UNIT 5 + 6 CONTEXT, THESIS, GROUPING, AND "VIEW"

DECONSTRUCTED DBQ GRAPHIC ORGANIZER

OBJECTIVE:

I can provide historical context to the primary source documents for the deconstructed document-based question (DBQ).

DIRECTIONS:

Read and analyze the primary source set. Then complete the graphic organizer as much as possible. Depending on the document, some portions may have less information.

BREAKDOWN:

Context is the "who, what, when, where, why, and how" of the document.

Context explains the world around the source, helping the reader understand its significance within the time period. It should also tie the source to the DBQ question.

GROUPING

Group all 7 sources into 3 categories based on connections between them. Label each category.

GROUP 1 _____

GROUP 2 _____

GROUP 3 _____

CONTEXT

Choose 3-4 documents from your grouping, perhaps documents from the same category. Use the table to organize information from the DBQ document set. Complete at least two context boxes for each document.

DOCUMENT TITLE DATE	Main Events Before	Social and Cultural Climate	Economic Conditions	Political Climate	Other Science, Technology, Arts, Enter-tainment, Literature, Key People

CONTEXT SUMMARY

Describe the context of one document in full sentences. In your response, explain the significance of the source and connect it to the question.

"VIEW"ING THE DOCUMENTS

Use the information you organized in the context box above to complete the E- Environment row. Then complete at least two more VIEW boxes for each of the documents you chose.

	DOCUMENT 1 TITLE: DATE:	DOCUMENT 2 TITLE: DATE:	DOCUMENT 3 TITLE: DATE:	DOCUMENT 4 TITLE: DATE:
V- Voice				
I- Intent				
E- Environment				
W- Who				

QUESTION:

Write the DBQ question as assigned.

THESIS:

Write a thesis sentence, answering the question with a clear claim and reasoning.