

How to Write A DBQ (Document Based Question)

Use the information below as both a teacher's guide as well as to introduce DBQs to the students. It is recommended that the process be broken down into smaller steps and modeled for students in order for them to be successful and produce good quality work.

What is a DBQ?

DBQ stands for **Document Based Question**. It is a type of essay that provides you with documents to serve as sources of information for your writing. The DBQ does not test your content knowledge, but tests your reading comprehension and analysis skills. By following this guide, you will be able to write a DBQ on any topic!

Each DBQ you take will look very similar. There are certain things that are always given to you:

- **Historical Context:** This is a paragraph that tells you some background information about the topic of the essay. This will help you write your introduction.
- **Task:** This is the actual question that you are attempting to answer in the essay. This will help you to write your **thesis**. The thesis can be the first or last sentence of your introduction. You will learn how to write a thesis in the pages that follow.
- **Documents and Scaffolding Questions:** There will typically be 5-7 documents that will be used to help you write your essay. Each document may have anywhere from 1-3 questions that you must answer before writing the essay. These questions will help get you thinking about how to shape your essay.

Step One: Analyze the task. Without a clear understanding of what the task is asking you to do, you cannot write a good answer in a full sentence.

The task may ask you to do any of the following things:

- **Analyze** – determine their component parts; examine their nature and relationship
- **Assess/Evaluate** – judge the value or character of something; appraise; evaluate the positive points and the negative ones; give an opinion regarding the value of; discuss the advantages and disadvantages of
- **Compare** – examine for the purpose of noting similarities and differences.
- **Contrast** – examine in order to show dissimilarities or points of difference.
- **Describe** – give an account of; tell about; give a word picture of.
- **Discuss** – talk over; write about; consider or examine by argument or from various points of view; debate; present the different sides of the topic.
- **Explain** – make clear or plain; make clear the causes or reasons for; make known in detail; tell the meaning of.

Step Two: Understand key terms within the question.

All DBQs should address either attitudes and reactions, or political, economic, social (class), cultural, and technological aspects within the question (you will know what to address because those specific words will be in the question).

How To Answer Document Based Questions

Barbara Wally



How To Answer Document Based Questions:

Document-based Assessment Activities for U.S. History Classes Kenneth Hilton,1999 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 **Document-Based Assessment**

Activities for Global History Classes Theresa C. Noonan,1999 Covers all significant eras of global history Encourages students to analyze evidence documents and other data to make informed decisions Develops essential writing skills

Document-Based Assessment Activities Cynthia Boyle,2009-07-15 Take students beyond textbook history to explore various people and events from ancient Egypt through the 20th Century using primary sources Students will develop critical thinking and essay writing skills as they analyze the various documents including photographs posters letters maps and more Multiple social studies topics are included for grades K 3 4 8 and 9 12 This resource includes engaging digital resources and is aligned to College and Career Readiness and other state standards **Document-Based Questions for Reading**

Comprehension and Critical Thinking Debra Housel,2007-02-12 Give students practice in answering the types of questions used in standardized tests High interest stories primary source documents and comprehension questions encourage the use of higher order thinking skills **Document-Based Assessment Activities** Marc Pioch,Jodene

Smith,2020-03-02 Today s students need to know how to evaluate sources and use evidence to support their conclusions This K 12 resource for teachers provides instructional support as well as a variety of learning opportunities for students Through the activities in this book students will ask and answer compelling questions analyze primary sources approach learning through an inquiry lens and hone their historical thinking skills The lessons teach skills and strategies for analyzing historical documents partnered with document based assessments Graphic organizer templates help students structure their analyses This resource written by Marc Pioch and Jodene Smith prepares students for standardized tests and engages students with inquiry The scaffolded approach to teaching analysis skills can be applied across grades K 12 **Comprehension and**

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S. History Michael Romano,2011 Provides test taking tips and strategies reviews topics on the test and includes a full length practice exam with answers and explanations CliffsNotes AP U. S. History Cram Plan Melissa Young (Historian),Joy

Mondragon-Gilmore,2018-10-09 CliffsNotes AP U S History Cram Plan gives you a study plan leading up to your AP exam no matter if you have two months one month or even one week left to review before the exam This new edition of CliffsNotes AP U S History Cram Plan calendarizes a study plan for the 489 000 AP U S History test takers depending on how much time they have left before they take the May exam Features of this plan to ace the exam product include 2 months study calendar and 1 month study calendar Diagnostic exam that helps test takers pinpoint strengths and weaknesses Subject reviews that

include test tips and chapter end quizzes Full length model practice exam with answers and explanations Teaching for Historical Literacy Matthew T. Downey, Kelly A. Long, 2015-07-30 Teaching for Historical Literacy combines the elements of historical literacy into a coherent instructional framework for teachers It identifies the role of historical literacy analyzes its importance in the evolving educational landscape and details the action steps necessary for teachers to implement its principles throughout a unit These steps are drawn from the reflections of real teachers grounded in educational research and consistent with the Common Core State Standards The instructional arc formed by authors Matthew T Downey and Kelly A Long takes teachers from start to finish from managing the prior learning of students to developing their metacognition and creating synthesis at the end of a unit of study It includes introducing topics by creating a conceptual overview helping students collect and analyze evidence and engaging students in multiple kinds of learning including factual procedural conceptual and metacognitive This book is a must have resource for teachers and students of teaching interested in improving their instructional skills building historical literacy and being at the forefront of the evolving field of history education *Problem-Solver's Math Journal Book* Teacher Created Materials Staff, 2004-12-15 Receive a discounted price of 7 99 per book when 10 or more copies are ordered see item 10134 The Problem Solver s Math Journal focuses on key problem solving strategies providing extra practice for students Great for reinforcement during class after school or as part of any intervention program *Social Studies Test Preparation Constitution and New Government* Linda Trachtman, 2005-01-06 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 **Comprehension and Critical Thinking Grade 3** Lisa Greathouse, 2007-10-23 Build Grade 3 students comprehension and critical thinking skills and prepare them for standardized tests with high interest informational text from TIME For Kids **Comprehension and Critical Thinking Grade 5** Acosta, Jamey, 2017-03-01 Build Grade 5 students comprehension and critical thinking skills and prepare them for standardized tests with high interest nonfiction articles from TIME For Kids This easy to implement resource includes accompanying document based questions that focus on key strategies for breaking down informational text to help students build cross curricular reading skills A document based assessment sheet is also provided for each passage so students can investigate the text in even deeper and more meaningful ways This resource is aligned to state and national standards and supports the development of college and career readiness skills **Comprehension and Critical Thinking Grade 2** Lisa Greathouse, 2007-10-23 Build Grade 2 students comprehension and critical thinking skills and prepare them for standardized tests with high interest informational text from TIME For Kids *Comprehension and Critical Thinking Grade 6* Jamey Acosta, 2007-10-23 Build Grade 6 students

comprehension and critical thinking skills and prepare them for standardized tests with high interest informational text from TIME For Kids

A Handbook for History Teachers James A. Duthie, 2012-09-28 History is not a mere chronicle of facts but a dialogue between competing interpretations of the past it should be taught as such Teaching history in this way makes it both intellectually demanding and more interesting while at the same time helps students acquire the knowledge and skills necessary to become functioning citizens in a democracy The opening chapters provide the rationale for the study of history its epistemological basis and the logic of the discipline The bulk of the book deals with practical ways to help students acquire process and apply information In particular it addresses the specific thinking skills required by the discipline with many effective techniques for helping students to master them The implications of this approach for teacher evaluation of student work are also addressed

Comprehension and Critical Thinking Grade 4 Greathouse, Lisa, 2017-03-01 Build Grade 4 students comprehension and critical thinking skills and prepare them for standardized tests with high interest nonfiction articles from TIME For Kids This easy to implement resource includes accompanying document based questions that focus on key strategies for breaking down informational text to help students build cross curricular reading skills A document based assessment sheet is also provided for each passage so students can investigate the text in even deeper and more meaningful ways This resource is aligned to state and national standards and supports the development of college and career readiness skills

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