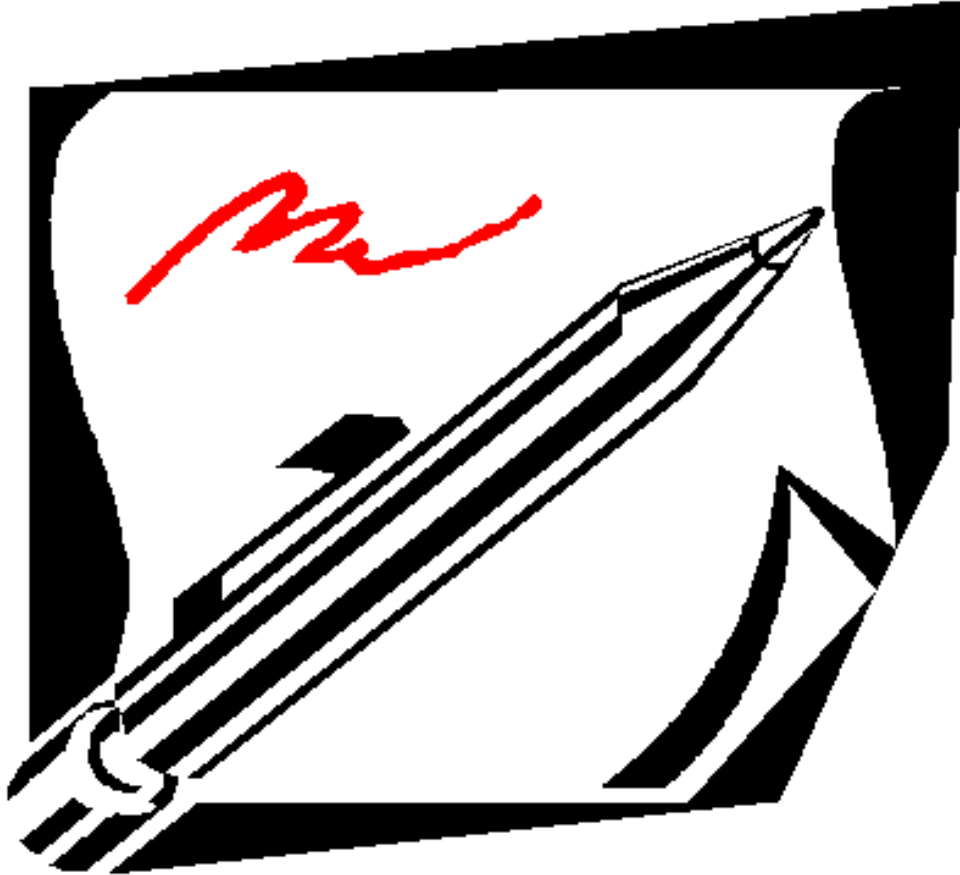


Writing a DBQ Essay



Name: _____

Period: _____

Due Date: _____

Purpose: The goal of this packet is to teach you the proper way to develop an answer to a Document Based Question response essay on the New York State Global History and Geography Regents Exam. We will be breaking it down together and going through each part separately. Below you'll find what you'd see on the Regents. Our goal is to break this question down part by part in order to give you an understanding of how to write the essay properly.

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, many changes have occurred in the way food is produced. Some major changes occurred during the *Neolithic Revolution*. These changes in food production had political, social, and economic effects on societies and regions.

Task: Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Select *one* food production revolution mentioned in the historical context and

- Describe the change in food production during the revolution
- Discuss political, social, *and/or* economic effects the change in food production had on society or a region

In developing your answers to Part III, be sure to keep these general definitions in mind:

(a) describe means “to illustrate something in words or tell about it”

(b) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

From Food Gathering To Food Producing

. . . Paleolithic men could not control their food supply. So long as they relied on foraging, hunting, fishing, and trapping, they were dependent on the natural food supply in a given area to keep from starving. But while Paleolithic men continued their food-gathering pattern of existence in Europe, Africa, and Australia, groups of people in the Near East began to cultivate edible plants and to breed animals. Often described as the “first economic revolution” in the history of man, this momentous change from a food-gathering to a food-producing economy initiated the Neolithic Age. Paleolithic man was a hunter; Neolithic man became a farmer and herdsman. . . .

Source: T. Walter Wallbank, et al., *Civilization: Past and Present*, Scott, Foresman and Company

1A According to the authors of this passage, what is *one* significant change that occurred between the Paleolithic Age and the Neolithic Age? [1]

1B List the title and the author of the document.

1C Why is the title of a document important?

GO ON TO THE NEXT PAGE →

Document 2

WHY HUNT? WHY GATHER? JOIN THE NEOLITHIC REVOLUTION!

How goes the **hunt**?

Not so great. How's **gathering**?

So-so.

Look! A **village**! I wonder what they **do** over there ..?

Excuse me. I couldn't help but **overhear**. Let me tell you about living the **Neolithic Way**!

First off – we don't just **look around** for our food .. we actually **grow** some of it ourselves, **where we live**!

Gasps!

Plant and animal **domestication** is the **key**. We grow **edible plants** ourselves, right out of the **ground**, time after time!

Yum!

Animals, too! We **control** their reproduction to select **desirable characteristics** and eliminate bad ones.

Wow! How can we live the **Neolithic way**?

You can start by **joining us** in the village! **Leave your troubles behind!***

*Some hunting and gathering may be necessary to maintain dietary variety and avoid famine.

Build permanent structures.

Enjoy regular meals!

Be civil!

Settle down!

Reshape your environment!

Be sociable!

Form complex societies!

Special offer! Free booklet! **The Pleasures of Partridge** Earn Your Animals' Respect How to Tell a Weed

Your KEYS to a BETTER LIFE!

Harness Plant Power!

- Learn how the seeds you drop can become next fall's crop!
- Use seed selection to make future plants more productive and easier to harvest!
- Preserve and store surpluses for hard times!
- Invent new ways of preparing and cooking plant foods!

Put Animals To Work For You!

- Learn which species are slow and submissive!
- Use food and fences to keep them around!
- Influence their choice of mates!
- Breed the best and eat the rest!

2A Based on this comic, state *two* effects of the Neolithic Revolution. [2]

(1) _____

(2) _____

2B What is the title of the cartoon?

2C Based on the title of the cartoon, what information can I expect to find in this document?

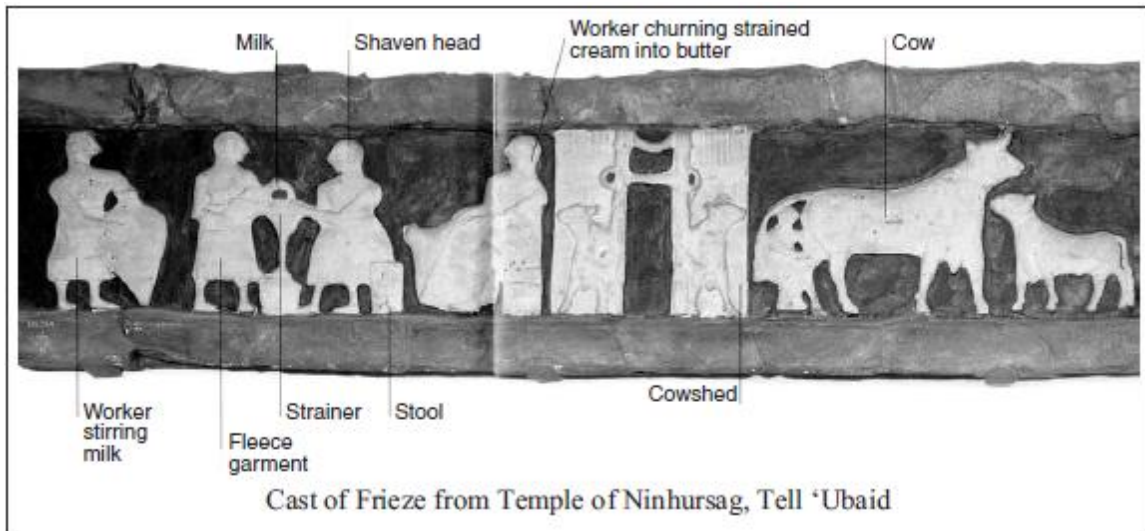
2D List *two* specific examples from the document of how life improved as a result of the Neolithic Revolution.

(1) _____
(2) _____

GO ON TO THE NEXT PAGE →

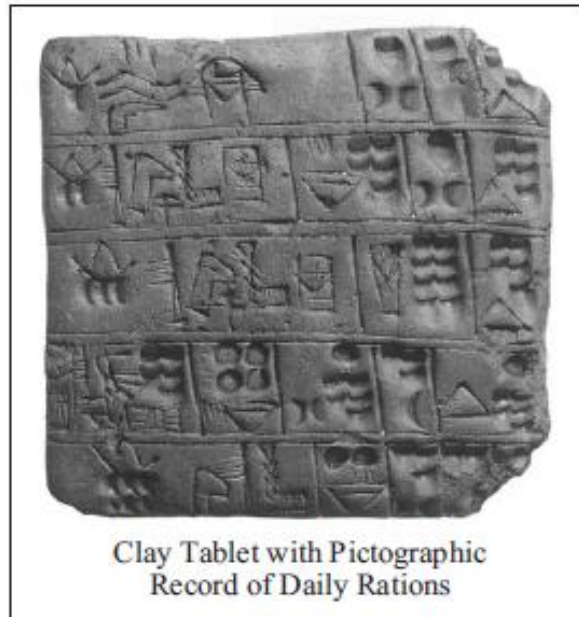
Document 3a

Mesopotamia: Everyday Life



Source: The Visual Dictionary of Ancient Civilizations, Dorling Kindersley (adapted)

Document 3b



Source: The Visual Dictionary of Ancient Civilizations, Dorling Kindersley (adapted)

GO ON TO THE NEXT PAGE →

3A Based on these images, state *one* advance that occurred as the Mesopotamian culture developed a stable food supply. [1]

3B Which document did you get your answer from and what was shown in the document that led you to your answer?

Document Analyses

After reading the documents, describe changes in food production that occurred during the Neolithic Revolution.

-
-
-
-
-

List as many social, political or economic effects that the change in food production had on society

-
-
-
-
-

What other information do you know that may go with this topic that wasn't shown in the documents? (**OUTSIDE INFORMATION**)

-
-
-

Document Analysis Practice

Document 1

Shi Huangdi, first emperor of the Qin dynasty, used warfare to weaken six of the seven warring states. His efforts to unify China led to the consolidation of his power.

... The Qin [under Shi Huangdi] made many changes that were meant to unify China and aid in administrative tasks. First, the Qin implemented a Legalist form of government, which was how the former Qin territory had been governed. The area was divided up in 36 commanderies which were then subdivided into counties. These commanderies had a civil governor, a military commander, and an imperial inspector. The leaders of the commanderies had to report to the Emperor in writing. The Legalist form of government involved rewards and punishments to keep order. Also, the state had absolute control over the people, and the former nobility lost all of their power. The nobility were also transplanted from their homes to the capital. Groups were formed of units of five to ten families, which then had a group responsibility for the wrongdoings of any individual within the group....

Source: "Qin Dynasty," EMuseum, Minnesota State University at Mankato

1 Based on this EMuseum document, what were *two* ways the Qin under Shi Huangdi attempted to control China? [2]

(1) _____

(2) _____

Document 2

... His [Shi Huangdi's] most significant reforms were to standardise Chinese script [writing], weights and measures and even the length of cart axles so that every cart could run smoothly in the ruts. An extensive new network of roads and canals improved trade and the movement of troops between provinces....

Source: "The Emperor with an ego big enough for all time," Timesonline

2 Based on this document, what was *one* way Shi Huangdi's actions helped China? [1]

Document 3

Li Si was a strong supporter of legalism and served as the Grand Counselor to Emperor Shi Huangdi. In this passage, Li Si is responding to a scholar who has challenged the Emperor’s movement away from traditional values.

... “I humbly propose that all historical records but those of Chin [Qin] be burned. If anyone who is not a court scholar dares to keep the ancient songs, historical records or writings of the hundred schools, these should be confiscated and burned by the provincial governor and army commander. Those who in conversation dare to quote the old songs and records should be publicly executed; those who use old precedents [examples] to oppose the new order should have their families wiped out; and officers who know of such cases but fail to report them should be punished in the same way.

“If thirty days after the issuing of this order the owners of these books have still not had them destroyed, they should have their faces tattooed and be condemned to hard labour at the Great Wall. The only books which need not be destroyed are those dealing with medicine, divination and agriculture. Those who want to study the law can learn it from the officers.” The emperor sanctioned this proposal....

Source: Szuma Chien, Records of the Historian, The Commercial Press

3 According to Li Si’s proposal, what was *one* way Shi Huangdi could control the people of China?. [1]

(1) _____

Directions: Based on the task below, create a document analysis sheet similar to the one which was created for you earlier in this packet. Use the last three sample documents to assist you with your answer.

TASK:

Use the leader mentioned in the documents and

- Describe actions taken by the leader that show this individual was an autocrat (ruler who has complete authority)
- Discuss the extent to which this leader's use of autocratic power helped and/or hurt his country or his people

Writing the Essay

Part B Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least two* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout history, many changes have occurred in the way food is produced. Some major changes occurred during the *Neolithic Revolution*. These changes in food production had political, social, and economic effects on societies and regions.

Task: Using the information from the documents and your knowledge of global history, write an essay in which you

Select a food production revolution mentioned in the historical context and

- Describe the change in food production during the revolution
- Discuss political, social, *and/or* economic effects the change in food production had on society or a region

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least two* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

Introduction

The introduction to the essay response should communicate what it is that the essay will show or prove. The DBQ generic scoring rubric states that to earn a five, the essay, “Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem.” In other words, do not just rewrite the essay question as your introduction.

A. Introduce the General Topic

- ▶ Every essay is on a certain topic.
- ▶ This will be given to you in the “historical context” on the first page of your DBQ essay.
- ▶ With the first couple of sentences in your intro you are just going to introduce this topic and try to catch the reader’s attention.
- ▶ An easy way to do this is to rewrite some of the facts found in the historical content.

B. Introduce your body Paragraphs

- ▶ The middle of your intro will be dedicated to introducing the subtopics that you will be writing about.
- ▶ Usually they will ask to identify three “things” and write about them.
- ▶ Each of your body paragraphs will be dedicated to one “thing”.
- ▶ In the middle of your intro you want to introduce these “things”.
- ▶ Do not give too much detail, just introduce them.
- ▶ Sometimes they can all be introduced in one sentence but a good rule to stick with is one sentence for each “thing”.

C. The Thesis Statement

- ▶ This is the most important sentence of your intro.
- ▶ It will tell the reader what the purpose of your essay is.
- ▶ An easy way to make sure that you have a correct thesis is to make sure that it answers the question that you are answering with your essay.
- ▶ If the question was not an essay but a short answer question, the thesis would be your answer.

D. What Not to Do

- ▶ Avoid terms like “In this essay” and “I am going to tell you.” Do not use questions.
- ▶ DO not simply copy the historical context

Practice

Directions: using the question below, create your own thesis statement for this essay.

Select *one* food production revolution mentioned in the historical context and

- Describe the change in food production during that revolution
- Discuss political, social, *and/or* economic effects the change in food production had on society or a region

Your sample thesis:

Introduction Samples

Directions: Read the following examples of introductions for this essay. Rate each introduction with a score of 1 to 5. The lower the number the lower you score the introduction.

Example 1

Throughout history, man has discovered many new ways of effectively producing food including mans earliest revolution, the Neolithic Revolution. During this period new methods of food production were developed and used. These changes led to extreme political, social and economic changes for the people.

Score _____

Example 2

The way food is grown can have a large impact on society. It shapes the way people live and changes in the way food is produced and can have a profound effect on the way people live. Revolutions in food production not only change a region socially, but can also have effects on economic and political aspects of life. Throughout history several revolutions have occurred in food production including the Neolithic Revolution.

Score _____

Example 3

The Neolithic Revolution had a major effect on the lives of people everywhere. Changes in the method of food production brought about many changes to society. The impact of this revolution is still here today.

Score _____

Example 4

Food is necessary for survival. Throughout history, we have changed the way we get and make food. We always want more. One of the earliest changes was the Neolithic Revolution. It had many effects on different regions and still is today.

Score _____

Example 5

Throughout history food production has changed. One example of how it changed is the Neolithic Revolution.

Score _____

Practice

In the space provided below, write your own introduction to the essay. Remember to have a thesis statement as well as all the required information in your paragraph.

Body Paragraph

The body paragraphs need to thoroughly address all elements of the task (question) by using information from the documents from Part A, incorporating outside information and presenting everything in an organized manner.

A. Topic Sentence

- ▶ The topic sentence is the first sentence of each body paragraph.
- ▶ This sentence introduces the topic of each paragraph to the reader.

B. Using the Documents

- ▶ They usually give you the amount of documents that they want you to use. How many documents does this essay tell you to use? _____
- ▶ You will start to lose a lot of points if you don't. Also, when you write your essay you must let the reader know you are using a document. Do not use information from a document and forget to say where you got that information from. This way it is clear that you are using the document in your essay.

C. Explaining the Document

- ▶ Whenever you use a document you must also add your words to explain how it adds to your essay.
- ▶ You used a document, so what, why did you use that document?
- ▶ This is also where you add your outside information.

D. Ending a body paragraph

- ▶ When you end a body you want to close the idea.
- ▶ You can do this by restating you topic sentence.
- ▶ You can use a transition sentence to ease your reader into the next topic.

You want to make sure you organize your information. The following chart will be helpful in writing your body paragraph. Complete the chart using the information provided earlier in this packet. Be sure to label the document you got your information from.

Parts of the Task	Information from Documents	Outside Information

Body Samples

Sample 1

One of the first revolutions man ever experienced in food production was the Neolithic Revolution. The Neolithic Revolution caused a vast change in human history because humans who, were traditionally hunters and gatherers pre-Neolithic Revolution, now grew crops (Doc 1). No longer were humans forced to rely on what the natural world could supply them, but rather what they could plant and receive from the earth. This shift, from food gathering to food producing economy helped man to become farmers and Sheppard's. This extreme change had many effects on man. Economically, man was growing food. But, in addition to that, man was also domesticating animals and using them as a labor force. They learned that animals were the best for a given task, used primitive breeding to create the best animals and also ate some of the animals (Doc 2). People also began to develop surplus of goods which historians see in many ancient civilizations from Mesopotamia to the Mayans. An increase in farm production let people stay in villages (Doc 3). As the food production grew so did the growth of the villages. In Mesopotamia, an ancient civilization developed on the fertile basins of the Tigris and Euphrates Rivers in the Middle East and grew from small farming communities to a powerful empire. A surplus of food led the Sumerians to develop new farming techniques such as the wheel. For practical use and for more successful farming oxen were domesticated for farm use. Later the wheel was adopted by the Assyrians for use by the military with the development of the chariot. Technology that was originally used to increase food production now helped the early civilizations grow into very complex ones. From the social aspect, people began to settle down, which the Mesopotamians did, but settling down led to new governments created to maintain order. In the early days of the Neolithic Revolution, a leader or small group of people would lead villages. But, as the villages developed, more complex forms of government were put into place. In Egypt, the theocracy was the major form of government with the Pharaoh, who was treated as a god, ruler. It was the people's duty to serve their emperor and they would do his bidding. For example they built the pyramid of Giza. People in Egypt no longer had to hunt and gather for food. Society had grown and now they could harvest enough food for everyone.

Does this paragraph meet the requirements of a good body paragraph? How so? Is it missing anything?

Sample 2

The Neolithic Revolution was a major turning point in the history of man. It was the first in a long chain of economic revolutions to come. During the Paleolithic Age, people were nomadic hunters and gathers. They could not control their own food source (Doc 2). Soon, people learned how to farm. Plants were cultivated and cut out the need for gathering, and animals were domesticated which cut the need to follow herds of animals around to hunt (Doc 1). This marks the start of the Neolithic Age. Because people no longer needed to constantly search for food to keep from starvation, they were able to settle and start the first villages. Populations grew when people started to live in permanent structures and were able to store surplus food (Doc 2). Women had stronger and healthier children with a more constant diet. Small villages grew into the first complex civilizations, including ancient Egypt and Sumer. There were very few negative effects of the Neolithic Revolution. It started the path to the world's strong societies of today.

Does this paragraph meet the requirements of a good body paragraph? How so? Is it missing anything?

Conclusion

The conclusion to the essay response should communicate what it is that the essay will show or prove. This conclusion borrows some material from the historical context, and also repeats what was first stated in the introduction and proven in the body paragraphs.

A. Aspects of Conclusion

- ▶ Restate your thesis and the historical context.
- ▶ You will have your topic sentences, one at the front of each body paragraph.
- ▶ In your conclusion, reintroduce those sentences and add the most important fact to it.

Sample Conclusions:

Sample 1

Throughout history food production has changed. The Neolithic Revolution helped that change. It brought farming and more food to countries.

Sample 2

Revolutions in farming greatly affect people, as having a source of food is one of the main factors in maintaining a civilization. The Neolithic Revolution started people in a world of settled villages and farming. Methods of better, more effective food production allowed for society to flourish into what it is today.

Sample 3

Revolutions in food production have profound effects on society. Through altering the way food is found or produced, it is possible to completely revolutionize the economic and social aspects of life. The Neolithic Revolution allowed for the growth of civilization through the development of agriculture. Food has a major effect on society and any changes in how it is produced can alter the course of history itself.

Rate each one of the conclusions above; do they meet the criteria of a proper conclusion?

Sample 1 – yes / no – Why?

Sample 2 – yes / no – Why?

Sample 3 – yes / no – Why?

Create your own conclusion for your essay below:

Essay Grade

DOCUMENT-BASED QUESTION SAMPLE RUBRIC

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the change in food production. Discussing *at least two* effects of the food production revolution on a society or a region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information)
- Incorporates relevant information from at least *two* documents (see documents chart)
- Incorporates substantial relevant outside information related to change in food production (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Neolithic Revolution*: hunting and gathering, domestication of plants and animals, surplus production, diversification of labor
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Neolithic Revolution*: discusses the changes associated with transition from nomadic lifestyle to more settled lifestyle in terms of how new production methods affected the organization of society and the development of civilizations
- Incorporates relevant information from at least *two* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops *all* aspects of the task with little depth *or* develops *at least two* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least one* aspect of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents or consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Sample Essays

Directions: Using the rubric provided, grade the following essays. Be prepared to discuss why you graded each essay the way you did. As you read, highlight or underline the use of **DOCUMENT INFORMATION (DI)** as well as any use of **OUTSIDE INFORMATION (OI)** and label with either DI or OI. You will grade the essays individually then get in groups to discuss your grades.

Sample 1

The way food is grown can have a large impact on society. It shapes the way people live and changes in the way food is produced and can have a profound effect on the way people live. Revolutions in food production not only change a region socially, but can also have effects on economic and political aspects of life. Throughout history several revolutions have occurred in food production including the Neolithic Revolution.

The Neolithic Revolution is perhaps one of the single most important developments in human history. Its occurrence allowed for human progress. The Neolithic Revolution is simply the transition from a life as hunter-gatherers to life in villages made possible by the development of agriculture. In the Paleolithic Age, humans had no reliable food source. They ate whatever they were able to find, hunt, gather or catch. Thus their meals were entirely dependent on nature. If it was a bad year or a particular species was suffering they had little food (Doc 1). If an area could not provide enough food, Paleolithic peoples would have to move following the herds or find new food sources to gather. However, in the Neolithic Age, people were able to produce their own food through farming and domestication of animals. People who were previously nomads moving from place to place following the food supply, were now able to settle in permanent villages, as they were generally guaranteed a food supply. As their knowledge of crops and animals increased, the Neolithic people were able to increase productivity and learned to breed their animals for favorable characteristics as well as preserve any surplus food as protection against famine (Doc 2). The Neolithic Revolution allowed for the development of civilization, as the people did not have to devote their lives to finding enough food to live on. People could now concentrate on growing crops in one location. This led to the development of new technology such as simple tools to make farming even easier, increasing food production. Most notably the Neolithic Revolution facilitated the development of such civilizations as Sumer, a city-state in Mesopotamia, which is in modern day Iraq. These civilizations arose because of the Neolithic Revolution. The increase in food production caused a population boom that relied on the steady food supply. People developed simple irrigation systems to water their plants in Sumer, which allowed them to grow enough food to support the city-state. The people specialized in jobs other than farming. They were organized by a strong central government with a religion and a written language in the form of cuneiform (Doc 3). The Neolithic Revolution also led to the rise of trade as people in permanent villages realized that other villages had things that they either needed or wanted for themselves. The use of the barter system in which people traded goods in return for other goods increased. This led to the start of trade routes, though primitive, that would grow and develop along with societies. The Neolithic Revolution, through development of agriculture, had an enormous impact on the history of the human race.

Revolutions in food production have profound effects on society. Through altering the way food is found or produced, it is possible to completely revolutionize the economic and social aspects of life. The Neolithic Revolution allowed for the growth of civilization through the development of agriculture. Food has a major effect on society and any changes in how it is produced can alter the course of history itself.

Score _____

According to the rubric and your opinion, why did you give this essay that score?

Sample 2

Throughout history food production has changed. One example of how it changed is the Neolithic Revolution.

During the Neolithic Revolution people settled down. The people went from wandering around in search for food to settling and growing plants and breeding animals (Doc 1). The people became farmers. People could start sharing their food. They could also start trading. Since starting this Neolithic way, more food was produced and more rations were allowed (Doc 3). People enjoyed this way of life more than being nomads it seems.

Throughout history food production has changed life. The Neolithic Revolution helped aid that change. They brought farming and more food to countries.

Score _____

According to the rubric and your opinion, why did you give this essay that score?

Sample 3

The Neolithic Revolution had a major effect on the lives of people everywhere. Changes in the method of food production brought about many changes to society. The impact of this revolution is still here today.

The Neolithic Revolution was a major turning point in the history of man. It was the first in a long chain of economic revolutions to come. During the Paleolithic Age, people were nomadic hunters and gathers. They could not control their own food source (Doc 2). Soon, people learned how to farm. Plants were cultivated and cut out the need for gathering, and animals were domesticated which cut the need to follow herds of animals around to hunt (Doc 1). This marks the start of the Neolithic Age. Because people no longer needed to constantly search for food to keep from starvation, they were able to settle and start the first villages. Populations grew when people started to live in permanent structures and were able to store surplus food (Doc 2). Women had stronger and healthier children with a more constant diet. Small villages grew into the first complex civilizations, including ancient Egypt and Sumer. There were very few negative effects of the Neolithic Revolution. It started the path to the world's strong societies of today.

Revolutions in farming greatly affect people, as having a source of food is one of the main factors in maintaining a civilization. The Neolithic Revolution started people in a world of settled villages and farming. Methods of better, more effective food production allowed for society to flourish into what it is today.

Score _____

According to the rubric and your opinion, why did you give this essay that score?