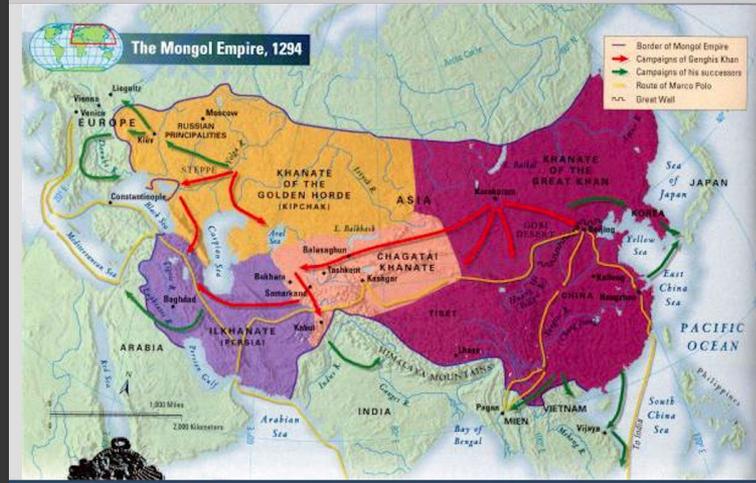


DBQ Overview: Central Asian Rulers and Islam



Writing Learning Objectives

- *This presentation/activity will not cover the skill of “contextualization” in depth.*
- *This presentation/activity will not cover “complexity.”*



1. **Students will know what a Document Based Question (DBQ) is.**
2. **Students will be able to Plan and Analyze a DBQ Prompt.**
3. **Students will be able to respond to a DBQ prompt (write a thesis).**
4. **Students will be able to read and interpret primary and secondary source documents.**
5. **Students will be able to source and analyze primary and secondary source documents.**
6. **Students will be able to write a paragraph for a DBQ.**

Content Learning Objectives

This lesson can either be used to review, introduce or reinforce these content objectives from course description.



(Topic 1.2) Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450.

(Topic 1.2) Explain the causes and effects of the rise of Islamic states over time.

(Topic 2.1) Explain the causes and effects of growth of networks of exchange after 1200.

(Topic 2.2) Explain the process of state building and decline in Eurasia over time.

(Topic 2.2) Explain the significance of the Mongol Empire in larger patterns of continuity and change.

(Topic 2.5) Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.

Background: Central Asia

Let's brainstorm before we begin, what do you already know about

- The Mongol/Mongol Empire?
- The Silk Road?
- The Spread of Islam?



Write your thoughts on your sheet

Tip

You can also discuss topics related to these ideas such as China and the Mongols or the Spread of Islam in multiple places

—
Before we can work on the DBQ we need to better understand the region we are talking about

Look at the following maps and answer the questions attached, feel free to discuss with your peers.



MAP 1

Central Asia as a Region

The region in green refers to the widest *cultural* and *geographic* definition of Central Asia



MAP 1

Central Asia as a Region

Do you recognize any of the countries shaded here? Why are some places only partially shaded?



MAP 1

Central Asia as a Region

Kazakhstan,
Uzbekistan,
Afghanistan,
Turkmenistan,
Tajikistan, Kyrgyzstan,
Pakistan (partially),
Mongolia, China
(partially), Russia
(partially), and Iran
(partially)

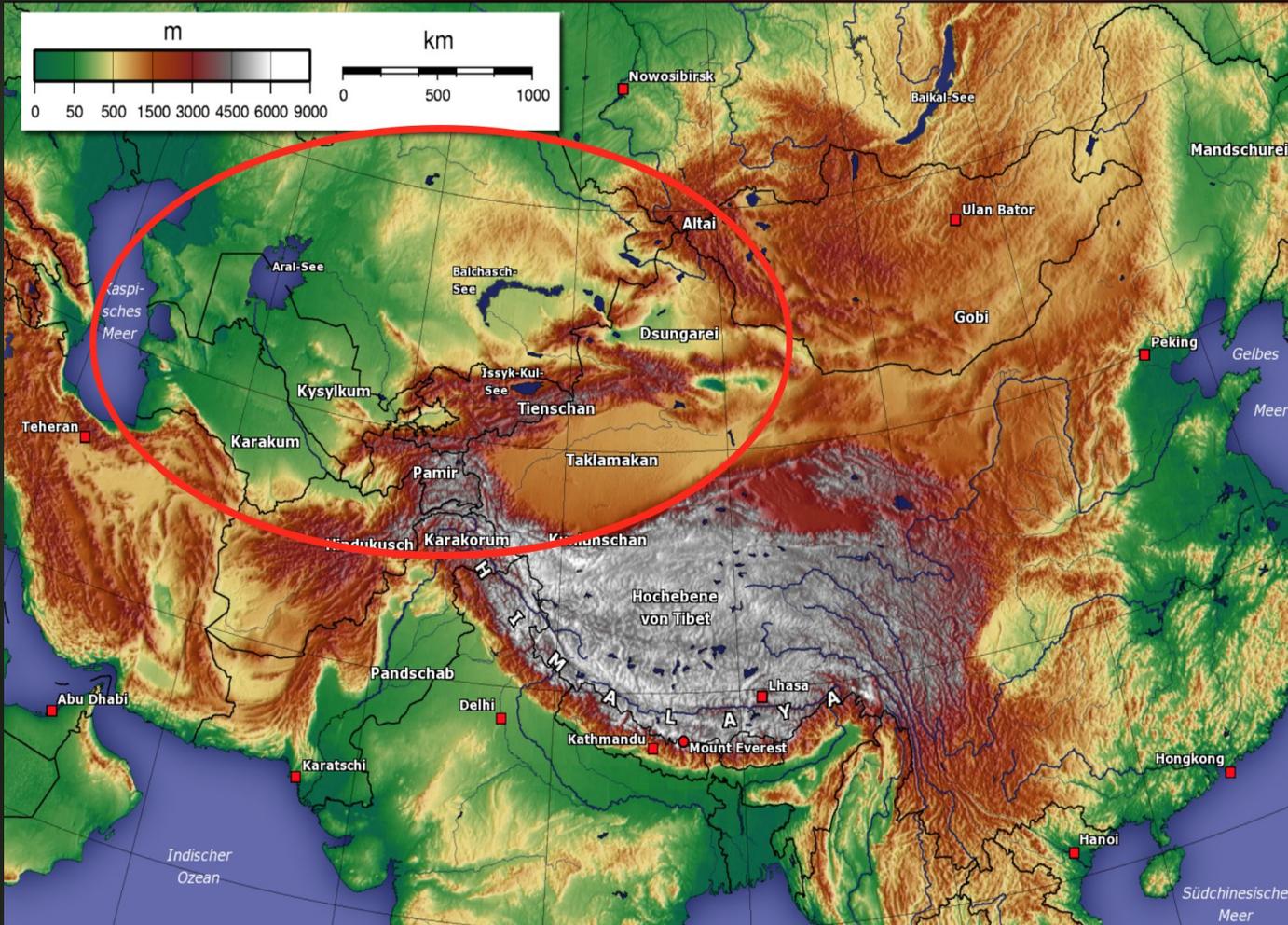
Central Asia



MAP 2

Political Boundaries of Central Asia

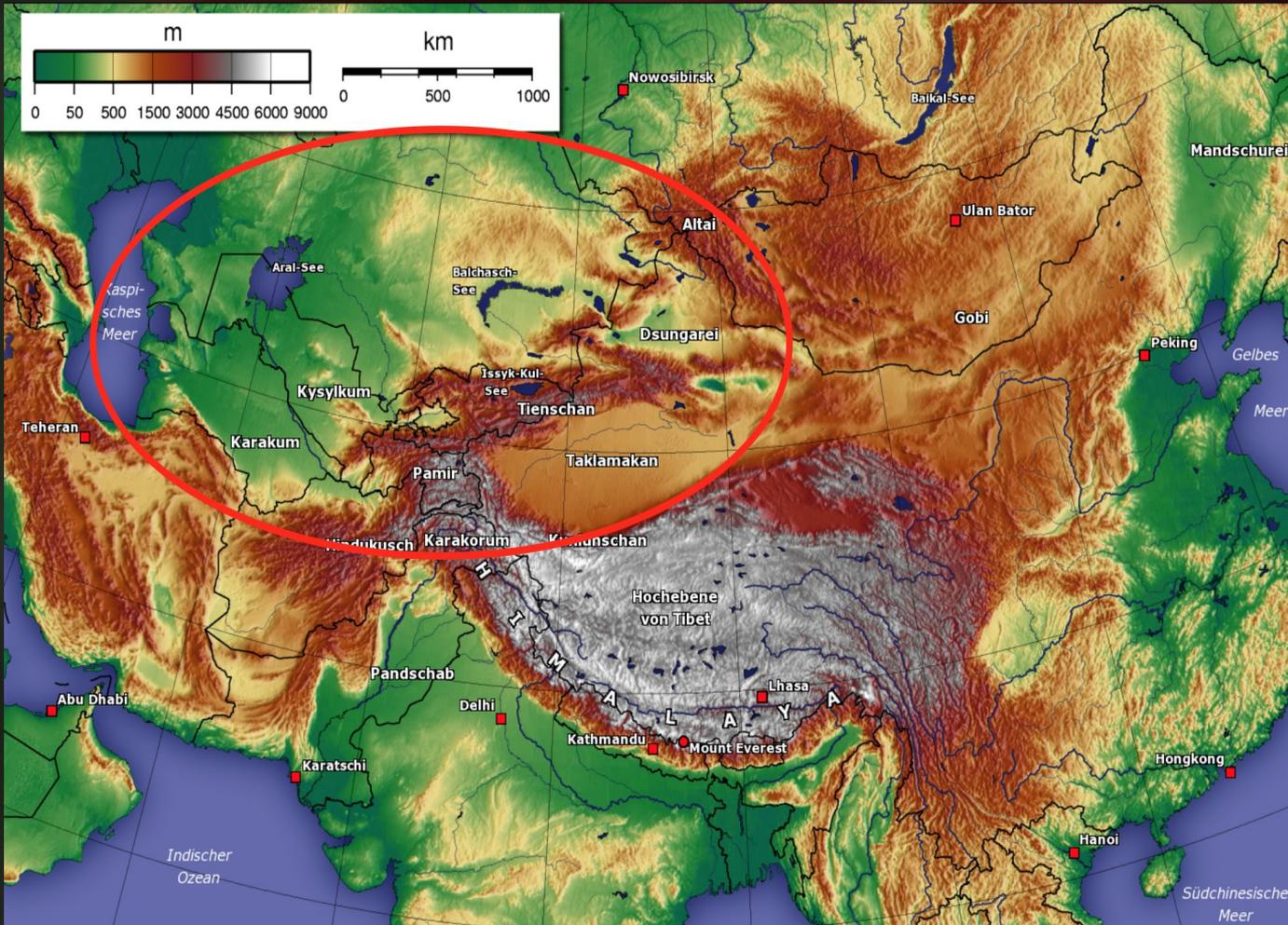
- These are all -Stans which means “land of” in Persian
- All landlocked
- Some of the borders are really intertwined
- Some nations are small and some are big



MAP 3

Geography of Central Asia (red circle)

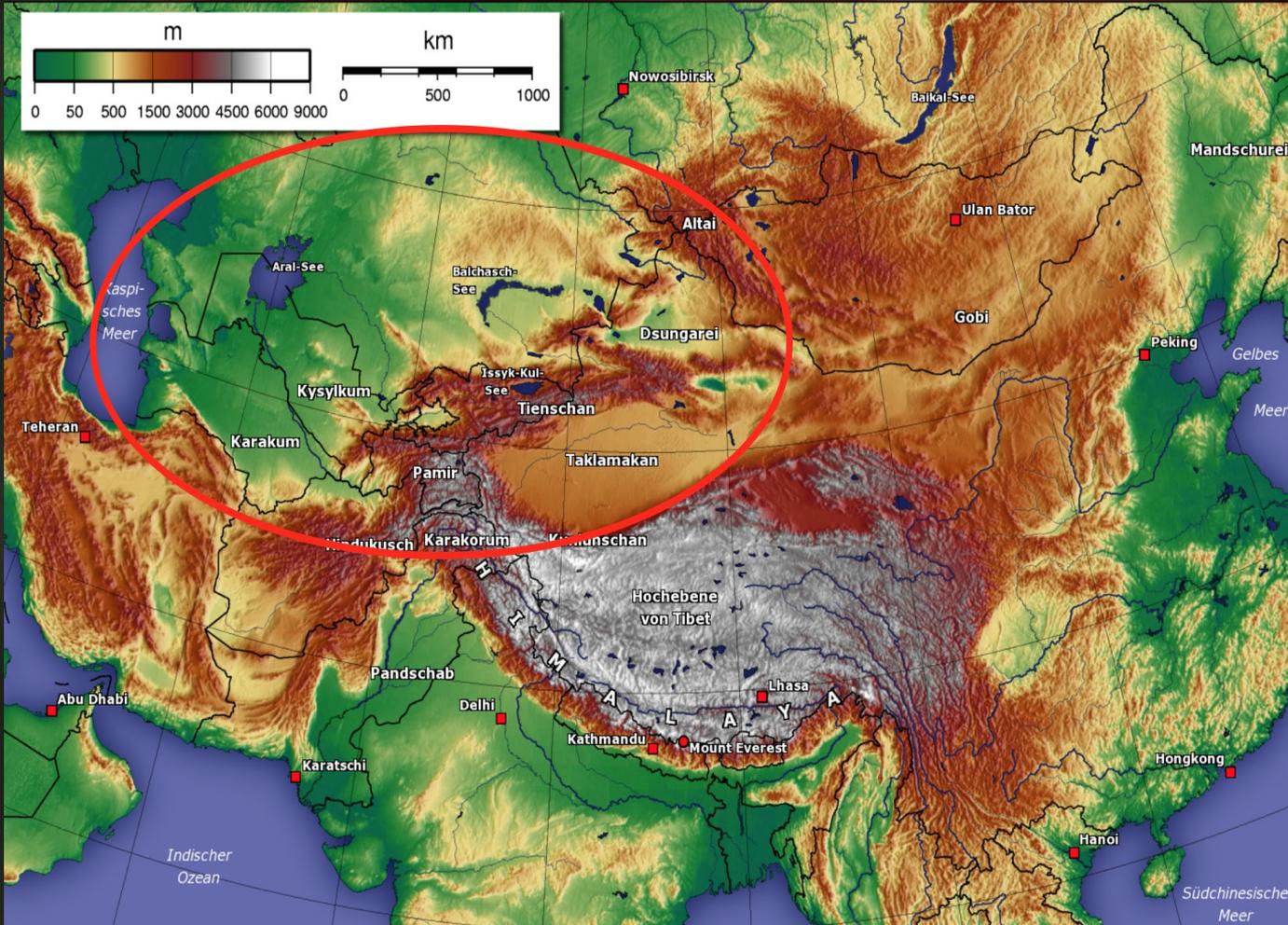
This is the geography of Central Asia, green means lower flatter land, darker colors mean mountains



MAP 3

Geography of Central Asia (red circle)

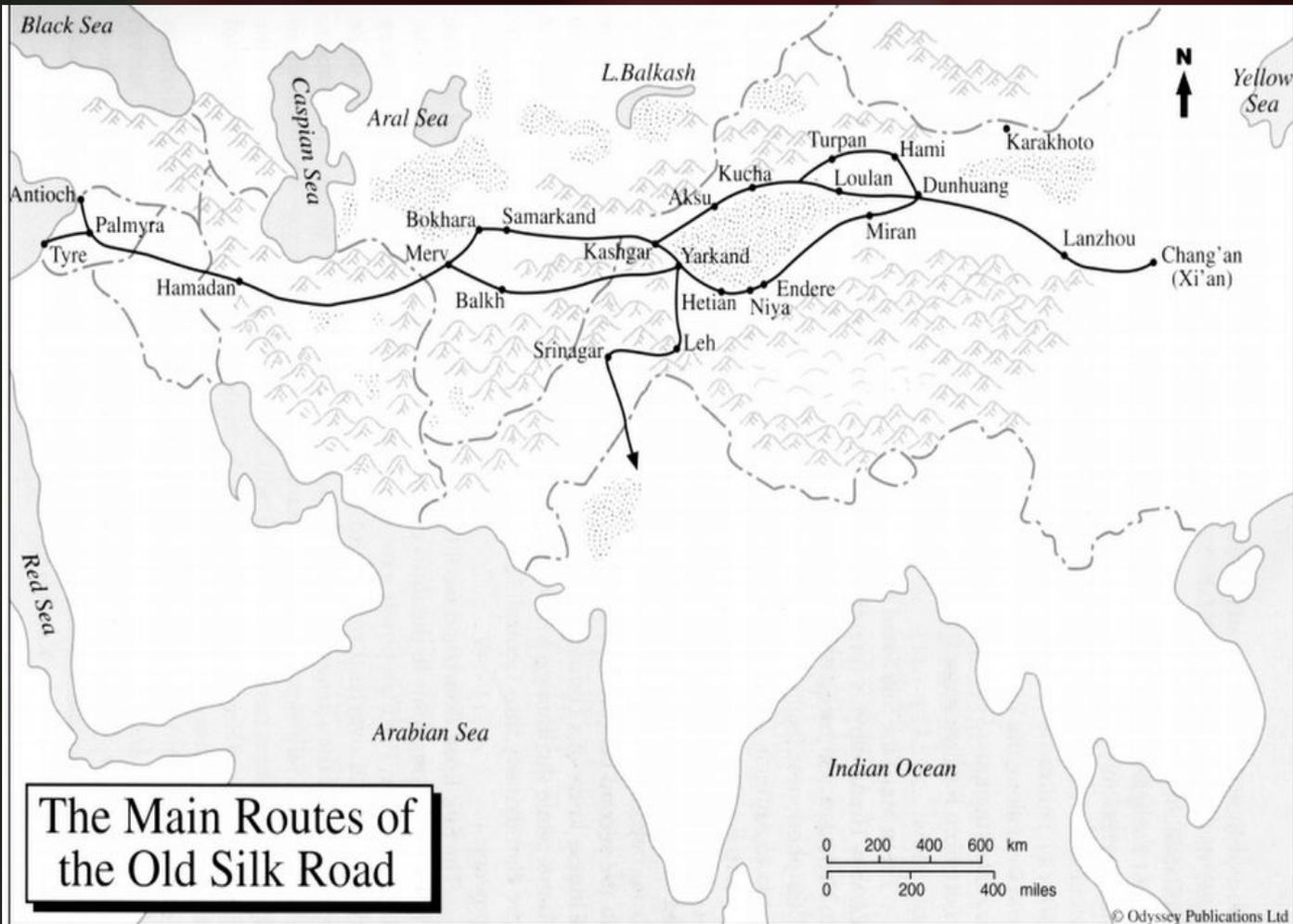
What do you notice
about the geography
of Central Asia?



MAP 3

Geography of Central Asia (red circle)

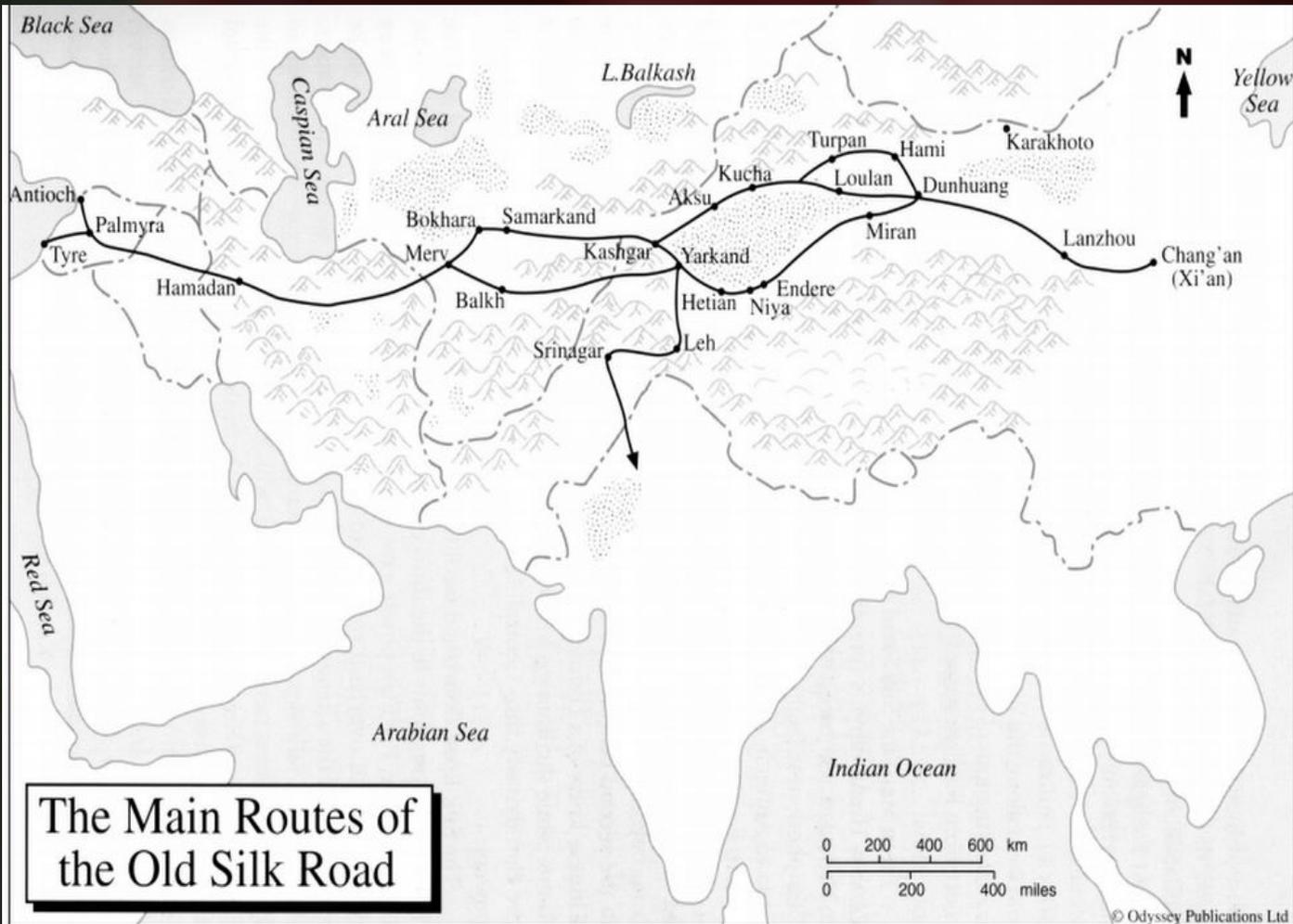
The region is mostly flat (steppe) or desert with some mountains



MAP 4

The Silk Road

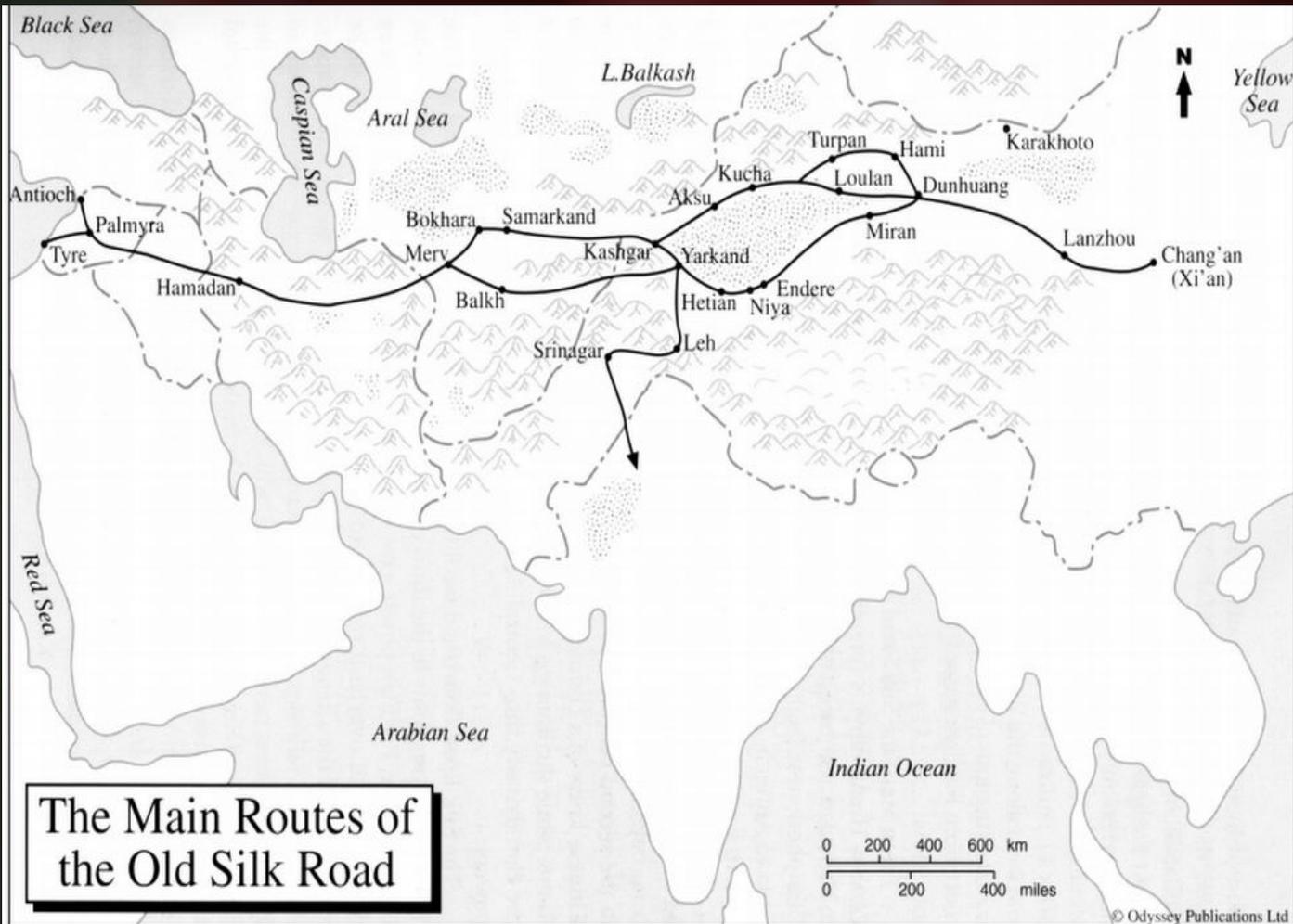
Here is a map of the Silk Road, a series of trade networks across Central Asia



MAP 4

The Silk Road

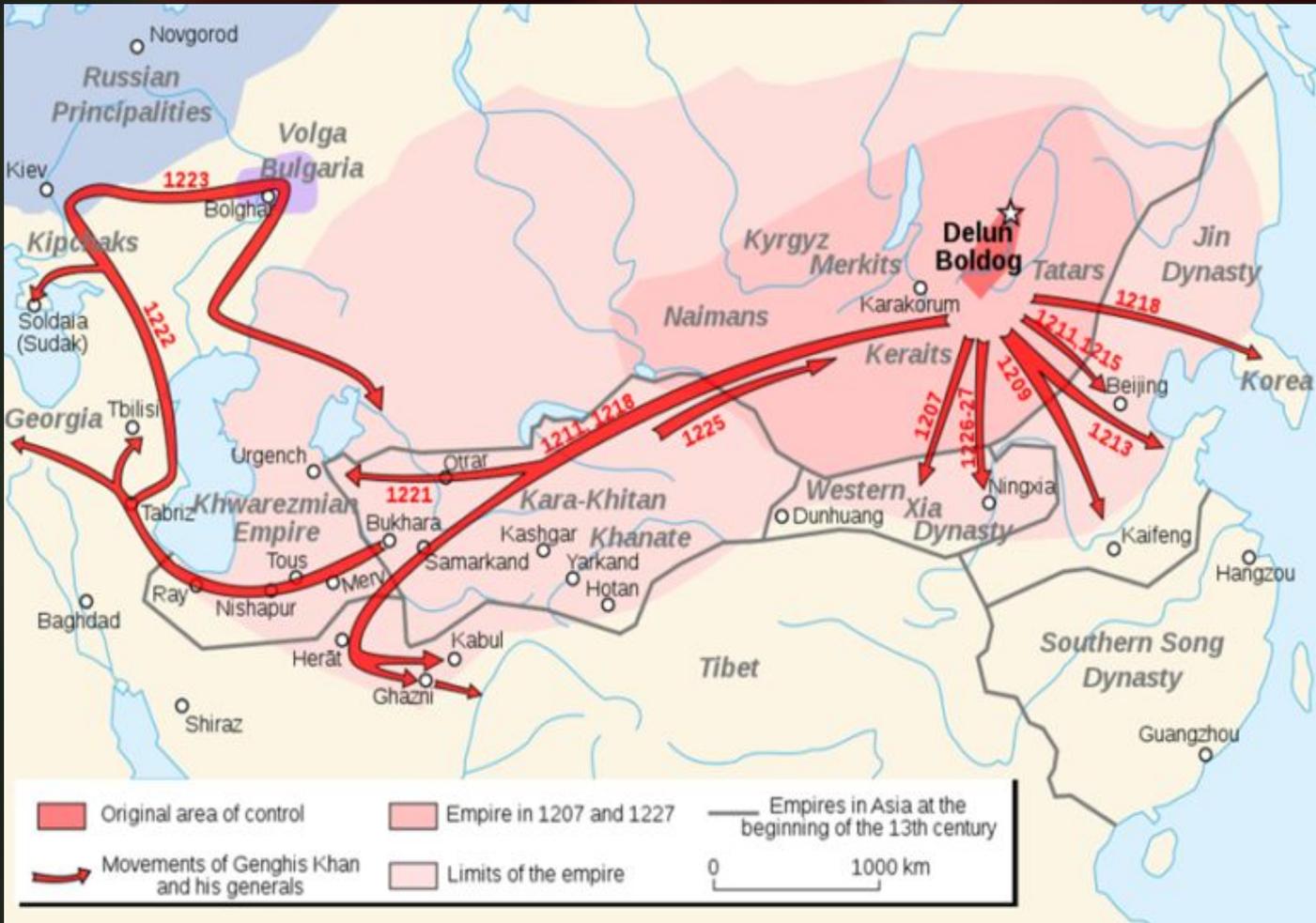
Compare this map to Map 3, what do you notice about where the trade routes go?



MAP 4

The Silk Road

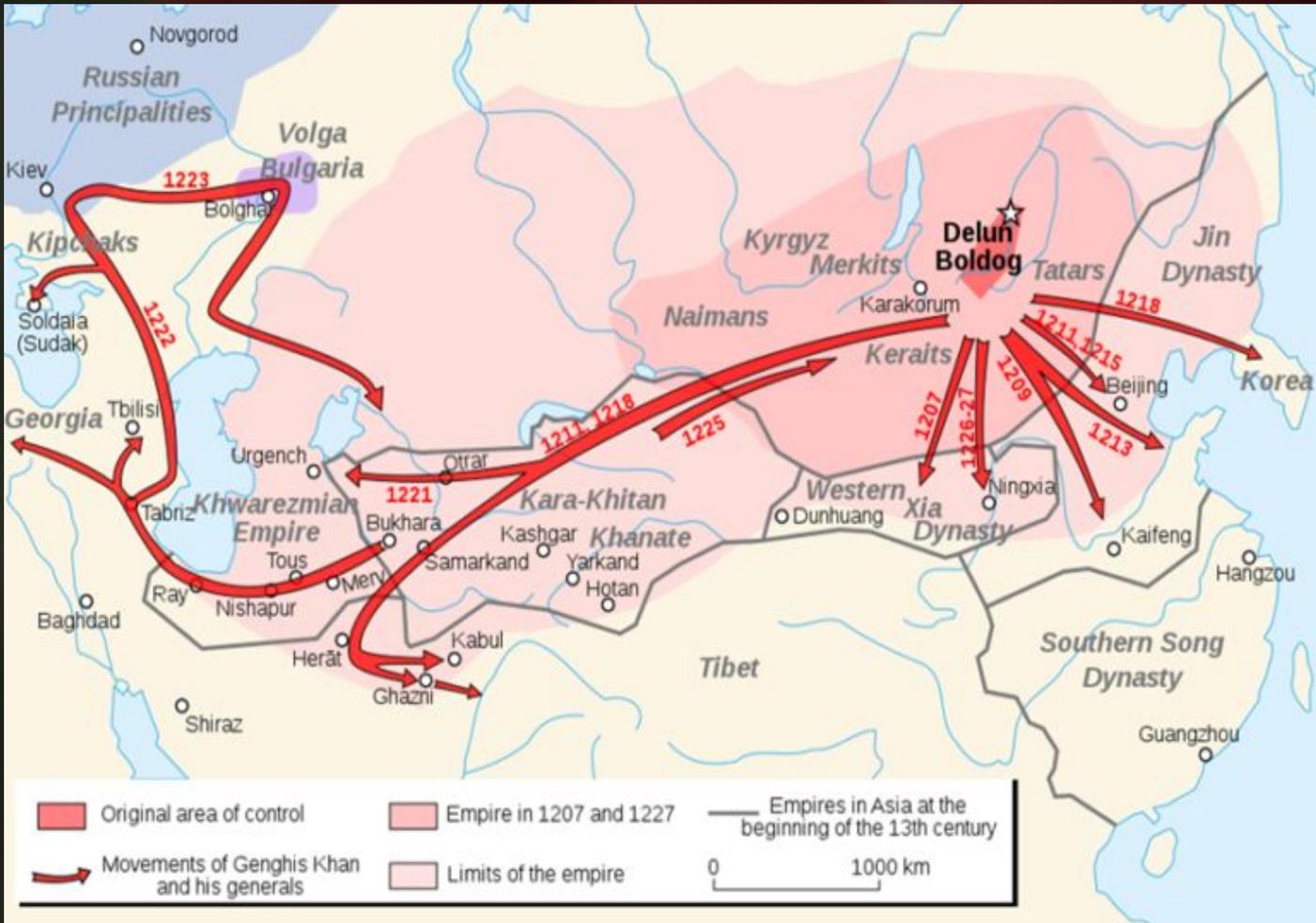
The trade routes tend to overlap with the flatter areas and avoid the mountains.

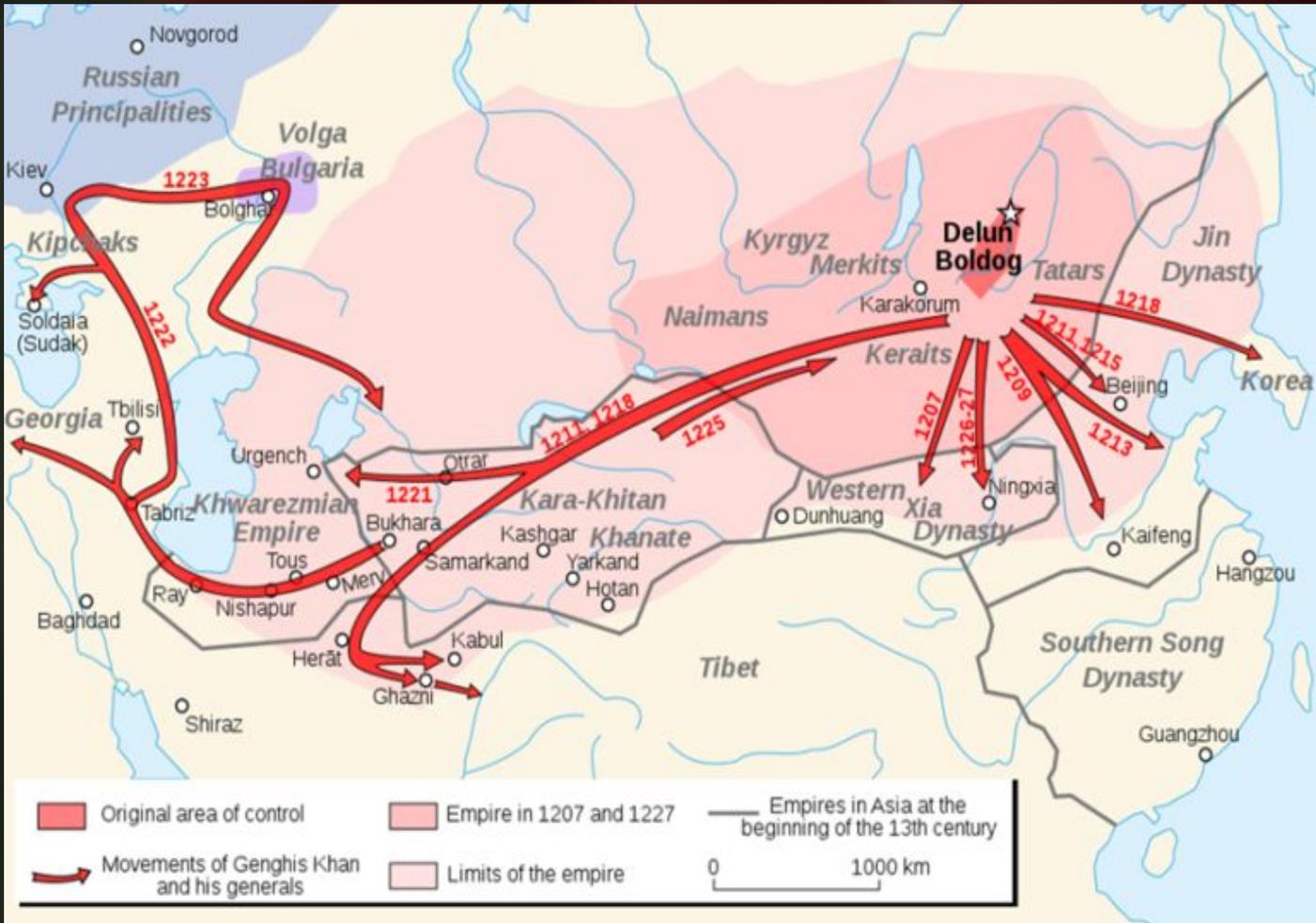


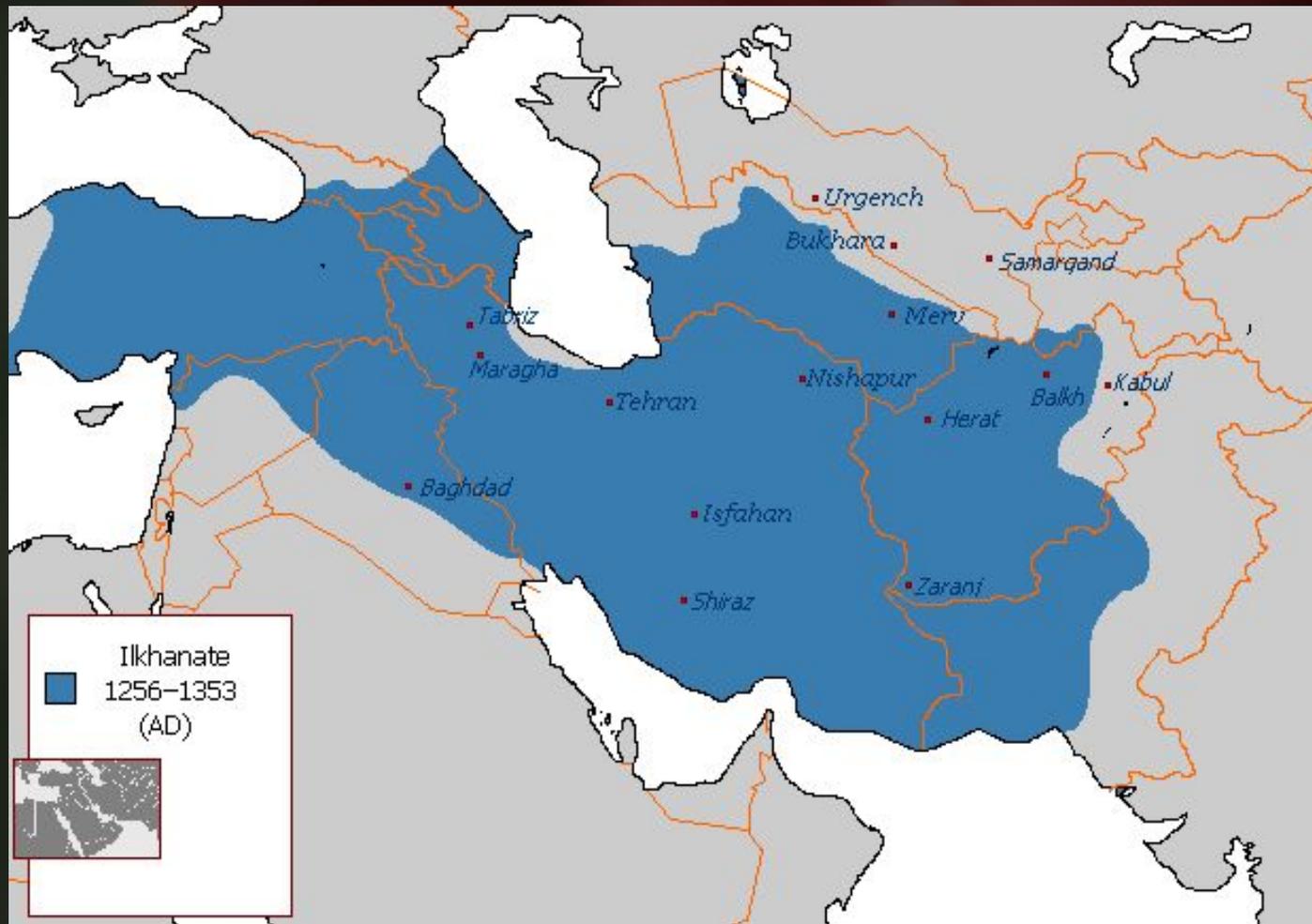
MAP 5

Expansion of the Mongol Empire

The map show the conquests of Genghis Khan



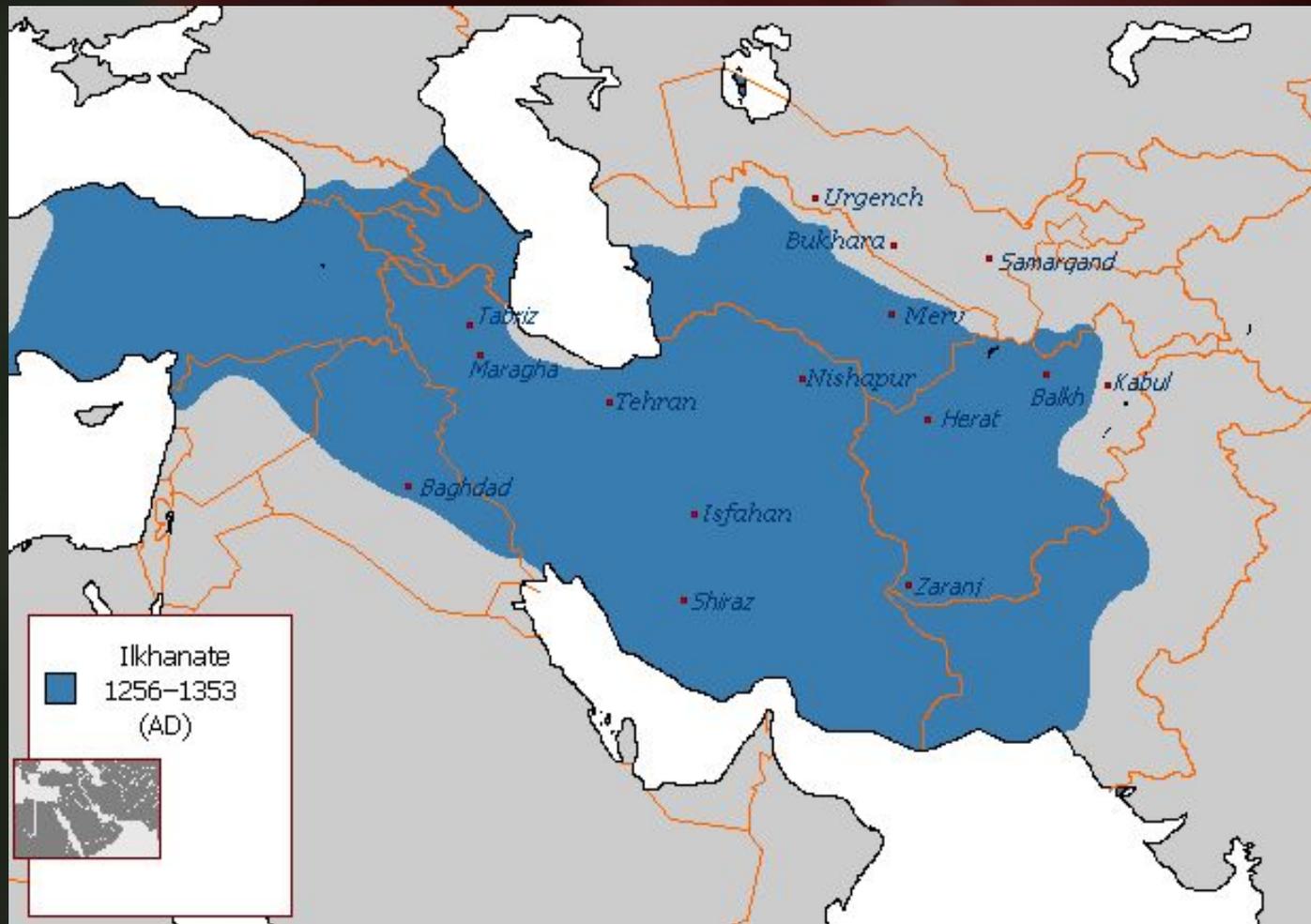




MAP 6

The Il-Khanate (Mongol Iran) 1250-1330 CE

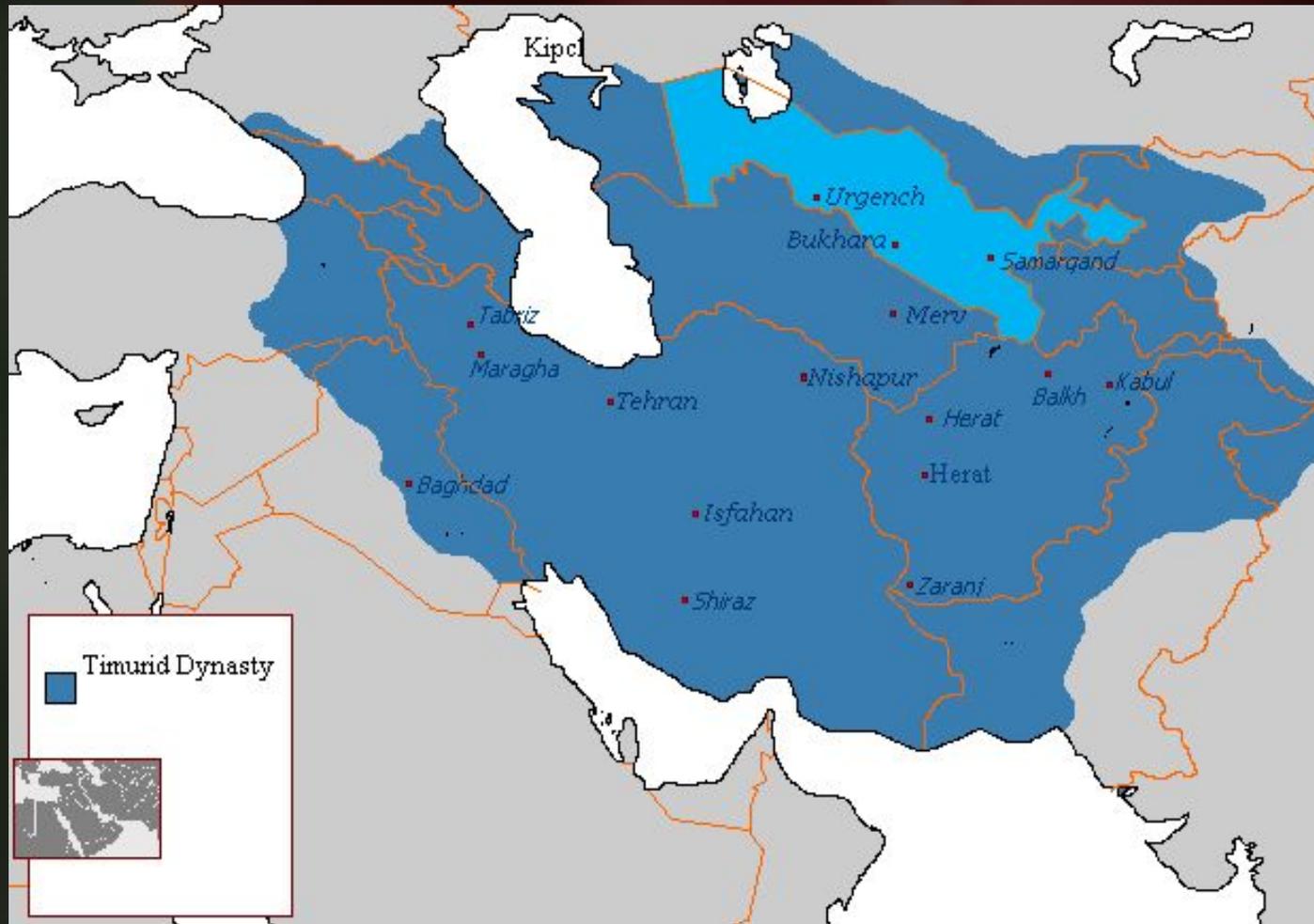
This map shows the territory of the Mongol Khan in modern Iran and the Middle East



MAP 6

The Il-Khanate (Mongol Iran) 1250-1330 CE

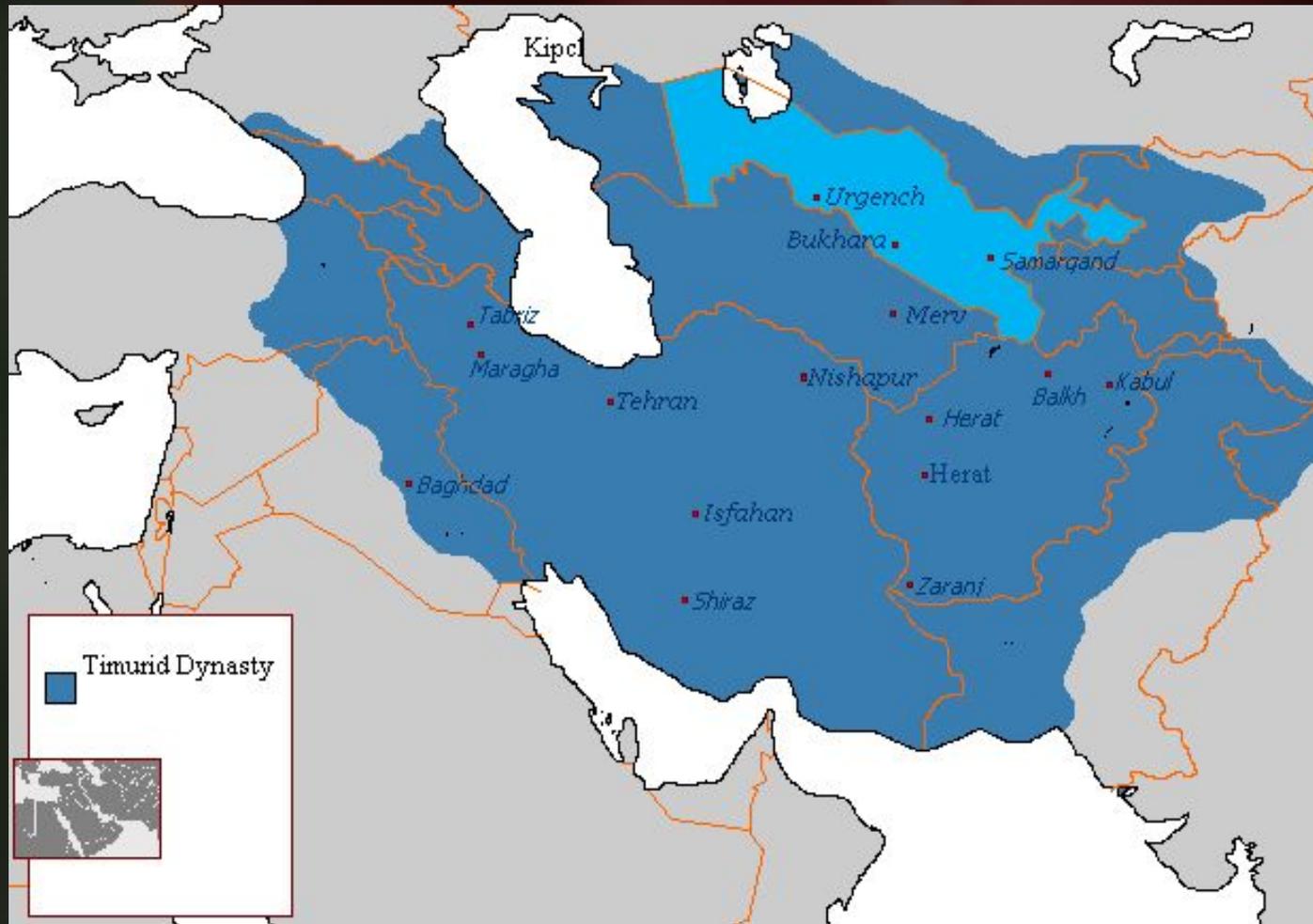
How much of the
Il-Khanate was in
Central Asia?



MAP 7

The Timurid Empire (Empire of Tamerlane) 1370-1500 CE

This shows the maximum extent of Amir Temur's Empire



MAP 7

The Timurid Empire (Empire of Tamerlane) 1370-1500 CE

Where do the territory of the Il-Khanate (Map 6) and the Timurid Empire overlap? Where do they differ?

Tamerlane and the Timurids

The rapid collapse of the Mongol states left gaping power vacuums in China and Persia. While the native Ming dynasty filled the vacuum in China, a self-made Turkic-Mongol conqueror named Timur moved on Persia. Because he walked with a limp, contemporaries referred to him as Timur-i lang "Timur the Lame," an appellation that made its way into English as Tamerlane.

Born about 1336 near Samarkand, Tamerlane took Chinggis Khan as his model. Like Chinggis Khan, Tamerlane came from a family of minor Mongol and Turkish elites, and had to make his own way to power. Like Chinggis Khan, too, he was a charismatic leader and a courageous warrior, and he attracted a band of loyal followers. During the 1360s he eliminated rivals to power, either by persuading them to join him as allies or by defeating their armies on the battlefield, and he won recognition as leader of his own tribe. By 1370 he had extended his authority throughout (Central Asia) and begun to build a magnificent imperial capital in Samarkand. Tamerlane's Conquests For the rest of his life, Tamerlane led his armies on campaigns of conquest. He turned first to the region between Persia and Afghanistan, and he took special care to establish his authority in the rich cities so that he could levy taxes on trade and agricultural production.

In 1404 he began preparations for an invasion of China, and he was leading his army east when he fell ill and died in 1405. Like his model Chinggis Khan, Tamerlane was a conqueror, not a governor...He did not create an imperial administration but, rather, ruled through tribal leaders who were his allies. He appointed overlords in the territories he conquered, but they relied on existing bureaucratic structures and simply received taxes and tributes on his behalf.

Excerpt from the World History textbook *Traditions and Encounters*, page 378



Source:

**Textbook
Excerpt**

Conclusion Questions

Use the maps and your discussion of them to answer the following. These questions will help contextualize the DBQ.

- What role has geography played in Central Asia?
- What sort of states have dominated Central Asia?
- What role has trade played in Central Asia?



Day 2: Making an Argument and Working with Documents



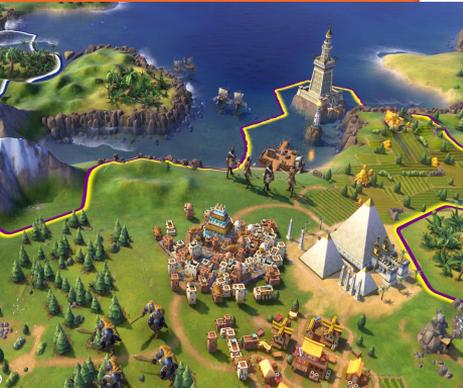
What is a DBQ???

Refers to "Document Based Question."

- You bring together a bunch of evidence (documents)
- And draw a conclusion (to the question)

Think of it like an open world video game,

- You have resources and can build your world as you see fit.
- What you build depends on how you use your resources





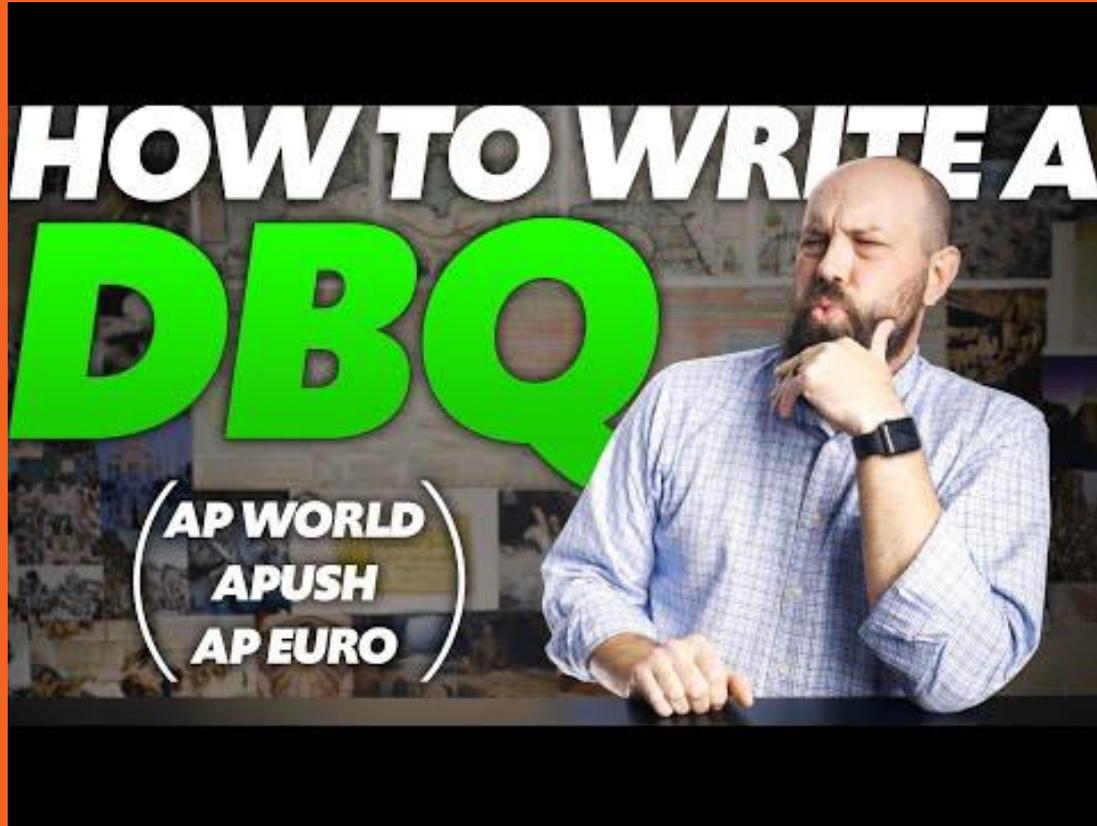
What is a DBQ???

Nuts and Bolts:

- You have 60 minutes to write
- Usually 2-3 Paragraphs
- 40% of the Exam
- One Essay Question → a fairly narrow topic
- 7 Documents → Use to build your argument

Additionally:

- Need at least one fact not found in the documents
- Need to give some background (contextualize)



What is a DBQ?

25 second
explanation

(0:50-1:15)

Reporting Category	Scoring Criteria	Decision Rules		
A THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>		
B CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>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 point is not awarded for merely a phrase or reference.</i>		
C EVIDENCE (0–3 pts)	Evidence from the Documents	<i>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i> <i>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 documents to support an argument in response to the prompt.</i>		
	<table border="0"> <tr> <td style="vertical-align: top;">1 pt. Uses the content of at least three documents to address the topic of the prompt.</td> <td style="text-align: center; vertical-align: middle;">OR</td> <td style="vertical-align: top;">2 pts. Supports an argument in response to the prompt using at least six documents.</td> </tr> </table>		1 pt. Uses the content of at least three documents to address the topic of the prompt.	OR
	1 pt. Uses the content of at least three documents to address the topic of the prompt.	OR	2 pts. Supports an argument in response to the prompt using at least six documents.	
Evidence beyond the Documents	<i>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.</i>			
D ANALYSIS AND REASONING (0–2 pts)	1 pt. For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.	<i>To earn this point, the response must explain how or why (rather than simply identifying) the document’s point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i>		
	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.	<p><i>A response may demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>		



DBQ Rubric

The Official Rubric,

DON'T FREAK OUT!

I know it looks scary
but we'll take it piece
by piece.

Pt. 1 Making an Argument (Thesis)

Part 1. Examining a Prompt

Here is a sample prompt similar to how AP History prompts will be phrased.

A prompt is the topic of the essay, you are responding to it.

Please read it carefully

Evaluate the extent to which the religious practices of Islam changed ruling practices in Central Asia in the period between 1250-1450 CE.

Part 1. Examining a Prompt

What do you notice about this prompt?

Discuss with your peers

Evaluate the extent to which the religious practices of Islam changed ruling practices in Central Asia in the period between 1250-1450 CE.

Part 1. Examining a Prompt

Before responding to the prompt, you need to parse it, or break it down.

Look at the prompt and identify some key words

Evaluate the extent to which the religious practices of Islam changed ruling practices in Central Asia in the period between 1250-1450 CE.

Part 1. Examining a Prompt

In any prompt, begin the act of parsing the prompt by looking at the *key words or proper nouns*.

For this exercise let's go with *Islam, ruling practices* and Central Asia*.

*Think about what you have learned so far about states and rulers at this point in the course

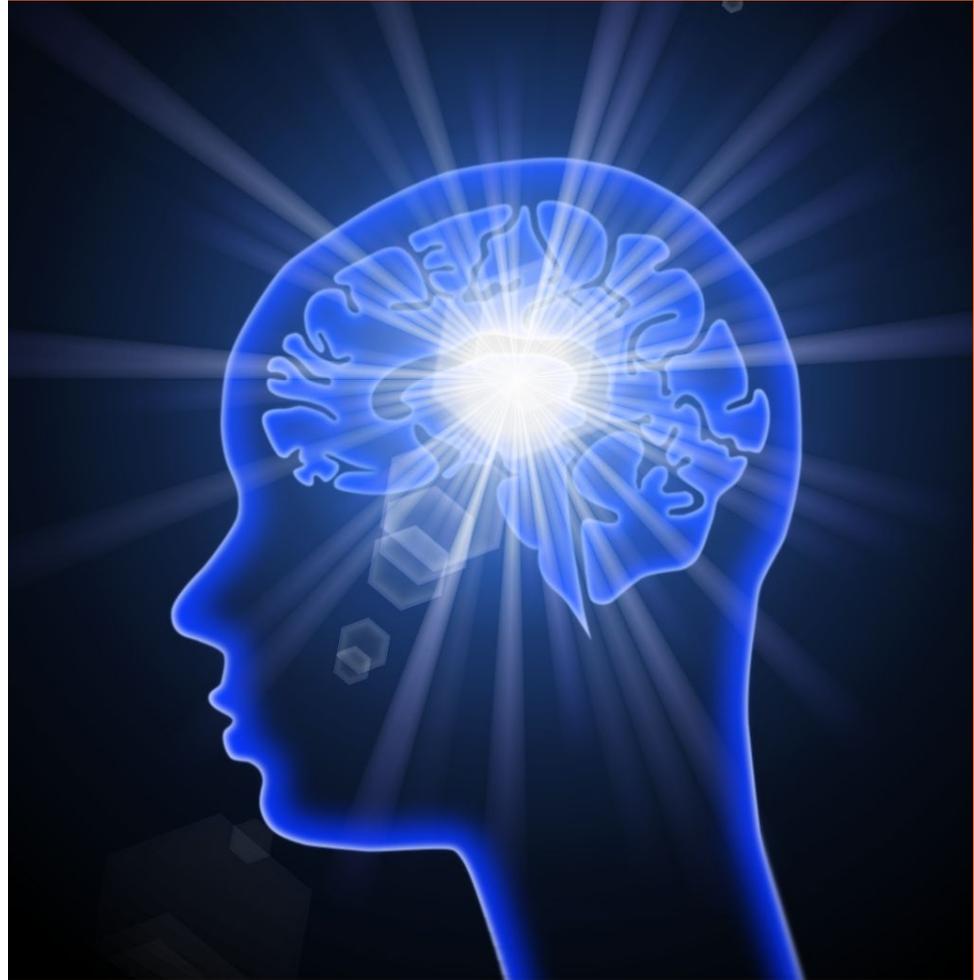
Evaluate the extent to which the religious practices of Islam changed ruling practices in Central Asia in the period between 1250-1450 CE?

Part 1. Examining a Prompt

The Brain Dump is the act of writing down what you know about the prompt ***BEFORE*** you try to respond to it ***or look at the documents.***

See the example on your sheet then fill in the rest.

Look back at the brainstorm you did before looking at the maps!



Part 1. Responding to the Prompt

Let's look at the prompt again.

What do you notice about the way the question is being asked?

Discuss with your peers

Evaluate the extent to which the religious practices of Islam changed ruling practices in Central Asia in the period between 1250-1450 CE.

Part 1. Responding to the Prompt

Notice that initial phrasing, “*evaluate the extent to which.*”

Don't panic! That is just a phrase that allows you to answer the prompt in many ways.

Evaluate the extent to which the religious practices of Islam changed ruling practices in Central Asia in the period between 1250-1450 CE.

Part 1. Responding to the Prompt

You can't just answer "yes" or "no,"
you'd have to phrase it differently.

Consider using one of the following
phrases:

A little

Very much

Not very much

Somewhat

To a great extent

To a small extent

Evaluate the extent to
which the religious
practices of Islam
changed ruling
practices in Central
Asia in the period
between 1250-1450
CE.

Part 1. Responding to the Prompt

See this example of how to think about the prompt phrasing.

(2:03-4:03)



Part 1. Responding to the Prompt

On your own, try responding to the prompt now, don't worry if you don't know much about the specifics of the question.

Evaluate the extent to which the religious practices of Islam changed ruling practices in Central Asia in the period between 1250-1450 CE.

Part 1. Responding to the Prompt

With your peers, discuss what you wrote and if you think it successfully responded to the prompt

This response is your *Thesis*, and it is one point on the Exam Rubric

Evaluate the extent to which the religious practices of Islam changed ruling practices in Central Asia in the period between 1250-1450 CE.

Part 1. Responding to the Prompt

Some possible points of argument:

- Rulers using religion to justify authority
- Construction of grand architecture
- Trade policies with co-religionists

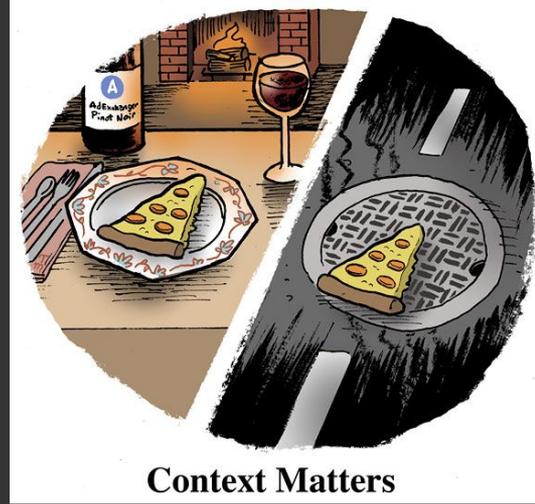
We will re-visit this in part 3

Evaluate the extent to which the religious practices of Islam changed ruling practices in Central Asia in the period between 1250-1450 CE.

Pt. 2 Background to the prompt (Contextualization)

Contextualization.

Background to the prompt
Shows your knowledge of *wider* history.



Context Matters

Consider the maps and what you already know
about history:

List 3 facts which describe the topics of the prompt
during and before 1200-1450

—
Here is a sample contextualization statement.

The growth and expansion of Islam in the Middle East meant it would expand further. Sufis and Muslim merchants traveled along the Silk Road which criss-crossed Asia, bringing the faith to new areas, including Central Asia. The rulers of Nomadic Empires like the Mongols were exposed to this religious belief.

Pt. 3 Analyzing the Documents (Describe and Support)

Part 3. Analyzing the Sources

Ideally you would examine the documents ***BEFORE*** writing your ***Thesis***, but this is practice

Note: The actual DBQ will have 7 documents but this activity has only 4.



Part 3. Analyzing the Sources

Imagine for a moment, one day you get a note from someone you've never met.

Once you read the note what other information would you try and figure out? Write your answer and then discuss with your peers.



Part 3. Analyzing the Sources

When examining any new source of information a few things to ask yourself:

The Medium (what is this?)

The Creator (who created this?)

The Date (when was it created?)

The Purpose (why was this created?)

This is an *informal* checklist



Part 3. Analyzing the Sources

Have a look at the 4 documents now, answer the questions attached to each document

We will go over this as a class once everyone is done.



Part 3. Analyzing the Sources

Doc 1 Example:

Always read the description at the bottom of the source!!!!

Thinking through a document

What is this? A photograph of Timur's Tomb, Timur was the leader of the Timurids, it includes his family and a spiritual teacher.

Who created this? Says a "scholar," but that could be anyone from a teacher to a researcher. Who has access to this tomb? Is it restricted?

When was it created? Date says 2022, technically this photo is a secondary source, but the tombs are a primary sources.

Why was this created? I think it was intended to be a teaching tool, to help students do better on their DBQs?

Part 3. Analyzing the Sources

Doc 1 Example:

Now that we have an idea about the background, what can we do with this?

Let's consider why Mir Said Baraka is buried with Timur

To be buried with a ruler is usually a great honor → a ruler honoring a Muslim holy man → influence of holy men in royal court?

Or

Because he was friends with Timur → rulers had close relations with holy men → relied on them for spiritual authority?

Part 3. Analyzing the Sources

Doc 1 Example:

Arguing about the content (what you can see/read) of the document is called supporting the document

You need to do this 6 times in the whole essay

Either of those two arguments could be used to support our argument,

We are discussing ruling practices and the influence of the Islam. So both are applicable.

Part 3. Analyzing the Sources

Doc 1 Example:

Supporting a document might look this:

Remember we are looking for information about **ruling practices, Islam, and/or Central Asia**

As can be seen in Document 1, Timur is buried with his Muslim spiritual teacher, meaning that Muslim teachers were close to and had influence over rulers in Central Asia.

Part 3. Analyzing the Sources

Go ahead and
read/analyze Documents
2-4

We will discuss as a class
when everyone is done



Part 3. Analyzing the Sources

Back to the *Thesis* for a minute....

Now that you've seen the documents you can include a few specific examples in your *Thesis*

You need *at least one* fact or proper noun in your thesis to get the point.

With a partner look for one proper noun or fact which can be connected to each of the main ideas in the prompt

Ruling Practices:

Islam:

Central Asia:
—

Part 3. Analyzing the Sources

Original Thesis:

Despite the changes brought by Islam rulers continued to promote and tax trade.

With fact/specific evidence:

Despite the changes brought by Islam rulers continued to promote and tax trade ***as can be seen in the trade center of Sultanieh.***

Ruling Practices:

Taxing Trade Route (Sultanieh)

Promoting Islam as a government policy (Ghazan)

Islam:

Muslim religious people are close to rulers (Mir Said Baraka)

Grand architecture with Islamic features (Kok Gumbaz Mosque)

Central Asia:

Promotion of trade (Inns at Sultanieh)

Travelers on the Silk Road (Clavijo)

Part 3. Analyzing the Sources

Original Thesis:

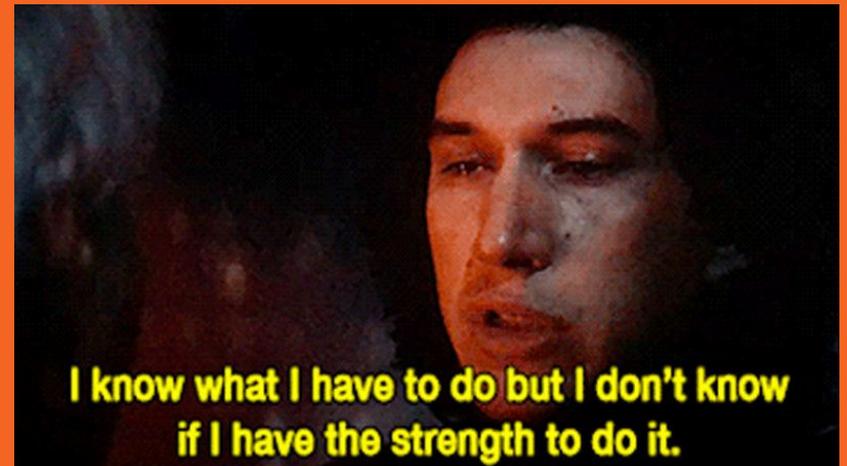
Despite the changes brought by Islam rulers continued to promote and tax trade.

With fact/specific evidence:

Despite the changes brought by Islam rulers continued to promote and tax trade ***as can be seen in the trade center of Sultanieh.***

Do I Have To????

Yes, you have to. This specific makes your Thesis ***historically defensible***. It makes it about a specific time/place.



Conclusion Questions

Why is it important to brainstorm and plan before writing?

Which type of document do you think was more helpful? Visual or written documents? Why?

How confident do you feel in your ability to write a DBQ so far?

Day 3: Sourcing and Putting it all together

Pt. 4 Sourcing Documents

Part 4. Sourcing the Sources

Sourcing is *different* from Supporting

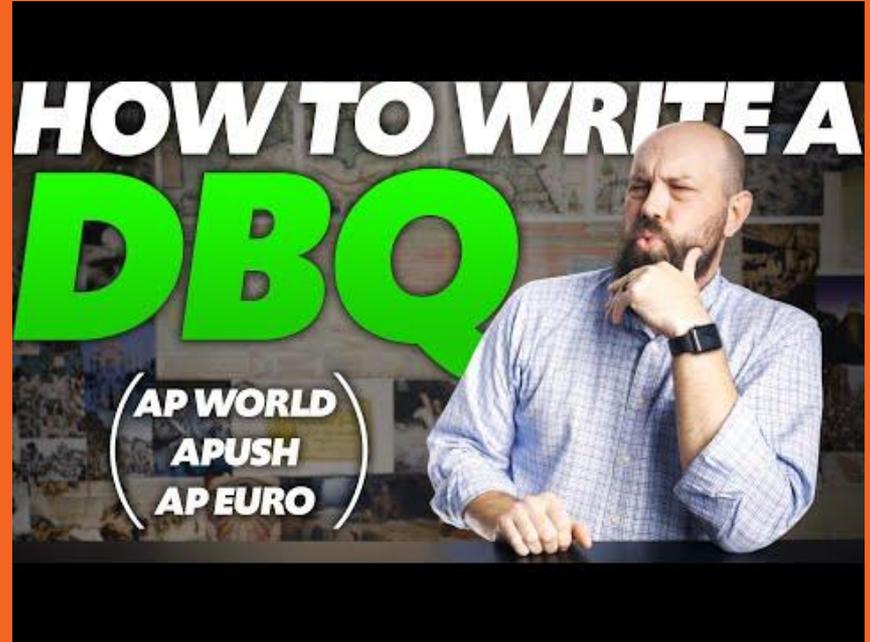
- *Supporting* is about what *is* written/shown
- *Sourcing* is about what *is not* written/shown, it is inferring



Part 4. Sourcing the Sources

*See this short overview of
sourcing*

(12:45-14:00)



Part 4. Sourcing the Sources

Think about it like this:

You come to your teacher on the day of the test, and explain that your cat is sick.

Now why would you tell your teacher about your cat?



Part 4. Sourcing the Sources

Exactly, you don't want to take the test. You are appealing to your audience (a sympathetic educator)

Remember (HAPP)

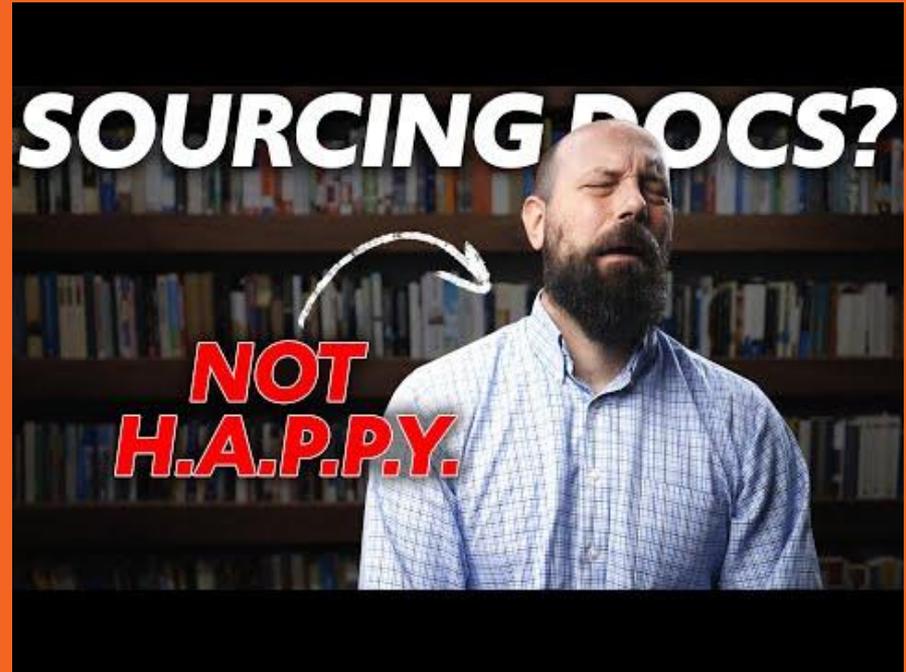
- The **historical context** is the day of the test
- The **audience** is a sympathetic educator
- The **purpose** is to get out of the test (desired outcome)
- The **point of view** is a student who did not study



Part 4. Sourcing the Sources

*See this short example of
sourcing*

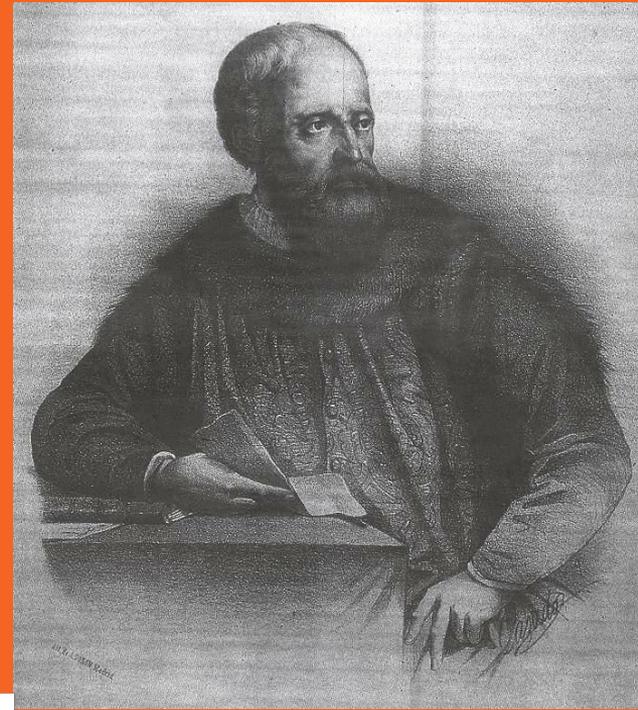
(2:23-4:46)



Part 4. Sourcing the Sources

Let's look at Document 2,
and the author's Point of
View (POV)

POV = Not what the author
is *writing about*, but who the
author *is*.

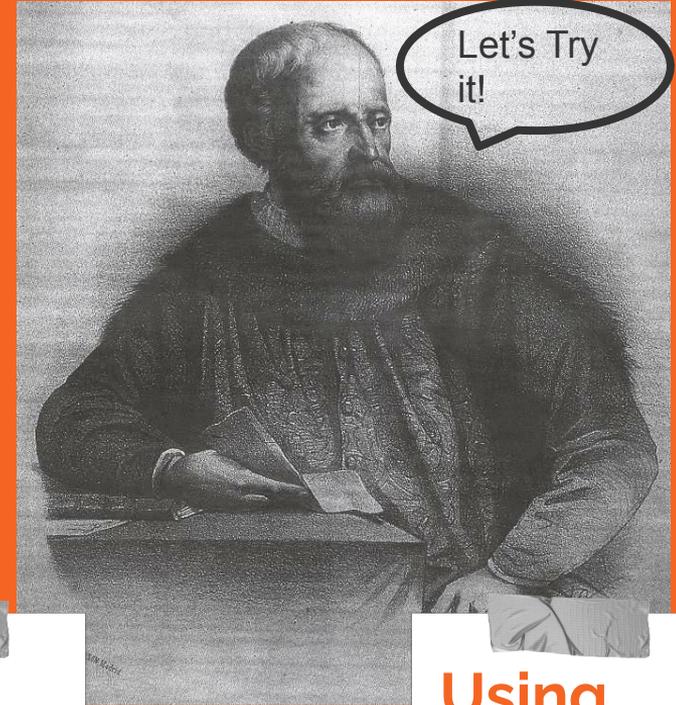


Who is
this
guy?

Part 4. Sourcing the Sources

For sourcing a document think about:

- The What (Is the POV)?
- The Why (Is it important)?
- The How (Does it support your argument)?



Ruy
González
de Clavijo

Using
the
Sample
Thesis!!

Part 4. Sourcing the Sources

One easy way is the Acronym **ACORNPEG**

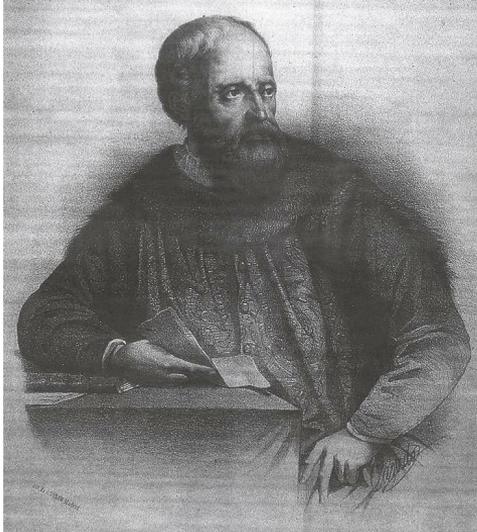
- Audience
- Class (*rich/poor?*)
- Occupation (*job?*)
- Religion
- Nationality (*where are they from?*)
- Politics (*their preferred gov?*)
- Education (*if they can write, they're educated*)
- Gender

You may not always know all of these, but even a few of them can help



Part 4. Sourcing the Sources

A possible **What** statement about the Point of View of the author of document 2 might be....



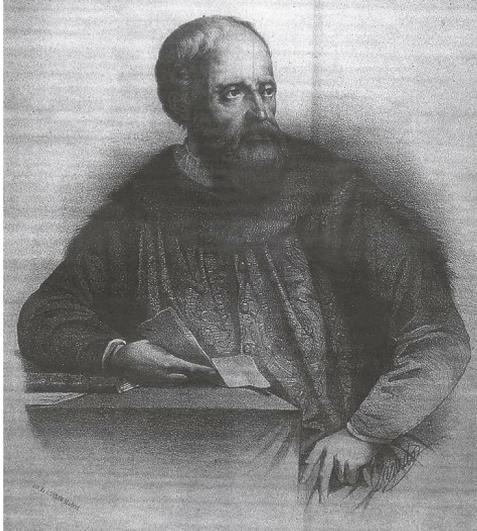
**The author is an educated European diplomat....
(let's use this one)**

OR

The author's perspective is that of devout Christian from Spain...

Part 4. Sourcing the Sources

A possible **Why** statement about the Point of View of the author of document 2 might be....

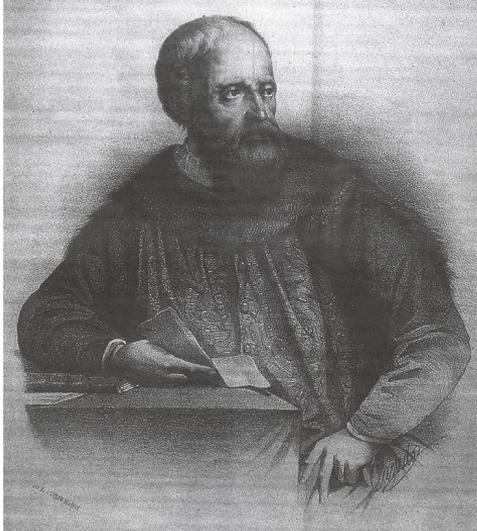


The author is an educated European diplomat...

...meaning his observation about tax policies of the Timurid's are reliable

Part 4. Sourcing the Sources

A possible **How** statement about the Point of View of the author of document 2 might be....



The author is an educated European diplomat...

...meaning his observation about tax policies of the Timurid's are reliable

...and support my argument about pre-Islamic taxation practices.

Part 4. Sourcing the Sources

Confused? It is okay, this is *tricky*.



The author is an educated European diplomat...

- (This is the point of view)

...meaning his observation about tax policies of the Timurid's are reliable

- (This is why the point of view matters)

...and support my argument about pre-Islamic taxation practices.

- (This is the connection to the thesis)

Part 4. Sourcing the Sources

The sourcing statement should have three parts*

1. **What** the Point of View/Purpose/Context/Audience is?
2. **Why** the Point of View/Purpose/Context/Audience matters?
3. **How** is the Point of View/Purpose/Context/Audience connected to the Thesis?



The author is an educated European diplomat...

- *(This is the point of view)*

...meaning his observation about tax policies of the Timurid's are reliable

- *(This is why the point of view matters)*

...and support my argument about pre-Islamic taxation practices.

- *(This is the connection to the thesis)*

*Part 2 and 3 can be combined if that is more natural to your writing style

Part 4. Sourcing the Sources

It is important that you make the connection to the thesis. **If not, the statement will not make sense.**

For example, why does it matter if Clavijo is educated?



The author is an educated European diplomat...

- *(This is the point of view)*

...meaning his observation about tax policies of the Timurid's are reliable

- *(This is why the point of view matters)*

...and support my argument about pre-Islamic taxation practices.

- *(This is the connection to the thesis)*

Some notes on Sourcing

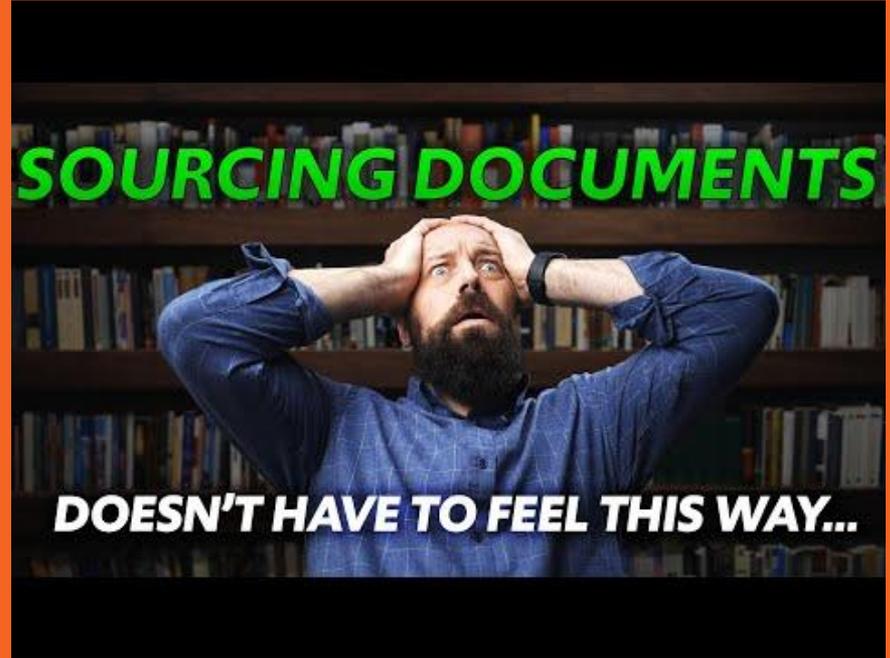
- 
1. Don't be afraid to write "this supports my thesis because."
 2. Most students say Context and Point of View are the easiest.
 3. You can make reasonable inferences. For example that Clavijo is from Spain, even though the source doesn't say this, it is a reasonable inference.

Part 4. Sourcing the Sources



If you're still confused about how to source your document see this video.

(2:10-3:06)



Part 4. Sourcing the Sources

With a partner try sourcing Document 3 for **Purpose**:

- **Purpose** refers to what the author wanted to have happen
- Use the sample thesis
- We will go over as a class



Hulagu Khan
and his wife,
from Rashid's
work.

Part 4. Sourcing the Sources

An easy way to think of **Purpose** → selfishness, personal gain or pushing a cause in the author's interest



Rashid al-Din was being paid by Ghazan so he played to the ruler's desire to be seen as defender of the faith, in hopes of getting more money.

That's one possibility...





**Pt. 5 Let's
put it all
together
now!**



For the final product

→ **Write a thesis**

(See part 2, re-write or modify your thesis if you need to)

→ **Describe two documents**

(Just say what each document is, one sentence)

→ **Support your thesis with two documents**

(See part 3, use any document)

→ **Source one document**

(See part 4, use any document)

—
NICE WORK! You've taken the first steps towards writing a full DBQ!

Some final questions before you go.

- **Looking forward what do you think you'll need to prepare the most, for future DBQs?**
- **What part of this whole process did you find *most* interesting? Or the *least* boring?**

Additional Resources



Other DBQ Playlists/Resources

Videos

[Tom Richey \(1 of 3\)](#)

[Anti-Social Studies \(1 of 7\)](#)

[Mr. Liddle \(Playlist\)](#)

Slides

[Sentence Stems](#)

[DBQ Grand Overview](#)

Whole DBQs typed

[Anti-Social Studies](#)

[Mr. Liddle](#)