The DBQ Project

Inquiry, Evidence-Based Writing and DBQ Online:

Mollie Hackett
mollie@dbqproject.com
www.dbqproject.com
Core Beliefs of The DBQ Project

1. All students need to learn how to think.
2. Learning to think requires practice.
3. Clear thinking is hard work.
4. Thinking is clarified by writing.
5. Thinking is for everyone.

Bloom’s Taxonomy

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating/Synthesizing

Higher-order Thinking
<table>
<thead>
<tr>
<th>Common Core Anchor Reading Standards for Social Studies</th>
<th>How Well The DBQ Project Addresses the Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1:</strong> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 2:</strong> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 3:</strong> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 4:</strong> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 5:</strong> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 6:</strong> Assess how point of view or purpose shapes the content and style of a text.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 7:</strong> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 8:</strong> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 9:</strong> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 10:</strong> Read and comprehend complex literary and informational texts independently and proficiently.</td>
<td>X</td>
</tr>
</tbody>
</table>
### DBQ Project - Common Core Alignment: Writing

<table>
<thead>
<tr>
<th>Common Core Anchor Writing Standards for Social Studies</th>
<th>How Well The DBQ Project Addresses the Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1:</strong> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 2:</strong> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 3:</strong> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 4:</strong> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 5:</strong> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 6:</strong> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 7:</strong> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 8:</strong> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 9:</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard 10:</strong> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
<td>X</td>
</tr>
</tbody>
</table>
## DBQ Project - C3 Frameworks Alignment

<table>
<thead>
<tr>
<th>The C3 Inquiry Arc</th>
<th>The DBQ Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Apply disciplinary concepts and tools.</td>
<td>✓ Students use primary and secondary sources to answer inquiry questions.</td>
</tr>
<tr>
<td>3. Evaluate Sources</td>
<td></td>
</tr>
<tr>
<td>4. USE evidence</td>
<td></td>
</tr>
<tr>
<td>5. Communicate conclusions and take informed action.</td>
<td>✓ Students practice speaking and listening and writing at all stages of the lesson.</td>
</tr>
<tr>
<td></td>
<td>✓ The final product is a multi-paragraph essay.</td>
</tr>
</tbody>
</table>
What should inquiry learning look like in the social studies classroom?
The Inquiry Process

Ask
Pose questions which demand analysis and evaluation, and which nurture curiosity

Research
Find and evaluate available resources

Interpret
Closely read, interpret, and cross-reference information

Conclude
Use the knowledge gained to answer the driving questions

Share
Explain finding by asserting a claim and defending it with evidence and reasoning

North or South: Who Killed Reconstruction?
What Was the Underlying Cause of WWI?
Is College Worth It?
Structured Inquiry: Students follow the lead of the teacher as the entire class engages in one inquiry together.

Controlled Inquiry: Teacher chooses topics and identifies the resources students will use to answer questions.

Guided Inquiry: Teacher chooses topics/questions and students design product or solution.

Free Inquiry: Students choose their topics without reference to any prescribed outcome.
The DBQ Project Method

**Step 1:** Engaging the students – The Hook

**Step 2:** Building Context – The Background Essay

**Step 3:** Clarifying the Questions – Defining Key Terms

**Step 4:** Understanding the Documents – Close Analysis

**Step 5:** Grouping the documents – Bucketing

**Step 6:** Writing – From thrash-out to essay
Ten or Eleven Units per Binder

- Two Versions of Each Unit
  - Mini-Qs: Enhanced (EV) vs. Clean (CV)
  - Mother-Qs: Short (LV) vs. Long (SV)

- Right Side vs. Left Side

Teacher Toolkit

- Document Analysis Forms
- Essay Rubric

Literacy Strategies

- Vocabulary
- Before, During and After Reading
Mini-Q's in World History
Volume 3, Unit 8

How Did the Versailles Treaty Help Cause World War II?

MINI-Q™ LESSON PLAN

NOTE: Time required to do a Mini-Q varies greatly with skill level, grade, and DBQ experience. Time range is generally two to five 45 minute class periods.

1 to 2 DAYS: 45 – 90 minutes
Step One: Hook Refer to the Step One teacher notes in the Mini-Q. Read the directions aloud. The purpose is to get students engaged, talking, and wanting to do the Mini-Q.

Step Two: Background Essay Refer to the Step Two teacher notes in the Mini-Q. Students can write out answers to the BGE questions or the questions can simply be discussed.

Step Three: Understanding the Question and Pre-Bucketing The task of recognizing and defining key words in the question is a crucial habit of mind. The second task of pre-bucketing based on clues in the question is an important categorization skill.

2 DAYS: 90 minutes

Step Four: Document Analysis Model Document A with the whole class, showing the kind of thinking and detail you expect in student answers to the Document Analysis questions. Working in pairs or groups of three, students proceed to examine the remaining documents, writing answers to the Document Analysis questions, or alternatively, filling out the Document Analysis Sheet located in the Toolkit. Conclude by asking volunteer pairs to present the remaining documents to the class by going through the Document Analysis questions and discussing their answers.

1 DAY: 45 minutes

Step Five: Bucketing and Chickenfoot Have students complete the bucketing and chickenfoot work page. This step will help students clarify their thesis and road map. Then do a Throw-out.

1 DAY: 45 minutes (Optional)

Step Six: Essay Writing Conduct an in-class Writing Workshop. You may want to use the Outline Guide Sheet or the Guided Essay in the Toolkit. The Guided Essay is especially helpful for students needing extra support.

MINI-Q´LESSON PLAN: CLEAN VERSION OPTION

If students are ready, use the Clean Version of the Mini-Q, which requires them to handle more of the analysis on their own. Estimated time to complete is 2 to 3 class periods.
Sample Units: The Enlightenment

Enhanced Version vs. Clean Version

How Did the Versailles Treaty Help Cause World War II?

Overview: On June 28, 1919 – seven and a half months after the horrific fighting of World War I ended in November 1918 – the Versailles Treaty was signed by the victorious Allied nations of Great Britain, France, and the United States and by a defeated Germany. The framers of the treaty hoped that it would stabilize Europe and ensure that another catastrophic war would never happen again. But just over two decades later, the flames of war consumed Europe. This Mini-Q examines the ways in which the treaty contributed to the Second World War.

The Documents:
Document A: German Territorial Losses; Mein Kampf (map and text)
Document B: Treaty of Versailles, Article 166; Troop Levels, 1920 (cartoon)
Document C: Treaty of Versailles, Articles 232 and 233; Reparations (chart)
Document D: Treaty of Versailles, Article 231; War Guilt Clause

A Mini Document Based Question (Mini-Q)

Overview: On June 28, 1919 – seven and a half months after the horrific fighting of World War I ended in November 1918 – the Versailles Treaty was signed by the victorious Allied nations of Great Britain, France, and the United States and by a defeated Germany. The framers of the treaty hoped that it would stabilize Europe and ensure that another catastrophic war would never happen again. But just over two decades later, the flames of war consumed Europe. This Mini-Q examines the ways in which the treaty contributed to the Second World War.

The Documents:
Document A: German Territorial Losses; Mein Kampf (map and text)
Document B: Treaty of Versailles, Article 166; Troop Levels, 1920 (cartoon)
Document C: Treaty of Versailles, Articles 232 and 233; Reparations (chart)
Document D: Treaty of Versailles, Article 231; War Guilt Clause

EV starts on p. 353, CV starts on p. 379
Motivation

Background knowledge

Reading Purpose

Evidence

Essay organization

Variety of document types

Before the Documents

After the Documents

Support Pages

Enhanced Version

The Documents

Variety of document types

Motivation

Background knowledge

Reading Purpose

Evidence

Essay organization
Document B

Treaty of Versailles Mini-Q


Article 168: By a date which must not be later than March 31, 1920, the German Army must not comprise more than seven divisions of infantry and three divisions of cavalry. After that date the total number of military troops... Germany must not exceed one hundred thousand men, including officers. The Army shall be devoted exclusively to the maintenance of order within the territory and to the control of the frontiers. The total effective strength of officers, including the personnel of staffs, whatever their composition, must not exceed 4,000.

Source: German political cartoon, 1920s.

Troop Levies, 1920

Translations:
- Frankreich (France)
- Belgien (Belgium)
- Deutsches Reich (Germany)
- Tschechoslowakei (Czechoslovakia)
- Polen (Poland)
- Frankreich (France)
- Belgien (Belgium)
- Deutsches Reich (Germany)
- Tschechoslowakei (Czechoslovakia)
- Polen (Poland)
- Frankreich (France)
- Belgien (Belgium)
- Deutsches Reich (Germany)
- Tschechoslowakei (Czechoslovakia)
- Polen (Poland)

Reserve (military reserves available when required)
- Militärische Verträge (military alliances)

No Guiding Question

1. What is the total number of German military troops allowed by Article 168 of the Versailles Treaty?
2. How does Article 168 define the role of the army?
3. Which of the countries in the cartoon image has the largest combined army of reservists and peacekeepers?
4. What is implied by the imagery showing the chain held by the large figure representing France? How does this image suggest German politicians and citizens might have felt about their military security compared to that of their neighbors?
5. How can you use this document to explain how the Versailles Treaty helped cause World War II?
Ten or Eleven Units per Binder

★ Two Versions of Each Unit
  • Mini-Qs: Enhanced (EV) vs. Clean (CV)
  • Mother-Qs: Short (LV) vs. Long (SV)
★ Right Side vs. Left Side

Teacher Toolkit

★ Document Analysis Forms
★ Essay Rubric

Literacy Strategies

★ Vocabulary
★ Before, During and After Reading
Step Four: Document Analysis

Document A: German Territorial Losses (map); Mein Kampf

Content Notes:

- Hitler was imprisoned in Germany for attempting to overthrow the government in 1923.
- "Mein Kampf" translates to "My Struggle" and focuses on German expansion.
- The need for a single strong ruler, such as Hitler, is emphasized.

Teaching Tips:

1. What territories did Germany lose due to the Versailles Treaty?
2. East Prussia remained a part of Germany. Why might the loss of the Polish Corridor and Danzig have been especially difficult for Germans?
3. In losing territory, what critical resource did Germany give up?
4. How does Hitler suggest Germans should respond to the Versailles Treaty?
5. How can you use this document to explain how the Versailles Treaty helped cause World War II?
 Binder Elements

➢ Ten or Eleven Units per Binder
   ★ Two Versions of Each Unit
     • Mini-Qs: Enhanced (EV) vs. Clean (CV)
     • Mother-Qs: Short (LV) vs. Long (SV)
   ★ Right Side vs. Left Side

➢ Teacher Toolkit
  ★ Document Analysis Forms
  ★ Essay Rubric

➢ Literacy Strategies
  ★ Vocabulary
  ★ Before, During and After Reading
Ten or Eleven Units per Binder

Two Versions of Each Unit
- Mini-Qs: Enhanced (EV) vs. Clean (CV)
- Mother-Qs: Short (LV) vs. Long (SV)

Right Side vs. Left Side

Teacher Toolkit

Document Analysis Forms
Essay Rubric

Literacy Strategies

Vocabulary
Before, During and After Reading
Focus on “close reading”
Latin American Independence: Modified Hook

**Directions:** By the late 18th century, a rigid social hierarchy existed in colonial Latin America. Certain groups had more power and privilege than others, and there was little room for social advancement. Below are descriptions of the main social classes that made up colonial Spanish America. With a partner, read through the descriptions and then complete the three tasks described on the following page.

- **Creoles** [CREE-uh] were people of pure Spanish blood who were born in America. Their ancestry went back to the original conquistadores – something they were very proud of. Creoles made up about 23% of the population. Creoles owned the largest and richest mines and haciendas (ranches and plantations). Despite their wealth, Creoles held few high-ranking jobs in the government.

- **Indian peoples** made up well over 50% of the population of colonial Latin America. These were the people who lived in Latin America before the arrival of the Spanish. By law, Indian villages were forced to provide labor in Spanish mines and farms.

- **Mestizos** [mes-TEE-zos] were people of mixed Spanish and Indian heritage who in 1800 made up about 7% of the total population. Most mestizos were small farmers, shopkeepers, artisans, and overseers in mines and on haciendas (ranches and plantations).

- **Mulattos** [moo-LAT-ohz] and free blacks (mulattos were people of mixed African and Spanish blood). More so than in North America, blacks in Spanish America were able to buy their freedom. Together, free blacks and mulattos made up about 8% of the population.

- **Peninsulares** [pen-ee-su-ruhl-AHR-ehs] were people born in Spain who migrated to the colonies. Peninsulares made up less than 1% of the colonial population. Some peninsulares were very wealthy, but not all. Peninsulares worked in high-ranking jobs in the government, military and church.

- **Slaves** were of African descent, and many were born in Africa. Slaves were about 11% of the population. Under colonial law, slaves were considered property and could be bought and sold.

### Task 1: Assign a color to each social class, then create a pie chart that shows the percentages of the six social classes in colonial Latin America

- Creoles
- Indians
- Mestizos
- Mulattos
- Peninsulares
- Slaves

### Task 2: Using the descriptions provided on page 1, decide where you think each group falls in the social hierarchy. Write each social class name on the pyramid. Be prepared to defend your decisions.

### Task 3: In the early 19th century, one Latin American colony after another fought for independence from Spain. Predict whether or not each class would want to fight for independence from Spain or not. Give a reason why.

<table>
<thead>
<tr>
<th>Social Class</th>
<th>Wanted or Didn't Want Independence</th>
<th>Reason for Wanting/Not Wanting Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creoles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mestizos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mulattos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peninsulares</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slaves</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social Classes of Colonial Latin America

- Creoles
- Indians
- Mestizos
- Mulattos & Free Blacks
- Slaves
- Peninsularés
Task 1: Assign a color to each social class, then create a pie chart that shows the percentages of the six social classes in colonial Latin America.

Task 2: Using the descriptions provided on page 1, decide where you think each group falls in the social hierarchy. Write the name of each social class on the pyramid. Be prepared to defend your decisions.

Task 3: In the early 19th century, one Latin American colony after another fought for independence from Spain. Predict whether or not each class would want to fight for independence from Spain or not. Give a reason why.
Overview: Between 1810 and 1826, revolutions broke out across Latin America. Many Latin Americans resented the control Spain had over its colonies in North and South America. The leaders above, Simon Bolívar and José de San Martín, were two of the key Latin American leaders in the struggle for independence from Spain. Both men came from a class of people known as Creoles or Criollos. Both men were born in the Americas but their ancestors were from Europe. The question you will explore in this Mini-Q is why did the Creoles lead the fight for independence in Latin America.

The Documents:
- Document A: Complex National Identity
- Document B: Rivalry Between Creoles and Peninsulars
- Document C: Spanish Economic Policies
- Document D: Economic Troubles in Mexico
- Document E: Popular Revolution in Mexico
- Document F: Creoles React to Social Tensions
Translating it online

Taking the DBQ Project
They had to move quickly to anticipate popular rebellion, convinced that if they did not seize the opportunity, more dangerous forces would.

Predicting rebellion by the people, the Creoles had to take action quickly. They believed that if they did not lead the fight, more dangerous groups would.

The Creoles were not on good terms with the classes below them, and worried that the lower classes would rise up not just against Spain, but against them as well.

One reason the Creoles led the fight was out of fear of rebellion from the lower classes. The Creoles wanted more power, but did not want to share power with the lower classes.

Fear of social unrest and loss of power
Peninsularés held political jobs denied to the Creoles. Spain gave those privileges to the Peninsularés. By breaking away from Spain, Creoles could gain political power.

Lower classes were threatening the Creoles’ “white superiority.” Creoles feared that if they did not take the lead, the lower classes would rise up and demand something much more radical, hence threatening the interests of the Creoles.
Logging in through **Clever**

**Student Instructions- How to login to DBQ Online and enroll in my teacher’s class**

1. Go to your Clever portal at [https://clever.com/virtual](https://clever.com/virtual)

2. Click on the DBQ Online icon

3. This will bring you to your DBQ Online Student Dashboard

4. Your teacher will send you a class link. When you are logged into DBQ Online, past the link in the address bar (where https:// is located) and click return.

5. You will then see the class and assignments from your teacher. Click on View to start working on your assignment.
Here you will find short videos to support you with implementation of the DBQ 6-Step Method.

Share this unique class link with your students to enroll them in your class:

- Alta Loma Test: https://www.dbqonline.com/course/sydnjmx4
- Staging: https://www.dbqonline.com/course/p2dpcxpa
- Training, Follow up: https://www.dbqonline.com/course/2re6p4je
- Training, Intro Workshop: https://www.dbqonline.com/course/mndk27ej

Click on binder cover to view units:

- Document Based Questions in American History
- Document Based Questions in World History
- Mini-Qs in American History - Volume 1
- Mini-Qs in American History - Volume 2

Super easy to add new classes.

Teacher Dashboard
Teaching with The DBQ Project Method

Teaching with DBQ | DBQ Online

Step 1: Hook Exercise
The Hook exercise activates students and orients them to the DBQ question. Check out our best practices for teaching the Hook!

Step 2: Background Essay
Efficiently building background knowledge is critical to successfully doing DBQs with all students. Check out our best practices!

Step 3: Understanding the Question and Pre-Bucketing
Students need to understand the question before examining the documents. Check out our best practices for this step!

Step 4: Document Analysis

Step 5: Bucketing

Step 6: Writing-The Thrash Out
Select your binder to find and preview the DBQ you would like to teach. To assign a unit, click on the “Assignments” tab and follow the instructions.
# Student Dashboard lists Classes and Assignments

## Classes

<table>
<thead>
<tr>
<th>World History</th>
</tr>
</thead>
</table>

### World History

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Action</th>
</tr>
</thead>
</table>

- Cabeza de Vaca: How Did He Survive? : EV

**Assignments**
Creating Assignments
Adding an Assignment

Step 1

Click on “Add Assignment”
To add an assignment, click on the binder from which you would like to assign.

Step 2: Select Binder
Step 3: Select Unit and Version

Select a unit from the Table of Contents

Decide if you want to assign the Enhanced Version (EV) or Clean Version (CV)
Step 4: Customize

You can either assign all pages in a unit or cut out some of the pages (customize).

Select extra support tools for students.

You can create sub-sets of students to differentiate.

If you are not ready to assign, you can just “Save” until you are ready.

When you click “Save & Assign,” students will be able to view.
ADDITIONAL SUPPORTS

Include Audio Read Aloud?
Adds Audio Player for background essay and textual documents.
True

Include a Document Analysis Sheet?
Choose a common document analysis sheet to work with throughout the unit.

SPECIFY STUDENTS WHO RECEIVE THE ASSIGNMENT

Select subset of students

Differentiation

ASSIGNMENT TITLE
Create a New Enhanced Version (EV) Assignment
Unit 2: Early Jamestown: Why Did So Many Colonists Die?

ASSIGN

- **Entire Unit**: Includes a complete unit that matches all of the pages in the print binder.
- **Customize**: Customizes by selecting pages. Allows for multiple types of document analysis sheets within the unit.

ADDITIONAL SUPPORTS

- **Include a Document Analysis Sheet?**
  - Include a common document analysis sheet to work with throughout the unit.
  - Options: Yes, No

- **Include Audio Read Aloud?**
  - Adds narration for background essay and most textual documents. NOTE: Audio is not included for Shakespeare units.
  - Options: Yes, No

- **Include a Guided Essay?**
  - Replaces the Essay Outline Guide with a more supportive sentence starter format. Recommended for students new to DBQs, younger students, and students requiring extra writing support.
  - Options: Yes, No

- **Activate Essay Builder?**
  - Replaces traditional writing support pages (Bucketing, Chickenfoot, Essay Outline) with a more interactive and scaffolded set of tools. NOTE: The Guided Essay is not functional if the Essay Builder is activated.
  - Options: Yes, No

SPECIFY STUDENTS WHO RECEIVE THE ASSIGNMENT

- **Select subset of students to receive this assignment?**
  - Options: Yes, No

ASSIGNMENT TITLE

- **Title**: Early Jamestown: Why Did So Many Colonists Die? EV

Step 5: Save or Assign

- **Save** or **Assign**

Select extra support tools for students

You can either assign all pages in a unit or cut out some of the pages (customize)

You can create sub-sets of students to differentiate

If you are not ready to assign, you can just “Save” until you are ready.

When you click “Save & Assign,” students will be able to view
Monitoring Student Work
View and give feedback on students' essay

View and give feedback on students' prep work

View and give feedback on students' essay

Note: The “Declaration of Rights of Man and Citizens” was written and signed by the National Assembly, which was the governing body in the first years of the Revolution. This document served as a roadmap for the new French constitution.

The representatives of the French people, organized as a National Assembly, believe that the ignorance, neglect, or contempt of the rights of man are the sole causes of public calamities and the corruption of the government.... Therefore, the National Assembly recognizes and proclaims the following rights of man and of the citizens:

**Article 1:** Men are born and remain free and equal in rights.

**Article 2:** The aim of all [government] ... is the preservation of the natural ... rights of man. These are liberty, property, security, and resistance to oppression.

**Article 7:** No person shall be accused, arrested, or imprisoned, except in the cases [allowed] by law.

**Article 9:** All persons are held innocent until they shall have been declared guilty....

**Article 10:** No one should be silenced on account of his opinions, including his religious views.

---

**Feedback**

07/27/18

Great question! What did the other documents reveal? How does this help you answer whether the Reign of Terror was justified?
From 1793 to 1794, France was under one of the most controversial revolutionary government policies ever: the Reign of Terror. Headed by Robespierre from 1793 to 1794, the Committee of Public Safety killed over 14,000 French citizens from all social classes. They justified their actions in the name of protecting the revolution and claiming that their victims were political enemies in one way or another to the new France. While the Reign of Terror did successfully keep intact the revolutionary policies of France, it came with some dire consequences; it not only created great unrest and a number of enemies within France’s borders, but essentially threw France into a brutal dictatorship; the very thing the revolution stood against. Because of these dire consequences, the Reign of Terror was not justified.

The Reign of Terror, through much bloodshed, did ultimately achieve its main goal of preserving the revolution. It helped to secure political safety within its borders and insured the continuation of many of the innovative social and political reforms that swept France. Stated by Robespierre himself in 1793, “The revolutionary government has to summon extraordinary activity to its aid precisely because it is at war...to the enemies of the people it owes only death... Its force to repress must be commensurate with the audacity or treachery of those who conspire against it” (Doc F). Although Robespierre is the head of the Committee of Public Safety and is most certainly biased in total favor of the Reign of Terror, there is a logic there that cannot be denied. Desperate times call for desperate measures and the enemies of France, which was changing for the better, need to be silenced. He is stating that the dangers to the country need to be met with equal force by those who wish to preserve the revolution. In addition, not all citizens were opposed to the policy, in fact, many were in complete favor of it. Put forth by an ordinary Parisian citizen in 1794, “The majority of the citizens agreed in unanimously [sic] saying that the tribunals act well, that they acquit the innocent and punish the guilty” (Doc D). Surprisingly, the Reign of Terror displayed no apparent oppression of any social class more than another.
**ASSESSMENT & SCORING MADE EASY!**

Just click on the score field that best describes the level of proficiency demonstrated by students in their essays.

<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
<th><strong>Advanced</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Emerging</strong></th>
<th><strong>Not Yet or Missing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grabber</td>
<td>Creative, eye-catching, relevant</td>
<td>Relevant, clear</td>
<td>Present but weak or irrelevant</td>
<td>Grabber is missing</td>
</tr>
<tr>
<td>Background</td>
<td>Includes mention of time, place, and story, and situates the question in relevant context</td>
<td>Includes mention of time, place, and story but context is underdeveloped</td>
<td>Time, place, OR story is missing, or spotlights irrelevant details</td>
<td>Missing or inaccurate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Restatement of Question</strong></th>
<th><strong>Advanced</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Emerging</strong></th>
<th><strong>Not Yet or Missing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Restates the question while connecting it to the background</td>
<td>Restates the question without connecting it to background</td>
<td>Changes the meaning or only restates part of the question</td>
<td>Restatement of question is missing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Definition of Key Terms</strong></th>
<th><strong>Advanced</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Emerging</strong></th>
<th><strong>Not Yet or Missing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Defines key terms in the question and weaves definition into the narrative</td>
<td>Defines key terms in the question</td>
<td>Defines unnecessary terms or defines terms unclearly</td>
<td>Definition of key terms missing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Thesis (Claim)</strong></th>
<th><strong>Advanced</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Emerging</strong></th>
<th><strong>Not Yet or Missing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>States a clear and analytical position that answers the question and is derived from the evidence</td>
<td>States a clear position that answers the question and is derived from the evidence</td>
<td>States a position but incompletely or unclearly answers the question</td>
<td>Claim is off topic or missing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Road Map</strong></th>
<th><strong>Advanced</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Emerging</strong></th>
<th><strong>Not Yet or Missing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduces insightful, analytical categories (buckets); may or may not be in the same sentence as thesis</td>
<td>Introduces basic analytical categories (buckets); may or may not be in the same sentence as thesis</td>
<td>Analytical categories (buckets) introduced but are insufficient either in number or clarity</td>
<td>Categories (buckets) missing or incompatible with the question and/or evidence</td>
<td></td>
</tr>
</tbody>
</table>
Essay Builder
Thesis Development and Road Map

On the chickenfoot below, write your thesis and road map. Your thesis is what you are going to argue in the paper, and it must answer the DBQ or Mini-Q question. The road map is pre-loaded from your bucket labels and lists the topic areas you will examine in order to prove your thesis. If you would like to change the order of your road map, drag the “toe” of the chickenfoot to a new position. This also changes the order of your buckets. If you would like to change the words in your road map, you may do so by changing your bucket labels.
These are links that allow students to quickly revisit their previous work.
Understanding the Question and Pre-Bucketing

Understanding the Question

1. What is the analytical question asked by this Mini-Q?
   How did the Versailles Treaty help cause World War II?

2. What terms in the question need to be defined?
   Versailles Treaty

3. Rewrite the question in your own words.
   How did the treaty, which ended WWI, contribute to the outbreak of WWII

Pre-Bucketing

Directions: Using clues from the Mini-Q question, think of possible analytical categories and label the buckets.

Contribution 1

Contribution 2

Contribution 3

Contribution 4
Bucketing - Getting Ready to Write

Bucketing

Review the documents and organize them into your final buckets. Drag the letters of the documents into the buckets, then type in the bucket labels. Feel free to add or delete a bucket. It is OK to put a document in more than one bucket. Remember, your buckets are going to become your body paragraphs.

Add Bucket

Bucket Title  Bucket Title  Bucket Title

Thesis Development and Road Map

On the chickenfoot below, write your thesis and road map. Your thesis is what you are going to argue in the paper, and it must answer the DBQ or Mini-Q question. The road map is pre-loaded from your bucket labels and lists the topic areas you will examine in order to prove your thesis. If you would like to change the order of your road map, drag the "toe" of the chickenfoot to a new position. This also changes the order of your buckets. If you would like to change the words in your road map, you may do so by changing your bucket labels.
Bucketing - Getting Ready to Write

Bucketing

Review the documents and organize them into your final buckets. Drag the letters of the documents into the buckets, then type in the bucket labels. Feel free to add or delete a bucket. It is OK to put a document in more than one bucket. Remember, your buckets are going to become your body paragraphs.

Thesis Development and Road Map

On the chickenfoot below, write your thesis and road map. Your thesis is what you are going to argue in the paper, and it must answer the DBQ or Mini-Q question. The road map is pre-loaded from your bucket labels and lists the topic areas you will examine in order to prove your thesis. If you would like to change the order of your road map, drag the “toe” of the chickenfoot to a new position. This also changes the order of your buckets. If you would like to change the words in your road map, you may do so by changing your bucket labels.
Bucketing - Getting Ready to Write

Bucketing

Look over all the documents and organize them into your final buckets. Write bucket labels under each bucket and place the letters of the documents in the buckets where they belong. It is OK to put a document in more than one bucket. That is called multi-bucketing, but you need a good reason for doing so. Remember, your buckets are going to become your body paragraphs.

Add Bucket
Bucketing - Getting Ready to Write

Bucketing

Review the documents and organize them into your final buckets. Drag the letters of the documents into the buckets, then type in the bucket labels. Feel free to add or delete a bucket. It is OK to put a document in more than one bucket. Remember, your buckets are going to become your body paragraphs.

Add Bucket

Bucket Title  Bucket Title  Bucket Title  Bucket Title
The Treaty angered and provoked Germany, thus contributing to WWII.
Bucketing - Getting Ready to Write

Bucketing

Review the documents and organize them into your final buckets. Drag the letters of the documents into the buckets, then type in the bucket labels. Feel free to add or delete a bucket. It is OK to put a document in more than one bucket. Remember, your buckets are going to become your body paragraphs.

Thesis Development and Road Map

On the chickenfoot below, write your thesis and road map. Your thesis is what you are going to argue in the paper, and it must answer the DBQ or Mini-Q question. The road map is pre-loaded from your bucket labels and lists the topic areas you will examine in order to prove your thesis. If you would like to change the order of your road map, drag the “taco” of the chickenfoot to a new position. This also changes the order of your buckets. If you would like to change the words in your road map, you may do so by changing your bucket labels.

The Treaty angered and provoked Germany, thus contributing to...
Unpacking the Buckets / Extracting the Evidence

In the boxes below, list significant evidence for each bucket: key quotes, paraphrased ideas, data, image descriptions, and concrete detail. Feel free to cite your evidence using parenthetical citation like (Doc A). To add or delete a paragraph, go back to the Bucket and Chickenfoot page and add or delete a bucket.

Territorial Loss

Germany lost about 1/10th of its territory, including the coal-rich regions of Alsace and Lorraine.
The German state was split in half by the Polish corridor.
Lost the port city of Danzig
Hitler claimed that the only way to get this territory back was through fighting.

Reparations

Type here...

Military Constraints

Type here...
Unpacking the Buckets / Extracting the Evidence

How Did the Versailles Treaty Help Cause World War II?

Treaty of Versailles Mini-Q

Document A

Source: Map created from various sources.

German Territorial Losses, Versailles Treaty, 1919.

Note: The Treaty took Alsace and Lorraine away from Germany, reducing German coal production by 40%.

Source: Adolf Hitler, Mein Kampf, 1924.

It should scarcely seem questionable to anyone that...the restoration of the frontiers of 1914 could be achieved only by blood. Only childish and naive minds can hurl themselves in the idea that they can bring about a correction of Versailles by wheeling and begging...No nation can remove this hand from its throat except by the sword.

Note: Adolf Hitler published Mein Kampf ("My Struggle") in 1924, well before he came to power but when he was beginning to make his mark as a German political figure.

Document Analysis

1. What territories did Germany lose due to the Versailles Treaty?
Essay Outline

Now it is time to outline your paper. You can add or delete paragraphs and change the names of the elements in the paper. For example, “baby thesis” can become “topic sentence” and thesis can be changed to “claim”.

Introductory Paragraph
Grabber Edit

Background Edit

Restate the question with key terms defined Edit

Thesis/Claim and Road Map Edit

Add New Field

Body Paragraph 1
Baby Thesis/Sub-claim Edit

Evidence Edit
Outline to Essay

In the blue boxes below, develop your ideas from your outline into a coherent paragraph for each section. Once you have finished writing your paragraphs, click Build Essay at the bottom so you can make edits and revise your final paper.

Introductory Paragraph

Grabber

It's ironic that a treaty designed to create peace ended up contributing to another war.

Background

After four destructive years of war, in 1919, the victors of World War I met in Versailles, France to iron out a peace treaty.

Restate the question with key terms defined

How did this treaty play a part in the outbreak of World War II?

Thesis/Claim and Road Map

the form of war. In particular, it was the terms of the treaty that required Germany to give up territory, pay reparations, cut their military, and take full responsibility for the outbreak of war, which really angered many Germans and sent them on the path to war.

Write Your Introduction
Body Paragraph 3

Baby Thesis/Sub-Claim

A final factor linking the Versailles Treaty to World War II was how the War Guilt Clause sparked a sense of humiliation in Germany.

Evidence

Article 231 stated that Germany must accept all responsibility for the damages caused by World War (Doc D). Historian, Laurence V Moyer argued that, "most Germans saw it as an atrocious injustice" (Doc D).

Argument

Humiliation sparked a quest for revenge, which found expression and leadership in Adolf Hitler.

Write Your Body Paragraph 3

A final way the Versailles Treaty contributed to World War II was by forcing Germany to bear full responsibility for the outbreak of World War I. The truth was, several nations in Europe had behaved in a belligerent way, thus provoking WWI. But now in its aftermath, only Germany was held accountable. Article 231 of the treaty stated, "Germany accepts the responsibility of Germany and her allies for causing all loss and damage to which the Allied... Governments... have been subject as a consequence of the war (Doc D). Being forced to sign off on this clause caused a great deal of humiliation for Germany (Doc D). Most Germans did not believe they were the only nation responsible, but because they were not invited to participate in the Treaty negotiations, and because they had been defeated in the war, their government had no choice but to sign off on it. This humiliation ate away at the spirit of the German people and made them more susceptible to warmongering language of Adolf Hitler.

Concluding Paragraph

Writing a peace treaty at the end of the world's deadliest conflict was a difficult task. Although it is understandable that people in Europe wanted to blame someone for the 17 million deaths and untold suffering, the Treaty of Versailles was a mistake. In retrospect, acquiring territory, military protection, economic prosperity, and avoiding war was very angry, and although it was not the only cause of World War II, it was a kind conflict it was meant to avoid.
It's ironic that a treaty designed to create peace ended up contributing to another war. After four destructive years of war, in 1919, the victors of World War I met in Versailles, France to iron out a peace treaty. How did this treaty play a part in the outbreak of World War II? The Treaty of Versailles humiliated and angered Germany, thus leading many Germans to want retribution in the form of war. In particular, it was the terms of the treaty that required Germany to give up territory, pay reparations, cut their military, and take full responsibility for the outbreak of war, which really angered many Germans and sent them on the path to war.

One way that the Versailles Treaty contributed to World War II was by severely weakening Germany with territorial losses. The losses were very harsh. In addition to being forced to give up all of us remaining colonial possessions, Germany also lost about 10% of its territory (Doc A). These losses were especially difficult because the territory given to other nations was often valuable in resources and industry (Doc A). The people who lived in regions that were given to other countries were often resentful of their new nation and kept their loyalty to Germany. This loss of territory gave a person like Hitler more popular support. Hitler played on peoples anger and got them to believe that the only way to restore Germany's pride and dignity was through war.

A final way the Versailles Treaty contributed to World War II was by forcing Germany to bear full responsibility for the outbreak of World War I. The truth was, several nations in Europe had behaved in a belligerent way, thus provoking WWI. But now in its aftermath, only Germany was held accountable. Article 231 of the treaty stated, "Germany accepts the responsibility of Germany and her allies for causing all loss and damaged to which the Allied... Governments... have been subject as a consequence of the war (Doc D). Being forced to sign off on this clause caused a great deal of humiliation for Germany (Doc D). Most Germans did not believe they were the only nation responsible, but because they were not invited to participate in the Treaty negotiations, and because they had been defeated in the war, their government had no choice but to sign off on it. This humiliation ate away at the spirit of the German people and made them more susceptible to war-mongering language of Adolf Hitler.

Writing a peace treaty at the end of the world's deadliest conflict was a difficult task. Although it is understandable that people in Europe wanted to blame someone for the 17 million deaths and untold suffering, the Treaty of Versailles was a mistake. In retrospect, stripping Germany of territory, military protection, economic prosperity, and national pride was unwise. It made Germans very angry and although it was not the only cause of World War II, it played a significant role leading to the conflict.
What Was the Underlying Cause of World War I?

In the end, no one was singing. World War I lasted four long years—1914 to 1918. It was triggered by the assassination of Archduke Ferdinand of Austria on June 28, 1914. By that time, events had spun out of control. By August 4, 1914, armies across Europe squared off against each other. By late 1918, over 10,000,000 soldiers and civilians were dead and another 20,000,000 were wounded (BGE). It is important to try to understand the underlying cause of this tragedy. Along with nationalism, three basic causes were responsible: a network of alliances, a build-up of arms, and imperialism. It will further be argued that, of these, imperialism was the most important of all.
What Was the Underlying Cause of World War I?

At the end, no one was singing. World War I was one of history’s great tragedies. It was fought for four long years between 1914 and 1918, and cost 10,000,000 lives and left 20,000,000 wounded. But what were the underlying causes of this war and the one main cause that stands out. The war had at least three significant causes – alliances, an arms race, and imperialism. Of these, colonialism was the most underlying.

Alliances were an important cause of war. When Archduke Ferdinand of Austria-Hungary was assassinated in 1914 by a Serbian, Europe was divided into two giant alliances, the Triple Alliance with Germany and Austria-Hungary, and the Triple Entente with England, France, and Russia (Doc A). When countries started pointing fingers at each other after the killing, war quickly happened (Doc B). Without the alliances, the killing could have stayed a local problem, not a world war.

A second big cause of World War I was the arms build-up. Total arms spending by the five big countries went from 140 million pounds in 1890 to 540 million pounds in 1914 (Doc C). The Germans were especially afraid of being the anvil and getting hammered by England, France, and Russia (Doc D). Arms cause war.
Step 6: Preparing to Write

Summary: The war for independence is not going so well for the Continental Army. We have lost many battles and many of my fellow soldiers are either not reenlisting or, even worse, deserting. It’s the winter of 1777 and we’ve made our encampment at Valley Forge; only a short distance from the British troops stationed comfortably in Philadelphia. The situation here is miserable, but my enlistment is almost up. This leaves me with an important decision to make, should I stay and fight, or not reenlist and go home?
Step 6: Preparing to Write

From Thesis to Essay Writing

Mini-Q Essay Outline Guide

Working Title

Paragraph #1

Grabber

Background

Stating the question with key terms defined

Thesis and road map

Paraphrase 1

Baby Thesis for bucket one

Evidence: supporting detail from documents with document citation

Argument:

Paraphrase 2

Baby Thesis for bucket two

Evidence

Argument

Paraphrase 3

Baby Thesis for bucket three

Evidence

Argument

Paraphrase 4

Baby Thesis for bucket four

Evidence

Argument

Conclusion: Restatement of main idea along with possible insight or wrinkle

---

Step 5: Preparing to Write

Bucketing

Look over all the documents and organize them into your final buckets. Write labels under each bucket and place the terms of the documents in the buckets where they belong. A document may be placed in more than one bucket.

Thesis Development and Road Map

On the chicken foot below, write your thesis and your road map. Your thesis is always an opinion that answers the Mini-Q question. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.

---

Step 4: Document Analysis Sheet: Long Form I

<table>
<thead>
<tr>
<th>Document number or letter</th>
<th>Polk's War Declaration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Document</td>
<td>War Message of President, Washington</td>
</tr>
<tr>
<td>Date of Document</td>
<td>May 11, 1846</td>
</tr>
<tr>
<td>Author of Document</td>
<td>President James Polk</td>
</tr>
<tr>
<td>Source</td>
<td>War Message of President, Washington</td>
</tr>
<tr>
<td>Secondary Source</td>
<td>US President, pro-expansionist, wanted Mexican Territory</td>
</tr>
</tbody>
</table>

After you read over the document, fill in the columns below.

What significant facts can I learn from this document?

“I had ordered an efficient military force ______ between the Nueces and the Del Norte”

What interpretation can I make from this document?

Polk knew this was disputed territory, therefore must have know it would anger Mexico

How does this document help answer the question?

Shows that Polk provoked the war by antagonizing Mexico

---

Evidence

Interpretation of Evidence

Argument

---

Overall, what is the main idea of the document?

Analytical category (bucket):
Questions?
Visit us in the Exhibit Hall, booth #316
or
Contact Us!

The DBQ Project

info@dbqproject.com

www.dbqproject.com

847.475.4007