AP World History DBQ "Power Writing" Scaffold

July 22, 2014

Question: Analyze the responses to the spread of Buddhism in China.

Task: Write 2 sentences that answer the question using the two documents below as evidence,

Document #5

Source: Zong Mi, a leading Buddhist scholar, favored by the Tang imperial household, essay, "On the Nature of Man," early ninth century C.E.

Confucius, Laozi and the Buddha were perfect sages. They established their teachings according to the demands of the age and the needs of various beings. They differ in their approaches in that they encourage the perfection of good deeds, punish wicked ones, and reward good ones; all three teachings lead to the creation of an orderly society and for this they must be observed with respect.

Document #6

Source: Tang Emperor Wu, Edict on Buddhism, 845 C.E.

We have heard that the Buddha was never spoken of before the Han dynasty; from then on the religion of idols gradually came to prominence. So in this latter age Buddhism has transmitted its strange ways and has spread like a luxuriant vine until it has poisoned the customs of our nation. Buddhism has spread to all the nine provinces of China; each day finds its monks and followers growing more numerous and its temples more lofty. Buddhism wears out the people's strength, pilfers their wealth, causes people to abandon their lords and parents for the company of teachers, and severs man and wife with its monastic decrees. In destroying law and injuring humankind indeed nothing surpasses this doctrine!

Now if even one man fails to work the fields, someone must go hungry; if one woman does not tend her silkworms, someone will go cold. At present there are an inestimable number of monks and nuns in the empire, all of them waiting for the farmers to feed them and the silkworms to clothe them while the Buddhist public temples and private chapels have reached boundless numbers, sufficient to outshine the imperial palace itself.

Having thoroughly examined all earlier reports and consulted public opinion on all sides, there no longer remains the slightest doubt in Our mind that this evil should be eradicated.

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Summarization	Evidence FAIL	Summ + Evidence	Summ + Evid + POV
Doc #5 supports Buddhism, Confucianism and Daoism.	In Doc #5 Zong Mi says, "Confucius, Laozi and the Buddha were perfect sages."	In Doc #5 Zong Mi supports Buddhism when he says that "all three teachings lead to the creation of an orderly society and for this they must be observed with respect."	Zong Mi praised each religion's founder as "perfect sages" because he was afraid to anger his Confucian emperor. (5)
7 Words	14 Words	31 Words	19 Words

Rubric Credits Earned:

• **Addresses** Doc #5 (by simply mentioning it) • **Understands** Doc #5 = "supports Buddhism." Along with 5 more sentences for the other 5 docs, the essay would earn 1 pt. ☹	• **Addresses** Doc #5 • Does NOT **Understand** the Doc, because it only quotes. Copying ≠ Understanding • Does NOT **Use Evidence**, because the "Evidence" isn't used to support an argument.(The evidence doesn't do anything.)	• **Addresses** Doc #5 • **Understands** = "supports Buddhism." • **Uses Evidence** Zong Mi's support of Buddhism as an example of a response to the spread of Buddhism, but quotes far too much of the Doc. (20 words)	• **Addresses** Doc #5 • **Understands** = "praised each religion's founder" = a response to the spread of Buddhism • **Uses Evidence** = the phrase "perfect sages" = response example • **POV** = author's motive ("because ...")

Commentary

Why are these "Bad?"	Why is this "Good?"
Note how these examples begin "Doc # …" or "In doc # …?" Their topic is "the doc," instead of "responses to the spread of Buddhism." Any sentence that **summarizes** (documents) rather than **analyzes** (responses to the spread of Buddhism) doesn't answer the question. It's an inefficient use of time & effort, leaving students with little to show for their trouble. Unfortunately these are common examples of student writing. They're not "wrong," but there's little "right" about them, either. They spend far too much time and effort to earn very little credit toward Rubric points. **Analyze ≠ Summarize**	1) Sentence's topic = a response to the spread of Buddhism, not "the document." 2) The ONLY place the Doc # appears is in parentheses. 3) Evidence = Short quotation (≤5 words) that is used as an example to support essay's argument.

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Now that you've seen examples of poor, decent, and excellent writing based on Zong Mi's "On the Nature of Man," (Doc #5) try to do the same with Emperor Wu's "Edict on Buddhism." (Doc #6)

Summarization	Evidence FAIL	Summ + Evidence	Summ + Evid + POV
Doc #6 opposes Buddhism.	Create an example of your own that ONLY quotes the doc, but does not use that potential Evidence to support an argument.	Create an example of your own that: • Addresses the doc, • Understands the doc • Uses Evidence from the doc to support the thesis	Create an example of your own that: • Addresses the doc, • Understands the doc, • Uses Evidence from the doc to support the thesis • POV
4 Words	??? Words	??? Words	??? Words
Rubric Credits Earned: (Write the specific words that earn credit toward each Rubric point in the appropriate color & font.)			
• **Addresses** Doc #6 (by simply mentioning it) • **Understands** Doc #6 = "opposes Buddhism." Along with 5 more sentences for the other 5 docs, the essay would earn 1 pt. ☹	• **Addresses** Doc #6, so it's not 100% wasted effort. It earns credit toward ½ of Rubric category #2. • Does NOT **Understand** the Doc, because it only quotes. Copying ≠ Understanding • Does NOT Use Evidence, because the "Evidence" isn't used to support an argument. (The evidence doesn't do anything, it's just a quotation.)	**Addresses** Doc #6. **Understands** = ??? **Uses Evidence** = ???	This sentence simultaneously earns credit toward three rubric categories: **Understands** = ??? **Uses Evidence** = ??? **POV** = ???

"Using" Documents
for the AP World History DBQ

Students often ask, "How many documents do I have to use for the DBQ?" Well, there is no simple answer, because there are four different Rubric categories that require students to "use" documents, each for a different purpose, and each Rubric category requires the "use" of a different number of documents.

Rubric	Official Description	Shorthand Description	Historical Thinking Skill (or Cognitive Task)	Required Number of Documents
2	Addresses all of the documents and demonstrates understanding of all or all but one.	Docs	Acknowledging Existence of Evidence	Must *attempt* to understand **all** documents. (cannot ignore or "leave out" **any** document)
			Reading Comprehension	Must *correctly* understand **all but one** document.
3	Supports thesis with appropriate evidence from all or all but one document.	Evidence	Historical Argumentation Appropriate Use of Relevant Historical Evidence	**All or all but one** document = 2 pts **All but two** documents = 1 pt
4	Analyzes point of view in at least two documents.	POV	Appropriate Use of Relevant Historical Evidence Contextualization	No less than 2 (but minimum could be more)
5	Analyzes documents by grouping them in two or three ways, depending on the question.	Grouping	Analysis	No less than 2 (but minimum could be more)