

# The Creation of a Global Trading Network

DBQ Writing Workshop

# DBQ Essay

- Will be part of the second session of the testing period.
- In total, the second session will be 100 minutes, but you should allocate only 60 minutes (including reading period) for the writing of the DBQ.
- The DBQ is 25% of the total AP Test grade.
- The DBQ is scored out of 7 total possible points.
- There will always be 7 documents, at least one of which will be a visual.
- Students are required to bring in additional evidence from outside of the documents.
- Nothing can get you multiple points! No double dipping! No double jeopardy!

# DBQ Essay Rubric

- **Contextualization- 1 point**
  - 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.
- **Thesis- 1 point**
  - Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. It may not simply restate or rephrase the prompt.
- **Evidence- 3 points**
  - **Evidence from the Documents: 2 points**
    - 1 point: Uses the content from at least three documents to address the topic of the prompt
    - 2 points: Supports an argument in response to the prompt using at least six documents
  - **Evidence beyond the documents: 1 point**
    - Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- **Analysis and Reasoning: 2 points**
  - **Sourcing: 1 point**
    - For at least three documents, explains how or why the document's POV, purpose, historical situation, and/or audience is relevant to an argument.
  - **Complex Analysis: 1 point**
    - 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.
    - To earn the 2nd point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways:
      - Explaining nuance of an issue by analyzing multiple variables
      - Explaining both similarity & difference, or both continuity & change, or multiple causes, or both cause & effect
      - Explaining relevant and insightful connections within and across time periods
      - Confirming validity of an argument by corroborating multiple perspectives across themes
      - Qualifying or modifying an argument by considering diverse or alternative views or evidence

# DBQ Essay Outline

- Introduction Paragraph
  - Contextualization- situate your argument in a broader historical context
  - THESIS- specifically answer ALL PARTS of the question with a historically defensible claim that includes a line of reasoning
- Main Body Paragraphs (at least 3)
  - Topic sentence linking to your thesis describing contradiction, corroboration, and/or qualification of evidence (documents)
  - Following sentences use documents, source at least 3 docs, and provide one piece of outside evidence all in support of proving your argument
- Concluding Paragraph
  - 1st sentence: Restate the thesis (DON'T REPEAT, RESTATE)
  - 2nd sentence: Extend the argument (what was the significance of these events in a wider context?)
  - 3rd sentence: Link to similar historical issue/development (in earlier or later period), explain how it linked- SYNTHESIS

# Let's Practice!

We will follow these steps to work through our DBQ.

- 1) Analyze the prompt – ATQ!!!!
- 2) Read, analyze, and “group” the documents
- 3) Write the thesis/introduction
- 4) Write the body paragraphs – prove your thesis/  
argument!
- 5) Write the conclusion

# Step 1) Analyze the Prompt

Explain the contributing factors to the patterns of the global silver trade between 1550 and 1800.

What is the question asking you to do?

## Step 2) Read, analyze/source and “group” the documents

- At your table read and analyze the documents.
  - As a group you need to decide how the document discusses contributing factors to the patterns of the global silver trade between 1550 and 1800.
  - You also need to source the document: identify and explain how the author’s point of view or purpose, intended audience, and/or the doc’s historical context influences the interpretation or meaning of the document in its relevance in proving its connection to the cause or response.

# Sourcing the Documents

- **Sourcing the Documents:** In the DBQ Essay you will be required to “source” the documents. Sourcing the documents **explains the significance** of the author’s point of view, author’s purpose, historical context, and/or audience for at least THREE documents.

# Sourcing the Documents makes you HAPPY

- **H= Historical Situation:** How do contemporaneous developments (not described in the document) shape or inform the content of the document? Use context to situate the document.
- **A= Audience:** Who is the document intended for?
- **P= Purpose:** Why is the author writing this? How is the audience supposed to feel?
- **P= POV:** on the next slide
- **Y= Wh(Y):** on the next slide

# Sourcing the Documents

- **Point of View (POV):** Where is the author coming from? What is his/her background?
- **Remember HOGWARTS:**
  - **H**ome, country of origin
  - **O**ccupation, profession
  - **G**ender
  - **W**orldview (values, cultural ideals)
  - **A**ge
  - **R**eal Knowledge (what are the limitations of the speaker?)
  - **T**heoretical Ideals (political, social, intellectual values)
  - **S**ocial Status (class, caste, wealth, education)
- **Why:** Why is this document significant? How does it relate to the prompt/discussion/time period?

# Document 1

**Source:** Tomás de Mercado, Spanish scholar, *Manual of Deals and Contracts*, Seville, 1571.

High prices ruined Spain as the prices attracted Asian commodities and the silver currency flowed out to pay for them. The streets of Manila in the Spanish territory of the Philippines could be paved with granite cobblestones brought from China as ballast\* in Chinese ships coming to get silver for China.

\*A heavy substance used to improve the stability of a ship.

## Summary

- Description of trade between China and Spanish Philippines
- The demand for Asian/Chinese commodities led to high prices paid to China in silver.
- The price revolution or high inflation in Europe is directly connected to Chinese demand for silver currency.
- The author notes through the image of ballast enough to pave the streets that the weight of goods coming to Spain weigh less than the silver returning to China.

# Sourcing Document 1

## **Historical Situation**

- The galleon trade between the Philippines and Acapulco, Mexico began in 1565, the author was making observations within the first decade of that trade.
- The Spanish price revolution of the 16<sup>th</sup> century was caused in part by the influx of new silver and gold from the Americas. That influx resulted in inflation in Spain likely observed by the author of the document.
- Present day Manila was founded in 1571 by Spanish Conquistadors and immediately became the center of Spanish trade with China and East Asia

## **Audience:**

- The audience is Spanish merchants or businessmen who wished to do business in the Spanish empire.

## **POV:**

- The author is a learned Spaniard writing a book about Spanish trade. He is concerned with the economic condition of Spain in light of inflation or what is known as the price revolution. He also is concerned that silver is flowing out of Spanish coffers to the Chinese with little of value flowing back to Spanish traders.

## **Purpose:**

- The author is a scholar writing a manual for Spanish merchants on how to do business legally.
- It can be inferred from the tone of the document that the author hoped to draw attention to the imbalance in trade between Spain and China.

# Document 2

Source: Anonymous Spanish painting depicting silver extraction and processing in Potosi, Bolivia, 1585.



## Summary:

- A Spanish painting depicting the Cerro Garda de Potosi location of the most important silver mines and processing facilities in the Spanish empire. While this is an anonymous piece, the artist demonstrates the complex and multifaceted aspects of silver mining and processing including the labor of Indians and Spanish, the importance of the environment including the mountains with silver deposits, and the use of llama and mule trains in transporting people and supplies/products.

# Sourcing Document 2

## Historical Situation

- The mines at Cerro Rico, Potosi, were established in 1545 and by the time of this painting they were the most important source of silver in the world, producing roughly 60% of the world's silver mined between 1545 and 1600.
- The mines at the time of this painting were supplied mainly with Native American labor, much of which was forced labor conscripted through the mita system. Because of the harsh and deadly conditions of the mines, requests for African slaves to serve in the mines were made to the Spanish crown starting in the early 17<sup>th</sup> century.

## Audience:

- A small elite group of government officials, scholars, and merchants who would have access to such a work for purposes of studying the Spanish empire, expanding the economic interests of the Spanish crown, or perhaps promoting the Spanish empire as powerful, wealthy, and advanced among its European competitors.

## POV:

- The point of view is that of a Spanish artist interested in the imperial and economic significance of the silver processing facilities at Potosi and their significance to the Spanish empire.

## Purpose:

- The purpose of the work is to demonstrate the significance of the site as a center of wealth and industry and to illustrate for Spanish audiences the most important source of Spanish silver in their empire.
- The purpose might be for propagandistic reasons demonstrating the wealth and industry of the Spanish empire

# Document 3

**Source:** Ralph Fitch, British merchant, an account of his travels to the East Indies, published in 1599.

When the Portuguese go from Macao, the most southern port in China, to Japan, they carry much white silk, gold, perfume and porcelain and they bring from Japan nothing but silver. They have a great ship that goes to Japan every year, and brings back more than 600,000 coins worth of Japanese silver. The Portuguese use this Japanese silver to their great advantage in China. The Portuguese bring from China gold, perfume, silk, copper, porcelain, and many other luxury goods.

## **Summary and Author's Argument:**

- A merchant observing Portuguese trade between Macao, Japan, and Portugal. He lists commodities and bouillon traded between each region and sees the Portuguese as benefitting from their role in this East Asian trade. He is likely concerned about Britain's role in global trade and interested in having British merchants gain access to trade with East Asia.

# Sourcing Document 3

## Historical Situation

- The mines at Fitch publishes his account in 1599, one year later the British East India Company is chartered demonstrating the significance of accounts like his in creating interest in trade in Asia.
- The Chinese export trade (export of silk, jade, tea, porcelain) was restricted to Macao and Canton, Macao was controlled by the Portuguese during this period, they first arrived in Canton in 1517 and established Macao in 1535. The Portuguese were rewarded for assisting the Chinese in suppressing Japanese piracy.
- Japan was one of the largest silver producing countries in the world during the 16th century.

## Audience:

- English merchants, government officials interested in Portuguese East Asian trade.
- Any Europeans interested in travel literature and understanding the origins of the increased European access to Asian luxury goods.

## POV:

- As an early English merchant in Asia, he is observing a trade dominated by Portugal, he likely is interested in having British access to these markets.

## Purpose:

- Fitch's report was a very early English account of trade in Asia. He would have been reporting back to fellow merchants and government officials who would have wanted to expand English trade in China and Japan.

# Document 4

**Source:** Antonio de Morga, lawyer and bureaucrat for the Spanish Crown in the Philippines, *Account of the Philippine Islands*, c. 1600.

A considerable number of junks (large ships) come as a rule laden with goods from Great China to Manila. Every year thirty, sometimes forty, of these ships come, though they do not enter together as a fleet or armada, but in squadrons, with the monsoon and the settled weather. When a ship arrives and anchors, the royal officials carry out their inspection of the cargo. At the same time a formal valuation is made of the worth of the goods according to Manila prices, for the vessel immediately pays three percent on everything to the royal exchequer.

## **Summary and Author's Argument:**

- Spanish official in the Philippines describes the process of inspection and tariff led by royal officials, perhaps Chinese, of Chinese junks at the Manila harbor.

# Sourcing Document 4

## **Historical Situation**

- The galleon trade between the Philippines and Acapulco, Mexico began in 1565. Morga served as a government official overseeing this trade in Manila where Chinese commodities were exchanged for American silver.
- Growing tariff and tax policies during the mercantilist period included European taxation of colonial goods.

## **Audience:**

- The Spanish crown, merchants who he wanted to provide a heroic account of Spanish colonial interests in the Philippines.

## **POV:**

- As a government official overseeing Spanish Crown interests in the region, his perspective was to see the importance of the growing Chinese trade in the region.

## **Purpose:**

- As a government official overseeing Spanish Crown interests in the region, his perspective was to see the importance of the growing Chinese trade and also to present an orderly account of inspection and tariff implementation to officials in Spain.

# Document 5

**Source:** Xu Dunqiu Ming, writer, in his essay in *The Changing Times*, about the commercial city of Hangzhou, 1610.

In the past, the dye shops would allow customers to have several dozen pieces of cloth dyed before settling accounts and charging the customers. Moreover, customers could pay for dying the cloth with rice, wheat, soybeans, chickens, or other fowl. Now, when you have your cloth dyed you receive a bill, which must be paid with silver obtained from a moneylender.

## **Summary and Author's Argument:**

- Xu Dunqiu writes about the changes from a barter economy to a silver-based market economy in Hangzhou.
- His title “The Changing Times” illustrates that his text is intended to map the major changes he has seen in his community as a result of the changing economy.

# Sourcing Document 5

## **Historical Situation**

- The Ming government had begun to pay all salaries and accept all tax payments in silver.

## **Audience:**

- Other Chinese scholars and readers interested in an account and analysis of why and how things had changed in China during their lifetime.

## **POV:**

- One can infer from the tone and the title “The Changing Times” that Xu Dunqiu sees the new silver-based market economy as more restrictive and cumbersome than the previous barter economy.

## **Purpose:**

- The author offers a mild protest against the changes that have occurred in Hangzhou’s economy due to the introduction of silver-based currency through an illustration of what has changed in the cloth dyeing industry.

# Document 6

**Source:** Antonio Vazquez de Espinosa, a Spanish priest, *Compendium and Description of the West Indies*, 1620s.

So huge is the wealth that has been taken out of Potosí since the year 1545, when it was discovered, up to the present year of 1628, that merely from the registered mines, according to most of the accounts in the Spanish royal records, 326 million silver coins have been taken out. This does not count the great amount of silver taken secretly from these mines to Spain, paying no 20 percent tax or registry fee, and to the countries outside Spain, including the Philippines and China.

## **Summary and Author's Argument:**

- Antonio Vazquez de Espinosa comments on the “huge” wealth that has been removed from Potosí, some of it clandestinely without proper 20 percent taxation and into the galleon trade.

# Sourcing Document 6

## **Historical Situation**

- The mines at Potosí are the largest in the world at the time and are fueling the global silver economy, but it is unclear if this flow of silver is having a positive impact on the Spanish economy. Potosí quickly became one of the world's largest cities and the reference to illicit activity might reflect the larger question of how well Spain was able to manage its colonies.

## **Audience:**

- Other members of the Catholic Church, merchants interested in the West Indies and Americas, or the Spanish Crown and government officials.

## **POV:**

- As a Spanish priest observing wealth produced by mining silver at Potosí, Vazquez de Espinosa seems both impressed by the wealth that has been generated, but also suspicious of other merchants. The focus on the illicit removal of silver from Bolivia by merchants returning to Spain or carrying out the galleon trade might be an example of his suspicion of the capitalist or economic gains of colonization over his own interests in the moral, Church focused motivations for colonization of the Americas.

## **Purpose:**

- The author seems to want to focus on impact of the silver trade. In particular, he notes the tremendous monetary value the mines have had, but also raise questions as to whether persons have personally profited at the expense of the Spanish government by avoiding taxes.

# Document 7

**Source:** Charles D'Avenant, an English political economist, *An Essay on the East-India Trade regarding the debate on a bill in Parliament to restrict Indian textiles*, 1697.

Since we were supplanted in the spice-trade by the Dutch, our chief investments or importations from the East Indies have been in dyed cotton cloth, silks, drugs, cotton-yarn, and wool; part o which commodities are for our own use but a much greater part, in times of peace, were brought to London for sale to France, Germany, the Netherlands, Spain, Italy, and our colonies.

For Europe draws from Asia nothing of solid use; only materials to supply luxury, and only perishable commodities, but sends to Asia gold and silver, which is there buried and never returns.

## **Summary and Author's Argument:**

- D'Avenant describes the trade in luxury goods for silver bullion between Europe and Asia from a mercantilist perspective. He places England's role in global trade in the context of competition from other European countries. He describes the demand for luxury goods in Europe and silver in China.

# Sourcing Document 7

## Historical Situation

- Economic theorists of the 17<sup>th</sup> century develop mercantilist understandings of global trade. Mercantilism and joint-stock companies were new government interventions used by Europeans to control economies competing in global trade.
- The British and Dutch East India Companies were rivals for access to Asian markets.

## Audience:

- The audience would have been those involved in these economic and political debates of the late 17<sup>th</sup> century, specifically those who were protectionist or open to the argument.

## POV:

- While D’Avenant seems critical of the lack of “usefulness” of the trade items, it can be inferred that the author, an economist, believes that the silver-luxury market is not “useful”, but is the result of consumer demand. He also seems to be concerned about the Dutch who have monopolized the spice trade.

## Purpose:

- The author is writing an essay as part of a Parliamentary debate regarding restricting Indian textiles. He highlights that while English manufactures might not like the competition, the demand for these goods and also the demand for silver in Asia are economic forces that must be addressed and will be addressed by other European countries like the Dutch if England doesn’t conduct the trade.

# Step 3) Share-Out

Organize your documents onto the T-chart – class needs to synthesize the causes and responses to a reasonable number (at least 3).

After we have the documents “grouped” each group should explain their document’s sourcing.

## Step 4) Write the Thesis/Introduction

- Suggestions for first sentence? (Broad context/time period)
- Suggestions for second sentence? (explain the immediate backdrop for your essay)
- Thesis: put the groups together to make an argument that ANSWERS THE QUESTION.

# Thesis and Argument Development

## Examples of acceptable theses:

- **A basic thesis:** “Between 1550 and 1800 CE, the patterns of global silver trade were a consequence of high demand, a large market (which caused horrifying working conditions for miners), a government desire for high income from taxes, and a desire for profit.”
- **A more sophisticated thesis may focus on the role of specific regions in contributing to the patterns of the global silver trade:** “Between 1550 and 1800 silver was traded globally. Currency used to be based on rice or goods one could produce, but then silver took the place of that, especially in places such as China. The silver trade led to the new almost worldwide currency of silver coin. These European powers found the Potosi silver mine in Bolivia, South America. Now that silver came into Portugal, Spain and other European powers, China began to cooperate and trade. This brought riches to Europe and China, all because of the exploration and colonization of the Americas.”

# Thesis and Argument Development

## Example of acceptable argument development:

- **The student utilizes all of the documents to deploy a complex and cohesive argument about the factors that contributed to patterns of the global silver trade between 1550 and 1800. The argument begins with the limited supply: “The only places producing large quantities of silver during this period were South America and Japan.” The response accurately references Documents 2 and 3 as evidence of the source of silver. The response claims that the profits from controlling limited sources of silver motivated their trade: “Since Spain ran the silver production in South America, they highly benefited from the wealth accompanying silver production” as evidenced in Document 6. The response also asserts the Spanish expanded their empire as a means of promoting the silver trade: “The Spanish had also conquered the Philippines, silver was brought there to trade with the rest of the world” as evidenced in discussion of Document 1. The essay continues to develop using further evidence from the documents to assert that the demand for silver came from China where they were able to change to a silver-based currency because of new availability: “The Chinese were constantly seeking silver because they now had to pay their taxes in silver...and for services” as illustrated in Document 5. This drove Chinese merchants to seek out silver as illustrated in Document 4 and to fully absorb silver into their economy as currency as illustrated in document 7. The response as a whole uses evidence throughout to corroborate the thesis.**

# Contextualization

- Transoceanic travel, maritime and military technology innovations
- Rise of the Indian Ocean Trade, global trade networks
- Discovery of the Americas by Europeans, Columbian exchange, European maritime empires
- Mercantilism, joint-stock companies, and other new government and economic interventions

# Step 5) Write the Body Paragraphs

This step has four parts:

- The Topic Sentence which links the “group” to the thesis and explains the cause or response.
- Use the documents to support/prove the contributing factors of the global silver trade and its relation to the argument.
- Sourcing of at least 4 of the documents.
- Introduction of outside information/evidence that helps support/prove the thesis/argument.

# Step 5) Write the Body Paragraphs

Topic Sentence 1:

Topic Sentence 2:

Topic Sentence 3:

We will not divide back into our groups to work on the originally assigned document. Each group should write a couple of sentences utilizing the document as evidence and sourcing the document. Each group should also write one sentence that introduces one piece of outside evidence.

# Evidence Beyond the Documents

## **Example of providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:**

- Provides an additional piece of evidence about the cause of the supply of silver beyond the documents. “Silver trade was increased due to the increased production of silver, especially in South America after the Spanish conquered parts of South America. A lot of silver was mined in Potosi, Bolivia (Doc. 2). This means much more silver was available for trade. The reason Spain could mine so much silver was because of the cheap labor the remaining natives provided. Spain was able to adopt the traditional labor system in the region, the mit’a system, in order to get natives to mine for them providing cheap and abundant labor.”
- Provides an additional piece of evidence about Chinese currency leading to the demand for silver beyond the documents. “Silver demand skyrocketed when the paper money system collapsed in Ming China. The government had to collect taxes, but paper money was worthless, so they demanded silver from global trade.”

## Step 6) Share-Out: Let's put them together!

[put in 1<sup>st</sup> TS]

[groups put in sentences they wrote that go with this group]

[put in 2<sup>nd</sup> TS]

[groups put in sentences they wrote that go with this group]

[put in 3<sup>rd</sup> TS]

[groups put in sentences they wrote that go with this group]

# Step 7) Write the Conclusion

- 1st sentence: Suggestions for restatement of the thesis?
- 2nd sentence: Suggestions for extension of the argument?
- 3rd sentence: Suggestions for synthesis?

# Synthesis

**Example of acceptable synthesis by appropriately connecting the argument to a development in a different historical period, situation, era, or geographic area:**

–“The diffusion from the discovery of silver can correlate with the emergence and establishment of the transregional exchange network across Eurasia, the Silk Roads. The making of silk in China and its value in Roman and other empires provided a unique form of trade as it was like “silver” in itself. The trade rapidly diffused and many empires in the 2<sup>nd</sup> wave civilizations desired the silk as a luxury good. The silk on the Silk Road was a much more small-scale diffusion of where silver was diffused, but it can be related