

the 2010-11 season. played to the side in.

Second Edition

# DOCUMENT- BASED ASSESSMENT

## Activities

record breaking ... and a ...

United States

IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America

We the People of the United States, in order to form a more perfect Union, insure domestic Tranquillity, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article I

Section 1. All legislative Power shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.



# DOCUMENT- BASED ASSESSMENT

Second  
Edition

## Activities

---

**Authors**

**Marc Pioch, M.A.Ed.**

**Jodene Smith, M.A.**



## Contributing Authors

Cynthia Boyle  
Blane Conklin, Ph.D.  
Jeanne Cummings Dustman, M.A.Ed.  
James A. Percoco  
Kathleen Vest, M.A.Ed.

## Consultants

**Lindsay Casserly, M.A.Ed.**  
AP History Teacher & IB Coordinator  
Trabuco Hills High School

**Erin Maguire, M.A.Ed.**  
Social Science Department Chair  
El Toro High School

**Carrie Ferguson, M.A.Ed.**  
Middle School Teacher  
Journey School

## Publishing Credits

Corinne Burton, M.A.Ed., *Publisher*  
Emily R. Smith, M.A.Ed., *VP of Content Development*  
Véronique Bos, *Creative Director*  
James Anderson, M.S.Ed., *VP of Digital Product Development*  
Robin Erickson, *Art Director*  
Melissa Laughlin, *Editor*  
Dani Neiley, *Assistant Editor*  
Lee Aucoin, *Senior Graphic Designer*  
Walter Mladina, *Photo Researcher*

**Image Credits:** p.3 (top) Library of Congress [LC-USZC4-1421]; p.3 (second from top) Huntington Art Gallery, University of Texas; p.3 (bottom) Library of Congress Geography and Map Division [G3300 1802 A7]; p.5 (bottom) LOC [LC-USZ62-61636]; p.5 (bottom right) LOC [LC-DIG-ppmsca-34695]; p.7 (top) LOC [LC-USZ62-23602]; p.7 (middle), p.11 (bottom), p.121 (right), p.253 (left), p.259 (left), p.259 (right), p.261 (left), p.261 (right), p.265, p.273, p.279, p.289 (top) U.S. National Archives; p.7 (bottom) Evening star; p.8 (left) Library of Congress [LC-USZ62-94941]; p.8 (right) Library of Congress [LC-DIG-ggbain-21677]; p.9 courtesy Emily Smith; p.10, bottom Library of Congress [LC-USZ62-21637]; p.21, p.197 Independence National Historical Park Collection; p.27, p.239 The Illustrated London News, May 15, 1915, p.631; p.35 (left) Library of Congress [LC-USZ62-120467]; p.35 (right) Courtesy Wendy Conklin; p.41, p.45 (left) chippix/Shutterstock; p.47 (left) Library of Congress [LC-USF33-031096-M5]; p.47 (right) Peter Titmuss/Shutterstock; p.49 LOC [LC-USZ62-127508]; p.51 Library of Congress [LC-USZC4-2791]; p.53 (left) Library of Congress [LC-USZ62-137257]; p.53 (left) Library of Congress [LC-USZC4-2135]; p.53 (right) United States Air Force; p.57 (left) Library of Congress [LC-USZC4-2997]; p.69 Vermont Election Division; p.73 Inna Felker/Shutterstock; p.75 Bradley Hebdon/iStock; p.79, p.83 Colin/Wikimedia Commons; p.82 Delbars/Shutterstock; p.85 Library of Congress [LC-USZ62-100172]; p.89, p.95 (top) Winterthur Museum Library; p.93 (left), p.96 Library of Congress [LC-USZC2-4907]; p.93 (right) Library of Congress [LC-USZ62-120464]; p.95 (bottom) Library of Congress [LC-DIG-ppmsca-22925]; p.101 alexmak72427/iStock; p.103 (left) Bettman/Getty Images; p.103 (right) Library of Congress [LC-DIG-highsm-44463]; p.109 National Gallery of Art; p.113 (left) Library of Congress [LC-USZ62-31149]; p.113 (right) Library of Congress [LC-DIG-pga-05339]; p.119 The Library Company of Philadelphia; p.121 (left) Library of Congress [LC-DIG-pga-12360]; p.125 Library of Congress [LC-USZ62-5243]; p.127 Library of Congress [LC-USZCN4-37]; p.129 Records of the U.S. House of Representatives; p.131 (left) Library of Congress [LC-USZC4-3616]; p.131 (right) Library of Congress [LC-DIG-ppmsca-39879]; p.133, p.136 National Anthropological Archives; p.141 Library of Congress [LC-USZ62-1286]; p.143 Library of Congress [LC-DIG-ppmsca-18444]; p.155 Bule Sky Studio/Shutterstock; p.157 Bibliothèque Nationale de France; p.159 (top) Dallas Museum of Art; p.167 Spencer Sutton/Science Source; p.187 (top) Museo dell'Opera Metropolitana del Duomo; p.187 (bottom) Sistine Chapel collection; p.189 Lejeune collection; p.195 Fernando G. Baptista/National Geographic; p.199 (right), p.205 Library of Congress Print and Manuscript Division; p.209 The Thomas Jefferson Papers at the Library of Congress; p.217 Library of Congress [LC-DIG-nclc-01581]; p.219 Library of Congress Rare Book & Special Collections Division; p.221 (right) Library of Congress [LC-DIG-det-4a27975]; p.223 Corbis/VCG via Getty Images; p.227 (right) Signag/Flickr; p.233, p.235 (left) Everett Historical/Shutterstock; p.235 (right) Getty Images; p.237 Library of Congress [LC-DIG-ppmsca-40039]; p.237 (bottom) National Museum of Health and Medicine; p.241 World History Archive/Alamy; p.243 Library of Congress [LC-USZ62-99040]; p.249 Harry S. Truman Library and Museum; p.253 (right) Granger; p.255 Library of Congress [LC-USE6-D-005446]; p.257 Army Center for Military History; p.263 Library of Congress Geography and Map Division; p.271 Library of Congress [LC-DIG-ppmsca-47143]; p.275 (left) Library of Congress [LC-DIG-ppmsca-03128]; p.275 (right) Bettmann Archive/Getty Images; p.285 Lyndon Baynes Johnson Library & Museum; p.289 (bottom) Library of Congress [LC-DIG-ppmsca-04295]; all other images from iStock and/or Shutterstock

## Standards

Copyright © 2010 National Council for the Social Studies

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

© 2014 Mid-continent Research for Education and Learning

© Copyright 2007–2019 Texas Education Agency (TEA). All Rights Reserved.

© 2019 TESOL International Association

© 2018 Board of Regents of the University of Wisconsin System

© 2019 International Society for Technology in Education (ISTE), iste.org. All Rights Reserved.



A division of Teacher Created Materials  
5482 Argosy Avenue  
Huntington Beach, CA 92649-1039  
www.tcmpub.com/shell-education  
**ISBN 978-0-7439-6437-1**

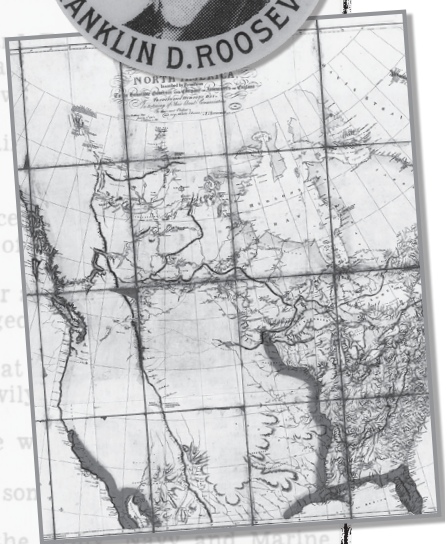
© 2020 Shell Educational Publishing, Inc.

The classroom teacher may reproduce copies of materials in this book for classroom use only. The reproduction of any part for an entire school or school system is strictly prohibited. No part of this publication may be transmitted, stored, or recorded in any form without written permission from the publisher.

Website addresses included in this book are public domain and may be subject to changes or alterations of content after publication of this product. Shell Education does not take responsibility for the future accuracy or relevance and appropriateness of website addresses included in this book. Please contact the company if you come across any inappropriate or inaccurate website addresses, and they will be corrected in product reprints.



# Table of Contents



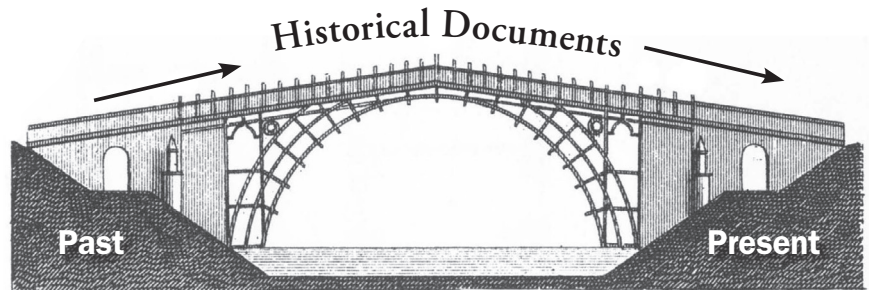
|                                                  |     |
|--------------------------------------------------|-----|
| <b>Introduction</b>                              | 5   |
| Building Bridges with Document-Based Assessments | 5   |
| Thinking Like a Historian                        | 7   |
| How to Use This Resource                         | 14  |
| Standards Correlations                           | 22  |
| Ask Questions Like a Historian Lesson            | 28  |
| Discussing Historical Documents                  | 30  |
| <b>Preliminary Document-Based Assessments</b>    | 31  |
| Unit 1: Families Then and Now                    | 31  |
| Unit 2: Communities Then and Now                 | 41  |
| Unit 3: Our Country Then and Now                 | 51  |
| <b>Beginning Document-Based Assessments</b>      | 61  |
| Unit 4: Our Government                           | 61  |
| Unit 5: Around the World                         | 73  |
| Unit 6: People in the Past                       | 85  |
| Unit 7: Money                                    | 97  |
| <b>Intermediate Document-Based Assessments</b>   | 109 |
| Unit 8: Life in the Colonies                     | 109 |
| Unit 9: Causes of the American Revolution        | 117 |
| Unit 10: American Indians                        | 127 |
| Unit 11: Civil War                               | 137 |
| Unit 12: World Cultures                          | 151 |
| <b>Advanced Document-Based Assessments</b>       | 165 |
| Unit 13: Ancient Egypt                           | 165 |
| Unit 14: The Renaissance                         | 181 |
| Unit 15: Constitution and New Government         | 197 |
| Unit 16: Industrial Revolution                   | 215 |
| Unit 17: World War I                             | 233 |
| Unit 18: World War II                            | 251 |
| Unit 19: Civil Rights Movement                   | 271 |
| <b>Teacher Resource Appendix</b>                 | 291 |
| Document-Analysis Sheets                         | 292 |
| DBQ Essay Planner                                | 302 |
| DBQ Rubrics                                      | 306 |
| Historical-Thinking Skills                       | 308 |
| Online Resources Suggestions                     | 309 |
| <b>References Cited</b>                          | 310 |
| <b>Digital Resources</b>                         | 311 |





# Building Bridges with Document-Based Assessments

Greek writer Nikos Kazantzakis wrote, “Teachers are those who use themselves as bridges, over which they invite their students to cross; then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own.” History is also a bridge—a bridge between the present and the past, with the beginning plans for building bridges to a better future.



With *Document-Based Assessment Activities*, students engage in historical thinking as they connect with the past through a variety of historical documents, including written documents, paintings, photographs, maps, and more.

As students venture into more-advanced history classes, they will encounter assessment activities that are often completely new to them. These activities require them to analyze historical documents and write articulately about them. Achieving mastery with these types of assessments can be a long process. This can be frustrating for both students and teachers. *Document-Based Assessment Activities* presents these types of assessments with a scaffolded framework aimed at students of all levels. Using this approach, teachers can gradually build students’ skills and the confidence they need to gain mastery.

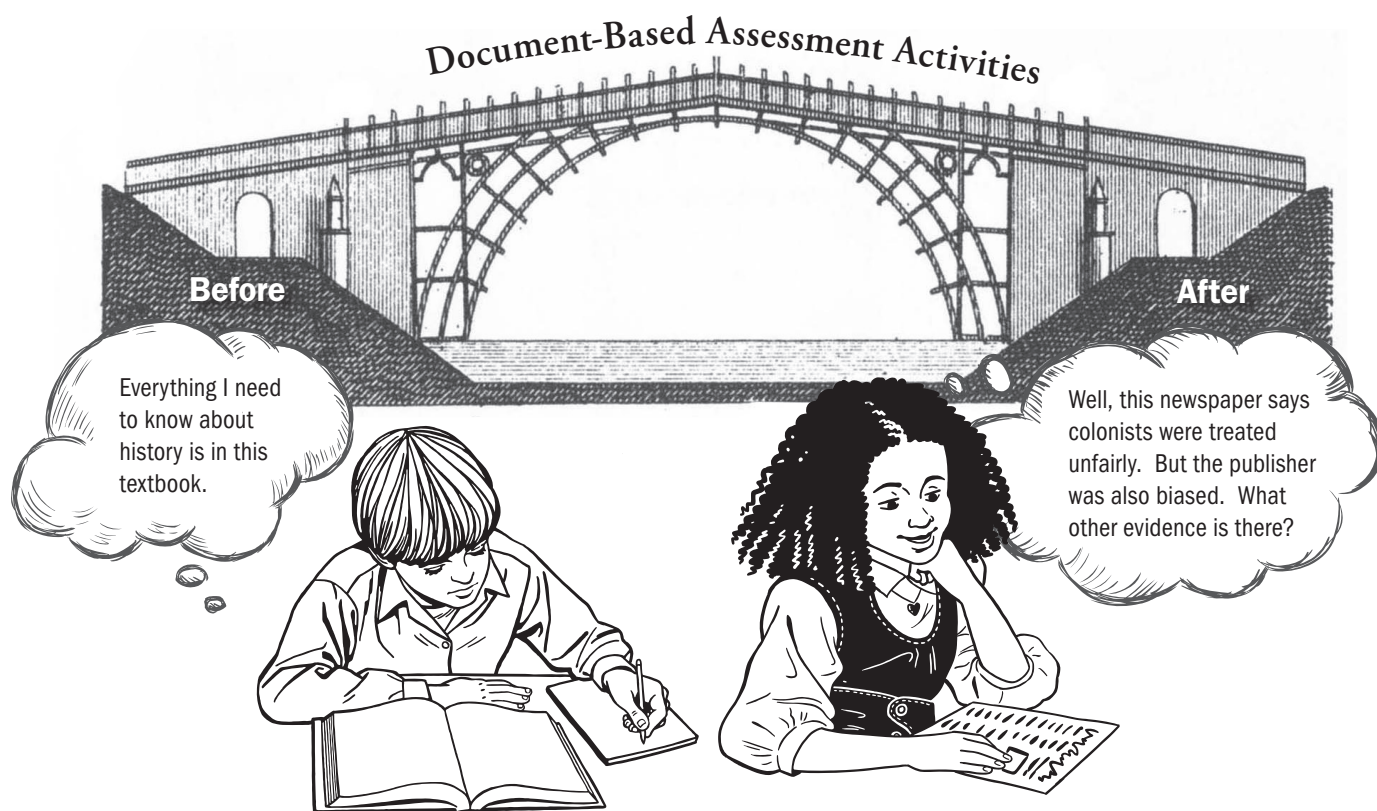
This resource encourages students to explore their families, communities, nation, and the world at large. Students will think like historians to investigate the past. They will also learn life skills as they consider what it is like to be in someone else’s shoes, developing empathy for the people whose names and stories they’ve only read about. Students do more than encounter history. They engage in history and they interpret history, whether it is comparing automobiles one hundred years apart or imagining the life of a Civil War soldier.



## Building Bridges with Document-Based Assessments *(cont.)*

*Document-Based Assessment Activities* will foster a love of learning with a love of history. It will construct a bridge from one year or level of proficiency to another, so that by the time students reach Advanced Placement (AP) exams and other rigorous exams, they will have the confidence and tools to meet the challenge.

Through the activities in this book, students will ask and answer compelling questions, analyze historical documents, approach learning through an inquiry lens, and gradually hone their historical-thinking skills to achieve mastery with document-based assessments.



*"These lessons take history out of the dustbin and place it front and center for students where they can wrestle with the demands of a rich and rigorous educational experience."*

*"By holding history in their hands, students will intellectually connect with the past while at the same time seeing the relevance of whatever historical narrative they happen to be studying."*

—James A. Percoco, Historian, Educator, Author



# Thinking Like a Historian

## Why Use Primary Sources?

Primary sources provide students with insight into individual perspectives from the past (Levstik and Barton 2005). To understand history, students must understand the motives and actions of people. Primary sources can provide these explanations. Sam Wineburg believes that history is a tool that changes how people think. As new primary sources are discovered, sometimes the accounts of history change. He states that history should promote discernment, judgment, and caution to avoid repeating the mistakes of the past (2001).

For more than 20 years, Wineburg's research has shown that students do not typically engage in the same processes as historians unless they have explicit instruction on how to do so (1991). Primary sources help students develop research skills that lead to analyzing sources and forming opinions.

Using primary sources offers students the opportunity to act and think as historians. Viewing historic photographs, studying written documents, and reading the comments and opinions of individuals from the past will bring history alive for students. This book, with its many primary sources and other historical documents and support materials, allows both teachers and students to expand their study of history beyond the textbook and classroom.

## Building Historical-Thinking Skills

According to the position statement of the National Council for the Social Studies (NCSS), "There is a profound difference between learning about the actions and conclusions of others and reasoning one's way toward those conclusions. Active learning is not just 'hands-on,' it is 'minds-on'" (2016, 182). Current AP social studies courses are designed to help students develop historical-thinking skills and reasoning processes, which they are assessed on in the AP exams. National and state standards also highlight the importance of building these historical-thinking skills across grades K–12.

In this resource, these skills and processes have been synthesized into five main historical-thinking skills: make connections, use evidence, consider the source, set the scene, and think across time. These five skills naturally overlap and intertwine with one another, allowing students to develop and apply some or all these skills in each lesson. The following descriptions detail each skill and how they are developed in this resource to help students think like historians.



# Thinking Like a Historian *(cont.)*

## Building Historical-Thinking Skills *(cont.)*



### Make Connections

“The challenge of history is to recover the past and introduce it to the present” (Thelen 1989). For many students, history is nothing more than a collection of dates and unconnected events. But historians love to make connections, and the possibilities of making connections throughout history are endless. Paul Sargent, an AP history teacher and blogger, briefly explains the importance of making connections to his incoming students through a video. He uses the Arab Spring, which was a series of pro-democracy uprisings in the Middle East in the early 2010s, as an example. Sargent explains that historians drew comparisons between the Arab Spring and the 1848 revolts in Europe, where people took to the streets asking for more democracy. Making these types of connections helps historians to better understand both historical and current events. By learning how to make connections as historians do, students will gain deeper understandings of history and how it is relevant and connected to their lives today.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Document Analysis—Make Connections**

**Directions:** Complete as much of this page as you can to better understand the document.

**Step 1: Just the Facts**

**Title or description:** \_\_\_\_\_

**Type of document:** \_\_\_\_\_  
(map, letter, photo, etc.)

**Date:** \_\_\_\_\_ **Place:** \_\_\_\_\_ **Creator:** \_\_\_\_\_

**Circle one:** primary source secondary source

**Step 2: Make Connections**

Use the chart to make connections (e.g., compare and/or contrast, cause and effect). Your teacher may give you directions or ask you to choose the best way to label the sections to record connections. You can use colors, lines, or other marks as needed to help show your connections.

|  |  |
|--|--|
|  |  |
|  |  |

**Step 3: Reflect**

What did you learn or notice from the connections you made?

\_\_\_\_\_

\_\_\_\_\_

116869—Document-Based Assessment Activities © Shell Education

This document-analysis sheet focuses students on making connections among documents and between historical events and their lives.

### In This Resource

The lessons in this resource engage students in discussions and activities that teach and challenge them to make connections to their own lives. They'll also be asked to make connections among the past and present; the documents they analyze; and people, places, and events in history. They will find and explain similarities and differences among these things and examine cause-and-effect relationships.



Students can make connections between people in the past and themselves.



# Thinking Like a Historian (cont.)

## Building Historical-Thinking Skills (cont.)

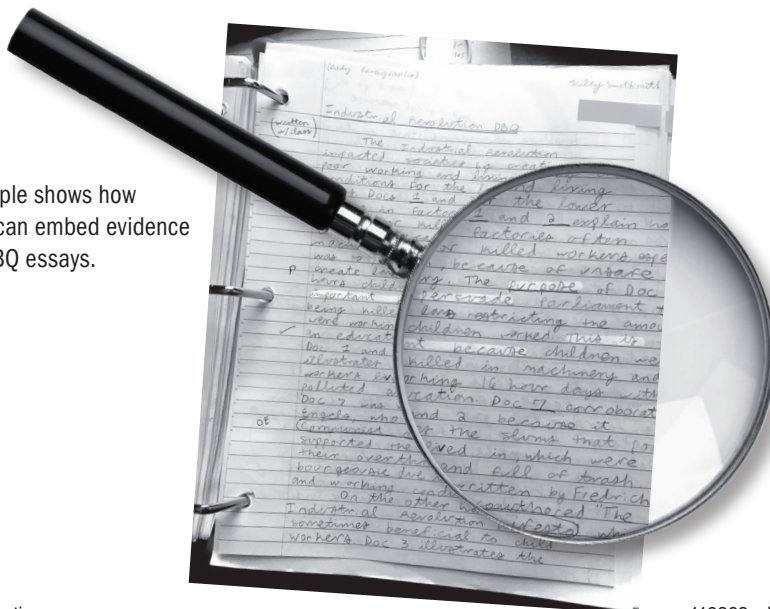


### Use Evidence

Behind every document is a story, and historians use primary sources to piece together that story. Mark Krug, a professor of education in history and social studies at the University of Chicago, once said, “The historian and the detective have much in common” (1967). Detectives listen to testimonies, uncover evidence, and explore motives to expose the truth. Detectives rarely solve a case with just one piece of evidence. For example, they do not interview only one person at the crime scene. They want to hear the accounts from *all* possible witnesses because some of these accounts will differ, depending on the witnesses.

Historians treat history in the same manner. The only way to know what happened in the past is to study the *evidence* from that historical time period. “People leave behind both direct and indirect evidence of their ideas; these expressions of their perspectives form the basis for historical interpretations” (Levstik and Barton 2005, 171). Since historians cannot interview the dead, they analyze the evidence that the deceased left behind. Teachers must provide evidence with which students can analyze and create their own interpretations of history.

This example shows how students can embed evidence in their DBQ essays.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Document Analysis–Use Evidence**

**Directions:** Complete as much of this page as you can to better understand the document.

**Step 1: Just the Facts**

**Title or description:** \_\_\_\_\_

**Type of document:** \_\_\_\_\_  
(map, letter, photo, etc.)

**Date:** \_\_\_\_\_ **Place:** \_\_\_\_\_ **Creator:** \_\_\_\_\_

**Circle one:** primary source secondary source

**Step 2: Use Evidence**

List any claims you can make and conclusions you can draw. They might be about the document, the creator of it, or the historical context around it. Then, list the evidence from the document and/or your background knowledge to support your statements.

| Claims and Conclusions | Evidence |
|------------------------|----------|
|                        |          |
|                        |          |
|                        |          |

**Step 3: Reflect**

Does this primary source support or dispute other things that you know about the topic? Provide examples.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

© Shell Education 116869—Document-Based Assessment Activities 295

This document-analysis sheet guides students to find and use evidence as they analyze documents.

### In This Resource

The lessons in this resource challenge students to find and use evidence to discuss and answer document-based questions. Students must find proof in the documents to support the conclusions they draw. In the more complex document-based assessments, students have to use evidence to form and support thesis statements to answer document-based questions.

# Thinking Like a Historian (cont.)

## Building Historical-Thinking Skills (cont.)



### Consider the Source

Historians approach their work differently from other academics. For example, a mathematician is focused on the accuracy of a proof or equation, while a historian cares very much about who wrote something, when they wrote it, and for what purpose. To understand history, scholars must interpret the evidence they find. To understand the evidence, they must consider the source of the evidence. Written history is an interpretation of an event by the person who wrote it—be it the historian or the creator of the primary source. According to Levstik and Barton, “no historical account is complete” because the person who recorded the account was selective in their use of the facts and details (2005, 7). All recorded history has some form of bias. The recorder of the account has personal motives and a distinct viewpoint. Therefore, it takes more than just one account to verify the truth. Even then, the truth is not certain.

In today’s world, it is unwise to accept one reporter’s account of an event as the truth. If the news reporter was not there when the event happened, they can give only a secondary account of the event by relying on information from sources at the scene. Similarly, people should not rely on textbooks alone for the full story of an event, and no one should rely on just one primary source for the complete facts. Historians search for other primary sources that either corroborate or conflict with the evidence they have.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Document Analysis—Consider the Source**

Directions: Complete as much of this page as you can to better understand the document.

**Step 1: Just the Facts**

Title or description: \_\_\_\_\_

Type of document: \_\_\_\_\_  
(map, letter, photo, etc.)

Date: \_\_\_\_\_ Place: \_\_\_\_\_ Creator: \_\_\_\_\_

Circle one: primary source secondary source

**Step 2: Consider the Source**

| Consider This                           | Answer<br>(including how you know) | Does this make it more or less reliable? Why? |
|-----------------------------------------|------------------------------------|-----------------------------------------------|
| Primary or secondary source             |                                    |                                               |
| Fact or opinion                         |                                    |                                               |
| Intended audience                       |                                    |                                               |
| Creator's viewpoint                     |                                    |                                               |
| Purpose                                 |                                    |                                               |
| Creator's level of authority/experience |                                    |                                               |
| Bias                                    |                                    |                                               |

**Step 3: Reflect**

Summarize your overall impression of the source, its reliability, and what can be learned from it.

\_\_\_\_\_

\_\_\_\_\_

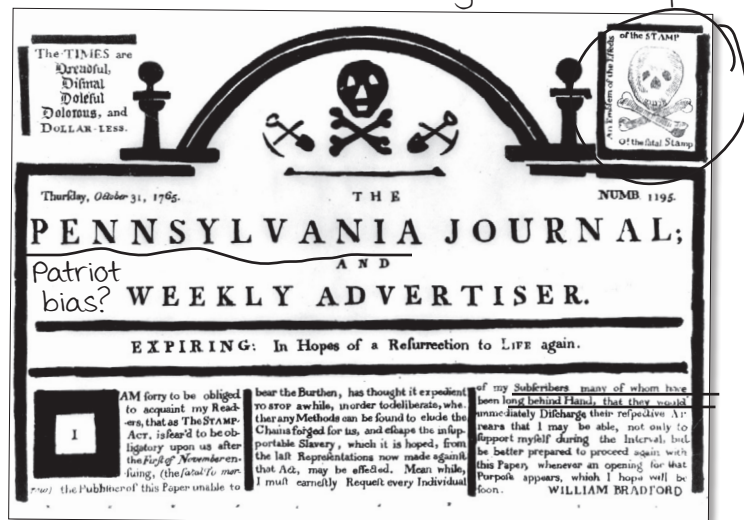
\_\_\_\_\_

258 116869—Document-Based Assessment Activities © Shell Education

This document-analysis sheet helps students think about the point of view of the author.

### In This Resource

Throughout these lessons, students are asked to *consider the source*. During their initial analysis of documents in these lessons, students ask themselves questions, such as: *Who made this? What was their point of view? Why was it made? and Is the source reliable?* As students’ historical-thinking skills strengthen, they begin corroborating evidence by looking at multiple sources. They will ask: *What do other sources say? Where else can I look? and What sources are most reliable?*



These annotations demonstrate the importance of recognizing bias.



# Thinking Like a Historian *(cont.)*

## Building Historical-Thinking Skills *(cont.)*



### Set the Scene

When trying to interpret evidence and piece together stories, historians must also examine the setting and historical contexts surrounding the evidence. They consider the circumstances and motivations surrounding the documents being investigated. This is when historians and students begin to form their own interpretations of history. When students analyze primary sources, they begin to really understand what it was like to live during a previous time period. This is where they imagine the setting of the past, which Wineburg calls *contextualization* (2001). Setting the scene and understanding the background of historical documents will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Document Analysis—Set the Scene**

**Directions:** Complete as much of this page as you can to better understand the document.

**Step 1: Just the Facts**

Title or description: \_\_\_\_\_

Type of document: \_\_\_\_\_  
(map, letter, photo, etc.)

Date: \_\_\_\_\_ Place: \_\_\_\_\_ Creator: \_\_\_\_\_

Circle one: ☐ primary source ☐ secondary source

**Step 2: Set the Scene**

Record what you know about the time and place the document was created.

**Step 3: Reflect**

How did the historical setting, or context, influence the events, ideas, and/or purpose of the document?

\_\_\_\_\_

© Shell Education

This document-analysis sheet encourages students to focus on what was happening in history at the time of a document's creation.

### In This Resource

During their analysis of the documents in these lessons, students ask themselves questions, such as: *When and where was this document created? What was it like to be alive in the past? What was different and what was the same? How would someone have viewed this event back then? What else was going on during this time and in this place? and How would these things have influenced the content of this document?*



Understanding the time period is critical when analyzing a document such as this.





# Thinking Like a Historian *(cont.)*

## Student Historians in the Digital Age

The importance of building historical- and critical-thinking skills in students is paramount to helping students navigate and interpret the vast array of information available to them at the click of a button. We live in a time when anyone can be an author and write whatever they choose. Finding reputable sources of information has become a daunting task. It can be difficult to discern fact from fiction or reality from sarcasm and understand multiple points of view. The issue is no longer about finding information. The issue now is what we do with the information we find (Wineburg 2018). No matter the paths students take with their continued education and careers, the lessons in this resource will equip them with the skills necessary to become responsible, well-informed members of society who can interpret and analyze new information with discerning eyes.

## Using Historical-Thinking Skills in Standardized Tests

As students apply their historical-thinking skills to document-based assessments, they practice answering a variety of question types found on many standardized tests and AP exams. Described here are the most-common question types used throughout this resource.

### Selected-Response Questions

A selected-response question provides options for students from which they must “select” the correct response. These could be multiple-choice, matching, or true/false questions. These types of questions can be harder to write well but are easier to evaluate.

### Constructed-Response Questions

A constructed-response question does not give answer options to students. There is often more than one way to answer these types of questions and students must *construct* the answers themselves. The answers need to be hand scored and often allow for a range of acceptable responses. They can be simple, short-response questions, requiring students to fill in the blank (if no word bank is given), make lists, or answer in a few concise sentences. They can also be more complex extended-response questions, requiring students to write paragraphs or essays. Items such as performance tasks, presentations, and portfolios can also be considered constructed-response assessments.

AP exams refer to these types of questions as *free-response* questions. There are three types of constructed-response questions on AP exams: short-answer question (SAQ), document-based question (DBQ), and long-essay question (LEQ). The SAQs ask students to look at historical developments and processes for different time periods with the help of primary and secondary sources. For the DBQs and LEQs, students are also asked to develop arguments based on evidence. Some of that evidence must come from the historical documents included within a DBQ.

### In This Resource

Throughout these lessons, students will answer multiple-choice questions. They will also answer different types of constructed-response questions. They begin with answering short-response questions in a few sentences. Then, they build up their skills to answer extended-response questions in the form of DBQ essays. (See pages 19–20 for more information about DBQs.) The historical-thinking skills students develop through the activities in this resource can be applied to answer all types of selected- or constructed-response questions.

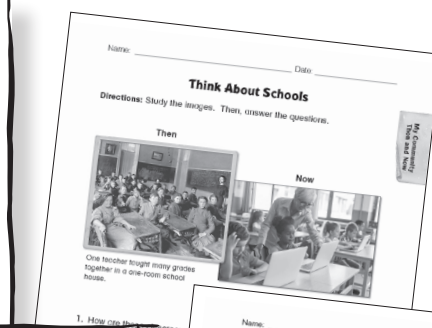
# How to Use This Resource

## Leveled Document-Based Assessment Sections

This resource is organized into four levels. This scaffolded approach to teaching historical thinking and analysis skills can be applied across grades K–12. Teachers can begin at any level and progress at a pace that best meets the needs of their students and supports their curriculum. By the end of this book, students will be more prepared for advanced social studies classes and standardized state tests so their time can be spent going deeper into the content rather than learning the process of analyzing documents.

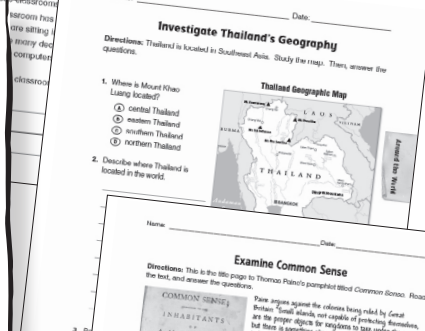
### Preliminary Document-Based Assessments

- 3 units with 3 lessons per unit
- then and now themes
- student analysis includes simple images
- 2 questions per student page
- simple document analysis graphic organizers



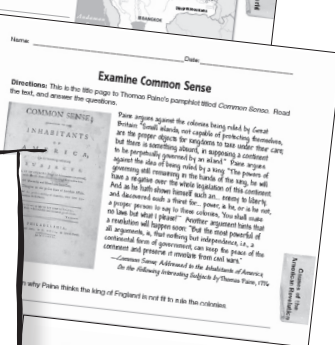
### Beginning Document-Based Assessments

- 4 units with 4 lessons per unit
- student analysis includes written documents and images
- 2–3 questions per student page
- DBQ discussions for each unit
- simple document analysis graphic organizers



### Intermediate Document-Based Assessments

- 5 units with 2–4 lessons per unit
- student analysis includes written documents and images
- 2–3 questions per student page
- DBQ for each unit; 2–4 documents
- complex document analysis and essay graphic organizers



### Advanced Document-Based Assessments

- 7 units, 5–7 lessons per unit
- student analysis includes complex written documents and images
- 2–3 questions per student page
- DBQ for each unit; 5–7 documents
- complex document analysis and essay graphic organizers



# How to Use This Resource *(cont.)*

## Topic-Based Units

Units centered around key social studies topics in each section can be used during or at the end of classroom units of study related to the topics. This will enhance social studies curriculums and encourage students to synthesize their knowledge and understanding of the topics to answer the questions. The units can also be used as additional practice with document-based assessments unrelated to what is actively being covered in class. In this case, additional background information may be needed for students.

Units cover the following topics:



| Preliminary Document-Based Assessments |    |
|----------------------------------------|----|
| Unit 1: Families Then and Now          |    |
| Lessons                                |    |
| Lesson 1: Introduction                 | 12 |
| Lesson 2: Families                     | 24 |
| Lesson 3: Family                       | 36 |
| Teacher Resources                      |    |
| Background Information                 | 48 |
| Answer Key                             | 50 |

Preliminary Units

| Beginning Document-Based Assessments |    |
|--------------------------------------|----|
| Unit 4: Our Government               |    |
| Lessons                              |    |
| Lesson 1: Presidential Seal          | 62 |
| Lesson 2: Congress                   | 64 |
| Lesson 3: Supreme Court              | 66 |
| Lesson 4: Voting                     | 68 |
| Teacher Resources                    |    |
| Background Information               | 70 |
| Answer Key                           | 72 |

Beginning Units

| Intermediate Document-Based Assessments |     |
|-----------------------------------------|-----|
| Unit 10: American Indians               |     |
| Lessons                                 |     |
| Lesson 1: Indian Removal Act            | 128 |
| Lesson 2: Treaty and Signing Ball       | 130 |
| Lesson 3: Assimilation                  | 132 |
| Lesson 4: Indian (DQ)                   | 134 |
| Teacher Resources                       |     |
| Background Information                  | 136 |
| Answer Key                              | 138 |

Intermediate Units

| Advanced Document-Based Assessments |     |
|-------------------------------------|-----|
| Unit 19: Civil Rights Movement      |     |
| Lessons                             |     |
| Lesson 1: Police Report             | 272 |
| Lesson 2: Protest                   | 274 |
| Lesson 3: Library Study             | 276 |
| Lesson 4: Letter to the President   | 278 |
| Lesson 5: Freedom Riders            | 280 |
| Lesson 6: Dr. King                  | 282 |
| Lesson 7: Civil Rights Act of 1964  | 284 |
| Civil Rights Movement (DQ)          | 286 |
| Teacher Resources                   |     |
| Background Information              | 288 |
| Answer Key                          | 290 |

Advanced Units



# How to Use This Resource *(cont.)*

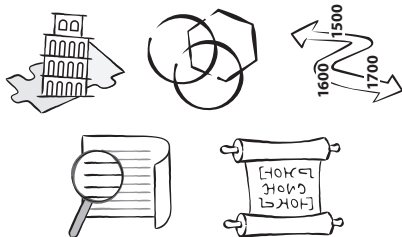
## Lessons

Each lesson has one easy-to-follow teacher page and one student activity page. Students will also use various graphic organizers to help them analyze documents and plan their DBQ essays.

## Teacher Lesson Guides

All the lesson guides in this book are broken down into clear, concise, and easy-to-use steps. This simple and consistent format will facilitate smooth transitions for teachers and students as they progress from one document-based assessment level to the next.

- Focus on **Historical-Thinking Skills** to help students think like historians.



- Activate** background knowledge, spark interest, and prepare to analyze documents.
- Analyze** documents with quick, engaging activities and discuss thought-provoking guiding questions.
- Learn **How To** interpret increasingly complex documents.
- Extend** learning to the next level.

Industrial Revolution

**Haymarket Square**

**Historical-Thinking Skill**  
Students will compare and contrast the different points of view over labor unions.

**Activate**  
Show students different news clips about teacher strikes that occurred across the country in the late 2010s. Ask students to react to the concept of teacher strikes. Were they effective? If so, why? Who, if anyone, was hurt by the strikes? Is striking necessary in the teaching profession? In other professions?

**Analyze**

- Have students look at the poster on Examine Haymarket Square (page 219). Ask students to complete Document Analysis—Set the Scene (page 297) to support their analysis and place the poster in a historical context.
- Read the background information about the Haymarket Riot (page 229) if students are not familiar with it. Then, have students discuss with partners who was to blame for the riot.
- Take a vote to see where the class stands in regards to blame for the riot. Ask students to defend their decisions.
- Use the following questions to guide a discussion:
  - Would a meeting like this lead to violence?
  - Why would an eight-hour workday be an early goal of unions?
  - Why did workers feel the need to form unions?
  - Why did factory owners dislike unions?
- Allow time for students to complete Examine Haymarket Square. Discuss their work and strengthen their analysis skills using the How To activity.

**Advanced DBAs**

**How To . . .**

**Analyze Posters**—Tell students that there are some specific strategies they can use when analyzing posters. Have them determine if the poster tries to persuade more through words or visuals. Explain to students that this can give them a clue to know who the intended audience is for the poster. Then, have students put the poster into its historical time period. Have them write one-sentence summaries of the poster to help explain its purpose.

**Extend**  
Have students select an industry or profession that they feel should be unionized. Then, have students create new posters to recruit workers from that industry or profession to unionize.

218 116869—Document-Based Assessment Activities © Shell Education

Families Then and Now

**Teacher Resources** (page 3)

**Food Lesson**

Favorite recipes are part of familial traditions and are often used to celebrate holidays and special occasions. Many old recipes have been handed down through generations, and children learn them by helping an adult make them. In the past, some people did not write the ingredients they used, so many old recipes were vague and subject to variations each time they were used. The cake recipe is from the Depression era. Ingredients such as eggs and dairy were expensive. This gave rise to creative and delicious recipes that didn't use these ingredients. This sugar cookie recipe is from the Sorrell family who lives in central Missouri in the United States. The recipe dates back five generations. A large quantity of flour is needed to bake these cookies. One unusual ingredient is sour cream, but family members say it is the magic ingredient that makes the cookies fluffy and thick.

**Answer Key**

**Think About Recreation** (page 33)

- A.
- The family is sightseeing.

**Think About Houses** (page 35)

- B.
- The house on the right has a garage attached. There is a driveway, and a modern car is parked on it.

**Think About Food** (page 37)

- B.
- It was written during a time when typewriters were not common and computers had not been invented.

© Shell Education 116869—Document-Based Assessment Activities 39

## Teacher Resource Pages

Additional background information and answer keys for the lessons are at the end of each unit. The background information provides teachers with information about the documents and relevant historical context at a quick glance. Teachers can share this information with their students as needed.

## How to Use This Resource *(cont.)*

## Lessons *(cont.)*

## Student Activity Pages

- A caption or brief description of each document and its source encourages students to consider the source of every historical document.
- A variety of document types engages students with diverse interests, backgrounds, and abilities.
- Constructed-response questions about each primary source assess students' historical-thinking and document-analysis skills.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Investigate Thailand's Geography

**Directions:** Thailand is located in Southeast Asia. Study the map. Then, answer the questions.

1. Where is Mount Khao Luang located?

☐ A central Thailand  
☐ B eastern Thailand  
☐ C southern Thailand  
☐ D northern Thailand

2. Describe where Thailand is located in the world.

---

---

---

---

---

---

---

---

3. Based on the geography, why might people want to live in or visit Thailand?

---

---

---

---

© Glencoe Education

10000-00000-0000

Name: \_\_\_\_\_

Across the World

# Preliminary

together in a one-room school house.

A teacher teaches one grade in a spacious classroom and has modern technology.

- How are these classrooms the same?
  - Each classroom has one teacher.
  - Students are sitting in desks.
  - They have many decorations.
  - They have computers.
- What is one way classrooms have changed? Use evidence from the photos.  

---

---

---

Name \_\_\_\_\_ Date \_\_\_\_\_

45

1800-2000

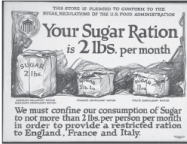
1800s–2000s

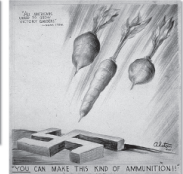
Name \_\_\_\_\_ Date \_\_\_\_\_

## Examine Food Supplies and Rationing

**Directions:** Read the background information, examine the images, and answer the questions.

These propaganda images were used to encourage and remind people to ration and grow food during World War II. Individuals, including children, were issued ration booklets that controlled how many of certain items they could buy. Today, it is estimated that most Americans consume one-third of a pound of sugar each day in processed foods and drinks. This poster allows 2 pounds (0.9 kilograms) per month.





1. How does sugar consumption in America today compare with the rationed amount of sugar in World War II?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Why was rationing necessary during World War II?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Explain the symbolism in the political cartoon on the right.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

© Third Edition

110000—Consumer-Based Assessment Activities

Name \_\_\_\_\_ Date \_\_\_\_\_

### Examine Common Sense

**Directions:** This is the title page to Thomas Paine's pamphlet titled *Common Sense*. Read the text, and answer the questions.

COMMON SENSE;  
OR  
THE RIGHTS OF INHABITANTS  
OF AMERICA,  
IN PARLIAMENT ASSEMBLED.  
BY THOMAS PAINE.  
OF THE COUNTY OF MIDDLESEX, ESQ.  
AND MEMBER OF PARLIAMT.  
FOR THE BOROUGH OF WINDSOR.  
  
LONDON:  
Printed by B. A. SELL & CO. Stationers,  
in Pall-mall.

Paine argues against the colonies being ruled by Great Britain. "Small islands, not capable of protecting themselves, are the proper objects for kingdoms to take under their care, but there is something absurd, in supposing a continent to be perpetually governed by an island." Paine argues against the idea of being ruled by a king. "The powers of governing still remaining in the hands of the king, he will have a negative over the whole legislature of the continent. And as he hath shown himself such an enemy to liberty, and discovered such a thirst for... power, as he, or in his next, a proper person to say to those colonies, You shall make no laws but what I please!" Another argument he has that no laws but what I please! "Another argument he has that no laws but what I please!" Another argument he has that no laws but what I please!

—*Common Sense, Addressed to the Inhabitants of America, On the following interesting Subjects by Thomas Paine, 1776*

Copyright © 2009  
American Revolution

1. Explain why Paine thinks the king of England is not fit to rule the colonies.  
\_\_\_\_\_  
\_\_\_\_\_
2. What does Paine claim is the only way to keep peace in the continent?
  - Ⓐ a short-term treaty
  - Ⓑ a long-term treaty
  - Ⓒ leaving the colonies all together
  - Ⓓ nothing but independence
3. How did the pamphlet get people interested in declaring independence from Great Britain?  
\_\_\_\_\_  
\_\_\_\_\_

© The Editors      10000 – Document Based Assessment Answer Key      111

# How to Use This Resource *(cont.)*

## Lessons *(cont.)*

### Document-Analysis Sheets

- Students analyze each document with guiding questions and prompts that help them interpret the documents.
- Students apply historical-thinking skills in an organized, easy-to-follow way.
- Students use these pages repeatedly to build proficiency.
- These reproducible pages are located on pages 292–295.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Document Deep Dive – Bubble Map**

Directions: Fill out as much of the top of the page as you can. If there is only one document, cross out the last column. Follow your teacher's directions to label and complete each column.

|                                                | Document A | Document B |
|------------------------------------------------|------------|------------|
| Title or Description                           |            |            |
| Type of Document<br>(map, letter, photo, etc.) |            |            |
| Document Creator                               |            |            |
| Date Created                                   |            |            |
| Purpose                                        |            |            |

Document Analysis

294 116869—Document-Based Assessment Activities © Shell Education

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Document Deep Dive – Flow Chart**

Directions: Fill out as much of the top of the page as you can. If there is only one document, cross out the last column. Follow your teacher's directions to label and complete each column.

|                                                | Document A | Document B |
|------------------------------------------------|------------|------------|
| Title or Description                           |            |            |
| Type of Document<br>(map, letter, photo, etc.) |            |            |
| Document Creator                               |            |            |
| Date Created                                   |            |            |
| Purpose                                        |            |            |

Document Analysis

295 116869—Document-Based Assessment Activities © Shell Education

### Preliminary and Beginning Samples

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Document Analysis—Make Connections**

Directions: Complete as much of this page as you can to better understand the document.

**Step 1: Just the Facts**

Title or description: \_\_\_\_\_

Type of document:  
(map, letter, photo, etc.) \_\_\_\_\_

Date: \_\_\_\_\_ Place: \_\_\_\_\_ Creator: \_\_\_\_\_

Circle one: ☐ primary source ☐ secondary source

**Step 2: Make Connections**

Use the chart to make connections (e.g., compare and/or contrast, cause and effect). Your teacher may give you directions or ask you to choose the best way to label the sections to record connections. You can use colors, lines, or other marks as needed to help show your connections.

|  |  |
|--|--|
|  |  |
|  |  |

**Step 3: Reflect**

What did you learn or notice from the connections you made?

\_\_\_\_\_

\_\_\_\_\_

Document Analysis

296 116869—Document-Based Assessment Activities © Shell Education

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Document Analysis—Set the Scene**

Directions: Complete as much of this page as you can to better understand the document.

**Step 1: Just the Facts**

Title or description: \_\_\_\_\_

Type of document:  
(map, letter, photo, etc.) \_\_\_\_\_

Date: \_\_\_\_\_ Place: \_\_\_\_\_ Creator: \_\_\_\_\_

Circle one: ☐ primary source ☐ secondary source

**Step 2: Set the Scene**

Record what you know about the time and place the document was created.

**Step 3: Reflect**

How did the historical setting, or context, influence the events, ideas, and/or purpose of the document?

\_\_\_\_\_

\_\_\_\_\_

Document Analysis

297 116869—Document-Based Assessment Activities © Shell Education

### Intermediate and Advanced Samples



# How to Use This Resource *(cont.)*

## Lessons *(cont.)*

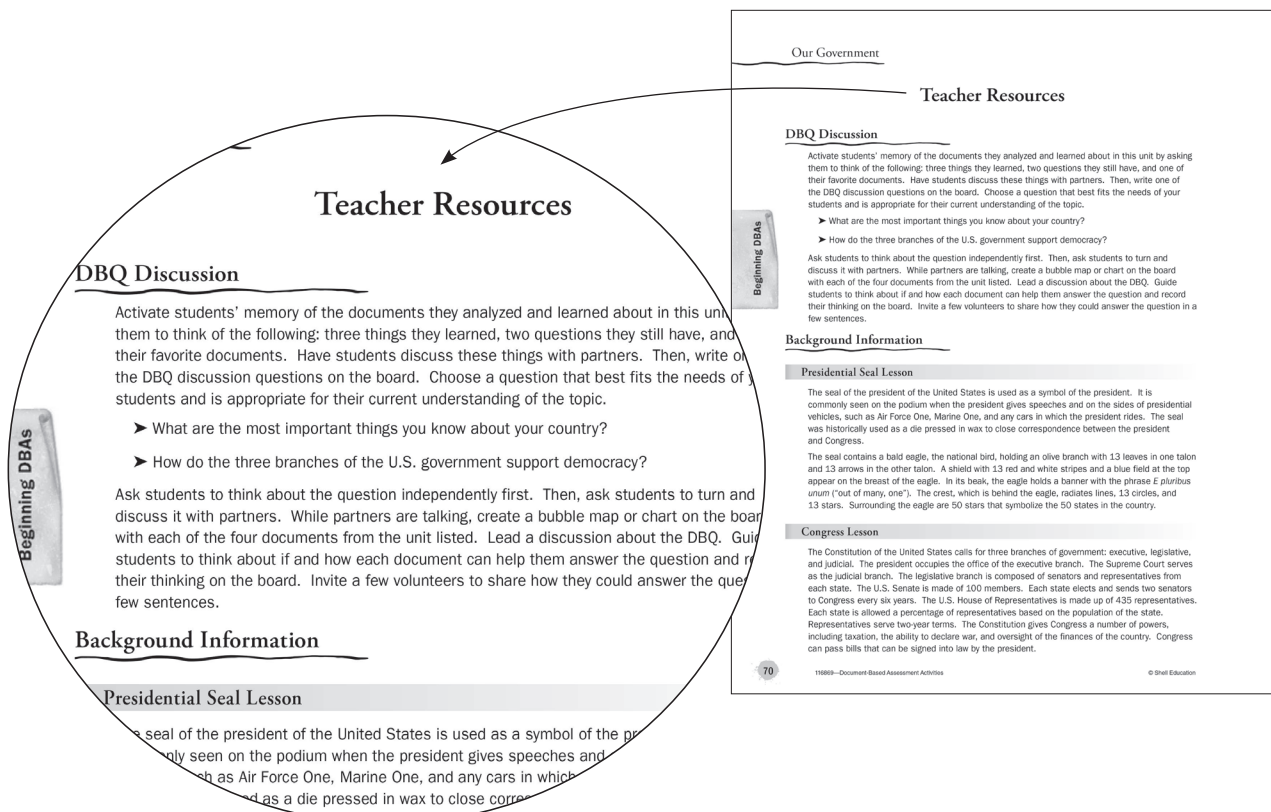
### Document-Based Questions

The DBQ represents a “real world” or authentic assessment. There are two parts to a DBQ. In the first part, students read and analyze passages, charts, graphs, photographs, and other visuals. They are asked to respond to short, scaffolded questions based on the individual documents. Then, in the DBQ task, students must draw on the material from the documents and their own knowledge to prepare answers that demonstrate their skills in comprehension, evaluation, and synthesis. Students may be asked to make comparisons and analogies, apply knowledge to the given data, take positions on issues or problems, support their conclusions, explore multiple perspectives on an event or issue, and/or apply historical analyses.

The concept of DBQs is introduced to students in the Beginning level section of this resource. In that section, DBQs are presented as discussion questions that students unpack and answer together with their teacher. As students progress to the Intermediate and Advanced levels, they answer DBQs in cohesive, well-supported essays.

### Beginner DBQs

By introducing DBQs in the form of meaningful discussions in small- or whole-group settings, students can become familiar with these types of questions in a supportive, low-risk environment. This will build students’ confidence to tackle the more complex essay tasks in the subsequent sections.



# How to Use This Resource *(cont.)*

## Lessons *(cont.)*

### Document-Based Questions *(cont.)*

#### Intermediate and Advanced DBQs

As students develop their essay-writing skills, they must reference an increasing number of documents. They will begin with two documents and build up to seven. Students will be most successful with these essays when given at the end of a unit of study on the related topic.

- Two essay tasks allow students to choose which DBQ to answer.
- Specific guidelines are given for each question to further aid student responses.

#### DBQ Essay Planner

Graphic organizers are provided on pages 302–304 to help students plan, organize, and write their essays.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Ancient Egypt Document-Based Question

**Historical Context**  
The Egyptian empire began in 3100 BC under Menes. He declared a supreme monarchy and claimed to have divine lineage. His successors continued to exert a divine hold over the people. He began the tradition of building elaborate tombs for their burial. This pyramid-building phase, which was known as the Old Kingdom, was a time of peace and isolation. Religion became a focal point. Priests and the pharaoh had daily ceremonies to please the many gods. All society focused on preparing for the afterlife. During the Middle Kingdom, trading ships sailed throughout the Mediterranean. Elaborate engineering projects were constructed. During the New Kingdom, armies used horses and chariots to lead their soldiers into battles, defend their country, and conquer new regions. In 332 BC, the Greeks took over Egypt, and the Ptolemaic Empire began.

**Essay Tasks**  
**Directions:** Using the documents and your knowledge of ancient Egypt, complete **one** of the following essay tasks. Before you begin your essay, complete the DBQ Essay Planner (pages 302–304) to plan your writing.

**Essay Task 1**  
In a well-organized essay, explain how Egyptian society was focused on and devoted to participating in religious practices and providing for the comfort of their pharaohs, both in life and in death. In your essay, remember to:

- Identify three religious practices.
- Provide evidence that will convince the reader that the religious practices you selected reveal the devotion of the Egyptian society to the pharaoh.
- Include a topic sentence, introduction, body, and conclusion.
- Give details to support your ideas.
- Use information found in the documents to support your argument.

**Essay Task 2**  
In a well-organized essay, explain the three most important contributions of ancient Egyptian society to modern society. In your essay, remember to:

- Identify the three contributions.
- Provide evidence to support that the contributions made an impact on modern society.
- Include a topic sentence, introduction, body, and conclusion.
- Give details to support your ideas.
- Use information found in the documents to support your argument.
- As a bonus, include evidence from an outside source or a counterargument in your chosen essay.

As a bonus, include evidence from an outside source in your essay.

176 16889—Document-Based Assessment Activities © Shell Education

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### DBQ Essay Planner *(cont.)*

**Step 5—Analyze Documents**  
Analyze the documents to connect them to your thesis.

|   | Summarize the document. | Identify one or more of the following:<br>• author's point of view<br>• intended audience<br>• historical context<br>• author's purpose | How does your analysis support your thesis? |
|---|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 1 |                         |                                                                                                                                         |                                             |
| 2 |                         |                                                                                                                                         |                                             |
| 3 |                         |                                                                                                                                         |                                             |
| 4 |                         |                                                                                                                                         |                                             |
| 5 |                         |                                                                                                                                         |                                             |
| 6 |                         |                                                                                                                                         |                                             |

**Step 6—Revised Thesis:**  
Revise your thesis to make it clear and concise. Make sure you can support your thesis with evidence from the documents.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16889—Document-Based Assessment Activities © Shell Education

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### DBQ Essay Planner *(cont.)*

**Step 7—Outline:**  
Use the outline guide to create an outline for your essay. Write notes or sentences on the paper, or create your outline on a separate sheet of paper.

**I. Introduction**

A. Topic sentence—Establish the topic of your essay in a clear and engaging way.

B. Additional relevant information to introduce your topic and set the scene

C. Final Thesis Statement

**II. Body of the Essay**

A. Body Paragraph 1

a. Topic Sentence

b. Evidence from a document

c. Evidence from a document

d. Outside information

e. Transition Sentence—Connect the evidence to the thesis in your own words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

304 16889—Document-Based Assessment Activities © Shell Education

## How to Use This Resource *(cont.)*

### Digital Resources

Lesson resources can be shared through cloud-sharing services, displayed on interactive whiteboards, or printed and distributed to students. Projecting documents while students are analyzing them allows for whole-class discussions. At times, projecting full-color versions may be more beneficial than copying them on black-and-white copiers. When making copies, it is recommended to push the photo button on the copier for better image quality. (See page 311 for more details about accessing and using the digital resources.)

### How the Digital Resources Are Organized

When first accessing the digital resources, you will find the following folders:

- Preliminary DBAs
- Beginning DBAs
- Intermediate DBAs
- Advanced DBAs
- Teacher Resources

The content in each section folder includes the following components:

- student reproducibles for each lesson
- primary source images that can be projected



The Teacher Resources folder includes:

- reproducible for *Ask Questions Like a Historian Lesson* (pages 28–29)
- additional lesson resources, including graphic organizers, rubrics, and a list of source information for each historical document



# Standards Correlations

Shell Education is committed to producing educational materials that are research and standards based. To support this effort, this resource is correlated to the academic standards of all 50 states, the District of Columbia, the Department of Defense Dependent Schools, and the Canadian provinces. A correlation is also provided for key professional educational organizations.

## How to Find Standards Correlations

To print a customized correlation report for your state, visit our website at [www.tcmpub.com/administrators/correlations](http://www.tcmpub.com/administrators/correlations) and follow the online directions. If you require assistance in locating or printing correlation reports, please contact the Customer Service Department at 1-800-858-7339.

## Standards Overview

The Every Student Succeeds Act (ESSA) mandates that all states adopt challenging academic standards that help students meet the goal of college and career readiness. While many states already adopted academic standards prior to ESSA, the act continues to hold states accountable for detailed and comprehensive standards. Standards are designed to focus instruction and guide adoption of curricula. They define the knowledge, skills, and content students should acquire at each grade level. Standards are also used to develop standardized tests to evaluate students' academic progress. State standards are used in the development of our resources, so educators can be assured they meet state academic requirements.

## NCSS Themes and C3 Framework

The lessons in this book are aligned to the NCSS themes and the C3 Framework. The information listed on pages 24–27 describe the processes and thinking presented throughout the lessons.

## Content Standards

Each year, McREL International analyzes state standards and revises its standards compendium to produce a compilation of national standards. The social studies content presented throughout the lessons support a wide range of content standards ranging from grades K–12. The standards listed on page 23 describe the social studies content presented throughout the units.

## ISTE Standards

The International Society for Technology in Education (ISTE) standards provide guidelines for the knowledge and skills needed to succeed in the twenty-first century. The lessons in this book support the ISTE standards for students.

# Standards Correlations *(cont.)*

## Social Studies Standards

The lessons in this book focus on key social studies standards for grades K–12. This chart shows which lesson(s) align with each learning area.

| Standard                                                                                                               | Unit(s)                                                                                 |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Understands family life now and in the past.                                                                           | Families Then and Now (pgs. 31–39)                                                      |
| Understands the history of a local community and how communities in North America varied long ago.                     | Communities Then and Now (pgs. 41–49), People in the Past (pgs. 85–96)                  |
| Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols.       | Our Country Then and Now (pgs. 51–59), Money (pgs. 97–108), Our Government (pgs. 61–71) |
| Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe.    | Around the World (pgs. 73–84), World Cultures (pgs. 151–163)                            |
| Understands the development and major characteristics of civilization in ancient Egypt.                                | Ancient Egypt (pgs. 165–179)                                                            |
| Understands how European society experienced political, economic, and cultural transformations between 1450 and 1750.  | The Renaissance (pgs. 181–196)                                                          |
| Understands the politics, economy, and society of colonial America and the eventual causes of the American Revolution. | Life in the Colonies (pgs. 109–116), Causes of the American Revolution (pgs. 117–126)   |
| Understands the events, people, and ideas that influenced the ideas established by the Constitution.                   | Constitution and New Government (pgs. 197–214)                                          |
| Understands the United States territorial expansion affected relations with external powers and Native Americans.      | American Indians (pgs. 127–136)                                                         |
| Understands the course and character of the United States Civil War.                                                   | Civil War (pgs. 137–149)                                                                |
| Understands how the Industrial Revolution changed American lives and led to regional tensions.                         | Industrial Revolution (pgs. 215–232)                                                    |
| Understands the causes, course, and global consequences of World War I.                                                | World War I (pgs. 233–250)                                                              |
| Understands the causes and course of World War II and the character of the war at home and abroad.                     | World War II (pgs. 251–270)                                                             |
| Understands the struggle for racial and gender equality and for the extension of civil liberties.                      | Civil Rights Movements (pgs. 271–290)                                                   |

## Standards Correlations *(cont.)*

### Document-Based Assessments

The lessons and activities in this book encourage students to practice multiple historical-thinking skills. However, each lesson focuses on one historical-thinking skill, allowing teachers to be purposeful in their instruction. These charts show the NCSS theme and historical-thinking skill focus of each lesson.

#### Preliminary Document-Based Assessments

| Unit                                      | NCSS Theme                   | Lesson         | Historical-Thinking Skill Focus |
|-------------------------------------------|------------------------------|----------------|---------------------------------|
| Families Then and Now<br>(pages 31–39)    | Time, Continuity, and Change | Recreation     | Make Connections                |
|                                           |                              | Houses         | Use Evidence                    |
|                                           |                              | Food           | Set the Scene                   |
| Communities Then and Now<br>(pages 41–49) | Time, Continuity, and Change | Transportation | Make Connections                |
|                                           |                              | Schools        | Use Evidence                    |
|                                           |                              | Helpers        | Make Connections                |
| Our Country Then and Now<br>(pages 51–59) | Time, Continuity, and Change | Places         | Make Connections                |
|                                           |                              | People         | Use Evidence                    |
|                                           |                              | Symbols        | Think Across Time               |

#### Beginning Document-Based Assessments

| Unit                                | NCSS Theme                                | Lesson                | Historical-Thinking Skill Focus |
|-------------------------------------|-------------------------------------------|-----------------------|---------------------------------|
| Our Government<br>(pages 61–71)     | Power, Authority, and Governance          | Presidential Seal     | Set the Scene                   |
|                                     |                                           | Congress              | Make Connections                |
|                                     |                                           | Supreme Court         | Think Across Time               |
|                                     |                                           | Voting                | Consider the Source             |
| Around the World<br>(pages 73–84)   | People, Places, and Environments          | African Safaris       | Use Evidence                    |
|                                     |                                           | Thailand's Geography  | Set the Scene                   |
|                                     |                                           | London's Architecture | Make Connections                |
|                                     |                                           | Australian Barbecue   | Use Evidence                    |
| People in the Past<br>(pages 85–96) | Time, Continuity, and Change              | Log Cabins            | Set the Scene                   |
|                                     |                                           | Fashion Long Ago      | Consider the Source             |
|                                     |                                           | Indigenous People     | Use Evidence                    |
|                                     |                                           | Getting Around Town   | Think Across Time               |
| Money<br>(pages 97–108)             | Production, Distribution, and Consumption | Currency—Quarters     | Consider the Source             |
|                                     |                                           | Paper Money           | Use Evidence                    |
|                                     |                                           | Prices                | Make Connections                |
|                                     |                                           | Currency Exchange     | Use Evidence                    |

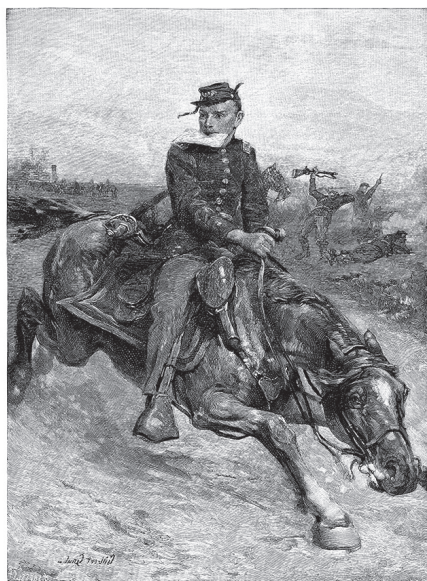


# Standards Correlations *(cont.)*

## Document-Based Assessments *(cont.)*

### Intermediate Document-Based Assessments

| Unit                                                    | NCSS Theme                          | Lesson                         | Historical-Thinking Skill Focus |
|---------------------------------------------------------|-------------------------------------|--------------------------------|---------------------------------|
| Life in the Colonies<br>(pages 109–116)                 | People, Places,<br>and Environments | Colonial Seals                 | Make Connections                |
|                                                         |                                     | Farms and Plantations          | Use Evidence                    |
| Causes of the American<br>Revolution<br>(pages 117–126) | Power, Authority,<br>and Governance | Common Sense                   | Set the Scene                   |
|                                                         |                                     | The Boston Massacre            | Consider the Source             |
|                                                         |                                     | Declaration of<br>Independence | Think Across Time               |
| American Indians<br>(pages 127–136)                     | Culture                             | Indian Removal Act             | Think Across Time               |
|                                                         |                                     | Tecumseh and<br>Sitting Bull   | Set the Scene                   |
|                                                         |                                     | Assimilation                   | Use Evidence                    |
| Civil War<br>(pages 137–149)                            | Power, Authority,<br>and Governance | Missouri Compromise            | Set the Scene                   |
|                                                         |                                     | Fugitive Slave Act             | Make Connections                |
|                                                         |                                     | Emancipation<br>Proclamation   | Make Connections                |
|                                                         |                                     | Civil War Amendments           | Think Across Time               |
| World Cultures<br>(pages 151–163)                       | Culture                             | Roman Routes and<br>Aqueducts  | Set the Scene                   |
|                                                         |                                     | Chinese Armor                  | Use Evidence                    |
|                                                         |                                     | The Importance of Zero         | Set the Scene                   |
|                                                         |                                     | Mesoamerican<br>Civilizations  | Make Connections                |



# Standards Correlations *(cont.)*

## Document-Based Assessments *(cont.)*

### Advanced Document-Based Assessments

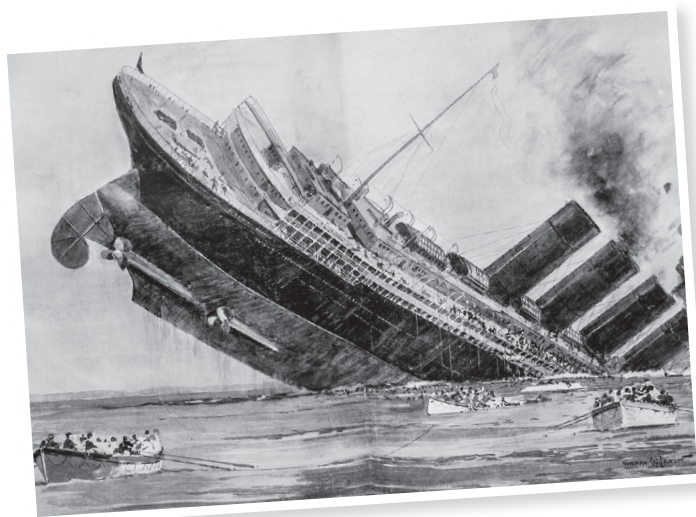
| Unit                                               | NCSS Theme                       | Lesson                           | Historical-Thinking Skill Focus |
|----------------------------------------------------|----------------------------------|----------------------------------|---------------------------------|
| Ancient Egypt<br>(pages 165–179)                   | Culture                          | The Great Pyramid of Giza        | Set the Scene                   |
|                                                    |                                  | Herodotus                        | Consider the Source             |
|                                                    |                                  | Hieroglyphic Writing             | Make Connections                |
|                                                    |                                  | Obelisks                         | Make Connections                |
|                                                    |                                  | Egyptian Gods                    | Use Evidence                    |
| The Renaissance<br>(pages 181–196)                 | Culture                          | Da Vinci's Notes                 | Make Connections                |
|                                                    |                                  | Renaissance Churches             | Set the Scene                   |
|                                                    |                                  | Medieval and Renaissance Art     | Make Connections                |
|                                                    |                                  | Brunelleschi's Dome              | Think Across Time               |
|                                                    |                                  | Commerce in Venice               | Set the Scene                   |
| Constitution and New Government<br>(pages 197–214) | Power, Authority, and Governance | The Articles of Confederation    | Set the Scene                   |
|                                                    |                                  | Congressional Representation     | Make Connections                |
|                                                    |                                  | Article II of the Constitution   | Consider the Source             |
|                                                    |                                  | The Three-Fifths Compromise      | Use Evidence                    |
|                                                    |                                  | Federalists vs. Anti-Federalists | Make Connections                |
|                                                    |                                  | Approving the Constitution       | Use Evidence                    |
| Industrial Revolution<br>(pages 215–232)           | Science, Technology, and Society | Child Labor                      | Think Across Time               |
|                                                    |                                  | Haymarket Square                 | Set the Scene                   |
|                                                    |                                  | Changes in Communications        | Make Connections                |
|                                                    |                                  | Thomas Edison                    | Use Evidence                    |
|                                                    |                                  | Time Line of Inventions          | Think Across Time               |
|                                                    |                                  | Transportation                   | Make Connections                |

# Standards Correlations *(cont.)*

## Document-Based Assessments *(cont.)*

### Advanced Document-Based Assessments *(cont.)*

| Unit                                     | NCSS Theme                                                        | Lesson                      | Historical-Thinking Skill Focus |
|------------------------------------------|-------------------------------------------------------------------|-----------------------------|---------------------------------|
| World War I<br>(pages 233–250)           | Global Connections                                                | Trench Warfare              | Use Evidence                    |
|                                          |                                                                   | Poisonous Gas               | Consider the Source             |
|                                          |                                                                   | The <i>Lusitania</i>        | Set the Scene                   |
|                                          |                                                                   | Communications              | Make Connections                |
|                                          |                                                                   | Role of Airplanes           | Set the Scene                   |
|                                          |                                                                   | Writing Home                | Use Evidence                    |
| World War II<br>(pages 251–270)          | Global Connections                                                | Women at Work               | Use Evidence                    |
|                                          |                                                                   | Contributions of Minorities | Set the Scene                   |
|                                          |                                                                   | 442nd Regiment              | Set the Scene                   |
|                                          |                                                                   | Reusing and Recycling       | Make Connections                |
|                                          |                                                                   | Food Supplies and Rationing | Use Evidence                    |
|                                          |                                                                   | D-Day                       | Make Connections                |
|                                          |                                                                   | War Bonds                   | Consider the Source             |
| Civil Rights Movement<br>(pages 271–290) | Civic Ideals and Practices<br>Power, Authority,<br>and Governance | Police Report               | Think Across Time               |
|                                          |                                                                   | Protests                    | Make Connections                |
|                                          |                                                                   | Literacy Tests              | Set the Scene                   |
|                                          |                                                                   | Letter to the President     | Consider the Source             |
|                                          |                                                                   | Freedom Riders              | Make Connections                |
|                                          |                                                                   | Dr. King                    | Use Evidence                    |
|                                          |                                                                   | Civil Rights Act of 1964    | Make Connections                |





# Ask Questions Like a Historian Lesson

To warm up your students to the idea of using historical-thinking skills to analyze documents, complete this activity shortly after the school year begins.

1. As a homework assignment, have students, with the help of a family member or adult, look through souvenirs of their lives (e.g., photographs, letters, certificates, diaries, newspaper clippings, birth certificates, library cards, report cards). Have each student select a primary source document to share with the class.
2. Once students have brought their selected documents to class, begin the analysis with a simple gallery walk. Ask students to place their documents on their desks. Then, have students walk around the room to observe all the documents their classmates brought in. After a few minutes, have students return to their seats and share any observations they made.
3. Distribute copies of *Using Historical-Thinking Skills* (page 29), and read through the questions, modeling how you might answer them. You can have students use this page in one of two ways. They can write answers to the questions on separate sheets of paper, or they can work with partners to discuss their responses. Be sure to point out to students that depending on the documents they have, they may or may not be able to answer every question.
  - If you're working with elementary students, they may need more guidance in each of the thinking skills. Instead of completing this activity in one day, you can work with each of the five historical-thinking skills one at a time. In the digital resources, you'll find five separate pages with the historical-thinking questions leveled for younger students. Students can work in pairs or as a whole group to answer the guiding questions for their documents. (See page 311 for more information.)
4. After students have written or discussed the questions and completed their reflections, have them share their reflections with the class or in small groups.
5. As an extension to this activity, have groups of students make posters for the historical-thinking skills. They can add to these posters throughout the year. As students complete the lessons in this resource, they can refer back to this activity and make connections to the historical-thinking skills they will continue to develop.

Once you have prepared your students with an introduction to these historical-thinking skills, you will be well on your way to introducing them to the work of historians as they make valid inquiries into the past.



## Using Historical-Thinking Skills

**Directions:** It's time to practice using historical-thinking skills! Use the questions to analyze a document from your life. You can discuss the questions with a partner or write the answers on separate sheets of paper.

### Make Connections



- ▶ How is this document connected to you and your family?
- ▶ Do you have or know of similar documents from the past or today? If so, how do they compare?
- ▶ What comparisons can you make about your document and those of your classmates?

### Use Evidence



- ▶ What does this document reveal about you or your life?
- ▶ What does this document reveal about the time and place it was created?
- ▶ What evidence is there to come to these conclusions?
- ▶ What other documents might corroborate this evidence?

### Consider the Source



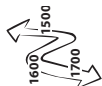
- ▶ Who created this document?
- ▶ Why was this document created?
- ▶ Who was the intended audience for this document?
- ▶ How can you determine if the author or creator had a particular point of view?

### Set the Scene



- ▶ When and where was this document created?
- ▶ Describe yourself at the time this document was created.
- ▶ What other important things were going on at the time and place this document was created?

### Think Across Time



- ▶ Create a time line of your life with at least five important events. Then, add this document to the time line. How does this document fit into the story of your life?
- ▶ How is this document related to your life today?
- ▶ What, if any, lasting effects has the document had on you or others?

### Reflection

Imagine someone in the very distant future discovers your document. What would they learn about you and the time and place the document is from?

# Discussing Historical Documents

When studying historical documents, it is important for students to discuss, debate, and deliberate higher-order questions. Discussions provide a vehicle to address the many English language arts standards that exist within the realm of social studies. These discussion methods can be adapted to fit students' needs and your teaching style and preference.

## Turn and Talk

This method takes little to no planning, is relatively low risk for students, and can be done at any level. Have each student “turn and talk” to a person next to them about the provided guiding questions or observations they have about documents.

## Concentric Circles

This discussion method allows student to discuss many questions with different people. Have students form two circles with equal numbers of students. Have one circle stand inside the other, facing each other. Have each student partner with the person across from them. Ask a question for partners to discuss. After a set amount of time, ask one of the circles to move one person to the right. Ask another question for new partners to discuss. Continue having the same circle rotate to new partners as many times as you choose.

## Poster Walk Discussion

This method takes more planning, but it can elicit interesting discussions. Set out posters around the room, each with a historical document and a question. Have a group of students start at each of the posters. Ask students to read the questions, discuss their thoughts, and write their responses on the posters. Then, have groups rotate to the next poster until they have had a chance to visit each one, add their thoughts, and respond to other groups' comments.

## Socratic Seminar Style Discussion

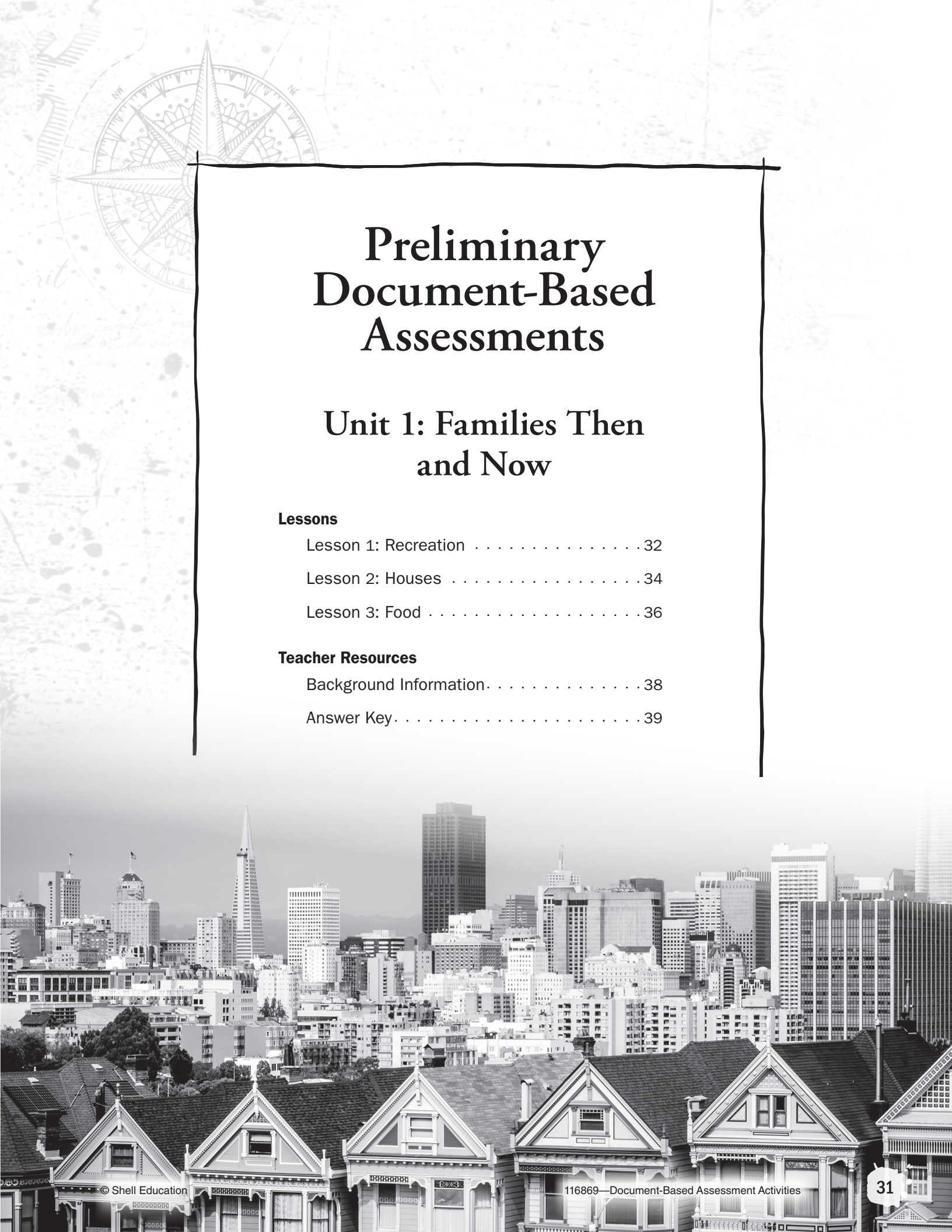
This type of discussion is student-driven and emphasizes the importance of referring to documents to guide discussions. Have one student begin by responding to an open-ended question or asking their own question. The discussion continues “popcorn” style or in a circle. Ask students to share responses to others' questions, add to others' thinking, or articulate new thoughts and questions. Remind students to constantly refer back to the document to guide their comments and questions.

## Online Discussion Resources

Online discussion tools allow students, especially those reluctant to share verbally, to contribute written comments or questions to a class discussion. Here is a list of suggested tools for online discussions:

- Google Classroom—Teachers or students can pose questions and others can comment.
- Padlet.com—Students can comment with digital sticky notes (anonymously if you choose).
- NowComment.com—Teachers or students can upload a document and have others comment digitally.





# Preliminary Document-Based Assessments

## Unit 1: Families Then and Now

### Lessons

|                                |    |
|--------------------------------|----|
| Lesson 1: Recreation . . . . . | 32 |
| Lesson 2: Houses . . . . .     | 34 |
| Lesson 3: Food . . . . .       | 36 |

### Teacher Resources

|                                 |    |
|---------------------------------|----|
| Background Information. . . . . | 38 |
| Answer Key. . . . .             | 39 |