**GUIDE TO ANSWERING THE DBQ**

**Prompt**: Using the following documents, analyze the relationship between Chinese peasants and the Chinese Communist Party between circa 1925 and circa 1950.

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| STEP 1: PROMPT ANALYSIS | In the space provided below, describe in your own words what the prompt is asking you to do. |

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| STEP 2: BACKGROUND | What do you already know about this time period? What is happening in the world? |

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| STEP 3: READ DOCUMENTS | Read each document and make notes according to how it relates to the prompt. Ask how each document will help you to answer the prompt. Don’t forget that when you write your essay, it comes down to HOW you use the documents to support your argument and NOT simply restating or paraphrasing the documents. |

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| STEP 4: THESIS | Based on what you have done to this point, write a clear, comprehensive, and analytical thesis in response to the prompt. Your thesis should be 1-2 sentences. Your thesis needs to explicitly answer the prompt. |

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| STEP 5: DOCUMENT ANALYSIS (HIPP the Documents) | Select **FOUR** documents and identify the significance of the **HISTORICAL CONTEXT, INTENDED AUDIENCE, PURPOSE, or POINT OF VIEW** |
| Document Title:  SIGNIFICANCE OF \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | Document Title:  SIGNIFICANCE OF \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: |
| Document Title:  SIGNIFICANCE OF \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | Document Title:  SIGNIFICANCE OF \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: |

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| STEP 5: EVIDENCE BEYOND THE DOCUMENTS | Explain the broader historical events, developments, or processes immediately relevant to the question (contextualization). Then provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument (evidence). | |
| **CONTEXTUALIZATION:** | | **EVIDENCE BEYOND THE DOCUMENTS:** |

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| STEP 6: SYNTHESIS | Extend the argument by appropriately and explicitly connecting to 1) other historical periods, situations, eras or geographical area; 2) different course themes and/or approaches to history that are not the main focus of the question; and/or 3) using insights from a different discipline or field of inquiry. These connections must consist of more than just a phrase or reference. |
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