Writing the DBQ

Slavery in Islamic Societies
Time Management

---

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

---

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.
PRACTICE

---

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.
### Sample Organizational Chart

<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

In your group, complete the contextualization and thesis paragraphs on the handout provided.
### C EVIDENCE (0–3 pts)

<table>
<thead>
<tr>
<th>Evidence from the Documents</th>
<th>1 pt. OR 2 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses the content of at least <strong>three</strong> documents to address the <strong>topic</strong> of the prompt.</td>
<td>Supports an <strong>argument</strong> in response to the prompt using at least <strong>six</strong> documents.</td>
</tr>
</tbody>
</table>

To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents. To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.

### Evidence beyond the Documents

1 pt.

Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.

To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

### D ANALYSIS AND REASONING (0–2 pts)

1 pt.

For at least **three** documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument about the prompt.

To earn this point, the response must explain how or why (rather than simply identifying) the document’s point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.

1 pt.

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

A response may demonstrate a complex understanding in a variety of ways, such as:

- Explaining nuance of an issue by analyzing multiple variables
- Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

This understanding must be part of the argument, not merely a phrase or reference.
Body Paragraphs

Write each body paragraph to cover ONE argument put forward in your thesis. Start each paragraph with a topic sentence. Use the document as evidence to support the argument made in your topic sentence. All document must be addressed individually, not discussed in groups. For example, do NOT write sentences like: “Documents 1 and 3 both discuss the poor treatment of slaves.” Do NOT list the documents by number in your topic sentence. A good topic sentence will not have any documents in it.
Another rubric point is earned by including outside evidence that must be explained in the course of an argument that is related to the prompt. It cannot be simply a fact dropped into a discussion, it must be additional specific evidence that supports the argument being made in response to the prompt. Therefore, it must be located in one of the body paragraphs, NOT the contextualization paragraph. Below are two examples where the writer has added additional evidence to make their discussion stronger.

Ibn Battuta, in document A, identifies interregional trade by describing how Asian goods showed up in Africa. Because Battuta’s “Hajj” took him to places like India and China, he was well acquainted with goods from much of the known world.

The Devshirme system, pictured in document B was a ‘slave’ system where Christian boys were taken by the government, brought into the Islamic faith, and trained either as soldiers or as bureaucrats. Some of these slaves rose to the highest positions in the Ottoman government, such as the vizier, making the Devshirme a relatively more humane version of slavery for the time period.
DBQ Dos and Don’ts

- DO Summarize each document
- DO Connect each document summary to an argument (topic sentence and use of key prompt terms)
- DO Refer to the document by author or title and number.
- DO Use all seven of the documents to support your arguments. (You may omit one, but that is a risk).
- DO Explain the significance of author's point of view, purpose, document's historical situation, and/or audience for at least THREE documents.
- DO Use outside information

- DON'T Quote the document (waste of time, see first "Do" above)
- DON'T Lump documents together:
  - "Document 3 and 4 both talk about ..."
- DON'T Write a 'laundry list' where you summarize each document in order
  - Document 1 is about ... Document 2 talks about. .. In document 3 the author says ... The main point in document 4 is ...
- DON'T Ignore/misrepresent pictures or graphs
  - Making stuff up will not get you credit for the document
- DON'T Forget a document. You may omit ONE document but it is a risk, because if you make one mistake and omit one you will not receive a fairly easy point.
- DON'T Use social, political, economic, or cultural as categories!