

World History Dbq Example

Question 1: Using the documents and your knowledge of world history, compare industrialization in Japan and Russia between 1850 and 1914.

Document 1

Source: Sergey Witte, Russian finance minister, secret letter to Tsar Nicholas II, 1899.

The entire economic structure of the empire has been transformed in the course of the second half of the current century, so that now the market and its price structure represent the collective interest of all private enterprises which constitute our national economy. Buying and selling and wage labor penetrate now into much deeper layers of our national existence than was the case at the time of serf economy . . .

I realized, of course, that there were very weighty arguments against the protectionist system and against high tariffs. But I supposed that even the proponents of free trade must be aware that it would be extremely harmful from the government viewpoint to remove the protective system before those industries had been securely established for whose creation whole generations had paid by a high tariff.

The gradual growth of industry in the country, always accompanied by falling prices for manufactured goods, will make it possible for our export trade to deal not only in raw materials, as at present, but also in industrial goods. Our present losses in the European trade can then be converted into profits in the Asiatic trade.

The influx of foreign capital is, in my considered opinion, the sole means by which our industry can speedily furnish our country with abundant and cheap goods. Each new wave of capital, swept in from abroad, knocks down the high level of profits to which our monopolistic entrepreneurs are accustomed and forces them to seek compensation in technical improvements, which, in turn, will lead to price reductions.

If we carry our commercial and industrial system, begun in the reign of Alexander III, consistently to the end, then Russia will at last come of age economically. Then her prosperity, her trade and finance, will be based on two reliable pillars, agriculture and industry; and the relations between them, profitable to both, will be the chief motive power in our economy.

World History DBQ Example

The Document-Based Question (DBQ) is a critical component of the Advanced Placement (AP) History exams, particularly in World History. It challenges students to analyze historical documents and use them to construct a well-reasoned argument in response to a specific historical question. This article aims to provide a comprehensive example of a World History DBQ, detailing its structure, the skills required for success, and a sample prompt with a guide on how to effectively respond.

Understanding the DBQ Format

A DBQ consists of several key elements:

1. Prompt: The question or statement that students must address. This often relates to a significant historical event or theme.
2. Documents: A selection of primary and secondary sources that students must analyze. These can include letters, speeches, maps, graphs, and other

historical materials.

3. Thesis Statement: A clear, concise statement that outlines the student's argument in response to the prompt.

4. Evidence: Specific references to the documents provided, as well as outside knowledge, to support the thesis.

5. Analysis: A critical examination of the documents and evidence that demonstrates understanding of the historical context.

Skills Required for a Successful DBQ

To excel in a DBQ, students must develop several skills:

- Document Analysis: The ability to interpret and analyze various types of sources, recognizing their context, purpose, and significance.
- Critical Thinking: Engaging with the documents and the prompt to formulate a coherent argument that addresses the complexities of historical events or trends.
- Writing Skills: Crafting a well-organized and articulate essay that presents a clear argument supported by evidence.
- Time Management: Effectively using the allotted time to analyze documents, plan the essay, and write a complete response.

Sample DBQ Prompt

For this example, let's consider a DBQ prompt related to the Industrial Revolution, a transformative period in world history:

Prompt: "Evaluate the extent to which the Industrial Revolution changed the social structure of Europe in the 19th century."

Document Selection

In a typical DBQ, students would be provided with several documents. Here is a hypothetical selection of documents that could accompany the prompt:

1. Document A: An excerpt from a speech by Karl Marx discussing class struggle.
2. Document B: A chart showing population growth in urban areas during the Industrial Revolution.
3. Document C: A letter from a factory worker describing working conditions.
4. Document D: A political cartoon depicting the bourgeoisie and the proletariat.
5. Document E: An excerpt from a social reformer's report on the living conditions of the working class.

Crafting a Thesis Statement

A strong thesis statement is crucial for a successful DBQ. It should clearly answer the prompt and outline the main points of the argument. For the given prompt, a possible thesis could be:

"The Industrial Revolution significantly altered the social structure of Europe in the 19th century by exacerbating class divisions, fostering the emergence of a distinct working class, and challenging traditional social hierarchies, although it also provided opportunities for social mobility."

Organizing the Essay

A well-structured DBQ essay typically follows a clear outline:

1. Introduction

- Introduce the topic and context.
- Present the thesis statement.

2. Body Paragraphs

- Each paragraph should focus on a specific aspect of the argument.
- Use evidence from the documents and outside knowledge to support claims.
- Example structure for body paragraphs:
 - Topic Sentence: Introduce the main idea of the paragraph.
 - Evidence: Provide specific references to the documents.
 - Analysis: Explain how the evidence supports the thesis and contributes to the argument.

3. Conclusion

- Summarize the main points.
- Restate the thesis in light of the evidence presented.
- Discuss the broader implications of the argument.

Writing the DBQ Essay

Using the provided materials and structure, here is how a student might write the essay:

Introduction

The Industrial Revolution, which began in the late 18th century and continued into the 19th century, marked a profound transformation in Europe. This period was characterized by rapid industrialization, urbanization, and significant social upheaval. As traditional agrarian societies shifted towards industrial economies, the social structure of Europe underwent dramatic changes. The Industrial Revolution significantly altered the social

structure of Europe in the 19th century by exacerbating class divisions, fostering the emergence of a distinct working class, and challenging traditional social hierarchies, although it also provided opportunities for social mobility.

Body Paragraph 1: Class Divisions

One of the most significant changes brought about by the Industrial Revolution was the widening gap between the bourgeoisie and the proletariat. Document A, an excerpt from Karl Marx's speech, highlights the inherent conflict between these two classes, characterizing the bourgeoisie as exploiters of labor. As industries grew, a wealthier middle class emerged, gaining power and influence, while the working class faced increasingly dire conditions. Document C, a letter from a factory worker, vividly illustrates the harsh realities of factory life, including long hours, low wages, and unsafe conditions. This disparity in wealth and power underlined the class struggles that came to define 19th-century European society.

Body Paragraph 2: Emergence of the Working Class

The Industrial Revolution also led to the formation of a distinct working class, as large numbers of people migrated from rural areas to urban centers in search of employment. Document B, which shows population growth in urban areas, supports this notion, demonstrating how cities became hubs of industrial activity and labor. The growth of factories and the demand for labor contributed to a sense of collective identity among workers, as they began to organize for better conditions. Document D, a political cartoon, captures this sentiment by depicting the struggles of the working class against the bourgeoisie. The rise of labor unions and movements was a direct response to the challenges faced by the working class during this period.

Body Paragraph 3: Challenging Traditional Hierarchies

While the Industrial Revolution intensified class divisions, it also challenged traditional social hierarchies. The emergence of the middle class created new opportunities for social mobility, as individuals could achieve wealth and status through entrepreneurship and industrial success. Document E, an excerpt from a social reformer's report, discusses the potential for social improvement and the need for reforms to address the plight of the working class. This shift indicated a departure from feudal and hereditary systems of social stratification, as meritocracy began to take hold in some sectors of society.

Conclusion

In conclusion, the Industrial Revolution profoundly changed the social structure of Europe in the 19th century. It exacerbated existing class divisions, fostered the rise of a distinct working class, and challenged traditional social hierarchies by introducing new avenues for social mobility. While the era was marked by significant struggles and inequities, it also paved the way for future social reforms and transformations, laying

the groundwork for the modern world. Understanding these changes is crucial for comprehending the complexities of European history and the legacy of the Industrial Revolution.

Final Thoughts

The DBQ is an essential component of the AP World History exam, providing students with the opportunity to engage deeply with historical documents and develop critical analytical skills. By understanding the structure of a DBQ, honing the necessary skills, and practicing with sample prompts and documents, students can prepare effectively for this challenging yet rewarding task. The example provided illustrates how to approach a DBQ on the Industrial Revolution, demonstrating how to analyze documents and construct a compelling argument that addresses the prompt. Through practice and dedication, students can excel in their historical analysis and writing, paving the way for success in their academic pursuits.

Frequently Asked Questions

What is a DBQ in the context of world history?

A DBQ, or Document-Based Question, is an essay prompt used in history exams that requires students to analyze and interpret historical documents to construct a coherent argument or narrative.

What skills are developed through writing a DBQ in world history?

Writing a DBQ helps develop critical thinking, analytical skills, and the ability to synthesize information from various sources while constructing a well-supported argument.

What are the typical components of a world history DBQ?

A typical DBQ includes an introduction with a thesis statement, several body paragraphs that reference specific documents, and a conclusion that summarizes the argument and reflects on the historical context.

How can students effectively analyze documents in a DBQ?

Students can effectively analyze documents by examining the author's perspective, the purpose of the document, the historical context, and how the document relates to the prompt and other documents provided.

What is a common mistake students make when writing a DBQ?

A common mistake is failing to directly address the prompt in their thesis and argument, leading to a disorganized response that does not effectively utilize the provided documents.

How can students use outside knowledge in a DBQ?

Students can enhance their DBQ by incorporating relevant outside knowledge to provide context, support their arguments, and demonstrate a deeper understanding of the historical themes involved.

What are some effective strategies for preparing for a DBQ exam?

Effective strategies include practicing with past DBQs, familiarizing oneself with the types of documents typically used, developing strong thesis statements, and honing time management skills for writing under exam conditions.

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