Evidence Beyond the Documents | Contextualization | Synthesis
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**Evidence Beyond Docs**
“Beyond” (Docs)
Can “beyond” be “diff time period? geog region? Or must it be same?

Provides an example or additional piece of specific evidence beyond those found in the docs to support or qualify the argument.

Think of a specific piece of evidence that you expected to be in the docs when you first read the question. Something that could have been in the docs, but wasn’t. If there were a “Doc 8,” name a specific fact that doc would include? You wouldn’t need to change the question at all in order to justify including this specific piece of evidence.

**Contextualization**
“Situates” (Argument)
“Situates” ... in same/diff time period? same/diff geog region?

Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

Think of a tangent that’s almost relevant to the question, but just “partially off topic.” The connection to the question should be painfully obvious (“immediately relevant”) to the reader. What broader “larger picture” could be included if the question expanded the theme/topic, geog region, or time period?

**Synthesis**
“Extends” (Argument)
“Extends” ... to a diff theme/region/period? or can it be the same theme/region/period?

Extends the argument by explaining the connections between the argument and ONE of:

- A development in a different historical period, situation, era or geographical area;
- A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history);
- A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology)

“EXTENDS the argument ...” In other words, Synthesis is ‘outside’ the question, with no immediately apparent relevance. The author must explain HOW [blank] ‘connects’ to the question.

Each question contains several elements, including a Topic/Theme, a Geographic Region, and a Chronological Period/Era. (a WHAT?, a WHERE?, and a WHEN?) Students may need to change one or more of these elements to earn these 3 points. But which one(s) should students change? There is no absolute “formula.” Each DBQ question is different, and thus the relevant info varies. Students need to be competent and flexible enough to apply appropriate examples to each unique question.

**More Likely the Same**

**More Likely Different**

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**Evid Beyond Docs**
- Probably Change NONE (or at MOST one) of:
  - Theme/Topic
  - Geographic Region
  - Chronological Period

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**Contextualization**
- Probably Change ONE of:
  - Theme/Topic
  - Geographic Region
  - Chronological Period

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**Synthesis**
- Probably Change AT LEAST ONE of:
  - Theme/Topic
  - Geographic Region
  - Chronological Period

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Example Using a Hypothetical DBQ Question:

Using the documents and your knowledge of world history, analyze the demographic effects of the Columbian Exchange from c. 1450-1750.

| Doc 1 Complaint by Taino chief to Columbus | Doc 2 Speech by Hernan Cortes | Doc 3 Philip II decree re: labor policy | Doc 4 Census record of Ghanian village |
| Doc 5 Brazilian governor report to king | Doc 6 Mexican song lyrics re: “Great Death” | Doc 7 Advertisement for Indentured Servants |

What specific examples of each category might students include?

Note: These points are not awarded for merely a phrase or reference. Responses need to explain how [blank] relates to the argument, which typically consists of multiple sentences or a full paragraph.

<table>
<thead>
<tr>
<th>Example</th>
<th>Rubric Category</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smallpox</td>
<td>Evid Beyond Docs</td>
<td>Smallpox and measles are an “additional piece of evidence” completely relevant to the question. Either could be the topic of “Doc 8.”</td>
</tr>
<tr>
<td>Measles</td>
<td>Evid Beyond Docs</td>
<td></td>
</tr>
<tr>
<td>Potato</td>
<td>Evid Beyond Docs or Contextualization</td>
<td>The potato’s effect on Ireland’s population, or American maize on China’s population could be Evid Beyond Docs or Contextualization, depending on the student’s argument. (Note: There really isn’t a single “geographic region” specified in the question. The docs are all based around the Atlantic basin, but that is not the question’s “limit.”)</td>
</tr>
<tr>
<td>Maize</td>
<td>Contextualization</td>
<td>Discussion of how Columbus’ explorations were motivated by economic profit, political power, and religious influence.</td>
</tr>
<tr>
<td>Motives for Exploration</td>
<td>Contextualization</td>
<td>Discussion of how Europeans wanted to avoid paying high prices to “middleman” Ottoman Empire for Indian spices.</td>
</tr>
<tr>
<td>Black Death</td>
<td>Contextualization</td>
<td>The Black Death had obvious demographics effects in the 14th century. (The fact that it immediately preceded 1450-1750 makes me think it would probably work better as Contextualization, but students could “extend” argument to include as Synthesis.)</td>
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<tr>
<td>Spanish Flu</td>
<td>Synthesis</td>
<td>The Flu was the 20th century’s nearest equivalent to a pandemic similar to that experienced by post-1492 Americas. (The fact that the Spanish Flu was 400+ years after Columbus makes me think that it would most likely work better as Synthesis, but depending on the student’s argument, it’s possible it could be used as Contextualization.)</td>
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<tr>
<td>“Foreign values”</td>
<td>Synthesis</td>
<td>Contemporary “culture wars” critical of globalization as “infecting” domestic society with “foreign values.” (Note how which society is “domestic” and which “value” is “foreign” is NOT specified here! Avoid any “us” vs. “them” assumptions in essays.)</td>
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</tbody>
</table>