

7th Grade Social Studies DBQ Guidelines

1. Your essay must include the following:

a. Introductory paragraph

- i. **Hook** (catch the reader's attention) - Keep this statement broad.
- ii. **Line** (historical context) - Use the context provided to you by the essay question. This statement should be more narrow than your hook.
- iii. **Sinker** (thesis statement—state what the essay is about, what your position in the essay will be, or what you will prove.) This statement should be the most specific of your introductory paragraph. This is not an opinion, so do not use the word "I."

- You introduction does not need to be only 3 sentences. You may need multiple sentences for each part, but be careful not to answer the question in this introductory paragraph.

*Think of your introduction as a reverse triangle, moving from a broad statement to a specific statement.



*Body paragraphs provide the reader with answer to the essay. This is the meat of your essay. Each body paragraph will address a different part of the essay. For example, if the question asks you to give advantages and disadvantages of a historic event, one body paragraph will address the advantages and the second will address the disadvantages.

b. Body paragraph 1

- i. must have a solid topic sentence - Every piece of information in this body paragraph should be related to the topic sentence.
- ii. must include outside information
- iii. must include inside information (documents)

c. Body paragraph 2

- i. must have a solid topic sentence
- ii. must include outside information

Nys 7th Grade Social Studies Dbq

Oakland (Calif.)



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Measuring History S. G. Grant, 2009-03-01 Measuring History complements the cases presented in Wise Social Studies Practices Yeager Davis 2005 Yeager and Davis highlight the rich and ambitious teaching that can occur in the broad context of state level testing In this book the chapter authors and I bring the particular state history tests more to the fore and examine how teachers are responding to them At the heart of Measuring History are cases of classroom teachers in seven states Florida Kentucky Michigan New York Texas Mississippi and Virginia where new social studies standards and new and generally high stakes state level history tests are prominent In these chapters the authors describe and analyze the state s testing efforts and how those efforts are being interpreted in the context of classroom practice The results both support and challenge prevailing views on the efficacy of testing as a vehicle for educational reform Catherine Horn University of Houston and I lay the groundwork for the case studies through a set of introductory chapters that examine the current environment the research literature and the technical qualities of history tests

Teaching History with Big Ideas S. G. Grant, Jill M. Gradwell, 2010-07-16 In the case studies that make up the bulk of this book middle and high school history teachers describe the decisions and plans and the problems and possibilities they encountered as they ratcheted up their instruction through the use of big ideas Framing a teaching unit around a question such as Why don t we know anything about Africa offers both teacher and students opportunities to explore historical actors ideas and events in ways both rich and engaging Such an approach exemplifies the construct of ambitious teaching whereby teachers demonstrate their ability to marry their deep knowledge of subject matter students and the school context in ways that fundamentally challenge the claim that history is boring

Teaching the Tough Issues Jacqueline Darvin, 2015 Teaching the Tough Issues introduces a groundbreaking teaching method intended to help English social studies and humanities teachers address difficult or controversial topics in their secondary classrooms Because these issues are rarely addressed in teacher preparation programs few teachers feel confident facilitating conversations around culturally and politically sensitive issues in ways that honor their diverse students voices and lead to critical transformative thinking The author describes a four step method to help teachers structure discussions and written assignments while concurrently assisting them in addressing Common Core State Standards Designed to aid students in both developing their own viewpoints on contentious issues and in actively critiquing those of their teachers and peers these practices will enhance any humanities curriculum Book Features Offers guidance for exploring difficult and or controversial aspects of course content Provides an excellent means of differentiating instruction and promoting critical literacy Helps teachers to foster positive behavior and decision making with their students Enables students to improve their reading writing speaking listening and observation skills Assists teachers in attaining the CCSS and other curricular mandates in their secondary humanities classrooms Darvin has provided us all with a powerful tool for guiding students as they explore their identity unafraid to explore what it means to be human From the Foreword by Douglas

Fisher professor of educational leadership San Diego State University Darwin takes on the big important issues in adolescents lives that often go unaddressed in most classrooms With an equal balance of sensitivity and directness she exhorts teachers to name deconstruct and think curricularly about the cultural and political forces influencing and being influenced by today s youth William Brozo professor of literacy George Mason University author of Wham Teaching with Graphic Novels Across the Curriculum

Primary Sources New York Test Preparation Barbara Wally, 2004-10-30 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 *Journal of Social Studies Research* ,2012

Reviewing U.S. and New York State History Elaine Farran, 2004 In suitably compact style we present U S history with special emphasis on the important role of New York State within the national context A broad chronology highlights the causes and effects of major events that have shaped the nation and the state This multifaceted treatment embraces economics culture and social history domestic politics international relations and technology

Teaching History for the Common Good Keith C. Barton, Linda S. Levstik, 2004-07-13 In Teaching History for the Common Good Barton and Levstik present a clear overview of competing ideas among educators historians politicians and the public about the nature and purpose of teaching history and they evaluate these debates in light of current research on students historical thinking In many cases disagreements about what should be taught to the nation s children and how it should be presented reflect fundamental differences that will not easily be resolved A central premise of this book though is that systematic theory and research can play an important role in such debates by providing evidence of how students think how their ideas interact with the information they encounter both in school and out and how these ideas differ across contexts Such evidence is needed as an alternative to the untested assumptions that plague so many discussions of history education The authors review research on students historical thinking and set it in the theoretical context of mediated action an approach that calls attention to the concrete actions that people undertake the human agents responsible for such actions the cultural tools that aid and constrain them their purposes and their social contexts They explain how this theory allows educators to address the breadth of practices settings purposes and tools that influence students developing understanding of the past as well as how it provides an alternative to the academic discipline of history as a way of making decisions about teaching and learning the subject in schools Beyond simply describing the factors that influence students thinking Barton and Levstik evaluate their implications for historical understanding and civic engagement They base these evaluations not on the disciplinary study of history but on the purpose of social education preparing students for participation in a pluralist democracy Their ultimate concern is how history can help citizens engage in collaboration toward the common good In

Teaching History for the Common Good Barton and Levstik discuss the contribution of theory and research explain the theory of mediated action and how it guides their analysis and describe research on children s and adults knowledge of and interest in history lay out a vision of pluralist participatory democracy and its relationship to the humanistic study of history as a basis for evaluating the perspectives on the past that influence students learning explore four principal stances toward history identification analysis moral response and exhibition review research on the extent to which children and adolescents understand and accept each of these and examine how the stances might contribute to or detract from participation in a pluralist democracy address six of the principal tools of history narrative structure stories of individual achievement and motivation national narratives inquiry empathy as perspective taking and empathy as caring and review research and conventional wisdom on teachers knowledge and practice and argue that for teachers to embrace investigative multi perspectival approaches to history they need more than knowledge of content and pedagogy they need a guiding purpose that can be fulfilled only by these approaches and preparation for participatory democracy provides such purpose Teaching History for the Common Good is essential reading for history and social studies professionals researchers teacher educators and students as well as for policymakers parents and members of the general public who are interested in history education or in students thinking and learning about the subject Social Science Record ,1983 **Current Index to Journals in Education** ,1987 *Perspectives on History* ,2008 Resources in Education ,1997 **Resources in Education** ,1997

Soaring Scores Doreen Andersen, Steck-Vaughn Company, Katherine E. Neirotti, Gail Wolczanski, 2001 **Social Studies 7 and 8** Robert Humphreys, New York State Council for the Social Studies, 1987 **7th Grade Social Studies** Argoprep, 2023-11-14 Social Studies Daily Practice Workbook by ArgoPrep allows students to build foundational skills and review concepts Our workbooks explore social studies topics in depth with ArgoPrep s 5 E s to build social studies mastery Our workbooks offer students 20 weeks of practice of various social studies skills required for 7th Grade including History Civics and Government Geography and Economics Students will explore science topics in depth with ArgoPrep s 5 E S to build social studies mastery Engaging with the topic Read a short text on the topic and answer multiple choice questions Exploring the topic Interact with the topic on a deeper level by collecting analyzing and interpreting data Explaining the topic Make sense of the topic by explaining and beginning to draw conclusions about the data Experimenting with the topic Investigate the topic through hands on easy to implement experiments Elaborating on the topic Reflect on the topic and use all information learned to draw conclusions and evaluate results ArgoPrep s 7th Grade Social Studies Daily Practice Workbook is state aligned and aligns with the Next Generation Science Standards NGSS Here s a preview of what our workbook covers America s First Peoples European Exploration Encounters and Exchanges The British Colonies New Netherland The Growth of Slavery Causes of the American Revolution The War of Independence America Under the Articles of Confederation The Creation of the Constitution You and the Constitution Testing the Constitution Westward Expansion The

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Alfred G. Dyer,1949 **Course of Study in Social Studies: Seventh grade** Ithaca (N.Y.). Board of Education,1941

Social Studies Framework, 7th Grade Northside Independent School District (San Antonio, Tex.),1995 **A Course of Study for 7th Grade Social Studies** Maumee (Ohio),Maumee City Schools,1988 **Social Studies** Oakland (Calif.),

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