

*History*  
UNFOLDING

# DBQ & ESSAY- WRITING PROGRAM

WORLD HISTORY, 1500 – THE 20TH CENTURY



Teacher's Manual

Product Code: HS420TG

**MindSparks**  
CHALLENGING STUDENTS TO THINK HISTORICALLY

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# *DBQ & Essay-Writing Program*

## *World History, 1500–The 20th Century*

# Teacher's Manual

### *History Unfolding*

We are sure that teaching early world history makes a great many nearly impossible demands on you. Perhaps the biggest is the pressure you are under to cover a great deal of “content,” while at the same time giving your students the critical skills they need to analyze, understand, and appreciate that content.

*History Unfolding* is designed to help you succeed at that balancing act.

First, it gives your students the strategies and practice they need to develop three absolutely vital history skills:

- **Interpreting and using primary sources**
- **Mastering the art of answering “document-based questions”**
- **Writing effective history essays**

Moreover, the program provides this training in such a way as to fit smoothly into your ongoing course schedule. Early lessons are based on topics and primary sources you are most likely to be using early in your course. Later lessons draw on sources from the time periods you will cover toward the end of your course. The lessons are clear and ready to use. You won't have to divert time from the substance of the course to help students master these important skills. Training students in these skills becomes a part of your daily work, not a distraction from it.

### **Why a DBQ/Essay-Writing Program?**

History teachers are more than ever using primary sources to promote a spirit of historical inquiry in their classrooms. Many states now include primary sources and document-based questions (DBQs) on state assessments. The need to help students interpret primary sources and master effective DBQ essay-writing skills is essential for student success.

MindSparks has developed a huge array of materials that focus on the use of visual primary sources. We now have a vast archive of visuals, and our booklet sets organize these into lessons designed to help you make the best possible use of such sources. In *History Unfolding*, we've added written sources to our visual archive to provide you with a ready-made set of all sorts of primary sources for this program's eight lessons.

## The Eight Lessons

This Teacher's Manual is organized around eight lessons. Each of these lessons uses several brief exercise worksheets to help students master various strategies for interpreting primary sources, answering DBQs, or writing other kinds of history essays. The eight lessons are

1. Evaluating Evidence and Primary Sources
2. Analyzing Visual Primary Sources
3. Analyzing the Question
4. Developing a Thesis Statement
5. Outlining and Planning the Essay Structure
6. Writing the Introductory Paragraph
7. Writing and Linking Support Paragraphs
8. Writing a Strong Conclusion

Each lesson includes clear objectives and a listing of the key concepts and essay-writing strategies to be taught. Three pages of primary source documents are also provided. Many of these are visual primary sources (all visuals are from the MindSparks booklets that come with the program). Other sources are speeches, letters, magazine articles, etc. There are nine to eleven of these primary sources per lesson. Finally, and most important, several brief exercises are at the core of each lesson. All of these are based on that lesson's primary source documents.

## The Instructional Approach

The exercises in *History Unfolding* reflect a consistent approach to instruction based on the following principles.

- 1. Organize instruction into small, easily manageable tasks.**
- 2. Give students clear definitions or models of correct and incorrect performance.**
- 3. Provide plenty of opportunity for practice.**
- 4. Give immediate and specific feedback.**

Students will get a good deal of writing practice in this program. However, the emphasis is not on practice simply for the sake of practice. The goal of each lesson is to teach students certain key concepts or strategies to use either in interpreting primary sources or in answering DBQs and writing other history essays.

The sequence of exercises within each lesson reflects this instructional approach. The first exercises in a lesson often simply ask students to answer questions about primary sources or to choose among good and bad models of some writing task. Later exercises direct students to edit or add to partially completed writing samples. At the end of most of the lessons, students get to apply the concepts or strategies taught in an essay of their own or in some other writing task.

The purpose of the exercises is to teach as well as test. Encourage students to pay close attention to the detailed instructions at the top of each exercise. These instructions define the basic strategies and concepts illustrated in the exercise. Often they also relate these concepts to what has been learned in earlier exercises.

## Program Components

### Sixteen Digital Image Sets

All the visual sources used in the program's lessons are taken from these sets. In other words,

*You get a high-quality digital image of each visual primary source used in the program!*

You may also use these sets throughout your entire course independently of this writing program. The sets start with the European Renaissance and end with the collapse of Western imperial systems and the communist empire established by the Soviet Union.

### The Teacher's Manual

The Teacher's Manual provides you with everything you need to guide your students through the lessons and exercises of *History Unfolding* and to evaluate their work effectively.

## How the Teacher's Manual Is Organized

### ***Each lesson in this Teacher's Manual includes the following:***

#### *A Teacher's Introductory Page*

This page describes the primary sources for the lesson, states the goals of the lesson, and lists key concepts and strategies to be taught.

#### *Exercise Summaries*

A one-page or two-page summary of each exercise is provided. It will help to read or re-read each exercise in the Student Handouts before looking over its summary here. The summary states the objectives of the exercise. It then gives you two sets of guidelines.

#### **Points to Make with Students**

The definitions and principles needed to understand the goal of the exercise are presented here. **Key points are in bold type.** You may want to write these on the board when introducing the exercise.

#### **Evaluating Student Responses**

Some exercise activities are open-ended or creative tasks for which there is no right answer. In these cases, we give you tips for how to use student responses to extend learning. In most of the exercises, one choice out of several is clearly correct, or at least preferable. In those cases, you get a detailed explanation of points to make about all possible choices.

#### *Student Handouts*

The teacher material for each lesson is followed by the Student Handouts and Worksheets. These pages are easy to locate since they have a dark bar across the top (see following page).



# The Lessons

Each lesson in this Teacher's Manual consists of . . .

## 1. Teacher Material on the Lesson

## 2. Reproducible Student Handouts and Worksheets

(These pages appear with the dark bar across the top.)

Teaching the Exercises

Lesson 1: Evaluating Evidence & Primary Sources

### Exercise 4

#### Interpreting Primary Sources: Making Inferences—1

##### Objectives for the Exercise

To teach students the value of making reasonable inferences about sources.

To teach them that, while they can rarely be certain about any inference, they can still distinguish between reasonable and unreasonable inferences.

##### Points to Make with Students

An inference is a reasoned conclusion based on facts presented. **Usually, students must make inferences about a primary source in order to use it effectively.** Sources are generally created for reasons other than those that interest historians. It's rare for a source to be specific about its own historical context. After all, it is directed at an audience already familiar with that context. Therefore, **many ideas or meanings are only implied in the source.** Students need to read carefully and with the eye of a detective, looking for all the clues that can reasonably be found in a document. Finally, it is important to stress that **making an inference is not the same as guessing or imagining.** Inferences are always tentative. But students do need to apply basic logic. Any inference should be consistent with everything in the source and everything the student knows about the relevant time period. In this exercise, students judge some inferences about Document 5.

##### Evaluating Student Responses

**Statement 1** A reasonable inference? No.  
Machiavelli describes men as "ungrateful, fickle, false, cowardly, covetous." And it is to these traits, not man's "reason," that Machiavelli wants his prince to appeal in seeking the support of the citizenry.

**Statement 2** A reasonable inference? Yes.  
The document itself does not prove that such rulers existed. But given the certainty with which Machiavelli (a clearly intelligent observer) writes, it is reasonable to infer that at least "some" rulers of this sort existed and that Machiavelli had observed them.

**Statement 3** A reasonable inference? Yes.  
Again, the passage from *The Prince* does not prove that warlike conditions were widespread. But the passage so firmly presumes a hostile environment that it is reasonable to infer it was common. Remember, an inference is not the same as a firm conclusion proved by the evidence in the document. It is a reasonable but tentative belief based on that evidence. And Statement 3 is expressed tentatively, as "probably" true.

**Statement 4** A reasonable inference? No.  
Machiavelli nowhere suggests his advice to his prince is itself contrary to the Bible and its moral rules. Moreover, no evidence here even hints that "most" rulers at the time ignored the Bible's teachings. Machiavelli might even see his advice as consistent with the Bible. It simply is not clear from this passage what he or anyone else felt about this.

**Statement 5** A reasonable inference? Yes.  
Machiavelli advocates fear as an effective way to help his prince hold power, not as a tool to make him more just. On the other hand, this inference should be held tentatively (and a "No" answer here is not necessarily a bad choice). After all, Machiavelli may see the strong ruler as the one best able in the end also to be just.

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Student Worksheet

Lesson 1: Evaluating Evidence & Primary Sources

### Exercise 4

#### Interpreting Primary Sources: Making Inferences—1

You often need to make inferences about primary sources. An "inference" is a belief you come to **accept based on other facts.** For example, suppose you find milk spilled on the kitchen floor. You may "infer" that your brother spilled it—even though you didn't actually see him do this. This inference is logical and reasonable, yet it still may not be true. For example, the cat may have knocked over a glass of milk, not your brother. You can usually make many reasonable inferences from a primary source. But as this "spilled milk" example shows, you need to be careful about this. Be sure of all your facts and of what the primary source shows. **Use your background knowledge, and keep in mind what knowing about the source's "author, audience, and purpose" tells you.** If the inference still seems logical, you may be able to use it in your essay or answer.

Below are five statements about Document 5 (a passage from Machiavelli's *The Prince*). Some of the statements are reasonable inferences; others are not—that is, they are not supported by Document 5. In the spaces provided, write "yes" or "no" for each statement that is or is not a reasonable inference about Document 5.

- Machiavelli clearly believed that men were basically good and able to settle political arguments using reason and trust in one another.  
A reasonable inference? \_\_\_\_\_
- Machiavelli must have seen fairly ruthless rulers in his day who were able to use force and fear effectively to maintain their power.  
A reasonable inference? \_\_\_\_\_
- Machiavelli lived at a time when the leaders of governments probably faced constant threats from enemies both outside and within their states.  
A reasonable inference? \_\_\_\_\_
- During the Renaissance, most rulers no longer felt any need to follow the Bible's moral laws or principles in making their own political decisions.  
A reasonable inference? \_\_\_\_\_
- Machiavelli did not care how just or unjust his ideal ruler was, only how successful he was in keeping power.  
A reasonable inference? \_\_\_\_\_

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# Evaluating Evidence & Primary Sources

## INTRODUCING THE LESSON TO YOUR STUDENTS

The aim of this introductory lesson is to give students some hands-on experience analyzing and interpreting primary sources. All of the primary sources for this lesson touch on this theme: the individual in the age of the Renaissance and the Reformation. The documents consist of paintings and drawings, along with passages from the writings of famous Renaissance and Reformation figures such as Machiavelli, Martin Luther, and Erasmus.

Students will do some writing in this lesson. They won't, however, really begin to focus on DBQs and essay-writing skills until Lesson 3. The first two lessons in the program aim to familiarize students with the problems involved in interpreting all types of primary sources. This will certainly help them to answer DBQs. It will also aid in teaching them to think critically about the materials presented throughout their history course.

## KEY CONCEPTS AND STRATEGIES

A number of key concepts and strategies will be presented in this lesson. These should help students think more effectively about primary sources and better understand what can and cannot be learned from such sources. The concepts and strategies include the need to

1. Analyze source reliability,
2. Learn to detect bias in sources,
3. Recognize the importance of background knowledge in interpreting any primary source,
4. Learn to make reasonable inferences about sources, and
5. Deal with and use sources that conflict.

## THE MINDSPARKS VISUALS

Images for the visual sources used in this lesson can be found in the MindSparks units entitled *The European Renaissance* and *Martin Luther and the Reformation*.



# Exercise 1

## Primary Sources: How Trustworthy or Reliable?

### Objectives for the Exercise

To teach students to question the reliability of the primary sources they use.

To teach that source reliability depends, in part, on the question you ask of the source.

### Points to Make with Students

A document is “reliable” if the evidence in it is dependable in some way. **A document can be reliable without being truthful.** An editorial cartoon’s distorted view of an issue, for example, could be reliable evidence of how people felt about that issue at the time. **On the other hand, a document can be “authentic” without being reliable.** It’s authentic if it is what it claims to be. A letter supposedly from a famous figure is authentic if it in fact IS from that person. Yet it may be unreliable as evidence of what that person actually believed or did. Finally, **even a reliable document’s value depends on how the student plans to use it.** That is, its value depends on what question the student is seeking to answer.

### Evaluating Student Responses

#### Doc. 1 Best Answer: C

As for answer A, the source is a painting created long after the event it depicts. It is not done in a realistic manner, in any case. Moreover, the “event” itself, the Last Supper, is a Bible story and cannot be accepted as proven historical fact. As for answer B, it is no evidence at all for views held outside of the Christian world and the Byzantine Empire in particular. Answer C is correct in limiting itself to evidence of a viewpoint (not reality itself) held in the society where the painting was done.

#### Doc. 5 Best Answer: B

Answers A and C are clearly wrong, given the fact that this passage is a general description of how political power is best used; it contains no evidence at all as to what princes in Renaissance Europe, or anywhere else, actually did.

#### Doc. 7 Best Answer: A

Answer B is not reliable regarding the “Here I stand” phrase, as indicated by the information provided along with the source (which students should always take into account). As for answer C, Luther suggests this is so, but he provides no evidence at all for it in the passage itself.

#### Doc. 8 Best Answer: B

Answer A cannot be correct, since the illustration was produced long after the events in question and could not have been done by an eyewitness to them. As with Document 1, this document is a primary source, but not for the time period of the subject it depicts. As for answer C, it is true that Luther felt this way. However, the illustration itself only suggests the Bible’s importance to him, not the specific nature of his beliefs about it. Here it is helpful to point out how visual imagery rarely conveys clear conceptual knowledge without some sort of written information accompanying it.

## Exercise 2

### Primary Sources: How Biased?

#### Objectives for the Exercise

To teach students to detect various kinds of bias in the primary sources they use.

To teach them to see how a source's author or creator, its audience, and its purpose can be clues as to possible bias and a source's overall significance.

#### Points to Make with Students

**Many primary sources are biased**, or one-sided. That is, they express a specific opinion or point of view about some topic. Sometimes this bias is easy to notice. That's true when a definite opinion is expressed openly or when emotional language or imagery is used. However, bias is often subtle and hard to detect. In either case, **it helps to pay close attention to the author or creator of a source, its intended audience, and the purposes for which the source was created.** By doing this, students will view the source as a living document meant to have a specific impact. This will also alert them to its possible bias. Finally, it is important to stress that **bias need not make the source less reliable.** A biased document can still teach the historian a great deal about a past era or event.

#### Evaluating Student Responses

Pay close attention to how the student makes the distinction between obvious and subtle bias. This is the heart of the exercise. The statements by Luther and Machiavelli are strong expressions of each man's own views. But the other written documents are also expressions of opinion of one sort or another. As for the visual sources, students may tend to see the realistic Renaissance paintings as visually "accurate" and therefore not highly biased. In fact, all are powerful expressions of personal viewpoints. Leonardo's version of the Last Supper, for example, stresses the unique individual character of each of the disciples far more emphatically than does the Medieval depiction of the same scene. Each is equally an expression of cultural or personal values of one sort or another.

In the case of more subtle bias, an analysis of the author, audience, and purpose of the written or visual source should be especially useful in providing clues as to its bias. If students make a wide variety of choices of documents here (which is likely), you should be able to get a good discussion going about the various forms bias takes. You should also be able to point out that bias does not necessarily make a source unreliable as historical evidence of the views of people at some time or place in the past.

## Exercise 3

### Interpreting Primary Sources: Using Your Background Knowledge

#### Objective for the Exercise

To teach students that it takes a broad knowledge of the time period to be able to see a primary source's real significance and to use it effectively in a DBQ essay.

#### Points to Make with Students

Students' ability to understand a source depends on how much they already know about its time period. That is, **students must use their history background knowledge to interpret any source**. Primary sources won't make much sense to anyone who doesn't know much about the time in which they were produced. Without background knowledge, in other words, the documents will be "mute." They cannot "speak for themselves." Also, **without background knowledge, students may have a tendency to list the documents in a random or unconnected way**. This is what produces the infamous "laundry-list" style of referring to sources, a mistake all too common in DBQ essays. By applying their background knowledge in interpreting the documents, students will be much more likely to use them effectively to deal with the question or problem raised by the DBQ.

We rarely notice how much our own background knowledge affects our view of a written document or visual source. This exercise should make that clear to students, especially if students come up with a wide variety of facts or trends in doing this exercise.

#### Evaluating Student Responses

The aim here should be to get as wide a variety of responses as possible. Some of them may be "wrong" in that some fact or trend might NOT actually add to an understanding of the document in question. But the goal should be to push students to see that what they know about the Renaissance and Reformation can help them gain a deeper understanding of these documents. Encourage students to go beyond simply identifying the figures in a drawing or the author of a written statement. They should come to see how the sources can be clarified by a broad knowledge of conditions in Italy and elsewhere in Europe in the 1400s and 1500s, the specific conflicts within the Catholic Church in these centuries, the nature of the Church's role in European life, and much more.

## Exercise 4

### Interpreting Primary Sources: Making Inferences—1

#### Objectives for the Exercise

To teach students the value of making reasonable inferences about sources.

To teach them that, while they can rarely be certain about any inference, they can still distinguish between reasonable and unreasonable inferences.

#### Points to Make with Students

An inference is a reasoned conclusion based on facts presented. **Usually, students must make inferences about a primary source in order to use it effectively.** Sources are generally created for reasons other than those that interest historians. It's rare for a source to be specific about its own historical context. After all, it is directed at an audience already familiar with that context. Therefore, **many ideas or meanings are only implied in the source.** Students need to read carefully and with the eye of a detective, looking for all the clues that can reasonably be found in a document. Finally, it is important to stress that **making an inference is not the same as guessing or imagining.** Inferences are always tentative. But students do need to apply basic logic. Any inference should be consistent with everything in the source and everything the student knows about the relevant time period. In this exercise, students judge some inferences about Document 5.

#### Evaluating Student Responses

**Statement 1** A reasonable inference? No

Machiavelli describes men as “ungrateful, fickle, false, cowardly, covetous.” And it is to these traits, not man’s “reason,” that Machiavelli wants his prince to appeal in seeking the support of the citizenry.

**Statement 2** A reasonable inference? Yes

The document itself does not prove that such rulers existed. But given the certainty with which Machiavelli (a clearly intelligent observer) writes, it is reasonable to infer that at least “some” rulers of this sort existed and that Machiavelli had observed them.

**Statement 3** A reasonable inference? Yes

Again, the passage from *The Prince* does not prove that warlike conditions were widespread. But the passage so firmly presumes a hostile environment that it is reasonable to infer it was common. Remember, an inference is not the same as a firm conclusion proved by the evidence in the document. It is a reasonable but tentative belief based on that evidence. And Statement 3 is expressed tentatively, as “probably” true.

**Statement 4** A reasonable inference? No

Machiavelli nowhere suggests his advice to his prince is itself contrary to the Bible and its moral rules. Moreover, no evidence here even hints that “most” rulers at the time ignored the Bible’s teachings. Machiavelli might even see his advice as consistent with the Bible. It simply is not clear from this passage what he or anyone else felt about this.

**Statement 5** A reasonable inference? Yes

Machiavelli advocates fear as an effective way to help his prince hold power, not as a tool to make him more just. On the other hand, this inference should be held tentatively (and a “No” answer here is not necessarily a bad choice). After all, Machiavelli may see the strong ruler as the one best able in the end to also be just.

## Exercise 5

### Interpreting Primary Sources: Making Inferences—2

#### Objectives for the Exercise

To teach students the value of making reasonable inferences about sources.

To teach them that, while they can rarely be certain about any inference, they can still distinguish between reasonable and unreasonable inferences.

#### Points to Make with Students

Since making inferences is such an important skill in using primary sources, here is another exercise asking students to judge reasonable and unreasonable inferences about one of the documents for the lesson. Again, urge students to be sure of their facts and of what the primary source itself shows. **Also, you may want to stress to them that it is a good idea to use their background knowledge in interpreting the source and to pay close attention to what they can infer from the source's "author, audience, and purpose."**

#### Evaluating Student Responses

**Statement 1** A reasonable inference? No

The information on the source's author, audience, and purpose should be used here to reject this statement. Michelangelo was a great artistic innovator of the Renaissance. The Pope hired him to paint religious scenes on one of the Church's most important structures. The art work was admired by many later Popes. Therefore, this documentary source is evidence of the Popes' support for innovative Renaissance art, not their opposition to it.

**Statement 2** A reasonable inference? No

It is true this painting glorifies the individual, as did much of Renaissance art. The portrayal of God and Adam as similar suggests this glorification—man as made in the exact image of God. But this admiration for the human form and the human individual is clearly consistent with a deeply held religious faith in God and a belief in humanity's deeply spiritual nature.

**Statement 3** A reasonable inference? Yes

This is the contrary point to the one made in Statement 2. See the comments above for that statement.

**Statement 4** A reasonable inference? Yes

This can be inferred from the fact that Europe's highest Church leaders wanted this elaborate artwork done in such an important structure, *and* that they were ready to rely on one major Renaissance artist to do it all.

**Statement 5** A reasonable inference? Yes

Again, the location of this great work of art in the Sistine Chapel in Rome is clear evidence of the importance assigned to art by Renaissance Church leaders.

## Exercise 6

### Interpreting Primary Sources: When Sources Conflict

#### Objectives for the Exercise

To teach students to expect some primary sources to conflict with one another.

To teach that these conflicts require students to make their own judgments about the sources and qualify their own claims in their essays carefully.

#### Points to Make with Students

**Many primary sources appear to offer views in conflict with one another.** Some simply express differing opinions about an issue, event, or trend. But others assert entirely different facts about these issues, events, or trends. This means that, in answering a DBQ, **students need to make judgments about which source is more reliable, more useful, or more typical of the time period.** Conflicting sources can be a problem. But these conflicts can also be helpful, especially if the student is trying to understand the varying views that existed about some controversy in the past. In any case, such conflicts should alert the student to **be cautious in making sweeping statements** about what the sources prove.

#### Evaluating Student Responses

Only some of the primary sources for this lesson conflict with one another.

In some cases, the conflict is direct and specific. This is clearly the case with Document 5 and Document 9, in which Machiavelli and Desiderius Erasmus offer strikingly different views about the way princes should rule. Erasmus specifically rejects the “ends-justify-the-means” argument Machiavelli appears to accept.

Less obvious may be differences of emphasis regarding the individual and the goodness of man on the part of Giovanni Pico della Mirandola (Document 3), on the one hand, and Machiavelli, Luther, and Erasmus, on the other. As for the visual sources, the two versions of the Last Supper (Documents 1 & 2) clearly illustrate the contrasting spirit of the Middle Ages and the Renaissance.





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**OBJECTIVES**

1. To learn to evaluate the reliability, the bias, and the usefulness of primary source documents.
  2. To use your history background knowledge to understand and make inferences about primary source documents.
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# Evaluating Evidence & Primary Sources

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*The primary source documents for this lesson are displayed on the next three pages. All of the exercises for this lesson are based on these primary sources and the background information provided here.*

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**INTRODUCING THE LESSON****THE PRIMARY SOURCES  
AND THE EXERCISES**

The primary sources for this lesson have to do with ideas about the individual in the age of the European Renaissance and Reformation. These primary source documents are all displayed on the next three pages. The sources range from famous works of art by Renaissance painters to the writings of key figures in both the Renaissance and Reformation. All help illustrate ideas people in those centuries held about the individual and the place of the individual in society.

These sources could be used to write a complete essay on changing attitudes toward the individual in those centuries. However, in this lesson we do not give you a document-based question (DBQ) focusing on all nine of the sources. You will deal with DBQs and other essay questions in later lessons. The aim of this lesson is simply to help you think more carefully about primary sources. Working with such sources is a skill. The exercises for this lesson will help you learn to use primary sources and better understand what historians can and cannot learn from them.

**KEY CONCEPTS  
AND LEARNING STRATEGIES**

Basically, the exercises will focus your attention on the following broad concepts and strategies in analyzing primary sources:

1. You need to decide how **reliable** or trustworthy a primary source is—that is, how dependable the information or evidence in it is.
2. You need to decide how **biased** or one-sided a source is—and whether or not it is still useful, either in spite of or *because of* its bias.
3. You need to use all your **background history knowledge** in making sense of any primary source.
4. You need to make reasonable **inferences**, or logical conclusions, about sources.
5. You need to deal with and use **sources that often conflict** with one another.

## The Documents

### The Individual in the Renaissance and Reformation

#### Document 1

A Medieval Byzantine depiction of Christ's announcement of betrayal at the Last Supper. John is resting his head in Christ's lap while Judas sits at the opposite side of the table.

© David Lees/CORBIS



#### Document 3

"Oh, the supreme generosity of God the Father. Oh, the highest and most amazing happiness of man. To him it is granted to be what he chooses to be, whatever he wills to be. The beasts, as soon as they are born, bring with them from their mother's womb (according to Lucilius) all they will ever possess. Spiritual beings, from the beginning or soon thereafter, become what they are to be for all eternity. But to man, at his creation, the Father gave the seeds of all possibilities and of every way of life. Whichever of these seeds a man cultivates, they will grow and bear in him their proper fruit. If they are vegetative, he will be like a plant. If they are of the senses, he will be brutish. If rational, he will develop into a heavenly being. If intellectual, he will be an angel and the son of God. And if dissatisfied with all created things, he withdraws into the center of his own unity, his spirit, one with God, in the solitary darkness of the Father who is above all things, will surpass all creatures."

*From the "Oration on the Dignity of Man," by Giovanni Pico della Mirandola, an Italian philosopher and scholar, 1463–1494.*

#### Document 2

*The Last Supper.* Undated engraving after the fresco by Leonardo da Vinci.

© Bettmann/CORBIS

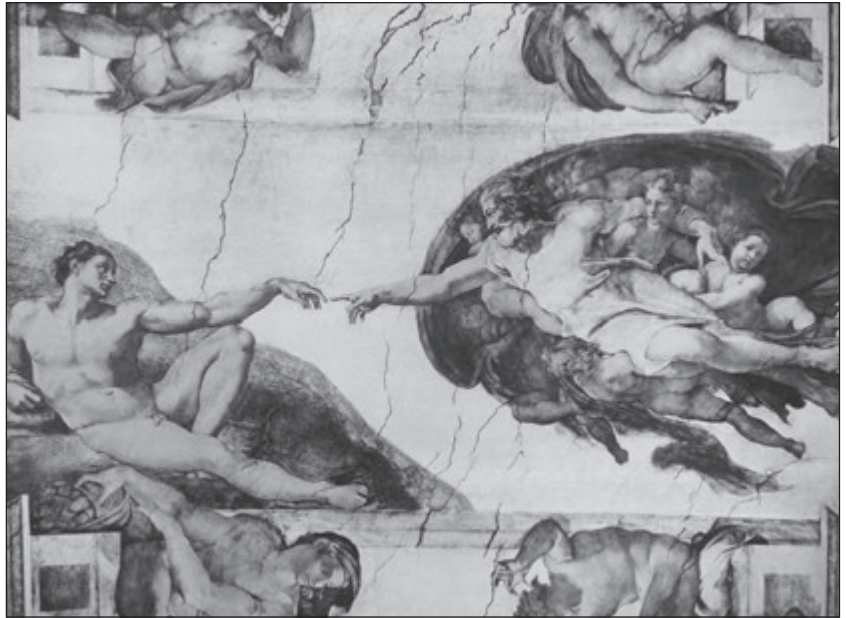


## The Documents

### Document 4

“The Creation of Adam,” one key panel in Michelangelo’s vast painting of the ceiling of the Sistine Chapel in Rome between 1508 and 1512

© Bettmann/CORBIS



### Document 5

“Upon this a question arises: whether it is better [for a prince] to be loved than feared or feared than loved? It may be answered that one should wish to be both, but, because it is difficult to unite them in one person, it is much safer to be feared than loved, when, of the two, either must be dispensed with. Because this is to be asserted in general of men, that they are ungrateful, fickle, false, cowardly, covetous, and as long as you succeed they are yours entirely; they will offer you their blood, property, life, and children, as is said above, when the need is far distant; but when it approaches they turn against you. And . . . men have less scruple in offending one who is beloved than one who is feared, for love is preserved by the link of obligation which, owing to the baseness of men, is broken at every opportunity for their advantage; but fear preserves you by a dread of punishment which never fails.”

*Niccolo Machiavelli (1469–1527), in The Prince, ed. W. K. Marriott, (London: J. M. Dent and Sons, 1908). The Prince was originally published in 1513.*

### Document 6

“The Troubled Church In a Discontented Sea,” Undated woodcut of the Reformation and Counter-Reformation.

© Bettmann/CORBIS





## The Documents

### Document 7

"Unless I am convicted by scripture and plain reason—I do not accept the authority of popes and councils for they have contradicted each other—my conscience is captive to the Word of God. I cannot and I will not recant anything, for to go against conscience is neither right nor safe. God help me. Amen."

*Luther's reply at the Diet of Worms when urged to recant his teachings, April 18, 1521. It is said that Luther ended this statement with, "Here I stand. I cannot do otherwise. God help me, Amen!" There is ground for doubting that Luther added these lines. Although the earliest printed versions contain these lines, official transcripts do not.*

### Document 8

After taking his stand at the Diet of Worms, Luther was declared a heretic. But a powerful German prince, the Elector of Saxony, hid him. This 17th century work of art depicts him at Wartburg castle with Philip Melanchthon translating the Bible.

© Bettmann/CORBIS



### Document 9

"This then is the only road to happiness: first, know yourself; do not allow yourself to be led by the passions, but submit all things to the judgment of the reason. . . . Nothing is harder than for a man to conquer himself, but there is no greater reward or blessing."

—From the "Handbook of the Militant Christian"

"We must look for peace by purging the very sources of war, false ambitions and evil desires. As long as individuals serve their own personal interests, the common good will suffer. No one achieves what he desires if the methods employed be evil. The princes should use their wisdom for the promotion of what is good for the entire populace."

— From "The Complaint of Peace"

*Northern European philosopher, theologian and humanist, Desiderius Erasmus (1466–1536).*

## Exercise 1

### Primary Sources: How Trustworthy or Reliable?

Primary sources are records from the past. But this does NOT mean they can always tell you exactly how “it really was” in the past. You need to evaluate such sources carefully to be able to learn things from them. For example, one important question you need to ask of every primary source is this:

**How trustworthy or reliable is this source?** In other words, can you depend on it to give you information that you can use to answer the specific DBQ or essay question you have been given? Keep in mind that a reliable source need not be accurate or truthful. An inaccurate report, for example, may still be reliable as evidence of what people believed at the time.

This exercise will help you think about source reliability. Four of the lesson’s documents are listed here. Next to each are three statements about the document’s trustworthiness or reliability. For each document, choose the one statement you agree with most. Mark your choice in the space provided. Discuss your choices in class.

- Doc. 1** A. The document is reliable evidence of what happened at the Last Supper.  
B. The document is reliable evidence of what people all over the world believed about the Last Supper.  
C. The document is reliable evidence of Byzantine views of the Last Supper during the Middle Ages.  
Your Choice \_\_\_\_\_

- Doc. 5** A. The document is reliable evidence of how most princes ruled in Europe in the 1500s.  
B. The document is reliable evidence of changing views about political power held by at least some people during the Renaissance.  
C. The document is reliable evidence that it was in fact easier to rule through fear than through love in Renaissance Europe.  
Your Choice \_\_\_\_\_

- Doc. 7** A. The document is reliable evidence of Luther’s views about Papal authority versus the authority of the written word of God.  
B. The document is reliable evidence of Luther’s famous statement ending with, “Here I stand . . . ,” which he gave at the Diet of Worms.  
C. The document is reliable evidence of the way Catholic Popes and Church councils often contradicted one another.  
Your Choice \_\_\_\_\_

- Doc. 8** A. The document is reliable evidence of what Luther looked like when he was hiding out in Wartburg castle translating the Bible.  
B. The document is reliable evidence of what some people later imagined Luther might look like hiding out in Wartburg castle.  
C. The document is reliable evidence of the importance to Luther of the Bible as the only guide to religious practice.  
Your Choice \_\_\_\_\_



## Exercise 2

### Primary Sources: How Biased?

Diary entries, letters, newspaper articles, paintings, cartoons, ads, photos, and other primary sources are often created by people with specific goals and strong personal opinions. **This can make a source one-sided, or “biased.”** Sometimes this bias is easy to notice—as when an author states a point of view strongly. But more often, the bias is harder to detect. It can be found as much in what is left out as in what is included. Bias can be expressed simply by including some facts while leaving others out. Or it can be shown by exaggerated or emotional language and images. To detect bias, think about emphasis, specific selection of facts, emotional language, etc.

You can also get important clues as to bias by noting the **author or creator** of the source, their **purpose in creating that source**, and the **audience** for the source. To help you think about this, choose two documents from those for this lesson. Choose one that is clearly and strongly biased and one that seems biased but in a much less noticeable way. Then answer the questions below.

#### 1. Clearly Biased: Document \_\_\_\_\_

Why do you think this document is biased? \_\_\_\_\_

\_\_\_\_\_

A. How might knowing about the author or creator of the document help explain its bias?

\_\_\_\_\_

B. Who was the intended audience of the document, and how might that help to explain its bias?

\_\_\_\_\_

C. For what purpose was the document created, and how might that help to explain its bias?

\_\_\_\_\_

#### 2. Bias Harder to Detect: Document \_\_\_\_\_

Why do you think this document is biased? \_\_\_\_\_

\_\_\_\_\_

A. How might knowing about the author or creator of the document help explain its bias?

\_\_\_\_\_

B. Who was the intended audience of the document, and how might that help to explain its bias?

\_\_\_\_\_

C. For what purpose was the document created, and how might that help to explain its bias?

\_\_\_\_\_

## Exercise 3

### Interpreting Primary Sources: Using Your Background Knowledge

Sometimes, you can understand a primary source even if you know nothing about its time period. But this is rare. Usually, **you must use your background knowledge of the historical period to help you make sense of the source.** Keep this in mind when answering a DBQ. The primary sources won't make much sense if you do not already know something about the time in which they were produced. In other words, the documents do not "speak for themselves," and it is not enough just to mention them in laundry-list fashion. You need to use your background knowledge to interpret the documents and explain how they help answer the DBQ.

You often won't even notice how much your own background knowledge affects your understanding of a source. This exercise may help you see this better. Study each document for this lesson and think about what you need to know to understand that document fully. In the space provided below, write down two facts or broad trends from the time of the Renaissance and Reformation that help explain each document. As a class, share your lists to see how much background knowledge it takes to properly interpret these primary source documents.

Doc. 1	1. _____
	2. _____
Doc. 2	1. _____
	2. _____
Doc. 3	1. _____
	2. _____
Doc. 4	1. _____
	2. _____
Doc. 5	1. _____
	2. _____
Doc. 6	1. _____
	2. _____
Doc. 7	1. _____
	2. _____
Doc. 8	1. _____
	2. _____
Doc. 9	1. _____
	2. _____

## Exercise 4

### Interpreting Primary Sources: Making Inferences—1

You often need to make inferences about primary sources. An **“inference”** is a **belief you come to accept based on other facts**. For example, suppose you find milk spilled on the kitchen floor. You may “infer” that your brother spilled it—even though you didn’t actually see him do this. This inference is logical and reasonable, yet it still may not be true. For example, the cat may have knocked over a glass of milk, not your brother. You can usually make many reasonable inferences from a primary source. But as this “spilled milk” example shows, you need to be careful about this. Be sure of all your facts and of what the primary source shows. **Use your background knowledge, and keep in mind what knowing about the source’s “author, audience, and purpose” tells you.** If the inference still seems logical, you may be able to use it in your essay or answer.

Below are five statements about **Document 5** (a passage from Machiavelli’s *The Prince*). Some of the statements are reasonable inferences; others are not—that is, they are not supported by **Document 5**. In the spaces provided, write “yes” or “no” for each statement that is or is not a reasonable inference about **Document 5**.

1. Machiavelli clearly believed that men were basically good and able to settle political arguments using reason and trust in one another.

A reasonable inference? \_\_\_\_\_

2. Machiavelli must have seen fairly ruthless rulers in his day who were able to use force and fear effectively to maintain their power.

A reasonable inference? \_\_\_\_\_

3. Machiavelli lived at a time when the leaders of governments probably faced constant threats from enemies both outside and within their states.

A reasonable inference? \_\_\_\_\_

4. During the Renaissance, most rulers no longer felt any need to follow the Bible’s moral laws or principles in making their own political decisions.

A reasonable inference? \_\_\_\_\_

5. Machiavelli did not care how just or unjust his ideal ruler was, only how successful he was in keeping power.

A reasonable inference? \_\_\_\_\_

## Exercise 5

### Interpreting Primary Sources: Making Inferences—2

Making inferences is easily one of the most important skills needed to write effective essays answering DBQs. Often the best ideas you can get from a source are those you infer from it. Therefore, you need to interpret your sources. That is, you need to look at them closely and think about the clues they may contain on the topic of the DBQ. Since making inferences about sources is so important, here is another exercise asking you to do it.

Again, be sure of all your facts and of what the primary source shows. **Use your background knowledge, and keep in mind what knowing about the source’s “author, audience, and purpose” tells you.** If the inference seems logical, you may be able to use it in your essay or answer.

Below are five statements about **Document 4** (one panel from Michelangelo’s Sistine Chapel painting). Some of the statements are reasonable inferences; others are not—that is, they are not supported by **Document 4**. In the spaces provided, write “yes” or “no” for each statement that is or is not a reasonable inference about **Document 4**.

1. The Catholic Popes of the 1500s clearly disapproved of the new innovations in Renaissance art.

**A reasonable inference?** \_\_\_\_\_

2. Renaissance art glorified the individual and saw life in this world as more important than God, man’s spiritual nature, or life in the world to come.

**A reasonable inference?** \_\_\_\_\_

3. Renaissance art glorified the individual and human existence, but saw these as further proof of God’s power and glory as well.

**A reasonable inference?** \_\_\_\_\_

4. The artists of the Italian Renaissance were seen as very important individuals.

**A reasonable inference?** \_\_\_\_\_

5. Art was seen as a key way to aid the Christian faith in the Renaissance era just as it had been in the Middle Ages.

**A reasonable inference?** \_\_\_\_\_

## Exercise 6

### Interpreting Primary Sources: When Sources Conflict

**Many primary sources conflict with one another. That is, they offer views or evidence that lead to different or even opposing conclusions about a time period.** This can be a problem when answering a DBQ based on several primary sources. It is a problem every historian faces. Sources rarely all agree with one another. This means that you need to make some decisions—about which source is more reliable, more useful, or more typical of the time period. It also means you must be cautious in making sweeping statements about what the sources prove. (That’s why historians usually say things such as, “For the most part, we know that . . .,” instead of, “We know for certain that . . .”)

From the documents for this lesson, choose two to four that you think conflict with one another. In the space below, write a paragraph or two describing the documents you have chosen. Explain how these documents conflict with one another. Then write another paragraph in which you try to explain how such conflicting sources could have come from the same historical time period.

# Analyzing Visual Primary Sources

## INTRODUCING THE LESSON TO YOUR STUDENTS

This lesson narrows the focus of the first lesson a bit by concentrating on the unique challenges of using various kinds of visual primary sources. Ten visual sources are provided for this lesson—photos, drawings, posters, and editorial cartoons.

Young people are often told theirs is a “visual generation.” They may think that this makes them especially skillful at handling and interpreting visual information. By and large, they are wrong about this. It is true that most visuals are instantly interesting and motivating as learning tools. However, this does not mean they are easy to mine for historical meaning. The exercises in this lesson offer students a chance to practice some analytical skills they will need to effectively interpret visual primary sources in the history class.

All the visual sources for this lesson have to do with changing images of warfare from 1300 through the end of World War II, in 1945. Again, no single document-based question (DBQ) is offered here on all ten of these sources. Instead, the aim of this lesson is to help you teach students to think critically about visual primary sources.

## KEY CONCEPTS AND STRATEGIES

A number of key concepts and strategies will be presented in this lesson. These should help students think more effectively about visual primary sources of all sorts. The concepts and strategies include the need to

1. Recognize the unique emotional power of the visual image,
2. Notice the selective nature of the viewpoint of most visuals,
3. Be aware of how one’s own knowledge and values shape one’s interpretation of any visual image,
4. Learn to analyze the formal features of visuals, not just their content, and
5. Become familiar with the special “language” of editorial cartoons, including symbol, metaphor, and size and shape distortion.

## THE MINDSPARKS VISUALS

Images for all the visual sources used in this lesson can be found in the MindSparks units entitled *The Age of Exploration*, *The British Empire in the Nineteenth Century*, *The Great War*, and *The Age of the Totalitarians*.



# Exercise 1

## The Power of the Visual Image

### Objective for the Exercise

To teach students that the emotional power of the visual image can make visuals vivid and dramatic, but can also distort the truth as well as clarify it.

### Points to Make with Students

Visual images often seem to have a life and power of their own. On the one hand, the realism and/or drama of many visual images is what makes them so interesting. They can help us imagine the past as it was actually lived and help us feel what it was like to live in another culture. On the other hand, the “realistic” quality of many visual images can be a problem. **Even when we know for certain that the image in a photo, ad, or painting is not real, we still often respond to it as if it were. This gives it a power to affect and influence us even when what it shows us is false, distorted, or biased.** This exercise will help students think about the emotional power of the visual image. It will alert them to the way images can manipulate and deceive. In this way, students will become more critical and more able to use visual sources for the valid information they do often contain.

### Evaluating Student Responses

In this exercise, students are simply asked to think about how visual images trigger emotional reactions that can influence judgment. Some of the images here are editorial cartoons. Others are simple line drawings or realistic-looking photographs. Even the highly realistic images are often carefully designed to evoke emotional responses. As you discuss the students’ notes, try to point out how even these seemingly realistic images have a power to shape reactions, distort understanding, and manipulate the viewer. This discussion and the students’ notes can then be extended to the other exercises—in particular, in Exercises 2 and 4.

## Exercise 2

### Visual Sources: Always a Selective View

#### Objectives for the Exercise

To teach students that visual images almost always provide a selective view of reality, not reality itself.

To teach students to be on guard for the bias often resulting from this visual selectivity.

#### Points to Make with Students

Visual images often seem to show us what something is “really” like. A crisp clean photo can give you a sense being there on the spot. Yet this is an illusion. Visual images offer “mediated,” or altered, views of reality, not reality itself. **Moreover, a visual display almost always provides a limited or selective view of its subject.** It reveals some things and leaves out others. The selectivity is often hard to notice, especially when you only have one visual image to analyze. Features can be exaggerated or distorted. The setting can be atypical. **The selectivity of an image can conceal a strong bias.**

This bias is especially hard to detect in a realistic photo. The point should be easier to grasp in this exercise, where students are asked to compare a variety of photos, posters, and cartoons. In the exercise, students must think about the truthfulness or educational value of five images, all on the same topic. The hope is that this will help them pay close attention to how each image selectively treats the broader topic of global warfare in the 20th century.

#### Evaluating Student Responses

##### Document 5

This French poster from 1914 captures the military confidence felt in many nations of Europe on the eve of World War I. Good to use to stress the almost carefree attitude many Europeans felt toward what would turn into four years of slaughter.

##### Document 6

This dramatic photo conveys the terrors of trench warfare in World War I from the point of view of the soldiers about to go over the top. It puts the student on the ground where men had to charge into a deadly fire that killed them by the hundreds of thousands.

##### Document 7

This second French poster is from 1918. It conveys a continuing spirit of defiance, but also could be used to contrast strikingly with Document 5. Carefree optimism has been replaced by a grim sense of the need simply to endure.

##### Document 8

The enormous and massive swastika is ready to roll over Poland on the very eve of the invasion that triggered World War II in Europe. The cartoon’s features help it convey a sense of Nazi Germany’s ominous power and danger as it was felt all over Europe and elsewhere.

##### Document 9

This photo of a single abandoned baby helps convey the horrors of war as inflicted on the Chinese by Japan in the 1930s. This realistic-looking photo is also every bit as much a symbol of a larger reality as, say, the political cartoon of Document 8.

## Exercise 3

### Visual Sources: You “See” What You Know

#### Objective for the Exercise

To teach students that a person’s own knowledge and values heavily influence the way he or she “sees” and interprets any visual image.

#### Points to Make with Students

Most visual primary sources are carefully constructed images designed to produce a specific reaction in the viewer. The first two exercises for this lesson focused on how certain aspects of the image help to do this. **This exercise shifts the focus from the image to the viewer.** Visual images are often so powerful and immediate in their effect that we seem to react directly and simply to what we see and only to what we see. We never realize how much **our own knowledge and experience shapes our understanding of what we see.**

This exercise may help students to understand this better. The most important point to stress with them is the need to apply as much background knowledge as they can to the analysis of primary sources of all sorts

#### Evaluating Student Responses

##### Document 4

Have students compare the two sets of notes they get to this description of the historical context of the cartoon:

*This editorial cartoon is about one incident during the famous Sepoy Mutiny in British-ruled India in 1857. In the early decades of British colonial rule there, the British actually made few efforts to change India’s customs. But in the 1800s, they did oppose certain Hindu practices. And many British colonial officials looked down on the Hindu and Moslem beliefs of India’s masses. In 1857, anger about this triggered the Sepoy Mutiny. This huge revolt by Indian soldiers under British command began with rumors that new cartridges were greased with pork or beef fat. Soldiers biting open the cartridges would have to make contact with the fat, something forbidden by both Hindu and Moslem religions. The uprising was very violent. This cartoon portrays the British response to one massacre of British civilians during the uprising. Its depiction of the British as morally pure may itself help to explain the Mutiny. The Mutiny was a huge uprising. But it was not well organized. British forces soon put it down and re-established order.*

By comparing the two sets of notes, each student should be able to see how strongly a person’s knowledge, or lack of it, shapes the assumptions and perceptions they have about any visual document. Your class discussion should focus on making this point.

## Exercise 4

### Interpreting Visual Sources: Think about Form as Well as Content

#### Objectives for the Exercise

To teach students to examine all aspects of any visual primary source, not just its overt content.

To teach them that the formal features of an image affect its meaning in major ways.

#### Points to Make with Students

An image is a “mediated,” or coded, form of communication. That is, it is not the real thing, it is a representation of that thing. And it constructs that representation through the use of color, shading, cropping, camera angle, painting styles, sharpness or softness of focus, composition, gestures, dress styles, and all sorts of symbols that add significance to the content. **The word “form” or “formal” is used here for all the features that enable the image to represent its subject or content.**

This is a very important point to make with students. Often, the value of a visual primary source in a DBQ essay will have more to do with these formal features than with the content of the image alone. In this exercise, students will look for such formal visual features in two French posters from World War I. The content of each is the same, a single French soldier with a gun. But the formal features result in posters that express entirely different moods and ideas.

#### Evaluating Student Responses

##### Document 5

In this poster, the slight upward tilt of the angle of vision helps convey a sense of power on the part of the soldier. His facial expression and outward stretched hand express his reassuring confidence. The viewer is placed in the position of another soldier being invited to take part in a great adventure. The blank background adds to a sense of the limitless possibilities. Certainly, nothing unpleasant is hinted at. The soft edges of the drawing and even the script of the words on top add a sense of warmth and spontaneity.

##### Document 7

In this poster, the soldier is also viewed from below looking upward. And again this adds to the sense we have of his power and determination. However, here the viewer is in the position of an opposing foe. And the defiance of this soldier is far grimmer. That effect is achieved by his defensive stance and the scene of devastation and destruction all around him. The words arising out of the flames in the background add to this desperate mood, as does also the garish color of the poster (see visuals in *The Great War: 1914–1918*).

## Exercise 5

### Interpreting Editorial Cartoons: Symbol & Metaphor, Exaggeration & Distortion

#### Objectives for the Exercise

To teach students to notice the way visual symbols, metaphor, and size and shape distortion help editorial cartoons make complex points effectively.

To teach them the unique value of editorial cartoons as primary sources.

#### Points to Make with Students

Editorial cartoons are among the most useful visual primary sources. They are one of several types of political art—along with posters, placards, murals, campaign buttons, etc. Their unique value, however, is that they are more than mere slogans or calls to action. At their best, **editorial cartoons are reasoned arguments about some topic in the news.** The arguments are presented in a unique language that has its own rules and syntax. In this exercise, students are given definitions of some of the key elements of this visual language.

In presenting the lesson, stress this above all: **The real value of an editorial cartoon as a primary source is often in the WAY it makes its point, not just in the point itself.** The choice of symbols, how they are drawn, what their specific features are, the size and shape distortions in them—these add information to the cartoon's message. Often they are what the historian finds most useful in the source.

#### Evaluating Student Responses

Here are some examples of symbolism and exaggeration in these cartoons.

##### Document 8

The key symbol here is the Nazi swastika. By itself, it already has a terrifying significance for many people. In the cartoon, this terror is enhanced by the technique of exaggeration and distortion. That is, the object's massive size and heft, its ragged edges, its machinery, and its precarious position hovering over tiny Poland all add to its frightening significance. The dark shadows on the underside of the swastika also contribute to this menacing effect.

##### Document 10

Here the light of a nuclear explosion is used to enhance the central symbol of a crystal ball. The entire cartoon is in fact a visual metaphor in which the frightening and uncertain nuclear future facing civilization after World War II is depicted as a fortune teller peering into the crystal ball. Exaggeration as a technique is less obvious in this case. But students may notice the somewhat excessive use of light rays emanating from the crystal ball. These call attention to the power of nuclear weaponry, but they could also be meant to suggest a blinding light that makes it hard to see what the future actually holds.

# Exercise 6

## Interpreting Editorial Cartoons: Using a Checklist

**Objective for the Exercise**

To teach students a systematic way of analyzing an editorial cartoon quickly in order to use it in a DBQ or other history essay.

**Points to Make with Students**

The checklist with this exercise briefly describes several editorial cartoon techniques or other aspects of this form of political art. Before giving students the exercise, it might be helpful to bring in a variety of contemporary cartoons and demonstrate the use of the checklist as a way to analyze these cartoons.

**Evaluating Student Responses**

Not all of the items on the checklist will apply to every cartoon. Simply evaluate students on how thoughtfully they identify the ones that do and do not apply.





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**OBJECTIVES**

1. To appreciate the value of the many kinds of visual primary sources available in any investigation of the past.
  2. To better understand how various features of any visual image can help it to convey information about the past.
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# Analyzing Visual Primary Sources

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*The primary source documents for this lesson are displayed on the next three pages. All of the exercises for this lesson are based on these primary sources and the background information provided here.*

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**THE PRIMARY SOURCES  
AND THE EXERCISES****INTRODUCING THE LESSON**

Ten primary sources are provided for this lesson. They are all visual primary sources—drawings, photos, posters, editorial cartoons, etc.

These visual sources all have to do with the changing nature of warfare and of ideas about warfare from 1300 through the end of World War II, in 1945. You may not yet have covered this entire time period in your history class. That shouldn't be a big problem for you, however, given the aim of this lesson and its exercises. Again, no single DBQ is offered on all these sources. Instead, the goal is to help you think critically about how to interpret visual primary sources. Visual sources can be fun to work with. But learning to interpret them is not as easy as it may seem. The exercises for this lesson will help you better understand what you can and cannot learn from such sources.

**KEY CONCEPTS  
AND LEARNING STRATEGIES**

Basically, the exercises will focus your attention on the following broad concepts and strategies in analyzing visual primary sources:

1. You need to be aware of **the power of visual images to call forth strong emotions** that can shape the way you respond to or understand the meaning of an image.
2. You need to recognize that **any image is a limited, or selective, view of reality, not reality itself**. The image may leave out or distort aspects of the subject and give you a one-sided view of it without your really being aware of this.
3. You need to realize how **your own knowledge, opinions, and values shape what you see** and how you react to what you see in any visual primary source.
4. You need to think about how the various **formal features** of any visual affect your response to it and the meaning you read into it.
5. With editorial cartoons, you need to pay attention to **symbol and metaphor, and the exaggeration and distortion of objects** in the cartoon. These are some of the elements in the “**language**” of **editorial cartoons** that you should learn to notice.

## The Documents

### The Changing Image of War: 1300–1945

#### Document 1

The Battle of Crecy in 1346, the first key battle of the Hundred Years War a battle which proved the superiority of the longbow to the crossbow.

© Bettmann/CORBIS



#### Document 2

Siege of Dublin, showing use of cannons. Woodcut from Holinshed's *Chronicles of England, Scotland and Ireland*, 1577.

© Bettmann/CORBIS



#### Document 4

A British cartoon expressing outrage at a massacre of British civilians during the “Sepoy Mutiny” of 1857, a revolt by Indian soldiers under British command.

Cartoon from Punch



#### Document 3

The Battle of Trafalgar, 1805, during Britain's long war with Napoleonic France. In the battle, Admiral Horatio Nelson was able to surprise and destroy the combined French and Spanish fleet.

Stock Montage, Inc.





## The Documents

### Document 5

A French poster from 1914, at the start of World War I. The poster is an appeal to citizens to purchase bonds to help pay for the war. The soldier is saying, "We will beat them!"

*Courtesy of the Library of Congress*



### Document 6

Canadian troops are seen here training to go "over the top" in the trench warfare typical of the fighting on the Western front during World War I.

*The National Archives*



### Document 7

A French poster from near the end of World War I in 1918. The French countryside burns in the background. A victorious French soldier is shown standing alone in the foreground, with the words "They shall not pass!" in the clouds behind him, along with the years of the war.

*The National Archives*



## The Documents

### Document 8

A huge Nazi swastika hovering over Poland in a cartoon that appeared September 1, 1939, just days before Germany attacked Poland, triggering World War II in Europe.

*Fitzpatrick in the St. Louis Post-Dispatch*



### Document 9

A terrified infant sits alone and abandoned in the rubble of Shanghai during the Japanese attack on that city in 1937. Japan's war on China in the 1930s was part of a drive for dominance that led directly to its clash with the United States in World War II.

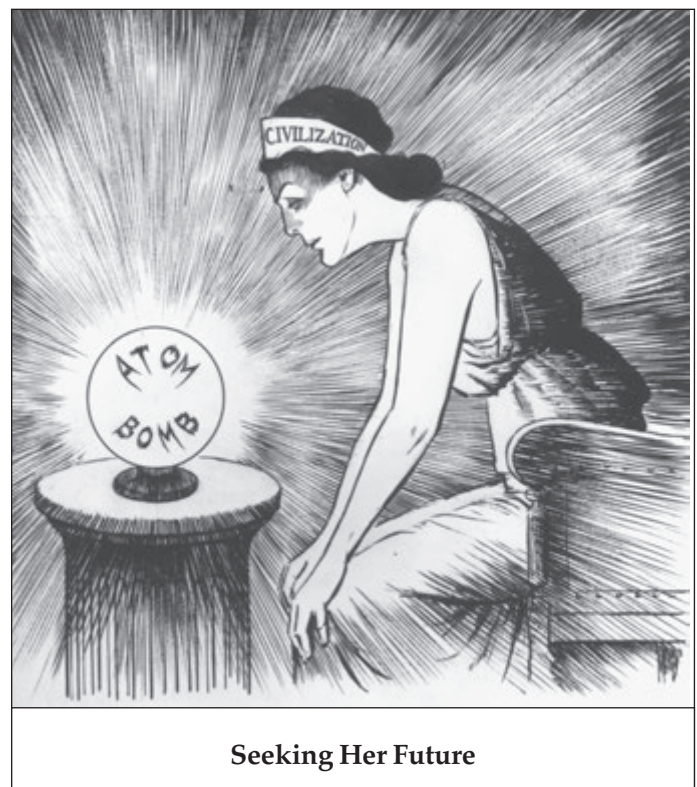
*The National Archives*



### Document 10

The two atomic bombs that ended World War II left the entire world wondering about its nuclear future, as this cartoon indicates.

*Courtesy of the Library of Congress*



## Exercise 1

### The Power of the Visual Image

Visual primary sources can be real aids to understanding past historical periods. **Many visual sources are dramatic and thought-provoking.** Often, in fact, a visual seems much more “real” than mere words on a page. But this power of the visual image can also cause problems. As we will see in this lesson, visuals do not show you the world as it “really” is. All of them leave things out or distort things in one way or another. That means that their powerful appeal can fool you—as can their ability to call out strong feelings.

Each visual primary source document in this lesson will call forth some kind of emotional response from each viewer. That is, each image will cause you to react to or feel something about the subject matter illustrated. In the spaces below, jot down some notes on the kind of emotional response you think each visual source for this lesson is meant to call forth. Then briefly answer the questions at the bottom of this worksheet. As a class, discuss your results.

Doc. 1

Doc. 2

Doc. 3

Doc. 4

Doc. 5

Doc. 6

Doc. 7

Doc. 8

Doc. 9

Doc. 10

Which image calls forth the strongest emotional reaction, positive or negative? Why?

## Exercise 2

### Visual Sources: Always a Selective View

Visual primary sources may seem to offer a direct view of what things were “really like” in the past. However, no image, not even a crisp photograph, is a simple “window” showing you reality itself. Any visual gives you only a partial and sometimes distorted view of its subject. **Most visuals images are carefully arranged, and all of them are highly selective views of reality.** That is, every visual image “selects” certain features to include or emphasize and leaves out other features.

For example, Documents 5–9 for this lesson are all about either World War I or World War II. But they offer very different views of the warfare in these two great conflicts of the 20th century. Pretend you are to teach a group of younger students about the nature of total war in the 20th century. But also pretend that you can only use three of these five visuals in your lesson. Which three would you use? Make your choices. Then write a paragraph answering each of the two questions below. Share your ideas in a class discussion about the selective views provided by these five visual primary sources.

1. From Documents 5, 6, 7, 8, and 9, I would use Documents \_\_\_\_, \_\_\_\_, and \_\_\_\_ in a lesson on warfare in World War I and World War II. I would use these three documents because . . .

2. From Documents 5, 6, 7, 8, and 9, I would NOT use Documents \_\_\_\_ and \_\_\_\_ in a lesson on warfare in World War I and World War II. I would NOT use these two documents because . . .



## Exercise 3

### Visual Sources: You “See” What You Know

It’s hard to interpret primary sources of any kind without knowing something about their historical time period. This may be even more true of visual primary sources than others. In spite of the famous saying, a picture is often NOT “worth a thousand words.” If anything, a thousand words of background information may be needed to make sense of a picture. That is, **your background knowledge deeply affects how you make sense of any visual image you seek to understand.** Or to put it another way, what you see is shaped by what you already know.

This exercise gives you a simple way to prove this to yourself. Block out the information provided above the cartoon labeled **Document 4** for this lesson. Now show the cartoon separately to two friends or family members. Ask them to describe fully what they see and their reactions to it. *Don’t give them any hints about it!* In the spaces provided below, take notes on what these two people say. Then complete the assignment at the bottom of the page. (You do not need to identify the two people by name, if they prefer to be anonymous. Just write down “friend,” “relative,” or some other general term.)

**Doc. 4**      **Shown to** \_\_\_\_\_

Notes on discussion

**Doc. 4**      **Shown to** \_\_\_\_\_

Notes on discussion

**Based on the notes above, write a brief report to share in class on how these two individuals interpreted Document 4 and how their own background knowledge seemed to affect their interpretation.**



## Exercise 4

### Interpreting Visual Sources: Think about Form as Well as Content

When you look at a photo or other visual image, you usually pay attention to the subject or the scene in it. That is, you pay attention to its “content.” **Yet the real impact of an image often comes from its form not its content.** By “form” we mean all the features that affect how the content is presented. For example, in a photo this means the composition of objects in the image, lighting, dress, cropping, color, camera angle, sharpness or softness of focus, gestures or expressions of subjects, etc. In a poster, painting, or political cartoon, form means composition, artistic style, visual symbols, shape and size distortions of various objects, shading and coloring, etc. **All these “formal” features add information to the image.** They can be very important in interpreting a visual primary source. In answering a DBQ, you may even want to spend more time on these aspects of the image than on the content itself.

Even a simple image of a single person can express a great deal about its times and the attitudes of people then. You can prove this to yourself with this exercise. Do both steps of the exercise. Then, as a class, discuss the paragraphs you have written.

1. Take some notes on the “formal” features you notice in each of the following images:

**French Poster: Document 5**

**French Poster: Document 7**

2. Using these two images only, write a one-paragraph answer to this question:

**What do these images show about changing views in France toward “The Great War” of 1914–1918?**

## Exercise 5

### Interpreting Editorial Cartoons: Symbol & Metaphor, Exaggeration & Distortion

Editorial cartoons are a unique art form in which images express concepts, ideas, and strong opinions, usually about major social and political issues. Editorial cartoons use a kind of “language” of their own to convey ideas in visual form. Symbols, metaphors, exaggeration, and distortion are key elements of this language. Use the definitions of these terms provided here to help you analyze **Document 8** and **Document 10** for this lesson. In the spaces provided below, take notes on what you find. Discuss your analysis with the class.

**Symbol & Metaphor:** A symbol in a cartoon is any object or design that stands for something else—for another object, a group of people, an attitude, or idea. For example, the figure of Uncle Sam is often used as a symbol for the United States. Symbols work as a kind of shorthand. They make it easy to pack a lot of meaning into a cartoon. Often a single visual symbol can call attention to several aspects of an issue, problem, or public figure. To recognize these various meanings, note how the symbol is drawn, the feelings or emotions it evokes, and the ideas associated with it. In a metaphor, two totally different things are equated on the basis of some common aspect—for example, a huge alligator might be used as a metaphor for a powerful but clumsy government.

**Exaggeration & Distortion:** Cartoonists frequently exaggerate or understate the sizes of the objects they draw. They do this to stress the power or weakness, importance or unimportance, dangerousness or helplessness of some person, group, or social force. Distorting shapes of objects can also be a way to call attention to different aspects of the idea or issue being represented. The distorted images in a cartoon can have a powerful emotional impact—and they often reveal the artist’s unstated beliefs or assumptions.

#### Doc. 8 Symbol & Metaphor

#### Exaggeration & Distortion

#### Doc. 10 Symbol & Metaphor

#### Exaggeration & Distortion

## Exercise 6

### Interpreting Editorial Cartoons: Using a Checklist

Below is a checklist that should help you to interpret just about any editorial cartoon, historical or current. Save this checklist and use it on a regular basis each time you are asked to discuss or analyze an editorial cartoon.

For this exercise, choose any one of the cartoon documents. Using the checklist, write a brief essay analyzing in detail the cartoon you chose. Sum up by explaining how the cartoon could best be used in an historical essay on changing images of war in modern world history.

#### *The Editorial-Cartoon Checklist*

<b>THE ISSUE</b>	Editorial cartoons are NOT just like other comics. They may be funny, but their main purpose is to offer an opinion or point of view about some issue or problem in the news. First try to decide what the issue or problem is in the cartoon you are studying.
<b>SYMBOLS</b>	A symbol is any object or design that stands for some other thing, person, or idea. For example, a huge thug may stand for the problem of crime. Describe objects in the cartoon that are symbols.
<b>EXAGGERATION &amp; DISTORTION</b>	Which features in the cartoon are exaggerated? That is, which appear much larger or smaller than they actually are? Changes in size or shape of this sort often add to the cartoon's point. Distorting an object means changing it in some way to make it look funny, ugly, etc. What symbols or other objects in the cartoon are distorted, and how does this add to the cartoon's point?
<b>STEREOTYPES</b>	A stereotype is a simplistic view of some group. It is often insulting. But it can also help the cartoon make its point quickly. What stereotypes are used in the cartoon? Are they used unfairly, or are they used just to help the cartoon make its point?
<b>CARICATURE</b>	Caricature is a portrayal of an individual's features in an exaggerated or distorted way. Is caricature used in the cartoon? If so, does it help to make an important point about the person portrayed?
<b>HUMOR AND IRONY</b>	Humor is important in many editorial cartoons. Irony is one kind of humor. In it, a viewpoint is expressed in such an odd way as to make that view actually seem ridiculous. Is the cartoon you are studying funny or ironic? If so, does the humor add to the cartoon's point? Does the humor present an unfair or highly exaggerated idea of the other side's point of view?
<b>BACKGROUND KNOWLEDGE</b>	A reader usually must know certain things about an issue in order to understand an editorial cartoon on that issue. What kinds of background knowledge do you need in order to make sense of the cartoon you are studying? Where might you get that knowledge if you do not already have it?
<b>THE ARGUMENT</b>	Slogans tell us what to do or think. "Smoking Kills," or "Give a Hoot, Don't Pollute," are slogans. A good editorial cartoon is NOT just a slogan. It gives reasons for its opinion. In other words, it is an argument. What point of view does your cartoon present, and what argument does it offer? How do its symbols, distortions, stereotypes, caricature, or other features help it to make a good argument for its point of view?

# Analyzing the Question

## INTRODUCING THE LESSON TO YOUR STUDENTS

The eleven primary sources for this lesson all help to shed light on the emergence of science in the 17th century and on the European Enlightenment of the 18th century. The specific focus of the sources is on the idea of toleration.

The overall goal of this lesson is to teach students to pay close attention to all the nuances of the question they are asked when doing a DBQ essay. It is not uncommon for students to give an acceptable answer to a question different from the one actually asked. Students are generally in a hurry to start writing, especially when they are under the intense time pressures of a testing situation. It is crucial to convince them to take the time to read and think carefully about each key part of the DBQ.

A broader goal of this lesson is to help students see that learning history generally will be far more rewarding if done with an active, questioning mindset. If the student simply tries to absorb information as it is presented, passively and without a clear focus, the materials will be harder to master. Questions are what drive the historian. They can enliven history for students as well.

## KEY CONCEPTS AND STRATEGIES

A number of key concepts and strategies will be presented in this lesson. The concepts and strategies include the need for students to

1. Actively question all sources,
2. Use questions to help them compare sources,
3. Become familiar with typical DBQ question formats, and
4. Read and reflect on all key aspects of the question asked.

## THE MINDSPARKS VISUALS

Images for all the visual sources used in this lesson can be found in the MindSparks unit entitled *Science, Technology, and the Enlightenment*.

# Exercise 1

## Questioning the Documents—1

### Objective for the Exercise

To teach students to question each individual document thoroughly as a way to determine its value in relation to the DBQ.

### Points to Make with Students

In answering any document-based question, students need to **adopt a questioning attitude toward the entire set of primary sources provided**. This will aid them as they analyze the sources and organize their thoughts to answer the main DBQ. In addition, some tests using DBQs also ask students to answer an initial set of questions about each document. This exercise (and others you may want to create yourself) will give students practice in doing this. It should also help them to see the value generally of always questioning all the sources as thoroughly as possible.

### Evaluating Student Responses

#### 1. Doc. 5

The diagram is drawn with care and detail. Yet the indication of the location of the soul suggests a longing for certainty on this point that natural science alone could not provide.

#### 2. Doc. 9

These words by Voltaire come closest to expressing this harsh attitude toward Europe's past of religious bigotry and violence. Some of the other documents touch on this theme, but only indirectly.

#### 3. Doc. 1

This diagram offers the Earth-centered view of the universe widely accepted in the Middle Ages. Given that the home of humanity is at its center, people could comfort themselves that the entire universe was constructed for them above all.

#### 4. Doc. 4

Francis Bacon here criticizes methods of discovering truth that quickly form general "axioms," or principles. Instead, he stresses the need to arrive at general principles only after long and careful observation based on "senses and particulars."

#### 5. Doc. 11

Rousseau here insists his state-backed religion would not be dogmatic. Yet at the same time he defends the state's right to banish or even execute those who do not believe in or follow the social moral principles he wants the state religion to foster.

#### 6. Doc. 7

With these phrases, Pascal gave voice to a sense of insecurity in the face of the vast and seemingly impersonal nature of the universe that science was revealing.

## Exercise 2

### Questioning the Documents—2

#### Objective for the Exercise

To give students practice in questioning pairs of documents in order to learn to identify meaningful links among the sources for any DBQ.

#### Points to Make with Students

**Not all of the primary sources for any DBQ are likely to agree with one another.** This can make it hard for students who want to refer to most of the documents as they write their DBQ essay. If they learn to look for meaningful ways to group documents that are similar, their task will be easier. To help with this, this exercise takes the goal of the first exercise for the lesson a step further. Here, students will find meaningful linkages among the lesson's documents by choosing two documents to help answer each of four questions.

(In this exercise, more than one correct pair of documents may be possible for some of the questions. Our view of the best pairings is presented below.)

#### Evaluating Student Responses

**1. Best Answer: Doc. 4 & Doc. 6**

In Document 4, Bacon argues that the best method for reaching the truth is the use of the senses and careful observation. Descartes instead seeks to rely only on his reason, first by doubting everything (including the evidence of his senses) and starting with first principles.

**2. Best Answer: Doc. 1 & Doc. 2**

The two diagrams are of the older Earth-centered view of the universe and the new Sun-centered view developed by Copernicus and others. That newer view suddenly transformed the Earth from the center of all creation into one tiny bit of matter in an infinitely large and seemingly impersonal universe. Some students might reasonably choose Pascal's aphorisms in Document 7 as well in responding to this question.

**3. Best Answer: Doc. 10 & Doc. 11**

Clearly, Locke differs substantially here from Rousseau on this issue. Locke sees the nature of religious belief as something government can and should have no control over. Rousseau does give the state real control over some aspects of religious belief and practice. Voltaire's views (Document 9) might also be included here.

**4. Best Answer: Doc. 4 & Doc. 7**

Bacon expresses the optimistic view of this matter most directly. But Documents 2, 3, 5, and 8 also could be used as evidence for it. Pascal appears to be the most uneasy about the benefits and costs of relying on science and reason as humanity's sole guides.

## Exercise 3

### Types of DBQs

#### Objectives for the Exercise

To teach students to recognize several standard question formats often encountered in writing DBQs.

To teach them the need to read every part of a DBQ thoroughly.

#### Points to Make with Students

This two-page exercise involves a good deal of careful reading. But its main purpose is very simple. **Students must learn to think carefully about the exact wording and format of each DBQ** they are asked to answer. There are a number of common patterns for DBQs. We have presented four of them here. These are certainly not the only four ways in which DBQs are worded or framed. But these four formats do cover most of the major types students will encounter. The exact wording of a DBQ may differ from these patterns, yet it can still conform to one or another of them. For example, questions beginning with, “Why . . . ,” “What caused . . . ,” “How did . . . ,” might all be variants of the question type we have labeled “Explain Why.”

You should stress to students that these formats are not the only ones used, and that they are not worded rigidly in only one way whenever they are used. The reason for looking at them here is to **help students think strategically about the questions they are asked**. Think, that is, about the underlying logic of a question and what it suggests about how best to organize an answer. Therefore, **students must pay close attention, above all, to all the key terms, phrases, and directives in the question**. The question should then become their guide in deciding how to organize their use of the documents.

#### Evaluating Student Responses

1. Question Format 4
2. Question Format 1
3. Question Format 2
4. Question Format 3

Generally, the four DBQs fit the four question types in an obvious way. However, in some cases they seem to combine elements of more than one question type—as in the cases of Question 2 and Question 3. These both seem in part to use the “explain why” format. Yet Question 2 only asks students to take a stand for or against a statement, making it clearly an “assess the validity” question type. And in Question 3, the “explain why” phrase simply adds to the direction to compare and contrast the four writers. This confusion is intentional. Students should use these formats as strategic concepts; they should not regard them as simple formulas that automatically unlock every DBQ. Moreover, the real heart of the exercise is the discussion you will have about the follow-up comments on each question. Do students see clearly the need to pay attention to all the key phrases of each question and use them to organize their thoughts about the essay? Do they offer good reasons for choosing three documents to stress with each question? These are the issues you should focus on in evaluating their responses.



## Exercise 4

### Choosing DBQs

**Objective for the Exercise**

To help students see that the format and details of a DBQ can guide them in using the primary sources and organizing their essay.

**Points to Make with Students**

This exercise is a direct follow-up to the previous one. It will give students a chance to think about the previous four DBQs in relation to the primary sources provided with this lesson. In a sense, the students get a chance to look at DBQs from the point of view of a teacher selecting or creating one to use with a given set of sources.

**Evaluating Student Responses**

There really are no correct or even best answers for this exercise. Any of the four DBQs can be answered using this lesson's documents and applying some basic background knowledge of the time period. The value of the lesson is that it forces students to think clearly about the relationship of the documents to the DBQs. Your evaluation of student responses should be based on how thoughtfully they do this in explaining their choices.

## Exercise 5

### Answering a DBQ

**Objective for the Exercise**

To give students some initial practice in writing a complete DBQ essay.

**Points to Make with Students**

The aim here is to give the student a chance to write a brief but complete essay answering a DBQ. Many students will still need the remaining lessons in this program to develop a full understanding of what such essays require. However, there is no real substitute for practice. And you can use the results to get a sense of student strengths and weaknesses.

**Evaluating Student Responses**

The Advanced Placement World and European History Examination include a DBQ, and the AP Program has developed its own scoring guide for DBQ essays. However, that guide may not be appropriate for judging an initial essay-writing exercise such as this one. We have developed a somewhat simplified scoring guide for this exercise. A more complex guide for the last few exercises will be provided later.

**Simplified DBQ Scoring Guide****Excellent Essay**

- Offers a clear answer or thesis statement explicitly addressing the essay question.
- Does a good job of interpreting at least some of the documents and relating them meaningfully to the thesis and the DBQ.
- Uses details and examples to support the thesis and other main ideas.
- Uses background knowledge and the documents in a balanced way.
- Is clearly written. Only a few minor writing errors or errors of fact.

**Acceptable Essay**

- Offers at least a partly developed thesis addressing the basics of the essay question.
- Adequately interprets at least some of the documents.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

**Poor Essay**

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in "laundry list" style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas.
- Is not clearly written, with some major writing errors or errors of fact.

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**OBJECTIVES**

1. To understand a variety of question formats commonly used in DBQs and other history essays.
  2. To understand how important it is to study *all* aspects of the question and use that question as a guide in planning the essay.
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# Analyzing the Question

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*The primary source documents for this lesson are displayed on the next three pages. All of the exercises for this lesson are based on these primary sources and the background information provided here.*

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**THE PRIMARY SOURCES  
AND THE EXERCISES****INTRODUCING THE LESSON**

Eleven primary sources are provided for this lesson, including scientific diagrams, drawings, and passages from important written works. The sources have to do with the emergence of science in the 17th century and the European Enlightenment of the 18th century. The specific focus of these sources is on the idea of toleration.

The primary sources for the lesson will be used to help you think about the types of questions that make up most DBQs. One of the most common mistakes students make in answering a DBQ is failing to read the question carefully. In fact, it is not unusual for a student to give a good answer to a question that was not asked! No advice is more important than the following: Pay close attention to each phrase and every key part of any DBQ you are given. Do not start writing until you have done this thoroughly.

**KEY CONCEPTS  
AND LEARNING STRATEGIES**

Basically, the exercises will focus your attention on the following broad concepts and strategies for dealing with DBQ questions:

1. You need to see the primary source documents as useful mainly in helping you to answer specific questions. **Actively question your sources.**
2. Also, **use questions to help you compare the various sources.** Try to see the sources in relationship to one another, to your own questions, and to the DBQ you are to answer.
3. Be aware of the typical **question formats** most commonly used for DBQs and for other kinds of history essays.
4. Become accustomed to **studying all parts of the question.** Be sure you understand exactly what is asked of you before you begin to organize and write your essay.

## The Documents

### Science, Enlightenment and the Idea of Toleration

#### Document 1

An example of the ancient astronomer Ptolemy's view of the universe, showing the Earth at the center and the Sun, planets, and other heavenly bodies revolving around it.

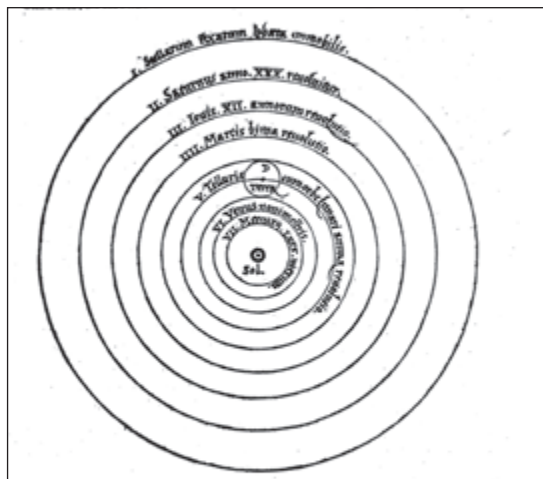
*Courtesy of the Lilly Library, Indiana University, Bloomington, Indiana*



#### Document 2

In the early 1500s, Polish astronomer Nicolaus Copernicus challenged Ptolemy's view by proposing that the Earth, like other planets, revolved around the Sun. This is a diagram of his Sun-centered universe.

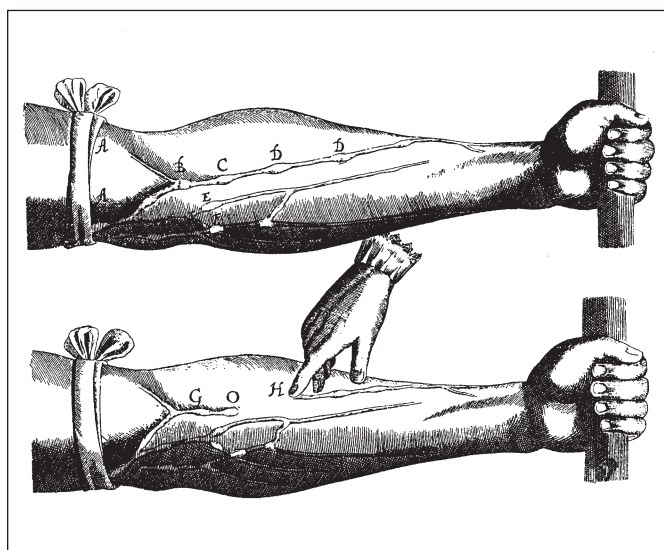
*Courtesy of the Lilly Library, Indiana University, Bloomington, Indiana*



#### Document 3

This diagram illustrates one aspect of English scientist William Harvey's discoveries about the circulation of the blood. Harvey lived from 1578 to 1657.

*Stock Montage, Inc.*



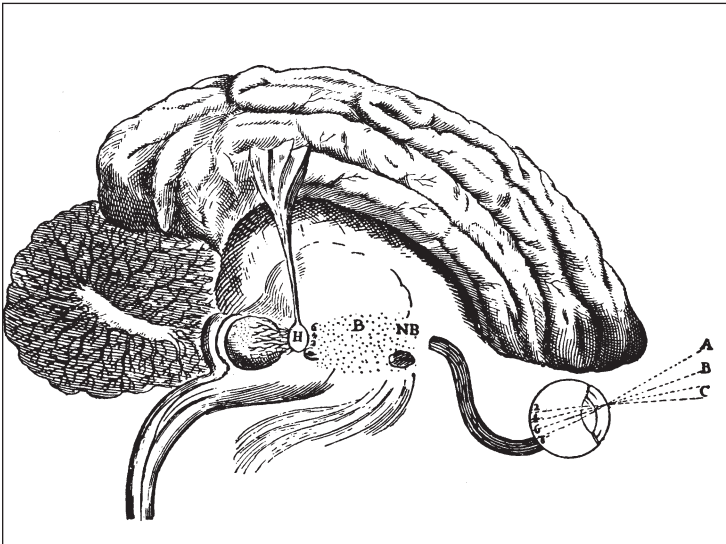
#### Document 4

"There are and can exist but two ways of investigating and discovering truth. The one hurries on rapidly from the senses and particulars to the most general axioms [principles]; and from them . . . derives and discovers the intermediate axioms. This is the way now in use. The other constructs its axioms from the senses and particulars, by rising continually and gradually, till it finally arrives at the most general principles, which is the true but unattempted way.

"Each of these two ways begins from the senses and particulars, and ends in the greatest generalities. But they are immeasurably different; for the one merely touches . . . the limits of experiment, and particulars, whilst the other runs duly and regularly through them; the one from the very outset lays down some abstract and useless generalities, the other gradually rises to those principles which are really the most common in nature."

*Francis Bacon (1561–1626), "Novum Organum," Basil Montague, ed. and trans. "The Works," 3 vols. (Philadelphia: Parry & MacMillan, 1854).*

## The Documents



### Document 5

French philosopher Rene Descartes (1596–1650) tried to understand the relationship of mind and body. He apparently thought the soul was located in a small gland in the brain, which he labels “H” in this diagram of his.

*Stock Montage, Inc.*

### Document 6

“I shall proceed by setting aside all that in which the least doubt could be supposed to exist. I suppose, then, that all the things that I see are false; I persuade myself that nothing has ever existed of all that my fallacious memory represents to me. . . . What then can be esteemed as true?”

*French philosopher Rene Descartes*

### Document 7

“Man is equally incapable of seeing the nothingness from which he emerges and the infinity in which he is engulfed.”

“The eternal silence of those infinite spaces strikes me with terror.”

“It is the heart which perceives God and not the reason.”

*French mathematician, philosopher and writer Blaise Pascal (1623–1662).*

### Document 8

Enlightenment thinkers called “philosophes” were writers, journalists, or social reformers who commented on ideas and social conditions. They often became celebrities among aristocrats who gathered to discuss their ideas in salons such as the one shown here.

*Stock Montage, Inc.*





## The Documents

### Document 9

"I say, that far from forgetting those abominable times [of religious violence in Europe], we should frequently take a view of them, to inspire an internal horror for them; and that it is for our age to make reparation by toleration, for this long collection of crimes, which has take place through the want of toleration, during sixteen barbarous centuries."

"Doubt is not a pleasant condition, but certainty is absurd."

*French Philosophe Francois-Marie Arouet, better known as Voltaire (1694–1778).*

### Document 10

"Now that the whole jurisdiction of the magistrate . . . neither can nor ought in any manner to be extended to the salvation of souls, these following considerations seem unto me abundantly to demonstrate.

"First, because the care of souls is not committed to the civil magistrate, any more than to other men. It is not committed unto him, I say, by God, because it appears not that God has ever given any such authority to one man over another as to compel anyone to his religion. Nor can any such power be vested in the magistrate by the consent of the people, because no man can so far abandon the care of his own salvation as blindly to leave to the choice of any other, whether prince or subject, to prescribe to him what faith or worship he shall embrace. For no man can, if he would, conform his faith to the dictates of another. All the life and power of true religion consist in the inward and full persuasion of the mind; and faith is not faith without believing.

"In the second place, the care of souls cannot belong to the civil magistrate, because his power consists only in outward force; but true and saving religion consists in the inward persuasion of the mind, without which nothing can be acceptable to God. And such is the nature of the understanding, that it cannot be compelled to the belief of anything by outward force. "

*British political philosopher John Locke in "A Letter Concerning Tolerance," 1689.*

### Document 11

#### Sovereignty and Civil Religion

"Now then, it is important to the state that each citizen should have a religion requiring his devotion to duty; however, the dogmas of that religion are of no interest to the state except those having to do with morality and those duties that each believer must perform for others. . . .

"Therefore, it is up to the sovereign to establish the articles of a purely civil faith, not so much as dogmas but as sentiments of social commitment without which it would be impossible to be a good citizen or a faithful subject. . . . While the state has no power to force anyone to believe these articles, it may banish anyone who does not believe them. This banishment is not for impiety but for lack of social commitment, that is, for being unable to love the laws and justice sincerely or to sacrifice his life to duty in time of need. As for the person who acts as if he does not believe these articles after having publicly stated his belief in them, he deserves the death penalty. He has lied in the presence of the laws.

"The dogmas of civil religion should be simple, few in number, and stated clearly without interpretations or commentaries. These are the required dogmas: the existence of a powerful, intelligent Divinity, who does good, knows all, and provides for all; the life to come; rewards for the just; punishment for the wicked; and the sanctity of the social contract and the laws. As for prohibited articles of faith, I limit myself to one: intolerance."

*from "The Social Contract," by French philosophe Jean Jacques Rousseau (1712–1778).*

## Exercise 1

### Questioning the Documents—1

Every DBQ asks you to write an essay using your own knowledge of history and your ideas about a group of primary source documents. Some DBQs also first ask you to answer questions about EACH source in turn. This helps you to think more clearly about what the sources actually say or show before you use them in a longer essay. It also helps you to **think carefully about the questions themselves, how they are worded, and what they really ask**. This is a very important skill to develop in dealing with DBQs. It's not always as easy as you may think to fully understand what a question is asking.

In this exercise, you need to decide which of the primary source documents for this lesson best matches each of the six questions below. Choose just ONE document for each question and write its number in the space provided. Then write a single-sentence answer to the question itself. (It may help to read ALL six questions before answering any of them.)

1. Many Enlightenment thinkers wanted to understand human beings as natural objects. How does this document illustrate that fact, yet also suggest the concern some felt to understand the mind and soul as well?  
Doc. \_\_\_\_ Answer: \_\_\_\_\_  
\_\_\_\_\_
2. Why were some Enlightenment thinkers so harsh in their attitudes about Europe's past, especially its history in the 1500s and 1600s?  
Doc. \_\_\_\_ Answer: \_\_\_\_\_  
\_\_\_\_\_
3. In the Middle Ages, most people held a rather comforting view of the universe. This view made them feel that the entire universe was created with them in mind above all. How does this document make that comforting view clear?  
Doc. \_\_\_\_ Answer: \_\_\_\_\_  
\_\_\_\_\_
4. The so-called Scientific Revolution of the 1500s and 1600s led to a firm belief that ideas should be based on evidence provided by the senses and careful observation of nature. Which of these documents most clearly expresses this belief?  
Doc. \_\_\_\_ Answer: \_\_\_\_\_  
\_\_\_\_\_
5. Many Enlightenment thinkers wanted government to have no role in enforcing religious beliefs or practices of any sort. How does this document show that this was not entirely true of one famous Enlightenment thinker?  
Doc. \_\_\_\_ Answer: \_\_\_\_\_  
\_\_\_\_\_
6. Enlightenment thinkers expressed a strong faith in reason. But this document suggests that one of them thought reason alone was not enough to give man hope or a sense of meaning in the universe. Explain how it suggests this.  
Doc. \_\_\_\_ Answer: \_\_\_\_\_  
\_\_\_\_\_



## Exercise 2

### Questioning the Documents—2

Most DBQs ask you to write about seven, eight, or more primary source documents. However, these documents will not always agree with one another. They may not even be closely related—though they will all be about one broad topic. **Before answering a DBQ, try to see which documents are connected most closely.** This can make it easier for you to plan your use of the documents in answering the DBQ.

This exercise should help you see the value of doing this. The exercise asks you to link TWO primary source documents to a single question. This will give you practice in thinking about how one document connects up with another. Choose the two documents for this lesson that you think would best help to answer each of the following questions. Then write a one-sentence or two-sentence answer to each question. As a class, discuss your answers for Exercises 1 and 2.

1. The Enlightenment raised the question of how we can arrive at certain knowledge of what is true. But it answered that question in very different ways. Explain some of these key differences.

Docs. \_\_\_\_ & \_\_\_\_ These documents help show that \_\_\_\_\_

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2. A new view of the nature of the universe took hold from the 1500s on. Why did so many people find this new view astounding, confusing, even frightening?

Docs. \_\_\_\_ & \_\_\_\_ These documents help show that \_\_\_\_\_

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3. Compare and contrast differing Enlightenment views about religious tolerance and the role of the government in controlling or influencing religious belief and practice.

Docs. \_\_\_\_ & \_\_\_\_ These documents help show that \_\_\_\_\_

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4. “Some Enlightenment thinkers were full of hope about science and reason as guides to a better future for all of humanity. Others had deep doubts about this.” Evaluate and explain this statement.

Docs. \_\_\_\_ & \_\_\_\_ These documents help show that \_\_\_\_\_

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## Exercise 3

### Types of DBQs

In answering a DBQ, one of the most common mistakes is failing to read the question carefully. **It is not unusual for a student to give a good answer to a question that was NOT even asked!** Below are descriptions of four typical DBQ question formats. These describe some of the most common types of DBQs. Of course, all DBQs have a great deal in common. All require you to state a clear thesis, or answer, to a question. All also require you to back up your thesis using primary sources and your background history knowledge. Moreover, no matter what the question format, you must always **pay close attention to each phrase and ALL parts of the question.** Never start to write until you have done this thoroughly.

Read the descriptions of the question formats shown here. Then complete the exercise on the next page.

#### Question Format 1 “Assess the Validity”

As in this question: *“The colonists could not have won the Revolutionary War without the leadership of General Washington.” Assess the validity of this statement.*

This question usually calls on you to respond to a firm conclusion about a historical event, problem, trend, group, or personality. You do not have to agree with that conclusion. What is important is that you state clearly your own opinion about it and that you back that opinion with your own history knowledge and with comments about the documents. In your answer, use the primary sources to support your view. However, also try to account for sources that seem to go against your view.

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#### Question Format 2 “Compare and Contrast”

As in: *Compare and contrast the strengths and weaknesses of the colonists and the British in the American Revolution.*

Questions of this type ask you to describe similarities and differences between two trends or sets of events in the same historical time period or in two different time periods. Try to group the documents into those that clarify one of the two things being compared and those that clarify the other thing being compared. The goal is to describe a broad pattern, but usually you will have to try to explain it as well.

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#### Question Format 3 “Explain Why” or “Explain to What Extent”

As in: *Explain why the colonists won the Revolution in spite of Great Britain’s superior numbers and military strength.*

This type of question asks you to devise your own explanation for some historical trend, development, or event. Your focus will usually be on causes and effects. Complicated historical events almost always have many causes. A handful of primary sources will not be enough to prove your explanation completely. Look to the sources only for partial proof of your thesis. State your case clearly but cautiously. A variation on this question type singles out one factor and asks you to decide **“to what extent”** it was important as compared with other possible factors. Again, be cautious about making sweeping claims either for or against the importance of the factor singled out.

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#### Question Format 4 “Describe the Changes,” or “Describe and Explain”

As in: *Describe how colonial attitudes toward the British shifted from 1763 to 1776, and explain why these changes took place.*

Here the emphasis seems to be on description more than explanation. But don’t describe just anything and everything. You probably ARE also supposed to explain something—by suggesting what factors caused some trend or historical pattern. In describing a process of change, pay attention to chronology, the flow of events over time. Notice carefully what the dates of primary sources tell you about how events unfolded.

## Exercise 3 (Continued)

### Types of DBQs

Below are four DBQs that could be used with the primary sources for this lesson. Read these DBQs and re-read the four question formats described on the previous page. For each DBQ below, write the number of its correct question format in the space labeled “Question Format.” Then, under the DBQ itself, write all the words and phrases in it that are key to understand it fully. Finally, choose the three primary source documents you would most want to use in answering each DBQ. As a class, discuss the choices you have made.

**Question****Format** \_\_\_\_\_

1. Describe some key breakthroughs of the Scientific Revolution of the 1500s and 1600s. Then explain how these breakthroughs affected European ideas about the universe, human nature, and the role of religion in society.

**Key phrases to know in this DBQ** \_\_\_\_\_

**The 3 best documents to use are** \_\_\_\_, \_\_\_\_, & \_\_\_\_.

**Question****Format** \_\_\_\_\_

2. “There really was no single ‘Enlightenment’ in the 1700s. Instead, there were many different reactions to scientific and cultural change—that is, there were many different Enlightenments.” Explain why you agree or disagree with this statement.

**Key phrases to know in this DBQ** \_\_\_\_\_

**The 3 best documents to use are** \_\_\_\_, \_\_\_\_, & \_\_\_\_.

**Question****Format** \_\_\_\_\_

3. Compare and contrast the views of Locke, Voltaire, Pascal, and Rousseau on religion and the idea of religious toleration. Explain why each was a typical figure of the Enlightenment.

**Key phrases to know in this DBQ** \_\_\_\_\_

**The 3 best documents to use are** \_\_\_\_, \_\_\_\_, & \_\_\_\_.

**Question****Format** \_\_\_\_\_

4. The Enlightenment came after two centuries of bitter religious conflict in Europe. It also came after the rise of science as a powerful method of gaining knowledge. To what extent did each of these two factors help bring about the Enlightenment?

**Key phrases to know in this DBQ** \_\_\_\_\_

**The 3 best documents to use are** \_\_\_\_, \_\_\_\_, & \_\_\_\_.

## Exercise 4

### Choosing DBQs

The four DBQs in Exercise 3 may not necessarily all be good ones to use with the primary sources for this lesson. Which DBQs do you think are the best? Which are the worst? This exercise asks you to decide this as if you were a teacher making up your mind about which DBQ to assign. The goal of the exercise is to help you think further about the nature of the question and how a question's format can affect the way you use the primary sources.

Of the four DBQs listed on the previous page, choose the two you think would be best to use with this lesson's primary source documents. In the spaces provided below, identify these two questions and explain your choices. Then choose the two DBQs you would least want to use with this lesson's documents. Identify them and explain your choices.

The Two BEST DBQs Are \_\_\_\_\_

Explain your choices

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The Two WORST DBQs Are \_\_\_\_\_

Explain your choices

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## Exercise 5

### Answering a DBQ

In the last exercise, you chose what you felt were the two best DBQs out of the four presented in Exercise 3. Now pick one of those two DBQs and write an answer to it on this page. Usually a DBQ is presented with introductory comments such as those in the box below. After those comments, write in the DBQ you have chosen. Then on the rest of this page, write a brief essay answering that DBQ.

**Instructions: Document-Based Essay**

This question is based on the eleven documents for this lesson. As you analyze the documents, take into account both the source of each document and any point of view presented in it. Using information from the documents, and your knowledge of world history, write a well-organized essay answering the following DBQ.

**The DBQ You Have Chosen**

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# Developing a Thesis Statement

## INTRODUCING THE LESSON TO YOUR STUDENTS

The primary sources for this lesson all have to do with the Industrial Revolution and its impact in the 1800s on Western societies, on lands colonized by the West, and on other non-Western societies. All of the sources are visuals. For this reason, we provide a good deal of written background information on them to help enhance their value in the lesson. A single DBQ regarding the worldwide impact of the Industrial Revolution provides the focus for all of the exercises for this lesson.

The key objective of these exercises is to help students see the central role played by the thesis statement in a DBQ essay and to learn to write effective thesis statements. The thesis is essentially the writer's most basic statement of what the essay will try to prove. It is presented as an assertion that can be backed up with facts. To be effective, the thesis must respond to all parts of the DBQ, not just some of them. And it must be a statement the writer can support by using their background knowledge and by making meaningful references to the primary source documents.

## KEY CONCEPTS AND STRATEGIES

A number of key concepts and strategies having to do with thesis statements will be presented in this lesson. The concepts and strategies include the need for students to understand that

1. A thesis is a clear statement of what the essay will try to prove,
2. The thesis statement must respond to all key aspects of the question,
3. The thesis must be supportable with evidence from the sources and with references to other background knowledge, and
4. A good thesis statement will be a helpful guide for organizing the entire DBQ essay.

## THE MINDSPARKS VISUALS

Images for all the visual sources used in this lesson can be found in the MindSparks units entitled *The Global Impact of the Industrial Revolution* and *The British Empire in the Nineteenth Century*.

# Exercise 1

## Choosing Thesis Statements

### Objective for the Exercise

To define the crucial role of the thesis statement in a DBQ and enable students to make some initial judgments about the quality of a group of sample thesis statements.

### Points to Make with Students

Exercises 1 and 2 together give students practice in distinguishing between good and bad thesis statements. Five thesis statements are presented in Exercise 1 and used again in Exercise 2. All five are in response to a single DBQ.

Some of these thesis statements are fine. Others are flawed in ways typical of what many students do wrong when answering DBQs. **A workable thesis statement should first of all be a clear and direct answer to the DBQ.** That is, it should address all key aspects of the question. This may take more than a single sentence, since it often helps to reword the question or problem posed before presenting the thesis itself. The thesis should not be just any opinion; it should be one the student knows to be supportable. **A thesis is an opinion students know they can support with references to the sources and to other background knowledge.**

### Evaluating Student Responses

Here students choose what they see as the two best thesis statements and discuss the reasons for their choices. The aim is to give students time to think about and discuss their own criteria for judging among the five statements. Therefore, rather than evaluating their comments in detail, simply encourage them to talk. By committing themselves this way, they should be more motivated and thoughtful in doing Exercise 2. In that exercise, they will have to make more systematic distinctions among these same five thesis statements.



## Exercise 2

### Classifying Thesis Statements

#### Objective for the Exercise

To teach students that a thesis statement must provide a brief answer to the DBQ, one they will then be able to back up or support in the rest of the DBQ essay.

#### Points to Make with Students

This exercise extends the analysis of the five thesis statements presented in Exercise 1. Here, students match each of five descriptions (right column) with one of those thesis statements (shown again here in the left column). In the list of correct match-ups below, two thesis statements are indicated as “acceptable.” The follow-up discussion should focus on exactly what is right about these two thesis statements and what is wrong with the three “unacceptable” statements. The unacceptable statements each make a typical kind of error that students need to guard against.

#### Evaluating Student Responses

Here are the correct match-ups between the descriptions and the thesis statements. Also, “acceptable” and “unacceptable” thesis statements are indicated.

##### **Description A matches with Thesis Statement 3**

*Unacceptable:* The writer appears to accept the DBQ’s statement. But instead of saying why, briefly, the rest of the thesis statement gets bogged down describing one document. Such description belongs in the internal paragraphs that follow later in the essay.

##### **Description B matches with Thesis Statement 1**

*Unacceptable:* This is an example of a typical mistake—answering a question that was not asked. The DBQ statement is not so much about the problems caused by colonialism as it is about the efforts of colonial societies to deal with those problems.

##### **Description C matches with Thesis Statement 2**

*Acceptable:* This writer rejects the DBQ’s statement and then lays out the key points to be developed later to back up this thesis. It is crucial for students to see here that a thesis need not agree with the DBQ’s statement in an “assess the validity” type of question. What it must do is make a reasonable claim about that statement that can be backed up with facts and references to the primary source documents.

##### **Description D matches with Thesis Statement 5**

*Unacceptable:* Another common mistake is to string together specific facts instead of making a claim that such facts will back up or prove. The description provided here might do well as part of one of the internal paragraphs in the essay. But it is not a thesis statement.

##### **Description E matches with Thesis Statement 4**

*Acceptable:* This thesis accepts the DBQ statement. Again, it is important for students to see that it is not necessary to agree with the DBQ statement, and that doing so is not enough to make the thesis a good one. What makes this thesis acceptable is that it goes on to summarize the reasons for its stand, making clear what the essay will have to do to back up this stand.

## Exercise 3

### The Thesis Statement and the Sources

#### Objective for the Exercise

To teach students that a thesis statement should be an effective guide for organizing the entire essay and deciding how the primary source documents should be used.

#### Points to Make with Students

To back up a thesis, students must use their background history knowledge in writing the essay. They must also make meaningful references to the primary sources. In this case, a “meaningful” reference is one that shows the relationship of a document to the thesis and the DBQ. **To avoid the “laundry-list” style of referring to sources, students should use the thesis to guide their decisions about which sources to use and how to use them.** In this exercise, students can use either of the two “acceptable” thesis statements from Exercise 2. They are then to choose the five sources they would most want to use to support this thesis. The aim is to help them see the need to analyze the sources carefully with the thesis in mind. Comments on each primary source document are provided below.

#### Evaluating Student Responses

##### Doc. 1 & 2

Useful in either thesis A or thesis B in showing what the Industrial Revolution was and how it effected Western societies.

##### Doc. 3 & 4

Together, these two on Egypt and the Suez Canal could be used to back up thesis B, in that Egypt clearly appears to be at the mercy of Britain’s great power. However, they could also back up thesis A in that Egypt’s debt problems were partly its own doing and also a sign of its efforts to modernize on “its own terms.”

##### Doc. 5 & 6

Together, these two suggest how sudden and disruptive industrial change was in a traditional society such as India. Document 6 also makes clear how big a role the British played in guiding industrial change in India. Probably these documents are more useful in backing up thesis B.

##### Doc. 7

This giant-size Rhodes definitely could be used to back up thesis B in that it clearly depicts Africa as a “passive pawn” at the mercy of the West. Of course, this is one Western artist’s view, not necessarily the reality, and a defender of thesis A could point this out.

##### Doc. 8, 9 & 10

These three on China and Japan could be used to back up either thesis. The two on China could be used to illustrate its weakness in the face of Western pressure. On the other hand, they also suggest that China’s leaders made their own decisions about how to react to this Western pressure. Document 10 calls attention to Japan’s rapid and self-directed industrial leap forward, but both thesis A and thesis B acknowledge this in different ways.

## Exercise 4

### Write a Three-Paragraph Essay

**Objective for the Exercise**

To give students some practice at writing a complete essay based on a clearly stated thesis.

**Points to Make with Students**

As at the end of Lesson 3, students here are again given a chance to write a brief but complete essay answering a DBQ. This time, they get slightly more structured guidance in doing this. First, they will use the thesis statement they chose in the previous exercise. Secondly, a few tips for writing a brief three-paragraph essay will give them a better sense of the basic structure such an essay should have. Later lessons will develop this idea of essay structure in more detail.

**Evaluating Student Responses**

You may wish to use the simplified DBQ scoring guide again from Lesson 3, Exercise 5 in judging the quality of the brief essays students do in this exercise.



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**OBJECTIVES**

1. To understand that a thesis statement is the main opinion or idea that your entire essay will try to support or prove.
  2. To see that the thesis must respond to all parts of the DBQ and must also be a guide for using the primary sources.
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# Developing a Thesis Statement

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*The primary source documents for this lesson are displayed on the next three pages. All of the exercises for this lesson are based on these primary sources and the background information provided here.*

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**THE PRIMARY SOURCES  
AND THE EXERCISES****INTRODUCING THE LESSON**

Ten primary sources are provided for this lesson. All of them are visual primary sources. However, we have provided a good deal of background information with each source to help clarify its significance. The sources all have to do with the Industrial Revolution and its impact in the 1800s on Western societies, lands colonized by the West, and other non-Western societies. The DBQ used in this lesson will focus on these matters, as will a series of possible thesis statements answering that DBQ.

**KEY CONCEPTS  
AND LEARNING STRATEGIES**

The primary sources and the exercises for this lesson will be used to help you think about what is perhaps the most important single part of any DBQ essay, the thesis statement.

1. A **thesis statement** is the main idea or viewpoint you will develop in your answer to the DBQ. That is, the thesis is a clear statement of what you hope to prove in your essay.
2. Your thesis statement should **respond directly to all aspects of the question** asked. Be sure your thesis is not about just one part of the question—or about a question that was not asked at all.
3. Your thesis statement should make a claim or state an opinion that you can back up in part with **evidence from the primary sources** and in part with your own **background knowledge**.
4. Think of **the thesis statement as a guide** for you in how to interpret and use the primary sources as evidence in your essay. That is, all your references to sources and other information should help in some way to support the thesis statement.

## The Documents

### Industry and Empire in the 19th Century

#### Document 1

Steel pin manufacturing in England in the early 1800s.

*Stock Montage, Inc.*



#### Document 3

The Suez Canal opened in 1869. It was built by a French-Egyptian company. However, it soon became most important to Great Britain, since it shortened by thousands of miles the trip from Great Britain to its most important colony, India.

*Stock Montage, Inc.*

#### Document 2

Railroads made England a huge national market. In the 1840s, enthusiasm about railroads led thousands to invest money in them. This cartoon makes fun of foolish investors who lost money when railroad overbuilding led to the failure of many railway companies.

*Cartoon from Punch*



#### Document 4

In 1875, Egypt's growing debt forced it to let Great Britain buy Egypt's shares in the Suez Canal. This cartoon comments on that deal. It gave the British direct control over the canal. As the cartoon points out, Britain's real interest in the canal was India, the "key" to its mighty empire.

*Cartoon from Punch*



## The Documents



### Document 5

A traditional weaver in India before the British helped develop widespread industrial textile production in that nation.

*Stock Montage, Inc.*

### Document 6

The arrival of the first locomotive on newly laid railroad tracks in India, mid-1800s. India's early railroads were owned mainly by British businessmen and were built largely under British supervision.

*Stock Montage, Inc.*



### Document 7

Businessman Cecil Rhodes pictured as a giant bringing material progress to all of Africa. The full caption reads: "The Rhodes Colossus: Striding from Cape Town to Cairo." Rhodes was bold and ruthless. His dream was for an Africa modernized by British mines, railroads, telegraphs, and other industries—and held together by British rule.

*Cartoon from Punch*



## The Documents



### Document 8

In the early 1800s, Great Britain fostered the opium trade in China. (The British needed a product that the Chinese would buy in exchange for their tea and silk.) In the 1830s, the Chinese government tried to ban this trade. This led to two Opium Wars during which Great Britain forced China to grant major trading privileges. This illustration shows British warships in the background firing on Chinese vessels in one battle of the Opium Wars.

*Stock Montage, Inc.*

### Document 9

In the late 1800s, some Chinese leaders hoped to adopt the Western technology and knowledge needed to fight off Western control. One who felt this way was the young emperor Guangxu. However, many opposed such reform efforts, including Guangxu's aunt, the Empress Dowager Cixi. She was still the real power in China at this time. This British cartoon shows her disciplining the reform-minded emperor and thwarting his reform efforts.

*Cartoon from Punch*



### Document 10

In the late 1800s, Japan sent experts to Europe and the U.S. to bring back the best ideas about science, education, technology, and government. With amazing speed, Japan adopted what it needed to modernize. Hinting at these changes is this painting of the new Tokyo-Yokohama railway, built in 1872. It is from a series called "Famous Places on the Tokaido: a Record of the Process of Reform," issued only seven years after the Meiji Restoration.

*Hiroshige III. © Asian Art & Archaeology, Inc./CORBIS*

## Exercise 1

### Choosing Thesis Statements

Your thesis is the main idea or viewpoint you will develop in your DBQ essay. That is, **the thesis is a clear answer to the DBQ or statement of what you hope to prove in your essay**. It should respond directly to the question asked, and it should make a claim you can back up at least in part with evidence from the primary sources provided. You usually state the thesis in the introductory paragraph of the essay.

In the box is a DBQ along with typical instructions often provided with DBQs. This DBQ is based on the primary source documents for this lesson. Below it are **five thesis statements**, all responding to this DBQ. Of these five statements, check the *two* you think are best. Then complete Exercise 2 for this lesson.

**Instructions: Document-Based Essay**

This question is based on the ten documents for this lesson. As you analyze the documents, take into account both the source of each document and any point of view presented in it. Using information from the documents, and your knowledge of world history, write a well-organized essay answering the following DBQ.

**Historical Context**

In the 1800s, new production methods and an expanding market system gave Great Britain and other Western nations vast new wealth and power. These industrial nations also enormously expanded colonial empires and other kinds of control over many non-Western societies.

**The Question**

“During the Industrial Revolution of the 1800s, the non-Western world lost all will to resist the West’s power. It also lost any real ability to adapt to industrialism in its own ways and on its own terms.” Assess the validity of this statement.

**Check the TWO best thesis statements of the six listed here.**

- \_\_\_\_\_ 1. The Industrial Revolution meant industrial power and energy beyond belief. But it also meant urban slums, child labor, and misery in chaotic industrial towns. In the non-Western world all these problems were made even worse by European colonial control.
- \_\_\_\_\_ 2. The statement is too broad. Non-western societies did not all respond alike. Some were too weak, small, or divided to do much to stop the West or to adapt to change on their own. But others did adapt to change on their own terms, either by trying to save traditional ways of life or by seeking to modernize on their own.
- \_\_\_\_\_ 3. Nothing sums up the point of the statement better than the cartoon on Cecil Rhodes. Rhodes was a British imperialist who dreamed of a mighty British empire that would develop and industrialize Africa “from Cape Town to Cairo,” as the cartoon’s caption puts it.
- \_\_\_\_\_ 4. The statement is mainly correct. A very few non-Western lands, such as Japan, did adapt to the West’s threat by modernizing quickly. But the vast majority in Asia and Africa were passive pawns at the mercy of Western colonial control and economic power.
- \_\_\_\_\_ 5. The steam engine, the factory, and the railroad gave Great Britain and other Western nations enormous new productive powers. Soon these nations were building railroads in India, constructing canals and telegraph systems in Africa, carving up spheres of influence in China, and controlling trade patterns all over the world.
- \_\_\_\_\_ 6. The progressive reforms of the early 1900s solved some of the nation’s problems. However, they never really dealt with some of the biggest ones, such as racism, poverty, hostility to ethnic groups, and violence against labor unions.

## Exercise 2

### Classifying Thesis Statements

The same five thesis statements you worked with in Exercise 1 are listed on the left below. On the right are five descriptions. Each is a description of one of the thesis statements on the left. In the spaces provided write the number of the thesis statement on the left that matches with its description on the right. Then as a class, discuss the reasons for the choices you make.

**The Question**

“During the Industrial Revolution of the 1800s, the non-Western world lost all will to resist the West’s power. It also lost any real ability to adapt to industrialism in its own ways and on its own terms.” Assess the validity of this statement.

1. The Industrial Revolution meant industrial power and energy beyond belief. But it also meant urban slums, child labor, and misery in chaotic industrial towns. In the non-Western world all these problems were made even worse by European colonial control.  
**Best Describes Thesis Statement** \_\_\_\_\_
  2. The statement is too broad. Non-western societies did not all respond alike. Some were too weak, small, or divided to do much to stop the West or to adapt to change on their own. But others did adapt to change on their own terms, either by trying to save traditional ways of life or by seeking to modernize on their own.  
**Best Describes Thesis Statement** \_\_\_\_\_
  3. Nothing sums up the point of the statement better than the cartoon on Cecil Rhodes. Rhodes was a British imperialist who dreamed of a mighty British empire that would develop and industrialize Africa “from Cape Town to Cairo,” as the cartoon’s caption puts it.  
**Best Describes Thesis Statement** \_\_\_\_\_
  4. The statement is mainly correct. A very few non-Western lands, such as Japan, did adapt to the West’s threat by modernizing quickly. But the vast majority in Asia and Africa were passive pawns at the mercy of Western colonial control and economic power.  
**Best Describes Thesis Statement** \_\_\_\_\_
  5. The steam engine, the factory, and the railroad gave Great Britain and other Western nations enormous new productive powers. Soon these nations were building railroads in India, constructing canals and telegraph systems in Africa, carving up spheres of influence in China, and controlling trade patterns all over the world.  
**Best Describes Thesis Statement** \_\_\_\_\_
- A. One primary source is identified specifically, and details in it are described. But since no thesis is stated, these details are wasted. That is, they are not used as evidence to “assess the validity” of the statement in the DBQ.  
**Best Describes Thesis Statement** \_\_\_\_\_
  - B. A thesis is stated. But it is about how colonialism added to the harmful effects of industrialism in the non-Western world, not about the ability or will of non-Western societies to control their own industrial development. In other words, the thesis does NOT assess the specific statement in the DBQ.  
**Best Describes Thesis Statement** \_\_\_\_\_
  - C. A clear thesis is provided. It mainly denies the validity of the statement in the DBQ as too simplistic and too general.  
**Best Describes Thesis Statement** \_\_\_\_\_
  - D. No clear thesis is given. That is, there is no direct response agreeing or disagreeing with the DBQ statement. Instead a great many facts are listed. These may all be true, but they are not used to support any clear and direct answer to the DBQ.  
**Best Describes Thesis Statement** \_\_\_\_\_
  - E. A clear thesis is provided basically supporting the validity of the statement in the DBQ.  
**Best Describes Thesis Statement** \_\_\_\_\_

## Exercise 3

### The Thesis Statement and the Sources

**If your thesis statement is a good one, you will be able to use it to organize your entire essay.**

It should also help you decide how to use the primary source documents provided along with the DBQ. This exercise gives you a chance to see how a thesis statement can help you in this way.

Below are two of the five thesis statements used in both Exercise 1 and Exercise 2. Your task is to see if these thesis statements do provide a good guide for deciding how to use the primary sources for this lesson. Of the two thesis statements, choose the one you agree with most. Then pick out five primary sources to support this thesis statement, using the primary sources for this lesson. In the spaces provided, identify your choices and write brief explanations of why you chose them. Discuss these choices in class.

**A.** *The statement is too broad. Non-western societies did not all respond alike. Some were too weak, small, or divided to do much to stop the West or to adapt to change on their own. But others did adapt to change on their own terms, either by trying to save traditional ways of life or by seeking to modernize on their own.*

**B.** *The statement is mainly correct. A very few non-Western lands, such as Japan, did adapt to the West's threat by modernizing quickly. But the vast majority in Asia and Africa were passive pawns at the mercy of Western colonial control and economic power.*

#### QUESTION A OR B (Circle your choice)

Doc. \_\_\_\_\_

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Doc. \_\_\_\_\_

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Doc. \_\_\_\_\_

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Doc. \_\_\_\_\_

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Doc. \_\_\_\_\_

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## Exercise 4

### Write a Three-Paragraph Essay

In this exercise you will write a complete essay using the thesis statement you chose for Exercise 3. Most effective DBQ essays will take more than three paragraphs. But this one is just for practice. And it will start to give you an idea of how a full DBQ essay is organized. On the left are some guidelines for your three paragraphs. Follow these guidelines and use your notes from Exercise 3 to write this brief essay.

#### **Introductory Paragraph**

Include the thesis statement and any other ideas needed to clarify it.

#### **Middle Paragraph**

Use the most important ideas from your notes in Exercise 3 to back up the thesis statement here with evidence and reasons for your views.

#### **Concluding Paragraph**

Sum up the main points you have made and show how they back up the thesis statement you chose to use.



# Outlining and Planning the Essay Structure

## INTRODUCING THE LESSON TO YOUR STUDENTS

The twelve primary sources for this lesson include several drawings, a political cartoon, political posters, parts of a poem, a letter, political speeches, and tracts. All of them focus on the ideals and the realities of the French Revolution of 1789 and the Bolshevik Revolution of 1917. They touch on the relationship between revolutionary idealism and revolutionary violence, which is also the theme of the DBQ for the lesson.

The goal of the lesson is to provide students with some helpful strategies for taking notes and creating an outline for a DBQ essay. The time limits of a testing situation make this an especially difficult task. Students are usually anxious to begin writing and are nervous about devoting time to outlining. This is understandable, and it will rarely make sense to try to outline an essay in any elaborate way under such time constraints. Nevertheless, the tips provided in this lesson should help students take notes and sketch out an outline in an effective manner. If students do this, they are likely to find that the effort actually saves time when it comes to writing the essay itself.

## KEY CONCEPTS AND STRATEGIES

A number of key concepts and strategies will be presented in this lesson. These should help students think more effectively about note taking and outlining. The concepts and strategies include the need to

1. Take notes quickly in “brainstorming” fashion;
2. Try to group or classify these notes (1) as main ideas, (2) as details, facts, or examples, or (3) as explanations of details, facts, and examples;
3. Become familiar with some typical essay-structure formats; and
4. Use these essay formats flexibly and adapt them to the specific DBQ and to the nature of the thesis the student proposes.

## THE MINDSPARKS VISUALS

Images for all the visual sources used in this lesson can be found in the MindSparks units entitled *The French Revolution* and *Russia’s Revolution and the World*.

# Exercise 1

## Brainstorming Main Ideas, Details, and Explanations

### Objective for the Exercise

To teach a simple method for taking and organizing notes quickly in the few minutes normally available in a DBQ testing situation.

### Points to Make with Students

Normally during an exam with a DBQ essay, students have only a short time in which to read the question and the primary sources and take a few notes. Not all students like taking notes in this setting. Some may not even need to. However, **a few notes and an outline of ideas can actually help save time during the actual writing**. In this exercise we focus on taking notes. In Exercise 2, students will use these notes to develop a simple outline.

These exercises present a three-part classification system for note taking, identified by the shorthand label of “**M-D-E**.” The core of any DBQ essay will be a few key subtopics or main ideas (**M**) that explain the essay’s thesis. Each main idea must be supported by details, facts, or examples (**D**). In turn, it is usually necessary to explain (**E**) how these details, facts, and examples contribute to each main idea or to the thesis.

The notes along the left side of this exercise sheet are already identified using this system, with the main ideas also indicated in bold. It’s unlikely anyone can take notes rapidly in as organized a fashion as this. We show the notes here this way simply to illustrate the classification system. You should, however, **stress that this system should be used flexibly as time permits**. The goal with such a system is to save time, not waste it. Encourage students to add as many notes as they can in the blank space on the right in just a few minutes. Urge them to think of a wide variety of other ideas, such as “war communism,” hostile nations such as Great Britain, the U.S., etc., the execution of Louis XVI, the rise of Stalin, NEP, etc.

### Evaluating Student Responses

No evaluation of student notes is needed at this point. In Exercise 2, students will have more time to arrange the notes they come up with in an outline form.



## Exercise 2

### Organizing Your Notes

#### Objective for the Exercise

To teach students a simple method for organizing notes and outlining ideas quickly before writing a DBQ essay.

#### Points to Make with Students

This exercise shows students how to create a more organized outline using their notes from the brief brainstorming session in Exercise 1. That exercise's DBQ is again provided here. All the student has to do is come up with a thesis statement and an outline of two internal paragraphs supporting that thesis. The same **Main Idea-Details-Explanations** scheme is followed here. Guidelines based on it are provided along the left side of the exercise sheet. This outlining framework is certainly not the only one students might use. **What is important is that they get a sense of how to outline quickly and of how an outline of this sort can vastly simplify the task of actually writing the essay.** In other words, if done quickly and simply, note-taking and outlining can save time, not waste it.

#### Evaluating Student Responses

Students will continue to use their notes and their outline here in later exercises for this lesson. For now, evaluate them simply on how many other notes they came up with in Exercise 1 and how logically they group all the notes into the outline headings provided in this exercise.

## Exercise 3

### Essay Structure: Some Typical Formats

#### Objectives for the Exercise

To teach students some standard formats for structuring their DBQ essay.

To teach them that the format they use must follow logically from the DBQ question type and their thesis statement.

#### Points to Make with Students

In the first two exercises, students worked with a very general and schematic outlining method. In answering any actual DBQ, this method obviously must be adapted in all kinds of ways. It is important to stress to students that **this outlining method should be an aid to them in organizing details, not a strict formula to be followed rigidly.**

**In varying the outlining for any essay, the most important factor to consider is the DBQ question type.** To make this clear, this exercise lists the same four question types presented in Lesson 3. These question types are on the left. On the right, in boxes, are four possible essay-structure formats for an entire DBQ essay. Each format fits best with one of the four question types. Students should match each question type with its most suitable format.

All four essay formats begin with an introductory paragraph, which always includes the thesis, and end with a concluding paragraph. In between are several internal paragraphs that have the job of backing up the thesis with main ideas and details. It is these internal paragraphs that vary from format to format. The formats describe basic patterns in the internal paragraphs of the essay, not their exact number.

#### Evaluating Student Responses

The match-ups of question type and essay format are as follows:

**Format A Question Type 3**

**Format B Question Type 4**

**Format C Question Type 2**

**Format D Question Type 1**

Discuss the match-ups with students. What is important for the student is not just to make these match-ups correctly but to see the logic of adapting the essay's structure to fit the DBQ. A good class discussion should follow here to make this logic clear.

## Exercise 4

### Using Your Outlining Skills

**Objective for the Exercise**

To give students a chance to use their notes and essay outlines to write part of a DBQ essay.

**Points to Make with Students**

All students need to do here is use their work from the first three exercises to help them construct a partial essay made up of an introductory paragraph (with a thesis statement) and two internal paragraphs. These should be based on the outlining done in Exercise 2. Stress to students that they should be able to write these paragraphs simply by elaborating each outline point with complete sentences. They should not need to come up with completely new concepts or explanations.

**Evaluating Student Responses**

These partial essays should be evaluated on the basis of how complete the students' Exercise 2 outlines were and how thoroughly they flesh out the ideas in those outlines. The next two lessons will elaborate on such things as the introductory paragraph, the use of transitional phrases and other ways to link ideas together logically, effective ways to refer to primary sources, etc. The goal with this exercise is simply to help students see how an effective outline can simplify the writing task.



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**OBJECTIVES**

1. To understand a few strategies for taking notes quickly to use in answering a DBQ.
  2. To see the value of deciding on a DBQ essay structure and to learn about a few typical formats for the essay's structure.
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# Outlining and Planning the Essay Structure

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*The primary source documents for this lesson are displayed on the next three pages. All of the exercises for this lesson are based on these primary sources and the background information provided here.*

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**THE PRIMARY SOURCES  
AND THE EXERCISES****INTRODUCING THE LESSON**

Twelve primary sources are provided for this lesson, including several drawings, a political cartoon, political posters, parts of a poem, a letter, political speeches, and tracts. All of these sources focus on the ideals and the realities of the French Revolution of 1789 and the Russian Bolshevik Revolution of 1917. They all touch on the two themes of revolutionary idealism and revolutionary violence. The DBQ for the lesson focuses on this theme as well.

**PUTTING TOGETHER  
A COMPLETE ESSAY**

The first four lessons in this workbook focused on strategies and concepts that can help you interpret primary sources, understand what DBQs are, and help you get ready to write an essay answering a DBQ. The final four lessons will focus on the key tasks you face in organizing and writing your entire essay. These are:

- Lesson 5*      *Taking notes and creating a clear essay organization.*
- Lesson 6*      *Writing an effective introductory paragraph based on your thesis statement.*
- Lesson 7*      *Writing the internal paragraphs of your essay and using transitions to link them together effectively.*
- Lesson 8*      *Writing a strong conclusion.*

**KEY CONCEPTS  
AND LEARNING STRATEGIES**

The primary sources and the exercises for this lesson will help you think about how to take notes and organize your essay.

1. Take notes quickly. If possible, identify them as: **(1) main ideas or subtopics**, each of which supports your thesis; **(2) details, facts, or examples** that support one or another main idea or subtopic; and **(3) explanations** of the details, facts, or examples.
2. Learn a variety of **formats of different essay structures**. You should use the format that fits best with the type of DBQ you are asked. However, you should feel free to **alter or adapt the format** flexibly depending on the specific topic, facts, and sources.

## The Documents

### Two Revolutions

#### Document 1

Two couples enjoy a late meal in this French illustration from the 1700s. French nobles like these often waited on the king at the palace of Versailles, near Paris. There, they spent time flattering government officials, seeking favors, gossiping and living in idle luxury.

© Bettmann/CORBIS



#### Document 3

Bliss was it in that dawn to be alive  
But to be young was very heaven.

*William Wordsworth on the French Revolution, 1805*

#### Document 2

Early in the French Revolution, fears about what the king might do led Parisian revolutionary leaders to set up a new city government and a National Guard. On July 14, an angry crowd looking for weapons for this National Guard attacked the Bastille, a royal fortress and prison and symbol of the old order. This illustration from the times depicts this storming of the Bastille.

© Bettmann/CORBIS



#### Document 4

##### *Introduction to*

##### ***Declaration of the Rights of Man and of the Citizen***

*Approved, National Assembly of France, August 26, 1789*

The representatives of the French people, organized as a National Assembly, believing that the ignorance, neglect, or contempt of the rights of man are the sole cause of public calamities and of the corruption of governments, have determined to set forth in a solemn declaration the natural, unalienable, and sacred rights of man, in order that this declaration, being constantly before all the members of the Social body, shall remind them continually of their rights and duties; in order that the acts of the legislative power, as well as those of the executive power, may be compared at any moment with the objects and purposes of all political institutions and may thus be more respected, and, lastly, in order that the grievances of the citizens, based hereafter upon simple and incontestable principles, shall tend to the maintenance of the constitution and redound to the happiness of all. Therefore the National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:



## The Documents

### Document 5

If the foundation of popular government in time of peace is virtue, the foundation of popular government in a revolution is both virtue and terror: virtue, without which terror is lethal; terror, without which virtue is powerless. Terror is nothing other than prompt, severe, inflexible justice; it arises therefore out of virtue; it is not so much a special principle as it is an outcome of the general principle of democracy applied to our country's most pressing needs. . . . The revolution's government is liberty's despotism against tyranny.

*From "Justification of the Use of Terror," by Maximilien Robespierre (1758–1794), the Jacobin leader of the Committee of Public Safety, which ruled France during the radical stage of the French Revolution.*

### Document 7

Napoleon Bonaparte ruled France as a king might have. And in 1804, he even crowned himself Emperor Napoleon I. This cartoon from that time shows him doing just that, with the approval of the Catholic Pope, seated next to him.

© Bettmann/CORBIS



### Document 6

In July 1794, revolutionary excitement faded, and France turned against "the Terror." One of its last victims was Robespierre himself, shown here about to be guillotined.

© Bettmann/CORBIS



### Document 8

Karl Marx wrote, "The proletarians have nothing to lose but their chains. They have a world to win." This Bolshevik poster neatly sums up Marx's ideas and the ideas of those who led the Russian Revolution.

*Poster Collection, Hoover Institution Archives*

## The Documents

### Document 9

Marx pictured communism as creating a classless society in which everyone worked in harmony and shared wealth equally. But he said little in detail about how communism would work. This Soviet Bolshevik poster is typical of many portraying happy peasants, workers, and soldiers in a communist paradise.

*Courtesy of the Library of Congress*



### Document 10

"The proposal we make to international democracy for a just and immediate peace will everywhere awaken an ardent response among the international proletarian masses. All secret treaties must be immediately published in order to strengthen the confidence of the proletariat.

"Within Russia a huge section of the peasantry have said that they have played long enough with the capitalists, and will now march with the workers. A single decree putting an end to landed proprietorship will win us the confidence of the peasants. . . .

"We have now learned to make a concerted effort. The revolution that has just been accomplished is evidence of this. We possess the strength of mass organization, which will overcome everything and lead the proletariat to the world revolution."

*V. I. Lenin addressing the Petrograd Soviet just after the Bolshevik seizure of power in 1917.*

### Document 11

"Comrades! The uprising of the five kulak districts should be mercilessly suppressed. . . . Hang (hang without fail, so the people see) no fewer than one hundred known kulaks."

*Lenin in a letter to three Bolshevik officials, August 1918. The term "kulak" was used for land-owning peasants who resisted the Bolsheviks. The "kulak" districts referred to here were areas in revolt against forced seizure of their crops by the Bolsheviks during the first months after the Bolshevik Revolution.*

### Document 12

At the heart of communism's appeal was a vision of a world of total equality. In this world, all were to work and share equally in a spirit of harmony. But some critics of communism say its ideal of total equality can only be achieved if another noble ideal is destroyed—the ideal of liberty. In this German cartoon from the early 1920s, the only things Russians were really sharing equally by then were misery, oppression and death.

*Stock Montage, Inc.*





## Exercise 1

### Brainstorming Main Ideas, Details, and Explanations

Before you start to write a DBQ essay, you need to look over the primary sources. As you do, it helps to take notes. You only have minutes to do this, but it can actually **SAVE** you time. Do it in a “brainstorming” fashion, jotting down words and phrases as you think of them. As you take notes, keep this in mind: A good DBQ essay includes your thesis as well as paragraphs with the following three kinds of statements:

- (M) A few main ideas or subtopics supporting the thesis.**
- (D) Details, facts, or examples supporting the main ideas or subtopics.**
- (E) Explanations or general statements about the details, facts, or examples.**

In the box is a DBQ based on the sources for this lesson. Below it are a few notes about the DBQ and the primary sources. Each note is labeled as either **(M)** for “main idea or subtopic,” **(D)** for a “detail, fact, or example,” or **(E)** for “explanation of a detail, fact, or example.” They’ve been arranged in order here and labeled. We realize that in a test situation, you can’t jot notes quickly in this organized way. We only show them this way here so that you can see how this **M-D-E** system looks in practice.

Now, for about ten minutes, add as many notes as you can in the blank area provided on the right. Then see how many of your own notes you can label using this same **M-D-E** lettering system.

#### You will use all of these notes in Exercise 2

##### The Question:

“Revolutionary idealism and revolutionary violence go together.” Assess this statement by comparing and contrasting the French Revolution of 1789 and the Russian Revolution of 1917.

##### Revolution and utopian ideals (M)

Declaration of the  
Rights of Man (D)

“Workers of the world unite” (D)

philosophes (D)

Using ideas to construct  
a perfect society (E)

Add some notes of your own here . . .

##### Class enemies of the revolution (M)

Aristocrats (D)

Capitalists (D)

Priests and monks (D)

Kulaks (D)

Whole groups demonized as  
enemies to be eliminated (E)

##### Lack of law and democracy (M)

Bolsheviks as conspiratorial elite (D) Paris mob (D)

Cheka (D)

Committee of Public Safety (D)

Arbitrary power soon in hands of supreme  
leader—Lenin, Robespierre, Napoleon, etc. (E)

## Exercise 2

### Organizing Your Notes

Use your notes from Exercise 1 for this lesson to create a more organized outline for part of an essay on the DBQ from that exercise. The DBQ is repeated here. All you need to do is come up with a brief thesis statement (see Lesson 4) and an outline of TWO main ideas supporting your thesis statement. Along the left side of the sheet below are guidelines based on the three-part classification system presented in Exercise 1 (**Main idea-Details-Explanations**). Follow these guidelines in creating your partial outline.

**In Exercise 4, you will have a chance to write a partial essay based on this outline.**

**The Question:**

“Revolutionary idealism and revolutionary violence go together.” Assess this statement by comparing and contrasting the French Revolution of 1789 and the Russian Revolution of 1917.

**Thesis Statement:**

**Use this space to fill in your outline.**

**1. Main Idea or Subtopic**

Should be a key idea that you think helps to prove the thesis.

**Details, Facts, or Examples**

Details or primary sources that prove or support the main idea or subtopic listed above.

**Explanations of Details or Facts**

Brief ideas showing why the details, facts, examples, or primary sources back up the main idea listed above.

**2. Main Idea or Subtopic**

Should be a key idea that you think helps to prove the thesis.

**Details, Facts, or Examples**

Details or primary sources that prove or support the main idea or subtopic listed above.

**Explanations of Details or Facts**

Brief ideas showing why the details, facts, examples, or primary sources back up the main idea listed above.

## Exercise 3

### Essay Structure: Some Typical Formats

As you take notes for a DBQ, you should also think about the overall structure of your essay. By **“structure,” we mean the way all the paragraphs in your essay are organized.** Four essay-structure formats are summarized in the boxes below. All of these formats follow a single basic pattern: (1) an introductory paragraph presents the thesis; (2) two or more internal paragraphs present the main ideas and key points; and (3) a final paragraph concludes. The only thing that changes from one format to the next is how the internal paragraphs are organized.

**Which essay format you choose depends on the type of question you have been asked.** On the left are the four question types you studied in Lesson 3. In the spaces provided in the boxes on the right, indicate the question type best suited to the essay format described. As a class, discuss your choices.

#### QUESTION TYPES

#### Essay-Structure Formats

##### 1. “Assess the Validity”

As in this question: *“The colonists could not have won the Revolutionary War without the leadership of General Washington.” Assess the validity of this statement.*

##### 2. “Compare and Contrast”

As in: *Compare and contrast the strengths and weaknesses of the colonists and the British in the American Revolution.*

##### 3. “Explain Why” or “Explain to What Extent”

As in: *Explain why the colonists won the Revolution in spite of Great Britain’s superior numbers and military strength.*

##### 4. “Describe the Changes,” or “Describe and Explain”

As in: *Describe how colonial attitudes toward the British shifted from 1763 to 1776, and explain why these changes took place.*

##### Format A Question Type \_\_\_\_\_

**Introductory Paragraph - Thesis**  
**Internal Paragraphs:**

- “One reason or factor . . .”  
(back with details and explanations).
- “Another reason or factor . . .”  
(back with details and explanations).
- “Perhaps the most important reason or factor . . .” (back with details and explanations).

##### **Concluding Paragraph**

##### Format B Question Type \_\_\_\_\_

**Introductory Paragraph - Thesis**  
**Internal Paragraphs:**

- “First this key event or development took place . . .” (back with details and explanations).
- “Then this occurred . . .” (back with details and explanations).
- “Finally this happened, . . .”  
(back with details and explanations).

##### **Concluding Paragraph**

##### Format C Question Type \_\_\_\_\_

**Introductory Paragraph - Thesis**  
**Internal Paragraphs:**

- Similarities between two things . . .  
(back with details and explanations).
- Differences between two things . . . (back with details and explanations).

##### **Concluding Paragraph**

##### Format D Question Type \_\_\_\_\_

**Introductory Paragraph - Thesis**  
**Internal Paragraphs:**

- “I disagree (or agree) because . . .”  
(back with details and explanations).
- “On the other hand, it is true that . . .”  
(back with details and explanations).

##### **Concluding Paragraph**

## Exercise 4

### Using Your Outlining Skills

Here is a chance to use the work you have done in all three previous exercises. Look back over your notes from Exercise 1 and Exercise 2. Re-read the DBQ (it is presented here again). Also, look over Exercise 3 and think about the essay format that would be best given the DBQ and your thesis statement. Now, write a partial DBQ essay made up of one introductory paragraph (this is where your thesis statement goes) and the two internal paragraphs you outlined in Exercise 2.

**The Question:**

“Revolutionary idealism and revolutionary violence go together.” Assess this statement by comparing and contrasting the French Revolution of 1789 and the Russian Revolution of 1917.



# Writing the Introductory Paragraph

## INTRODUCING THE LESSON TO YOUR STUDENTS

The ten primary sources for this lesson include a book cover, poster art, photos, speeches, and a passage from a novel. They deal with three major totalitarian regimes of the 20th century. The term “totalitarian” captures the way these regimes harnessed modern methods of control and violence to achieve total state power over all aspects of life. Yet millions of citizens in these nations appear to have supported these oppressive systems. The exercises for this lesson use a single DBQ centered on the question of why this was so.

The purpose of the lesson is to teach students a set of guidelines for constructing an effective introductory paragraph. It is this paragraph above all that gives overall direction to a DBQ essay—or any other history essay, for that matter. The introductory paragraph should help the reader anticipate the entire pattern of the essay and the line of argument it will present. A well-constructed introductory paragraph should also help guide the writer as he or she works on the rest of the essay.

## KEY CONCEPTS AND STRATEGIES

A number of key concepts and strategies will be presented in this lesson. These should help students understand the basic purpose of the introductory paragraph. The concepts and strategies stress that an introductory paragraph should

1. Restate the topic or DBQ and set it in context,
2. State a clear thesis in direct response to the entire DBQ,
3. Perhaps hint at the essay’s overall plan for supporting the thesis, and
4. AVOID going into details or explanations that belong in the body of the essay.

## THE MINDSPARKS VISUALS

Images for all the visual sources used in this lesson can be found in the MindSparks units entitled *The Age of the Totalitarians* and *China and Japan in the Modern Age*.

# Exercise 1

## Analyzing Introductory Paragraphs

### Objective for the Exercise

To teach students that the introductory paragraph of the DBQ essay basically presents and clarifies the thesis statement.

### Points to Make with Students

The typical DBQ essay consists of an introductory paragraph, several internal paragraphs, and a conclusion. The internal paragraphs provide the detailed evidence and arguments supporting the thesis. But sometimes students plunge ahead with the details immediately in the first paragraph. They need to see how confusing this can be—and how writing generally has to be much more explicit than speech. The introductory paragraph is a place where students must be VERY explicit about the topic and their stance on it.

This means **the central task of the introductory paragraph is to present and clarify the thesis statement**. In some cases, the thesis statement alone may be all that is needed—for example, when the thesis itself adequately identifies the time period, the topic, and the question asked. Otherwise, **it may help to reword the topic or DBQ, provide background context for it, state the thesis, and then hint at the main points backing up that thesis**. We say “hint” since students should NOT go into detail or tell us what they will be telling us later (as in such infamous phrases as, “I will now prove that . . .,” etc.).

### Evaluating Student Responses

In this exercise, five introductory paragraphs are provided as models, both good and bad. All of the paragraphs respond to the same DBQ, which is shown in the box on the exercise worksheet. Warn students that some of the paragraphs may not even have a clear thesis statement or any hints as to how that thesis will be proved. Students should use their notes for this exercise to discuss these paragraphs and make their own judgments about them. Just let them express their ideas. There is no need to evaluate their responses rigorously. You'll have a chance to do that in the next exercise, where the students will have to make a final choice of the best of these same five paragraphs.

## Exercise 2

### Choosing an Introductory Paragraph

#### Objective for the Exercise

To give students a chance to analyze several introductory paragraphs and judge them according to a simple set of criteria.

#### Points to Make with Students

Having read and discussed the five paragraphs for Exercise 1, students are now asked to choose the best and the worst of them. Urge students to make this choice using the standards highlighted in bold in the instructions for Exercise 1. Those standards suggest that students do the following in any introductory paragraph:

- **Describe the overall topic, or reword the DBQ and give it context.**
- **State their thesis clearly as an answer or direct response to the DBQ.**
- **Perhaps hint at their main points or their approach in backing up the thesis.**
- **Do NOT go into details and explanations that will be used to support the thesis.**

Using these standards, students should choose what they regard as the single best and single worst of the five introductory paragraphs and defend their choices in writing.

#### Evaluating Student Responses

##### Introductory Paragraph 1 *(Unacceptable)*

The DBQ actually has two parts. It asks students to explain totalitarianism's appeal, AND it asks students to compare and contrast the appeal of communist and fascist varieties of totalitarianism. This paragraph seeks to explain fascism's appeal in Germany, but it bogs down in details about this without addressing the other parts of the DBQ.

##### Introductory Paragraph 2 *(Acceptable)*

This paragraph first describes the overall topic in a bit more detail (identifying the systems of Hitler, Stalin, and Mao.) It then addresses BOTH parts of the DBQ. First, it acknowledges differences between fascism and communism while specifying some key similarities. Then, it identifies the common elements in their appeal. The last two sentences together constitute a clear thesis set in the context provided by the paragraph as a whole.

##### Introductory Paragraph 3 *(Unacceptable)*

This paragraph compares fascism and communist systems, but not their popular appeal. It also makes the cardinal error of telling us what it will tell us. This is NOT the same as placing a thesis in a broad context that the rest of the essay will flesh out in detail.

##### Introductory Paragraph 4 *(Acceptable)*

Unlike Paragraph 2, this one stresses differences, rather than similarities. But it keeps the focus where it should be, on comparing the systems in terms of their popular appeal. The third sentence states the thesis. The last sentence suggests how the rest of the essay will back that thesis up.

##### Introductory Paragraph 5 *(Unacceptable)*

The last sentence hints at a thesis, but does not state it directly. Before that, all the specific references to documents get in the way of any clarity about the direction the essay will take.

## Exercise 3

### Completing an Essay Using One Introductory Paragraph

**Objective for the Exercise**

To give students additional practice at writing a complete essay based on a clearly stated thesis and an effective introductory paragraph.

**Points to Make with Students**

Students are again given a chance here to write a brief essay answering a DBQ. This time, they can use the introductory paragraph they chose in the previous exercise. If they did not choose either Paragraph 2 or Paragraph 4, you might want to urge them to do so for this exercise, since those are clearly the best paragraphs to use.

**Evaluating Student Responses**

We recommend that you continue to use the simplified DBQ scoring guide from Lesson 3, Exercise 5 in judging the quality of the brief essays students do in this exercise. A more complete scoring guide will be provided in the next lesson.

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**OBJECTIVES**

1. To understand the key role played by the introductory paragraph in giving direction and focus to your essay.
  2. To focus on a few key elements that go into writing an effective introductory paragraph.
- 

# Writing the Introductory Paragraph

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*The primary source documents for this lesson are displayed on the next three pages. All of the exercises for this lesson are based on these primary sources and the background information provided here.*

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**THE PRIMARY SOURCES  
AND THE EXERCISES****INTRODUCING THE LESSON**

The ten primary source documents for this lesson deal with three major totalitarian regimes of the 20th century. The sources include poster art, a book cover, photos, speeches, and a passage from a novel. Historians sometimes argue about the value of the word “totalitarian.” In the case of these three all-powerful and aggressive states, the term seems appropriate. The DBQ for the exercises here will ask you to think about why so many citizens in these lands came to support such systems.

**PUTTING TOGETHER  
A COMPLETE ESSAY**

Keep in mind that the final four lessons in this program are the ones that focus on the key tasks in organizing and writing an entire essay. Here is where you are in this sequence of lessons:

- |          |  |
|----------|--|
| Lesson 5 | Taking notes and creating a clear essay organization.  |
| Lesson 6 | <i>Writing an effective introductory paragraph based on your thesis statement.</i>                     |
| Lesson 7 | Writing the internal paragraphs of your essay and using transitions to link them together effectively. |
| Lesson 8 | Writing a strong conclusion.   |

**KEY CONCEPTS  
AND LEARNING STRATEGIES**

The primary sources and the exercises for this lesson will help you think about how to write the most important paragraph of your DBQ essay, the introductory paragraph.

1. The introductory paragraph should **restate the topic or DBQ in your own words**; it should **present your thesis** simply and clearly; and it may also **hint at the few key ideas or points you will develop** in detail in the rest of the essay.
2. **The introductory paragraph should NOT develop in detail your main ideas or supporting details or explanations.** Save these for the internal paragraphs of the essay. Make few if any specific references to the primary sources. Your goal should be to set the scene and introduce the main themes in your essay.

## The Documents

### The Totalitarian Challenge



#### Document 1

Adolf Hitler addresses a 1939 rally, while thousands of teenage girls in the *Bund Deutscher Mädel*, or League of German Girls, spell out the words “Wir gehoeren dir!”—which in English is, “We belong to you!”

*Debra Gierach,  
courtesy of USHMM Photo Archives*

#### Document 2

“A year of unprecedented victories and triumphs is behind us. What twelve months ago seemed the product of an overactive imagination has become reality. The flags of national renewal fly over the Reich, and a revolution of vast extent has captured the German people and given them back their true nature. . . .

“What an astonishing collection of significant political, cultural and economic events mark this year of German awakening! It finally destroyed the Marxist nonsense that had tortured the German people for six decades, condemning them to political impotence. Only a year ago it threatened the Reich, ready at any moment to seize power. Today we know of it only through stories. It was replaced by the idea of a true community of the people that was not the empty theory of a meeting hall, rather step by step and piece by piece became a total and happy reality. The socialism that we preached for years found its living expression in the active participation of all Germans, perhaps the most wonderful and exciting event of the past year.

“Twelve months ago the parties carried on their nonsense in the parliaments, government crisis followed crisis, and the fate of the Reich was determined by special interests that used the holy idea of Germany only for their party’s benefit. This contemptible parliamentarianism, whose only Christmas gift to the people was the collapse of a cabinet, is gone. The German people overwhelmingly have affirmed one man and one idea. A movement fully aware of its responsibility governs the Reich.

“The people themselves, however, could not support the new regime any more strongly than they do. People, state and nation have become one, and the strong will of the Führer is over us all.”

*New Year’s Eve speech by German propaganda minister Joseph Goebbels reviewing the first year of the National Socialist revolution in Germany.*

*Courtesy of the German Propaganda Archive.  
URL: <http://www.calvin.edu/academic/cas/gpa/>.*



## The Documents



**Document 3**

By 1929, Joseph Stalin was the master of the Soviet Union's communist state. Soviet propaganda depicted Stalin as all-knowing and the state as the sole source of all human happiness. This poster conveys the image of a godlike Stalin looking on as his state-guided new industrial order transforms Soviet society.

*Poster Collection, Hoover Institution Archives*

**Document 4**

"Such is the law of exploiters—to beat the backward and weak. It is the jungle law of capitalism. You are backward, you are weak. Therefore you are wrong; hence you can be beaten and enslaved. You are mighty. Therefore you are right; hence we must be wary of you.

"That is why we must no longer lag behind. . . .

"In ten years at most we must make good the distance that separates us from the advanced capitalist countries. We have all the 'objective' possibilities for this. The only thing lacking is the ability to make proper use of these possibilities. It is time to put an end to the rotten line of non-interference in production. It is time to adopt a new line, one corresponding to the present mood—the line of interfering in everything. If you are a factory manager, interfere in all the affairs of the factory, look into everything, let nothing escape you, learn and learn again."

*Joseph Stalin in a speech to industrial managers in Moscow in 1931.*



**Documents 5 and 6**

To justify their all-powerful states, Hitler and Stalin depicted threats from evil, all-powerful enemies. On the left is a Nazi book titled *The Poisonous Mushroom*. The mushroom is the Jew, shown as a fungus living parasitically off of other cultures. In the Soviet poster on the right, the spider is a "kulak," Stalin's label for peasants opposed to joining state-run "collective" farms. The spider is seen preying on collective farmers in all sorts of ways.

*Book Cover on the Left: Gichner, courtesy of USHMM Photo Archives*

*Poster on the Right: Poster Collection, Hoover Institution Archives*

## The Documents



### Document 7

In 1949, Mao Zedong's revolutionary forces finally took power in China. Mao hoped to remake China into a perfect communist society. He was often pictured as he is here, as a god-like figure whose words in his "little red book" were to be studied and followed with

*Courtesy of the Library of Congress*

### Document 8

In 1966, Mao launched the "Great Proletarian Cultural Revolution." Its aim, supposedly, was to get rid of officials who were not revolutionary enough. This poster captures the spirit of that time, when bands of young Red Guards roamed China attacking educated people and anyone else identified with China's political or cultural past.

*Courtesy of the Library of Congress*



### Document 9

With World War II, the Nazis got their chance to carry out the goal of exterminating the Jewish people. In time, millions of Jews were destroyed in "death camps" such as Auschwitz, Sobibor, or Treblinka. At the end of the war, many German citizens, such as the woman in this photo, were paraded through the camps to see the results of Nazi tyranny.

*Courtesy of the National Archives*



### Document 10

"What I said to myself at the time was 'they are not human beings, they are kulaks'. . . . What torture was meted out to them! In order to massacre them it was necessary to proclaim that kulaks are not human beings. Just as the Germans proclaimed that Jews are not human beings. Thus did Lenin and Stalin proclaim Kulaks are not human beings. But that is a lie. They are people! They are human beings!"

*Vasily Grossman, from Forever Flowing (Northwestern University Press, 1997), a novel about the Stalin years of the 1930s. Here, he describes how he and other Soviet citizens were taught to label peasants who resisted collectivization as kulaks and regard them as enemies of the society.*



## Exercise 1

### Analyzing Introductory Paragraphs

The introductory paragraph is often the most important part of a DBQ essay. In it, you should re-state the DBQ topic or question in your own words and offer any background information needed to clarify it. You must present a clear thesis or answer to the DBQ. And you may want to hint at how you will back up your thesis. But if you do, avoid phrases such as, “I will prove that . . .,” etc. Usually such sentences just repeat details that will appear later in the essay as well. Your goal instead should only be to suggest broadly how you will support your thesis. To sum up, do the following in your introductory paragraph:

- **Describe the overall topic, or reword the DBQ and give it context.**
- **State the thesis clearly as an answer or direct response to the DBQ.**
- **Perhaps hint at your main points or your approach in backing up the thesis.**
- **But do NOT go into details and explanations that will be used to support the thesis.**

For this two-page exercise, you will evaluate five introductory paragraphs. Each responds to the DBQ presented in the box. Read the DBQ and each introductory paragraph carefully. Then answer the questions following each paragraph. In class, discuss your answers.

**You will use these same five introductory paragraphs in Exercise 2.**

**Instructions: Document-Based Essay**

This question is based on the ten documents for this lesson. As you analyze the documents, take into account both the source of each document and any point of view presented in it. Using information from the documents, and your knowledge of World history, write a well-organized essay answering the following DBQ.

**Historical Context**

In the 20th century, all-powerful “totalitarian” states appeared in several large nations. These totalitarian governments destroyed all individual liberty and often acted in violent, even genocidal ways. Yet a large share of citizens under such governments were deeply, almost fanatically loyal to them.

**The Question**

Explain the appeal of 20th century totalitarianism in both its communist and fascist forms. How were these two forms of totalitarianism like and not like each other in the appeal they held for their supporters?

**Introductory Paragraph 1**

The rise of Hitler in the 1930s was backed by millions of Germans as a great triumph. They felt that way because of their intense hatred of the Treaty of Versailles. That treaty, which ended World War I, forced Germany to give up land, disarm, and pay huge reparations to the victors. It was seen by many inside and outside of Germany as vindictive. Hitler was the strong man many Germans longed for because they felt such a powerful and aggressive leader was needed to restore German power. The popularity of this totalitarian dictator rested on his ability to offer his people a sense of pride and a sense of revenge against their enemies, both outside and inside the nation.

**1. Can you find a thesis statement here? If so, underline the sentence or key phrases in it.**

**2. What phrases or sentences, if any, show how the writer of the paragraph will prove a thesis?**

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## Exercise 1 (Continued)

### Analyzing Introductory Paragraphs

#### Introductory Paragraph 2

Three of the most oppressive totalitarian systems of the 20th century were the communist dictatorships of Joseph Stalin and Mao Zedong and the fascist regime of Adolf Hitler. There were many differences between these systems, but all three had key things in common. Each destroyed all individual liberty. Each substituted the total control of one all-powerful leader for the rule of law. And all promised a society of abundance, strength, and perfect social harmony. For millions of citizens living poor and insecure lives at a time of great turmoil, this promise was what made these totalitarian systems so attractive.

1. Can you find a thesis statement? If so, underline the sentence or key phrases in it.
  2. What phrases or sentences, if any, show how the writer of the paragraph will prove a thesis?
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#### Introductory Paragraph 3

Communism and fascism both led to totalitarian systems of government in the 20th century. In each case, all-powerful leaders (Stalin, Mao, or Hitler) crushed civil liberties and caused the deaths of millions. But these systems differed from one another in major ways. In this essay, I will show how they differed and how they were similar. First, I will look at how fascism pictured Jews as the enemy. This differed from communist systems, which hoped to make all people equal by getting rid of the capitalist class and its supporters.

1. Can you find a thesis statement? If so, underline the sentence or key phrases in it.
  2. What phrases or sentences, if any, show how the writer of the paragraph will prove a thesis?
- 
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#### Introductory Paragraph 4

Communist and fascist forms of totalitarianism shared much in common. And each had millions of fanatical supporters. But the appeal of these systems differed in two fundamental ways. They differed greatly in the kind of ideal or perfect society they promised and in the type of evil enemy they pictured in order to keep their people terrified and loyal. The regimes headed by Mao and Stalin, on the one hand, and Hitler, on the other, illustrate these differences.

1. Can you find a thesis statement? If so, underline the sentence or key phrases in it.
  2. What phrases or sentences, if any, show how the writer of the paragraph will prove a thesis?
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#### Introductory Paragraph 5

In Document 2, Goebbels speaks of “of a true community of the people “ that only the Nazi Führer Adolf Hitler could create. Stalin vowed to catch up to the capitalists powers and surpass them in just a few years of super-human struggle. The dictators projected images of total and awesome power, as illustrated in the photo of Hitler (Document 1) and the posters of Stalin and Mao (Documents 3 and 7). It was blind faith in such seemingly all-powerful leaders that made it possible to believe in their utopian promises.

1. Can you find a thesis statement? If so, underline the sentence or key phrases in it.
  2. What phrases or sentences, if any, show how the writer of the paragraph will prove a thesis?
- 
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## Exercise 2

### Choosing an Introductory Paragraph

Re-read the DBQ and the five introductory paragraphs in Exercise 1. Also go back and study the primary source documents for this lesson. Now, decide which introductory paragraph of the five is the best and which is the worst. In the spaces provided here, identify and explain your choices. Share your decisions in a class discussion about the right way to write an introductory paragraph for a DBQ essay.

The BEST Introductory Paragraph is \_\_\_\_\_

Explain your choice

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The WORST Introductory Paragraph is \_\_\_\_\_

Explain your choice

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## Exercise 3

### Completing an Essay Using One Introductory Paragraph

In Exercise 2, you chose what you saw as the best introductory paragraph from a group of five. Are you still satisfied with your choice? If so, copy that paragraph in the space below and complete an entire DBQ essay supporting the ideas in that introductory paragraph. If you have changed your mind, choose one of the other four introductory paragraphs and use it as the start of a complete DBQ essay of your own. (Use additional sheets for your essay if you need to.)

**The Question**

Explain the appeal of 20th century totalitarianism in both its communist and fascist forms. How were these two forms of totalitarianism like and not like each other in the appeal they held for their supporters?



# Writing and Linking Support Paragraphs

## INTRODUCING THE LESSON TO YOUR STUDENTS

The primary sources for this lesson consist of photos, editorial cartoons, and passages from speeches. All deal with the end of forms of empire in the years after World War II. First to go were the colonial empires of Great Britain and the other Western European powers. Later, the equally imperial system of the Soviet Union met its end in the late 1980s. The exercises for this lesson all focus on the demise of these empires.

The purpose of the lesson is to focus student attention on the internal paragraphs of the various history essays they will be called on to write. Special attention is given to various ways of linking ideas within and between paragraphs, including the use of transitional words and phrases. The goal is to help students see that the logic of an argument must be made explicit and easy to follow. Simple sentences, clear organization, and a careful use of transitional phrases and other linking words are the key to doing this effectively.

The internal paragraphs are where the bulk of the references to the primary sources will be made in any effective DBQ essay. Some time is devoted here to looking at acceptable and unacceptable ways of using the primary sources.

## KEY CONCEPTS AND STRATEGIES

A number of key concepts and strategies will be presented in this lesson. These should help students think more effectively about the internal paragraphs of the essay. This is where the students will make their case in support of a thesis or main idea. The concepts and strategies include the need to

1. Link details logically within and between paragraphs,
2. Use transition phrases effectively,
3. Use primary sources to support the thesis or other main ideas (avoid a “laundry list” manner of referring to the sources), and
4. Keep sentence and paragraph structure simple, in part by using the “Main Ideas-Details-Explanations” system presented in Lesson 5.

## THE MINDSPARKS VISUALS

Images for all the visual sources used in this lesson can be found in the MindSparks unit entitled *The End of the Imperial Age*.

# Exercise 1

## Using Transitional Phrases

### Objective for the Exercise

To teach students to recognize the importance of transitional phrases and other linking words as tools for connecting ideas within and between paragraphs.

### Points to Make with Students

The focus of this exercise is on the use of certain transitional words and phrases in linking together sentences and paragraphs. But the goal is not to have students memorize some master list of these words and phrases. These transitional words are markers by which a writer indicates the logical connections between ideas. **The central role of transitional phrases is to make the logic of an argument clear.**

In this exercise, for example, the logic is “chronological.” That is, the corrected paragraph (see below) basically describes how Mohandas Gandhi came to decide that British rule in India had to end. A close attention to transitional phrases should help students unravel the paragraph, though doing so will still be a challenge. Along with transitional words or phrases (such as, “It began,” “Soon,” or “It was only after . . .”), students should also pay attention to pronouns linking one sentence with a previous one. Specific references to dates will also help them see the logic of the paragraph. In the paragraph below, these various transitional markers are all underlined. The important point is that the logic of any paragraph can only be made clear through the careful use of such markers.

### Evaluating Student Responses

#### Sample Paragraph: Correct Order

How did Mohandas Gandhi finally become active in efforts to end British imperial rule in India? It actually all began, he tells us, in 1893, in another British-ruled country, South Africa. As an Indian in that troubled land, he says he soon learned he had no rights. But at first, he viewed South Africa’s mistreatment of Indians as simply a flaw in a system that was mainly good. He started criticizing that system’s faults, but without seeking to overthrow it entirely. Later in fact, during the Boer War in 1899, he even helped raised a volunteer ambulance corps for the British-ruled colony. Then, during World War I, he did the same for the British themselves, raising an ambulance corps among Indians living in London. It was only after World War I that he became convinced that British rule in India must in time end completely.

## Exercise 2

### Types of Transitional Links

#### Objective for the Exercise

To give students further insight into the relationship between transitional phrases and the logic of the argument the essay seeks to make.

#### Points to Make with Students

This exercise further develops the ideas from Exercise 1 for this lesson. It does this by presenting the student with four sets of transitional words and phrases. Each set has to do with one specific kind of logical structure common in a DBQ or other history essay.

These four classifications are not the only ones possible. They are presented here simply to show students that **transitional phrases are important tools for making the logic of the essay's argument clear**. Students can learn two key strategies from this insight. First, they need to think about the types of logical arguments that various DBQs call for. Second, they need to make sure the logical connections in an essay are clear. Transitional words and phrases are a key tool in accomplishing both tasks.

#### Evaluating Student Responses

Here are suggested solutions to the four paragraphs (other solutions are possible):

##### Sample Paragraph 1 (Chronological)

First, World War I shattered the faith and weakened the will of the European powers to hold onto their huge colonial empires. In the 1920s, a new generation of nationalist leaders appeared calling for greater independence for the colonies. Then finally, World War II again left Europe in ruins. It was this great upheaval that truly marked the beginning of the end of the colonial era.

##### Sample Paragraph 2 (Cause and Effect)

Several factors explain the collapse of the colonial empires in the two decades after World War II. One factor was the rise of a new generation of nationalist leaders in the colonies—men such as Nehru, Nkrumah, Ho Chi Minh, Jomo Kenyatta, and others who inspired masses of people. Also important was the fact that the European powers were exhausted and drastically weakened by two devastating world wars in the space of 30 years. Finally another factor was the Cold War, which locked the West into a long confrontation with the Soviet Union. This enabled the new generation of nationalist leaders in the colonies to play off one side against another and gain leverage over both.

## Exercise 2 (Continued)

### Types of Transitional Links

#### Sample Paragraph 3 (Order of Importance)

Decolonization in Africa did not lead smoothly to the creation of stable democratic nations, as many hoped it would. Why not? Perhaps the single most important factor was the lack of any real sense of national identity within many of the new nations. Tribal rivalries created enormous tensions in them from the start. In addition, tiny educated elites from each tribal group were the only ones able to understand and use the instruments of political power. Most Africans had little idea of how to make their political will known. Another factor was the rise of powerful armies and the lack of strong political or legal institutions to restrain them. As a result, by the 1970s, one-party governments and military coups had become an all-too common feature of life in Africa.

#### Sample Paragraph 4 (Compare and Contrast)

Europe's colonial empires collapsed rapidly after World War II. Then, in the 1980s, the huge Soviet empire also fell apart. In what ways were these two great historical changes alike and not alike? For one thing, they were alike in that rulers of one nationality took control of entirely different nationalities. Moreover, this control took a form in which the colonized people lacked independent political power. In addition, in both forms of empire, collapse came after the rulers themselves had lost confidence in their right or ability to rule. This fueled growing protests that in time could not be held in check. Nevertheless, the differences between the Soviet communist empire and those of Western Europe are at least as great as their similarities. In the Western empires, traditions of parliamentary democracy and civil liberties in time did give colonized people a growing voice in their own destiny. This was never really so in Eastern Europe. Finally, communist ideas and practices differed drastically from Western notions of cultural superiority and faith in private economic markets. Both systems kept colonized people down. But the communist systems were much more thorough in their oppressiveness and harder to oppose, at least for a while.

## Exercise 3

### Dealing with Primary Source Documents

#### Objective for the Exercise

To teach students to think carefully about the way they use primary source documents to support their thesis and the main ideas in their essays.

#### Points to Make with Students

**Specific references to the primary sources should occur almost entirely in the internal paragraphs of the DBQ essay.** That is where students will present detailed evidence for their thesis and the main ideas supporting it. A common mistake is to mention sources carelessly, with little effort to explain their connection to the thesis or to any major idea. This exercise offers students contrasting models of a correct and incorrect way of referring to primary sources. With these models in mind, students should have a better sense of how to use primary sources effectively.

The DBQ for this exercise is a “compare-and-contrast” question. Since the two sample paragraphs are meant only as internal paragraphs in an essay, they need not deal with this entire DBQ. However, each paragraph should present one key main idea supporting a more comprehensive answer to that DBQ.

#### Evaluating Student Responses

##### Paragraph 1 A Poor Use of the Sources

In this paragraph, no main idea related to the DBQ is obvious. The initial sentence states some sort of idea about change sweeping across Africa. But it is not clear what its point is. That’s partly because it is followed by a rather scattered set of comments about the various documents. Soon, the subject shifts to Gandhi and Nehru in Asia and to the theme of non-violent versus violent change. In other words, the references to the sources are not used to back up any single main idea. As a result, the paragraph is confusing and unfocused. Moreover, while sources are identified, little of substance about them is noted.

##### Paragraph 2 A Good Use of the Sources.

Together, the first two sentences of this paragraph do offer a main idea that could easily be a part of an essay addressing this DBQ. That idea has to do with Western attitudes toward one of the two forms of imperial collapse mentioned in the DBQ. All the specific references to the sources that follow are used as examples backing up this main idea. And most of these specific references are presented in a way that explains clearly what the examples demonstrate about Western attitudes toward the end of empire in Africa and Asia. As a result, the paragraph has a unity and clarity lacking in Paragraph 1.

## Exercise 4

### Keep the Essay Simple and Direct

#### Objective for the Exercise

To give students a chance to complete a DBQ essay using a set of simple guidelines for writing and linking the internal paragraphs of the essay.

#### Points to Make with Students

By now, students should be familiar with most of the features of a good DBQ essay. The guidelines on the exercise sheet will help them stay on track as they complete this essay. Use the more complete DBQ scoring guide below to evaluate these essays.

#### Evaluating Student Responses

##### DBQ Scoring Guide

##### Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a very careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is very well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

##### Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

##### Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

##### Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in "laundry list" style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.



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**OBJECTIVES**

1. To understand various ways of linking ideas within and between paragraphs, including the use of transitional words and phrases.
  2. To adopt a simple and direct way of presenting ideas within the internal paragraphs of the essay.
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# Writing and Linking Support Paragraphs

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*The primary source documents for this lesson are displayed on the next three pages. All of the exercises for this lesson are based on these primary sources and the background information provided here.*

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**THE PRIMARY SOURCES  
AND THE EXERCISES****INTRODUCING THE LESSON**

The eleven primary source documents for this lesson consist of photos, editorial cartoons, and passages from speeches. All deal with the end of two types of imperial systems since World War II. First, there were the colonial empires of Great Britain and other Western European powers. The other imperial system was the one the Soviet Union controlled in Eastern Europe and elsewhere. The exercises for the lesson all look at various aspects of the collapse of these empires.

**PUTTING TOGETHER  
A COMPLETE ESSAY**

Keep in mind that the final four lessons in this program are the ones that focus on the key tasks in organizing and writing an entire essay. Once again, here is where you are in this sequence of lessons:

- |          |   |
|----------|---|
| Lesson 5 | Taking notes and creating a clear essay organization.   |
| Lesson 6 | Writing an effective introductory paragraph based on your thesis statement.                                   |
| Lesson 7 | <i>Writing the internal paragraphs of your essay and using transitions to link them together effectively.</i> |
| Lesson 8 | Writing a strong conclusion.  |

**KEY CONCEPTS  
AND LEARNING STRATEGIES**

The primary sources and the exercises for this lesson will help you see how to link the paragraphs of your essay together logically.

1. Keep in mind the need to **link details logically** within and between the paragraphs of the essay.
2. **Use transition phrases** effectively.
3. Use the primary source documents to support your argument or thesis. Do not simply list documents “**laundry list**” style.
4. **Aim for clarity and simplicity** in the way you write your sentences. In most cases, try to organize paragraphs into three-part units using the **Main Idea-Details-Explanations** system presented in Lesson 5.

## The Documents

### The End of Empire

#### Document 1

India's independence leader Mohandas Gandhi (right) with Jawaharlal Nehru, who would become India's first Prime Minister.

*Courtesy of the Library of Congress*



#### Document 3

Anti-colonial struggles in the 1950s and '60s swept across Africa. In 1957, the Gold Coast became the first British African colony to achieve independence, soon changing its name to Ghana. Here Kwame Nkrumah, on the stool, is being sworn in as Ghana's first ruler.

*Courtesy of the Library of Congress*



#### Document 2

"We are now engaged in a gigantic and exciting task of achieving rapid and large-scale economic development of our country. Such development, in an ancient and underdeveloped country such as India, is only possible with purposive planning. True to our democratic principles and traditions, we seek . . . the willing and active cooperation of our people. We completed our first Five-Year Plan 8 months ago, and now we have begun on a more ambitious scale our second Five-Year Plan, which seeks a planned development in agriculture and industry, town and country, and between factory and small-scale and cottage production. . . .

"The preservation of peace forms the central aim of India's policy. It is in the pursuit of this policy that we have chosen the path of nonalignment in any military or like pact of alliance. Nonalignment does not mean passivity of mind or action, lack of faith or conviction. It does not mean submission to what we consider evil. It is a positive and dynamic approach to such problems that confront us. We believe that each country has not only the right to freedom but also to decide its own policy and way of life. Only thus can true freedom flourish and a people grow according to their own genius."

*Nehru, from a speech in Washington, D.C., December 18, 1956, printed in the U.S. Department of State Bulletin, January 14, 1957, pp. 49–50.*

#### Document 4

"In the twentieth century, and especially since the end of the war, the processes which gave birth to the nation states of Europe have been repeated all over the world. We have seen the awakening of national consciousness in peoples who have for centuries lived in dependence upon some other power. . . . Today the same thing is happening in Africa, and the most striking of all the impressions I have formed is of the strength of this African national consciousness. In different places it takes different forms, but it is happening everywhere. The wind of change is blowing throughout this continent, and, whether we like it or not, this growth of national consciousness is a political fact."

*Prime Minister Harold Macmillan speaking to the Parliament in Cape Town, South Africa, February 3, 1960.*

## The Documents

### Document 5

"Some of these nations we have are not nations at all. They make no sense at all, any geographical sense or ethnic sense or economic sense. They don't. The Europeans set somewhere and said, 'you take that part, you take that part.' They drew these lines on a map and here we are, trying to create nations which are almost impossible to create. But we are changing. The continent is changing.

"... We went through a neocolonial period in Africa. It nearly destroyed all the hopes of the struggle for the liberation of the continent, with a bunch of soldiers taking over power all over the continent, pushed, instigated and assisted by the people who talk about this stereotype of Africa.

"We have just got rid of Mobutu, who put him there? I don't know what Lumumba would have been if he had been allowed to live. I don't know. He was an elected leader, but angered the powerful and they removed him within weeks. Then Mobutu came on the scene within weeks and he's been there since. He was the worst of the lot. He loots the country, he goes out, and he leaves that country with a debt of US\$14 billion. And that was the type of leadership we had over a large part of Africa. They were leaders put there either by the French or by the Americans. When we had the Cold War, boy, I tell you, we couldn't breathe."

*Address to Members of South Africa's Parliament in October 1997 by Julius Nyerere, former president of Tanzania.*

### Document 7

"You can socialize what is not traditional. The *shamba* cannot be socialized."

*Julius Nyerere, in his farewell speech upon retiring from the presidency of Tanzania in 1985. The "shamba" is the traditional private farm. In this speech, Nyerere admitted that he had failed to achieve his hoped-for socialist society in Tanzania.*

### Document 6

Jomo Kenyatta, on the left, with U.S. civil rights lawyer Thurgood Marshall. In 1963, Kenyatta led British-ruled Kenya to independence after a good deal of bloodshed there.

*Courtesy of the Library of Congress*



### Document 8

A 1960 cartoon criticizing Patrice Lumumba, the Congo's first president after independence, for turning to the Soviet Union for military aid after the UN refused it to him. He wanted help to fight what was in part a tribally based revolt in Katanga province.

*Courtesy of the Library of Congress*





## The Documents



### Document 9

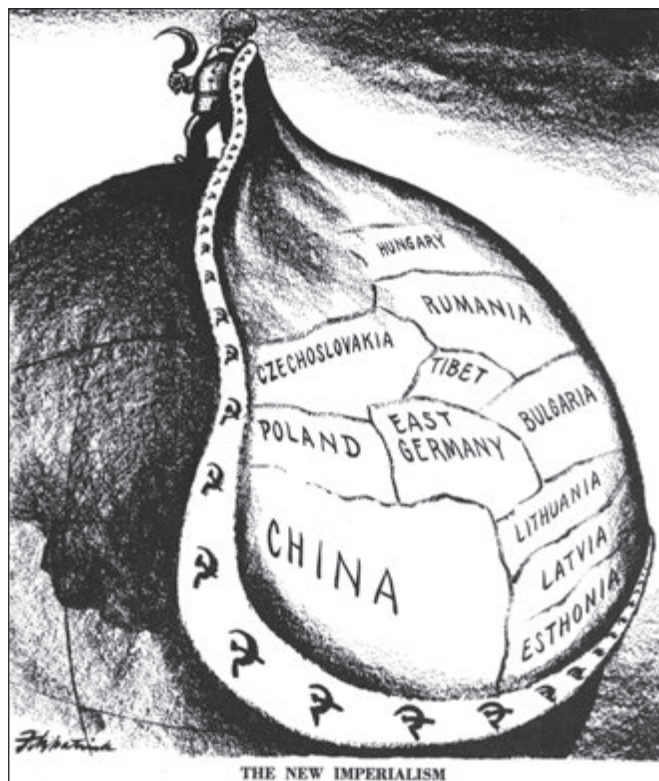
Struggles against colonialism often got caught up in Cold War rivalries. After World War II, for instance, the U.S. supported France's fight to regain control of Vietnam against communist rebels there. The U.S. concern was with communism. But France's goal was to reestablish its colonial empire in Southeast Asia. This U.S. cartoon from the early 1950s reflects American irritation at France's lack of gratitude for U.S. help.

*Courtesy of the Library of Congress*

### Document 10

After World War II, Soviet leader Joseph Stalin thwarted democracy in Eastern Europe, setting up communist governments throughout the region. In doing this, he greatly extended a very different kind of colonial empire. But this empire, too, was doomed. It fell apart in 1989.

*Fitzpatrick in the St. Louis Post-Dispatch*



### Document 11

"Yes, . . . let us be aware that while [Soviet leaders] preach the supremacy of the state, declare its omnipotence over individual man, and predict its eventual domination of all peoples on the earth, they are the focus of evil in the modern world. . . .

"So, I urge you to speak our against those who would place the United States in a position of military and moral inferiority. . . . I urge you to beware the temptation of pride—the temptation of blithely declaring yourselves above it all and label both sides equally at fault, to ignore the facts of history and the aggressive impulses of an evil empire, to simply call the arms race a giant misunderstanding and thereby remove yourself from the struggle between right and wrong and good and evil."

*U.S. President Ronald Reagan, in a speech to the National Association of Evangelicals, March 8, 1983.*

## Exercise 1

### Using Transitional Phrases

This exercise will help you see how important “transitional words and phrases” and other linking words can be in connecting sentences within a paragraph. First read the definition of “transitional phrases” in the box and study the examples there. Then read the paragraph below the box. This paragraph is about Mohandas Gandhi. Its sentences, however, are out of order. In the space below it, copy these sentences in the correct order so that the paragraph makes sense. Then, underline all the transitional phrases or other connecting words that helped you figure out the correct order.

**Transitional Phrases:** Words or phrases that link one sentence or paragraph to the next in some way, or that show the connection between a sentence or paragraph and the one just before it. Here are a few common transitional words or phrases:

In general . . . For example . . . But on the other hand . . .

I began . . . That fall . . . Then in winter . . .

Most importantly . . . Next in importance . . .

At first, I was informed . . . Then on the contrary I was told . . .

One group . . . Another group . . . Finally . . .

Transitions help the reader follow your reasoning or your argument. When speaking, you help your listener do this by your gestures or tone of voice. When you write, you need to work much harder to show clearly how each idea connects to the next idea. In addition to transitional words such as “however,” “but,” “next,” “after that,” etc., pronouns also act as important linking words. That is, words such as “he,” “she,” or “they” always refer back to people named or identified earlier. In this way, they link the ideas in one sentence to those in previous sentences.

#### Sample Paragraph: Jumbled Order

But at first, he viewed South Africa’s mistreatment of Indians as simply a flaw in a system that was mainly good. Then, during World War I, he did the same for the British themselves, raising an ambulance corps among Indians living in London. It actually all began, he tells us, in 1893, in another British-ruled country, South Africa. He started criticizing that system’s faults, but without seeking to overthrow it entirely. How did Mohandas Gandhi finally become active in efforts to end British imperial rule in India? Later in fact, during the Boer War in 1899, he even helped raised a volunteer ambulance corps for the British-ruled colony. It was only after World War I, that he became convinced that British rule in India must in time end completely. As an Indian in that troubled land, he says he soon learned he had no rights.

#### Sample Paragraph: Correct Order

## Exercise 2

### Types of Transitional Links

**The way you link ideas within a paragraph depends in part on the kind of question you are answering.** For example, if the question asks you to compare and contrast two developments or trends, you will use transitional phrases that point out similarities and differences. A question about when various trends or events occurred calls for transitional phrases linking events over time.

For this two-page lesson you will work with four separate paragraphs. The paragraphs are not related to one another. Each paragraph links its ideas in a different way, identified as “Chronological,” “Cause and Effect,” “Order of Importance,” or “Compare and Contrast.” These terms are explained in each box below, along with some typical transitional phrases of that type. Each sample paragraph has blank spaces where transitional words or phrases should go. Complete these paragraphs. As a class, discuss how transitional words help make clear the different kinds of reasoning in each paragraph.

#### 1. Chronological

Having to do with the order of events over time. Use a chronological organization when you need to describe changes over time carefully.

Examples:      At first, . . . Next, . . . Then last . . .  
                     For years, . . . After that . . . And then . . .  
                     Beginning with . . . Then came . . . This finally led to . . .

**Complete the Transitions in the Sample Paragraph Below:** You may use the transitional phrases in this box, alter them, or use any others that seem to work.

#### Sample Paragraph 1 (Chronological)

\_\_\_\_\_ World War I shattered the faith and weakened the will of the European powers to hold onto their huge colonial empires. \_\_\_\_\_, a new generation of nationalist leaders appeared calling for greater independence for the colonies. \_\_\_\_\_, World War II again left Europe in ruins. It was this great upheaval that truly marked the beginning of the end of the colonial era.

#### 2. Cause and Effect

When you want to focus on the factors explaining an event or trend, especially with “explain why” or “assess the validity” questions.

Examples:      One factor explaining . . . Then there was . . . Also . . .  
                     To begin with . . . Also . . . Together, all these factors . . .  
                     At first . . . Adding to this factor was . . . Finally . . .

**Complete the Transitions in the Sample Paragraph Below:** You may use the transitional phrases in this box, alter them, or use any others that seem to work.

#### Sample Paragraph 2 (Cause and Effect)

\_\_\_\_\_ the collapse of the colonial empires in the two decades after World War II. \_\_\_\_\_ was the rise of a new generation of nationalist leaders in the colonies—men such as Nehru, Nkrumah, Ho Chi Minh, Jomo Kenyatta, and others who inspired masses of people. \_\_\_\_\_ the fact that the European powers were exhausted and drastically weakened by two devastating world wars in the space of 30 years. \_\_\_\_\_ the Cold War, which locked the West into a long confrontation with the Soviet Union. This enabled the new generation of nationalist leaders in the colonies to play off one side against another and gain leverage over both.



## Exercise 2 (Continued)

### Types of Transitional Links

#### 3. Order of Importance

From the most to the least important factors that explain something (or the least to the most important factors). Most useful with “explain why” question types.

Examples:      The most important factor . . . Also significant . . . Then finally . . .  
                      First of all . . . Another factor . . . Also . . . As a result, . . .  
                      For one thing . . . More importantly . . . But most of all . . .

**Complete the Transitions in the Sample Paragraph Below:** You may use the transitional phrases in this box, alter them, or use any others that seem to work.

#### Sample Paragraph 3 (Order of Importance)

Decolonization in Africa did not lead smoothly to the creation of stable democratic nations, as many hoped it would. Why not? \_\_\_\_\_ was the lack of any real sense of national identity within many of the new nations. Tribal rivalries created enormous tensions in them from the start. \_\_\_\_\_, tiny educated elites from each tribal group were the only ones able to understand and use the instruments of political power. Most Africans had little idea of how to make their political will known. \_\_\_\_\_ was the rise of powerful armies and the lack of strong political or legal institutions to restrain them. \_\_\_\_\_, by the 1970s, one-party governments and military coups had become an all-too common feature of life in Africa.

#### 4. Compare and Contrast

Use this organization to describe similarities and differences in two separate historical events or trends. It can also be useful with “assess the validity” questions when you agree partly with the DBQ statement but also want to make some qualifications.

Examples:      On the one hand . . . On the other hand . . .  
                      For one thing . . . Moreover . . . However . . . Finally . . .  
                      It is true that . . . But nevertheless . . . Also . . .

**Complete the Transitions in the Sample Paragraph:** You may use the transitional phrases in this box, alter them, or use any others that seem to work.

#### Sample Paragraph 4 (Compare and Contrast)

Europe’s colonial empires collapsed rapidly after World War II. Then, in the 1980s, the huge Soviet empire also fell apart. In what ways were these two great historical changes alike and not alike? \_\_\_\_\_, they were alike in that rulers of one nationality took control of entirely different nationalities. \_\_\_\_\_, this control took a form in which the colonized people lacked independent political power. \_\_\_\_\_, in both forms of empire, collapse came after the rulers themselves had lost confidence in their right or ability to rule. This fueled growing protests that in time could not be held in check. \_\_\_\_\_, the differences between the Soviet communist empire and those of Western Europe are at least as great as their similarities. In the Western empires, traditions of parliamentary democracy and civil liberties in time did give colonized people a growing voice in their own destiny. This was never really so in Eastern Europe. \_\_\_\_\_, communist ideas and practices differed drastically from Western notions of cultural superiority and faith in private economic markets. Both systems kept colonized people down. But the communist systems were much more thorough in their oppressiveness and harder to oppose, at least for a while.

## Exercise 3

### Dealing with Primary Source Documents

The first two exercises in this lesson could apply equally to a DBQ essay or to any other kind of history essay. What is unique about a DBQ essay is the need to use primary sources. But what exactly is the best way of using or referring to these sources?

**The right way:** First, focus on the question and think about how the primary sources are related to it. Then decide on your thesis. Use your own history knowledge and the primary sources to support your argument or thesis. Use as many sources as you can. You don't need to mention every source. It is more important that you **always use the sources you do mention to back up your thesis.**

**The wrong way:** A common mistake in writing a DBQ essay is to list primary sources without really connecting them to the thesis. This is referred to as a “laundry list” approach to the sources. Use the sources to prove your thesis, not simply to show that you can list them all.

Below are two paragraphs responding to the same question. Each mentions some of the primary sources for this lesson. Read the paragraphs, answer the questions below them and discuss your answers in class.

#### Question:

Compare and contrast world opinion regarding the end of the West's colonial empires with world opinion regarding the collapse of the Soviet Union's empire in Eastern Europe.

#### Sample Paragraph 1

As Harold Macmillan said in 1960, the “winds of change” were sweeping across Africa in the years after World War II. These winds soon brought a swift end to colonial empires in most of the continent. Nationalist leaders like Kwame Nkrumah of Ghana or Jomo Kenyatta of Kenya became heroes to their own people. In Document 6, Kenyatta is seen with Thurgood Marshall, who later became the first black U.S. Supreme Court Justice. Gandhi and Nehru, in Documents 1 and 2, were widely admired by much of the world. Gandhi preached non-violence. But other independence struggles were not so peaceful—such as the one Patrice Lumumba led for a time in the Congo (see Document 8) or France's struggle to hold onto its colony in Vietnam (Document 9).

#### Sample Paragraph 2

The end of empire in Africa and Asia came swiftly after World War II. Moreover, it actually met with widespread approval in the West itself. The best example of this is Mohandas Gandhi and the non-violent movement he inspired in India. India's first prime minister, Jawaharlal Nehru, was also greatly admired as a man of peace—though his faith in the “path of nonalignment” (as he puts it here) and socialist planning did disturb some. Many African nationalist leaders also inspired hope in the West, as is suggested by the source here showing U.S. civil rights leader Thurgood Marshall embracing Kenya's first president Jomo Kenyatta. One of the clearest expressions of Western support for decolonization was British Prime Minister Harold Macmillan's famous “winds of change” speech in 1960.

Paragraph \_\_\_\_ uses  
the primary sources  
effectively because . . .

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Paragraph \_\_\_\_ uses  
the primary sources  
poorly because . . .

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## Exercise 4

### Keep the Essay Simple and Direct

There is no one formula for writing an effective DBQ essay. However, there are some useful guidelines. Your introductory paragraph restates the topic and presents your thesis. The paragraphs that follow support that thesis as directly as possible. Usually, each paragraph develops one main idea. All details, examples, primary sources, and explanations follow logically so as to back up the paragraph's main idea and the thesis. Finally, transitions or other phrases clearly connect each paragraph to the next one.

Along the left column below and on the next page is one framework designed to guide you in writing this kind of a DBQ essay. It is again based on the **Main Idea-Details-Explanations** scheme. A DBQ is provided. Your task is to write an introductory paragraph, three internal paragraphs, and a brief conclusion. Try to follow the guidelines on the left for each paragraph. (Notice that you have some leeway as to how many supporting details and explanations you must include.)

**Instructions: Document-Based Essay**

This question is based on the eleven documents for this lesson. As you analyze the documents, take into account both the source of each document and any point of view presented in it. Using information from the documents, and your knowledge of world history, write a well-organized essay answering the following DBQ.

**The Question**

"The factors bringing about the end of the West's colonial empires differed from those that brought down the Soviet empire in Eastern Europe." Assess the validity of this statement.

**Introductory Paragraph****Internal Paragraph 1**

Transition and Main Idea

1. Detail, fact, or reference to primary source document.

Explanation of the importance of this detail, fact, or source to the paragraph's main idea or the overall thesis.

2. Transition plus possible additional details, facts, or references to primary source documents.

Explanation of the importance of the details, facts, or sources to the paragraph's main idea or the overall thesis.

*(Continue writing on next page)*

## Exercise 4 (Continued)

### Keep the Essay Simple and Direct

#### Internal Paragraph 2

Transition and Main Idea

1. Detail, fact, or reference to primary source document.

Explanation of the importance of this detail, fact, or source to the paragraph's main idea or the overall thesis.

2. Transition plus possible additional details, facts, or references to primary source documents.

Explanation of the importance of the details, facts, or sources to the paragraph's main idea or the overall thesis.

#### Internal Paragraph 3

Transition and Main Idea

1. Detail, fact, or reference to primary source document.

Explanation of the importance of this detail, fact, or source to the paragraph's main idea or the overall thesis.

2. Transition plus possible additional details, facts, or references to primary source documents.

Explanation of the importance of the details, facts, or sources to the paragraph's main idea or the overall thesis.

#### Brief Conclusion

# Writing a Strong Conclusion

## INTRODUCING THE LESSON TO YOUR STUDENTS

The eleven primary sources for this lesson include cartoons, photos, speeches, and proclamations. These sources all throw light on changing attitudes toward the West common throughout the Islamic world. The documents range from the time of the Ottoman Empire's greatest extent and power in the 1500s to the troubled conditions of the Islamic world today. The DBQ used in this lesson asks students to explore this theme.

The essay-writing task for the lesson is to teach students to appreciate the value and importance of a concise and effective conclusion to a DBQ essay. The conclusion should be seen as closing a circle by bringing the essay back to the DBQ and the thesis as stated in the introductory paragraph. However, this does NOT mean mere repetition. The key to a good conclusion is a valid generalization about the evidence presented in the essay, a generalization that will nail down with finality the case the student wishes to make.

## KEY CONCEPTS AND STRATEGIES

A number of key concepts and strategies will be presented in this lesson. These should help students think about how to write an effective conclusion to their essays. The concepts and strategies include the need to

1. Look back and refocus on the DBQ topic and the thesis,
2. Sum up the way the evidence backs up the thesis,
3. AVOID repeating points already made or adding new evidence or topics, and
4. Find a simple and forceful way to formulate the overall thesis and its significance.

## THE MINDSPARKS VISUALS

Images for all the visual sources used in this lesson can be found in the MindSparks units entitled *Islam and the West in the Age of the Ottomans* and *The Rise of the Modern Middle East*.

# Exercise 1

## Choosing Your Conclusion

### Objective for the Exercise

To teach students to use the concluding paragraph mainly to summarize the way the evidence supports the thesis and answers the DBQ.

### Points to Make with Students

The model essay for this exercise addresses a DBQ that combines two of the question types we have worked with before. That is, it is a “compare and contrast” question with an “explain to what extent” question added on at the end. The essay’s overall organization is tailored to this complex question, since it essentially compares and contrasts World War II (first internal paragraph) to the two latter conflicts (next two paragraphs) and focuses especially on the way the Cold War affected American attitudes about them.

A conclusion should **refocus attention on the DBQ and the essay’s thesis**. To “refocus” does not mean simply to repeat what was already said. It means to call attention to the DBQ in a way that relates it directly to the thesis and to the essay’s findings. **Mainly, the conclusion should sum up the evidence in support of the thesis**. This should take the form of a broad generalization about that evidence. **Summing up does NOT mean repeating the specifics of the internal paragraphs. Nor does it mean adding new facts or topics**. All the evidence should have been presented in the internal paragraphs. The goal of the conclusion is to clarify for the reader what the entire essay is about.

### Evaluating Student Responses

None of these conclusions is all that bad. However, one definitely stands out as preferable.

#### Conclusion 1

This conclusion makes a mistake typical of many DBQ essays. It adds new details and new references to the primary sources instead of summing up the pattern already described and explained in detail in the rest of the essay. The information added now (about Salman Rushdie) is relevant. But by including it here, the conclusion fails to refocus on the thesis (about Islam’s divided views of the West, etc.) as stated at the end of the introductory paragraph, and it fails to sum up all the evidence already provided to justify that thesis.

#### Conclusion 2

This is another typical mistake in writing a conclusion—changing the subject. The first sentence begins with ideas related to the thesis. But the rest of the conclusion turns instead to the West’s role, now and in the future, in affecting the Islamic world’s reaction to it. Some of this could have been used in the internal paragraphs of the essay. Here, it just takes away from the task of summing up the thesis and the evidence supporting it.

#### Conclusion 3 (Preferable)

This conclusion does a good job of restating its original thesis—that Islam’s views of the West have completely changed (“come full circle”) and become split between those who are open to Western influences and those who reject them entirely. Moreover, in fleshing out this divide, the conclusion subtly refers to evidence already presented (e.g., those seeking a “less literal approach to Islamic teachings” versus those wanting to “reassert a much stricter form of Islam through militant, even violent political action”).



## Exercise 2

### *World History Unfolding*—Review Exercise

**Objective for the Exercise**

To give students a chance to review the key concepts of the *World History Unfolding* program.

**Points to Make with Students**

This exercise will give students a chance to review the key ideas developed in all eight lessons. Give them time to review the introductory pages for the earlier lessons and think about the central concepts and strategies they have been taught. Then have students jot down notes evaluating the essay presented in this lesson. This essay was NOT actually written by a student. It was purposefully designed to illustrate many of the features described in earlier lessons. However, it is not a perfect essay, and students should be encouraged to evaluate it as critically as you would evaluate their essays.

**Evaluating Student Responses**

You may wish to direct the discussion of the sample essay here by applying the complete DBQ scoring guide from Lesson 7, Exercise 4.



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**OBJECTIVES**

1. To understand the value of a concise and effective conclusion to your essay.
  2. To learn to avoid repeating points or adding new ones when concluding your essay.
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# Writing a Strong Conclusion

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*The primary source documents for this lesson are displayed on the next three pages. All of the exercises for this lesson are based on these primary sources and the background information provided here.*

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**THE PRIMARY SOURCES  
AND THE EXERCISES****INTRODUCING THE LESSON**

The eleven primary source documents for this lesson include photos, cartoons, speeches, and proclamations. All of these sources deal with changing attitudes toward the West held by Muslims throughout the Islamic world. The documents range from the time of the Ottoman Empire's greatest extent and power in the 1500s to the troubled conditions of the Islamic world today.

**PUTTING TOGETHER  
A COMPLETE ESSAY**

As you know, the final four lessons in this program focus on the key tasks in organizing and writing an entire essay. This is the last of these lessons, which have introduced the following key tasks:

- Lesson 5 Taking notes and creating a clear essay organization.
- Lesson 6 Writing an effective introductory paragraph based on your thesis statement.
- Lesson 7 Writing the internal paragraphs of your essay and using transitions to link them together effectively.
- Lesson 8 Writing a strong conclusion.*

**KEY CONCEPTS  
AND LEARNING STRATEGIES**

The primary sources and the exercises for this lesson will help you see the importance of an effective conclusion to your DBQ essay.

1. Look back at your introductory paragraph. Your conclusion should **refocus on the DBQ topic and on your thesis** about it.
2. Reword key points in both the DBQ and your thesis and **sum up the way the evidence backs up your thesis**.
3. **Do NOT simply restate points** you have already made. Also, **do NOT add new evidence or specifics at this point**.
4. Try to find a simple and forceful way to call attention to your overall thesis and its significance.

## The Documents

### Islam and the West: 1500 to the 20th Century

#### Document 1

##### “The Propagator of Sultanic Laws”

Slave of God, powerful with the power of God, deputy of God on earth, obeying the commands of the Qur'an and enforcing them throughout the world, master of all lands, the shadow of God over all nations, Sultan of Sultans in all the lands of Persians and Arabs, the propagator of Sultanic laws, the tenth Sultan of the Ottoman Khans, Sultan, son of Sultan, Suleyman Khan

Slave of God, master of the world, I am Suleyman and my name is read in all the prayers in all the cities of Islam. I am the Shah of Baghdad and Iraq, Caesar of all the lands of Rome, and the Sultan of Egypt. I seized the Hungarian crown and gave it to the least of my slaves.

*Inscription with the words of Ottoman Sultan Suleyman I (1494–1566), also known as “Suleyman the Lawgiver,” and in the West as “Suleyman the Magnificent.”*



#### Document 2

Under the Ottomans, the famous Byzantine church known as Hagia Sophia built in 532–37 A.D., was redesigned as one of the most magnificent mosques in all of Islam. The four tall minarets were added later.

*Stock Montage, Inc.*

#### Document 3

Under Suleyman I, the Ottoman Empire was at the height of its power. It reached far into Europe, almost capturing Vienna in 1529. By the time of a second siege of Vienna in 1683, however, its power was already in decline. The defeat of Ottoman forces in that siege is shown here.

*Stock Montage, Inc.*



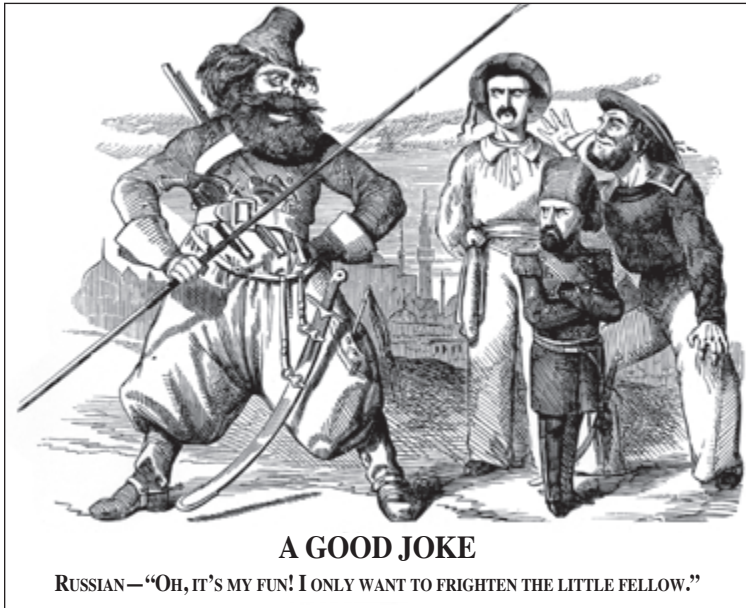
#### Document 4

“In the Name of God, the Merciful and Compassionate.”

“O you who believe in the unity of God, community of Muslims, know that the French nation (may God devastate their dwellings and abase their banners, for they are tyrannical infidels and dissident evildoers) do not believe in the unity of the Lord of Heaven and Earth, nor in the mission of the intercessor on the Day of Judgment, but have abandoned all religions and denied the afterworld and its penalties . . . so that they have pillaged their churches and the adornments of their crucifixes and attacked their priests and monks. They assert that the books which the prophets brought are clear error, and that the Koran, the Torah and the Gospels are nothing but fakes and idle talk . . . that all men are equal in humanity, and alike in being men, none has any superiority of merit over any other, and everyone himself disposes of his soul and arranges his own livelihood in this life.”

*From a proclamation distributed throughout various Ottoman lands in the early 1800s warning against the radical ideas spread by France under the influence of the French Revolution. As quoted in The Emergence of Modern Turkey, Bernard Lewis (Oxford University Press, 1968).*

## The Documents



### Document 5

By the 1800s, as Europe surged ahead economically, a weaker Ottoman Empire came to be seen as the "Sick Man of Europe." This cartoon is about one of the many crises in which Russia threatened to seize Ottoman land. In it, Great Britain and France protect the Ottoman sultan from a huge Russian soldier. The cartoon suggests how much Ottoman survival depended on the help of other European powers.

*Cartoon from Punch*



### Document 6

The Ottoman Empire collapsed during World War I. In its place, the new nation of Turkey appeared. Its leader, Kemal Ataturk sought to transform his country totally. He established a republic. Religion and government were strictly separated. And many aspects of Western culture were adopted, including a Western alphabet. This alphabet, it was believed, would be easier to use to spread literacy to the masses. Here, Kemal himself is seen teaching his new alphabet in a park in Istanbul.

*Stock Montage Inc.*

### Document 7

"We can conceive of modern civilization as an entirety. That is to say, we cannot put on Western civilization as a whole the label English, or French, or Italian. Therefore, even a nation that is a late-comer to this civilization is not simply their follower, but is also part of Western civilization. Total and slavish imitation of a model is the very opposite of the spirit of Western civilization. This point needs special attention from late-comers to this civilization."

*Halide Edib Adivar (1885–1964), a leader of the women's emancipation movement in Turkey, writing in the 1940s in support of Kemal Ataturk's efforts to introduce Western ideas and culture to Turkey after World War I.*



## The Documents

### Document 8

"In this Tradition, there is a clear indication of the obligation to fight the People of the Book [Christians and Jews], and of the fact that God doubles the reward of those who fight them. Jihad is not against polytheists alone, but against all who do not embrace Islam. . . . Today the Muslims, as you know, are compelled to humble themselves before non-Muslims, and are ruled by unbelievers. Their lands have been trampled over, and their honor besmirched. Their adversaries are in charge of their affairs, and the rites of their religion have fallen into abeyance within their own domains . . . Hence it has become an individual obligation, which there is no evading, on every Muslim to prepare his equipment, to make up his mind to engage in jihad, and to get ready for it until the opportunity is ripe and God decrees a matter which is sure to be accomplished. . . . Know then that death is inevitable, and that it can only happen once. If you suffer it in the way of God, it will be your profit in this world, and your reward in the next."

*Hasan al-Banna (1906–1949). Egyptian religious and political leader; founder of the Muslim Brotherhood, which sought a return to what it regarded as the original religious precepts of Islam. Hassan al-Banna was assassinated in 1949.*



### Document 9

Ayatollah Khomeini's brand of Islamic radicalism terrified the West, especially when he issued a "fatwa," or religious ruling, calling for the death of author Salman Rushdie for a novel some said insulted the Prophet Mohammed.

© Reuters NewMedia Inc./CORBIS

### Document 10 Two Islamic Moderates

#### 1.

"I have condemned Khomeini's fatwa to kill Salman Rushdie as a breach of international relations and as an assault on Islam as we know it in the area of apostasy. I believe that the wrong done by Khomeini towards Islam and the Muslims is no less than that done by the author himself. As regards freedom of expression, I have said that it must be considered sacred and that thought can only be corrected by counter thought."

*Naguib Mahfouz, Egyptian novelist and winner of the 1988 Nobel Prize for Literature.*

#### 2.

"Since language develops with the development of society and culture, . . . then it is necessary and only natural to re-interpret texts in their original historical and social context, replacing them with more contemporary interpretations that are more humanistic and developed, while keeping the content of the verses stable."

*Dr. Nasr Hamed Abu Zeid, a professor of Islamic studies. Orthodox Muslims believe the Qur'an is the eternal word of God, and is to be read literally. Abu Zeid fled Egypt in 1995 after a court convicted him of apostasy for the views he expresses here.*

### Document 11

A strict form of Islamic rule still exists in Saudi Arabia along with its modern technology and its huge, oil-based material wealth.

© David Turnley/CORBIS





## Exercise 1

### Choosing Your Conclusion

To write a good conclusion to a DBQ essay, first look back at your introductory paragraph. This will focus you again on the question and your thesis. Your conclusion should refer in some way to both the DBQ and your basic thesis, and it should comment on how the evidence you have presented supports your thesis.

**Do NOT simply restate points you have already made. Also do NOT add new evidence or specifics at this point. Try instead to find a simple and forceful way to call attention to your thesis and how you have backed it up.**

In the box is a DBQ based on the documents for this lesson. Below it is an essay minus a conclusion. A typical DBQ essay will be a bit longer and more detailed than this one. But this one will be easier to work with for now. On the second page of this exercise are three possible conclusions to the essay. Choose the conclusion you think is best and explain your decision in the spaces provided.

#### The Question

How did the Islamic world's view of Western civilization change from 1500 to the present? Describe and explain the pattern you see.

In 1500, the Islamic world, led above all by the Ottoman Empire, was still more advanced than the West in many ways—militarily, economically, and intellectually. Moreover, Muslims clearly saw their civilization as superior to that of the Christian West. By the 20th century, their mood had practically reversed itself. Most Muslims by then felt despair at the Islamic world's weakness in relation to the West. This led some to admire the West and seek to imitate and learn from it. But it led others to deep resentment and a rejection of all Western ways. The Muslim world today is still torn between these two conflicting ways of reacting to the West.

The Ottoman Empire reached the height of its power in the 1500s, especially under the rule of Suleyman the Magnificent, as he was known in the West. As this title suggests, the West looked on the Ottomans with fear and awe. Westerners may have disliked Suleyman's claim to be "Slave of God, master of the world." But they would understand why he saw himself that way. In 1529, Ottoman forces conquered all the way to Vienna, where they held the city in siege for a time. Ottomans still largely controlled land and sea trade routes to Asia. And they were still dominant in the Mediterranean as well. Yet in fact, a long slow decline had already set in.

In Europe, the Renaissance, Reformation, and Scientific Revolution had begun to foster new ideas and vastly increased economic and military power. By the early 1800s, many Muslims already feared Europeans as "tyrannical infidels and dissident evildoers" whose ideas about liberty and equality would destroy all order and authority (see Document 4). Others wanted to adopt Western ways in order to strengthen their own society. But by the 1800s, the Ottoman Empire was the "sick man of Europe," headed for complete collapse in World War I. The new Turkish nation that followed brought to power the greatest admirer of the West of all—Mustafa Kemal, later known as Atatürk. As Documents 6 and 7 indicate, he ended the Islamic religion's powerful political role in Turkey, introduced Western cultural practices large and small, promoted social and political equality for woman, and more.

Today, many moderates like Naguib Mahfouz and Abu Zeid share this spirit of openness to new ideas about Islam and the West. At the same time, other Muslims look to a much stricter, and even more political form of Islam to defend their region against a Western world they see as materialistic and destructive. The Muslim Brotherhood, the regime of Ayatollah Khomeini in Iran or the strict Islamic order in Saudi Arabia all express this stance in different ways. To these Muslims, the tolerant attitude of the moderates only fosters doubt and weakness at a time when Islam must stand strong against the West's power and corrupt ways.

*(see second page of this lesson for three alternative conclusions to this essay.)*

## Exercise 1 (Continued)

### Choosing Your Conclusion

Below are three conclusions to the DBQ essay found on the first page of this exercise. Read these through and choose the conclusion that you think best completes the essay. Then in the spaces provided, give a brief explanation of your decision about each of the three conclusions.

#### Conclusion 1

One of the clearest examples of the great divide in Islam today was the fatwa against novelist Salman Rushdie and the reaction to it by moderates such as Naguib Mahfouz. Mahfouz, who won the Nobel Prize for Literature, does not necessarily agree with all of Rushdie's views. Nor does he accept all aspects of Western culture. But he does see its ideas about freedom of thought and expression as "sacred" and consistent with Islam. Whether or not his views will prevail throughout the Muslim world still remains to be seen.

**Did you choose this conclusion? Why or why not?** \_\_\_\_\_

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#### Conclusion 2

The Islamic world has gone from a sense of superiority to feelings of inferiority, to anger, rage, and violence. What will come next? That depends as much on the West as it does on the Islamic world. In the late 1800s and early 1900s, the West came to dominate much of the Middle East politically. For a long time, it controlled the region's oil completely. This only added to the anger and sense of helplessness in the region. If the West adopts a less domineering attitude toward the Islamic world in the future, Islam's view of the West may change accordingly.

**Did you choose this conclusion? Why or why not?** \_\_\_\_\_

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#### Conclusion 3

The Islamic world has come full circle since the 1500s. At that time, it saw itself as "the master of all lands, the shadow of God over all nations," as Suleyman's inscription puts it. But over the next three centuries, the facts of history forced Muslims to slowly alter and give up this confident world view. One group of them looked for ways to incorporate the West's science and technical skills, and in some cases its intellectual and cultural values as well. These Muslims hoped to modernize their region, calling for tolerance and a less literal approach to Islamic teachings. Others reacted the other way, trying to shut out the West and reassert a much stricter form of Islam through militant, even violent political action. Which of these two forms of reaction to the West will prevail remains to be seen.

**Did you choose this conclusion? Why or why not?** \_\_\_\_\_

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## Exercise 2

### *World History Unfolding—Review Exercise*

Here is a chance to apply what you have learned in all eight lessons in this workbook. Below is a checklist of the basic ideas stressed in these lessons. Use this checklist as a set of guidelines for evaluating the essay in Exercise 1 (including the conclusion you chose for it). Study the checklist. Also, look back at the instructions for some of the past exercises in this workbook if you need to. Now, next to each item on the checklist, jot down a few notes evaluating the essay in Exercise 1. How good a job do you think it does in meeting each standard on the checklist? In class, discuss your notes.

#### **Introductory paragraph**

Does the paragraph clarify the DBQ itself and present a clear thesis, or answer, to that DBQ?

#### **Use of Primary Source Documents**

Are they simply used in a “laundry list” fashion, or are they used thoughtfully to support key ideas and examples?

#### **The Internal Paragraphs—1**

Are these paragraphs organized around main points with supporting details and explanations related to those main points? (Look back at the **M-D-E** system suggested in Lesson 5 and Lesson 7. *But keep in mind that a good paragraph may vary the way it uses these elements.*)

#### **The Internal Paragraphs—2**

Are transitions and other phrases used effectively to connect points in a logical way?

#### **Conclusion**

Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

