



# DBQ Essay- Worksheet Day 1

## SCAFFOLDING QUESTIONS

Scaffolding questions are short answer questions where you carefully examine a specific document, and answer the question in no more than two sentences.

### **For the scaffolding questions you must:**

1. Base your answer ONLY on what is in the document
2. Answer in NO MORE than three sentences.

### Document #1- Mathew Perry letter

*“As the United States and Japan are becoming every day nearer to each other, the President desires to live in peace and friendship with your Imperial Majesty, but no friendship can long exist, unless Japan stops acting towards America as if they were her enemies...”*

*I have brought smaller ships to prove my friendly intentions. Should it become necessary, I will return to Tokyo in the coming spring with a much larger force.”*

-Commodore Matthew Perry to His Imperial Majesty of Japan, July 1853

### **1. Explain the meaning of Mathew Perry’s letter to the Japanese Emperor.**

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### Document #2- Excerpts from the Meiji Constitution

#### **The Japanese (Meiji) Constitution – 1889**

- The Empire of Japan shall be ruled over by the Emperors of the dynasty which has reigned in an unbroken line of descent for ages past.
- The Emperor exercises the legislative power with the consent of the Imperial Diet (legislature – parliament)
- The Emperor declares war, makes peace, and concludes treaties.
- No Japanese subject (person) shall be arrested, detained, tried, or punished, except according to law.

### **2. Describe the new powers of the Japanese Emperor.**

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### Document #3- Changes of the Meiji Era

*“...But the rapid spread of Western civilization, and the intellectual enlightenment [that occurred in Japan], also are phenomena (amazing events) inseparably bound up in the Meiji Era mood. Nights became bright with gas and electric [lights]. Diseases long regarded as incurable surrendered to improved medical science. Travel became immeasurably easier with the introduction of railways and tram-cars.”* Bunroku Shishi

### **3. Describe the changes that have occurred in the Meiji Era.**

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## DBQ Essay

The chart to the right shows the many features which must be included in a DBQ essay. After writing your essay, you can use this chart as a checklist to make sure that you didn't forget anything.

1. Use the required amount of documents in your essay.
2. In the body of the essay (*not the first sentence of the body!*), you must identify the document # you used.

Example- *Document #2 clearly states that...* or *According to document #2...or write (doc.2) at the end of your sentence.*

3. Use related outside information. Related outside information means information that you learned at some time in the course; either in the homework, reading, or class work that is related to the question you are trying to answer.

### **In the document based essay, be sure that you do not:**

- Quote
- copy word for word from the document
- Ask questions in your essay
- Do not use “I”, “me”, “we”, “you” (first person)

**Below is a practice essay. You will not know what the essay will be on the exam.**

**Essay Directions:** Using all three documents, write a well-organized essay that includes an introduction, several body paragraphs addressing the task below, and a conclusion.

**Historical Context:**

Before the arrival of Commodore Perry, Japan had been an isolated nation for over 250 years.

**Task:**

In your essay you **must**:

- Discuss the events leading to Japan opening up to the West.
- Discuss **how** Westernization affected Japan. Be sure to include **specific** examples.

### Outside information

A DBQ essay requires you to include outside information. This is not optional, you **MUST** include it. Outside information is any information related to the essay task that is **NOT** included in the documents. Search your worksheets for outside information that you can use in your essay and write it in the box below.

	<b>Document # you will use to answer the essay task</b>	<b>Outside information you will use to help answer this essay task (brief description)</b>
<b>BODY 1</b>		
<b>BODY 2</b>		

**TASK: First, use the task to create a topic sentence for each body paragraph. Then, begin identifying simple points you will discuss in each body paragraph. Be sure that some of your points come from the documents and some are outside information.**

**Topic Sentence-** \_\_\_\_\_

**BODY 1-**

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**Topic Sentence-** \_\_\_\_\_

**BODY 2-**

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