

Guided Document Analysis Questions
2015 DBQ – Influenza Outbreak

Name _____

Section I: The Question

Based on the following documents, analyze the responses to the spread of Influenza in the early 20th Century.

1. What is the question asking you to *do*? (What's the *verb* in the question? Restate the verb in your own words. What is the essay going to be about?)

Section II: Examining the Evidence

Historical Background: The influenza pandemic of 1918-1919 killed an estimated 50 million people, many more than the total fatalities of the First World War. Approximately 20%-40% of the global population became ill.

1. Summarize the Historical Background (HB) paragraph above. Use your OWN WORDS!

2. Based on the information in the HB, what are you now going to be looking for in the documents? Are there any hints/insights in the HB paragraph that will influence how you read and interpret the documents?

Document #1: Doctor's Letter to a Friend

1. **SOURCE:** What type of source/document is this? (poetry, map, diary, government document, etc.) What is the source about? What can I learn about the person or society that produced this document?

2. **OCCASSION:** What's the setting? time and place? Was the information recorded during the event, immediately after the event, or after some lapse of time? Who is the intended audience? What are the historical circumstances? What events surrounded the source? What's the culture like? How might the context affect the content of the source?

3. **AUTHOR:** Who wrote the document? What is the author's qualifications, background, expertise? Did the recorder have firsthand knowledge of the event? or, did the recorder report what others saw and heard? What is the social position of the author? What religion, gender, and class is the author?

4. **POINT OF VIEW/PERSPECTIVE:** Why was the document written? What is the intent of the author? What perspective or point of view is presented? Why does the author hold that point of view? What are the "loaded" words? (clues to bias) Can I believe this document? Does the POV impact the message?

5. **SOURCES:** Are there other sources to support this source? Are there sources which disagree with this source? Why? What's the same? What's different? Do sources acknowledge counter evidence? Is anything omitted? Do I have enough evidence to explain a historical event?

Document #2: Volunteer's Letter to a Friend

1. **SOURCE:** What type of source/document is this? (poetry, diary, government document, etc.) What is the source about? What can I learn about the person or society that produced this document?

2. **OCCASSION:** What's the setting? time and place? Was the information recorded during the event, immediately after the event, or after some lapse of time? Who is the intended audience? What are the historical circumstances? What events surrounded the source? What's the culture like? How might the context affect the content of the source?

3. **AUTHOR:** Who wrote the document? What are the author's qualifications, background, expertise? Did the recorder have firsthand knowledge of the event? or, did the recorder report what others saw and heard? What is the social position of the author? What religion, gender, and class is the author?

4. **POINT OF VIEW/PERSPECTIVE:** Why was the document written? What is the intent of the author? What perspective or point of view is presented? Why does the author hold that point of view? What are the "loaded" words? (clues to bias) Can I believe this document? Does the POV impact the message?

5. **SOURCES:** Are there other sources to support this source? Are there sources which disagree with this source? Why? What's the same? What's different? Do sources acknowledge counter evidence? Is anything omitted? Do I have enough evidence to explain a historical event?

Document #3: British Report on Influenza Epidemic in Sierra Leone

1. **SOURCE:** What type of source/document is this? (poetry, diary, government document, etc.) What is the source about? What can I learn about the person or society that produced this document?

2. **OCCASSION:** What's the setting? time and place? Was the information recorded during the event, immediately after the event, or after some lapse of time? Who is the intended audience? What are the historical circumstances? What events surrounded the source? What's the culture like? How might the context affect the content of the source?

3. **AUTHOR:** Who wrote the document? What is the author's qualifications, background, expertise? Did the recorder have firsthand knowledge of the event? or, did the recorder report what others saw and heard? What is the social position of the author? What religion, gender, and class is the author?

4. **POINT OF VIEW/PERSPECTIVE:** Why was the document written? What is the intent of the author? What perspective or point of view is presented? Why does the author hold that point of view? What are the "loaded" words? (clues to bias) Can I believe this document? Does the POV impact the message?

5. **SOURCES:** Are there other sources to support this source? Are there sources which disagree with this source? Why? What's the same? What's different? Do sources acknowledge counter evidence? Is anything omitted? Do I have enough evidence to explain a historical event?

Document #4: Sanitary Commissioner's Report

1. **SOURCE:** What type of source/document is this? (poetry, diary, government document, etc.) What is the source about? What can I learn about the person or society that produced this document?

2. **OCCASSION:** What's the setting? time and place? Was the information recorded during the event, immediately after the event, or after some lapse of time? Who is the intended audience? What are the historical circumstances? What events surrounded the source? What's the culture like? How might the context affect the content of the source?

3. **AUTHOR:** Who wrote the document? What is the author's qualifications, background, expertise? Did the recorder have firsthand knowledge of the event? or, did the recorder report what others saw and heard? What is the social position of the author? What religion, gender, and class is the author?

4. **POINT OF VIEW/PERSPECTIVE:** Why was the document written? What is the intent of the author? What perspective or point of view is presented? Why does the author hold that point of view? What are the "loaded" words? (clues to bias) Can I believe this document? Does the POV impact the message?

5. **SOURCES:** Are there other sources to support this source? Are there sources which disagree with this source? Why? What's the same? What's different? Do sources acknowledge counter evidence? Is anything omitted? Do I have enough evidence to explain a historical event?

Document #5: Editorial – Boston, Massachusetts

1. **SOURCE:** What type of source/document is this? (poetry, diary, government document, etc.) What is the source about? What can I learn about the person or society that produced this document?

2. **OCCASSION:** What's the setting? time and place? Was the information recorded during the event, immediately after the event, or after some lapse of time? Who is the intended audience? What are the historical circumstances? What events surrounded the source? What's the culture like? How might the context affect the content of the source?

3. **AUTHOR:** Who wrote the document? What is the author's qualifications, background, expertise? Did the recorder have firsthand knowledge of the event? or, did the recorder report what others saw and heard? What is the social position of the author? What religion, gender, and class is the author?

4. **POINT OF VIEW/PERSPECTIVE:** Why was the document written? What is the intent of the author? What perspective or point of view is presented? Why does the author hold that point of view? What are the "loaded" words? (clues to bias) Can I believe this document? Does the POV impact the message?

5. **SOURCES:** Are there other sources to support this source? Are there sources which disagree with this source? Why? What's the same? What's different? Do sources acknowledge counter evidence? Is anything omitted? Do I have enough evidence to explain a historical event?

Document #6: Editorial – Rio de Janeiro, Brazil

1. **SOURCE:** What type of source/document is this? (poetry, diary, government document, etc.)
What is the source about? What can I learn about the person or society that produced this document?

2. **OCCASSION:** What's the setting? time and place? Was the information recorded during the event, immediately after the event, or after some lapse of time? Who is the intended audience? What are the historical circumstances? What events surrounded the source? What's the culture like? How might the context affect the content of the source?

3. **AUTHOR:** Who wrote the document? What is the author's qualifications, background, expertise? Did the recorder have firsthand knowledge of the event? or, did the recorder report what others saw and heard? What is the social position of the author? What religion, gender, and class is the author?

4. **POINT OF VIEW/PERSPECTIVE:** Why was the document written? What is the intent of the author? What perspective or point of view is presented? Why does the author hold that point of view? What are the "loaded" words? (clues to bias) Can I believe this document? Does the POV impact the message?

5. **SOURCES:** Are there other sources to support this source? Are there sources which disagree with this source? Why? What's the same? What's different? Do sources acknowledge counter evidence? Is anything omitted? Do I have enough evidence to explain a historical event?

Document #7: Radio Show Excerpt

1. **SOURCE:** What type of source/document is this? (poetry, diary, government document, etc.) What is the source about? What can I learn about the person or society that produced this document?

2. **OCCASSION:** What's the setting? time and place? Was the information recorded during the event, immediately after the event, or after some lapse of time? Who is the intended audience? What are the historical circumstances? What events surrounded the source? What's the culture like? How might the context affect the content of the source?

3. **AUTHOR:** Who wrote the document? What are the author's qualifications, background, expertise? Did the recorder have firsthand knowledge of the event? or, did the recorder report what others saw and heard? What is the social position of the author? What religion, gender, and class is the author?

4. **POINT OF VIEW/PERSPECTIVE:** Why was the document written? What is the intent of the author? What perspective or point of view is presented? Why does the author hold that point of view? What are the "loaded" words? (clues to bias) Can I believe this document? Does the POV impact the message?

5. **SOURCES:** Are there other sources to support this source? Are there sources which disagree with this source? Why? What's the same? What's different? Do sources acknowledge counter evidence? Is anything omitted? Do I have enough evidence to explain a historical event?

Document #8: British Soldier's Book

1. **SOURCE:** What type of source/document is this? (poetry, diary, government document, etc.) What is the source about? What can I learn about the person or society that produced this document?

2. **OCCASSION:** What's the setting? time and place? Was the information recorded during the event, immediately after the event, or after some lapse of time? Who is the intended audience? What are the historical circumstances? What events surrounded the source? What's the culture like? How might the context affect the content of the source?

3. **AUTHOR:** Who wrote the document? What is the author's qualifications, background, expertise? Did the recorder have firsthand knowledge of the event? or, did the recorder report what others saw and heard? What is the social position of the author? What religion, gender, and class is the author?

4. **POINT OF VIEW/PERSPECTIVE:** Why was the document written? What is the intent of the author? What perspective or point of view is presented? Why does the author hold that point of view? What are the "loaded" words? (clues to bias) Can I believe this document? Does the POV impact the message?

5. **SOURCES:** Are there other sources to support this source? Are there sources which disagree with this source? Why? What's the same? What's different? Do sources acknowledge counter evidence? Is anything omitted? Do I have enough evidence to explain a historical event?

Document #9: Account – American Resident of British Samoa

1. **SOURCE:** What type of source/document is this? (poetry, diary, government document, etc.)
What is the source about? What can I learn about the person or society that produced this document?

2. **OCCASSION:** What's the setting? time and place? Was the information recorded during the event, immediately after the event, or after some lapse of time? Who is the intended audience? What are the historical circumstances? What events surrounded the source? What's the culture like? How might the context affect the content of the source?

3. **AUTHOR:** Who wrote the document? What is the author's qualifications, background, expertise? Did the recorder have firsthand knowledge of the event? or, did the recorder report what others saw and heard? What is the social position of the author? What religion, gender, and class is the author?

4. **POINT OF VIEW/PERSPECTIVE:** Why was the document written? What is the intent of the author? What perspective or point of view is presented? Why does the author hold that point of view? What are the "loaded" words? (clues to bias) Can I believe this document? Does the POV impact the message?

5. **SOURCES:** Are there other sources to support this source? Are there sources which disagree with this source? Why? What's the same? What's different? Do sources acknowledge counter evidence? Is anything omitted? Do I have enough evidence to explain a historical event?

2. **GROUPINGS:** Make a list of all the characteristics that are shared by **MORE THAN ONE** document. You can use any of the notes you wrote in the document analysis. **REMEMBER** – the reader **ALREADY KNOWS** **what** the document says, your job is to **analyze** the characteristics.

Note: Documents **CAN** belong in more than one group/category. (because documents have more than one characteristic!)

This characteristic ...	is shared by these doc's ...	as shown by this specific text from the document (cite the evidence).

Section IV: The Thesis

OK, so now you've spent considerable time reading, grouping, and analyzing these documents. Can you still remember the QUESTION? Only when you remember the question can you decide which information from the documents is important, and which can be ignored or thrown away.

Based on the following documents, analyze the responses to the spread of Influenza.

- Your task is to write an essay that answers this question, drawing on all the documents you've read and analysis you've already done. The hardest part is actually coming up with a good **thesis statement**.

Here's a guide to the most common mistakes students make when attempting to write a thesis.

	Mistake	<i>Example</i>	How to Fix It
Thesis	No Thesis		Pre-writing organization. Read the question, then plan/outline your response <u>before</u> you begin to write.
	Thesis not related to the question	<i>The influenza epidemic was a critical turning point in World History</i>	<p><u>Read the question</u>. Focus on the language of the question: <u>verbs</u>, <u>adjectives</u>, and <u>time frame</u>.</p> <p>Analyze <input type="checkbox"/> Describe <input type="checkbox"/> Justify <input type="checkbox"/> Trace.</p> <p>If the question asks about <u>economic</u> issues, make sure you confine your response to economics.</p> <p>If it asks about 1450-1750, don't write about 1375 or 1800.</p>
	Thesis repeats or just paraphrases the question	<i>There were many responses to the spread of influenza in the 20th century.</i>	<p>Try to "argue" your thesis. Could you take an "opposite" position? If not, then the thesis doesn't really <i>say</i> anything.</p> <p>Avoid the "thesis killer" words (many, very, things, a lot, big, large, huge, etc.).</p>
	Thesis is too vague	<i>Responses to the spread of influenza varied by region.</i>	Remember all those SAT vocabulary words you've been learning in English class? Here's your chance to use them!

OK, now pull together everything you've done and GET THAT THESIS POINT!

My Thesis

The Body Paragraphs

Now summarize the main points that you'll use to support your thesis. This takes some time and a lot of practice to do well, but if you can learn to plan your thesis and outline your essay, it will make the actual writing MUCH easier.

Body Paragraph #1

Topic Sentence: _____

List documents to be used: _____

Main Points: _____

Body Paragraph #2

Topic Sentence: _____

List documents to be used: _____

Main Points: _____

Body Paragraph #3

Topic Sentence: _____

List documents to be used: _____

Main Points: _____

Section V: Appropriate Additional Document

By now, you know the documents well. You've analyzed their perspective on the question several ways. The problem is that there are only a handful of documents. They can't possibly represent EVERY conceivable perspective.

Are there any perspectives that are relevant to the question that AREN'T already represented in the documents? Can you think of any type of documents that would help you answer the question more completely? (Is there a "missing voice" that isn't in the given documents?) You can add this at virtually any point in your essay. It most common to add it at the end of the essay, BUT great writers find a way to weave it into their essay, but that's something you can work on throughout the year.

Missing Voice / Additional Document <i>MUST SPECIFY DOCUMENT</i>	How would this document would help answer the question more completely? (How would an historian use this document?)

Section VI: Point of View

ALMOST THERE...the most challenging new component of the DBQ is the analysis of point of view. As we examine historical evidence it is important to recognize that perspective matters. It is important to not only recognize the author's point of view but also to analyze the significance of that point of view as it pertains to the document.

Doc #	Author	Analysis of Point of View

Congratulations!! I know this was a TON of work but now you can actually begin to write the essay itself.

DBQ Generic Scoring Rubric

BASIC CORE (competence)	0-7 Points
1. Has acceptable thesis	1 Point
2. Addresses all documents. Understands the basic meaning of documents. (May misinterpret one document.)	1 Point
3. Supports thesis with appropriate evidence from all documents.	2 Points
(Supports thesis with appropriate evidence from all but one document)	(1 Point)
4. Analyzes point of view in at least two documents	1 Point
5. Analyzes documents by grouping them in two or three ways, depending on the question	1 Point
6. Identifies and explains the need for one type of appropriate additional document or source	1 Point
Subtotal	/7 Points
<p>EXPANDED CORE (excellence) (Historical skills and knowledge required to show excellence)</p> <p>Expands beyond basic core of 1-7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis • Shows careful and insightful analysis of the documents • Uses documents persuasively as evidence • Analyzes point of view in most or all documents • Analyzes the documents in additional ways - groupings, comparisons, syntheses • Brings in relevant "outside" historical content • Explains why additional types of document(s) or sources are needed 	0-2 Points
Subtotal	/2 Points
TOTAL	/9 Points