Document-Based Questions for Reading Comprehension and Critical Thinking

Differentiating Assessment in Middle and High School English and Social Studies

Teaching Recent Global History

Teaching U.S. History Thematically

Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach, Second Edition integrates discussions of educational goals and the nature of history and social studies with practical ideas for organizing social studies curricula, units, lessons, projects, and activities. A major theme woven throughout the text is that what we choose to teach and the way we teach reflect our broader understanding of society, history, and the purposes of social studies education. Each chapter opens with a broad question about social studies education; provides many examples of lessons, including lesson ideas developed by new and experienced middle school and high school social studies teachers; features a rich variety of teaching, learning, and classroom activities designed to provoke discussion and illustrate different approaches to teaching social studies; and concludes with essays about related social studies topics. Part I focuses on philosophical issues, social studies goals and standards, and the design of social studies curricula. Part II examines and offers examples of strategies for planning units and lessons. Part III explores topics, such as thematic and interdisciplinary teaching, a project approach to social studies, as well as assesses student learning and one’s own performance as a teacher, and provides a guide to social studies resource materials and organizations. New in the Second Edition: * Every chapter has been updated and includes a number of new lesson ideas. * The lesson ideas are designed especially to help beginning teachers address learning standards; work in inclusive settings; and promote literacy and the use of technology in social studies classrooms. * Sample activities developed with members of the Hofstra New Teachers Network reflect the current focus on document-based instruction and assessment, and can serve as tools for assessing student learning. * Increased attention is given to project-based social studies instruction and to multicultural education. Intended as a text for undergraduate and graduate preservice social studies methods courses, this text is also useful for in-service training programs, as a reference for new social studies teachers,
and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice.

**DBQ Practice**

**United States History: Preparing for the Advanced Placement Examination, 2018 Edition**

In recent years, a change has been made in the education field to move away from tests, which merely measure memorization. As a result, critical thinking assessments have emerged, mainly in the form of essays. The overall action research question of this study addressed whether enabling 10th grade Social Studies students to create authentic Document-Based Essay Questions be the catalyst for higher student achievement and a more positive attitude towards completing Social Studies DBQs. An authentic assignment was given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges. The literature review contains research articles that have examined the authenticity of DBQs and how creating authentic tasks can lead to greater conceptual understanding and student achievement in a high school social studies setting. The methodology devised for this research project was firmly grounded in the criticism and suggestions of Grant et al. (2005) with regards to the Regents Document Based Question and the Create-Your-Own DBQ activity of Kotzin (2001).

**Teaching and Using Document-based Questions for Middle School**

**Reading Between the Lines**

This book by Sheryn Spencer Waterman follows the bestselling Handbook on Differentiated Instruction for Middle and High Schools. With numerous examples and strategies, it is an all-inclusive manual on assessing student readiness, interests, learning and thinking styles. It includes examples of Pre-, Formative and Summative assessments Informal and formal assessments Oral and written assessments Project and performance assessments Highly structured and enrichment assessments for struggling to gifted students Assessment tools and rubrics.

**U.S. Founding Documents**

Covers all significant eras of global history. Encourages students to analyze evidence, documents, and other data to make informed decisions. Develops essential writing skills.

**DBQ Practice: The colonial era**

Teaching Recent Global History explores innovative ways to teach world history, beginning with the early 20th century. The authors’ unique approach unites historians, social studies teachers, and educational curriculum specialists to offer historically rich, pedagogically innovative, and academically rigorous lessons that help students connect with and deeply understand key events and trends in recent global history. Highlighting the best scholarship for each major continent, the text explores the ways that this scholarship can be adapted by teachers in the classroom in order to engage and inspire students. Each of the eight main chapters highlights a particularly important event or theme, which is then complemented by a detailed discussion of a particular methodological approach. Key features include: • An overarching narrative that helps readers address historical arguments; • Relevant primary documents or artifacts, plus a discussion of a particular historical method well-suited to teaching about them; • Lesson plans suitable for both middle and secondary level classrooms; • Document-based questions and short bibliographies for further research on the topic. This invaluable book is ideal for any aspiring or current teacher who wants to think critically about how to teach world history and make historical discussions come alive for students.

**Doing History**

The use of primary sources as texts in the classroom is growing. Teachers realize these vital witnesses provide opportunities to motivate students and improve learning. They bring students closer to the people, places, and events being studied and help students improve content knowledge while building skills. Recent trends in standards, such as Common Core, and the increasing use of the Document-Based Questions also promote primary source use. The strong push to use primary sources in teaching history and social studies creates a need among teachers for more information on what they are and how they can be used effectively in the classroom. Vital Witnesses meets this need by providing teachers with a comprehensive guide to primary sources and their use in the classroom. Primary sources are defined, and the various types are described. Classroom-tested activities and strategies are offered to teachers for addressing the needs of all learners and for accommodating Common Core standards and the C3 Framework for State Social Studies Standards.
Online Library Document Based Questions Social Studies

**Old Silver Leg Takes Over**

Taking the High Road to Social Studies Book 5 United States History: First Americans To The Present. This program integrates reading and writing with social studies themes and concepts. Students use SQ3R to get the most out of reading and respond to constructed response and DBQ (document-based) questions.

**Will Enabling 10th Grade Social Studies Students to Create Authentic Document-based Essay Questions be the Catalyst for Higher Student Achievement and a More Positive Attitude Towards Completing Social Studies DBQs?**

Perfect for students preparing to take the 2018 AP U.S. History Examination. -- Publisher's website.

**Taking the High Road to Social Studies Book 5 United States History**

Buffalo State College Master's project in Elementary Education & Reading, 2004.

**The Literacy Cookbook**

Pretest A -- Pretest B -- Understanding document-based questions -- Understanding historical documents -- Strategies for analyzing photographs and illustrations -- Strategies for analyzing advertisements and posters -- Mini-DBQ: Strategies for analyzing political cartoons -- Strategies for analyzing informational graphics -- Strategies for analyzing letters and eyewitness accounts -- Mini-DBQ: Strategies for analyzing newspaper and magazine articles -- Strategies for analyzing official government documents -- Mini-DBQ -- Writing essays for document-based questions -- Sentence and paragraph writing for the social studies -- Essay writing for the social studies -- Writing your own DBQ essay, step by step -- Posttest A -- Posttest B.

**Teaching with DBQs**

Think It, Show It: Social Studies is a practical and informative resource that supports the teaching of writing in the social studies classroom to meet the demands of the today's standards and the C3 Framework. The creative instructional strategies and resources guide students in communicating their historical thinking through writing and speaking. Specific step-by-step strategies are provided to help students develop clear, concise writing and discussion skills about historical documents, events, and other primary sources using text structures such as description, narrative, comparison, and cause-and-effect. The included student resources, rubrics, graphic organizers, and exemplar writing samples also support instruction and provide students a clear understanding of the expectations for success.

**Document-based Assessment Activities for U.S. History Classes**

These flexible assessments can be used both in correlation with the Primary Sources kits or as stand-alone practice pieces for a variety of standardized tests. The Teacher's Edition includes a lesson to help teach students how to write Document-Based Question essays. Each Student Edition (sold separately in packs of 30 and in Add-On packs of 10) contains an assessment with the following types of questions: multiple choice, constructed-response, and documents leading to a DBQ (Document-Based Question) task.

**Social Studies for Application and Instruction**

Lessons for improving reading comprehension and critical thinking skills, each including a reading passage, a primary source document, and comprehension questions.

**Teaching with Documents**

The DBQ (Document-Based Questions) Lessons and Activities series combines rigorous academic content with higher-order thinking activities to provide teachers focused resources on key science and social studies topics that meet today's high expectations and standards!

**Brian's Winter**

Enhances the world history curriculum through analysis of primary and secondary sources. Features 23 new and revised document-based questions covering significant eras. Teacher
support includes scoring rubric and tips for implementation.

**Creating Authentic Document-Based Essay Questions**

Proven methods for teaching reading comprehension to all students. The Literacy Cookbook is filled with classroom-tested techniques for teaching reading comprehension to even the most hard-to-reach students. The book offers a review of approaches that are targeted for teaching reading, writing, speaking, and listening skills. The book also includes information on how to connect reading, writing, and test prep. Contains accessible and easy-to-adopt recipes for strengthening comprehension, reading, writing, and oral fluency. Terrific resources are ready for download on the companion website. The materials in this book are aligned with the English Language Arts Common Core Standards. The website includes an ELA Common Core Tracking Sheet, a handy resource when writing or evaluating curriculum.

**Teaching World History Thematically**

Preparing students to be active, informed, literate citizens is one of the primary functions of public schools. But how can students become engaged citizens if they can't read, let alone understand, their social studies texts? What can educators—and social studies teachers in particular—do to help students develop the knowledge, skills, and motivation to become engaged in civic life? Building Literacy in Social Studies addresses this question by presenting both the underlying concepts and the research-based techniques that teachers can use to engage students and build the skills they need to become successful readers, critical thinkers, and active citizens. The authors provide targeted strategies— including teaching models, graphic organizers, and step-by-step instructions—for activities such as: * Building vocabulary, * Developing textbook literacy skills, * Interpreting primary and secondary sources, * Applying critical thinking skills to newspapers and magazines, and * Evaluating Internet sources. Readers will also learn how to organize classrooms into models of democracy by creating learning communities that support literacy instruction, distribute authority, encourage cooperation, and increase accountability among students. Realistic scenarios depict a typical social studies teacher’s experience before and after implementing the strategies in the classroom, showing their potential to make a significant difference in how students respond to instruction. By making literacy strategies a vital part of content-area instruction, teachers not only help students better understand their schoolwork but also open students’ eyes to the power that informed and engaged people have to change the world.

**Building Literacy in Social Studies**

*Social Studies for Secondary Schools*

Covers significant eras in U.S. history. Encourages students to analyze evidence, documents, and other data to make informed decisions. Includes guidelines for students, answer prompts, and a scoring rubric. Develops essential writing skills.

**Kids at Work**

“Document-based questions on important tests could contain a contract, a table or graph, a newspaper article, or even a political cartoon. Use the six-step method of writing in this workbook to write great DBQ-based social studies or English essays.”

**Social Studies Test Preparation Constitution and New Government**

MyLabSchool - Where the classroom comes to life! Watch real classrooms in action in the MLS VideoLab. Study for the PRAXIS exam using our video cases and practice test! Prepare for your first (or next!) job interview with the MLS Career Center. Learn how to write effective research papers with Research Navigator. Contact your local Allyn & Bacon sales representative for more information about this great tool or for the Valuepack ISBN.

**Harcourt School Publishers Horizons**

Help your students navigate complex texts in history and social studies. This book shows you how to use document-based questions, or DBQs, to build student literacy and critical thinking skills while meeting rigorous state standards and preparing students for AP exams. DBQs can be implemented year-round and can be adjusted to meet your instructional needs. With the helpful advice in this book, you'll learn how to use DBQs to teach nonfiction and visual texts, including primary and secondary sources, maps, and paintings. You'll also get ideas for teaching students to examine different points of view and write analytical responses. Topics include: Using the SOAPSETone (Speaker, Occasion, Audience, Purpose, Subject, Evidence and Tone) technique to analyze visual and nonvisual texts; Teaching students to distinguish between primary and secondary sources; Working with multiple texts and learning to
recognize the relationships between them; Formulating DBQs to suit different types of assessment, including short-answer questions, multiple-choice questions, and in-class essay prompts; Evaluating student responses and providing constructive feedback.

**Doing History**

Enthusiasm about the instructional potential of primary sources dates to the late 19th century and has been echoed recently in the work of literacy experts, historians, and educational psychologists. Yet, no extended intervention study has been undertaken to test the effectiveness of primary source instruction in real history classrooms. This study, with 236 eleventh-grade students in five San Francisco high schools, represented the first large-scale extended curriculum intervention in disciplinary reading in an urban district. The Reading Like a Historian (RLH) curriculum constituted a radical departure from traditional textbook-driven instruction by using a new activity structure, the "Document-Based Lesson, " in which students used background knowledge and disciplinary reading strategies to interrogate, and then reconcile, historical accounts from multiple texts. A quasi-experiment control design measured the effects of a six-month intervention on four dimensions: 1) students' historical thinking; 2) their ability to transfer historical thinking strategies to contemporary issues; 3) their mastery of factual knowledge; and 4) their growth in general reading comprehension. MANCOVA analysis yielded significant main effects for the treatment condition on all four outcome-measures. Qualitative analyses of videotaped classroom lessons were conducted to determine the frequency and nature of whole-class text-based discussion. Only nine whole-class text-based discussions were identified in over 100 videotaped classroom lessons, despite the presence of instructional materials explicitly designed to support student discussion of debatable historical questions. Analysis of teacher and student participation suggests a relationship between active teacher facilitation that reviews background knowledge and poses direct questions about texts and higher levels of student argumentation. This dissertation is structured as three free-standing papers, each of which addresses one aspect of the larger study. In the first paper, I discuss the design of the quasi-experimental study and report quantitative findings. In the second paper, I locate teacher facilitation of whole-class historical discussion in the literature on classroom discourse, and I propose a developmental framework for analyzing student historical argumentation in classroom discussion. In the third and final paper, I discuss the theoretical underpinnings of the intervention curriculum and offer two examples to illustrate the structure of the "Document-Based Lesson.".

**Think It, Show It Social Studies: Strategies for Communicating Understanding**

A brief biography of the Dutchman who arrived to be governor of New Amsterdam in 1647 and turned it from a muddy village into a well-organized city.

**Document-Based Assessment for Global History**

Instead of being rescued from a plane crash, as in the author's book "Hatchet," this story portrays what would have happened to Brian had he been forced to survive a winter in the wilderness with only his survival pack and hatchet.

**Social Studies Test Preparation American Revolution**

Pretest A -- Pretest B -- Understanding document-based questions -- Understanding historical documents -- Strategies for analyzing photographs and illustrations -- Strategies for analyzing advertisements and posters -- Mini-DBQ: Strategies for analyzing political cartoons -- Strategies for analyzing informational graphics -- Strategies for analyzing letters and eyewitness accounts -- Mini-DBQ: Strategies for analyzing newspaper and magazine articles -- Strategies for analyzing official government documents -- Mini-DBQ -- Writing essays for document-based questions -- Sentence and paragraph writing for the social studies -- Essay writing for the social studies -- Writing your own DBQ essay, step by step -- Posttest A -- Posttest B.

**Document-Based Assessment Activities for Global History Classes**

Briefly traces the life of Lewis Hine, school teacher and photographer, and explains how he became involved in documenting child labor conditions

**Vital Witnesses**

This book offers the tools teachers need to get started with an innovative approach to teaching history, one that develops literacy and higher-order thinking skills, connects the past to students' lives today, and meets Common Core State Standards (grades 7-12). The author provides over 60 primary sources organized into 7 thematic units, each structured around an essential question from U.S. history. As students analyze carefully excerpted documents--speeches by presidents and protesters, Supreme Court cases, political cartoons—they build an understanding of how diverse historical figures have approached key issues. At the same time, students learn to participate in civic debates and develop their own views on what it means to be a 21st-century American. Each unit connects to current events and dynamic classroom activities make history come alive. In addition to the documents themselves, this teaching manual provides: strategies to assess student learning; mini-lectures designed to introduce documents; activities to help students process, display, and integrate their learning;
guidance to help teachers create their own units, and more.

**Reading Between the Lines**

A guide to using document-based questions to teach middle school students about American history that explains how to help students analyze a wide variety of visual and graphic sources.

**Reading Like a Historian**

**Elementary Social Studies**

These flexible assessments can be used both in correlation with the Primary Sources kits or as stand-alone practice pieces for a variety of standardized tests. The Teacher's Edition includes a lesson to help teach students how to write Document-Based Question essays. Each Student Edition (sold separately in packs of 30 and in Add-On packs of 10) contains an assessment with the following types of questions: multiple choice, constructed-response, and documents leading to a DBQ (Document-Based Question) task.

**A Lesson Plan for Teachers (New and Old!)

**DBQ Practice**

**Social Studies Test Preparation Civil War**

Guide for social studies teachers in using primary sources, particularly those available from the National Archives, to teach history.

**Document-based Questions: an Approach for Facilitating Social Studies Learning at the Fourth Grade Level**

This book offers the tools teachers need to get started with a more thoughtful and compelling approach to teaching history, one that develops literacy and higher-order thinking skills, connects the past to students' lives today, and meets social studies 3C standards and most state standards (grades 6-12). The author provides over 90 primary sources organized into seven thematic units, each structured around an essential question from world history. As students analyze carefully excerpted documents—including speeches by queens and rebels, ancient artifacts, and social media posts—they build an understanding of how diverse historical figures have approached key issues. At the same time, students learn to participate in civic debates and develop their own views on what it means to be a 21st-century citizen of the world. Each unit connects to current events with dynamic classroom activities that make history come alive. In addition to the documents themselves, this teaching manual provides strategies to assess student learning; mini-lectures designed to introduce documents; activities and reproducibles to help students process, display, and integrate their learning; guidance to help teachers create their own units; guidelines for respectful student debate and discussion; and more. Book Features: A timely aid for secondary school teachers tasked with meeting standards and other state-level quality requirements. An approach that promotes student engagement and critical thinking to replace or augment a traditional textbook. Challenges to the "master narrative" of world history from figures like Queen Nzinga and Huda Sha'arawi, as well as traditionally recognized historical figures such as Pericles and Napoleon. Essential questions to help students explore seven of the most important recurring themes in world history. Role-plays and debates to promote interaction among students. Printable copies of the documents included in the book can be downloaded at tcpress.com.