

Document-Based Question: Peter the Great

What is a DBQ? A DBQ is an essay that requires you to use your knowledge of the topic AND support your ideas with information/analysis gained from the selected documents provided with the essay question. Your ideas guide the answer to the essay question but the documents are used as SUPPORT/EVIDENCE to your ideas.

Before we get into the documents, we need to invest some time into answering the essay question WITHOUT the help of the documents. The AP World DBQ Essay expects you to answer the question as if it was an essay without documents. The documents, when you get to them, will be used to SUPPORT your ideas. An essay completely reliant on the documents is NOT a strong essay.

Prompt:

Evaluate the extent to which actions taken by Peter the Great transformed Russia in the late 17th-early 18th centuries.

Step #1: Analyze the prompt – One of the most common mistakes students make when writing their essays is that they do not answer the question. Seems hard to believe, right? But what happens is that students fail to fully understand the essay question before beginning to write. Therefore, complete the boxes below to show that you understand the essay question.

Verb/Task	What?	Where?	When?

Step #2 - Brainstorm your knowledge of Peter the Great below – keeping in mind what the question actually is. If you identified the “WHAT” as Peter’s actions AND the IMPACT (aka “transformation”), your brainstorming should focus on those below.

Evaluate the extent to which actions taken by Peter the Great transformed Russia in the late 17th-early 18th centuries.

Step #3 – Organize your ideas into CATEGORIES that will answer the essay question. Aim for 3 ways to answer the essay question. Each idea should be expressed in 3-5 words. (If you get stuck, think “PERSIA” or even short-term/long-term.)

Category #1 -	Category #2 -	Category #3 -

Step #4 - Now that you have considered the question and what you know about the topic, it is time to move on to the documents. Documents should be used to SUPPORT your argument/thesis. They should not lead your essay. In determining your score, there are a number of things that are required in your USE of the documents. We will practice ANALYZING documents all year long. TRY TO MATCH EACH DOCUMENT WITH THE CATEGORIES YOU HAVE DECIDED UPON.

Document 1

Source: Bishop Burnet, of England, describing Peter the Great, 1698

He was desirous to understand out doctrine, but he did not seem disposed to mend matters in Muscovy. He was, indeed, resolved to encourage learning and to polish his people by sending some of them to travel in other countries and to draw strangers to come and live among them. He seemed apprehensive still of his sister’s intrigues. There was a mixture both of passion and severity in his temper. He is resolute, but understands little of war, and seemed not at all inquisitive that way.

So here are the FIVE things you are looking for as you process this document.

<p>Content & Support – DO THIS FOR ALL DOCUMENTS!</p> <ul style="list-style-type: none"> •What point(s) is the document trying to make? •What does the document <u>not</u> say, i.e., does it selectively include and/or exclude information? •What of its content is usable by a historian? 	
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In your discussion, you need to try to demonstrate at least one of the following for each document.

Historical Situation	Intended Audience	Purpose	Point of View
What is the context of the doc? What was occurring in time period & location?	What audience did the author intend doc. for? How does it affect the subject matter?	Why was doc. created? What is author trying to convince reader?	What is the point of view of the author? (POV is NOT opinion – it is WHY author has a certain VIEW or OPINION)

Let's look more closely at this first document:

Document 1



This is called **ATTRIBUTION**. Attribution identifies the author/source. You should refer to docs using this info.

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He was desirous to understand out doctrine, but he did not seem disposed to mend matters in Muscovy. He was, indeed, resolved to encourage learning and to polish his people by sending some of them to travel in other countries and to draw strangers to come and live among them. He seemed apprehensive still of his sister's intrigues. There was a mixture both of passion and severity in his temper. He is resolute, but understands little of war, and seemed not at all inquisitive that way.

POINT-OF-VIEW is one of the hardest historical thinking skills to master. **POV** requires you to look into **WHO** the author is and hypothesize **HOW** **WHO** the author is helps explain **WHAT** he/she says.

Here is a short-list of things you can look at to help better analyze a document:

HOGWARTS

H=Home, country of origin;

O=Occupation, profession;

G=Gender,

W=Worldview (Values, cultural ideals)

A=Age,

R=Real Knowledge - what are the limitations of the speaker, what could they know or not know?

T=Theoretical Ideals (political, social, intellectual values);

S=Social Status (class, caste, wealth, education)

Document 2

Source: Peter I, Decree Requiring Education of Russian Nobles, 1697

Send to every (region) some persons from mathematical schools to teach the children of the nobility – except those of freeholders and government clerks – mathematics and geometry; as a penalty...no one will be allowed to marry unless he learns these (subjects).

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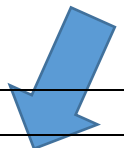
Document 3

Source: Peter I, Decree on Foreigners, 1701

Since our accession to the throne all our efforts and intentions have tended to govern this realm in such a way that all of our subjects should, through our care for the general good, become more and more prosperous. For this end we have always tried to maintain internal order, to defend the state against invasion, and in every possible way to improve and to extend trade. With this purpose we have been compelled to make some necessary and salutary changes in the administration, in order that our subjects might more easily gain a knowledge of matters of which they were before ignorant, and become more skillful in their community relations. We have therefore given orders, made dispositions, and founded institutions indispensable for increasing our trade with foreigners, and shall do the same in the future.... To attain these worthy aims, we have endeavored to improve our military forces, which are the protection of our State, so that our troops may consist of well-drilled men, maintained in perfect order and discipline. In order to obtain greater improvement in this respect, and to encourage foreigners, who are able to assist us in this way, as well as artisans profitable to the State, to come in numbers to our country, we have issued this manifesto.

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Document 4

Source: Peter I, Decree on Wearing Western-Style, 1701

Western dress shall be worn by all the boyars, members of our councils and of our court...gentry of Moscow, secretaries...provincial gentry, gosti (merchants), government officials, streltsy, members of the guilds purveying for our household, citizens of Moscow of all ranks, and residents of provincial cities...excepting the clergy and peasant tillers of the soil. The upper dress shall be of French or Saxon cut, and the lower dress... - waistcoat, trousers, boots, shoes, and hats – shall be of the German type. They shall also ride German saddles. Likewise the womenfolk of all ranks, including the priests', deacons', and church attendants' wives, the wives of the dragoons, the soldiers, and the streltsy, and their children, shall wear Western dresses, hats, jackets, and underwear – undervests and petticoats – and shoes. From now on no one of the abovementioned is to wear Russian dress or Circassian coats, sheepskin coats, or Russian peasant coats, trousers, boots, and shoes. It is also forbidden to ride Russian saddles, and the craftsmen shall not manufacture them or sell them at the marketplaces.

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Document 5

Source: Statute for the College of Manufacturers, 1723

His Imperial Majesty is diligently striving to establish and develop in the Russian Empire such manufacturing plants and factories as are found in other states, for the general welfare and prosperity of his subjects. He (therefore) most graciously charges the College of Manufacturers to exert itself in devising the means to introduce, with the least expense, and to spread in the Russian Empire these and other ingenious arts, and especially those for which materials can be found within the empire.... His Imperial Majesty gives permission to everyone, without distinction of rank or condition, to open factories wherever he may find suitable....

Factory owners must be closely supervised, in order that they have at their plants good and experienced (foreign) master craftsmen, who are able to train Russians in such a way that these, in turn, may themselves become masters, so that their produce may bring glory to the Russian manufacturers.

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Document 6

Source: Jean Rousset de Missy, *Life of Peter the Great*, c. 1730

The tsar labored at the reform of fashions, or, more properly speaking, of dress. Until that time the Russians had always worn long beards, which they cherished and preserved with much care, allowing them to hang down on their bosoms, without even cutting the moustache. With these long beards they wore the hair very short, except the ecclesiastics, who, to distinguish themselves, wore it very long. The tsar, in order to reform that custom, ordered that gentlemen, merchants, and other subjects, except priests and peasants, should each pay a tax of one hundred rubles a year if they wished to keep their beards; the commoners had to pay one kopek each. Officials were stationed at the gates of the towns to collect that tax, which the Russians regarded as an enormous sin on the part of the tsar and as a thing which tended to the abolition of their religion.

These insinuations, which came from the priests, occasioned the publication of many pamphlets in Moscow, where for that reason alone the tsar was regarded as a tyrant and a pagan; and there were many old Russians who, after having their beards shaved off, saved them preciously, in order to have them placed in their coffins, fearing that they would not be allowed to enter heaven without their beards, As for the young men, they followed the new custom with the more readiness as it made them appear more agreeable to the fair sex.

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Document 7

Source: Portrait of Peter the Great. 1838, Library of Congress



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Step #5 – Create your thesis! AND Introduction

What is required according to the rubric?

A. Thesis and Argument Development - 2 points

1	1
Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place.	Develops and supports a cohesive argument by explaining the relationships between the content of the documents and the stated thesis. (Grouping)

Evaluate the extent to which actions taken by Peter the Great transformed Russia in the late 17th-early 18th centuries.

(Consider: **How much** change really happened under Peter? **How much** did the country change socially? Politically? Economically? Are there areas that changed **more than** others? You want to **QUALIFY** your argument.)

1. Revisit your original ideas for how to answer this question that you created BEFORE the documents.
2. Revise the categories (or “groupings”) you think would work well to answer the WHOLE essay question now that you can include the documents.
3. Construct your thesis – clearly stating specific ways you are going to prove your argument/thesis.

Your thesis provides a ***direct answer*** to the essay question. You will identify ***specific topics*** that you will explore in your body paragraphs. Vague references to “positive and negative” or “political, economic, social will not earn you a thesis point.

Everyone always asks – ***how many sentences*** can a thesis be? Ideally, the thesis should be the ***last sentence*** in your introduction. Depending on the complexity of the topic, it is acceptable for your thesis to be 2-3 sentences, still making sure they are the last sentences in your introduction.

IF the essay asks for you to make a value judgment (ex. assess the validity/evaluate the extent), your language needs to reflect the value judgment. Using words like “while” and “although” are good standards to use.

Words Do Matter! (Helpful Hints)

Instead of "Said"

June 10, 2016

advised	croaked	interjected	pulled	squawked
advocated	crooned	interrupted	puzzled	squeaked
alibied	crowed	intimated	quarreled	squelched
alleged	declared	introduced	queried	stammered
amplified	decreed	jabbered	questioned	stated
announced	decried	jeered	quibbled	stuttered
answered	demanded	joked	quoted	submitted
apologized	denied	jollied	raged	suggested
argued	denounced	joshed	raved	summarized
asked	directed	jubilated	recited	summoned
asserted	disclosed	judged	reckoned	supported
avowed	droned	kibitzed	recollected	supposed
babbled	elaborated	kidded	remarked	sympathized
badgered	enunciated	lamented	remembered	synopsized
bantered	estimated	lamboned	reminisces	synthesized
bawled	exaggerated	lashed (out)	repeated	taunted
beamed	exclaimed	lectured	replied	teased
begged	expanded	listed	reported	testified
bellowed	expounded	maintained	reproved	threatened
bewailed	fantasized	mimicked	requested	trembled
blamed	forecast	mocked	resolved	twanged
blurted	fretted	mumbled	responded	upheld
boasted	fumed	murmured	retorted	urged
bullied	fussed	muttered	revealed	uttered
cackled	gaspd	nagged	rhapsodized	vituperated
cajoled	gibed	narrated	roared	volunteered
ceded	gossiped	nattered	schemed	vouched
charged	granted	negotiated	scuffed	vowed
chattered	greeted	noted	scolded	waited
chided	grouded	objected	screeched	waived
cited	growled	observed	seconded	warbled
claimed	grumbled	offered	shouted	warned
coaxed	harangued	opined	shrieked	whimpered
commanded	hazarded	ordered	sighed	whispered
commented	hedged	panted	sizzled	yalped
complained	hinted	pestered	snapped	yawned
complimented	howled	pledged	snarled	yearned
concluded	implied	posed	sneered	yelled
confided	implored	posited	sniffled	yielded
confirmed	informed	postulated	sobbed	yodeled
contended	inquired	pouted	spat	yowled
continued	insinuated	proclaimed	speculated	zinged
contradicted	insisted	promised	spluttered	
countered	instead of	protested	squarked	
crawled				
cried				

"Thesis Killer" Words



very
many
things
lots / a lot
stuff
ways
really



Step #6 – Create your introduction –

**Historical Contextualization
+ Thesis(Argument)
= Solid Introduction**

While the thesis is probably the MOST important part of your introduction (make sure the thesis/theses are at the end of the introduction), you need to establish a historical context for the WHOLE essay. We will call this “**BIG C**” *Contextualization* which is another point to score on the rubric.

<p>Contextualization (1 point)</p> <p>Describes a broader historical context relevant to the prompt.</p>	<p>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This prompt is not awarded for merely a phrase or reference.</p>
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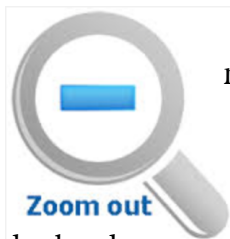


What is contextualization? It is setting the scene for the part of history you are going to go into.

Let’s say the essay is about American Revolution in the 18th century. If you ZOOM IN on the topic, you will be talking about events occurring in America during the late 1700s. Obviously, the majority of your essay will be devoted to this topic.



BUT, the events in America did nowhere. To establish CONTEXT look at the larger region, hemisphere, the forces at work to contribute to the



not magically appear out of you need to ZOOM OUT and and whole globe to understand events. (Have you ever told a story about a family member to a friend who does not know anything about him/her?

In order for your friend to appreciate the story, you often have to “BACK UP” and explain some history or the “BACK STORY”. This is the same concept, only we are doing it for a story in history.)

So for this essay, you need to start with historical background on the Paleolithic era and explain the evolution to the Neolithic era. You should mention WHERE this happens and WHEN it happens. This takes several sentences. The paragraph then ends with your thesis statement.

Step #7 – Creating your body paragraphs – BUILD AN ARGUMENT!

There are a number of things we are looking for in your body paragraphs:

1. Each paragraph starts with a clear topic sentence related to your thesis.
2. Your discussion of each part of your argument is supported by INFORMATION NOT FOUND IN THE DOCUMENTS and PROPER USE OF DOCUMENTS.
3. Your discussion fully supports your thesis/argument so that by the end of your essay, it is obvious you have answered the question thoroughly.

Evidence from the Documents (2 points)

1 pt. Uses the **content** of at least **three** documents to address the topic of the prompt.

2 pts. **Supports an argument** in response to the prompt using at least **six** documents.

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 document to support an argument in response to the prompt.

- Doc 1: C - S
- Doc 2: C - S
- Doc 3: C - S
- Doc 4: C - S
- Doc 5: C - S
- Doc 6: C - S
- Doc 7: C - S

C = Content (of document)

There is a difference

S = Support (argument)

Evidence Beyond the Documents (1 point)

Uses at least **one** additional piece of 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.

Analysis & Reasoning: Sourcing (1 point)

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

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

- Doc 1: H I P P
- Doc 2: H I P P
- Doc 3: H I P P
- Doc 4: H I P P
- Doc 5: H I P P
- Doc 6: H I P P
- Doc 7: H I P P

You need to try to do H or I or P or P for four or more documents – I know the rubric says at least 3 – but you try for more just in case you are not successful on all of them

Step #8 – Establishing CONNECTIONs (aka your CONCLUSION)

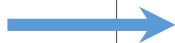
Analysis & Reasoning: Complexity (1 point)

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. This can be accomplished in a variety of ways:

- 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 causes and effects
- 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

To earn **one** point, the response must demonstrate a complex understanding of the historical development that is the focus of the prompt. This understanding must be part of the argument, not merely a phrase or reference.

Synthesis



AP Definition of Synthesis

Historical thinking involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines.

You need to connect your original argument/thesis to another MEANINGFUL historical example outside the scope of your essay.

Synthesis Options – How can you connect your thesis/argument to another time/place/theme?

<u>PLACE</u>	<u>TIME</u>
Connections to different historical period/era (before or after):	Connection to different geographical area:
Supporting details:	Supporting details:

Your best approach in your Synthesis Paragraph is to start with your original argument and then show how it connects to one of the following options above. It needs to be more than a quick mention. *You need to explain the connection.*

Remember:
Our mantra is: "Plan More - Write Better!"