

Playing the Points Game: DBQ

- Know the RUBRIC
- Know your Strengths
- Understand the prompt
 - Identify the time period
 - Identify the Historical Thinking Skill
 - Identify any specific SPICE theme if present
- Be aware of what documents you have used
- WRITE a CLEAR THESIS that...
 1. Responds to the Prompt with **EVALUATIVE** language = DESCRIBES the strength of the HISTORICAL THINKING SKILL
 2. Establishes a **LINE OF REASONING** = Make a claim, state an argument, identify your buckets/groupings.
 3. Is **HISTORICALLY DEFENSIBLE**= must be founded upon factual history and accurate interpretation of documents

????SO, HOW DO YOU DO THIS????

The answer is, at this point, play the points game. If the day of the test comes and you just can't think of a decent contextualization, skip it. Write a solid thesis. Maybe within the flow of writing the essay, contextualization will come to you and you can add it in at the end in a separate paragraph. Similarly, if you struggle to HIPP documents, don't waste time trying to do it. Focus on writing topic sentences and using at least 6 documents to support your arguments. Then try to plug in some outside evidence that connects to the prompt, but make sure to explain how it connects. Remember, you are not getting published. You will get points awarded based on meeting the rubric requirements. So if your structure and syntax and word choice are not perfect, so be it.

Below are 3 essays for the same prompt. They are each written to meet specific rubric requirements; **get in, get the points, and get out and then on to the LEQ Points Game (to follow shortly)**

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PROMPT: Evaluate the extent to which the experience of the First World War changed relationships between colonized peoples.

A. The 3 Point Essay

1. Thesis
2. Uses the content of 3 documents as they relate to the topic of the prompt. This essentially means I accurately **explain the main idea** of the document as it relates to the prompt.
3. Uses 6 documents to Support an Argument. This means I have a clear thesis, clear topic sentences, and then **analyze the documents** in a way that they support the topic sentence.

The experiences of World War I drastically changed the relationship between Europeans and colonized peoples because it solidified a growing hatred for Europeans and planted the seeds of nationalism and independence within the colonized people.

While the colonized peoples felt animosity toward the Europeans before the war, experiences during the war definitely made the relationship worse. For example, John Chilembwe criticized the British for exploiting Africans and ignoring their rights before the war only to need African men during the war and expected to “shed our blood in equality” yet receive nothing in return once it was over (Doc. 1). Indian men fighting for the British made similar observations. For example, Behari Lal who was fighting in the trenches on the Western Front wrote home to describe the racism he encountered from the British troops. He even states he can feel that the hatred between Europeans and Indians was “increasing instead of decreasing” (Doc. 4). The Egyptians were so angry at the hypocrisy of needing colonized peoples in the “battlefields and trenches” when it was convenient for Europeans that they had a revolt in 1919 to decry their anger (Doc 5). Finally, even many years after the war was over, veteran Hubert Reid described his disgust with the British government for granting Jamaican veterans the least productive and inaccessible land on the island (Doc 6).

In many places, this anger gave way to nationalistic pride among the colonized people, which will also greatly change the relationship. For example, the Egyptian revolt of 1919 eventually led to the “nominal” recognition of Egypt’s independence in 1922. The popular protest song from that period describes how British oppression, even after the Egyptians rescued British soldiers from the desert, caused the Egyptians to become resilient and see themselves as the “Sons of Pharaohs” (Doc 5). Similarly, Nar Diouf recounted that his war

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decorations gave him the courage to challenge French people who were acting poorly towards black Africans (Doc. 7). However, not all people saw this spreading of nationalism as a good thing. For example, Kalyan Mukerji, an Indian officer, wrote to a friend that nationalism was a major cause for World War I and responsible for “all the bloodshed” (Doc. 2). He is concerned that Indian youths have adopted this ideal from the British and are committing acts of violence in the name of nationalism.

B. The 5 Point Essay.

1. **Thesis**
2. **Uses 3 documents** as they relate to the topic of the prompt. This essentially means I accurately **explain the main idea** of the document as it relates to the prompt.
3. Uses 6 documents to Support an Argument. This means I have a clear thesis, clear topic sentences, and then **analyze the documents** in a way that they support the topic sentence.

IN ADDITION, it now has...

4. **Contextualization** = Explains how larger global or regional forces shaped the world leading up to event in the prompt
5. **Outside Evidence** – Plugs in a piece of factual, historical knowledge that **BOTH** relates to the argument & is explained.

Before the Great War began, Western European powers used their superior military technology to invade and conquer many colonies in Africa and Asia. In this age of imperialism, Europeans were looking for access to cheap resources and labor to fuel their growing industrial economies. They justified their actions by creating a new image of African and Asians as uncivilized savages and by arguing they were benevolently spreading a superior, often Christian, culture. During World War I, it became quickly apparent that the war was going to last much longer and cause far more deaths than any conflict in human history. Therefore, European powers turned to their colonial subjects to help supply more troops and resources. The colonized peoples' experiences during the war continued an exploitative and oppressive relationship between the two groups. However, it did permanently alter the colonized people's obedience toward Europeans, putting many nations on the path towards the struggle for independence.

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In many colonized regions, the experiences of African and Asian men fighting for their European mother countries continued a pattern of exploitation and racism. For example, in 1914, only a few short months after the war had started, Europeans conscripted African men to fight for their interests. John Chilembwe criticized the British government for using African men to fight in their war when those same men were treated poorly in times of peace and were seen as “uncivilized” inferiors to white Europeans (Doc 1). Similarly, a French postcard at first seems to reflect a growing unity among black and white soldiers. However, the subtext of the postcard sarcastically calls the black Africans “savages,” which continued a long pattern of seeing Africans as heathens (Doc 3). This racism was not just reserved for Africans; Indian soldiers, even those fighting in the trenches, experienced continued hatred as well. For example, Bhari Lal wrote to his family that his white comrades would not even sleep next to him and that he felt “continued ill-treatment” (Doc 4.). Finally, the British continued their pattern of exploiting the natural resources and subjugating the colonials in their Jamaican colony. Despite many petitions and protests, the Jamaicans were granted the least arable land on the most remote parts of the island (Doc 6).

However, the effects of these continuities diminished the obedience of colonial subjects and will eventually lead to decolonization and independence movements in many places. Many subjects living in the colonies expected to gain their independence from European control after the war. Colonized people around the world heard Woodrow Wilson’s 14-Point plan that included allowing countries self-determination and democracy. This is why many colonies were angry and ready to revolt following the Treaty of Versailles, which expanded imperial power rather than reducing it. Even as early as 1914, Chilembwe alludes to the eventual struggle for independence. He points out that the Africans of British Nyasaland had been loyal to the British Government up to this point but that forcing African men to “die for a cause which is not theirs” has gone too far (Doc 1.) By 1915, nationalistic violence was erupting among the youth of India, which Kalyan Mukerji argued, was learned from the British (Doc 2). Eventually, Gandhi will combine these nationalistic sentiments with his ideas of civil disobedience and earn India’s independence in 1947. In 1982, Nar Diouf recounted how after the war he felt emboldened to stand up to the French whereas before the war, he would never had dared to correct, let alone, scold a Frenchmen (Doc 7). This demonstrates that African veterans felt they had earned the respect of Europeans through their service and honor in combat and would no longer passively watch instances of oppression. Finally, in 1919 the Egyptians provided one of the earliest examples of open revolt against colonial rule in response to continued oppression. Even after sending Egyptian men to fight in the trenches and saving British soldiers from the desert, the British government maintained control over Egyptian resources. This led to a growing sense of nationalism among Egyptians and a desire to fight in order to “gain a constitution” (Doc 5).

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C. The 7 Point Essay (The same essay as the 5 point essay but with HIPP statements and a Conclusion)

1. **Thesis**

2. **Uses 3 documents** as they relate to the topic of the prompt. This essentially means I accurately **explain the main idea** of the document as it relates to the prompt.

3. Uses 6 documents to Support an Argument. This means I have a clear thesis, clear topic sentences, and then **analyze the documents** in a way that they support the topic sentence.

4. **Contextualization** = Explains how larger global or regional forces shaped the world leading up to event in the prompt

5. **Outside Evidence** – Plugs in a piece of factual, historical knowledge that **BOTH** relates to the argument & is explained.

IN ADDITION, it now has...

6. **Analysis and Reasoning**

A. **HIPP 3 Documents** = Analyzes how the Author's point of view, purpose of the document, or intended audience is relevant to the argument/interpretation of the document.

B. **Complex Understanding** = Your guess is as good as mine. Kind of a holistic point. I try to go after it by making sure I connect the documents together to show corroboration of multiple

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pieces of evidence to support an argument and by writing a concluding paragraph that “explains relevant and insightful connections within and across periods” (straight from CB rubric).

Before the Great War began, Western European powers used their superior military technology to invade and conquer many colonies in Africa and Asia. In this age of imperialism, Europeans were looking for access to cheap resources and labor to fuel their growing industrial economies. They justified their actions by creating a new image of African and Asians as uncivilized savages and by arguing they were benevolently spreading a superior, often Christian, culture. During World War I, it became quickly apparent that the war was going to last much longer and cause far more deaths than any conflict in human history. Therefore, European powers turned to their colonial subjects to help supply more troops and resources. The colonized peoples' experiences during the war continued an exploitative and oppressive relationship between the two groups. However, it did permanently alter the colonized people's obedience toward Europeans, putting many nations on the path towards the struggle for independence.

In many colonized regions, the experiences of African and Asian men fighting for their European mother countries continued a pattern of exploitation and racism. For example, in 1914, only a few short months after the war had started, Europeans conscripted African men to fight for their interests. John Chilembwe criticized the British government for using African men to fight in their war when those same men were treated poorly in times of peace and were seen as “uncivilized” inferiors to white Europeans (Doc 1). As an educated minister, Chilembwe clearly had knowledge of European ideas of the “White Man's Burden” and is trying to call out their hypocrisy. Similarly, a French postcard at first seems to reflect a growing unity among black and white soldiers. However, the subtext of the postcard sarcastically calls the black Africans “savages,” which continued a long pattern of seeing Africans as heathens (Doc 3). Nonetheless, the French government used this image as propaganda to display the positive treatment of colonial soldiers in order to continue getting recruits. This racism was not just reserved for Africans; Indian soldiers, even those fighting in the trenches, experienced continued hatred as well. For example, Bhari Lal wrote to his family that his white comrades would not even sleep next to him and that he felt “continued ill-treatment” (Doc 4.). Finally, the British continued their pattern of exploiting the natural resources and subjugating the colonials in their Jamaican colony. Despite many petitions and protests, the Jamaicans were granted the least arable land on the most remote parts of the island (Doc 6).

However, the effects of these continuities diminished the obedience of colonial subjects and will eventually lead to decolonization and independence movements in many places. Many subjects living in the colonies expected to gain their independence from European control after the war. Colonized people around the

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In the years following World War I, most of Africa and many places in Asia would remain under European control. Then during World War II, these colonies would be called upon again to provide soldiers and resources and again, they would comply. However, following World War II, the United Nations was formed which would finally provide a platform from which colonized peoples could make their claims for independence. Leaders such as Ho Chi Minh in Vietnam, Gandhi in India, Mandela in South Africa and Nkrumah in Ghana would use the UN's "Declaration of Human Rights" and nationalistic arguments to lead independence movements in their respective countries. While India was successful in 1947, many countries in Africa did not gain their independence until the 1960's. In other cases like Vietnam, which was drawn to Marxist ideas, they would have to fight in more conflicts in order to achieve their political independence.

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