

# DBQ Essay: Mongol and Ottoman Conquerors

## DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

### Historical Context:

For a variety of reasons, groups have set out to conquer other regions or people using various methods of force. These groups include the **Mongols**, the **Spanish**, and the **Ottoman**. Their conquests have had an impact on both the conqueror and the conquered.

**Task:** Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Choose **two** groups engaged in conquest mentioned in the historical context and for **each**

- Explain a reason for the conquest
- Explain how the conquest was achieved
- Discuss an impact of the conquest

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

## How does the whole DBQ Essay thing work again?

The box above contains the DBQ Essay question as it would appear on the Regents exam. This prompt would be followed by the official documents. Other than the official documents, you would not receive any other materials from which to develop your essay. All historical context and outside information would have to come from your own memory and understanding. Since you are still learning about these topics and still developing these essay writing skills, you have the temporary luxury of being able to plan and write your essays at home in your own time, with access to all of the class materials and resources I have provided to you. However, since you have to learn the style of DBQ essay writing that you will encounter on the Regents exam next year, you have to write as if the only resources you have in front of you are the official documents, and as if everything else you want to discuss in your essay is coming from your memory. That’s why you can ONLY CITE OFFICIAL DOCUMENTS, and you cannot cite the other sources on the same worksheets, or any other materials for that matter. You can and must include historical context and specific examples from outside the documents, but you don’t cite it. You just put (OI) after it. For more information, see the “DBQ Writing Guide.”

## What’s with my grades for the body paragraphs I already did for homework?

In scoring your homework paragraphs on the Mongols and the Ottomans, I graded them entirely based on your citation style. Your grade will serve as assessment and feedback for DBQ citation skills. Please check your grade on Pupil Path to know where you need to improve, and refer to the “DBQ Writing Guide” for a reminder on how to cite properly.

**100 = all 3 documents cited properly**

**90 = all 3 documents cited, but improperly**

**80 = 3 paragraph, but some or all citation missing**

**70 = less than 3 paragraphs**

For those who cited but cited improperly, you may have made one or more of the following errors:

- Writing “According to Document 1” instead of “According to [Title] by [Author]”
- Forgetting to add (Document 7) at the end of your quote or paraphrase from the document
- Using the title from the top of the document box (which I make up just to let you know the overall topic of the document) rather than the actual title and author from the SOURCE, found at the bottom
- Citing something that is not an official document, such as the other quotes on the same sheets

## **How do I use outside information if I can't cite it?**

Make sure you are citing all of the official documents, but also make sure that you are NOT citing any of the unofficial documents. They are there to help you learn about the topic and accumulate outside information. You cannot cite or even, technically, paraphrase, since paraphrasing means only slightly modifying the wording of a sentence while keeping its meaning and most of its structure. You should be using the information from those additional sources in your writing, but that information should be presented in your own words, and with your own structure that suits the points you are making in your own writing. It can often be hard to shake off the original wording when you are reading straight from a text, which is why I always encourage you, and sometimes require you, to take notes on what you are reading. Note taking not only helps you to focus on the key information, but it also helps to filter out the original phrasing so you can use that information in your own way as you see fit.

## **What order is best for the paragraphs?**

When writing on two topics, always deal with each topic separately, rather than jumping back and forth between task points. The latter style is messy and confusing. In terms of who goes first, I generally advise going in order of chronology. Your body paragraphs should follow the following structure.

- Mongols: Why?
- Mongols: How?
- Mongols: Impact?
- Ottomans: Why?
- Ottomans: How?
- Ottomans: Impact?

## **So what do I do for the Intro and Conclusion?**

Actually, when you are writing about two topics instead of just one, the introduction and conclusion are much easier, because there is more to say. For the introduction, it's pretty much the same as usual. Start by introducing the theme (in this case, conquest and conquerors). Then introduce the topics, the two groups of conquerors, the Mongols and Ottomans, and give some basic information about them, such as time and place, WITHOUT getting into the task points (which you should save for the body paragraphs). Then, you intro the task, bringing up the bullets in sentence form, but without getting ahead of yourself and starting to answer them. As for the conclusion, you have more to say here than usual. In your body paragraphs, you are applying the same questions to two different groups of conquerors, but you are doing so in isolation. Since they are separate from each other, there is little or no opportunity in the body paragraphs for direct comparison. So in the conclusion, you have your chance to do a little compare and contrast. Furthermore, looking at the two examples together gives you an opportunity to draw general *conclusions* about conquest and conquerors in general. Remember, a conclusion is not just an ending. Like in science, it's where you show what you have learned, or *concluded*, through your intellectual effort.