Document Analysis Organizer

**Document 1**

Who is the intended audience?

What is the point of view of the document and why (introduce background of the author)?

What is the author’s purpose in writing?

What broader national or international events or trends could this document be linked to (context)?

What outside information not mentioned in the documents does this document bring to mind?

**FINAL STEP**

**In one concise sentence express at least 3 of the previous questions and tie to answering the prompt**

**Document 2**

Who is the intended audience?

What is the point of view of the document and why (introduce background of the author)?

What is the author’s purpose in writing?

What broader national or international events or trends could this document be linked to (context)?

What outside information not mentioned in the documents does this document bring to mind?

**FINAL STEP**

**In one concise sentence express at least 3 of the previous questions and tie to answering the prompt**

**Document 3**

Who is the intended audience?

What is the point of view of the document and why (introduce background of the author)?

What is the author’s purpose in writing?

What broader national or international events or trends could this document be linked to (context)?

What outside information not mentioned in the documents does this document bring to mind?

**FINAL STEP**

**In one concise sentence express at least 3 of the previous questions and tie to answering the prompt**

**Document 4**

Who is the intended audience?

What is the point of view of the document and why (introduce background of the author)?

What is the author’s purpose in writing?

What broader national or international events or trends could this document be linked to (context)?

What outside information not mentioned in the documents does this document bring to mind?

**FINAL STEP**

**In one concise sentence express at least 3 of the previous questions and tie to answering the prompt**

**Document 5**

Who is the intended audience?

What is the point of view of the document and why (introduce background of the author)?

What is the author’s purpose in writing?

What broader national or international events or trends could this document be linked to (context)?

What outside information not mentioned in the documents does this document bring to mind?

**FINAL STEP**

**In one concise sentence express at least 3 of the previous questions and tie to answering the prompt**

**Document 6**

Who is the intended audience?

What is the point of view of the document and why (introduce background of the author)?

What is the author’s purpose in writing?

What broader national or international events or trends could this document be linked to (context)?

What outside information not mentioned in the documents does this document bring to mind?

**FINAL STEP**

**In one concise sentence express at least 3 of the previous questions and tie to answering the prompt**

**Document 7**

In one clear, concise sentence use the main idea of the document to explicitly answer the question.

Who is the intended audience?

What point of view is established by the document and why the author might have that point of view?

What other documents could this document be related to?

What broader national or international events or trends could this document be linked to?

**FINAL STEP**

**In one concise sentence express at least 3 of the previous questions and tie to answering the prompt**

**Final Categories**

**1.**

**2.**

**3.**

**Final Thesis Statement (must directly answer the question, take a position, introduce categories, and do more than simply restate the question).**

**Final Topic Sentences (must directly answer the question, and introduce a category)**

**1.**

**2.**

**3.**

**AP U.S. History DBQ Teacher/Student Scoring Guide**

**Thesis Statement**

Yes\_\_\_\_ No\_\_\_\_ directly answers the question

Yes\_\_\_\_ No\_\_\_\_ establishes meaningful categories

Yes\_\_\_\_No\_\_\_\_ does more than simply restate the question gives direction to categories

**First Paragraph**

**Topic Sentence**

Yes\_\_\_\_ No\_\_\_\_ directly answers the question

Yes\_\_\_\_ No\_\_\_\_ clearly introduces a category

**Document Use**

Yes\_\_\_\_ No\_\_\_\_ uses main idea of document to explicitly support thesis

Yes\_\_\_\_ No\_\_\_\_ analyzes intended audience

Yes\_\_\_\_ No\_\_\_\_ establishes point of view

Yes\_\_\_\_ No\_\_\_\_ links documents with other documents in a category

Yes\_\_\_\_ No\_\_\_\_ links documents to broader

**SFI**

Adequate\_\_\_\_ Inadequate\_\_\_\_

Yes\_\_\_\_ No\_\_\_\_ directly uses SFI to explicitly support thesis

**Clincher Sentence**

Yes\_\_\_\_ No\_\_\_\_ clincher sentence restates topic sentence in different words

**Second Paragraph**

**Topic Sentence**

Yes\_\_\_\_ No\_\_\_\_ directly answers the question

Yes\_\_\_\_ No\_\_\_\_ clearly introduces a category

**Document Use**

Yes\_\_\_\_ No\_\_\_\_ uses main idea of document to explicitly support thesis

Yes\_\_\_\_ No\_\_\_\_ analyzes intended audience

Yes\_\_\_\_ No\_\_\_\_ establishes point of view

Yes\_\_\_\_ No\_\_\_\_ links documents with other documents in a category

Yes\_\_\_\_ No\_\_\_\_ links documents to broader

**SFI**

Adequate\_\_\_\_ Inadequate\_\_\_\_

Yes\_\_\_\_ No\_\_\_\_ directly uses SFI to explicitly support thesis

**Clincher Sentence**

Yes\_\_\_\_ No\_\_\_\_ clincher sentence restates topic sentence in different words

**Third Paragraph**

**Topic Sentence**

Yes\_\_\_\_ No\_\_\_\_ directly answers the question

Yes\_\_\_\_ No\_\_\_\_ clearly introduces a category

**Document Use**

Yes\_\_\_\_ No\_\_\_\_ uses main idea of document to explicitly support thesis

Yes\_\_\_\_ No\_\_\_\_ analyzes intended audience

Yes\_\_\_\_ No\_\_\_\_ establishes point of view

Yes\_\_\_\_ No\_\_\_\_ links documents with other documents in a category

Yes\_\_\_\_ No\_\_\_\_ links documents to broader

**SFI**

Adequate\_\_\_\_ Inadequate\_\_\_\_

Yes\_\_\_\_ No\_\_\_\_ directly uses SFI to explicitly support thesis

**Clincher Sentence**

Yes\_\_\_\_ No\_\_\_\_ clincher sentence restates topic sentence in different words

**Conclusion**

Yes\_\_\_\_ No\_\_\_\_ restates the thesis in different words

Yes\_\_\_\_ No\_\_\_\_ thesis is consistent

Yes\_\_\_\_ No\_\_\_\_ ties the question to broader national and international trends

**Overall Logical Flow**

Adequate\_\_\_\_ Inadequate\_\_\_\_

**Number of Documents Used \_\_\_\_** Yes\_\_\_\_ NO\_\_\_\_ **Used ALL OR ALL BUT ONE OF THE DOCUMENTS**

Adequate\_\_\_\_ Inadequate\_\_\_\_

Factual Errors **\_\_\_\_**

**Overall grade \_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **States a Thesis that directly addresses all parts of the question, may not simply restates the question. 0-1 point** | **Points\_\_\_\_\_\_\_** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Analysis of Documents(0-3 points)** | | | | |
| Offers plausible analysis of the content of the majority of the documents, **explicitly** using this analysis to support the stated thesis or a relevant argument. | or | Offers plausible analysis of **BOTH** the content of the majority of the documents, **explicitly** using this analysis to support the stated thesis or a relevant argument.  **AND**  Addresses at least one of the following for the majority of the documents.   * Intended audience * Purpose * Historical context * The author’s point of view | or | Offers plausible analysis of **BOTH** the content of all or all but one of the documents, **explicitly** using this analysis to support the stated thesis or a relevant argument.  **AND**  Addresses at least one of the following for all or all but one of the documents.   * Intended audience * Purpose * Historical context   The author’s point of view |
| 1 point |  | 2 points |  | 3 Points |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Doc 1 | Doc 2 | Doc 3 | Doc 4 | Doc 5 | Doc 6 | Doc 7 |
| Supports Thesis |  |  |  |  |  |  |  |
| IA,P,POV, HC |  |  |  |  |  |  |  |
| **Points Earned: \_\_\_\_\_\_\_\_\_\_\_\_\_\_out 3** | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Analysis of outside examples to support the thesis/argument (0-1 point) Points earned \_\_\_\_\_\_\_\_\_\_out of 1** | | | | |
| Uses significant and relevant outside information to support the argument that goes beyond the information presented in the documents. | | | | |
| **Contextualization:(0-1 points) Points Earned \_\_\_\_\_\_\_\_\_ out of 1**  Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and or processes. | | | | |
|  | | | | |
| **Response synthesizes the argument, evidence, an analyses of the documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question. (0-1 point total)** | | | | |
| Appropriately extends or modifies the stated thesis or argument | or | Recognizes and effectively accounts for disparate, sometimes contradictory evidence from primary and/or secondary sources in crafting a coherent argument, | or | Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances. |
| 1 point |  | 1 point |  | 1 point |  |
| **Points Earned\_\_\_\_\_\_\_out of 1** | | | | |
| **Total Points earned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_out of 7** | | | | |