Writing the DBQ

Slavery in Islamic Societies
Time Management

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Read and Plan  
15 Minutes

Write  
45 Minutes

- On the AP Exam, you will ONLY be given 60 minutes to write this essay! It is essential that you become efficient at analyzing the documents quickly.
Dissect the Prompt

What are the task and/or directive words?

What are the parameters? (Time, place, class, categories, etc.)

Are there any other key terms in the prompt?

- PROMPT: Using the documents provided and your knowledge of world history, identify and analyze the aspects of slavery in Islamic societies from the 9th to 19th centuries.
Planning

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Read the documents, write brief summaries in the margins (using SOAP), look for patterns, content, contradiction, and author type. Patterns are sometimes suggested in the prompt. Look for different points of view on the same topic.

Plan your categories to match the supporting documents. Remember to be constantly aware of the prompt.

A document may fit in more than one category or it may stand alone.
In 15 minutes, individually read the documents taking notes in the margins using your SOAP method. Also, look for your categories that may lend themselves to the prompt.
PRACTICE

In your group, complete the organizational chart provided.
<table>
<thead>
<tr>
<th>Argument Categories (Aspects of Slavery)</th>
<th>Document #s</th>
<th>Document Analysis (POV)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>3, 5, 6</td>
<td>3 - outsider who notices good treatment, but only sees elite slaves</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 - steward of slave market would know how slaves were treated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 - research ship captain, good treatment, would be interested in accuracy</td>
</tr>
<tr>
<td>Ethnicity-based</td>
<td>2, 4</td>
<td>2 - geographer who notices differences in ethnicity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 - European pleading for life</td>
</tr>
<tr>
<td>Treatment</td>
<td>1, 3, 7</td>
<td>1 - an imam who can provide religious reasoning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 - British missionary who is opposed to slavery, abolition is a growing issue</td>
</tr>
</tbody>
</table>
PRACTICE

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In your group, complete the contextualization and thesis paragraphs on the handout provided.