**GUIDANCE FOR DBQ ESSAY:**

***Prompt:*** *To what extent did the Constitution advance or set back the principles of the American Revolution?*

**TIP#1: BRAINSTORM YOUR STRUCTURE:** Use this chart below to organize your ideas. Figure out where evidence goes.Evidence should come from class notes, textbook, AND from docs.Whatever squares fill up the quickest with evidence, you will be able to tell where to put emphasis in your thesis and honor complexity.

|  |  |  |
| --- | --- | --- |
|  | **ADVANCE**  **(uphold, reflect, help)** | **SET BACK**  **(undermine, ignore, neglect, reject)** |
| Principle of  REPUBLICANISM |  |  |
| Principle of  REPRESENTATION & CONSENT |  |  |
| Principle of  EQUALITY |  |  |
| Principle of  PROPERTY |  |  |

**TIP #2: CITING THE DOCS:**

|  |  |
| --- | --- |
| **GOOD CITATION** | **BAD CITATION** |
| Example 1) According to Abigail Adams, Shays Rebellion was such an “alarming” event that the country was convinced a stronger Constitution was necessary. (Doc A)  Example 2) Shays Rebellion was an example of “ignorant, restless desperados” taking too much control during a time when the federal government was too weak. (Doc A)  MAKE YOUR POINT and USE PARENTHETICAL CITATION. EMBED BRIEF QUOTES FROM DOC.  There are 8 docs. You need to use 7.  Make sure you reference audience, purpose, and/or point of view for most of the docs you reference. | Example 1) Doc A says “With regard to the tumults in my native state, which you inquire about, I wish I could say that report had exaggerated them. It is true Sir, that they have been carried to so alarming a height as to stop the courts of justice in several counties. Ignorant, restless desperados, without conscience or principles.”  Example 2) Doc A is all about Abigail Adams saying something to Jefferson who will later become President.  AVOID LONG QUOTES AND AVOID BEGINNING WITH “DOC B SAYS” |

**Tip #3: SYNTHESIS POINT: How can you earn the most important point on the rubric?**

The synthesis point is awarded if you take 2 sentences (minimum) to explain how your claim/point connects to another historical period.

**Example:** The Americans resisted turning to a monarchial form of government when they drafted the Articles of Confederation because they wanted to emphasize giving more power to the people. This resistant to monarchy was an indirect result of the Glorious Revolution of 1689 when the Parliament’s power trumped the monarchy.

Here is how the synthesis point appears on the rubric:

**IV. SYNTHESIS (1 point)**

|  |
| --- |
| Not present: (0)  Present and how is it seen: \_\_\_\_\_(1)  Counterargument / Contradiction in evidence / Connects to other historical periods, geographical contexts, or circumstances |

**Tip #4: Go beyond the docs!**

You cannot earn higher than a B if you do not include IDs and terms that the docs don’t specifically reference.

Rely on outside information from your notes and textbook.

Think about the DBQ as an “essay with a cheat sheet”. The docs are the cheat sheet. Docs are there to trigger more information from you. What kind of essay could you write if you only had the prompt and NO docs? Use evidence beyond the docs so the essay avoids being just a summary of each doc.