Document Based Question

SWBAT:

- Analyze the responses to industrialization from social, political and economic perspectives.
- Write in a clear, concise, analytical format.
- Create a clear thesis statement.
- Analyze bias in primary and secondary sources.
- Interpret texts to draw conclusions.
- Discuss connections between texts.

Task:

The following question is based on the accompanying Documents 1-10 (The documents have been edited for the purpose of this exercise). This question is designed to test your ability to work with and understand historical documents. Write an essay that directly addresses the question: "**Was the Industrial Revolution more harmful or more beneficial to society?"** Use the following criteria.

Criteria:

- Has a relevant, clear thesis that addresses all parts of the question.
- Use a majority of the documents.
- Interpret and analyze the documents.
- Support the thesis with evidence from the documents.
- Analyze the sources of the documents and the authors' points of view/bias.
- Refer to three pieces of outside information.
- Organize documents in two or three ways (if appropriate). Do not simply summarize the documents individually.

DBQ Rubric:

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Thesis	Contains no thesis, or thesis does not answer the question.	Presents a limited, confused, or poorly developed thesis. (Honors thesis is very basic, simply restates the question).	Provides an appropriate thesis that addresses ALL parts of the question. (Honors thesis must be argumentative).
Majority of Documents	Discusses and cites textual evidence in little to no documents.	Discusses and cites textual evidence found in some of the documents.	Discusses and cites textual evidence from a majority of the documents. (CCS # 1 Grades 9-10)
Interpretation of Documents	Demonstrates little to no understanding of the central idea(s) and information in some of the documents or misinterprets many documents.	Demonstrates an understanding of the central idea(s) and information in some of the documents, some are misinterpreted or not included.	Demonstrates an understanding of the central idea(s) and information of the majority of documents with the allowance of ONE misinterpreted document. (CCS #2 Grades 9-10)
Support of the thesis	Little to no support of the thesis, meaning the student is not able to use their reasoning and evidence from the text to support their claims made in the thesis. Not consistent or clear at all.	Supports only some aspects of the thesis throughout the essay, meaning the student uses some reasoning and evidence from the text to support their claims made in the thesis making it inconsistent and clear.	Supports the thesis appropriately throughout the essay, meaning the student can use their reasoning and the evidence from the text to support their claims made in the thesis in a clear and consistent argument. (CCS #8 Grades 9-10)
Bias	Does not analyze bias or point of view in any documents.	Analyzes bias or point of view in only ONE document.	Analyzes bias or point of view in at least TWO documents. (CCS #6 Grades 9-10)
Outside information	Uses no relevant outside information.	Uses relevant outside information only ONE time throughout the essay. (Honors used only ONE or TWO pieces of outside information).	Uses relevant outside information at least TWO times throughout the essay. (Honors must use at least THREE pieces of outside information).
Organization	Clumps all documents into one group, demonstrating weak organization skills that seriously detract from the quality of the essay.	Shows evidence of an attempt at organizing the documents. Demonstrates some organization skills that mildly detract from the quality of the essay.	Divides documents by organizing them into appropriate, logical groups creating a clearly organized, well-written essay.