** Use this document to support your Thesis Statement/argument. The response must accurately support your Thesis and relate to the prompt. **(2-3 sentences)**
* **Document 3 (explain).** Analysis **(POV, HS, Audience, Purpose)** – Addresses Sub-Topic A. **(1-2 sentences)**

**Paragraph 4**

* **Complex Understanding 1.** (this should be some statement OTP that precedes the period defined in the prompt – or pick from the “List of Five” to make a case).
* **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 –**

* Contextualization is a broad topic
* 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.
* TYPE “Contextualization 1”, “Contextualization 2” etc. at the end of the sentence.
* You must have at least ONE 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 (think of this as the 6th and 7th documents which you incorporate into the essay).
* To earn credit, “Evidence” pieces must be different from evidence used to earn other ideas in this essay and must go beyond a phrase or a reference.
* TYPE – “**EBD1**”, “**EBD2**” at the end of the sentence.
* You must have ONE or more separate “Evidence Beyond the Documents” pieces to earn a point or TWO points.

**Explanation (POV, Audience, Purpose, HS) –**

* For at least TWO documents, explain how or why the document’s **point-of-view**, **purpose**, **historical situation**, and/or **audience** is relevant to an argument.
* Be sure to identify one of these “Explanation” pieces at the end of the sentence.

**Complex Understanding (CU) –**

* Extend the argument by explaining the connections between the Thesis and one of the pieces from the “List of Five.”
* 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 evi