

Question: Analyze attitudes toward and evaluate the motivations behind the European acquisition of African colonies in the period 1880 to 1914.

Documents: Identify how each document relates to the question. What is its P-E-R-S-I-A theme?

Doc 1: _____
_____ Theme: _____

Doc 2: _____
_____ Theme: _____

Doc 3: _____
_____ Theme: _____

Doc 4: _____
_____ Theme: _____

Doc 5: _____
_____ Theme: _____

Doc 6: _____
_____ Theme: _____

Doc 7: _____
_____ Theme: _____

Doc 8: _____
_____ Theme: _____

Doc 9: _____
_____ Theme: _____

Doc 10: _____
_____ Theme: _____

Doc 11: _____
_____ Theme: _____

Doc 12: _____
_____ Theme: _____

Doc 13: _____
_____ Theme: _____

All Possible Groupings: Group the documents into as many groupings as you can, using those provided by the College Board's DBQ graders, and adding additional groupings you're able to identify. A doc may be used twice, but is counted only once. By definition, a group must include more than one document.

From College Board Rubric:

Attitudes

Pro-imperialist:

Economic: _____

Nationalistic: _____

Social/Cultural: _____

Anti-imperialist:

Economic: _____

Social/Cultural: _____

Motivations

Economic:

Expansion and prosperity: _____

Capitalism: _____

Markets and trade: _____

Acquisition of raw materials: _____

Political:

Nationalism: _____

Global power politics: _____

Regaining national glory (France): _____

Maintaining and building empire (Britain): _____

Social/Cultural/Humanitarian

Social Darwinism: _____

“White Man’s Burden”: _____

Exploitation: _____

Additional Groupings?:

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

Document Groupings: Using the groupings created above, identify the three or four groupings which you will use in your DBQ. Be sure that the groups you choose to use go together - using them together in an essay must make sense!!!

Group #1: _____

Group #3: _____

Group #2: _____

Group #4: _____

Introduction Paragraph - Identify and define the main subject of your essay. When writing your thesis statement, remember that each of the groups you created will be one of your body paragraphs - be sure to identify them!

A. **INTRO SENTENCE:** _____

B. **THESIS STATEMENT:** _____

Body ¶ #1 - What is the theme of this group? _____

A. Topic sentence: _____

B. Identify *important, relevant*, and **SPECIFIC** items of historical **EVIDENCE**. How does it support your thesis?

E1. _____

C1. _____ (Doc)

E2. _____

C2. _____ (Doc)

E3. _____

C3. _____ (Doc)

Point-of-View (POV) #1: Document # _____

As a(n) _____, _____'s POV is biased because

he/she/they sought to... _____

Thus, this document is NOT reliable because, to make his/her/their point, the author(s) likely exaggerated...

C. Concluding sentence: _____

Body ¶ #2 - What is the theme of this group? _____

A. Topic sentence: _____

B. Identify *important*, *relevant*, and ***SPECIFIC*** items of historical ***EVIDENCE***. How does it support your thesis?

E1. _____

C1. _____ (Doc)

E2. _____

C2. _____ (Doc)

E3. _____

C3. _____ (Doc)

Point-of-View (POV) #2: Document # _____

As a(n) _____, _____'s POV is biased because
he/she/they sought to... _____

Thus, this document is **NOT** reliable because, to make his/her/their point, the author(s) likely exaggerated...

C. Concluding sentence: _____

Body ¶ #3 - What is the theme of this group? _____

A. Topic sentence: _____

B. Identify *important*, *relevant*, and ***SPECIFIC*** items of historical ***EVIDENCE***. How does it support your thesis?

E1. _____

C1. _____ (Doc)

E2. _____

C2. _____ (Doc)

E3. _____

C3. _____ (Doc)

Point-of-View (POV) #3: Document # _____

As a(n) _____, _____'s POV is biased because
he/she/they sought to... _____

Thus, this document is **NOT** reliable because, to make his/her/their point, the author(s) likely exaggerated...

C. Concluding sentence: _____

Conclusion - A single-sentence restatement of your thesis; nothing more.