

Grouping Documents for the DBQ

TASK: Your 'team' will display groupings of documents related to the DBQ (Document Based Question) *How Barbaric Were the Mongols?* and explain WHY you chose your groupings. Your completed posters must be displayed around the classroom by the end of the period. After reviewing other 'team' groupings, you will answer the DBQ in AP-format.

The DBQ requires students to group the documents in three different ways. This writing guide lists for students the various ways in which the documents may be organized.

When responding to a DBQ, your groupings need to be *relevant* and *valid*. You may not merely discuss authors whose last names all begin with Q and receive credit for a valid grouping. When grouping documents, take the following criteria into consideration...

Documents can be grouped by their

- **Type** (e.g., letter, book, diary, political platform, government document, statistics, newspaper account, business records, etc.)
- **Period** in which the documents were written
- **Point of view** (e.g., you may also make a group of two or more documents whose points of view disagree with each other; the idea is to show that you can combine and juxtapose the ideas and you recognize that the documents are "talking" to each other.) Documents can also be grouped by their authors...
- **Gender**
- **Education, occupation, or social or economic class**
- **Nationality**
- **Religion**
- **Location** (e.g., rural, urban, Paris, etc.)
- **Ideology** (e.g. governance, military, economics)
- **CAN YOU COME UP WITH ANY OTHER WAYS TO GROUP YOUR DOCUMENTS???**

Applying Point of View (POV)

The AP Readers require evidence that proves students understand POV in at least three **explicit** instances. Even if you group documents by POV, you must discuss POV in three separate documents. In general the idea is to analyze the ***motivation*** or ***reliability*** of the sources.

For example, a statement made by a well respected authority on a subject is probably more reliable for factual content than is political propaganda. Or, a diary entry is probably more reliable for revealing the true thoughts of a person than an official public statement. The list that follows identifies for students ways in which they can demonstrate to Readers their ability to apply POV to the DBQ documents.

- **Referencing Internal Bias.** You can reference the internal bias you see in the document. Examples of name calling, loaded language, and other kinds of rhetoric betray the author's prejudices or biases.
- **Referencing External Bias.** You can reference the external bias you see in the document. What is the author's self-interest that makes the author say the things you see in the document? Do people of certain groups usually construe issues in certain ways?
- **Exploring Influences.** You can write, "The author thinks (or says) X because the author wants (or needs or believes) Y." When dealing with POV on the DBQ, you should explore how the author's gender, occupation, class, religion, nationality, political position, or ethnic identity may have influenced the views expressed in the document.

Remember that it does not count as understanding POV if you merely say what the author of a document thinks. You are using POV when your discussion *accounts* for what the author *says*. Explain *why* someone holds a certain view or speaks about something in a certain tone.

You will not earn POV points merely for using attribution when you discuss the documents, even if you do it every time.

- **Showing Evidence.** It is not enough to merely say that someone was biased or prejudiced. To earn credit you must give the Reader your evidence that supports your assertion that someone is biased. The evidence may come from the document itself or from your understanding of the author's external bias.
- **Using Critical Analysis.** Do not accept every document you read as fact. Pay attention to the circumstances behind the creation of the document and its author's goals. You may discuss the reliability and accuracy of a source. By applying critical analysis, you demonstrate your ability to understand how author bias and type of document can influence a source's reliability.
- **Grouping Documents.** You can group some documents by author. When you do so, you show that you are aware that certain types of authors, by being in that certain type, share and express similar views. You may group and evaluate documents by type. Public documents like government statistics may be compared to private documents like diaries or letters.