

DBQ Module:

Evidence #1: Documents

Notes

Rubric Commentary

Uses the content of at least three documents to address the topic of the prompt. To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.

0-1 points

Supports an argument in response to the prompt using at least six 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.

0-2 points

DESCRIBING the Contents of the Documents

ARGUING with the Documents

(Continued on next page)

Examples of Document Usage

Prompt
(AP World)

“Evaluate the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.”

Document
Example

Source: Alauddin Riayat Syah al-Kahar, ruler of the Sultanate of Aceh, a Muslim state on the island of Sumatra, Indonesia, letter to the Ottoman sultan Suleiman I, 1566.

“It is our firm belief that if your Majesty better understood the circumstances of Aceh and our long struggle against the miserable Portuguese infidels, your Imperial compassion would be awakened. As you know, the pilgrim and merchant vessels from all the ports of Indonesia must pass through the Maldiv Islands on their way to Mecca and the Red Sea, and between all 24,000 Maldiv Islands, there are just four channels where a ship can pass safely. The infidel Portuguese wait around the entrances of these channels. When our ships arrive there, the Portuguese stop and take possession of as many as they can. Any ship they cannot capture they sink with cannon fire, either leaving the Muslims aboard to drown, or capturing and enslaving them. The Portuguese have even dared attack Ottoman ships belonging to your Majesty. For example, in the year 1565, your officials came to Aceh and left for Istanbul loaded with pepper, silk, cinnamon, cloves, and other products from Indonesia. Portuguese vessels intercepted the ship at the Maldives and sank it. Five hundred Muslims drowned and the rest were enslaved. So, we request that your Imperial Majesty grant us siege cannons and ask that you instruct the Ottoman governors of Egypt and Aden to allow our representatives to come to your Majesty’s illustrious court and obtain all the horses, armor, and other weapons that we will need for our defense against the Portuguese.”

Successful DESCRIBING of the Document:

“The letter by the ruler of Aceh asks the Ottoman sultan for help against the attacks of the Portuguese.”

NOTES: Correct description of the contents of the document, but does not go on to show how that document addresses the argument in response to the prompt.

(See next page for an example of successful argumentation from this document.)

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Examples of Document Usage

Successful ARGUMENTATION of the Document:

“The ruler of Aceh, Alauddin al Kahar, wrote to the Ottoman sultan complaining of the devastating impact the Portuguese had on the long distance trade from ‘all the ports of Indonesia,’ as well as on the pilgrimage from Aceh to Mecca. Alauddin’s letter describes the Portuguese wreaking havoc on Acehnese ships by intercepting them in the ocean, attacking and sinking them, or capturing and enslaving the passengers. This shows how long-established trade routes were completely disrupted by the Portuguese.”

Examples of Document Usage

Prompt
(APUSH)

“Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.”

Document
Example

Source: Josiah Strong, Our Country: Its Possible Future and Its Present Crisis, 1885.

It seems to me that God, with infinite wisdom and skill, is training the Anglo-Saxon race for an hour sure to come in the world's future. Heretofore there has always been in the history of the world a comparatively unoccupied land westward, into which the crowded countries of the East have poured their surplus populations. But the widening waves of migration, which millenniums ago rolled east and west from the valley of the Euphrates, meet today on our Pacific coast. There are no more new worlds. The unoccupied arable lands of the earth are limited, and will soon be taken. The time is coming when the pressure of population on the means of subsistence will be felt here as it is now felt in Europe and Asia. Then will the world enter upon a new stage of its history—the final competition of races, for which the Anglo-Saxon is being schooled. . . . Then this race of unequaled energy, with all the majesty of numbers and the might of wealth behind it—the representative, let us hope, of the largest liberty, the purest Christianity, the highest civilization—having developed peculiarly aggressive traits calculated to impress its institutions upon mankind, will spread itself over the earth.

Successful DESCRIBING of the Document:

“Document 2 really demonstrates the effect of religious superiority, and the pride in racial heritage.”

NOTES: Correct description of the contents of the document, but does not go on to show how that document addresses the argument in response to the prompt.

Examples of Document Usage

Successful ARGUMENTATION of the Document:

“However, social causes were also a factor in the practice of American Imperialism. There was seen through the application of Social Darwinism to a global scale. Many felt that Anglo-Saxon, were a more fit race than any to expand, and Christianize and civilize the rest of the world.”

Examples of Document Usage

Prompt
(AP Euro)

“Evaluate whether or not the Catholic Church in the 1600s was opposed to new ideas in science.”

Document
Example

Source: Catholic Cardinal Bellarmine, letter of response to Paolo Antonio Foscarini, 1615

I have read with interest your letter; I thank you for this and confess that it is full of intelligence and erudition. You ask for my opinion, and so I shall give it to you, but very briefly, since now you have little time for reading and I for writing. First, . . . to want to affirm that in reality the sun is at the center of the world and only turns on itself without moving from east to west, and the earth . . . revolves with great speed around the sun . . . is a very dangerous thing, likely not only to irritate all scholastic philosophers and theologians, but also to harm the Holy Faith by rendering Holy Scripture false. Second, I say that, as you know, the Council [of Trent] prohibits interpreting Scripture against the common consensus of the Holy Fathers.... Third, I say that if it were clearly demonstrated that the sun is at the center of the universe and the earth in the third orbit, and that the sun does not circle the earth but the earth circles the sun, then one would have to proceed with great care in explaining the Scriptures that appear contrary, and say rather that we do not understand those passages of Scripture, rather than say that what is demonstrated is false. But I will not believe that there is such a demonstration, until it is shown to me.

Successful DESCRIBING of the Document:

“In document 2, a letter from Cardinal Bellarmine to Paolo Antonio Foscarini, Cardinal Bellarmine says that Copernicus’s theory is dangerous, and that interpreting the Bible in your own way is against the Catholic religion.”

NOTES: Correct description of the contents of the document, but does not go on to show how that document addresses the argument in response to the prompt.

Examples of Document Usage

Successful ARGUMENTATION of the Document:

Cardinal Bellarmine affirms the geocentric model of the universe over against the heliocentric model being posited by scientific observation. This shows that the Catholic Church was opposed to new ideas in science because those ideas conflicted with the established dogma handed down from the church Fathers as well as the plain reading of scripture. The Church, it seemed, had no choice but to reject heliocentrism if the only other alternative was to compromise their established interpretation of Scripture and the creeds of the Church.