

# DBQ Essay Outline:

Name/Period: Joce Salazar

## Essay Prompt:

*Should historians emphasize agriculture or human sacrifice?*

## What is the essay asking me to find/do (specifics)?

*It's asking me to conclude whether historians should talk more about human sacrifice or agriculture.*

## Organization/Categorization of Documents:

**Labor:**

**Colonies:**

**Trade:**

## Intro/Thesis:

*Historians should emphasize more about human sacrifice rather than agriculture because of religion, territory, and how agriculture played a role in sacrifice.*

## Paragraph 1(Intro)- Topic: Background on the Aztec

*The Aztecs were the Native American people who dominated northern Mexico at the time of the Spanish conquest in the early 16th century. They were a nomadic culture, then the Aztecs eventually settled on several small islands where they founded the town of Tenochtitlan, modern-day Mexico City. The Aztec civilization is known for being the last of the great Mesoamerican cultures before the Europeans arrived. They ruled from 1350 to 1519. Tenochtitlan was the home of approximately 300,000 people.*

## Paragraph 2- Topic: Religion

**Evidence- DOC C Diego Rivera Mural**

**Analysis-** In this mural we can see the Aztec people growing corn and making flour to make tortillas. They did all of this for their Corn goddess, which was a part of their religion.

**Evidence- DOC D The Codex Mendoza**

**Analysis-** As we can see in the picture it shows the action of human sacrifice, which is the main part of their religion. In the picture it shows how they took prisoners and sliced their chests open and took their hearts for the gods on top of their temples.

# Sample Dbq Essay Middle School

**RM Cervero**



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*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

**Social Studies for the Elementary and Middle Grades** Cynthia S. Sunal, Mary E. Haas, 2005 Discusses flexible strategies for teaching today's diverse learner the structure of the knowledge to be learned how to help students reconstruct and present ideas and how to translate theory and recent research into lesson plans and units All within a constructivist framework September 9 2013 Ingrid Robinson took this book off the CRC shelf and asked that it be added to the Reserve Books Shelf

*Social Studies for Secondary Schools* Alan J. Singer, 2014-10-08 Now in its 4th edition this popular text for secondary social studies methods courses integrates discussions of educational goals and the nature of history and social studies with ideas for organizing social studies curricula units lessons projects and activities A major theme throughout is that what teachers choose to teach and the way they teach reflect their broader understanding of society history and the purpose of social studies education Advocating an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers and based in practice and experience it offers systematic support and open honest advice for new teachers Each chapter addresses a broad question about social studies education sub chapters begin with narrower questions that direct attention to specific educational issues Lesson ideas and materials in the book and online are especially designed to help new teachers to address common core learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms Chapters include highlighted Learning Activities Teaching Activities and Classroom Activities designed to provoke discussion and illustrate different approaches to teaching social studies and conclude with recommendations for further reading and links to on line essays about related social studies topics Activities are followed by four categories Think it over Add your voice to the discussion Try it yourself and It's your classroom All of these are supported with online teaching material Designed for undergraduate and graduate pre service 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 New in the Fourth Edition Provides a number of new lesson ideas paired with online lesson plans and activity sheets in every chapter Takes a new focus on data driven standards based instruction especially in relation to the common core curriculum Addresses the interactive nature of learning in updated technology sections Reflects current trends in history education Includes more of what the author has learned from working teachers Offers a wealth of additional on line material linked to the text

Make History Art Worrell, Paul Bambrick-Santoyo, 2023-05-09 Make History with Your Students From bestselling author Paul Bambrick Santoyo and Art Worrell Uncommon Schools Director of History Instruction comes Make History an inspiring book on how educators can take history instruction to the next level History teachers face unique

challenges in introducing history lessons to students and they are under increasing pressure to get it right in an age of social progress and social divisiveness This book is a guide to bring the past to life while teaching students how to make sense of history Use the ideas and techniques to turn your history students into writers readers and thinkers who are ready not only to succeed in college but also to become leaders and change agents By showing how to teach rigorous engaging lessons that center student thinking and voice Make History turns history class into the most exciting part of a student s day Reimagine history education to help students build their own unique arguments about the past Ask tough questions to help students grapple with difficult historical periods Set the stage for authentic discourse that students remember long past the bell Give students the tools to become socially aware build their own identity and think and write like historians Teachers and instructional coaches in grades 5 12 will love this new insightful approach to history one that works for today s classrooms

**Literacy and Learning in the Content Areas** Sharon Kane,2017-07-05 The 3rd Edition of Literacy Learning in the Content Areas helps readers build the knowledge motivation tools and confidence they need as they integrate literacy into their middle and high school content area classrooms Its unique approach to teaching content area literacy actively engages preservice and practicing teachers in reading and writing and the very activities that they will use to teach literacy to their own students in middle and high school classrooms Rather than passively learning about strategies for incorporating content area literacy activities readers get hands on experience in such techniques as mapping webbing anticipation guides booktalks class websites and journal writing and reflection Readers also learn how to integrate children s and young adult literature primary sources biographies essays poetry and online content communities and websites into their classrooms Each chapter offers concrete teaching examples and practical suggestions to help make literacy relevant to students content area learning Author Sharon Kane demonstrates how relevant reading writing speaking listening and visual learning activities can improve learning in content area subjects and at the same time help readers meet national content knowledge standards and benchmarks

**Think It, Show It Social Studies: Strategies for Communicating Understanding** Gregory A. Delman,2017-04-03 Think It Show It Social Studies by Gregory A Delman 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

**The American Archivist** ,2007 Includes sections Reviews of books and Abstracts of archive publications Western and Eastern Europe

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Delman,2017-04-03 Think It Show It Social Studies by Gregory A Delman 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 *OAH Newsletter* ,2004 Curriculum, Instruction, and Assessment Sandra L. Stacki,Micki M. Caskey,Steven B. Mertens,2020-05-01 The lives of middle school students are dynamic and their needs and desires are always evolving They experience more complicated lives as influences of the broader society including popular media and technology immigration and cultural diversity amplified political divisiveness and bullying effect their daily lives both in and out of school These influences have contributed to the need for more socialemotional support and the desire of students and teachers alike to find and express their voices Since the publication of the 2002 Handbook volume focusing on curriculum instruction and assessment the ideas approaches and practices of middle school educators and researchers have also needed to evolve and change in many ways to meet these changing realities and the needs of students teachers and schools This volume includes chapters focusing on varying aspects of curriculum instruction and assessment currently being implemented in middle grades classrooms across the country **The College Board Review** ,1975 *CliffsNotes AP European History with CD-ROM* Michael J. Romano,2010-10-04 Reviews and hands on test practice with accompanying CD The Wiley International Handbook of History Teaching and Learning Scott Alan Metzger,Lauren McArthur Harris,2018-03-02 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the

current issues in their field The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day

**Independent School Libraries** Dorcas Hand, 2010-06-11 The first book published about independent school libraries since 1985 this work offers both the independent school library community and the broader school library community a wealth of insights into excellence in library practice Independent School Libraries Perspectives on Excellence offers readers insights into best practices in library services for school communities using examples drawn from independent schools of various sizes descriptions and locations across the United States Two overview essays introduce a statistical analysis of independent schools Each of the remaining essays provides perspective on a different aspect of library practice including staffing advocacy assessment technology collaboration programs beyond the curriculum intellectual freedom and privacy budgeting accreditation disaster planning and more Because independent school librarians work across divisions and without a mandate to adhere to state or national standards they have the freedom to explore and refine best practice in a school library setting Fortunately the ideas and methods they have developed many of which are on display here can be applied in any school library

**Teaching and Using Document-Based Questions for Middle School** Edward P. O'Connor, 2003-11-14 This guide focuses on using Document Based Questions DBQs to challenge students to interpret primary sources such as letters diaries speeches and other historical records Challenge your students to interpret primary sources from American History such as letters diaries speeches and other historical records Students learn to analyze a wide variety of visual and graphic stimuli such as paintings photographs charts and graphs using Document Based Questions Containing sixteen different themes selected from major units that are covered in American History DBQs help to utilize many of the skills stressed by social studies teachers and are an excellent tool for assessing student progress The activities are geared primarily toward middle school students grades 6 8 but can be adapted easily for use by secondary students

Advanced Placement Examination in American History John W. Crum, 1990 ARCO AP United States History John W. Crum, 1996 The number one book in the AP U S History market Created by an experienced AP instructor and longtime grader of the actual test this superior reference features four full length practice exams with answers year by year review of U S history from 1607 to the present in depth coverage of all essay question types and an article by article review of the U S Constitution and major Supreme Court cases

**AP American History** John W. Crum, 1994 Created by an experienced AP instructor and longtime grader of the actual test this superior reference offers everything students need to score high and earn advance college credit Includes three full length exams with explanatory answers a chronological review of American history from 1607 to the present in depth coverage of all essay questions and more Line drawings

*Current Index to Journals in Education* , 1987-07

**Teaching with DBQs** Kevin Thomas Smith, 2018-03-09 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 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

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in the seventh chapter we have the narrative given by himself

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